PLAYBOOK

Middle School LANGUAGE ARTS

LAWTON PUBLIC SCHOOLS

play·book – *noun*

1. (in Elizabethan drama) <u>the</u> **<u>script</u> of a** <u>play</u>**, used by the actors as an acting text.**

2. a <u>book</u> **containing the scripts of one or more** <u>plays</u>**.**

3. *Football.* **a notebook containing descriptions of all the** <u>plays</u> **and <u>strategies</u> used by a <u>team</u>, often accompanied by <u>diagrams</u>, issued to players for them to study and memorize before the season begins.**

4. *Informal.* **any plan or set of <u>strategies</u>, as for <u>outlining</u> a campaign**.

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Audibles

Both reading and English teachers are responsible for the instruction of the academic vocabulary. The highlighted box indicates the word is on a particular grade level list as determined by the Oklahoma State Department of Education. The **"x"** indicates the word should be taught in a particular grade level.

6th	7th	8th	Academic Vocabulary
	x		Active voice
	x		Adverbial clause
x			Affix
x	x	x	Alliteration
	x	x	Allusion
x	x	x	Analogy
x	x	x	Analysis/ analyze
x	x	x	Anecdote
	x	x	Antagonist
x	x		Appositive
	x	x	Archetype
x		x	Argument
x	x	x	Assonance
x	x		Assumption
x	x	x	Base word
x	x	x	Bias
x	x	x	Bibliography/ Works Cited
x	x		Cause/ effect
x	x	x	Characterization
x	x		Chronological
x	x		Cinquain
x	x	x	Citation
x	x		Clauses
	x		Cliché
x	x	x	Climax
		x	Coherent
x	x		Comparison
x	x	x	Conflict
x	x	x	Connotation
x	x	x	Consonance
x	x		Context
x	x		Contrast
	x		Convention
		x	Counter argument
	x		Couplet
x	x		Diamante

6th	7th	8th	Academic Vocabulary
	x	x	Debate
		x	Derivation
x	x	x	Denotation
x	x		Dependent clause
x	x		Description
x	x		Dialect
x	x		Dialogue
	x		Diction
	x		Direct characterization
		x	Dramatization
	x		Dynamic character
		x	Elaboration
	x		Ellipses
x	x	x	Epilogue
		x	Ethos
x	x	x	Etymology
		x	Euphemism
x	x	x	Excerpt
x	x	x	Explanatory
x	x	x	Exposition
x	x	x	Expository
x	x	x	External conflict
x	x	x	Fable
x	x	x	Falling action
x	x	x	Faulty Reasoning
x	x	x	Figurative language
x	x	x	Flashback
x	x	x	Fluency
x	x	x	Folk tale
x	x		Footnote
x	x	x	Foreshadow
x	x	x	Free Verse
x	x	x	Generalization
x	x	x	Genres
		x	Gerund phrases
x	x	x	Graphic organizer

6th	7th	8th	Academic Vocabulary
x	x	x	Hyperbole
x	x	x	Idioms
6th	**7th**	**8th**	**Academic Vocabulary**
x	x	x	Imagery
x	x		Independent clause
	x		Indirect characterization
x	x	x	Inference
		x	Infinitive Phrase
x	x	x	Informational
		x	Integrate
x			Intensive pronouns
x	x	x	Internal conflict
		x	Internal rhyme
x	x		Interpretation
	x		Introductory clause
	x	x	Irony
	x	x	Jargon
x	x	x	Limerick
x	x	x	Literal
		x	Logos
x	x	x	Metaphor
x	x	x	Meter
x	x	x	Mood
x	x	x	MLA Style
x	x	x	Mythology
x	x	x	Myths
x	x	x	Narrative
	x	x	Nominative
	x	x	Objective
x	x	x	Onomatopoeia
x	x	x	Opinion
x	x	x	Organization
x	x	x	Outlining
	x		Oxymoron
		x	Parallel structure
x	x		Paraphrase
	x	x	Parenthetical documentation
		x	Participle/phrase
	x	x	Passive voice
		x	Pathos
x	x	x	Personification
x	x	x	Persuasion
x	x	x	Persuasive writing techniques
x	x		Phrases
x	x	x	Plagiarism
x	x	x	Plot
x	x	x	POV-first person, third person limited & omniscient

6th	7th	8th	Academic Vocabulary
x	x	x	Possesive
x	x	x	Predicate Adjective
6th	**7th**	**8th**	**Academic Vocabulary**
x	x	x	Predicate nominative
x			Prefix
x	x		Primary source
x	x		Problem/ solution
x			Prologue
x	x		Pronoun/ antecedent
	x	x	Propaganda
x	x		Prose
x	x		Protagonist
x			Pun
		x	Quatrain
x	x		Research
	x		Rebuttal
x	x		Recitation
	x	x	Reference
x	x		Reflective
x	x		Reflexive pronoun
x	x		Repetition
x	x		Resolution
			Rhetorical question
x	x		Rhyme
x	x		Rhyme scheme
x	x		Rhythm
x	x		Rising action
x			Root
x	x		Satire
x	x		Secondary source
	x		Sensory detail
x	x		Sentence fluency
	x	x	Sentence structure
x			Sentence types
x	x		Sequencing
x	x		Setting
x	x		Simile
x			Slang
	x		Sonnet
	x		Static character
x	x		Stereotypes
x	x		Subject / verb agreement
x			Suffix
x	x		Suspense
x	x		Symbolism
x	x		Synthesis
x	x		Synthesize
x	x		Tall Tales

	x	x	Theme
	x	x	Thesis statement
	x	x	Tone
	x	x	Transition word
	x	x	Types of poetry
	x	x	Viewpoint
	x	x	Voice
x	x		Word choice

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Middle School Reserved Reading Selections

2 Novels (teacher's choice) required per year

6th Grade

Hatchet

Holes

Watsons Go to Birmingham

(* Choose 1 of the 3)

A Wrinkle in Time

Black Pearl

Bridge to Terabithia

Canterville Ghost, The

Egypt Game, The

Hoot

Island of the Blue Dolphins

Jeremiah's Song

Lob's Girl

Magician's Nephew

Maniac Magee

My Side of the Mountain

On My Honor

Phantom Tollbooth, The

Pinballs

Poems by Emily Dickenson &
      Christian Rossetti

Something for Joey

Stargirl

Story of My Life, The

Summer of the Monkeys

True Confessions of Charlotte
      Doyle, The

Tunes for Bears to Dance To

7th Grade

The Outsiders

A Christmas Carol

Across Five Aprils

Bud, not Buddy

Devil's Arithmetic

Don't Look Behind You

Face on the Milk Carton

Full Tilt

Giver, The

Johnny Tremain

Kokopelli's Flute

Out of the Dust

River, The

Sudden Silence

Tuck Everlasting

Uglies

Walk Two Moons

Whatever Happened to Jane?

Where the Red Fern Grows

White Fang

8th Grade

Diary of Anne Frank

Flowers for Algernon

A Girl Named Disaster

Amelia Earhart

Assassin

Bully, The

Call of the Wild, The

Code Talker

Contender, The

Dragonwings

Farewell to Manzanar

Glory Field

Heart of a Champion, The

House of Dies Drear, The

Martian Chronicles, The

My Brother Sam is Dead

The Boy in the Striped Pajamas

Night

Night Light

Nothing but the Truth

Summer of My German
      Soldier

Taking Sides

That Was Then, This Is Now

Trouble with Lemons, The

Tyray Hobbs

Witness

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High School **Reserved** Reading Selections

English I
*Romeo and Juliet
*Odyssey
*To Kill a Mockingbird
13 Reasons Why
Animal Farm
Book Thief, The
Dracula
Fahrenheit 451
Grass Dancer, The
Great Expectations
Heart is a Lonely Hunter, The
Hunger Games
Legend of Sleepy Hollow, The
Of Mice and Men

English III
*Crucible
*Great Gatsby, The
*Scarlet Letter, The
(* Choose 2 of the 3)
A Raisin in the Sun
All Quiet on the Western Front
Adventures of Huckleberry Finn, The
Autobiography of Frederick Douglass
Catcher in the Rye, The
Different Seasons
Ethan Frome
Fountainhead
Grapes of Wrath, The
Interesting Narrative and Other Writings
    Olaudah Equiano , The
Long Day's Journey into Night
Our Town
Poisonwood Bible, The
Red Badge of Courage, The
Secret Life of Bees, The
Things They Carried, The
Uncle Tom's Cabin
Way to Rainy Mountain, The

English II
*Julius Caesar
Anthem
Antigone
Arabian Nights
Connecticut Yankee in King Arthur's Court
Glass Castle
Island of Dr. Moreau, The
Lord of the Flies
Metamorphosis
Monkey's Paw, The
Old Man and the Sea, The
Separate Peace, A
Speak
Strange Case of Dr. Jekyll and Mr. Hyde, The
Tuesdays with Morrie/Five People You Meet in
    Heaven (Do not do both in one year.)

English IV
*Macbeth
Angela's Ashes
Beowulf
Black Hawk Down
Brave New World
Canterbury Tales, The
Cyrano de Bergerac
Don Quixote
Frankenstein
Grendel
Gulliver's Travels
Hamlet
Importance of Being Earnest, The
Ivanhoe
Jude the Obscure
Kite Runner
Othello
Picture of Dorian Gray, The
Pride and Prejudice
Pygmalion
Return of the Native, The
Sir Gawain and the Green Knight
Tale of Two Cities, A
Tartuffe and Other Plays
Three Musketeers, The
Twelfth Night
Wuthering Heights

Writing Information

Special Plays

Writing Information

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WRITING FOLDERS

Writing Folders will be passed on to the middle schools. Each year, the following **THREE** pieces should be added to the Writing Folders. Include ONLY the final copy and rubric.

1. Narrative

2. Informational/Explanatory

3. Argumentative

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Final "Draft Choices"

Writing Folders

1. Label a manila folder with the student's name (Last, First)
2. Final copies of the students' writing should be placed in the folder. Do not include prewriting and rough drafts. It is okay to include the rubric.
3. At the end of the year, folders should be passed to the next grade level.
4. 8th grade teachers should send their folders to the high school department chairs.

Eisenhower Middle to Eisenhower High

Central Middle and Tomlinson Middle to Lawton High

MacArthur Middle to MacArthur High

Each year, three new pieces of writing should be added to the folder.

1. Narrative
2. Informational
3. Argumentative/Persuasive

*The five steps of the writing process should be completed for each of the five writing folder assignments

LAWTON PUBLIC SCHOOLS

Oklahoma Academic Standards

Grade Level Lens (Areas of Focus)

6th Grade	7th Grade	8th Grade

Writing Assignments are **Passage Based** and include *in-text* **Evidence** or **Examples** *cited parenthetically* from various **Informational Texts**

Opinion Writing	**Argument Writing**	**Argument Writing**
MLA Format	MLA Format	MLA Format
Complete Writing Process*	Complete Writing Process*	Complete Writing Process*
Works Cited Page	Works Cited Page	Works Cited Page
Body paragraph 4 steps	Body Paragraph 6 steps	Body Paragraph 8 steps

The 8 step body paragraphs serve as an example of how writing can be aligned vertically

Oklahoma Academic Standards –
Types of Writing

Narrative, Informational/Explanatory, and Argument.

Narrative Writing
- Creative fictional stories
- Memoirs
- Anecdotes
- Autobiographies
- History/social studies – narrative accounts of individuals
- Science – narrative descriptions of the step-by-step procedures they follow in their investigations

Informational/Explanatory Writing
Academic Genres
- Literary analysis
- Scientific and historical reports
- Summaries
- Précis writing (a brief summary)

Workplace and Functional Writing
- Instructions
- Manuals
- Memos
- Reports
- Applications
- Resumes

Argumentative Writing

- ELA - make a claim about the worth or meaning of a literary work or works. Defend interpretations or judgments with evidence from the text(s).
- History/social studies -analyze evidence from multiple primary and secondary sources to advance a claim.
- Science - make claims in the form of statements or conclusions that answer questions or address problems.
- K-6 - the term "opinion" is used to refer to the developing form of argument.

*7th grade teachers need to be aware of the shift to calling it argument writing

Writing

Definitions of the Standards' Three Text Types

Narrative Writing

Narrative writing conveys experience, either real or imaginary, and uses time as its deep structure. It can be used for many purposes, such as to inform, instruct, persuade, or entertain. In English language arts, students produce narratives that take the form of creative fictional stories, memoirs, anecdotes, and autobiographies. Over time, they learn to provide visual details of scenes, objects, or people; to depict specific actions (for example, movements, gestures, postures, and expressions); to use dialogue and interior monologue that provide insight into the narrator's and characters' personalities and motives; and to manipulate pace to highlight the significance of events and create tension and suspense. In history/social studies, students write narrative accounts about individuals. They also construct event models of what happened, selecting from their sources only the most relevant information. In science, students write narrative descriptions of the step-by-step procedures they follow in their investigations so that others can replicate their procedures and (perhaps) reach the same results. With practice, students expand their repertoire and control of different narrative strategies.

Creative Writing beyond Narrative

The narrative category does not include all of the possible forms of creative writing, such as many types of poetry. The Standards leave the inclusion and evaluation of other such forms to teacher discretion.

Informational/Explanatory Writing

Informational/explanatory writing conveys information accurately. This kind of writing serves one or more closely related purposes: to increase readers' knowledge of a subject, to help readers better understand a procedure or process, or to provide readers with an enhanced comprehension of a concept. Informational/explanatory writing addresses matters such as types (*What are the different types of poetry?*) and components (*What are the parts of a motor?*); size, function, or behavior (*How big is the United States? What is an X-ray used for? How do penguins find food?*); how things work (*How does the legislative branch of government function?*); and why things happen (*Why do some authors blend genres?*). To produce this kind of writing, students draw from what they already know and from primary and secondary sources. With practice, students become better able to develop a controlling idea and a coherent focus on a topic and more skilled at selecting and incorporating relevant examples, facts, and details into their writing. They are also able to use a variety of techniques to convey information, such as naming, defining, describing, or differentiating different types or parts; comparing or contrasting ideas or concepts; and citing an anecdote or a scenario to illustrate a point. Informational/explanatory writing includes a wide array of genres, including academic genres such as literary analyses, scientific and historical reports, summaries, and précis writing as well as forms of workplace and functional writing such as instructions, manuals, memos, reports, applications, and resumes. As students advance through the grades, they expand their repertoire of informational/explanatory genres and use them effectively in a variety of disciplines and domains.

Although information is provided in both arguments and explanations, the two types of writing have different aims. Arguments seek to make people believe that something is true or to persuade people to change their beliefs or behavior. Explanations, on the other hand, start with the assumption of truthfulness and answer questions about why or how. Their aim is to make the reader understand rather than to persuade him or her to accept a certain point of view. In short, arguments are used for persuasion and explanations for clarification.

Like arguments, explanations provide information about causes, contexts, and consequences of processes, phenomena, states of affairs, objects, terminology, and so on. However, in an argument, the writer not only gives information but also presents a case with the "pros" (supporting ideas) and "cons" (opposing ideas) on a debatable issue. Because an argument deals with whether the main claim is true, it demands empirical descriptive evidence, statistics, or definitions for support. When writing an argument, the writer supports his or her claim(s) with sound reasoning and relevant and sufficient evidence.

Tier 1 and Tier 2 Academic Vocabulary for Informational Pieces

3rd – also, another, and, more, but

4th – another, for example, also, because

5th – in contrast, especially

This vocabulary would be considered ***securely held content.*** For example, a middle school student should know how to use, and continue using, the phrase *for example* in writing informational pieces.

Argument

Arguments are used for many purposes—to change the reader's point of view, to bring about some action on the reader's part, or to ask the reader to accept the writer's explanation or evaluation of a concept, issue, or problem. An argument is a reasoned, logical way of demonstrating that the writer's position, belief, or conclusion is valid. In English language arts, students make claims about the worth or meaning of a literary work or works. They defend their interpretations or judgments with evidence from the text(s) they are writing about. In history/social studies, students analyze evidence from multiple primary and secondary sources to advance a claim that is best supported by the evidence, and they argue for a historically or empirically situated interpretation. In science, students make claims in the form of statements or conclusions that answer questions or address problems. Using data in a scientifically acceptable form, students marshal evidence and draw on their understanding of scientific concepts to argue in support of their claims. Although young children are not able to produce fully developed logical arguments, they develop a variety of methods to extend and elaborate their work by providing examples, offering reasons for their assertions, and explaining cause and effect. These kinds of expository structures are steps on the road to argument. In grades K–5, the term "opinion" is used to refer to this developing form of argument.

Tier 1 and Tier 2 Academic Vocabulary for Argument (Opinion) Pieces

K – My favorite book is
1st – No example given
2nd – because, and, also
3rd – because, therefore, since, for example
4th – for instance, in order to, and in addition
5th – consequently, specifically

This vocabulary would be considered ***securely held content.*** For example, a middle school student should know how to use, and continue using, the phrase *for example* in writing informational pieces.

"Argument" and "Persuasion"

When writing to persuade, writers employ a variety of persuasive strategies. One common strategy is an appeal to the credibility, character, or authority of the writer (or speaker).

When writers establish that they are knowledgeable and trustworthy, audiences are more likely to believe what they say. Another is an appeal to the audience's self-interest, sense of identity, or emotions, any of which can sway an audience. A logical argument, on the other hand, convinces the audience because of the perceived merit and reasonableness of the claims and proofs offered rather than either the emotions the writing evokes in the audience or the character or credentials of the writer. The Standards place special emphasis on writing logical arguments as a particularly important form of college- and career-ready writing.

In middle school, 35 percent of student writing should be to write arguments, 35 percent should be to explain/inform, and 30 percent should be narrative.

These forms of writing are not strictly independent; for example, arguments and explanations often include narrative elements, and both informing and arguing rely on using information or evidence drawn from texts.

Real World Writing Purposes

The following idea is from Kelly Gallagher's *Write Like This*.

To watch a six minute video of his ideas for writing, go to
http://www.youtube.com/watch?v=OJFMhWtFVnA&feature=youtube_gdata_player .

Purpose	Explanation
Express and Reflect	The writer.... ... expresses or reflects on his or her own life experiences ... often looks backward in order to look forward
Inform and Explain	The Writer... ... states a main point and purpose ... tries to present the information in a surprising way
Evaluate and Judge	The Writer... ... focuses on the worth of person, object, ideas or other phenomenon ... usually establishes the criteria as good or bad
Inquire and Explore	The writer.... ... wrestles with a question or problem ... connects to the problem and lets the reader watch them wrestle with it
Analyze and Interpret	The Writer... ... seeks to analyze and interpret information that is difficult to understand or explain
Take a Stand / Propose a Solution	The Writer... ... seeks to persuade audiences to accept a particular position on a controversial issue. ... describes the problem, proposes a solution, and provides justification

Real World Writing Purposes - Volleyball

Purpose	Explanation
Express and Reflect	How I came to love volleyball.
Inform and Explain	Explain the rules of the game.
Evaluate and Judge	The worst game I ever had.
Inquire and Explore	What is the history of volleyball?
Analyze and Interpret	Why did we lose our last volleyball game?

Timed Writing Tips

Students should be taught to first analyze the prompt. After all, if they don't know what they are supposed to be writing about, how can they write? Analyzing the prompt forces them to get s*omething* on their paper.

Have students write the following on the top of their brainstorming page, <u>every time</u> they begin writing.

Form:

Audience:

Purpose: To

If you cannot answer those three questions, you will not be able to properly respond to the prompt.

When first teaching this step, it is beneficial to have students analyze several prompts before even beginning a timed writing.

The following example is from the Sample Performance Tasks for Informational Texts from the Common Core State Standards website. This is a 3rd grade prompt.

Students *explain how the main idea* that Lincoln had "many faces" in Russell Freedman's *Lincoln: A Photobiography* is *supported by key details* in the text.

Form: Informational/Explanatory Text

Audience: People interested in Abraham Lincoln.

Purpose: To explain how Lincoln had "many faces" using details from *Lincoln: A Photobiography.*

Now that students have analyzed the prompt, they should be ready to start brainstorming. Hopefully they keep the purpose in mind, and do not write a summary of *Lincoln: A Photobiography.*

This prompt is an example so you, the teacher, know what type of prompt our students will be given when the CCSS are implemented in 2014.

Once students have analyzed the prompt, they should begin brainstorming. Teach students several ways to brainstorm – lists, webs, outlining, etc.

Give students time guidelines. For example, write the following on the board:

10 minutes – Analyze Prompt & Brainstorm

15 minutes – Write

5 minutes – Revise & Edit

The times can be adjusted according to the level of your students and the time you have available. It is suggested that timed writings occur once a week.

Students will need to get into the practice of making their first copy their only copy during a timed writing. Skipping lines when writing is good practice. If a word or sentence needs to be added, the insert symbol and the space above the line will provide ample space.

Wondering how to grade? This is up to teacher discretion. If it is one of the first times, maybe students earn their grade by completing all the steps. Maybe another time they are graded on having complete sentences or paragraphs. A grade could also be given for having a main idea and supporting details. Each timed writing

does not need to be graded as a complete essay. Take whichever concept you have been working on and grade that concept. It is very important to let students know BEFORE they write how they will be graded.

Middle School Literary Analysis/Essay Response Guides

6th Grade Example

Introductory Paragraph

Lead Sentence: This sentence is your attention getter. It should begin with an anecdote, a quote, statistic, or something that just captures the reader's attention. **Example:** Romantic poets often embrace the concept of self-expression through the use of imagination to convey their personal visions of love and life.

Explain: This sentence should tell in your words what the prompt is asking, restate the prompt, or transition to making a claim. **Example:** After reading the poem, "She Walks in Beauty" by Lord Byron, the reader identifies the obsession that sometimes surfaces when people are madly in love.

Make a claim: This sentence should make a statement that tells the reader what stance or position that the writer is taking in writing the paper. **Example:** The speaker in the poem is obsessed with the subject of the poem.

Thesis Statement: This sentence is the roadmap for the reader. It indicates to the reader the direction in which the paper will flow. The thesis statement should have three points; the three points will represent the topics for each of the body paragraphs. **Example:** Thus, one of the themes in "She Walks in Beauty" is obsession; the speaker's obsession for the subject surfaces through his description of her physical beauty, the use of figurative language that defines the subject's movements, and the poetic form that suggests an ethereal being.

Prompt: Some of the themes in Romantic poetry are nature, the sublime, relationships, and love. After reading the poem, "She Walks in Beauty" by Lord Byron, write a literary analysis that explains one of the themes in Romantic poetry. Your answer must be formatted according to MLA and include specific citations from the text.

Romantic poets often embrace the concept of self-expression through the use of imagination to convey their personal visions of love and life. After reading the poem, "She Walks in Beauty" by Lord Byron, the reader identifies the obsession that sometimes surfaces when people are madly in love. The speaker in the poem is obsessed with the subject of the poem. Thus, one of the themes in "She Walks in Beauty" is obsession; the speaker's obsession for the subject surfaces through his description of her physical beauty, the use of figurative language that defines the subject's movements, and the poetic form that suggests an ethereal being.

Body Paragraphs

Step 1: This is the topic sentence. It should outline/state the main idea that will be presented in the paragraph. **Example:** In the poem, "She walks in Beauty", by Lord Byron, the speaker obsesses about the subject's physical beauty.

Step 2: This sentence should introduce the speaker, as well as, include a direct citation that supports the claim made in the topic sentence and parenthetical citation (formatted according to MLA). **Example:** According to the speaker, "And all that's best of dark and bright / Meet in her aspect and her eyes" (3-4).

Step 3: This sentence should explain the quote. It can carry over into another sentence if the student wishes to add more commentary (relation to the real world). **Example:** By indicating that the best of night and day are evident on the subject's face, the reader witnesses some of the obsession that the speaker has with the subject's physical appearance.

Step 4: This sentence should begin with a transition. It should restate the topic sentence. **Example:** Thus, in "She Walks in Beauty" by Lord Byron, the reader comprehends that the speaker is obsessed with the subject's appearance by the comments made about her face and body.

Prompt: Some of the themes in Romantic poetry are nature, the sublime, relationships, and love. After reading the poem, "She Walks in Beauty" by Lord Byron, write a literary analysis that explains one of the themes in Romantic poetry. Your answer must be formatted according to MLA and include specific citations from the text.

Body Paragraph Example:

In the poem, "She Walks in Beauty", by Lord Byron, the speaker obsesses about the subject's physical beauty. According to the speaker, "And all that's best of dark and bright / Meet in her aspect and her eyes" (3-4). By indicating that the best of night and day are evident on the subject's face, the reader witnesses some of the obsession that the speaker has with the subject's physical appearance. Thus, in "She Walks in Beauty" by Lord Byron, the reader comprehends that the speaker obsesses about the subject's physical beauty.

Conclusion:

Restatement of Explanation: This sentence should summarize the explanation that was written in the introductory paragraph. **Example:** After reading the poem, "She Walks in Beauty" by Lord Byron, the reader identifies the obsession that sometimes surfaces when people are madly in love.

Restatement of Claim: This sentence restates the claim that you made earlier in your introductory paragraph. **Example:** The speaker in the poem is obsessed with the subject of the poem.

Restatement of Thesis: This sentence restates the thesis from the introduction. **Example:** Thus, one of the themes in "She Walks in Beauty" is obsession; the speaker's obsession for the subject surfaces through his description of her physical beauty, the use of figurative language that defines the subject's movements, and the poetic form that suggests an ethereal being.

Commentary, Transition, and Clincher Sentence: This sentence (s) gives the reader a last chance to understand the position that made throughout the essay. Transition into this statement by using a transition such as in other words, thus, therefore, etc. End with a sentence that lets the reader know that the essay is completed without having to say The End. **Example:** The theme that echoes throughout the poem is obsession. It is the

same obsession that travels in the hallways of many middle schools because some students who are head over heels for crushes think about them constantly. Embracing love and the feelings of obsession is evident in "She Walks in Beauty" by Lord Byron.

Prompt: Some of the themes in Romantic poetry are nature, the sublime, relationships, and love. After reading the poem, "She Walks in Beauty" by Lord Byron, write a literary analysis that explains one of the themes in Romantic poetry. Your answer must be formatted according to MLA and include specific citations from the text.

Conclusion Example:

After reading the poem, "She Walks in Beauty" by Lord Byron, the reader identifies the obsession that sometimes surfaces when people are madly in love. The speaker in the poem is obsessed with the subject of the poem. Thus, one of the themes in "She Walks in Beauty" is obsession; the speaker's obsession for the subject surfaces through his description of her physical beauty, the use of figurative language that defines the subject's movements, and the poetic form that suggests an ethereal being. The theme that echoes throughout the poem is obsession. It is the same obsession that travels in the hallways of many middle schools because some students who are head over heels for crushes think about them constantly. Embracing love and the feelings of obsession is evident in "She Walks in Beauty" by Lord Byron.

Middle School Literary Analysis/Essay Response Guides
7th Grade Example

Introductory Paragraph

Lead Sentence: This sentence is your attention getter. It should begin with an anecdote, a quote, statistic, or something that just captures the reader's attention. **Example:** Romantic poets often embrace the concept of self-expression through the use of imagination to convey their personal visions of love and life.

Explain: This sentence should tell in your words what the prompt is asking, restate the prompt, or transition to making a claim. **Example:** After reading the poem, "She Walks in Beauty" by Lord Byron, the reader identifies the obsession that sometimes surfaces when people are madly in love.

Make a claim: This sentence should make a statement that tells the reader what stance or position that the writer is taking in writing the paper. **Example:** The speaker in the poem is obsessed with the subject of the poem.

Thesis Statement: This sentence is the roadmap for the reader. It indicates to the reader the direction in which the paper will flow. The thesis statement should have three points; the three points will represent the topics for each of the body paragraphs. **Example:** Thus, one of the themes in "She Walks in Beauty" is obsession; the speaker's obsession for the subject surfaces through his description of her physical beauty, the use of figurative language that defines the subject's movements, and the poetic form that suggests an ethereal being.

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Romantic poets often embrace the concept of self-expression through the use of imagination to convey their personal visions of love and life. After reading the poem, "She Walks in Beauty" by Lord Byron, the reader identifies the obsession that sometimes surfaces when people are madly in love. The speaker in the poem is obsessed with the subject of the poem. Thus, one of the themes in "She Walks in Beauty" is obsession; the speaker's obsession for the subject surfaces through his description of her physical beauty, the use of figurative language that defines the subject's movements, and the poetic form that suggests an ethereal being.

Body Paragraph

Step 1: This is the topic sentence. It should outline/state the main idea that will be presented in the paragraph. **Example:** In the poem, "She walks in Beauty", by Lord Byron, the speaker obsesses about the subject's physical beauty.

Step 2: This sentence begins with a transitional phrase or words. Then, the sentence should narrow the topic into one specific point that stems from the topic sentence. **Example:** For example, the speaker comments on her face.

Step 3: This sentence should introduce the speaker, as well as, include a direct citation that supports the narrowed point from Step 2 and parenthetical citation (formatted according to MLA). **Example:** According to the speaker, "And all that's best of dark and bright / Meet in her aspect and her eyes" (3-4).

Step 4: This sentence should explain the quote. It can carry over into another sentence if the student wishes to add more commentary (relation to the real world). **Example:** By indicating that the best of night and day are evident on the subject's face, the reader witnesses some of the obsession that the speaker has with the subject's physical appearance.

Step 5: This sentence should begin with a transition. It should restate the topic sentence in conjunction with the point made in Step 2. **Example:** Thus, in "She Walks in Beauty" by Lord Byron, the reader comprehends that the speaker is obsessed with the subject's appearance by the comments made about her face and body.

Prompt: Some of the themes in Romantic poetry are nature, the sublime, relationships, and love. After reading the poem, "She Walks in Beauty" by Lord Byron, write a literary analysis that explains one of the themes in Romantic poetry. Your answer must be formatted according to MLA and include specific citations from the text.

Body Paragraph Example:

In the poem, "She Walks in Beauty", by Lord Byron, the speaker obsesses about the subject's physical beauty. For example, the speaker comments on her face. According to the speaker, "And all that's best of dark and bright / Meet in her aspect and her eyes" (3-4). By indicating that the best of night and day are evident on the subject's face, the reader witnesses some of the obsession that the speaker has with the subject's physical appearance. Thus, in "She Walks in Beauty" by Lord Byron, the reader comprehends that the speaker is obsessed with the subject's appearance by the comments made about her face.

Conclusion:

Restatement of Explanation: This sentence should summarize the explanation that was written in the introductory paragraph. **Example:** After reading the poem, "She Walks in Beauty" by Lord Byron, the reader identifies the obsession that sometimes surfaces when people are madly in love.

Restatement of Claim: This sentence restates the claim that you made earlier in your introductory paragraph. **Example:** The speaker in the poem is obsessed with the subject of the poem.

Restatement of Thesis: This sentence restates the thesis from the introduction. **Example:** Thus, one of the themes in "She Walks in Beauty" is obsession; the speaker's obsession for the subject surfaces through his description of her physical beauty, the use of figurative language that defines the subject's movements, and the poetic form that suggests an ethereal being.

Commentary, Transition, and Clincher Sentence: 28 sentence (s) gives the reader a last chance to understand the position that made throughout the essay. Transition into this statement by using a transition such as in other words, thus, therefore, etc. End with a sentence that lets the reader know that the essay is completed without having to say The End. **Example:** The theme that echoes throughout the poem is obsession. It is the same obsession that travels in the hallways of many middle schools because some students who are head over heels for crushes think about them constantly. Embracing love and the feelings of obsession is evident in "She Walks in Beauty" by Lord Byron.

Prompt: Some of the themes in Romantic poetry are nature, the sublime, relationships, and love. After reading the poem, "She Walks in Beauty" by Lord Byron, write a literary analysis that explains one of the themes in Romantic poetry. Your answer must be formatted according to MLA and include specific citations from the text.

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Middle School Literary Analysis/Essay Response Guides

8th Grade Example

Introductory Paragraph

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Explain: This sentence should tell in your words what the prompt is asking, restate the prompt, or transition to making a claim. **Example:** After reading the poem, "She Walks in Beauty" by Lord Byron, the reader identifies the obsession that sometimes surfaces when people are madly in love.

Make a claim: This sentence should make a statement that tells the reader what stance or position that the writer is taking in writing the paper. **Example:** The speaker in the poem is obsessed with the subject of the poem.

Thesis Statement: This sentence is the roadmap for the reader. It indicates to the reader the direction in which the paper will flow. The thesis statement should have three points; the three points will represent the topics for each of the body paragraphs. **Example:** Thus, one of the themes in "She Walks in Beauty" is obsession; the speaker's obsession for the subject surfaces through his description of her physical beauty, the use of figurative language that defines the subject's movements, and the poetic form that suggests an ethereal being.

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Romantic poets often embrace the concept of self-expression through the use of imagination to convey their personal visions of love and life. After reading the poem, "She Walks in Beauty" by Lord Byron, the reader identifies the obsession that sometimes surfaces when people are madly in love. The speaker in the poem is obsessed with the subject of the poem. Thus, one of the themes in "She Walks in Beauty" is obsession; the speaker's obsession for the subject surfaces through his description of her physical beauty, the use of figurative language that defines the subject's movements, and the poetic form that suggests an ethereal being.

Body Paragraph

Step 1: This is the topic sentence. It should outline/state the main idea that will be presented in the paragraph. **Example:** In the poem, "She walks in Beauty", by Lord Byron, the speaker obsesses about the subject's physical beauty.

Step 2: This sentence begins with a transitional phrase or words. Then, the sentence should narrow the topic into two specific points that stem from the topic sentence. **Example:** For example, the speaker comments on her face and body.

Step 3: This sentence should introduce the speaker, as well as, include a direct citation that supports the first point from Step 2 and parenthetical citation (formatted according to MLA). **Example:** According to the speaker, "And all that's best of dark and bright / Meet in her aspect and her eyes" (3-4).

Step 4: This sentence should explain the quote. It can carry over into another sentence if the student wishes to add more commentary (relation to the real world). **Example**: By indicating that the best of night and day are evident on the subject's face, the reader witnesses some of the obsession that the speaker has with the subject's physical appearance.

Step 5: In this sentence, a transition to and a reminder of the next point being made in Step 2 is written. **Example:** In addition to commenting on her face, the speaker also talks about her body.

Step 6: This sentence should introduce the speaker, as well as, include a direct citation that supports the second point from Step 2 and parenthetical citation (formatted according to MLA). **Example:** According to the speaker, "She walks in beauty, like the night" (1).

Step 7: This sentence should explain the quote. It can carry over into another sentence if the student wishes to add more commentary (relation to the real world). **Example:** By using a simile to compare the subject's body to the night, the speaker again obsesses about the subject's physical beauty because her body is equaled to the serenity that one experiences at night.

Step 8: This sentence should begin with a transition. It should restate the topic sentence in conjunction with the two points made in Step 2. **Example:** Thus, in "She Walks in Beauty" by Lord Byron, the reader comprehends that the speaker is obsessed with the subject's appearance by the comments made about her face and body.

Conclusion:

Restatement of Explanation: This sentence should summarize the explanation that was written in the introductory paragraph. **Example:** After reading the poem, "She Walks in Beauty" by Lord Byron, the reader identifies the obsession that sometimes surfaces when people are madly in love.

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Literary Response Prompt Example
6th Grade

Mood is the atmosphere that pervades a literary work with the intention of evoking a certain emotion or feeling from the audience. In poetry and prose, the mood may be created by a combination of such elements as setting, voice, tone, and theme. From the novels, short stories, and poems that you have read, think of the mood portrayed in the text. Identify the mood of the text. Choose one example from the text that supports the mood that you identified. Explain how the use of mood adds to the readers' interpretation of the story. Your answer must be formatted according to MLA and include specific citations from the text.

7th Grade

Characterization is the process by which the writer reveals the personality of a character through direct characterization and indirect characterization. Fron   novels, short stories, and poems that you have read, choose a work that employs characterization. Identify one or more examples of characterization in one of these works. Explain how the use of characterization adds to the reader understanding the character being analyzed. Your answer must be formatted according to MLA and include specific citations from the text.

8th Grade

Foreshadowing is a literary technique used to heighten the dramatic tension of a work. Whenever a writer hints at what is to come in a literary work, that writer is foreshadowing future events. From the novels, short stories, full-length plays, and poems you have read, choose a work that employs foreshadowing. Identify one or more examples of this literary technique. Explain how the use of foreshadowing builds suspense and helps prepare the reader for what is to come. Also, explain how foreshadowing may convey important information about the theme, and discuss the importance of foreshadowing in the overall work. Your answer must be formatted according to MLA and include specific citations from the text.

Essay Response Prompt Examples (5 Paragraph Essays)

6th Grade

Authors often used descriptive details to develop a setting for several purposes. In an essay, explain how the setting of your book related to events from the plot, related to the characters, or built suspense. You may write one body paragraph about each aspect of setting, or you may choose to elaborate on one particular aspect such as plot, character, and suspense in all three body paragraphs.

7th Grade

In many works of literature, a central character finds himself/herself as an outcast from society. The character may be cast out of society as a result of class, race, gender, or other conditions of birth; or the character may be exiled as a result of his/her actions. From the novels, short stories, full-length plays, and poems you have read, choose one work in which a main character is an outcast. Using specific references to the work, explain why the character is cast out from society, how the character responds to his/her exile, and how the character's position as an outcast relates to a larger theme in the work.

8th Grade

Often in literary works, authors choose a physical object which takes on a special significance in the work and becomes a symbol of something beyond itself. Choose one of these works *Mother the Son* by Langston Hughes, *The Scarlett Ibis* by James Hurst, *The Yellow Wallpaper* by Charlotte Perkins Gilman and show how the author uses a symbol to convey an important meaning. In your essay, focus on the symbol and its symbolic meaning. Be sure to discuss how the author uses it to convey a message to readers. You may choose more than one symbol in the prose or poem to be used as points in your thesis statement, or you may choose one symbol and elaborate on its significance in your thesis statement.

How to Write an 8-Step Paragraph

The Basics

- *We keep using this! Why do we use the 8-step paragraphs anyway?*
  What a great question! We can use an 8-step paragraph to respond to long-answer questions, to write a mini-essay or as a body paragraph for a 5-paragraph essay. Use this as a guide as an outline.
- *Is this the ONLY way to write paragraphs?*
  Of course not! This is just **ONE** way to guide your writing. The great thing is that you'll never be guessing what to write in the next sentence. You have the steps to guide you on your writing journey!

8-Step Paragraph Outline

1. **Topic Sentence** (Attitude + Areas **A, B, C**)
2. **Concrete – Area A** (Transition + Specific Example)
3. **Relationship – Area A** (Explain how your Example connects to the TS)
4. **Concrete – Area B** (Transition + Specific Example)
5. **Relationship – Area B** (Explain how your Example connects to the TS)
6. **Concrete – Area C** (Transition + Specific Example)
7. **Relationship – Area C** (Explain how your Example connects to the TS)
8. **Concluding Statement**

ACT Writing Prompt

It is currently being discussed if the driving age in Michigan should be moved from 16 to 18 years of age. Proponents say this will help reduce the number of accidents by young drivers. However, opponents argue that this will put more strain on parents because they will be responsible for driving their children for longer period of time. In your opinion should the State of Michigan change the driving age?

In your essay, take a position on this question. You may write about either one of the two points of view, or you may present a different point of view on this question. Use specific reasons and examples to support your position.

Deconstructing the Writing Prompt

- Part 1:
- Part 2:
- Part 3:
- Part 4:
  o These 4 "parts" will be in EVERY writing prompt for the ACT!

Driving age should be 16-years-old	Driving age should be 18-years-old

Name _____ Date _____ Hour _____

8-Step Paragraph Outline   **Audience:_____**

1. **Topic Sentence**: _____
_____

2. Reason 1 (Transition + Specific Example):
_____
_____
_____
_____

Pathos

3. **Relationship (Explain how your example connects to the Topic Sentence):**
_____
_____
_____
_____
_____

4. **Reason 2** (Transition + Specific Example): _____
_____
_____
_____
_____

Ethos

or

5. **Relationship** (Explain how your example connects to the Topic Sentence):_____
_____
_____
_____
_____

6. **Blast Opposing Side** (Transition + Specific Example of why the other side is wrong):
_____
_____
_____
_____
_____

7. **Relationship** (Explain how this example connects to the Topic Sentence):
_____
_____
_____
_____

8. **Concluding Statement** (Recap Attitude + 3 Reasons):

_____

8 Step Method

Writing Body Paragraphs

Directions: Use the following 8 Step Method to write the body paragraphs of your essay. You may also use your pre-writing and introduction with thesis statement. You must have at least two body paragraphs.

Step 1	Example
Make your point! In a body paragraph, this point is normally the first sentence and is called a topic sentence.	**Topic Sentence**: The setting of "The Most Dangerous Game" helps Rainsford in his quest for survival.

Step 2	Example
Get a transition from the point to the evidence that supports the point. For beginning writers, phrases like "for example" or "for instance" are good transitions. You may choose from the list of transitions we provided you.	The setting of "The Most Dangerous Game" helps Rainsford in his quest for survival. **For example**, Or The setting of "The Most Dangerous Game" helps Rainsford in his quest for survival. **To begin with,**

Step 3	Example
Set up the context of the evidence. Explain the who, what, when, where, and the why that helps the paragraph make sense to your reader. Make sure every sentence supports your topic sentence.	The setting of "The Most Dangerous Game" helps Rainsford in his quest for survival. To begin with, **Rainsford struggles with controlling his panic when he falls off the yacht.**

Step 4	Example
Identify the source of the evidence- evidence is provided by narrators of stories, characters in works of fiction, or authors of the book. You must say who is talking.	The setting of "The Most Dangerous Game" helps Rainsford in his quest for survival. To begin with, Rainsford struggles with controlling his panic when he falls off the yacht. **According to the author,**

Step 5	Example
Provide the evidence (direct quotation). Select the best pieces of evidence to make your case and arrange them in such a way that the evidence is as powerful as it can be. Make sure you place quotation marks around the quotation. **Each body**	The setting of "The Most Dangerous Game" helps Rainsford in his quest for survival. To begin with, Rainsford struggles with controlling his panic when he falls off the yacht. According to the author, **"A certain cool-headedness had come to him; it was not the first time he had been in a tight place"**

paragraph should contain two direct quotes!	

Step 6	Example
For quoted evidence, provide the parenthetical documentation – showing the page number (s).	The setting of "The Most Dangerous Game" helps Rainsford in his quest for survival. To begin with, Rainsford struggles with controlling his panic when he falls off the yacht. According to the author, "A certain cool-headedness had come to him; it was not the first time he had been in a tight place" **(218).**

Step 7	Example
Explain how the evidence supports the main point – there's no step more important than this one – This is where you explain to your audience how the evidence shows what you say it shows.	The setting of "The Most Dangerous Game" helps Rainsford in his quest for survival. To begin with, Rainsford struggles with controlling his panic when he falls off the yacht. According to the author, "A certain cool-headedness had come to him; it was not the first time he had been in a tight place" (218). **Instead of panicking, Rainsford calms himself down and swims to shore. The act of calming himself down will help him survive later on in the story.**

Step 8	Example
Double check to make sure your quotations are correct! Also make sure you have a topic sentence, effective supporting sentences, and a concluding sentence. *Remember-do not include random thoughts!	Please read the entire example below!

Body Paragraph Example

The setting of "The Most Dangerous Game" helps Rainsford in his quest for survival. To begin with, Rainsford struggles with controlling his panic when he falls off the yacht. According to the author, "A certain cool-headedness had come to him; it was not the first time he had been in a tight place" (218). Instead of panicking, Rainsford calms himself down and swims to shore. The act of calming himself down helped him survive later on in the story when he became part of the game. Rainsford is also able to use the jungle setting on the island to aid in his survival. For example, he creates many traps using elements of the jungle. "He caught

hold of a springy young sapling and to it he fastened his hunting knife, with the blade pointing down the trail;

with a bit of wild grapevine he tied back the sapling" (234). It was this particular trap that killed Ivan and

allowed Rainsford enough time to jump off the cliff. Therefore, the setting of the story is an important factor in

Rainsford's survival. Falling off the yacht and using the jungle elements of the island to make traps help

Rainsford win the game.

8 Step Method Bookmarks:

Introductions:	**Introductions:**
1. Thesis statement	1. Thesis statement
2. 2-3 sentence summary	2. 2-3 sentence summary
3. Transition to the body paragraphs	3. Transition to the body paragraphs

8 Step Method
Writing **BODY** Paragraphs

1. Topic sentence-make your point

2. Use a transition
   (for example or for instance)

3. Set up the evidence (quote)
   Where are you coming from?
      5 w's & how
It helps the paragraph make sense
to the reader!

4. Identify the source of your evidence (quote).
Who is speaking?

5. Provide the evidence-direct quotation
***remember your quotation marks

6. Parenthetical Citation
Put the page number in parenthesis
and follow it with a period

7. EXPLAIN: How does the evidence
support the main point?

8. Double check all steps!!

Conclusion
Re-state thesis

Organization Transitions

Common Transitions

The following chart lists some common transitions used to indicate relationships between ideas.

ADDITION	COMPARE/CONTRAST	CONCESSION	CAUSE & EFFECT
Additionally Also As well as Besides Furthermore In addition Likewise Moreover Not only Similarly	Although But Despite However In contrast Instead On the contrary On the other hand Unlike Yet Whereas Compared to Up against At the same time	Admittedly Certainly Clearly Evidently Granted Naturally Obviously Of course Undeniably Understandably	As a result Because Consequently Since So Therefore Thus Hence On account of

EXAMPLES	CONCLUSIONS	TIME & ORDER	
For example For instance In particular Specifically Such as To illustrate In this case	Finally Generally In brief In conclusion In summary On the whole To sum up As I have shown In short	After At once Before During First… Second… Third First… Next… Then If… Then… In the meanwhile Meanwhile	Often Presently Shortly Soon after Still Temporarily Until When While

EMPHASIZE	PROVE	CLARIFICATION	EXCEPTION
Definitely Extremely Obviously In fact Absolutely Naturally Surprisingly Never Without a doubt Undeniably	Because Since Furthermore For the same reason Besides Indeed In fact Moreover Obviously	To explain To clarify To rephrase That is to say To put it another way In other words	Yet Still However Despite Nevertheless Sometimes Once in a while

OF NOTE: Transitions do not fix bad organization.

Remind students that all papers need transitions, but their paper may not be perfect just because they used them.

Style Guide | MLA Format

First Page

FORMAT
Double space, and use standard typeface and type size, such as 12-point Times New Roman.

TITLE
The title should be 12-point font and centered, but *not* underlined, italicized, bolded or put in quotation marks.

BLOCK QUOTATION
Block quotations are quotations that are longer than four lines. Indent 1" from the set margin when using a block quotation. Do not use quote marks, and put the period before the citation.

MARGINS
Use 1" margins on all four sides of the paper.

Works Cited

TITLE
The title "Works Cited" should be centered, but not underlined or punctuated.

HANGING INDENT
Use a hanging indent for entries longer than one line. Indent ½" from the set margins after the first line of each entry.

SOURCES
List only the works you used, not everything that you read.

ALPHABETICAL ORDER
Alphabetically arrange works cited entries according to the author's last name. If there is no author, use the first word of the title, ignoring the *a*, *an*, or *the* in the title.

Doe 1

John Doe
Professor Smith
English 2010
7 July 2006

Understanding Whitman's Poetry
By examining sectional divisions in Walt Whitman's *Song of Myself*, we can show that 1891 revisions under score the function of each section as a unit of meaning governed by its own rhy   rauch 64). Fred Mitchell calls this "group size pattern .

> Whitman is doing more than simply distributing a pattern of groups in some sensible fashion over the lines of a poem, creating what poem critics are calling a group/line pattern. Whitman is also conscious of the size of his groups and of their progression in terms of size pattern. (16)

Such an analysis demonstrates the method governing Whitman's formation of stanzas and the meter of the

---

Doe 7

Works Cited

Asay, Ronald. "How the Americans Made Transcendentalism." *Journal of American History 23* (1978): 345-357.

Frank, Sarah. *The Man Who Invented Poetry*. New York: Nerd Press, 2001.

Harvard, Neil and Allen Gregory. *The Literacy Executioners*. London: Oxford UP, 1954.

Mitchell, Fred. "Understanding Poetry." Daily News 5 May 1987, late ed.: F1, F9.

Strauch, Ronald. "Leaving Cambridge." *Whitman: The Man*. Ed. Taylor Roger. New York: Harcourt and Brace, 1998. 123-134.

PAGE HEADER
A page header includes the last name of the paper's author and the page number. Headers should appear in the top right corner of each page.

IN-TEXT CITATIONS
In-text citations should be used after quoting, paraphrasing, or summarizing. State the author's last name and the page number in parentheses without a comma. If the author is named in the text, only cite the page number. If the author is unknown, use the first few words from the title. The period is placed after the citation. If there is no page number, include the author and title within the text rather than using a parenthetical notation.

CITING INDIRECT SOURCES
To cite information that your source took from a different source, put the original author of the information in the text and write "qtd. in" in your in-text citation following the author and page number of the work you found the material in. Example: (qtd. in Asay 352).

ABBREVIATIONS
Abbreviations in works cite entries are acceptable if they are clear. (University Press = UP).

QUOTATIONS
If you need to make additions to a quotation, put your words in brackets [ ]. To omit words, use ellipses (three periods, with a space after each).
Example: She was . . . happy."

MLA

- If the author's name and/or title is clearly mentioned in the text neat the parenthetical citation, the name and /or title should be omitted within the parentheses. Often only the page number appears in parentheses.
- If there is one publisher but more than one city, use only the first one.
- If the work has several printings, use the original copyright date.

NOTE: When a citation is typed, the book title should be italicized.

BOOKS

ONE BOOK BY A GIVEN AUTHOR

C   (Clark 87-95)

W   Clark, Hugh R. Community, Trade, and Networks: Southern Fujian Province from the Third to the Thirteenth Century. Cambridge: Cambridge UP, 1991.

TWO BOOKS BY SAME AUTHOR

C   (Schroeder, Feminist 5-9)

C   (Schroeder, Presence 71)

W   Schroeder, Patricia R. The Feminist Possibilities of Dramatic Realism. Madison: Fairleigh Dickinson UP, 1996.

W   ---. The Presence of the Past in Modern American Drama. Madison: Fairleigh Dickinson UP, 1989.

BOOK WITH TWO AUTHORS

C   (Wickersham and Verbrugghe 17-21)

W   Wickersham, John, and Gerald Verbrugghe. Greek Historical Documents: The Fourth Century B.C. Toronto: Hakket, 1973

BOOK WITH THREE AUTHORS

C   (Aiken, Ferman, and Sheppard 331-42)

W   Aiken, Michael, Lewis A. Ferman, and Harold L. Sheppard. Economic Failure, Alienation, and Extremism. Ann Arbor: U of Michigan P, 1968.

BOOKS WITH MORE THAN THREE AUTHORS

C   (Bailyn et al. 107)

W   Bailyn, Bernard, et al. <u>The Great Republic: History of the American People.</u>
Lexington: Heath, 1977.

SPECIFIC ARTICLE FROM AN EDITED ANTHOLOGY (book)

C   (Hall 10)

W   Hall, Colette. "De 'La Femme Rompue' à La Femme Gelée: Le Deuxième
Sexe Revu et Corrigé." <u>Thirty Voices in the Femenine</u>. Ed.
Michael Bishop. Amsterdam: Rodopi, 1994, 6-13.

SACRED TEXTS - the titles of sacred scriptures are generally neither italicized nor underlined.

C   (Jer.32.42)

W   The Holy Bible. Revised Standard Version. New York: New American
Library, 1962.

C   (al-Baqarah 2:177.4)

W   Holy Qur'an. Trans. M. H. Shakir. Elmhurst, NY: Tahrike Tarsile Qur'an,
n.d..

DICTIONARY SOURCE (including <u>Who's Who</u>, <u>Contemporary Authors</u>, and similar sources) - no page number is necessary because entries are arranged alphabetically

C   ("Zoology")

W   "Zoology." <u>New English Dictionary</u>. London, 1888.

C   ("Audrey")

W   ("Audrey, Robert." <u>Contemporary Authors</u>. Vol. 33-36, 1973.

ENCYCLOPEDIA - SIGNED ARTICLE, WELL-KNOWN SOURCE. No page number is necessary if you are citing the entire entry. Use page number(s) if you are citing a portion of a lengthy article.

C   (Weiss)

W   Weiss, Thomas G. "United Nations." <u>Encyclopedia Americana.</u> 1996 ed.

ENCYCLOPEDIA - UNSIGNED ARTICLE, LESSER-KNOWN SOURCE. No page number is necessary if you are citing the entire entry. Use page number(s) if you are citing a portion of a lengthy article.

C   ("Russel" 398-400)

W   "Russel, Bertrand Arthur William." <u>Encyclopedia of Philosophy</u>. Ed. Edward
         Craig. 10 vols. London: Routledge, 1998.

CITING MORE THAN ONE WORK IN A SINGLE PARENTHETICAL REFERENCE

C   (Schroeder <u>Feminist</u> 5-9; Hall 10)

PERIODICALS JOURNAL ARTICLE - PAGES NUMBERED CONTINUOUSLY IN A YEAR

C   (Goetz 180-81)

W   Goetz, Stewart. "The Choice-Intention Principle." <u>American Philosophical</u>
         <u>Quarterly</u> 32 (1995): 177-85.

JOURNAL ARTICLE - PAGES NUMBERED SEPARATELY IN EACH ISSUE

C   (Roberts 21-22)

W   Roberts, Daniel Sanjiv. "The Missing Letters of Thomas DeQuincey to Samuel
         Taylor Coleridge." <u>English Language Notes</u> 36.2 (1998): 21-27.

ONLINE ARTICLE FROM A SUBSCRIPTION SERVICE, SUCH AS INFOTRAC, GALENET, PROJECT MUSE, ETC. - it is also necessary to include the name, city and state of the library subscriber. Pages are not numbered online, so only the first page is given.

C   (Schwabsky)

W   Schwabsky, Barry. "Surrounded by Sculpture." <u>Art in America</u> Jan. 1999:56.
         Expanded Academic ASAP. Myin Lib., Collegeville, PA. 21 June
         1999. <http://web1.infotrac.galegroup.com/itw/session>.

SIGNED MONTHLY MAGAZINE ARTICLES; TWO BY THE SAME AUTHOR

C   (Schele, "Reading" 40)

C   (Schele, "Space" 37-38)

W   Schele, Linda. "Reading Mayan Images." <u>Americas</u> Mar. 1987: 38-43.

W   ---. "Space and Life Style: A Maya Answer." <u>Americas</u> May 1973: 33-39.

UNSIGNED ARTICLE IN MONTHLY MAGAZINE

C   ("Boom Days" 627)

W   "Boom Days in the Southwest." <u>National Geographic</u> Nov. 1959: 626-27.

ARTICLE IN WEEKLY MAGAZINE - TWO AUTHORS

C   (Saal and Coleman 99)

W   Saal, Hubert and Fred Coleman. "America First." <u>Newsweek</u> 17 July 1978:
          99.

BOOK OR FILM REVIEW

C   (Hemphill 151)

W   Hemphill, C. Dallet. Rev. of <u>First Generations: Women in Colonial America</u>,
          by Carol Berkin. <u>The Historian</u> 61 (1998): 150-51.

SIGNED ARTICLE FROM A DAILY NEWSPAPER

C   (Volkmer L6)

W   Volkmer, Jon. "The St. Croix Paradox." <u>The Philadelphia Inquirer</u> 31 Oct.
          1999: L1, 6-7.

ARTICLE FROM WEB VERSION OF A DAILY NEWSPAPER - you must include the date you accessed the database and the complete URL.

C   (Fish)

W   Fish, Larry. "A Proposal to Help Navajo and Forests at the Same Time." <u>The</u>
          <u>Inquirer</u> 31 Aug. 2001. 31 Aug. 2001 <http://inq.philly.com/content/
          inquirer/2001/08/31/front_page/Hogan31.htm>.

EDITORIAL, NEWSPAPER WHICH PUBLISHES MORE THAN ONE EDITION - begin with the author's name if the editorial is signed.

C   ("Price" A12)

W   "The Price of Silence." Editorial. <u>Wall Street Journal</u> 16 July 1990, eastern ed.:
          A12.

LETTER TO THE EDITOR

C   (Thiel B9)

W   "Thiel, Linda. Letter. <u>Chronicle of Higher Education</u> 30 July 1999: B9

PERSONAL INTERVIEW

C   (King)

W   King, John. Personal interview. 12 February 1999.

PERSONAL LETTER

C   (Packard)

W   Packard, A.S. Letter to Henry Barnum Poor. 27 Nov. 1878. Charles Lyon
               Chandlet Collection. Myrin Library, Ursinus College, Collegeville, PA.

WORLD WIDE WEB

Include as much information as you can, so that someone else may find exactly what you did. Include as many of the following elements as you can.

Author. "Title of Article or Web Page Section." <u>Title of Project or Database</u>. Available publishing information, including editor, version number, publication date, publisher. Date of access. <complete URL of page you are citing>.

C   (Kaku)

       Kaku, Michio. "Is Time Travel Possible?" <u>PBS Online</u>. 11 Feb. 1998. PBS.
W   15 Feb. 1998.<http://www.wnet.org/hawking/mysteries/html/
          kaku1-1.html>.

C   (Richter)

       Richter, Richard P. <u>The Postmodern Programme at Sixth Avenue</u>. 30 May
W   1999. 21 June 1999. <http://acad.ursinus.edu/~rrichter/indexold.html>.

DOUBLE COVERAGE

Marzano's Instructional Strategies	MAX Teaching Activities
1. Identifying Similarities and Differences	Anticipation Guide, Previewing, Cornell Notes, Cubing, KWL, Focused Free Writes, Math Translation, GIST, Guided Reading Procedure, INSERT, Paired Reading, PQRST, Extreme PR, Think-Pair-Share, Stump the Teacher, 3-Level Study Guide, Idea Survivor
2. Summarizing and Note Taking	Anticipation Guide, Fiction Prediction, Cornell Notes, Cubing, KWL, Focused Free Writes, Math Translation, GIST, Guided Reading Procedure, Hunt for Main Ideas, I-Cloze, Paired Reading, PQRST, Extreme PR, Sensible Sentence, Graphic Representation, Stump the Teacher, 3-Level Study Guide, Concept Check, Idea Survivor
3. Reinforcing Effort & Providing Recognition	ALL
4. Homework and Practice	Cornell Notes, Cubing, Math Translation, Hunt for Main Ideas, INSERT, I-Cloze, PQRST, Sensible Sentence, Graphic Representation, Think-Pair-Share, 3-Level Study Guide, Idea Survivor
5. Non-Linguistic Representations	Previewing, INSERT, Sensible Sentence, Graphic Representation
6. Cooperative Learning	Anticipation Guide, Cubing, Fiction Prediction, KWL, Guided Reading Procedure, GIST, Hunt for Main Ideas, INSERT, I-Cloze, Paired Reading, PreP, Extreme PR, Sensible Sentence, Graphic Representation, Think-Pair-Share, 3-Level Study Guide, Idea Survivor
7. Setting Objectives & Providing Feedback	ALL
8. Generating & Testing Hypotheses	Anticipation Guide, Previewing, Fiction Prediction, KWL, PreP, Focused Free Write, Guided Reading Procedure, I-Cloze, PQRST, Extreme PR, Graphic Representation, Think-Pair-Share, 3-Level Study Guide, Stump the Teacher, Concept Check, Idea Survivor
9. Questions, Cues, & Advanced Organizers	Anticipation Guide, Previewing, Cornell Notes, Fiction Prediction, KWL, Insert, I-Cloze, PQRST, PreP, Extreme PR, Sensible Sentence, Graphic Representation, Think-Pair-Share, 3-Level Study Guide, Stump the Teacher, Concept Check, Idea Survivor

6TH GRADE

CURRICULUM GUIDE

DAILY

-Speaking & Listening
Vocabulary
Independent Reading &
Writing

READ
WRITE

The unit numbers correspond to McDougal Littell *Literature*. Teachers are encouraged to use a variety of sources to teach the concepts within those units.

1st Quarter – Reading

Concept		OAS Standard*	Resources
Pre Unit: Active Reading Strategies			[Reading Strategies Task Cards](#)
Vocabulary	6.4.R.2	Students will use word parts (e.g., affixes, Greek and Latin roots, stems) to define and determine the meaning of increasingly complex words.	
	6.4.R.3	Students will use context clues to determine or clarify the meaning of words to distinguish among multiple-meaning words.	
	6.4.R.4	Students will infer the relationships among words with multiple meanings, including synonyms, antonyms, analogies, and more complex homographs and homonyms.	
	6.4.R.5	Students will use a dictionary, glossary, or a thesaurus (print/electronic) to determine or clarify the meanings, syllabication, pronunciation, synonyms, and parts of speech of words.	
Conventions of Standard English	6.5.R.1	Students will recognize simple and compound sentences to signal differing relationships among ideas.	
	6.5.R.2	Students will recognize verb tense to signify various times, sequences, states, and conditions of text.	
Author's Purpose Unit 2: Analyzing Character and Point of View	6.3.R.1	Students will compare and contrast stated or implied purposes of authors writing on the same topic in grade level literary and/or informational text.	
	6.3.R.2	Students will evaluate how the point of view and perspective affect grade-level literary and/or informational text.	
Recitation – Teacher's Choice	6.1.W.1	Students will give formal and informal presentations in a group or individually, organizing information and determining appropriate content and purpose for audience.	[Rubric](#)
Novel: Teacher's Choice (do 1st or 2nd quarter)		*The standards will depend upon which one or two skills the teacher has decided to be the focus of instruction.*	
Writing: Descriptive Narrative	6.3.W.1	NARRATIVE: Students will write narratives incorporating characters, plot, setting, point of view, conflict (i.e., internal, external), and dialogue.	

1st Quarter – English

Concept		OAS Standard*	Resources
Writing (Reinforce 5 Step Writing Process) Personal Narrative Reflective	6.3.W.1	NARRATIVE: Students will write narratives incorporating characters, plot, setting, point of view, conflict (i.e., internal, external), and dialogue.	
	6.2.W	Writing-Students will develop and strengthen writing by engaging in a recursive process that includes prewriting, drafting, revising, editing, and publishing. *(see 6.2.W.1 – 6.2.W.5 for specifics)*	
Timed Writing/Focused Free Writes/Quick Writes	6.3.W	Students will write for varied purposes and audiences in all modes, using fully developed ideas, strong organization, well-chosen words, fluent sentences, and appropriate voice.	
Recitation – Teacher's Choice	6.1.W.1	Students will give formal and informal presentations in a group or individually, organizing information and determining appropriate content and purpose for audience	Rubric
Conventions of Standard English	6.5.W.1	Students will write using correct mechanics with a focus on commas, apostrophes, quotation marks, colons, and semi-colons.	
	6.5.R.3	Students will recognize the subject and verb agreement.	
	6.5.W.4	Students will recognize and correct inappropriate shifts in pronoun number and person.	
Essay Contest (optional)		PTSA Reflections	

* The goal for this table is to offer guidance. Teachers are encouraged to seek out other standards within each unit.

DAILY

Speaking & Listening
Vocabulary
Independent Reading & Writing

READ
WRITE

Teachers should coordinate with their team's reading teacher. There are Writing Workshops in McDougal Littell *Literature* that can be used as a reference.

2nd Quarter – Reading

Concept		OAS Standard*	Resources
Unit 5: Language of Poetry	6.3.R.4	Students will evaluate literary devices to support interpretations of literary texts: *simile *metaphor* personification* onomatopoeia * hyperbole *imagery*symbolism*tone	
Unit 3: Understanding Theme	6.3.R.3	Students will analyze how key literary elements contribute to the meaning of the literary work: *setting *plot *characters *characterization *theme *conflict	
Conventions of Standard English	6.5.R.3	Students will recognize the subject and verb agreement.	
Unit 8: Information, Argument, and Persuasion	6.3.R.5	Students will categorize facts included in an argument as for or against an issue.	
	6.3.R.6	Students will analyze the structures of text (e.g., description, compare/contrast, sequential, problem/solution, cause/effect) and content by making inferences about texts and use textual evidence to support understanding.	
Written Book Report	6.3.W.2	Students will compose essays and reports about topics, incorporating evidence (e.g., specific facts, examples, details) and maintaining an organized structure.	
Novel: Teachers Choice (do 1st or 2nd quarter		*The standards will depend upon which one or two skills the teacher has decided to be the focus of instruction.*	
Oral Presentation	6.1.W.1	Students will give formal and informal presentations in a group or individually, organizing information and determining appropriate content and purpose for audience.	

* The goal for this table is to offer guidance. Teachers are encouraged to seek out other standards within each unit.

DAILY

8.1-Speaking & Listening
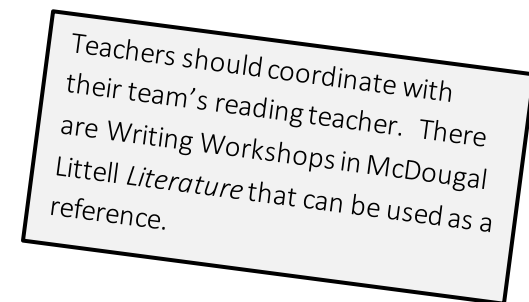8.4-Vocabulary
8.8-Independent Reading & Writing

READ
WRITE

The unit numbers correspond to McDougal Littell *Literature*. Teachers are encouraged to use a variety of sources to teach the concepts within those units.

2nd Quarter – English

Concept		OAS Standard*	Resources
Writing Workshops Informative Opinion	6.3.W.2	Students will compose essays and reports about topics, incorporating evidence *(e.g., specific facts, examples, details)* and maintaining an organized structure.	
	6.3.W.3	Students will clearly state an opinion supported with facts and details.	
	6.3.W.4	Students will show relationships among facts, opinions, and supporting details.	
Mini Research Assignment Paraphrasing v Direct Quotes		Students will organize information found during research, following a citation style (e.g., MLA, APA, etc.) with guidance and support	
	6.2.R.3	Students will paraphrase main ideas with supporting details in a text.	
Poetry Writing/Figurative Language	6.3.W	Students will write for varied purposes	
Evaluate Media Messages for Propaganda	6.6.R.3	Students will determine the relevance, reliability, and validity of the information gathered.	
Accessing Information	6.6.R.3	Students will determine the relevance, reliability, and validity of the information gathered.	
Timed Writing/Focused Free Writes/Quick Writes	6.3	Students will write for varied purposes and audiences in all modes, using fully developed ideas, strong organization, well-chosen words, fluent sentences, and appropriate voice.	
Recitation/Oral Presentation/Book Report	6.1.W.1	Students will give formal and informal presentations in a group or individually, organizing information and determining appropriate content and purpose of audience.	
	6.3.W.2	Students will compose essays and reports about topics, incorporating, evidence (e.g., specific facts, examples, details) and maintaining an organized structure.	
Conventions of Standard English	6.5.R.1	Students will recognize simple and compound sentences to signal differing relationships and ideas.	
	6.5.W.2	Students will compose simple, compound, and complex sentences and questions to signal differing relationships among ideas.	

*The goal for this table is to offer guidance. Teachers are encouraged to seek out other standards within each unit.

DAILY

8.1-Speaking & Listening
8.4-Vocabulary
8.8-Independent Reading & Writing

READ
WRITE

Teachers should coordinate with their team's reading teacher. There are Writing Workshops in McDougal Littell *Literature* that can be used as a reference.

3rd Quarter - Reading

Concept		OAS Standard	Resources
Unit 8: Information, Argument, and Persuasion	6.3.R.7	Students will analyze texts and ideas within and between texts and provide textual evidence to support their inferences.	
Vocabulary	6.4.R.1	Students will increase knowledge of academic, domain-appropriate, grade level vocabulary to infer meaning of grade level text.	
Summarizing & Paraphrasing	6.2.R.1	Students will create an objective summary, including main idea and supporting details, while maintaining meaning and logical sequence of events.	
	6.2.R.3	Students will paraphrase main ideas with supporting details in a text	
Unit 6: Myths & Legends Unit 5: Language of Poetry Unit 7: Biography and Autobiography	6.2.R.2	Students will analyze details in literary and nonfiction/ information texts to distinguish genres	
Research & Information	6.6.R.1	Students will use their own viable research questions to find information about a specific topic.	
	6.6.R.2	Students will record and organize information from various primary and secondary sources (e.g., print and digital)	
	6.6.R.3	Students will determine the relevance, reliability, and vailidity of the information gathered.	
Recitation - Poetry	6.1.W.1	Students will give formal and informal presentations in a group or individually, organizing information and determining appropriate content and purpose for audience.	Rubric
Novel Teacher's Choice (do 3rd or 4th quarter)		*The standards will depend upon which one or two skills the teacher has decided to be the focus of instruction or any objectives that have not been previously covered in the course of the year.*	

*The goal for this table is to offer guidance. Teachers are encouraged to seek out other standards within each unit.

DAILY
8.1-Speaking & Listening
8.4-Vocabulary
8.8-Independent Reading & Writing

READ
WRITE

The unit numbers correspond to McDougal Littell *Literature*. Teachers are encouraged to use a variety of sources to teach the concepts within those units.

3rd Quarter - English

Concept		OAS Standard*	Resources

Writing Workshops
   Informative
   Opinion
   Research Paper
	6.3.W	Students will apply critical thinking skills to reading and writing.	

	6.6.R.1	Students will use their own viable research questions to find information about a specific topic.	
	6.6.W	Students will engage in inquiry to acquire, refine, and share knowledge.	
Poetry Writing/Figurative Language	6.3.W	Students will write for varied purposes and audiences in all modes, using fully developed ideas, strong organization, well-chosen words, fluent sentences, and appropriate voice.	
Recitation - Poetry	6.1.W.1	Students will give formal and informal presentations in a group or individually, organizing information and determining appropriate content and purpose for audience.	Rubric
Primary and Secondary Sources	6.6.R.2	Students will record and organize information from various primary and secondary sources. (e.g., print and digital)	
Timed Writing/Focused Free Writes/Quick Writes	6.3.W	Students will write for varied purposes and audiences in all modes, using fully developed ideas, strong organization, well-chosen words, fluent sentences, and appropriate voice.	
Review/Practice Convention of Standard English	6.5.W	Students will demonstrate command of Standard English grammar, mechanics, and usage through writing and other modes of communication	

*The goal for this table is to offer guidance. Teachers are encouraged to seek out other standards within each unit.

DAILY
8.1-Speaking & Listening
8.4-Vocabulary
8.8-Independent Reading & Writing

READ
WRITE

Teachers should coordinate with their team's reading teacher. There are Writing Workshops in McDougal Littell *Literature* that can be used as a reference.

4th Quarter - Reading

Concept		OAS Standard*	Resources
OAS Test Prep and Assessment			
Literary Analysis	6.3. R	Students will apply critical thinking skills to reading and writing.	
	6.3.W	Students will write for varied purposes and audiences in all modes, using fully developed ideas, strong organization, , well-chosen words, fluent sentences, and appropriate voice.	
Interpret and Respond Creatively to Literature		*The standards will depend upon which one or two skills the teacher has decided to be the focus of instruction.*	
Written Book Report, Oral Presentation, or Recitation	6.3.W.2	Students will compose essays and reports about topics, incorporating evidence (e.g., specific facts, examples, details) and maintaining an organized structure.	
Novel-Teacher's Choice (do 3rd or 4th quarter)		*The standards will depend upon which one or two skills the teacher has decided to be the focus of instruction.*	
Forward Progress		*Focus on maintenance skills and preview the major objectives of the upcoming school year.*	

*The goal for this table is to offer guidance. Teachers are encouraged to seek out other standards within each unit.

DAILY
8.1-Speaking & Listening
8.4-Vocabulary
8.8-Independent Reading & Writing

READ
WRITE

The unit numbers correspond to McDougal Littell *Literature*. Teachers are encouraged to use a variety of sources to teach the concepts within those units.

Concept	OAS Standard*		Resources
OAS Test Prep and Assessment			
Writing Workshops • Friendly/Business Letters • Informational/Explanatory	6.3.W.2	Students will compose essays and reports about topics, incorporating evidence *(e.g., specific facts, examples, details)* and maintaining an organized structure.	
Evaluate Media Messages/ Create Visual Messages	6.7.R.1	Students will compare and contrast the effectiveness of a variety of written, oral, visual, digital, non-verbal, and interactive texts to generate and answer literal, interpretive, and applied questions to create new understandings.	
	6.7.R.2	Students will analyze the impact of selected media and formats on meaning.	
	6.7.W.1	Students will create multimodal content that effectively communicates ideas using technologies and appropriate media.	
	6.7.W.2	Students will create presentations that integrate visual displays and other multimedia to enrich the presentation.	
Timed Writing/Focused Free Writes/Quick Writes	6.3.W	Students will write for varied purposes and audiences in all modes, using fully developed ideas, strong organization, well-chosen words, fluent sentences, and appropriate voice.	
Recitation/Oral Presentation/Book Report	6.3.W.2	Students will compose essays and reports about topics, incorporating evidence (e.g., specific facts, examples, details) and maintaining an organized structure.	
Review/Practice Conventions of Standard English	6.5.W.	Students will demonstrate command of Standard English grammar, mechanics, and usage through writing and other modes of communication.	
Forward Progress		*Focus on maintenance skills and preview the major objectives of the upcoming school year.*	

Oklahoma School Testing Program
Test Blueprint; English Language Arts
Grade 6

IDEAL PERCENTAGE OF ITEMS	IDEAL NUMBER OF ITEMS	STANDARDS
36%	18	STANDARD 2: Reading and Writing Process; students will use a variety of recursive reading and writing processes.
20%	10	STANDARD 3: Critical Reading and Writing; students
20%	10	STANDARD 4: Vocabulary; Students will expand their working vocabularies to effectively communicate and understand texts.
12%	6	STANDARD5: Language; Students will apply knowledge of grammar and rhetorical style to reading and writing.
12%	6	STANDARD 6: Research; Students will engage in inquiry to acquire, refine, and share knowledge.
100%	50	TOTAL

7TH GRADE

CURRICULUM GUIDE

DAILY

Speaking & Listening
Vocabulary
Independent Reading &
Writing

READ
WRITE

The unit numbers correspond to McDougal Littell *Literature*. Teachers are encouraged to use a variety of sources to teach the concepts within those units.

1st Quarter Reading

Concept		OAS Standard*	Resources
Vocabulary	7.4.R.2	Student will use word parts (e.g. Greek and Latin roots, steams) to define and determine the meaning of increasingly complex words.	
Conventions of Standard English	7.5.R.1	Students will recognize the correct use of prepositional phrases and dependent clauses.	
Vocabulary	7.4.R.3	Students will use context clues to determine or clarify the meaning of words or distinguish among multiple-meaning words.	
	7.4.R.5	Students will use dictionary, glossary, or a thesaurus (print/electronic) to determine or clarify the meanings, syllabication, pronunciation, synonyms, and parts of speech of words.	
Conventions of Standard English	7.5.R.2	Students will recognize simple, compound, complex, and compound/complex sentences to signal differing relationships among ideas.	
	7.5.R.3	Students will recognize the subject and verb agreement	
Unit 6: Myths, Legends, and Tales Unit 7: Biography and Autobiography	7.2.R.2	Students will analyze details in literary and nonfiction/informational texts to distinguish genres.	
Unit 1: Plot, Conflict, and Setting Unit 2: Analyzing Character and Point of View Unit 8: Information, Argument and Persuasion	7.3.R.3	Students will analyze how key literary elements contribute to the meaning of the literary work: ● setting ● plot ● characters (i.e., protagonist, antagonist) ● characterization ● theme ● conflict (i.e., internal and external)	Plot Chart Elements of Plot Video
	7.3.R.2	Students will evaluate how the point of view and perspective affect grade-level literary and/or informational text.	
	7.3.R.1	Students will compare and contrast stated or implied purposes of authors writing on the same topic in grade-level literary and/or informational text	
Conventions of Standard English	7.5.R.4	Students will recognize and correct misplaced and dangling modifiers.	

| Writing: Narrative - Personal | 7.3.W.1 | NARRATIVE Students will write narratives incorporating characters, plot, setting, point of view, conflict, dialogue, and sensory details to convey experiences and events. | |

*The goal for this table is to offer guidance. Teachers are encouraged to seek out other standards within each unit.

DAILY

8.1-Speaking & Listening

8.4-Vocabulary

8.8-Independent Reading & Writing

READ

WRITE

The unit numbers correspond to McDougal Littell *Literature*. Teachers are encouraged to use a variety of sources to teach the concepts within those units.

1st Quarter English

Concept		OAS Standard*	Resources

Narrative Writing
   Descriptive
   PTSA Reflections Essay
   (optional)
	7.3.W.1	NARRATIVE Students will write narratives incorporating characters, plot, setting, point of view, conflict, dialogue, and sensory details to convey experiences and events.	

Informative Writing	7.2.R.3	Students will paraphrase main ideas with supporting details in text.	
	7.3.W.2	INFORMATIVE: Students will compose essays and reports about topics, incorporating evidence (e.g., specific facts, examples, details) and maintaining an organized structure and a formal style.	
Passage-based Timed Writings	7.3.W	Writing-Students will write for varied purposes and audiences in all modes, using fully developed ideas, strong organization, well-chosen words, fluent sentences, and appropriate voice	
Mini-Research Assignment in-text citations	7.6.W.3	Students will quote, paraphrase, and summarize findings following an appropriate citation style (e.g., MLA, APA, etc.) and avoiding plagiarism.	
Writing Process	7.2.W	Students will develop and strengthen writing be engaging in a recursive process that includes prewriting, drafting, revising, editing, and publishing.	
Recitation & Interpretation - Quote	7.1.R.1	Students will actively listen and speak clearly using appropriate discussion rules with awareness and control of verbal and nonverbal cues.	
Conventions of Standard English	7.5.R.1	Students will recognize the correct use of prepositional phrases and dependent clauses.	
	7.5.W.1	Students will write using correct mechanics with a focus on commas, apostrophes, quotation marks, colons, and semi-colons.	
	7.5.R.2	Students will recognize simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.	
	7.5.W.3	Students will use prepositional phrases and clauses (e.g., dependent and independent) in writing.	

*The goal for this table is to offer guidance. Teachers are encouraged to seek out other standards within each unit.

DAILY

8.1-Speaking & Listening
8.4-Vocabulary
8.8-Independent Reading & Writing

READ

WRITE

Teachers should coordinate with their team's reading teacher. There are Writing Workshops in McDougal Littell *Literature* that can be used as a reference.

2nd Quarter – Reading

Concept		OAS Standard*	Resources
Unit 4: Mood, Tone, and Style Unit 5: Apreciating Poetry	7.3.R.4	Students will evaluate literary devices to support interpretations of literary texts: ● simile ● metaphor ● personification ● onomatopoeia ● hyperbole ● imagery ● symbolism ● tone ● irony* *Students will find textual evidence when provided with examples.	
Unit 8: Informational, Argument, and Persuasion	7.3.R.5	Students will distinguish factional claims from opinions.	
	7.3.R.6	Students will analyze the structure of texts (e.g., compare/contrast, problem/solutions, cause/effect, and claims/evidence) and content by making inferences about texts and use textual evidence to draw simple logical conclusions.	
Book reports/Book Talks		*The standards will depend upon the skills the teacher has decided to be the focus of instruction.*	
Novel: Teacher's Choice (do 1st or 2nd quarter)		*The standards will depend upon which one or two skills the teacher has decided to be the focus of instruction.*	
Mini-Research Assignment works cited	7.6.W.3	Students will quote, paraphrase, and summarize findings following an appropriate citation style (e.g., MLA, APA, etc.) and avoiding plagiarism.	
Writing: Informative Literary Analysis of Poetry/Fiction	7.3.W.2	INFORMATIVE: Students will compose essays and reports about topics, incorporating evidence (e.g., specific facts, examples, details) and maintaining an organized structure and a formal style.	

*The goal for this table is to offer guidance. Teachers are encouraged to seek out other standards within each unit.

DAILY
8.1-Speaking & Listening
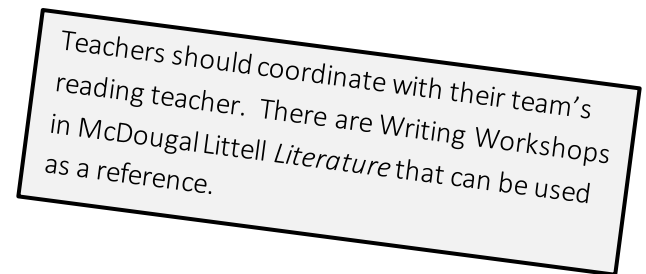8.4-Vocabulary
8.8-Independent Reading & Writing

READ
WRITE

The unit numbers correspond to McDougal Littell *Literature*. Teachers are encouraged to use a variety of sources to teach the concepts within those units.

2nd Quarter English

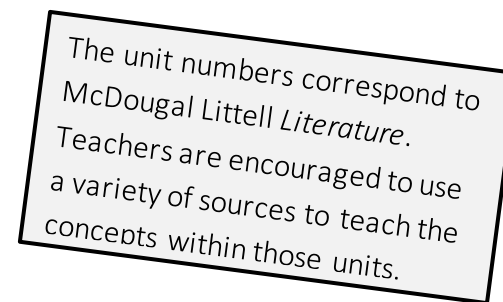| Concept		OAS Standard*	Resources
Oral Presentation of Informative Essay Patriot's Pen Essay (optional)		There are many standards that fits this activity. 7.1 - Speaking and Listening 7.6 - Research 7.7 - Multimodal Literacies	

Argument Writing
   (Research/Oral Presentation)
   Dr. Martin Luther King, Jr.
   Essay (optional)
	7.3.W.3	ARGUMENT - Grade Level Focus Students will introduce a claim and organize reasons and evidence, using credible sources.	

	7.3.W.4	Students will show relationships among the claim, reasons, and evidence.	
	7.7.W.2	Students will utilize multimedia to clarify information and strengthen claims or evidence.	
Passage-based Timed Writings	7.3.W	Writing-Students will write for varied purposes and audiences in all modes, using fully developed ideas, strong organization, well-chosen words, fluent sentences, and appropriate voice	

Mini-Research Assignment
   paraphrasing
   direct quotes
	7.2.R.3	Students will paraphrase main ideas with supporting details in text.	

	7.6.W.3	Students will quote, paraphrase, and summarize findings following an appropriate citation style (e.g., MLA, APA, etc.) and avoiding plagiarism.	
Recitations: Quote	7.1.R.1	Students will actively listen and speak clearly using appropriate discussion rules with awareness and control of verbal and nonverbal cues.	
Conventions of Standard English	7.5.W.1	Students will write using correct mechanics with a focus on commas, apostrophes, quotation marks, colons, and semi-colons.	
	7.5.R.2	Students will recognize simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.	
	7.5.W.2	Students will compose simple, compound, complex, and compound-complex sentences and questions to signal differing relationships among ideas.	

*The goal for this table is to offer guidance. Teachers are encouraged to seek out other standards within each unit.

DAILY
8.1-Speaking & Listening
8.4-Vocabulary
8.8-Independent Reading & Writing

READ
WRITE

Teachers should coordinate with their team's reading teacher. There are Writing Workshops in McDougal Littell *Literature* that can be used as a reference.

3rd Quarter – Reading

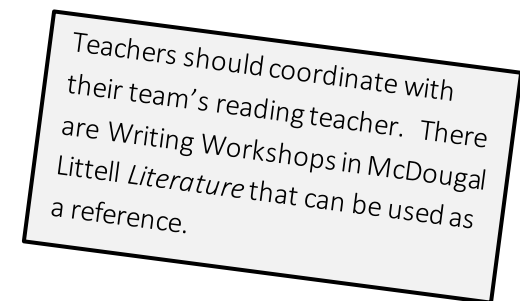| Concept		OAS Standard*	Resources
Text Connections	7.3.R.7	Students will make connections (e.g., thematic links) between and across multiple texts and provide textual evidence to support their inferences.	
Vocabulary	7.4.R.1	Students will increase knowledge or academic, domain-appropriate, grade-level vocabulary to infer meaning of grade level text.	
	7.4.R.4	Students will infer the relationships among words with multiple meanings and recognize the connotation and denotation of words.	
Unit 8 Information, Argument, and Persuasion	7.6.R.1	Students will use their own viable research questions and thesis statements to find information about a specific topic.	
	7.6.R.2	Students will follow legal and ethical guidelines for finding and recording information from a variety of primary and secondary sources (print/digital).	
	7.6.R.3	Students will determine the relevance, reliability, and validity of the information gathered.	
Novel: Teacher's Choice (do 3rd or 4th quarter)		*The standards will depend upon which one or two skills the teacher has decided to be the focus of instruction.*	
Writing: Literary Analysis	7.3.W.2	INFORMATIVE: Students will compose essays and reports about topics, incorporating evidence (e.g., specific facts, examples, details) and maintaining an organized structure and a formal style.	

*The goal for this table is to offer guidance. Teachers are encouraged to seek out other standards within each unit.

DAILY
8.1-Speaking & Listening
8.4-Vocabulary
8.8-Independent Reading & Writing

READ
WRITE

The unit numbers correspond to McDougal Littell *Literature*. Teachers are encouraged to use a variety of sources to teach the concepts within those units.

3rd Quarter English

Concept		OAS Standard*	Resources
Informational – Research Paper (library time reserved for 7th grade research)	7.6.W.1	Students will write research papers and /or texts independently over extended periods of time (e.g. time for research, reflection, and revision, and for shorter time frames (e.g. a single sitting or a day or two).	
	7.6.W.2	Students will refine and formulate a viable research question and report findings clearly and concisely, using a thesis statement.	
	7.6.W.3	Students will quote, paraphrase, and summarize findings following an appropriate citation style (e.g. MLA, APA, etc.) and avoiding plagiarism.	
	7.6.W.4	Students will summarize and present information in a report.	
	7.7.W.1	Students will select, organize, or create multimodal content to complement and extend meaning for a selected topic.	
	7.7.W.2	Students will utilize multimedia to clarify information and strengthen claims or evidence.	
Argument Writing	7.3.W.3	ARGUMENT - Grade Level Focus Students will introduce a claim and organize reasons and evidence, using credible sources.	
	7.3.W.4	Students will show relationships among the claim, reasons, and evidence.	
Recitation	7.1.R.1	Students will actively listen and speak clearly using appropriate discussion rules with awareness and control of verbal and nonverbal cues.	
Passage-based Timed Writings	7.3.W	Writing-Students will write for varied purposes and audiences in all modes, using fully developed ideas, strong organization, well-chosen words, fluent sentences, and appropriate voice	
Conventions of Standard English	7.5.R.3	Students will recognize the subject and verb agreement.	
	7.5.R.4	Students will recognize and correct misplaced and dangling modifiers.	

*The goal for this table is to offer guidance. Teachers are encouraged to seek out other standards within each unit.

DAILY
8.1-Speaking & Listening
8.4-Vocabulary
8.8-Independent Reading & Writing

READ
WRITE

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4th Quarter – Reading

Concept		OAS Standard*	Resources
Novel: Teacher's Choice (do 3rd or 4th quarter)		*The standards will depend upon which one or two skills the teacher has decided to be the focus of instruction.*	
Literary Analysis	7.3	Critical Reading and Writing - Students will apply critical thinking skills to reading and writing.	
Writing: Literary Analysis	7.3.W.2	INFORMATIVE: Students will compose essays and reports about topics, incorporating evidence (e.g., specific facts, examples, details) and maintaining an organized structure and a formal style.	
Unit 9: The Power of Research	7.R.6	Students will engage in inquiry to acquire, refine, and share knowledge.	
	7.2.R.3	Students will paraphrase main ideas with supporting details in text.	
	7.7.R.1	Students will compare and contrast the effectiveness of techniques used in a variety of written, oral, visual, digital, non-verbal, and interactive texts to generate and answer literal, interpretive, and applied questions to create new understandings.	
	7.7.R.2	Students will analyze the impact of selected media and formats on meaning.	
Forward Progress		*Focus on maintenance skills and preview the major objectives of the upcoming school year*	

*The goal for this table is to offer guidance. Teachers are encouraged to seek out other standards within each unit.

DAILY
8.1-Speaking & Listening
8.4-Vocabulary
8.8-Independent Reading & Writing

READ
WRITE

The unit numbers correspond to McDougal Littell *Literature*. Teachers are encouraged to use a variety of sources to teach the concepts within those units.

4th Quarter English

Concept	OAS Standard*		Resources
March: Finish Argument Piece			
April: Informative Literary Analysis of Information Text	7.3.W.2	INFORMATIVE: Students will compose essays and reports about topics, incorporating evidence (e.g., specific facts, examples, details) and maintaining an organized structure and a formal style.	
May: Argument Writing	7.3.W.3	ARGUMENT - Grade Level Focus Students will introduce a claim and organize reasons and evidence, using credible sources.	
	7.3.W.4	Students will show relationships among the claim, reasons, and evidence.	
Recitation	7.1.W.1	Students will actively listen and speak clearly using appropriate discussion rules with awareness and control of verbal and nonverbal cues.	
Passage-based Timed Writings	7.3.W	Writing-Students will write for varied purposes and audiences in all modes, using fully developed ideas, strong organization, well-chosen words, fluent sentences, and appropriate voice	
Mini-Research Assignment primary/secondary sources in-text citations paraphrasing direct quotes	7.2.R.3	Students will paraphrase main ideas with supporting details in text.	
	7.6	Research - Students will engage in inquiry to acquire, refine, and share knowledge.	
Conventions of Standard English	7.5	Language - Students will apply knowledge of grammar and rhetorical style to reading and writing. *Reinforce or teach skills from the OAS you have not yet covered.*	
Looking Ahead to 8th Grade			

*The goal for this table is to offer guidance. Teachers are encouraged to seek out other standards within each unit.

DAILY
8.1-Speaking & Listening
8.4-Vocabulary
8.8-Independent Reading & Writing

READ
WRITE

Teachers should coordinate with their team's reading teacher. There are Writing Workshops in McDougal Littell *Literature* that can be used as a reference.

Oklahoma School Testing Program
Test Blueprint; English Language Arts
Grade 7

IDEAL PERCENTAGE OF ITEMS	IDEAL NUMBER OF ITEMS	STANDARDS
36%	18	STANDARD 2: Reading and Writing Process; Students will use a variety of recursive reading and writing purposes.
20%	10	STANDARD 3: Critical Reading and Writing; Students will apply critical thinking skills to reading and writing.
16%	8	Standard 4: Vocabulary; Students will expand their working vocabularies to effectively communicate and understand texts.
12%	6	Standard 5: Language; Students will apply knowledge of grammar and rhetorical style to reading and writing
16%	8	Standard 6: Research; Students will engage in inquiry to acquire, refine, and share knowledge.
100%	50	TOTAL

8ᵀᴴ GRADE

CURRICULUM GUIDE

DAILY

8.1-Speaking & Listening
8.4-Vocabulary
8.8-Independent
Reading & Writing

READ

WRITE

Teachers should coordinate with their team's reading teacher. There are Writing Workshops in McDougal Littell *Literature* that can be used as a reference.

1st Quarter – Reading

Concept		OAS Standard*	Resources
VOCABULARY	8.4.R.2	Students will use word parts (e.g., affixes, Greek and Latin Roots, stems) to define and determine the meaning of increasingly complex words.	
	8.4.R.3	Students will use context clues to determine or clarify the meaning of words or distinguish among multiple-meaning words.	
	8.5.R.1	Students will recognize the use of verbals (e.g., gerunds, participles, infinitives) and clauses.	
	8.4.R.4	Students will infer the relationships among words with multiple meanings and recognize the connotation and denotation of words.	
	8.4.R.5	Students will use a dictionary, glossary, or thesaurus (print or electronic) to determine or clarify the meanings, syllabication, pronunciation, synonyms, and parts of speech of words.	
Conventions of Standard English	8.5.R.2	Students will recognize active and passive voice.	
	8.5.R.3	Students will recognize and correct inappropriate shifts in verb tense.	
Facts and Information	8.2.R.1	Students will summarize and paraphrase ideas, while maintaining meaning and logical sequence of events, within and between texts.	
	8.2.R.3	Students will generalize main ideas with supporting details in a text.	
	8.2.R.2	Students will analyze details in literary and nonfiction/informational texts to evaluate patterns of genres.	
Writing: Descriptive	8.3.W.2	INFORMATIVE Students will compose essays and reports about topics, incorporating evidence (e.g., specific facts, examples, details) and maintaining an organized structure and a formal style.	
Novel: Teacher's Choice (do 1st or 2nd quarter)		*The standards will depend upon which skills the teacher has decided to be the focus of instruction. Limiting skills will be beneficial to students.*	

* The goal for this table is to offer guidance. Teachers are encouraged to seek out other standards within each unit.

1st Quarter – English

Concept		OAS Standard*	Resources
Informative Writing	8.3.W.1	INFORMATIVE Students will compose essays and reports about topics, incorporating evidence (e.g., specific facts, examples, and details) and maintaining an organized structure and a formal style.	
Mini-Research Workshop in-text citations parenthetical citations direct quotes	8.6.R.2	Students will follow ethical and legal guidelines for finding and recording information from a variety of primary and secondary sources (e.g., print and digital).	
	8.6.W.3	Students will quote, paraphrase, and summarize findings following an appropriate citation style (e.g., MLA, APA, etc.) and avoiding plagiarism.	
Deconstructing Prompts Writing Process (Reinforce 8 Step Writing Process)	8.2.W	Writing-Students will develop and strengthen writing by engaging in a recursive process that includes prewriting, drafting, revising, editing, and publishing. *(see 8.2.W.1 – 8.2.W.5 for specifics)*	
Passage-based Timed Writings	8.3.W	Students will write for varied purposes and audiences in all modes, using fully developed ideas, strong organization, well-chosen words, fluent sentences, and appropriate voice.	
Recitation – Teacher's Choice	8.1.R.1	Students will actively listen and speak clearly using appropriate discussion rules with control of verbal and nonverbal cues.	Rubric
Conventions of Standard English	8.5.W.1	Students will write using correct mechanics with a focus on commas, apostrophes, quotation marks, colons, and semi-colons.	
	8.5.R.3	Students will recognize and correct inappropriate shifts in verb tense	
	8.5.R.4	Student will recognize subject and verb agreement and correct as necessary.	
Essay Contests (optional)		PTSA Reflections and/or VFW Contests	

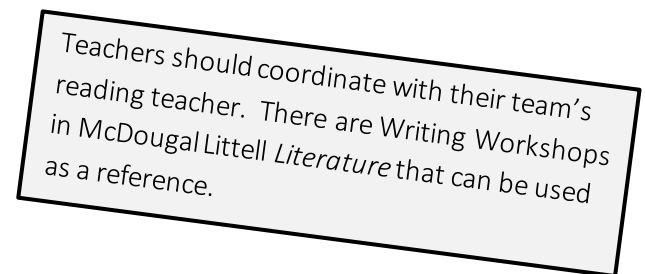*** The goal for this table is to offer guidance. Teachers are encouraged to seek out other standards within each unit.**

DAILY
8.1-Speaking & Listening
8.4-Vocabulary
8.8-Independent Reading & Writing

READ
WRITE

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2nd Quarter – Reading

Concept		OAS Standard*	Resources
Unit 5: Poetry Author's Purpose	8.3.R.1	Students will analyze works written on the same topic and compare the methods the authors use to achieve similar or different purposes and include support using textual evidence.	
Novel: Teacher's Choice (do 1st or 2nd quarter)		*The standards will depend upon which skills the teacher has decided to be the focus of instruction. Limiting skills will be beneficial to students.*	
Conventions of Standard English	8.5.R.4	Students will recognize the subject and verb agreement, and correct as necessary.	
Writing: Narrative	8.3.W.1	NARRATIVE Students will write narratives incorporating characters, plot (i.e., flashback and foreshadowing), setting, point of view, conflict, dialogue, and sensory details.	
Analyzing Character and Point of view	8.3.R.2	Students will evaluate points of view and perspectives and describe how this affects grade-level literacy and/or informational text.	

* The goal for this table is to offer guidance. Teachers are encouraged to seek out other standards within each unit.

DAILY

8.1-Speaking & Listening
8.4-Vocabulary
8.8-Independent Reading & Writing

READ
WRITE

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2nd Quarter – English

Concept		OAS Standard*	Resources
MLK Jr. Essay Contest (optional)			
Argument	8.6.R.3	Students will determine the relevance, reliability, and validity of the information gathered.	
	8.3.W.3	ARGUMENT - Grade Level Focus Students will introduce a claim, recognize at least one claim from an opposing viewpoint, and organize reasons and evidences, using credible sources.	
	8.3.W.4	Students will show relationships among the claim, reasons, and evidence and include a conclusion that follows logically from the information presented.	
Recitation – Teacher's Choice	8.1.R.1	Students will actively listen and speak clearly using appropriate discussion rules with control of verbal and nonverbal cues.	Rubric
Passage-based Timed Writing	8.3.W	Students will write for varied purposes and audiences in all modes, using fully developed ideas, strong organization, well-chosen words, fluent sentences, and appropriate voice.	
Conventions of Standard English	8.5.R.2	Students will recognize the use of active and passive voice	
	8.5.W.4	Students will form and use verbs in the active and passive voice.	
	8.5.W.2	Students will compose simple, compound. complex, and compound-complex sentences and questions to signal differing relationships among ideas.	
	8.5.W.5	Students will form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.	
Mini-Research works cited	8.6.R.2	Students will follow ethical and legal guidelines for finding and recording information from a variety of primary and secondary sources (e.g., print and digital).	
Informative Writing-Review	8.3.W.2	INFORMATIVE Students will compose essays and reports about topics, incorporating evidence (e.g., specific facts, examples, details) and maintaining an organized structure and a formal style.	
Narrative Writing-Review	8.3.W.1	NARRATIVE Students will write narratives incorporating characters, plot (i.e., flashback and foreshadowing), setting, point of view, conflict, dialogue, and sensory details.	

* The goal for this table is to offer guidance. Teachers are encouraged to seek out other standards within each unit.

DAILY
8.1-Speaking & Listening
8.4-Vocabulary
8.8-Independent Reading & Writing

READ
WRITE

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3rd Quarter – Reading

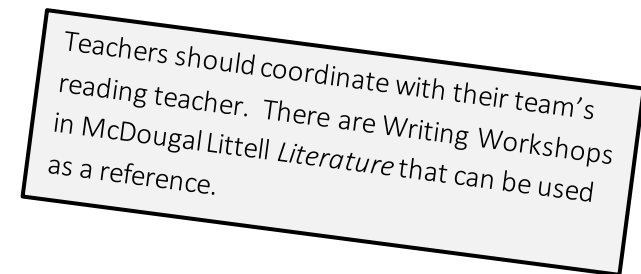| Concept		OAS Standard*	Resources
Literary Elements	8.3.R.3	Students will analyze how authors use key literary elements to contribute to the meaning of the text: *setting, plot, characters, characterization, theme, conflict	
Literary Devices/Figurative Language	8.3.R.4	Students will evaluate literary devices to support interpretations of literary texts: *simile, metaphor, personification, onomatopoeia, hyperbole, imagery, tone, symbolism, irony.	
Unit 10-The Power of Research (items not previously covered)	8.3.R.5	Students will evaluate textual evidence to determine whether a claim is substantiated or unsubstantiated.	
	8.3.R.6	Students will analyze the structures of text and content by making complex inferences about texts to draw logical conclusions from textual evidence.	
	8.3.R.7	Students will make connections between multiple texts and provide textual evidence to support their inferences.	
	8.6.R.1	Students will use their own viable research questions and well developed thesis statements to find information about a specific topic.	
	8.6.R.2	Students will follow ethical and legal guidelines for finding and recording information from a variety of primary and secondary sources…print and digital.	
	8.6.R.3	Students will determine the relevance, reliability, and validity of the information gathered.	
Novel		The standards will depend upon which one or two skills the teacher has decided to be the focus of instruction.	
Academic Vocabulary-inferences	8.4.R.1	Students will increase knowledge of academic, domain appropriate, grade level vocabulary to infer meaning of grade level text.	
Test-prep to include all reviews			

* The goal for this table is to offer guidance. Teachers are encouraged to seek out other standards within each unit.

3rd Quarter – English

Concept		OAS Standard*	Resources
Argument Writing-review	8.3.W.3	Students will introduce a claim, recognize at least one claim from an opposing viewpoint, and organize reasons and evidences, using credible sources.	
Recitation – Teacher's Choice	8.1.R.1	Students will actively listen and speak clearly using appropriate discussion rules with control of verbal and nonverbal cues.	Rubric
Passage-based Timed Writing	8.3.W	Students will write for varied purposes and audiences in all modes, using fully developed ideas, strong organization, well-chosen words, fluent sentences, and appropriate voice.	
Conventions of Standard English	8.5.R.1	Students will recognize the use of verbals (e.g., gerunds, participles, infinitives) and clauses.	
	8.5.W.3	Students will use verbals. (e.g., gerunds, participles, infinitives) in writing.	
	8.5.W.5	Students will form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.	
Informative Writing	8.3.W.2	NFORMATIVE Students will compose essays and reports about topics, incorporating evidence (e.g., specific facts, examples, details) and maintaining an organized structure and a formal style.	
Research Paper	8.3.W.2	NFORMATIVE Students will compose essays and reports about topics, incorporating evidence (e.g., specific facts, examples, details) and maintaining an organized structure and a formal style.	
	8.6.R	Reading-Students will comprehend, evaluate, and synthesize resources to acquire and refine knowledge.	
	8.6.W	Writing-Students will summarize and paraphrase, integrate evidence, and cite sources to create reports, projects, papers, texts, and presentations for multiple purposes.	

* The goal for this table is to offer guidance. Teachers are encouraged to seek out other standards within each unit.

DAILY
8.1-Speaking & Listening
8.4-Vocabulary
8.8-Independent Reading & Writing

READ
WRITE

Teachers should coordinate with their team's reading teacher. There are Writing Workshops in McDougal Littell *Literature* that can be used as a reference.

4th Quarter – Reading

Concept		OAS Standard*	Resources
Literary Analysis	8.3.R	Critical Reading and Writing-students will apply critical thinking skills to reading and writing.	
	8.3.W	Writing-students will write for varied purposes and audiences in all modes, using fully developed ideas, strong organization, well-chosen words, fluent sentences, and appropriate voice.	
Unit 7 – History, Culture, and the Author	8.3.R	Critical Reading Students will comprehend, interpret, evaluate, and respond to a variety of complex texts of all literary and informational genres from a variety of historical, cultural, ethnic, and global perspectives.	
Novel: Teacher's Choice (do 3rd or 4th quarter)		The standards will depend upon which one or two skills the teacher has decided to be the focus of instruction.	
Forward Progress		*Focus on maintenance skills and preview the major objectives of the upcoming school year.*	

* The goal for this table is to offer guidance. Teachers are encouraged to seek out other standards within each unit.

DAILY

8.1-Speaking & Listening
8.4-Vocabulary
8.8-Independent Reading & Writing

READ
WRITE

The unit numbers correspond to McDougal Littell *Literature*. Teachers are encouraged to use a variety of sources to teach the concepts within those units.

4th Quarter – English

Concept		OAS Standard*	Resources
Passage Based Timed Writing	8.3.W	Students will write for varied purposes and audiences in all modes, using fully developed ideas, strong organization, well-chosen words, fluent sentences, and appropriate.	
Mini Research Workshop *paraphrase *in-text citation	8.6.W.3	Students will quote, paraphrase, and summarize findings following an appropriate citation style (e.g., MLA, APA, etc.) and avoiding plagiarism.	
Genre Unit- To be determined by the teacher to include a variety of genres (e.g. The Diary of Anne Frank & supplemental readings)	8.3.R	Reading-students will comprehend, interpret, evaluate, and respond to a variety of complex texts of all literary and informational genres from a variety of historical, cultural, ethnic, and global perspectives.	
Forward Progress		*Focus on maintenance skills and preview the major objectives of the upcoming school year.*	

* The goal for this table is to offer guidance. Teachers are encouraged to seek out other standards within each unit.

DAILY
8.1-Speaking & Listening
8.4-Vocabulary
8.8-Independent Reading & Writing

READ
WRITE

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Oklahoma School Test Program
Test Blueprint; English Language Arts
8th Grade

IDEAL PERCENTAGE OF MULTIPLE CHOICE ITEMS	IDEAL NUMBER OF ITEMS	STANDARDS
28%	14	STANDARD 2: Reading and Writing Process Students will use a variety of recursive reading and writing processes.
28%	14	STANDARD 3: Critical Reading and Writing Students will apply critical thinking skills to reading and writing.
16%	8	STANDARD 4: Vocabulary Students will expand their working vocabularies to effectively communicate and understand texts.
14%	7	STANDARD 5: Language Students will apply knowledge of grammar and rhetorical style to reading and writing.
14%	7	STANDARD 6: Research Students will engage in inquiry to acquire, refine, and share knowledge.
12% of OVERALL SCORE	1 PROMPT 7 POINTS	WRITING SECTION Standard 2: Reading and Writing Process Standard 3: Critical Reading and Writing Standard 4: Vocabulary Standard 5: Language Standard 6: Research Standard 8: Independent Reading and Writing
	51 Items 57 Points	Total

***TEST STEMS

Vocabulary

Which meaning is the best definition of _____as it is used in paragraph ____?

Which sentence uses _____ the same way as it is used in paragraph ___?

Which phrase is an example of a simile?

The word _____ which derived from the Greek language, is used in paragraph _____ to indicate.

In paragraph ___, the word _____, as well as the words _____and _____ comes from Latin.

Which word from the passage has a Latin root that means_____?

Comprehension

What question is important to ask after reading the title of the passage?

To recall prior knowledge about_____, which prereading strategy would be most useful?

Why might someone most likely read _____?

What is the main idea of paragraph ____?

What question is answered in stanza____ of the poem_____?

What upsets the narrator in paragraph____?

Based on the headings, the reader can tell that…

What can the reader best conclude from the author's details about_____?

Which conclusion is supported by the author?

Which word best describes the narrator in paragraph ___?
According to the passage, which statement describes the narrator?

What can be inferred about_____ from paragraph ___?

Which alternate title best expresses the main idea of the passage?

Which sentence best states the main idea?

Which detail would be least important to include in a summary about _____?

When generalizing about the _____, which would be least important?

What is the author's message in this poem?

Which detail from the passage supports the claim that the _____?

Which best supports the idea that_____ was recognized for _____?

Which graphic organizer would probably help a reader better understand the passage?

If a student were to outline this passage, which would be a good subtopic?

How does the author use the title to represent _____?

Which sentence from the passage best represents the conflict?

The conflict of the plot is resolved when…

How does the author demonstrate that the _____?
Which question is the reader left with at the end of the passage?
How does the author structure paragraph_____?
Which statement is an opinion?

Literature
Which characteristic of the passage makes it a short story rather than a folk tale?

Which element of an autobiography is displayed?

The reader can tell that _____ is a poem
because it…

What is the theme of this poem?

Which best represents the theme of the passage?

What part of the story is rising action?

What creates the internal conflict?

Which best describes the internal conflict?

What is the author's purpose in _____?

How are these passages similar?

In paragraph_____, the idiom "_____" means that the narrator…

All of these phrases personify_____ except….

How does the rhyme in the poems compare?

What is the rhyme scheme?

The lines of poetry describe which characteristic of poetry…

Research
Which source would be most helpful in researching a paper?

The author is using which technique?

Which persuasive strategy was used?

This type of propaganda would be considered…

Which bibliography entry from the passage most likely gives additional information?

Which would most help a student prepare a report about the passage?

Which citation correctly credits the source?

Questioning to Promote Higher Order Thinking Skills

The Six Types of Socratic Questions *By R. W. Paul*	Five Types of Questions Newer Views on Learning/Socratic-Questioning *By Leslie Owen Wilson*	
Questions for clarification: How do you say that? How does this relate to our discussion?	**Factual** Soliciting reasonable simple, straight-forward answers based on obvious facts or awareness. Lowest level of cognitive or affective processes and answers are frequently right or wrong.	*Example* *Name the Shakespeare play about the Prince of Denmark?*
Questions that probe assumptions: What could we assume instead? How can you verify or disapprove that? **Questions that probe reasons or evidence:** What would be an example? What is … analogous to? What do you think causes to happen …? Why?	**Convergent** Answers to these questions are usually within a very finite range of acceptable accuracy. These may be at several different levels of cognition – comprehension, application, analysis, or ones where the answerer makes inferences or conjectures based on personal awareness, or on material read, presented or known.	*Example* *On reflecting over the play Hamlet, what were the main reasons why Ophelia went mad? (This is not specifically stated in the text so reader must make simple inferences to why she committed suicide.)*
Questions about viewpoints and perspectives: What would be an alternative? What is another way to look at it? Would you explain why it is necessary or beneficial, and who benefits? What are the strengths and weaknesses of …? How are … and … similar? What is a counterargument for …?	**Divergent** These questions allow students to explore different avenues and create many different variations and alternative answers or scenarios. These questions often require students to analyze, synthesize or evaluate a knowledge base and then project or predict different outcomes.	*Example* *In the love relationship of Hamlet and Ophelia, what might have happened to their relationship and lives if Hamlet had not been so obsessed with the revenge of his father's death?*
Questions that probe implications and consequences: What generalizations can you make? What are the consequences of that assumption? What are you implying? How does … affect …? How does … tie in with what we learned before? **Questions about the question:** What is the point of this question? Why do you think I asked this question? What does … mean? How does … apply to everyday life?	**Evaluative** These types of questions usually require sophisticated levels of cognitive and/or emotional judgment. In attempting to answer, students may be combining multiple logical and/or affective thinking processes. Answers are analyzed at multiple levels and from different perspectives for answerer to arrive at newly synthesized information or conclusions. **Combinations** These are questions that blend any combination of the above.	*Example* *Compare and contrast the death of Ophelia with that of Juliet?* *What are the similarities and differences between Roman gladiatorial games and modern football?*

Bloom's Taxonomy

Levels of Questioning	Question Cues					Examples
Knowledge Identification and recall of information Knowledge of dates, events, places Knowledge of major ideas Mastery of subject matter	List	Define	Tell	Describe	Identify	*List the main characteristics for the main characters.* *Arrange scrambled story pictures in sequential order.* *Match statements with the characters who said them.* *Describe ….*
	Show	Label	Collect	Examine	Tabulate	
	Quote	Name	Who	When	Where	
Comprehension Organization and selection of facts and ideas Interpretation of facts, compare, contrast Order, group and infer causes Predict consequences Understanding information Grasping meaning Translate knowledge into new context	Explain	Discuss		Compare	Extend	*Draw a picture showing what happened before and after a passage or illustration.* *Retell … in your own words.* *What is the main idea of …?* *Construct a pictorial timeline which summarizes what happens in the story.*
	Interpret	Predict		Describe	Contrast	
	Outline	Restate		Summarize	Distinguish	
Application Use information, rules, principles Use methods, concepts, theories in new situations Solve problems using required skills or knowledge	Apply	Demonstrate		Calculate	Complete	*Transfer the new character to a new setting.* *Why is … significant?* *Do you know another situation where …?* *What factors would you change if …?*
	Illustrate	Show		Solve	Examine	
	Modify	Relate		Change	Classify	
Analysis Separation of the whole into component parts Seeing patterns Organization of parts Recognition of hidden meanings	Analyze	Explain		Arrange	Select	*Select parts of the story that were funniest, saddest, happiest, most unbelievable.* *Compare and/or contrast two of the main characters.* *Differentiate fact from opinion.* *What evidence can you list for …?* *Classify … according to ….*
	Separate	Connect		Divide	Infer	
	Order	Classify		Compare	Debate	
Synthesis Use of old ideas to create new ones Relate knowledge from several areas Generalize from given facts Predict, draw conclusions	Combine	Rearrange	Create	What if?	Rewrite	*Advertise the story on a poster to make people want to read it.* *Write the lyrics and music to a song for one of the characters to sing.* *How would you create/design a new …?* *Rewrite two new titles for the story.*
	Design	Integrate	Substitute	Compose	Prepare	
	Modify	Plan	Invent	Formulate	Generalize	

Evaluation	Assess	Grade	Recommend	Judge	*Do you agree with …?*
Development of opinions, judgments, or decisions Make choices based on reasoned argument Verify value of evidence	Decide	Test	Convince	Support	*Write a recommendation for ….* *Prioritize ….* *What criteria would you use to assess …?*
Recognize subjectivity & assess value of theories	Rank	Measure	Select	Conclude	*Judge whether or not the character should have acted the way they did.*

SAFETY!

Use these resources to help you score extra points.

Reading & Writing Resources

MAX Teaching-resource tab contains a zip file to numerous activities, etc.
http://www.maxteaching.com

2014 Writing Guide-Oklahoma State Department of Education and LPS collaboration
www.ELAOKteachers.com/2014writingguide

Type in the bibliographic information and this site creates the citation for you. Invaluable!
http://www.citationmachine.net

Argument & Persuasive Writing: Lesson plans and teaching resources
http://www.webenglishteacher.com/argument.html

6+1 Trait® Writing Prompts

http://educationnorthwest.org/resource/514

Click on "The Writing Teacher's Strategy Guide"

http://www.ttms.org/

*The green column on the left hand side

includes links to multiple resources in pdf

format.

RAFT Strategy

http://www.readwritethink.org/professional-development/strategy-guides/using-raft-writing-strategy-30625.html

Read Works-reading comprehension

http://www.readworks.org

Reading Plus

https://learn.readingplus.com/resources/comprehension-activities/

#RealTeenReaders

http://www.ascd.org/ascd-express/vol11/1119-garrido.aspx

Reading Can Be a Real Workout

http://www.ascd.org/ascd-express/vol11/1119-petersenincorvaia.aspx

News ELA

https://newsela.com/

English/Language Art Teachers-Oklahoma

http://elaokteachers.com/ **follow them on Facebook and Twitter as well ☺

America's Story from America's Library

http://www.americaslibrary.gov/

The Library of Congress created this great interactive site for families and classrooms to learn more about the history of America. Meet amazing Americans, jump back in time, explore the states, join America at play and more.

PBS Teachers
http://www.pbslearningmedia.org/
PBS provides a variety of information including: TV for teachers, lesson plans and activities, and community information.

OKLAHOMA ACADEMIC STANDARDS

ENGLISH LANGUAGE ARTS

Table of Contents: Oklahoma Academic Standards for English Language Arts

- **OKLAHOMA ENGLISH LANGUAGE ARTS STANDARDS GUIDING PRINCIPLES**

Teachers use standards as guides for developing curriculum and instruction that is appropriately engaging, challenging, and sequenced for the students in their care. By nature, acquiring language arts knowledge and skills is a recursive learning endeavor: students revisit concepts again and again as they use language at increasingly sophisticated levels. Because of this recursive learning process, language arts learning will not progress for students in the strictly linear way it may in other content areas. Nonetheless, it is important for any set of standards to provide "concise, written descriptions of what students are expected to know and be able to do at a specific stage of their education" (Great Schools Partnership, 2014). In order to make this document a clear, coherent description of what students are expected to know and be able to do at specific stages, the writers have adopted some guidelines for design and organization.

Clarity

★ Standard statements are written with verbs that indicate specifically what learning students must demonstrate and at what depth. When students *defend, compare, estimate, paraphrase, predict,* or *summarize,* they are able to show a broader range of mastery of a concept than when they are expected to *identify, recognize,* or *recall*. However, the writers also have given full consideration to the complexity of the content itself. For example, it is more challenging to identify the implied theme of an extended essay than to identify the subject of a sentence. The progression of language arts learning from pre-kindergarten through high school should reflect a grade-level appropriate relationship between the level of critical thinking students use and the actual listening, speaking, reading, and writing experiences students have.

★ Content to be emphasized and assessed at specific grade levels (e.g., modes of writing or particular elements of grammar) is clearly identified.

★ Definitions for terms used in the standards document are compiled in an updated, expanded glossary.

Coherence

★ Eight overarching standards, the College- and Career- Ready English Language Arts standards, identify the knowledge and skills of the discipline that PK-12 students are to learn; each standard for every grade is delineated at the appropriate level.

★ A PK-12 vertical progression of standards, organized by the eight overarching standards, allows for educators to recognize how all the standards are intertwined to develop the total literacy of a student. When a skill is no longer present, mastery is implied; however, teachers must support previous grade level skills according to the mastery level of their students. This grade-to-grade, standard-by-standard progression can be viewed in a horizontal format, organized into overlapping grade bands.

★ Users must examine all of the standards for each grade level as a whole to have a coherent understanding of what is required of learners.

★ Because of the interconnectedness of language arts concepts and skills, various aspects of what students know and can do may be described in more than one standard. For example, learners conducting research (Standard 6) should use speaking and listening (Standard 1), the reading and writing processes (Standard 2), academic vocabulary (Standard 4), critical reading and writing (Standard 3), formal grammar and usage (Standard

5), and more than likely, they will access research and complete their research products because they are competent in multimodal   literacies (Standard 7).

★ As students progress through grade levels, expectations encompass the content of the previous grades. Specifically in connection to reading assignments, the complexity of texts increases as students advance to later grades; however, simpler texts can be used effectively in order   for learners to develop a deeper understanding of content (as examples – theme, figurative language, genre, structure).

Purpose

In addition to a commitment to clear and coherent standards, the writers were guided by four fundamental purposes of English language arts education.

★ All learners must hear the voices of their own heritage in the literature they encounter. They must be given the opportunity to speak with the voices they choose for themselves in the writing they create. The language arts classroom is a place that is inclusive of race, ethnicity, culture, and all perspectives that reflect the richness of human experience.

★ All learners are supported to become independent readers in a range of disciplines. The ability to interpret literature as well as informative, highly technical, and often lengthy reading passages on one's own is paramount in achieving academic and career success. Furthermore, learners   who   possess the skills required to read independently have the power to choose both what they *need* and what they *want* to read.

★ All learners are supported to become independent writers for a variety of audiences and a range of purposes. Four- and five-year-olds begin   writing by verbally telling their ideas and stories to others, but their status as independent writers is not earned with mastery of the five-paragraph essay form in high school. Independent writers are able to access multiple strategies and formats to communicate and craft the message so that   it resonates with any readers they want to reach.

★ A literate citizenry possesses the skills required to analyze, evaluate, act upon, and compose a wide range of communications. An ultimate goal of language arts education is the development of informed citizens who can contribute to the common   good.

- **OKLAHOMA COLLEGE- AND CAREER-READY ENGLISH LANGUAGE ARTS STUDENTS**

The following eight standards encompass the content and competencies of English language arts. Each standard reflects both reading and writing applications, as these processes are bound together in the literate world.

The order of the standards is meant to suggest that students learn to read and write by speaking and listening on their way to the ultimate goal of becoming independent, critical readers and writers. At the same time, speaking and listening skills will continue to be developed as students progress through the grade levels, and concepts of independent reading and writing will be introduced even in the earliest grades.

Independent reading and writing is a natural outgrowth of strong standards implementation through rigorous curriculum. Standard 8 addresses the integrated nature of English language arts and acknowledges students' need to grow increasingly independent for college and career readiness. Being able to work independently and seek out opportunities to read and write is a significant part of life-long learning. These skills easily transfer to test taking, civic engagement, and citizen participation.

- **Standard 1: Speaking and Listening**

  Students will speak and listen effectively in a variety of situations including, but not limited to, responses to reading and writing.

- **Standard 2: Reading Foundations/Reading Process and Writing Process**

  Students will develop foundational skills for future reading success by working with sounds, letters, and text. Students will use recursive processes when reading and writing.

- **Standard 3: Critical Reading and Writing**

  Students will apply critical thinking skills to reading and writing.

- **Standard 4: Vocabulary**

  Students will expand their working vocabularies to effectively communicate and understand texts.

- **Standard 5: Language**

  Students will apply knowledge of grammar and rhetorical style to reading and writing.

- **Standard 6: Research**

  Students will engage in inquiry to acquire, refine, and share knowledge.

- **Standard 7: Multimodal Literacies**

  Students will acquire, refine, and share knowledge through a variety of written, oral, visual, digital, non-verbal, and interactive texts.

- **Standard 8: Independent Reading and Writing**

Students will read and write for a variety of purposes including, but not limited to, academic and personal, for extended periods of time.

- **OKLAHOMA ENGLISH LANGUAGE ARTS STANDARDS GUIDING RESEARCH**

Well-recognized guiding research in language arts upholds Oklahoma's Eight CCR Standards as a whole, especially the standards' emphasis on the reciprocal relationship between reading and writing: we read what others have written and write to create reading for audiences beyond ourselves. This guiding research deserves expanded commentary.

- **READING FOUNDATIONS**

The International Literacy Association (ILA) and the Report of the Subgroups of the National Reading Panel have identified important components of reading. Foundational reading skills are included within Standard 2: Reading Process.

PRINT CONCEPTS - the ability to understand distinguishing features of print, including knowing that the print on the page contains a message, that print contains words that can be read aloud, that print has a distinct "right side up," and that words are read from left to right.

PHONOLOGICAL/PHONEMIC AWARENESS - the understanding that words and syllables can be broken down into smaller units or phonemes is a strong predictor of later reading success.

PHONICS/DECODING - instruction that provides students with a consistent strategy to apply knowledge of sound-symbol relationships to assist them in identifying unfamiliar words.

VOCABULARY – a comprehension that a reader's understanding of text is inextricably linked to his or her vocabulary base that can be developed through reading, direct instruction, and student-centered activities.

READING FLUENCY – a recognition that fluent reading is characterized by reading words with automaticity and expression and recognizing words with speed, accuracy, and prosody; such automatic word recognition frees a student's attention to comprehend the text.

COMPREHENSION/CRITICAL LITERACY – a recognition that the goal of reading is understanding text by establishing a purpose for reading and determining what is literal and what is implied in the text. Critical literacy involves the reader being able to make connections between parts of a text and between texts. In addition to these foundational components, skilled reading is influenced by the development of motivation and engagement, attitude, and stance toward reading and writing and the process of interacting with text before, during and after reading.

MOTIVATION and ENGAGEMENT - readers' desire to interact with a text, influenced by their own self-efficacy as well as the genre, text level, author, illustrator, or topic of a text. The reader's engagement with text may be influenced by motivation to interact with a specific text.

ATTITUDE - a reader's attitude toward reading for academic or leisure purposes influences the probability that he/she will choose

to become engaged in the reading process.

STANCE - whether a reader is approaching a text for pleasure or for information.

READING PROCESS - the importance of a reader being involved with the text before (setting a purpose for reading), during (reading, monitoring comprehension, investigating terms he/she does not understand), and after (referring back to the text to strengthen one's understanding, answer questions, engage in discussions and complete projects) reading.

- **WRITING PROCESS**

The National Council of Teachers of English (NCTE) has identified a process, confirmed by research, that skilled writers use to create text. Because writing is recursive, the stages of the process may not occur in a linear sequence, but the writer may revert to an activity characteristic of an earlier stage. The stages of the writing process include –

PREWRITING - preparing to write by gathering and organizing ideas, generating a topic, and clarifying purpose, audience, and form.

DRAFTING - putting ideas down on paper with a focus on content while using notes or ideas generated during prewriting, without over-concern about adherence to grammatical rules, spelling, or mechanics.

REVISING - refining of content, not mechanics. Revision begins during the prewriting activity and continues through the final draft, as writers think again about the choices made for content and add, delete, or rearrange the material. Skilled writers may revise a draft several times, accepting suggestions for improvement from peers and teachers in addition to self-critique.

EDITING – making writing suitable for publication, including the correction of errors in punctuation, capitalization, spelling, usage, sentence structure, and legibility so that errors in conventions do not interfere with an audience's ability to understand the message.

PUBLISHING - sharing the writer's product with and/or being evaluated by the intended audience, or readers in general. An authentic audience, one with whom the students want to communicate, is necessary for effective writing. It is important to note that not every piece that a writer begins will be carried through the entire writing process and polished for publication. However, each student should be expected to develop some pieces of writing thoroughly enough to be published. Publishing reinforces the knowledge that writing is an act of communication.

MULTIMODAL LITERACIES

The Multimodal Literacies advanced from the Oklahoma *Priority Academic Student Skills'* Visual Literacy standard.

Text in the twenty-first century is not limited to print. Increasingly, texts are composites of print, images, sound, video, charts, and interactive links. Students need to know how to interpret and produce these kinds of texts for college, career, and informed citizenship. A statement by the NCTE Executive Committee (February 2013) confirms,

> ... the 21st century demands that a literate person possess a wide range of abilities and competencies, many literacies. These literacies are multiple, dynamic, and malleable. As in the past, they are inextricably linked with particular histories, life possibilities, and social trajectories of individuals and groups. Active, successful participants in this 21st century global society must be able to
>
> - develop proficiency and fluency with the tools of technology;
>
> - build intentional cross-cultural connections and relationships with others so as to pose and solve problems collaboratively and strengthen independent thought;
>
> - design and share information for global communities to meet a variety of purposes;
>
> - manage, analyze, and synthesize multiple streams of simultaneous information; create, critique, analyze, and evaluate multimedia texts; and
>
> - attend to the ethical responsibilities required by these complex environments.

The committee asserts,

> The use of multimodal literacies has expanded the ways we acquire information and understand concepts. Ever since the days of illustrated books and maps texts have included visual elements for the purpose of imparting information. The contemporary difference is the ease with which we can combine words, images, sound, color, animation, video, and styles of print in projects so that they are part of our everyday lives and, at least by our youngest generation, often taken for granted.

- ## What this means for teaching

The techniques of acquiring, organizing, evaluating, and creatively using multimodal information should become an increasingly important component of the English language arts classroom (November 2005).

- ## Further Support

A large body of research has been consulted for each of Oklahoma's Eight College- and Career- Ready Standards; these sources are

provided in   a complete bibliography which can be accessed on the Oklahoma Department of Education's English Language Arts Standards   webpage.

- **OKLAHOMA ENGLISH LANGUAGE ARTS EIGHT OVERARCHING STANDARDS IN READING AND WRITING**

Academic standards establish objective performance criteria. They are used as guides for developing curriculum and instruction that is appropriately engaging, challenging, and sequenced for students. Acquiring language arts knowledge and skills is a recursive learning endeavor. Students need to revisit concepts as they develop language arts acumen at increasingly higher levels of complexity.

The eight overarching standards reinforce the recursive nature of the language arts, a non-linear process that involves the continuous and thoughtful refinement of concepts and skills. In each of the eight overarching English language arts standards, concepts and skills are expressed in terms of both reading and writing, intended to support integrated, rather than isolated, reading/writing instruction. Research supports this integrated model of English language arts, where students read to understand the meaning and composition of a text and write with readers' expectations and assumptions in mind.

- **ENGLISH LANGUAGE ARTS COLLEGE- AND CAREER- STANDARDS**

Standard 1: Speaking and Listening - Students will speak and listen effectively in a variety of situations including, but not limited to, responses to reading and writing.

Reading	**Writing**
Students will develop and apply effective communication skills through speaking and active listening.	Students will develop and apply effective communication skills through speaking and active listening to create individual and group projects and presentations.

Standard 2: Reading Foundations/Reading and Writing Process - Students will develop foundational skills for future reading success by working with sounds, letters, and text. Students will use a variety of recursive reading and writing processes.

Reading	**Writing**
Students will read and comprehend increasingly complex literary and informational texts.	Students will develop and strengthen writing by engaging in a recursive process that includes prewriting, drafting, revising, editing, and publishing.

Standard 3: Critical Reading and Critical Writing - Students will apply critical thinking skills to reading and writing.

Reading	**Writing**
Students will comprehend, interpret, evaluate, and respond to a variety of complex texts of all literary and informational genres from a variety of historical, cultural, ethnic, and global perspectives.	Students will write for varied purposes and audiences in all modes, using fully developed ideas, strong organization, well-chosen words, fluent sentences, and appropriate voice.

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Standard 4: Vocabulary - Students will expand their working vocabularies to effectively communicate and understand texts.

Reading

Students will expand academic, domain-appropriate, grade-level vocabularies through reading, word study, and class discussion.

Writing

Students will apply knowledge of vocabularies to communicate by using descriptive, academic, and domain-appropriate abstract and concrete words in their writing.

Standard 5: Language - Students will apply knowledge of grammar and rhetorical style to reading and writing.

Reading

Students will apply knowledge of grammar and rhetorical style to analyze and evaluate a variety of texts.

Writing

Students will demonstrate command of Standard English grammar, mechanics, and usage through writing and other modes of communication.

Standard 6: Research - Students will engage in inquiry to acquire, refine, and share knowledge.

Reading

Students will comprehend, evaluate, and synthesize resources to acquire and refine knowledge.

Writing

Students will summarize and paraphrase, integrate evidence, and cite sources to create reports, projects, papers, texts, and presentations for multiple purposes.

Standard 7: Multimodal Literacies - Students will acquire, refine, and share knowledge through a variety of written, oral, visual, digital, non-verbal, and interactive texts.

Reading

Students will evaluate written, oral, visual, and digital texts in order to draw conclusions and analyze arguments.

Writing

Students will create multimodal texts to communicate knowledge and develop arguments.

Standard 8: Independent Reading and Writing - Students will read and write for a variety of purposes including, but not limited to, academic and personal, for extended periods of time.

Reading

Students will read independently for a variety of purposes and for extended periods of time. Students will select appropriate texts for specific purposes.

Writing

Students will write independently for extended periods of time. Students will vary their modes of expression to suit audience and task.

Navigating the Vertical Alignment

Overarching Oklahoma College- and Career- Ready Standard for English Language Arts

Vertical Grade-level Progressions

Recursive Reading and Writing Strands

with Guiding Principles

Standard Objectives

delineated for each grade and vertically aligned

1: Speaking and Listening - Students will speak and listen effectively in a variety of situations including, but not limited to, responses to reading and writing.

	5th Grade	6th Grade	7th Grade
Reading Students will develop and apply effective communication skills through speaking and active listening.	**5.1.R.1** Students will actively listen and speak clearly using appropriate discussion rules with awareness of verbal and nonverbal cues.	**6.1.R.1** Students will actively listen and speak clearly using appropriate discussion rules with awareness of verbal and nonverbal cues.	**7.1.R.1** Students will actively listen and speak clearly using appropriate discussion rules with awareness and control of verbal and nonverbal cues.
	5.1.R.2 Students will ask and answer questions to seek help, get information, or clarify about information presented orally through text or other media to confirm understanding.	**6.1.R.2** Students will actively listen and interpret a speaker's messages (both verbal and nonverbal) and ask questions to clarify the speaker's purpose and perspective.	**7.1.R.2** Students will actively listen and interpret a speaker's messages (both verbal and nonverbal) and ask questions to clarify the speaker's purpose and perspective.
	5.1.R.3 Students will engage in collaborative discussions about appropriate topics and texts, expressing their own ideas clearly while building on the ideas of others in pairs, diverse groups, and whole class settings.	**6.1.R.3** Students will engage in collaborative discussions about appropriate topics and texts, expressing their own ideas clearly while building on the ideas of others in pairs, diverse groups, and whole class settings.	**7.1.R.3** Students will engage in collaborative discussions about appropriate topics and texts, expressing their own ideas clearly while building on the ideas of others in pairs, diverse groups, and whole class settings.
Writing Students will develop and apply effective communication skills through speaking and active listening to create individual and group projects and presentations.	**5.1.W.1** Students will give formal and informal presentations in a group or individually, organizing information and determining appropriate content for audience.	**6.1.W.1** Students will give formal and informal presentations in a group or individually, organizing information and determining appropriate content and purpose for audience.	**7.1.W.1** Students will give formal and informal presentations in a group or individually, providing evidence to support a main idea.
	5.1.W.2 Students will work effectively and respectfully within diverse groups, share responsibility for collaborative work, and value individual contributions made by each group member.	**6.1.W.2** Students will work effectively and respectfully within diverse groups, share responsibility for collaborative work, and value individual contributions made by each group member.	**7.1.W.2** Students will work effectively and respectfully within diverse groups, show willingness to make necessary compromises to accomplish a goal, share responsibility for collaborative work, and value individual contributions made by each group member.

Standard Code

Grade . Standard Number . Strand . Objective

Oklahoma Academic Standards for English Language Arts | 15

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EIGHT CONSISTENT STANDARDS

The standards were developed with consideration to teachers and curriculum designers. **Rich units of study can be designed by incorporating each of the eight overarching standards.** Further grade-specific guidance is provided in the Reading and Writing strands.

READING and WRITING STRANDS

The standards were designed to develop the total literacy of students by intentionally taking into consideration what they do when reading and writing. **Every standard includes a reading and writing strand with standard objectives delineated by grade-level.**

Reading instruction supports the development and refinement of writing skills. Writing instruction supports the development and refinement of reading skills.

READ

WRITE

RECURSIVE TEACHING and LEARNING

Teaching and learning language arts is a recursive endeavor: students will revisit concepts again and again as they use language at increasingly sophisticated levels. **Skills are repeated with an implied expectation that they are attributed to increasingly more complex texts.**

Because of this recursive learning process, language arts learning does not progress for students in a strictly linear way.

Oklahoma ELA standards are not taught in isolation. Standards can be bundled for educators to develop grade-appropriate lessons, tasks, and assessments.

Speaking and Listening

Students will speak and listen effectively in a variety of situations including, but not limited to, responses to reading and writing.

Reading

Students will develop and apply effective communication skills through speaking and active listening.

- **Writing**

- Students will develop and apply effective communication skills through speaking and active listening to create individual and group projects and presentations.

1: Speaking and Listening - Students will speak and listen effectively in a variety of situations including, but not limited to, responses to reading and writing.

	Pre-Kindergarten	Kindergarten	1st Grade
Reading Students will develop and apply effective communication skills through speaking and active listening.	**PK.1.R.1** Students will actively listen and speak using agreed-upon rules with guidance and support. **PK.1.R.2.** Students will begin to ask and answer questions about information presented orally or through text or other media with guidance and support. **PK.1.R.3** Students will begin to engage in collaborative discussions about appropriate topics and texts with peers and adults in small and large groups with guidance and support. **PK.1.R.4** Students will follow simple oral directions.	**K.1.R.1** Students will actively listen and speak using agreed-upon rules for discussion with guidance and support. **K.1.R.2** Students will ask and answer questions to seek help, get information, or clarify about information presented orally or through text or other media with guidance and support. **K.1.R.3** Students will engage in collaborative discussions about appropriate topics and texts with peers and adults in small and large groups with guidance and support. **K.1.R.4** Students will follow one and two step directions.	**1.1.R.1** Students will actively listen and speak using agreed-upon rules for discussion. **1.1.R.2** Students will ask and answer questions to seek help, get information, or clarify about information presented orally through text or other media, to confirm understanding. **1.1.R.3** Students will engage in collaborative discussions about appropriate topics and texts with peers and adults in small and large groups. **1.1.R.4** Students will restate and follow simple two-step directions.
Writing Students will develop and apply effective communication skills through speaking and active listening to create individual and group projects and presentations.	**PK.1.W.1** Students will begin to orally describe personal interests or tell stories to classmates with guidance and support. **PK.1.W.2** Students will work respectfully with others with guidance and support.	**K.1.W.1** Students will orally describe personal interests or tell stories, facing the audience and speaking clearly in complete sentences and following implicit rules for conversation, including taking turns and staying on topic. **K.1.W.2** Students will work respectfully with others with guidance and support.	**1.1.W.1** Students will orally describe people, places, things, and events with relevant details expressing their ideas. **1.1.W.2** Students will work respectfully in groups.

1: Speaking and Listening - Students will speak and listen effectively in a variety of situations including, but not limited to, responses to reading and writing.

	2nd Grade	**3rd Grade**	**4th Grade**
Reading Students will develop and apply effective communication skills through speaking and active listening.	2.1.R.1 Students will actively listen and speak using appropriate discussion rules. 2.1.R.2 Students will ask and answer questions to seek help, get information, or clarify about information presented orally, through text or other media to confirm understanding. 2.1.R.3 Students will engage in collaborative discussions about appropriate topics and texts with peers and adults in small and large groups. 2.1.R.4 Students will restate and follow multi-step directions.	3.1.R.1 Students will actively listen and speak clearly using appropriate discussion rules. 3.1.R.2 Students will ask and answer questions to seek help, get information, or clarify about information presented orally through text or other media to confirm understanding. 3.1.R.3 Students will engage in collaborative discussions about appropriate topics and texts, expressing their own ideas clearly in pairs, diverse groups, and whole class settings.	4.1.R.1 Students will actively listen and speak clearly using appropriate discussion rules. 4.1.R.2 Students will ask and answer questions to seek help, get information, or clarify information presented orally through text or other media to confirm understanding. 4.1.R.3 Students will engage in collaborative discussions about appropriate topics and texts, expressing their own ideas clearly while building on the ideas of others in pairs, diverse groups, and whole class settings.
Writing Students will develop and apply effective communication skills through speaking and active listening to create individual and group projects and presentations.	2.1.W.1 Students will report on a topic or text, tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. 2.1.W.2 Students will work respectfully within groups, share responsibility for collaborative work, and value individual contributions made by each group member.	3.1.W.1 Students will report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences at an appropriate pace. 3.1.W.2 Students will work respectfully within diverse groups, share responsibility for collaborative work, and value individual contributions made by each group member.	4.1.W.1 Students will report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences at an appropriate pace. 4.1.W.2 Students will work effectively and respectfully within diverse groups, share responsibility for collaborative work, and value individual contributions made by each group member.

1: Speaking and Listening - Students will speak and listen effectively in a variety of situations including, but not limited to, responses to reading and writing.		
	5th Grade	**6th Grade**	**7th Grade**
Reading Students will develop and apply effective communication skills through speaking and active listening.	**5.1.R.1** Students will actively listen and speak clearly using appropriate discussion rules with awareness of verbal and nonverbal cues. **5.1.R.2** Students will ask and answer questions to seek help, get information, or clarify about information presented orally through text or other media to confirm understanding. **5.1.R.3** Students will engage in collaborative discussions about appropriate topics and texts, expressing their own ideas clearly while building on the ideas of others in pairs, diverse groups, and whole class settings.	**6.1.R.1** Students will actively listen and speak clearly using appropriate discussion rules with awareness of verbal and nonverbal cues. **6.1.R.2** Students will actively listen and interpret a speaker's messages (both verbal and nonverbal) and ask questions to clarify the speaker's purpose and perspective. **6.1.R.3** Students will engage in collaborative discussions about appropriate topics and texts, expressing their own ideas clearly while building on the ideas of others in pairs, diverse groups, and whole class settings.	**7.1.R.1** Students will actively listen and speak clearly using appropriate discussion rules with awareness and control of verbal and nonverbal cues. **7.1.R.2** Students will actively listen and interpret a speaker's messages (both verbal and nonverbal) and ask questions to clarify the speaker's purpose and perspective. **7.1.R.3** Students will engage in collaborative discussions about appropriate topics and texts, expressing their own ideas clearly while building on the ideas of others in pairs, diverse groups, and whole class settings.
Writing Students will develop and apply effective communication skills through speaking and active listening to create individual and group projects and presentations.	**5.1.W.1** Students will give formal and informal presentations in a group or individually, organizing information and determining appropriate content for audience. **5.1.W.2** Students will work effectively and respectfully within diverse groups, share responsibility for collaborative work, and value individual contributions made by each group member.	**6.1.W.1** Students will give formal and informal presentations in a group or individually, organizing information and determining appropriate content and purpose for audience. **6.1.W.2** Students will work effectively and respectfully within diverse groups, share responsibility for collaborative work, and value individual contributions made by each group member.	**7.1.W.1** Students will give formal and informal presentations in a group or individually, providing evidence to support a main idea. **7.1.W.2** Students will work effectively and respectfully within diverse groups, show willingness to make necessary compromises to accomplish a goal, share responsibility for collaborative work, and value individual contributions made by each group member.

	8th Grade	**9th Grade - English I**	**10th Grade - English II**
Reading Students will develop and apply effective communication skills through speaking and active listening.	**8.1.R.1** Students will actively listen and speak clearly using appropriate discussion rules with control of verbal and nonverbal cues. **8.1.R.2** Students will actively listen and interpret a speaker's messages (both verbal and nonverbal) and ask questions to clarify the speaker's purpose and perspective. **8.1.R.3** Students will engage in collaborative discussions about appropriate topics and texts, expressing their own ideas clearly while building on the ideas of others in pairs, diverse groups, and whole class settings.	**9.1.R.1** Students will actively listen and speak clearly using appropriate discussion rules with control of verbal and nonverbal cues. **9.1.R.2** Students will actively listen and interpret a speaker's messages (both verbal and nonverbal) and ask questions to clarify the speaker's purpose and perspective. **9.1.R.3** Students will engage in collaborative discussions about appropriate topics and texts, expressing their own ideas clearly while building on the ideas of others in pairs, diverse groups, and whole class settings.	**10.1.R.1** Students will actively listen and speak clearly using appropriate discussion rules with control of verbal and nonverbal cues. **10.1.R.2** Students will actively listen and evaluate, analyze, and synthesize a speaker's messages (both verbal and nonverbal) and ask questions to clarify the speaker's purpose and perspective. **10.1.R.3** Students will engage in collaborative discussions about appropriate topics and texts, expressing their own ideas clearly while building on the ideas of others in pairs, diverse groups, and whole class settings.
Writing Students will develop and apply effective communication skills through speaking and active listening to create individual and group projects and presentations.	**8.1.W.1** Students will give formal and informal presentations in a group or individually, providing textual and visual evidence to support a main idea. **8.1.W.2** Students will work effectively and respectfully within diverse groups, show willingness to make necessary compromises to accomplish a goal, share responsibility for collaborative work, and value individual contributions made by each group member.	**9.1.W.1** Students will give formal and informal presentations in a group or individually, providing textual and visual evidence to support a main idea. **9.1.W.2** Students will work effectively and respectfully within diverse groups, show willingness to make necessary compromises to accomplish a goal, share responsibility for collaborative work, and value individual contributions made by each group member.	Students will give formal and informal presentations in a group or individually, providing textual and visual evidence to support a main idea. Students will work effectively and respectfully within diverse groups, show willingness to make necessary compromises to accomplish a goal, share responsibility for collaborative work, and value individual contributions made by each group member.

	11th Grade - English III	**12th Grade - English IV**
Reading Students will develop and apply effective communication skills through speaking and active listening.	Students will actively listen and speak clearly using appropriate discussion rules with control of verbal and nonverbal cues. Students will actively listen and evaluate, analyze, and synthesize a speaker's messages (both verbal and nonverbal) and ask questions to clarify the speaker's purpose and perspective. Students will engage in collaborative discussions about appropriate topics and texts, expressing their own ideas by contributing to, building on, and questioning the ideas of others in pairs, diverse groups, and whole class settings.	Students will actively listen and speak clearly using appropriate discussion rules with control of verbal and nonverbal cues. Students will actively listen and evaluate, analyze, and synthesize a speaker's messages (both verbal and nonverbal) and ask questions to clarify the speaker's purpose and perspective. Students will engage in collaborative discussions about appropriate topics and texts, expressing their own ideas by contributing to, building on, and questioning the ideas of others in pairs, diverse groups, and whole class settings.
Writing Students will develop and apply effective communication skills through speaking and active listening to create individual and group projects and presentations.	Students will give formal and informal presentations in a group or individually, providing textual and visual evidence to support a main idea. Students will work effectively and respectfully within diverse groups, demonstrate willingness to make necessary compromises to accomplish a goal, share responsibility for collaborative work, and value individual contributions made by each group member.	Students will give formal and informal presentations in a group or individually, providing textual and visual evidence to support a main idea. Students will work effectively and respectfully within diverse groups, demonstrate willingness to make necessary compromises to accomplish a goal, share responsibility for collaborative work, and value individual contributions made by each group member.

Reading Foundations

Students will develop foundational skills for future reading success by working with sounds, letters, and text.

● Phonological Awareness
Phonological awareness is the ability to recognize, think about, and manipulate sounds in spoken language without using text.
pg. 20

Print Concepts
Students will demonstrate their understanding of the organization and basic features of print, including book handling skills and the understanding that printed materials provide information and tell stories.
pg. 22

Phonics and Word Study
Students will decode and read words in context and isolation by applying phonics and word analysis skills.
pg. 24

Fluency
Students will recognize high-frequency words and read grade-level text smoothly and accurately, with expression that connotes comprehension. **pg. 26**

	Pre-Kindergarten	Kindergarten	1st Grade
Phonological Awareness Phonological awareness is the ability to recognize, think about, and manipulate sounds in spoken language without using text.	**PK.2.PA.1** Students will distinguish spoken words in a sentence with guidance and support. **PK.2.PA.2** Students will recognize spoken words that rhyme. **PK.2.PA.3** Students will begin to recognize syllables in spoken words *(e.g., sunshine= sun + shine).* **PK.2.PA.4** Students will begin to isolate initial and final sounds in spoken words. **PK.2.PA.5** Students will begin to recognize initial sounds in a set of spoken words (*i.e., alliteration*). **PK.2.PA.6** Students will combine onsets and rimes to form familiar one syllable spoken words with pictorial support (*e.g., /c/ + at = cat).*	**K.2.PA.1** Students will distinguish spoken words in a sentence. **K.2.PA.2** Students will recognize and produce pairs of rhyming words, and distinguish them from non-rhyming pairs. **K.2.PA.3** Students will isolate and pronounce the same initial sounds in a set of spoken words *(i.e., alliteration)* (*e.g., "the puppy pounces").* **K.2. PA.4** Students will recognize the short or long vowel sound in one syllable words. **K.2.PA.5** Students will count, pronounce, blend, segment, and delete syllables in spoken words. **K.2.PA.6** Students will blend and segment onset and rime in one syllable spoken words *(e.g., Blending: /ch/ + at = chat; segmenting: cat = /c/+ at).* **K.2.PA.7** Students will blend phonemes to form one syllable spoken words with 3 to 5 phonemes *(e.g., /f/ /a/ /s/ /t/= fast)* **K.2.PA.8** Students will segment phonemes in one syllable spoken words with 3 to 5 phonemes *(e.g., "fast" = /f/ /a/ /s/ /t/).* **K.2.PA.9** Students will add, delete, and substitute phonemes in one syllable spoken words *(e.g., "add /c/ to the beginning of "at" to say "cat;" "remove the /p/ from "pin," to say "in;" "change the /d/ in "dog" to /f/ /r/ to say "frog").*	**1.2.PA.1** Students will blend and segment onset and rime in spoken words *(e.g., /ch/+ /at/ = chat).* **1.2.PA.2** Students will differentiate short from long vowel sounds in one syllable words. **1.2.PA.3** Students will isolate and pronounce initial, medial, and final sounds in spoken words. **1.2.PA.4** Students will blend phonemes to form spoken words with 4 to 6 phonemes *)* including consonant blends *(e.g., /s/ /t/ /r/ /i/ /ng/=string).* **1.2.PA.5** Students will segment phonemes in spoken words with 4 to 6 phonemes into individual phonemes *(e.g. string= /s/ /t/ /r/ /i/ /ng/).* **1.2.PA.6** Students will add, delete, and substitute phonemes in spoken words *(e.g., "add /g/ to the beginning of low to say 'glow;' "remove the /idge/ from 'bridge,' to say 'br;' "change the /ar/ in 'charm' to /u/ to say 'chum').*

2: Reading Foundations - Students will develop foundational skills for future reading success by working with sounds, letters, and text.

2nd Grade	3rd Grade	4th Grade

Phonological Awareness

Phonological awareness is the ability to recognize, think about, and manipulate sounds in spoken language without using text.

Students will continue to review and apply earlier grade level expectations for this standard.

If phonological awareness skills are not mastered, students will address skills from previous grades.

	Pre-Kindergarten	Kindergarten	1st Grade
Print Concepts Students will demonstrate their understanding of the organization and basic features of print, including book handling skills and the understanding that printed materials provide information and tell stories.	**PK.2.PC.1** Students will write the majority of the letters in their first name and some uppercase and lowercase letters with guidance and support.	**K.2.PC.1** Students will correctly form letters to write their first and last name and most uppercase and lowercase letters correctly.	**1.2.PC.1** Students will correctly form letters and use appropriate spacing for letters, words, and sentences using left-to-right and top-to-bottom progression.
	PK.2.PC.2 Students will understand that print carries a message by recognizing labels, signs, and other print in the environment with guidance and support.	**K.2.PC.2** Students will demonstrate their understanding that print carries a message by recognizing labels, signs, and other print in the environment.	**1.2.PC.2** Students will recognize the distinguishing features of a sentence *(e.g., capitalization of the first word, ending punctuation,comma, quotation marks).*
	PK.2.PC.3 Students will begin to demonstrate correct book orientation and identify the front and back covers of a book.	**K.2.PC.3** Students will demonstrate correct book orientation and identify the title, title page, and the front and back covers of a book.	-- *Students will continue to review and apply earlier grade level expectations for this standard.*
	PK.2.PC.4 Students will recognize that written words are made up of letters and are separated by spaces with guidance and support.	**K.2.PC.4** Students will recognize that written words are made up of letters and are separated by spaces.	*If print concepts skills are not mastered, students will address skills from previous grades.*
	PK.2.PC.5 Students will begin to understand that print moves from top to bottom, left to right, and front to back.	**K.2.PC.5** Students will recognize that print moves from top to bottom, left to right, and front to back (does not have to be matched to voice).	
	PK.2.PC.6 Students will recognize ending punctuation marks in print during shared reading or other text experiences with guidance and support.	**K.2.PC.6** Students will recognize the distinguishing features of a sentence. *(e.g., capitalization of the first word, ending punctuation: period, exclamation mark, question mark)* with guidance and support.	

	2nd Grade	**3rd Grade**	**4th Grade**
Print Concepts Students will demonstrate their understanding of the organization and basic features of print, including book handling skills and the understanding that printed materials provide information and tell stories.	**2.2.PC** Students will correctly form letters in print and use appropriate spacing for letters, words, and sentences.	**3.2.PC** Students will correctly form letters in print and cursive and use appropriate spacing for letters, words, and sentences.	**4.2.PC** Students will correctly form letters in print and cursive and use appropriate spacing for letters, words, and sentences.

Students will continue to review and apply earlier grade level expectations for this standard.

If print concepts skills are not mastered, students will address skills from previous grades.

	Pre-Kindergarten	Kindergarten	1st Grade
Phonics and Word Study Students will decode and read words in context and isolation by applying phonics and word analysis skills.	**PK.2.PWS.1** Students will name the majority of the letters in their first name and many uppercase and lowercase letters with guidance and support.	**K.2.PWS.1** Students will name all uppercase and lowercase letters.	**1.2.PWS.1** Students will decode phonetically regular words by using their knowledge of: - single consonants *(e.g., c = /k/, c = /s/, s = /s/, s = /z/, x = /ks/, x = /z/)* - consonant blends *(e.g., bl, br, cr)* - consonant digraphs and trigraphs *(e.g., sh-, -tch)* - vowel sounds: - long - short - r-controlled vowels *(e.g., ar, er, ir or, ur)* - vowel spelling patterns: - vowel digraphs *(e.g., ea, oa, ee)* - vowel-consonant-silent-e *(e.g., lake)*
	PK.2.PWS.2 Students will produce some sounds represented by letters with guidance and support.	**K.2.PWS.2** Students will sequence the letters of the alphabet.	**1.2.PWS.2** Students will decode words by applying knowledge of structural analysis: - most major syllable patterns *(e.g., closed, open, vowel team, vowel silent e, r-controlled)* - inflectional endings *(e.g., -s, -ed, -ing)* - compound words - contractions
		K.2.PWS.3 Students will produce the primary or most common sound for each consonant, short and long vowel sounds *(e.g., c = /k/, c = /s/, s = /s/, s = /z/, x = /ks/, x = /z/)*.	**1.2.PWS.3** Students will read words in common word families *(e.g., -at, -ab, -am, -in)*.
		K.2.PWS.4 Students will blend letter sounds to decode simple *Vowel / Consonant (VC)* and *Consonant / Vowel / Consonant (CVC)* words *(e.g., VC words= at, in, up; CVC words = pat, hen, lot)*.	

	2nd Grade	**3rd Grade**	**4th Grade**

Phonics and Word Study Students will decode and read words in context and isolation by applying phonics and word analysis skills.	**2.2.PWS.1** Students will decode one- and two- syllable words by using their knowledge of:
	● single consonants, including those with two different sounds *(e.g., soft and hard c [cent, cat] and g [gem, goat])*
	● consonant blends *(e.g., bl, br, cr)*
	● consonant digraphs and trigraphs *(e.g., sh-, -tch)*
	● vowel sounds:
	  ○ long
	  ○ short
	  ○ "r" controlled vowels *(e.g., ar, er, ir or, ur)*
	● vowel spelling patterns:
	  ○ vowel digraphs *(e.g., ea, oa, ee)*
	  ○ vowel-consonant-silent-e *(e.g., lake)*
	  ○ vowel diphthongs *(vowel combinations having two vowel sounds e.g., oi as in boil, oy as in boy]*
		3.2.PWS.1 Students will decode multisyllabic words using their knowledge of:
		● "r" controlled vowels *(e.g., ar, er, ir or, ur)*
		● vowel diphthongs *(vowel combinations having two vowel sounds e.g., oi as in boil, oy as in boy]*
			4.2.PWS.1 Students will use their combined knowledge of letter-sound correspondences, syllable patterns, morphology and semantics to accurately read unfamiliar words, including multisyllabic words.

	2.2.PWS.2 Students will decode words by applying knowledge of structural analysis: ● all major syllable patterns *(e.g., closed, consonant +le, open, vowel team, vowel silent e, r-controlled)* ● inflectional endings *(e.g., -s, -ed, -ing)* ● compound words ● contractions ● abbreviations ● common roots and related prefixes and suffixes	**3.2.PWS.2** Students will decode multisyllabic words by applying knowledge of structural analysis: ● all major syllable patterns ● contractions ● abbreviations ● common roots and related prefixes and suffixes	
	2.2.PWS.3 Students will read words in common word families *(e.g., -ight, -ink, -ine, ow)***.**	**3.2.PWS.3** Students will use decoding skills and semantics in context when reading new words in a text, including multisyllabic words.	

Students will continue to review and apply earlier grade level expectations for this standard.
If these decoding skills are not mastered, students will address skills from previous grades.

2: Reading Foundations - Students will develop foundational skills for future reading success by working with sounds, letters, and text.

	Pre-Kindergarten	Kindergarten	1st Grade
Fluency Students will recognize high-frequency words and read grade-level text smoothly and accurately, with expression that connotes comprehension.	PK.2.F.1 Students will read first name in print.	K.2.F.1 Students will read first and last name in print. *K.2.F.2* Students will read common high frequency grade-level words by sight *(e.g., not, was, to, have, you, he, is, with, are).*	1.2.F.1 Students will read high frequency and/or common irregularly spelled grade-level words with automaticity in text. 1.2.F.2 Students will orally read grade-level text at an appropriate rate, smoothly and accurately, with expression that connotes comprehension.

2: Reading Foundations - Students will develop foundational skills for future reading success by working with sounds, letters, and text.

	2nd Grade	3rd Grade	4th Grade
Fluency Students will recognize high-frequency words and read grade-level text smoothly and accurately, with expression that connotes comprehension.	2.2.F.1 Students will read high frequency and/or common irregularly spelled grade-level words with automaticity in text. 2.2.F.2 Students will orally read grade-level text at an appropriate rate, smoothly and accurately, with expression that connotes comprehension.	3.2.F.1 Students will read high frequency and/or irregularly spelled grade-level words with automaticity in text. 3.2.F.2 Students will orally read grade-level text at an appropriate rate, smoothly and accurately, with expression that connotes comprehension.	4.2.F.1 Students will read high frequency and irregularly spelled grade-level words with automaticity in text. 4.2.F.2 Students will orally read grade-level text at an appropriate rate, smoothly and accurately, with expression that connotes comprehension.
	Students will continue to review and apply earlier grade level expectations for this standard. *If these fluency skills are not mastered, students will address skills from previous grades.*		

2: Reading Foundations - Students will develop foundational skills for future reading success by working with sounds, letters, and text.

	5th Grade Grade	6th Grade	7th Grade	8th
Fluency	*Students will continue to review and apply earlier grade level expectations for this standard. If these fluency skills are not mastered, students will address skills from previous grades.*			

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Students will recognize high-frequency words and read grade-level text smoothly and accurately, with expression that connotes comprehension.

Reading and Writing Process

Students will use a variety of recursive reading and writing processes.

Reading

Students will read and comprehend increasingly complex literary and informational texts.

- **Writing**

- Students will develop and strengthen writing by engaging in a recursive process that includes prewriting, drafting, revising, editing, and publishing.

2: Reading and Writing Process - Students will use a variety of recursive reading and writing processes.

	Pre-Kindergarten	Kindergarten	1st Grade
Reading Students will read and comprehend increasingly complex literary and informational texts.	**PK.2.R** Students will begin to retell or reenact major events from a read-aloud with guidance and support to recognize the main idea.	Students will retell or reenact major events from a read-aloud with guidance and support to recognize the main idea. Students will discriminate between fiction and nonfiction/informational text with guidance and support. Students will sequence the events/plot *(i.e., beginning, middle, and end)* of a story or text with guidance and support.	Students will retell or reenact major events in a text, focusing on important details to recognize the main idea. Students will discriminate between fiction and nonfiction/informational text. Students will sequence the events/plot *(i.e., beginning, middle, and end)* of a story or text.
Writing Students will develop and strengthen writing by engaging in a recursive process that includes prewriting, drafting, revising, editing, and publishing.	**PK.2.W** Students will begin to express themselves through drawing, dictating, and emergent writing.	Students will begin to develop first drafts by expressing themselves through drawing and emergent writing. Students will begin to develop first drafts by sequencing the action or details of stories/texts. Students will begin to edit first drafts using appropriate spacing between letters and words.	Students will develop and edit first drafts using appropriate spacing between letters, words, and sentences using left-to-right and top-to-bottom progression. Students will develop drafts by sequencing the action or details in a story or about a topic through writing sentences with guidance and support. Students will correctly spell grade-appropriate, highly decodable words *(e.g., cup, like, cart)* and common, irregularly spelled sight words *(e.g., the)* while editing. Students will use resources to find correct spellings of words *(e.g., word wall, vocabulary notebook)*.

	2nd Grade	3rd Grade	4th Grade
Reading Students will read and comprehend increasingly complex literary and informational texts.	**2.2.R.1** Students will locate the main idea and supporting details of a text. **2.2.R.2** Students will begin to compare and contrast details *(e.g., plots or events, settings, and characters)* to discriminate genres. *2.2.R.3* Students will begin to summarize events or plots *(i.e., beginning, middle, end, and conflict)* of a story or text.	**3.2.R.1** Students will locate the main idea and key supporting details of a text or section of text. **3.2.R.2** Students will compare and contrast details *(e.g., plots or events, settings, and characters)* to discriminate genres. *3.2.R.3* Students will summarize events or plots *(i.e., beginning, middle, end, and conflict)* of a story or text*.*	**4.2.R.1** Students will distinguish how key details support the main idea of a passage. **4.2.R.2** Students will compare and contrast details in literary and nonfiction/informational texts to discriminate various genres. *4.2.R.3* Students will summarize events or plots *(i.e., beginning, middle, end, conflict, and climax)* of a story or text. **4.2.R.4** Students will begin to paraphrase main ideas with supporting details in a text.
Writing Students will develop and strengthen writing by engaging in a recursive process that includes prewriting, drafting, revising, editing, and publishing.	**2.2.W.1** Students will develop drafts by sequencing the action or details in a story or about a topic through writing sentences. **2.2.W.2** Students will develop and edit first drafts using appropriate spacing between letters, words, and sentences. **2.2.W.3** Students will correctly spell grade-appropriate words while editing. *2.2.W.4* Students will use resources to find correct spellings of words *(e.g., word wall, vocabulary notebook, dictionaries).*	**3.2.W.1** Students will develop drafts by categorizing ideas and organizing them into paragraphs using correct paragraph indentations. **3.2.W.2** Students will edit drafts and revise for clarity and organization. **3.2.W.3** Students will correctly spell grade-appropriate words while editing. *3.2.W.4* Students will use resources to find correct spellings of words *(e.g., word wall, vocabulary notebook, print and electronic dictionaries).*	**4.2.W.1** Students will develop drafts by categorizing ideas and organizing them into paragraphs. **4.2.W.2** Students will edit drafts and revise for clarity and organization. **4.2.W.3** Students will correctly spell grade-appropriate words while editing. *4.2.W.4* Students will use resources to find correct spellings of words *(e.g., word wall, vocabulary notebook, print and electronic dictionaries, and spell-check).*

2: Reading and Writing Process - Students will use a variety of recursive reading and writing processes.

	5th Grade	6th Grade	7th Grade
Reading Students will read and comprehend increasingly complex literary and informational texts.	Students will create an objective summary, including main idea and supporting details, while maintaining meaning and a logical sequence of events. Students will compare and contrast details in literary and nonfiction/informational texts to distinguish genres. Students will begin to paraphrase main ideas with supporting details in a text.	Students will create an objective summary, including main idea and supporting details, while maintaining meaning and a logical sequence of events. Students will analyze details in literary and nonfiction/informational texts to distinguish genres. Students will paraphrase main ideas with supporting details in a text.	Students will create an objective summary, including main idea and supporting details, while maintaining meaning and a logical sequence of events. Students will analyze details in literary and nonfiction/informational texts to distinguish genres. Students will paraphrase main ideas with supporting details in a text.
Writing Students will develop and strengthen writing by engaging in a recursive process that includes prewriting, drafting, revising, editing, and publishing.	**5.2.W.1** Students will apply components of a recursive writing process for multiple purposes to create a focused, organized, and coherent piece of writing. **5.2.W.2** Students will plan *(e.g., outline)* and prewrite a first draft as necessary. **5.2.W.3** Students will develop drafts by choosing an organizational structure *(e.g., description, compare/contrast, sequential, problem/solution, cause/effect, etc.)* and building on ideas in multi-paragraph essays. **5.2.W.4** Students will edit and revise multiple drafts for intended purpose *(e.g., staying on topic),* organization, and coherence. **5.2.W.5** Students will use resources to find correct spellings of words *(e.g., word wall, vocabulary notebook, print and electronic dictionaries, and spell-check).*	**6.2.W.1** Students will apply components of a recursive writing process for multiple purposes to create a focused, organized, and coherent piece of writing. **6.2.W.2** Students will plan *(e.g., outline)* and prewrite a first draft as necessary. **6.2.W.3** Students will develop drafts by choosing an organizational structure *(e.g., description, compare/contrast, sequential, problem/solution, cause/effect, etc.)* and building on ideas in multi-paragraph essays. **6.2.W.4** Students will edit and revise multiple drafts for intended purpose *(e.g., staying on topic),* organization, coherence, using a consistent point of view. **6.2.W.5** Students will use resources to find correct spellings of words *(e.g., word wall, vocabulary notebook, print and electronic dictionaries, and spell-check).*	**7.2.W.1** Students will apply components of a recursive writing process for multiple purposes to create a focused, organized, and coherent piece of writing. **7.2.W.2** Students will plan *(e.g., outline)* and prewrite a first draft as necessary. **7.2.W.3** Students will develop drafts by choosing an organizational structure *(e.g., description, compare/contrast, sequential, problem/solution, cause/effect, etc.)* and building on ideas in multi-paragraph essays. **7.2.W.4** Students will edit and revise multiple drafts for organization, transitions to improve coherence and meaning, using a consistent point of view. **7.2.W.5** Students will use resources to find correct spellings of words *(e.g., word wall, vocabulary notebook, print and electronic dictionaries, and spell-check).*

	8th Grade	**9th Grade - English I**	**10th Grade - English II**
Reading Students will read and comprehend increasingly complex literary and informational texts.	Students will summarize and paraphrase ideas, while maintaining meaning and a logical sequence of events, within and between texts. Students will analyze details in literary and nonfiction/informational texts to evaluate patterns of genres. Students will generalize main ideas with supporting details in a text.	Students will summarize, paraphrase, and generalize ideas, while maintaining meaning and a logical sequence of events, within and between texts. Students will analyze details in literary and nonfiction/informational texts to evaluate patterns of genres. Students will synthesize main ideas with supporting details in texts.	Students will summarize, paraphrase, and synthesize ideas, while maintaining meaning and a logical sequence of events, within and between texts. Students will analyze details in literary and nonfiction/informational texts to connect how genre supports the author's purpose.
Writing Students will develop and strengthen writing by engaging in a recursive process that includes prewriting, drafting, revising, editing, and publishing.	**8.2.W.1** Students will apply components of a recursive writing process for multiple purposes to create a focused, organized, and coherent piece of writing. **8.2.W.2** Students will plan *(e.g., outline)* and prewrite a first draft as necessary. **8.2.W.3** Students will develop drafts by choosing an organizational structure *(e.g., description, compare/contrast, sequential, problem/solution, cause/effect, etc.)* and building on ideas in multi-paragraph essays. **8.2.W.4** Students will edit and revise multiple drafts for organization, transitions to improve coherence and meaning, sentence variety, and use of consistent point of view. **8.2.W.5** Students will use resources to find correct spellings of words *(e.g., word wall, vocabulary notebook, print and electronic*	**9.2.W.1** Students will apply components of a recursive writing process for multiple purposes to create a focused, organized, and coherent piece of writing. **9.2.W.2** Students will plan *(e.g., outline)* and prewrite a first draft as necessary. **9.2.W.3** Students will develop drafts by choosing an organizational structure *(e.g., description, compare/contrast, sequential, problem/solution, cause/effect, etc.)* and building on ideas in multi-paragraph essays. **9.2.W.4** Students will edit and revise multiple drafts for organization, transitions to improve coherence and meaning, sentence variety, and use of consistent tone and point of view. **9.2.W.5** Students will use resources to find correct spellings of words *(e.g., word wall, vocabulary notebook, print and electronic*	**10.2.W.1** Students will apply components of a recursive writing process for multiple purposes to create a focused, organized, and coherent piece of writing. **10.2.W.2** Students will plan *(e.g., outline)* and prewrite a first draft as necessary. **10.2.W.3** Students will develop drafts by choosing an organizational structure *(e.g., description, compare/contrast, sequential, problem/solution, cause/effect, etc.)* and building on ideas in multi-paragraph essays. **10.2.W.4** Students will edit and revise multiple drafts for organization, enhanced transitions and coherence, sentence variety, and consistency in tone and point of view to establish meaningful texts. **10.2.W.5** Students will use resources to find correct spellings of words *(e.g., word wall, vocabulary notebook, print and electronic*

dictionaries, and spell-check).	*dictionaries, and spell-check).*	*dictionaries, and spell-check).*

2: Reading and Writing Process - Students will use a variety of recursive reading and writing processes.

	11th Grade - English III	**12th Grade - English IV**
Reading Students will read and comprehend increasingly complex literary and informational texts.	Students will summarize, paraphrase, and synthesize ideas, while maintaining meaning and a logical sequence of events, within and between texts. **11.2.R.2** Students will evaluate details in literary and non-fiction/informational texts to connect how genre supports the author's purpose.	Students will summarize, paraphrase, and synthesize ideas, while maintaining meaning and a logical sequence of events, within and between texts. **12.2.R.2** Students will evaluate details in literary and non-fiction/informational texts to connect how genre supports the author's purpose.
Writing Students will develop and strengthen writing by engaging in a recursive process that includes prewriting, drafting, revising, editing, and publishing.	Students will apply components of a recursive writing process for multiple purposes to create a focused, organized, and coherent piece of writing. Students will plan *(e.g., outline)* and prewrite a first draft as necessary. Students will develop drafts by choosing an organizational structure *(e.g., description, compare/contrast, sequential, problem/solution, cause/effect, etc.)* and building on ideas in multi-paragraph essays. Students will edit and revise multiple drafts for logical organization, enhanced transitions and coherence, sentence variety, and use of tone and point of view through specific rhetorical devices to establish meaningful texts. Students will use resources to find correct spellings of words *(e.g., word wall, vocabulary notebook, print and electronic dictionaries, and spell-check).*	Students will apply components of a recursive writing process for multiple purposes to create a focused, organized, and coherent piece of writing. Students will plan *(e.g., outline)* and prewrite a first draft as necessary. Students will develop drafts by choosing an organizational structure *(e.g., description, compare/contrast, sequential, problem/solution, cause/effect, etc.)* and building on ideas in multi-paragraph essays. Students will edit and revise multiple drafts for logical organization, enhanced transitions and coherence, sentence variety, and use of tone and point of view through specific rhetorical devices to establish meaningful texts. Students will use resources to find correct spellings of words *(e.g., word wall, vocabulary notebook, print and electronic dictionaries, and spell-check).*

Critical Reading and Writing

Students will apply critical thinking skills to reading and writing.

Reading

Students will comprehend, interpret, evaluate, and respond to a variety of complex texts of all literary and informational genres from a variety of historical, cultural, ethnic, and global perspectives.

- **Writing**

- Students will write for varied purposes and audiences in all modes, using fully developed ideas, strong organization, well-chosen words, fluent sentences, and appropriate voice.

3: Critical Reading and Writing - Students will apply critical thinking skills to reading and writing.

	Pre-Kindergarten	Kindergarten	1st Grade
Reading Students will comprehend, interpret, evaluate, and respond to a variety of complex texts of all literary and informational genres from a variety of historical, cultural, ethnic, and global perspectives.	**PK.3.R.1** Students will describe the role of an author and illustrator, telling how they contribute to a story, with guidance and support. **PK.3.R.2** Students will describe characters in a story with guidance and support. **PK.3.R.3** Students will tell what is happening in a picture or illustration with guidance and support. **PK.3.R.4** Students will ask and answer basic questions *(e.g., who, what, where, and when)* about texts during shared reading or other text experiences with guidance and support.	Students will name the author and illustrator, and explain the roles of each in a particular story. Students will describe characters and setting in a story with guidance and support. Students will tell what is happening in a picture or illustration. Students will ask and answer basic questions *(e.g., who, what, where, and when)* about texts during shared reading or other text experiences with guidance and support	Students will identify the author's purpose *(i.e., tell a story, provide information)* with guidance and support. Students will describe who is telling the story *(i.e., point of view).* Students will find textual evidence when provided with examples of literary elements and organization: ● setting *(i.e., time, place)* ● plot ● main characters and their traits in a story Students will ask and answer basic questions *(e.g., who, what, where, why,and when)* about texts. Students will begin to locate facts that are clearly stated in a text.

	Pre-Kindergarten	Kindergarten	1st Grade
Writing Students will write for varied purposes and audiences in all modes, using fully developed ideas, strong organization, well-chosen words, fluent sentences, and appropriate voice.	**PK.3.W** Students will use drawing, labeling, and dictating to express thoughts and ideas with guidance and support.	**K.3.W** Students will use drawing, labeling, dictating, and writing to tell a story, share information, or express an opinion with guidance and support.	**NARRATIVE** Students will begin to write narratives incorporating characters, plot *(i.e., beginning, middle, end)*, and a basic setting *(i.e., time, place)* with guidance and support. **INFORMATIVE** Students will begin to write facts about a subject in response to a text read aloud to demonstrate understanding with guidance and support. **OPINION** Students will express an opinion in writing about a topic and provide a reason to support the opinion.

3: Critical Reading and Writing - Students will apply critical thinking skills to reading and writing.

	2nd Grade	3rd Grade	4th Grade
Reading Students will comprehend, interpret, evaluate, and respond to a variety of complex texts of all literary and informational genres from a variety of historical, cultural, ethnic, and global perspectives.	*2.3.R.1* Students will determine the author's purpose *(i.e., tell a story, provide information).* **2.3.R.2** Students will infer whether a story is narrated in first or third person point of view in grade-level literary and/or informational text. **2.3.R.3** Students will find textual evidence when provided with examples of literary elements and organization: ● setting *(i.e., time, place)* ● plot ● characters ● characterization **2.3.R.4** Students will find examples of literary devices: ● simile ● metaphor **2.3.R.5** Students will locate facts that are clearly stated in a text.	**3.3.R.1** Students determine the author's stated and implied purpose *(i.e., entertain, inform, persuade).* **3.3.R.2** Students will infer whether a story is narrated in first or third person point of view in grade-level literary and/or informational text. **3.3.R.3** Students will find textual evidence when provided with examples of literary elements and organization: ● setting *(i.e., time, place)* ● plot ● characters ● characterization ● theme **3.3.R.4** Students will find examples of literary devices: ● simile ● metaphor ● personification ● onomatopoeia ● hyperbole **3.3.R.5** Students will distinguish fact from opinion in a text.	**4.3.R.1** Students will determine the author's purpose *(i.e., entertain, inform, persuade)* and infer the difference between the stated and implied purpose. **4.3.R.2** Students will infer whether a story is narrated in first or third person point of view in grade-level literary and/or informational text. **4.3.R.3** Students will describe key literary elements: ● setting ● plot ● characters *(i.e., protagonist, antagonist)* ● characterization ● theme **4.3.R.4** Students will find examples of literary devices: ● simile ● metaphor ● personification ● onomatopoeia ● hyperbole ● imagery ● symbolism* ● tone* *Students will find textual evidence when provided with examples.* **4.3.R.5** Students will distinguish fact from opinion in a text and investigate

facts for
accuracy.

	2nd Grade	3rd Grade	4th Grade
Reading (Continued)	Students will describe the structure of a text *(e.g., description, compare/contrast, sequential, problem/solution, cause/effect)* with guidance and support. Students will answer inferential questions *(e.g., how and why)* with guidance and support.	**3.3 R.6** Students will describe the structure of a text *(e.g., description, compare/contrast, sequential, problem/solution, cause/effect)* with guidance and support. **3.3.R.7** Students will ask and answer inferential questions using the text to support answers with guidance and support.	Students will describe the structure of a text *(e.g., description, compare/contrast, sequential, problem/solution, cause/effect).* Students will ask and answer inferential questions using the text to support answers.
Writing Students will write for varied purposes and audiences in all modes, using fully developed ideas, strong organization, well-chosen words, fluent sentences, and appropriate voice.	**NARRATIVE** Students will write narratives incorporating characters, plot *(i.e., beginning, middle, end)*, and a basic setting *(i.e., time, place)* with guidance and support. **INFORMATIVE** Students will write facts about a subject and include a main idea with supporting details. **OPINION** Students will express an opinion about a topic and provide reasons as support.	**NARRATIVE - Grade Level Focus** Students will write narratives incorporating characters, plot, setting, point of view, and conflict *(i.e., solution and resolution).* **INFORMATIVE** Students will write facts about a subject, including a main idea with supporting details, and use transitional and signal words. **OPINION** Students will express an opinion about a topic and provide reasons as support.	**NARRATIVE** Students will write narratives incorporating characters, plot, setting, point of view, conflict *(i.e., solution and resolution),* and dialogue. **INFORMATIVE - Grade Level Focus** Students will write facts about a subject, including a clear main idea with supporting details, and use transitional and signal words. **OPINION** Students will express an opinion about a topic and provide fact-based reasons as support.

3: Critical Reading and Writing - Students will apply critical thinking skills to reading and writing.

	5th Grade	6th Grade	7th Grade
Reading Students will comprehend, interpret, evaluate, and respond to a variety of complex texts of all literary and informational genres from a variety of historical, cultural, ethnic, and global perspectives.	**5.3.R.1** Students will determine an author's stated or implied purpose and draw conclusions to evaluate how well the author's purpose was achieved. **5.3.R.2** Students will determine the point of view and describe how it affects grade-level literary and/or informational text. **5.3.R.3** Students will describe and find textual evidence of key literary elements: ● setting ● plot ● characters *(i.e., protagonist, antagonist)* ● characterization ● theme **5.3.R.4** Students will evaluate literary devices to support interpretations of literary texts: ● simile ● metaphor ● personification ● onomatopoeia ● hyperbole ● imagery ● symbolism* ● tone* *Students will find textual evidence when provided with examples.*	**6.3.R.1** Students will compare and contrast stated or implied purposes of authors writing on the same topic in grade-level literary and/or informational texts. **6.3.R.2** Students will evaluate how the point of view and perspective affect grade-level literary and/or informational text. **6.3.R.3** Students will analyze how key literary elements contribute to the meaning of the literary work: ● setting ● plot ● characters *(i.e., protagonist, antagonist)* ● characterization ● theme ● conflict *(i.e., internal and external)* **6.3.R.4** Students will evaluate literary devices to support interpretations of literary texts: ● simile ● metaphor ● personification ● onomatopoeia ● hyperbole ● imagery ● symbolism* ● tone* *Students will find textual evidence when provided with examples.*	**7.3.R.1** Students will compare and contrast stated or implied purposes of authors writing on the same topic in grade-level literary and/or informational texts. **7.3.R.2** Students will evaluate how the point of view and perspective affect grade-level literary and/or informational text. **7.3.R.3** Students will analyze how key literary elements contribute to the meaning of the literary work: ● setting ● plot ● characters *(i.e., protagonist, antagonist)* ● characterization ● theme ● conflict *(i.e., internal and external)* **7.3.R.4** Students will evaluate literary devices to support interpretations of literary texts: ● simile ● metaphor ● personification ● onomatopoeia ● hyperbole ● imagery ● symbolism ● tone ● irony* *Students will find textual evidence when*

provided with examples.

	5th Grade	6th Grade	7th Grade
Reading (Continued)	Students will distinguish fact from opinion in non-fiction text and investigate facts for accuracy.	Students will categorize facts included in an argument as *for* or *against* an issue.	Students will distinguish factual claims from opinions.
	Students will distinguish the structures of texts *(e.g., description, compare/contrast, sequential, problem/solution, cause/effect)* and content by making inferences about texts and use textual evidence to support understanding.	Students will analyze the structures of texts *(e.g., description, compare/contrast, sequential, problem/solution, cause/effect)* and content by making inferences about texts and use textual evidence to support understanding.	Students will analyze the structures of texts *(e.g., compare/contrast, problem/solution, cause/effect, claims/evidence)* and content by making inferences about texts and use textual evidence to draw simple logical conclusions.
	Students will compare and contrast texts and ideas within and between texts.	Students will analyze texts and ideas within and between texts and provide textual evidence to support their inferences.	Students will make connections *(e.g., thematic links)* between and across multiple texts and provide textual evidence to support their inferences.

Writing Students will write for varied purposes and audiences in all modes, using fully developed ideas, strong organization, well-chosen words, fluent sentences, and appropriate voice.	**NARRATIVE** Students will write narratives incorporating characters, plot, setting, point of view, conflict *(i.e., internal, external),* and dialogue.	**NARRATIVE** Students will write narratives incorporating characters, plot, setting, point of view, conflict *(i.e., internal, external),* and dialogue.	**NARRATIVE** Students will write narratives incorporating characters, plot, setting, point of view, conflict, dialogue, and sensory details to convey experiences and events.
	INFORMATIVE - Grade Level Focus Students will introduce and develop a topic, incorporating evidence *(e.g., specific facts, examples, details)* and maintaining an organized structure.	**INFORMATIVE** Students will compose essays and reports about topics, incorporating evidence *(e.g., specific facts, examples, details)* and maintaining an organized structure.	**INFORMATIVE** Students will compose essays and reports about topics, incorporating evidence *(e.g., specific facts, examples, details)* and maintaining an organized structure and a formal style.
	OPINION Students will clearly state an opinion supported with facts and details. Students will show relationships among facts, opinions, and supporting details.	**OPINION - Grade Level Focus** Students will clearly state an opinion supported with facts and details. Students will show relationships among facts, opinions, and supporting details.	**ARGUMENT - Grade Level Focus** Students will introduce a claim and organize reasons and evidence, using credible sources. Students will show relationships among the claim, reasons, and evidence.

	8th Grade	**9th Grade - English I**	**10th Grade - English II**
Reading Students will comprehend, interpret, evaluate, and respond to a variety of complex texts of all literary and informational genres from a variety of historical, cultural, ethnic, and global perspectives.	**8.3.R.1** Students will analyze works written on the same topic and compare the methods the authors use to achieve similar or different purposes and include support using textual evidence. **8.3.R.2** Students will evaluate points of view and perspectives and describe how this affects grade-level literary and/or informational text. **8.3.R.3** Students will analyze how authors use key literary elements to contribute to the meaning of a text: ● setting ● plot ● characters *(i.e., protagonist, antagonist)* ● characterization ● theme ● conflict *(i.e., internal and external)*	**9.3.R.1** Students will analyze works written on the same topic and compare the methods the authors use to achieve similar or different purposes and include support using textual evidence. **9.3.R.2** Students will evaluate points of view and perspectives in more than one grade-level literary and/or informational text and explain how multiple points of view contribute to the meaning of a work. **9.3.R.3** Students will analyze how authors use key literary elements to contribute to meaning and interpret how themes are connected across texts: ● setting ● plot ● characters *(i.e., protagonist, antagonist)* ● character development ● theme ● conflict *(i.e., internal and external)* ● archetypes	**10.3.R.1** Students will evaluate the extent to which historical, cultural, and/or global perspectives affect authors' stylistic and organizational choices in grade-level literary and informational genres. **10.3.R.2** Students will evaluate points of view and perspectives in more than one grade-level literary and/or informational text and explain how multiple points of view contribute to the meaning of a work. **10.3.R.3** Students will analyze how authors use key literary elements to contribute to meaning and interpret how themes are connected across texts: ● character development ● theme ● conflict *(i.e., internal and external)* ● archetypes

	8th Grade	**9th Grade - English I**	**10th Grade - English II**

Reading (Continued)
literary

8.3.R.4 Students will evaluate devices to support interpretations of literary texts:
- simile
- metaphor
- personification
- onomatopoeia
- hyperbole
- imagery
- tone
- symbolism
- irony

9.3.R.4 Students will evaluate literary devices to support interpretations of texts, including comparisons across texts:
- simile
- metaphor
- personification
- onomatopoeia
- hyperbole
- imagery
- tone
- symbolism
- irony

10.3.R.4 Students will evaluate literary devices to support interpretations of texts, including comparisons across texts:
- figurative language
- imagery
- tone
- symbolism
- irony

8.3.R.5 Students will evaluate textual evidence to determine whether a claim is substantiated or unsubstantiated.

9.3.R.5 Students will evaluate textual evidence to determine whether a claim is substantiated or unsubstantiated.

10.3.R.5 Students will distinguish among different kinds of evidence *(e.g., logical, empirical, anecdotal)* used to support conclusions and arguments in texts.

8.3.R.6 Students will analyze the structures of texts *(e.g., compare/contrast, problem/solution, cause/effect, claims/evidence)* and content by making complex inferences about texts to draw logical conclusions from textual evidence.

9.3.R.6 Students will comparatively analyze the structures of texts *(e.g., compare/contrast, problem/solution, cause/effect, claims/counterclaims/evidence)* and content by inferring connections among multiple texts and providing textual evidence to support their inferences.

10.3.R.6 Students will comparatively analyze the structures of texts *(e.g., compare/contrast, problem/solution, cause/effect, claims/counterclaims/evidence)* and content by inferring connections among multiple texts and providing textual evidence to support their inferences.

9.3.R.7 Students will make connections *(e.g., thematic links, literary analysis)* between and across multiple texts and provide textual evidence to support their inferences.

8.3.R.7 Students will make connections *(e.g., thematic links, literary analysis)* between and across multiple texts and provide textual evidence to support their inferences.

10.3.R.7 Students will make connections *(e.g., thematic links, literary analysis)* between and across multiple texts and provide textual evidence to support their inferences.

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	8th Grade	9th Grade - English I	10th Grade - English II
Writing Students will write for varied purposes and audiences in all modes, using fully developed ideas, strong organization, well-chosen words, fluent sentences, and appropriate voice.	**NARRATIVE** **8.3.W.1** Students will write narratives incorporating characters, plot *(i.e., flashback and foreshadowing)*, setting, point of view, conflict, dialogue, and sensory details. **INFORMATIVE** **8.3.W.2** Students will compose essays and reports about topics, incorporating evidence *(e.g., specific facts, examples, details)* and maintaining an organized structure and a formal style.	**NARRATIVE - Grade Level Focus** **9.3.W.1** Students will write nonfiction narratives *(e.g., memoirs, personal essays).* **INFORMATIVE - Grade Level Focus** **9.3.W.2** Students will compose essays and reports to objectively introduce and develop topics, incorporating evidence *(e.g., specific facts, examples, details, data)* and maintaining an organized structure and a formal style. **9.3.W.3** Students will elaborate on ideas by using logical reasoning and illustrative examples to connect evidences to claim(s).	**NARRATIVE** **10.3.W.1** Students will write narratives embedded in other modes as appropriate. **INFORMATIVE - Grade Level Focus** **10.3.W.2** Students will compose essays and reports to objectively introduce and develop topics, incorporating evidence *(e.g., specific facts, examples, details, data)* and maintaining an organized structure and a formal style. **10.3.W.3** Students will elaborate on ideas by using logical reasoning and illustrative examples to connect evidences to claim(s).
	ARGUMENT - Grade Level Focus **8.3.W.3** Students will introduce a claim, recognize at least one claim from an opposing viewpoint, and organize reasons and evidences, using credible sources. **8.3.W.4** Students will show relationships among the claim, reasons, and evidence and include a conclusion that follows logically from the information presented.	**ARGUMENT** **9.3.W.4** Students will introduce claims, recognize and distinguish from alternate or opposing claims, and organize reasons and evidences, using credible sources. **9.3.W.5** Students will show relationships among the claim, reasons, and evidence and include a conclusion that follows logically from the information presented and supports the argument. **9.3.W.6** Students will blend multiple modes of writing to produce effective argumentative essays.	**ARGUMENT - Grade Level Focus** **10.3.W.4** Students will introduce precise claims and distinguish them from counterclaims and provide sufficient evidences to develop balanced arguments, using credible sources. **10.3.W.5** Students will use words, phrases, and clauses to connect claims, counterclaims, evidence, and commentary to create a cohesive argument and include a conclusion that follows logically from the information presented and supports the argument. **10.3.W.6** Students will blend multiple modes of writing to produce effective argumentative essays.

3: Critical Reading and Writing - Students will apply critical thinking skills to reading and writing.

11th Grade - English III

12th Grade - English IV

Reading

Students will comprehend, interpret, evaluate, and respond to a variety of complex texts of all literary and informational genres from a variety of historical, cultural, ethnic, and global perspectives.

Students will analyze the extent to which historical, cultural, and/or global perspectives affect authors' stylistic and organizational choices in grade-level literary and informational genres.	Students will analyze the extent to which historical, cultural, and/or global perspectives affect authors' stylistic and organizational choices in grade-level literary and informational genres.
Students will evaluate points of view and perspectives in more than one grade-level literary and/or informational text and explain how multiple points of view contribute to the meaning of a work.	Students will evaluate points of view and perspectives in more than one grade-level literary and/or informational text and explain how multiple points of view contribute to the meaning of a work.
Students will analyze how authors use key literary elements to contribute to meaning and interpret how themes are connected across texts: ● theme ● archetypes	Students will analyze how authors use key literary elements to contribute to meaning and interpret how themes are connected across texts.
Students will evaluate literary devices to support interpretations of texts, including comparisons across texts: ● imagery ● tone ● symbolism ● irony	Students will evaluate literary devices to support interpretations of texts, including comparisons across texts.
Students will evaluate how authors writing on the same issue reached different conclusions because of differences in assumptions, evidence, reasoning, and viewpoints.	Students will evaluate how authors writing on the same issue reached different conclusions because of differences in assumptions, evidence, reasoning, and viewpoints.
Students will comparatively analyze the structures of texts *(e.g., compare/contrast, problem/solution, cause/effect, claims/counterclaims/evidence)* and content by inferring connections among multiple texts and providing textual evidence to support their conclusions.	Students will comparatively analyze the structures of texts *(e.g., compare/contrast, problem/solution, cause/effect, claims/counterclaims/evidence)* and content by inferring connections among multiple texts and providing textual evidence to support their conclusions.
Students will make connections *(e.g., thematic links, literary analysis, authors' style)* between and across multiple texts and provide textual evidence to support their inferences.	Students will make connections *(e.g., thematic links, literary analysis, authors' style)* between and across multiple texts and provide textual evidence to support their inferences.

| **Writing**
Students will write for varied purposes and audiences in all modes, using fully developed ideas, strong organization, well-chosen words, fluent sentences, and appropriate voice. | **NARRATIVE**
Students will write narratives embedded in other modes as appropriate.

INFORMATIVE
Students will compose essays and reports to objectively introduce and develop topics, incorporating evidence *(e.g., specific facts, examples, details, data)* and maintaining an organized structure and a formal style.

Students will elaborate on ideas by using logical reasoning and illustrative examples to connect evidences to claim(s).

ARGUMENT
11.3.W.4 Students will (1) introduce precise, informed claims, (2) distinguish them from alternate or opposing claims, (3) organize claims, counterclaims, and evidence in a way that provides a logical sequence for the entire argument, and (4) provide the most relevant evidences to develop balanced arguments, using credible sources.

Students will use words, phrases, clauses, and varied syntax to connect all parts of the argument and create cohesion and include a conclusion that follows logically from the information presented and supports the argument.

Students will blend multiple modes of writing to produce effective argumentative essays. | **NARRATIVE**
Students will write narratives embedded in other modes as appropriate.

INFORMATIVE
Students will compose essays and reports to objectively introduce and develop topics, incorporating evidence *(e.g., specific facts, examples, details, data)* and maintaining an organized structure and a formal style.

Students will elaborate on ideas by using logical reasoning and illustrative examples to connect evidences to claim(s).

ARGUMENT
12.3.W.4 Students will (1) introduce precise, informed claims, (2) distinguish them from alternate or opposing claims, (3) organize claims, counterclaims, and evidence in a way that provides a logical sequence for the entire argument, and (4) provide the most relevant evidences to develop balanced arguments, using credible sources.

Students will use words, phrases, clauses, and varied syntax to connect all parts of the argument and create cohesion and include a conclusion that follows logically from the information presented and supports the argument.

Students will blend multiple modes of writing to produce effective argumentative essays. |

Vocabulary

Students will expand their working vocabularies to effectively communicate and understand texts.

Reading

Students will expand academic,

domain-appropriate, grade-level vocabularies through reading, word study, and class discussion.

- **Writing**

- Students will apply knowledge of vocabularies to communicate by using descriptive, academic, and domain-appropriate abstract and concrete words in their writing.

4: Vocabulary - Students will expand their working vocabularies to effectively communicate and understand texts.

	Pre-Kindergarten	Kindergarten	1st Grade
Reading Students will expand academic, domain-appropriate, grade-level vocabularies through reading, word study, and class discussion.	**PK.4.R.1** Students will acquire new academic, content-specific, grade-level vocabulary and relate new words to prior knowledge with guidance and support. **PK.4.R.2** Students will begin to develop an awareness of context clues through read-alouds and other text experiences. **PK.4.R.3** Students will name and sort familiar objects into categories based on common attributes with guidance and support.	**K.4.R.1** Students will acquire new academic, content-specific, grade-level vocabulary and relate new words to prior knowledge with guidance and support. **K.4.R.2** Students will begin to develop an awareness of context clues through read-alouds and other text experiences. **K.4.R.3** Students will name and sort pictures of objects into categories based on common attributes with guidance and support.	**1.4.R.1** Students will acquire new academic, content-specific, grade-level vocabulary, relate new words to prior knowledge, and apply vocabulary in new situations. **1.4.R.2** Students will use word parts *(e.g., affixes, roots, stems)* to define unfamiliar words with guidance and support. **1.4.R.3** Students will use context clues to determine the meaning of words with guidance and support. **1.4.R.4** Students will name and sort words into categories based on common attributes. **1.4.R.5** Students will use a dictionary *(print and/or electronic)* to find words.
Writing Students will apply knowledge of vocabularies to communicate by using descriptive, academic, and domain-appropriate abstract and concrete words in their writing.	**PK.4.W.1** Students will begin to use new vocabulary to produce and expand complete sentences in shared language activities. **PK.4.W.2** Students will begin to select appropriate language according to purpose.	**K.4.W.1** Students will use new vocabulary to produce and expand complete sentences in shared language activities with guidance and support. **K.4.W.2** Students will select appropriate language according to purpose with guidance and support.	**1.4.W.1** Students will use domain-appropriate vocabulary to communicate ideas in writing with guidance and support. **1.4.W.2** Students will select appropriate language according to purpose in writing with guidance and support.

4: Vocabulary - Students will expand their working vocabularies to effectively communicate and understand texts.

	2nd Grade	3rd Grade	4th Grade
Reading Students will expand academic, domain-appropriate, grade-level vocabularies through reading, word study, and class discussion.	**2.4.R.1** Students will acquire new academic, content-specific, grade-level vocabulary, relate new words to prior knowledge, and apply vocabulary in new situations. **2.4.R.2** Students will use word parts *(e.g., affixes, roots, stems)* to define and determine the meaning of new words. **2.4.R.3** Students will use context clues to determine the meaning of words with guidance and support. **2.4.R.4** Students will infer relationships among words, including synonyms, antonyms, and simple multiple-meaning words. **2.4.R.5** Students will use a dictionary or glossary *(print and/or electronic)* to determine or clarify the meanings of words or phrases.	**3.4.R.1** Students will increase knowledge of academic, domain-appropriate, grade-level vocabulary to infer meaning of grade-level text. **3.4.R.2** Students will use word parts *(e.g., affixes, roots, stems)* to define and determine the meaning of new words. **3.4.R.3** Students will use context clues to determine the meaning of words or distinguish among multiple-meaning words. **3.4.R.4** Students will infer relationships among words, including synonyms, antonyms, homographs, and homonyms. **3.4.R.5** Students will use a dictionary or glossary *(print and/or electronic)* to determine or clarify the meanings, syllabication, and pronunciation of words.	**4.4.R.1** Students will increase knowledge of academic, domain-appropriate, grade-level vocabulary to infer meaning of grade-level text. **4.4.R.2** Students will use word parts *(e.g., affixes, Greek and Latin roots, stems)* to define and determine the meaning of new words. **4.4.R.3** Students will use context clues to determine the meaning of words or distinguish among multiple-meaning words. **4.4.R.4** Students will infer relationships among words with multiple meanings, including synonyms, antonyms, and more complex homographs and homonyms. **4.4.R.5** Students will use a dictionary or glossary *(print and/or electronic)* to determine or clarify the meanings, syllabication, and pronunciation of words.
Writing Students will apply knowledge of vocabularies to communicate by using descriptive, academic, and domain-appropriate abstract and concrete words in their writing.	**2.4.W.1** Students will use domain-appropriate vocabulary to communicate ideas in writing. **2.4.W.2** Students will select appropriate language according to purpose in writing.	**3.4.W.1** Students will use domain-appropriate vocabulary to communicate ideas in writing. **3.4.W.2** Students will select appropriate language according to purpose in writing.	**4.4.W.1** Students will use domain-appropriate vocabulary to communicate ideas in writing. **4.4.W.2** Students will select appropriate language to create a specific effect according to purpose in writing.

4: Vocabulary - Students will expand their working vocabularies to effectively communicate and understand texts.

	5th Grade	6th Grade	7th Grade
Reading Students will expand academic, domain-appropriate, grade-level vocabularies through reading, word study, and class discussion.	**5.4.R.1** Students will increase knowledge of academic, domain-appropriate, grade-level vocabulary to infer meaning of grade-level text. **5.4.R.2** Students will use word parts *(e.g., affixes, Greek and Latin roots, stems)* to define new words and determine the meaning of new words. **5.4.R.3** Students will use context clues to determine or clarify the meaning of words or distinguish among multiple-meaning words. **5.4.R.4** Students will infer the relationships among words with multiple meanings, including synonyms, antonyms, analogies, and more complex homographs and homonyms. **5.4.R.5** Students will use a dictionary, glossary, or a thesaurus *(print and/or electronic)* to determine or clarify the meanings, syllabication, pronunciation, synonyms, and parts of speech of words.	**6.4.R.1** Students will increase knowledge of academic, domain-appropriate, grade-level vocabulary to infer meaning of grade-level text. **6.4.R.2** Students will use word parts *(e.g., affixes, Greek and Latin roots, stems)* to define and determine the meaning of increasingly complex words. **6.4.R.3** Students will use context clues to determine or clarify the meaning of words or distinguish among multiple-meaning words. **6.4.R.4** Students will infer the relationships among words with multiple meanings, including synonyms, antonyms, analogies, and more complex homographs and homonyms. **6.4.R.5** Students will use a dictionary, glossary, or a thesaurus *(print and/or electronic)* to determine or clarify the meanings, syllabication, pronunciation, synonyms, and parts of speech of words.	**7.4.R.1** Students will increase knowledge of academic, domain-appropriate, grade-level vocabulary to infer meaning of grade-level text. **7.4.R.2** Students will use word parts *(e.g., affixes, Greek and Latin roots, stems)* to define and determine the meaning of increasingly complex words. **7.4.R.3** Students will use context clues to determine or clarify the meaning of words or distinguish among multiple-meaning words. **7.4.R.4** Students will infer the relationships among words with multiple meanings and recognize the connotation and denotation of words. **7.4.R.5** Students will use a dictionary, glossary, or a thesaurus *(print and/or electronic)* to determine or clarify the meanings, syllabication, pronunciation, synonyms, and parts of speech of words.
Writing Students will apply knowledge of vocabularies to communicate by using descriptive, academic, and domain-appropriate abstract and concrete words in their writing.	**5.4.W.1** Students will use domain-appropriate vocabulary to communicate ideas in writing clearly. **5.4.W.2** Students will select appropriate language to create a specific effect according to purpose in writing.	**6.4.W.1** Students will use domain-appropriate vocabulary to communicate ideas in writing clearly. **6.4.W.2** Students will select appropriate language to create a specific effect according to purpose in writing.	**7.4.W.1** Students will use domain-appropriate vocabulary to communicate ideas in writing clearly. **7.4.W.2** Students will select appropriate language to create a specific effect according to purpose in writing.

	8th Grade	9th Grade - English I	10th Grade - English II
Reading Students will expand academic, domain-appropriate, grade-level vocabularies through reading, word study, and class discussion.	**8.4.R.1** Students will increase knowledge of academic, domain-appropriate, grade-level vocabulary to infer meaning of grade-level text.	**9.4.R.1** Students will increase knowledge of academic, domain-appropriate, grade-level vocabulary to infer meaning of grade-level text.	**10.4.R.1** Students will increase knowledge of academic, domain-appropriate, grade-level vocabulary to infer meaning of grade-level text.
	8.4.R.2 Students will use word parts *(e.g., affixes, Greek and Latin roots, stems)* to define and determine the meaning of increasingly complex words.	**9.4.R.2** Students will use word parts *(e.g., affixes, Greek and Latin roots, stems)* to define and determine the meaning of increasingly complex words.	**10.4.R.2** Students will use word parts *(e.g., affixes, Greek and Latin roots, stems)* to define and determine the meaning of increasingly complex words.
	8.4.R.3 Students will use context clues to determine or clarify the meaning of words or distinguish among multiple-meaning words.	**9.4.R.3** Students will use context clues to determine or clarify the meaning of words or distinguish among multiple-meaning words.	**10.4.R.3** Students will use context clues to determine or clarify the meaning of words or distinguish among multiple-meaning words.
	8.4.R.4 Students will infer the relationships among words with multiple meanings and recognize the connotation and denotation of words.	**9.4.R.4** Students will analyze the relationships among words with multiple meanings and recognize the connotation and denotation of words.	**10.4.R.4** Students will analyze the relationships among words with multiple meanings and recognize the connotation and denotation of words.
	8.4.R.5 Students will use a dictionary, glossary, or a thesaurus *(print and/or electronic)* to determine or clarify the meanings, syllabication, pronunciation, synonyms, and parts of speech of words.	**9.4.R.5** Students will use a dictionary, glossary, or a thesaurus *(print and/or electronic)* to determine or clarify the meanings, syllabication, pronunciation, synonyms, parts of speech, and etymology of words or phrases.	**10.4.R.5** Students will use a dictionary, glossary, or a thesaurus *(print and/or electronic)* to determine or clarify the meanings, syllabication, pronunciation, synonyms, parts of speech, and etymology of words or phrases.
Writing Students will apply knowledge of vocabularies to communicate by using descriptive, academic, and domain-appropriate abstract and concrete words in their	**8.4.W.1** Students will use domain-appropriate vocabulary to communicate ideas in writing clearly.	**9.4.W.1** Students will use domain-appropriate vocabulary to communicate complex ideas in writing clearly.	**10.4.W.1** Students will use domain-appropriate vocabulary to communicate complex ideas in writing clearly.
	8.4.W.2 Students will select appropriate language to create a specific effect	**9.4.W.2** Students will select appropriate language to create a specific effect	**10.4.W.2** Students will select appropriate language to create a specific effect

| writing. | according to purpose in writing. | according to purpose in writing. | according to purpose in writing. |

4: Vocabulary - Students will expand their working vocabularies to effectively communicate and understand texts.

	11th Grade - English III	12th Grade - English IV
Reading Students will expand academic, domain-appropriate, grade-level vocabularies through reading, word study, and class discussion.	**11.4.R.1** Students will increase knowledge of academic, domain-appropriate, grade-level vocabulary to infer meaning of grade-level text. **11.4.R.2** Students will use word parts *(e.g., affixes, Greek and Latin roots, stems)* to define and determine the meaning of increasingly complex words. **11.4.R.3** Students will use context clues to determine or clarify the meaning of words or distinguish among multiple-meaning words. **11.4.R.4** Students will analyze and evaluate the relationships among words with multiple meanings and recognize the connotation and denotation of words. **11.4.R.5** Students will use general and specialized dictionaries, thesauri, glossaries, histories of language, books of quotations, and other related references *(print and/or electronic)* as needed.	**12.4.R.1** Students will increase knowledge of academic, domain-appropriate, grade-level vocabulary to infer meaning of grade-level text. **12.4.R.2** Students will use word parts *(e.g., affixes, Greek and Latin roots, stems)* to define and determine the meaning of increasingly complex words. **12.4.R.3** Students will use context clues to determine or clarify the meaning of words or distinguish among multiple-meaning words. **12.4.R.4** Students will analyze and evaluate the relationships among words with multiple meanings and recognize the connotation and denotation of words. **12.4.R.5** Students will use general and specialized dictionaries, thesauri, glossaries, histories of language, books of quotations, and other related references *(print and/or electronic)* as needed.
Writing Students will apply knowledge of vocabularies to communicate by using descriptive, academic, and domain-appropriate abstract and concrete words in their writing.	**11.4.W.1** Students will use domain-appropriate vocabulary to communicate complex ideas in writing clearly. **11.4.W.2** Students will select appropriate language to create a specific effect according to purpose in writing.	**12.4.W.1** Students will use domain-appropriate vocabulary to communicate complex ideas in writing clearly. **12.4.W.2** Students will select appropriate language to create a specific effect according to purpose in writing.

Language

Students will apply knowledge of grammar and rhetorical style to reading and writing.

Reading

Students will apply knowledge of grammar and rhetorical style to analyze and evaluate a variety of texts.

Writing

- Students will demonstrate command of Standard English grammar, mechanics, and usage through writing and other modes of communication.

5: Language - Students will apply knowledge of grammar and rhetorical style to reading and writing.

	Pre-Kindergarten	Kindergarten	1st Grade
Reading Students will apply knowledge of grammar and rhetorical style to analyze and evaluate a variety of texts.	**PK.5.R.1** Students will begin to understand the function of grammar through exposure to conversations, read-alouds, and interactive reading. **PK.5.R.2** Students will recognize concrete objects as persons, places or things *(i.e., nouns)* with guidance and support. **PK.5.R.3** Students will recognize words as actions *(i.e., verbs)* with guidance and support. **PK.5.R.4** Students will group pictures and movement, and determine spatial and time relationships such as up, down, before, and after with guidance and support.	Students will begin to understand the function of grammar through exposure to conversations, read-alouds, and interactive reading. Students will recognize concrete objects as persons, places or things *(i.e., nouns)* with guidance and support. Students will recognize words as actions *(i.e., verbs)* with guidance and support. Students will group pictures and movement, and determine spatial and time relationships such as up, down, before, and after with guidance and support.	Students will recognize nouns as concrete objects *(i.e., people persons, places, and things)* and use the pronoun *"I."* Students will recognize verbs as actions Students will recognize color and number adjectives. Students will recognize the prepositions *(e.g., The dog is on top of the doghouse)* through pictures and movement. Students will recognize singular and plural nouns with correct verbs in simple sentences *(e.g. He sits; we sit).*
Writing Students will demonstrate command of Standard English grammar, mechanics, and usage through writing and other modes of communication.	*These standards begin in Kindergarten.*	Students will capitalize, with guidance and support: ● their first name ● the pronoun *"I."* Students will begin to compose simple sentences that begin with a capital letter and end with a period or question mark.	Students will capitalize: ● the first letter of a sentence ● proper names ● months and days of the week Students will compose grammatically correct simple and compound sentences and questions (interrogatives) with appropriate end marks.

5: Language - Students will apply knowledge of grammar and rhetorical style to reading and writing.			
	2nd Grade	**3rd Grade**	**4th Grade**
Reading Students will apply knowledge of grammar and rhetorical style to analyze and evaluate a variety of texts.	**2.5.R.1** Students will recognize nouns, pronouns, and irregular plural nouns.	**3.5.R.1** Students will recognize pronouns and possessive nouns.	**4.5.R.1** Students will recognize pronouns and irregular possessive nouns.
	2.5.R.2 Students will recognize different types and tenses of verbs.	**3.5.R.2** Students will recognize irregular and past participle verbs and verb tense to identify settings, times, and sequences in text.	**4.5.R.2** Students will recognize present perfect verbs and verb tense to identify settings, times, sequences, and conditions in text.
	2.5.R.3 Students will recognize adjectives.	**3.5.R.3** Students will recognize adjectives, articles as adjectives, and adverbs.	**4.5.R.3** Students will recognize comparative and superlative adjectives and adverbs.
	2.5.R.4 Students will recognize prepositions.	**3.5.R.4** Students will recognize prepositions and conjunctions.	**4.5.R.4** Students will recognize prepositional phrases and conjunctions.
	2.5.R.5 Students will recognize the subject and predicate of a sentence.	**3.5.R.5** Students will recognize the subject and verb agreement.	**4.5.R.5** Students will recognize the subject and verb agreement.

Writing Students will demonstrate command of Standard English grammar, mechanics, and usage through writing and other modes of communication.	Students will capitalize and appropriately punctuate: ● the first letter of a quotation ● holidays ● product names ● initials ● months and days of the week Students will use simple contractions *(e.g., isn't, aren't, can't).* Students will compose grammatically correct simple and compound declarative, interrogative, imperative, and exclamatory sentences with appropriate end marks.	Students will capitalize and appropriately punctuate: ● titles of respect ● appropriate words in titles ● geographical names Students will use complex contractions *(e.g., should've, won't).* Students will compose and expand grammatically correct sentences and questions with appropriate commas, apostrophes, quotation marks, and end marks as needed for dialogue. Students will compose simple, compound and complex declarative, interrogative, imperative, and exclamatory sentences.	Students will capitalize ● familial relations ● proper adjectives ● conventions of letter writing Students will compose and expand grammatically correct sentences and questions with appropriate commas, end marks, apostrophes, and quotation marks as needed for dialogue. Students will compose simple, compound, and complex sentences and questions, create sentences with an understood subject, and correct fragments and run-on sentences. Students will compose declarative, interrogative, imperative, and exclamatory sentences.

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5: Language - Students will apply knowledge of grammar and rhetorical style to reading and writing.

	5th Grade	6th Grade	7th Grade
Reading Students will apply knowledge of grammar and rhetorical style to analyze and evaluate a variety of texts.	**5.5.R.1** Students will recognize conjunctions, prepositions, and interjections and explain their effect in particular sentences. **5.5.R.2** Students will recognize verb tense to signify various times, sequences, states, and conditions in text. **5.5.R.3** Students will recognize the subject and verb agreement.	**6.5.R.1** Students will recognize simple and compound sentences to signal differing relationships among ideas. **6.5.R.2** Students will recognize verb tense to signify various times, sequences, states, and conditions in text. **6.5.R.3** Students will recognize the subject and verb agreement.	**7.5.R.1** Students will recognize the correct use of prepositional phrases and dependent clauses. **7.5.R.2** Students will recognize simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. **7.5.R.3** Students will recognize the subject and verb agreement. **7.5.R.4** Students will recognize and correct misplaced and dangling modifiers.
Writing Students will demonstrate command of Standard English grammar, mechanics, and usage through writing and other modes of communication.	**5.5.W.1** Students will write using correct mechanics with a focus on commas, apostrophes, and quotation marks as needed for dialogue and quoted material. **5.5.W.2** Students will compose simple, compound, and complex sentences and questions, create sentences with an understood subject, and correct fragments and run-on sentences. **5.5.W.3** Students will form and use the present and past verb tenses. **5.5.W.4** Students will form and use verb tense to convey various times, sequences, states, and conditions. **5.5.W.5** Students will recognize and	**6.5.W.1** Students will write using correct mechanics with a focus on commas, apostrophes, quotation marks, colons, and semi-colons. **6.5.W.2** Students will compose simple, compound, and complex sentences and questions to signal differing relationships among ideas. **6.5.W.3** Students will use intensive and reflexive pronouns. **6.5.W.4** Students will recognize and correct inappropriate shifts in pronoun number and person. **6.5.W.5** Students will recognize and correct vague pronouns *(i.e., ones with*	**7.5.W.1** Students will write using correct mechanics with a focus on commas, apostrophes, quotation marks, colons, and semi-colons. **7.5.W.2** Students will compose simple, compound, complex, and compound-complex sentences and questions to signal differing relationships among ideas. **7.5.W.3** Students will use prepositional phrases and clauses *(e.g., dependent and independent)* in writing.

correct inappropriate shifts in verb tense.	*unclear or ambiguous antecedents).*	

5: Language - Students will apply knowledge of grammar and rhetorical style to reading and writing.

	8th Grade	9th Grade - English I	10th Grade - English II
Reading Students will apply knowledge of grammar and rhetorical style to analyze and evaluate a variety of texts.	**8.5.R.1** Students will recognize the use of verbals *(e.g., gerunds, participles, infinitives)* and clauses. **8.5.R.2** Students will recognize the use of active and passive voice. **8.5.R.3** Students will recognize and correct inappropriate shifts in verb tense. **8.5.R.4** Students will recognize the subject and verb agreement, and correct as necessary.	**9.5.R.1** Students will examine the function of parallel structures, various types of phrases, and clauses to convey specific meanings. **9.5.R.2** Students will recognize the use of active and passive voice. **9.5.R.3** Students will recognize and correct inappropriate shifts in verb tense. **9.5.R.4** Students will recognize the subject and verb agreement, and correct as necessary.	**10.5.R** Students will examine the function of parallel structures, various types of phrases, clauses, and active and passive voice to convey specific meanings and/or reflect specific rhetorical styles.
Writing Students will demonstrate command of Standard English grammar, mechanics, and usage through writing and other modes of communication.	**8.5.W.1** Students will write using correct mechanics with a focus on commas, apostrophes, quotation marks, colons, and semi-colons. **8.5.W.2** Students will compose simple, compound, complex, and compound-complex sentences and questions to signal differing relationships among ideas. **8.5.W.3** Students will use verbals *(e.g., gerunds, participles, infinitives)* in writing. **8.5.W.4** Students will form and use verbs in the active and passive voice. **8.5.W.5** Students will form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.	**9.5.W.1** Students will write using correct mechanics with a focus on punctuation marks as needed. **9.5.W.2** Students will compose simple, compound, complex, and compound-complex sentences and questions to signal differing relationships among ideas. **9.5.W.3** Students will use parallel structure. **9.5.W.4** Students will use various types of phrases *(e.g., appositive, adjectival, adverbial, participial, prepositional)* and clauses *(e.g., independent, dependent, adverbial)* to convey specific meanings and add variety and interest to writing or	**10.5.W.1** Students will write using correct mechanics. **10.5.W.2** Students will compose simple, compound, complex, and compound-complex sentences and questions, to signal differing relationships among ideas. **10.5.W.3** Students will practice their use of Standard American English, grammar, mechanics, and usage through writing, presentations, and/or other modes of communication to convey specific meanings and interests.

| | presentations. | |

5: Language - Students will apply knowledge of grammar and rhetorical style to reading and writing.

	11th Grade - English III	12th Grade - English IV
Reading Students will apply knowledge of grammar and rhetorical style to analyze and evaluate a variety of texts.	**11.5.R** Students will apply their knowledge of grammar and rhetorical style to analyze and evaluate a variety of texts, understanding that usage and convention change over time and using that understanding to manipulate style when appropriate.	**12.5.R** Students will apply their knowledge of grammar and rhetorical style to analyze and evaluate a variety of texts, understanding that usage and convention change over time and using that understanding to manipulate style when appropriate.
Writing Students will demonstrate command of Standard English grammar, mechanics, and usage through writing and other modes of communication.	Students will write using correct mechanics. Students will compose simple, compound, complex, and compound-complex sentences and questions, including the use of phrases and clauses, to signal differing relationships among ideas. Students will demonstrate command of Standard American English, grammar, mechanics, and usage through writing, presentations, and/or other modes of communication to convey specific meanings and interests.	Students will write using correct mechanics. Students will compose simple, compound, complex, and compound-complex sentences and questions, including the use of phrases and clauses, to signal differing relationships among ideas. Students will demonstrate command of Standard American English, grammar, mechanics, and usage through writing, presentations, and/or other modes of communication to convey specific meanings and interests.

Research

Students will engage in inquiry to acquire, refine, and share knowledge.

Reading

Students will comprehend, evaluate, and synthesize resources to acquire and refine knowledge.

Writing

- Students will summarize and paraphrase, integrate evidence, and cite sources to create reports, projects, papers, texts, and presentations for multiple purposes.

6: Research - Students will engage in inquiry to acquire, refine, and share knowledge.

	Pre-Kindergarten	Kindergarten	1st Grade
Reading Students will comprehend, evaluate, and synthesize resources to acquire and refine knowledge.	**PK.6.R** Students will begin to identify pictures, charts, grade-appropriate texts, or people as sources of information on a topic of interest.	Students will identify relevant pictures, charts, grade-appropriate texts, or people as sources of information on a topic of interest. Students will identify graphic features to understand a text including photos, illustrations, and titles to understand a text.	Students will decide who can answer questions about their topic or what resources they will need to find the information. Students will identify graphic features including photos, illustrations, titles, labels, headings, charts, and graphs to understand a text. Students will identify the location and purpose of various visual and text reference sources.
Writing Students will summarize and paraphrase, integrate evidence, and cite sources to create reports, projects, papers, texts, and presentations for multiple purposes.	**PK.6.W** Students will generate topics of interest and decide if a friend, teacher, or expert can answer their questions with guidance and support.	Students will generate topics of interest and decide if a friend, teacher, or expert can answer their questions with guidance and support. Students will find information from provided sources during group research with guidance and support.	Students will generate questions about topics of interest. Students will organize information found during group or individual research, using graphic organizers or other aids with guidance and support. Students will make informal presentations of information gathered.

6: Research - Students will engage in inquiry to acquire, refine, and share knowledge.

	2nd Grade	3rd Grade	4th Grade
Reading Students will comprehend, evaluate, and synthesize resources to acquire and refine knowledge.	Students will create their own questions to find information on their topic. Students will use graphic features including photos, illustrations, titles, labels, headings, subheadings, charts, and graphs to understand a text. Students will consult various visual and text reference sources to gather information.	Students will use their own questions to find information on their topic. Students will use graphic features including photos, illustrations, captions, titles, labels, headings, subheadings, italics, sidebars, charts, graphs, and legends to define a text. Students will locate information in visual and text reference sources, electronic resources, and/or interviews. Students will determine the relevance and reliability of the information for their specific topic of interest with guidance and support.	Students will use their own viable research questions to find information about a specific topic. Students will use graphic features including photos, illustrations, captions, titles, labels, headings, subheadings, italics, sidebars, charts, graphs, and legends to interpret a text. Students will determine the relevance and reliability of the information gathered.
Writing Students will summarize and paraphrase, integrate evidence, and cite sources to create reports, projects, papers, texts, and presentations for multiple purposes.	Students will generate a list of topics of interest and individual questions about one specific topic of interest. Students will organize information found during group or individual research, using graphic organizers or other aids. Students will organize and present their information in written and/or oral reports or display.	Students will generate a list of topics of interest and individual questions about one specific topic of interest. Students will organize information found during group or individual research, using graphic organizers or other aids. Students will summarize and present information in a report.	Students will generate a viable research question about a specific topic. Students will organize information found during research, following a modified citation style *(e.g., author, title, publication date)* with guidance and support. Students will summarize and present information in a report.

6: Research - Students will engage in inquiry to acquire, refine, and share knowledge.

	5th Grade	6th Grade	7th Grade
Reading Students will comprehend, evaluate, and synthesize resources to acquire and refine knowledge.	Students will use their own viable research questions to find information about a specific topic.	Students will use their own viable research questions to find information about a specific topic.	Students will use their own viable research questions and thesis statements to find information about a specific topic.
	Students will record and organize information from various print and/or digital sources.	Students will record and organize information from various primary and secondary sources *(e.g., print and digital).*	Students will follow ethical and legal guidelines for finding and recording information from a variety of primary and secondary sources *(e.g., print and digital).*
	Students will determine the relevance and reliability of the information gathered.	Students will determine the relevance, reliability, and validity of the information gathered.	Students will determine the relevance, reliability, and validity of the information gathered.
Writing Students will summarize and paraphrase, integrate evidence, and cite sources to create reports, projects, papers, texts, and presentations for multiple purposes.	Students will write research papers and/or texts independently over extended periods of time *(e.g., time for research, reflection, and revision)* and for shorter timeframes *(e.g., a single sitting or a day or two).*	Students will write research papers and/or texts independently over extended periods of time *(e.g., time for research, reflection, and revision)* and for shorter timeframes *(e.g., a single sitting or a day or two).*	Students will write research papers and/or texts independently over extended periods of time *(e.g., time for research, reflection, and revision)* and for shorter timeframes *(e.g., a single sitting or a day or two).*
	Students will formulate a viable research question from findings.	Students will refine and formulate a viable research question and/or topic from initial findings.	Students will refine and formulate a viable research question and report findings clearly and concisely, using a thesis statement.
	Students will organize information found during research, following a modified citation style *(e.g., author, title, publication date)* with guidance and support.	Students will organize information found during research, following a citation style *(e.g., MLA, APA, etc.)* with guidance and support.	Students will quote, paraphrase, and summarize findings following an appropriate citation style *(e.g., MLA, APA, etc.)* and avoiding plagiarism.
	Students will summarize and present information in a report.	Students will summarize and present information in a report.	Students will summarize and present information in a report.

6: Research - Students will engage in inquiry to acquire, refine, and share knowledge.

	8th Grade	9th Grade - English I	10th Grade - English II
Reading Students will comprehend, evaluate, and synthesize resources to acquire and refine knowledge.	Students will use their own viable research questions and well-developed thesis statements to find information about a specific topic. Students will follow ethical and legal guidelines for finding and recording information from a variety of primary and secondary sources *(e.g., print and digital).* Students will determine the relevance, reliability, and validity of the information gathered.	Students will use their own viable research questions and well-developed thesis statements to find information about a specific topic. Students will follow ethical and legal guidelines for finding and recording information from a variety of primary and secondary sources *(e.g., print and digital).* Students will evaluate the relevance, reliability, and validity of the information gathered.	Students will use their own viable research questions and well-developed thesis statements to find information about a specific topic. Students will synthesize the most relevant information from a variety of primary and secondary sources *(e.g., print and digital),* following ethical and legal citation guidelines. Students will evaluate the relevance, reliability, and validity of the information gathered.

Writing Students will summarize and paraphrase, integrate evidence, and cite sources to create reports, projects, papers, texts, and presentations for multiple purposes.	Students will write research papers and/or texts independently over extended periods of time *(e.g., time for research, reflection, and revision)* and for shorter timeframes *(e.g., a single sitting or a day or two).*	Students will write research papers and/or texts independently over extended periods of time *(e.g., time for research, reflection, and revision)* and for shorter timeframes *(e.g., a single sitting or a day or two).*	Students will write research papers and/or texts independently over extended periods of time *(e.g., time for research, reflection, and revision)* and for shorter timeframes *(e.g., a single sitting or a day or two).*
	Students will refine and formulate a viable research question and report findings clearly and concisely, using a well-developed thesis statement.	Students will refine and formulate a viable research question, integrate findings from sources, and clearly use a well-developed thesis statement.	Students will refine and formulate a viable research question, integrate findings from sources, and clearly use a well-developed thesis statement.
	Students will quote, paraphrase, and summarize findings following an appropriate citation style *(e.g., MLA, APA, etc.)* and avoiding plagiarism.	Students will quote, paraphrase, and summarize findings following an appropriate citation style *(e.g., MLA, APA, etc.)* and avoiding plagiarism.	Students will integrate into their own writing quotes, paraphrases, and summaries of findings following an appropriate citation style *(e.g., MLA, APA, etc.)* and avoiding plagiarism.
	Students will summarize and present information in a report.	Students will summarize and present information in a report.	Students will synthesize and present information in a report.

	11th Grade - English III	**12th Grade - English IV**
Reading Students will comprehend, evaluate, and synthesize resources to acquire and refine knowledge.	Students will use their own viable research questions and well-developed thesis statements to find information about a specific topic. Students will synthesize the most relevant information from a variety of primary and secondary sources *(e.g., print and digital),* following ethical and legal citation guidelines. Students will evaluate the relevance, reliability, and validity of the information gathered.	Students will use their own viable research questions and well-developed thesis statements to find information about a specific topic. Students will synthesize resources to acquire and refine knowledge, following ethical and legal citation guidelines. Students will evaluate the relevance, reliability, and validity of the information gathered.
Writing Students will summarize and paraphrase, integrate evidence, and cite sources to create reports, projects, papers, texts, and presentations for multiple purposes.	Students will write research papers and/or texts independently over extended periods of time *(e.g., time for research, reflection, and revision)* and for shorter timeframes *(e.g., a single sitting or a day or two).* Students will integrate findings from sources using a well-developed thesis statement. Students will integrate into their own writing quotes, paraphrases, and summaries of findings following an appropriate citation style *(e.g., MLA, APA, etc.)* and avoiding plagiarism. Students will synthesize and present information in a report.	Students will write research papers and/or texts independently over extended periods of time *(e.g., time for research, reflection, and revision)* and for shorter timeframes *(e.g., a single sitting or a day or two).* Students will integrate findings from sources using a well-developed thesis statement. Students will integrate into their own writing quotes, paraphrases, and summaries of findings following an appropriate citation style *(e.g., MLA, APA, etc.)* and avoiding plagiarism. Students will synthesize and present information in a report.

Multimodal Literacies

Students will acquire, refine, and share knowledge through a variety of written, oral, visual, digital, non-verbal, and interactive texts.

Reading

Students will evaluate written, oral, visual, and digital texts in order to draw conclusions and analyze arguments.

- **Writing**

- Students will create multimodal texts to communicate knowledge and develop arguments.

7: Multimodal Literacies - Students will acquire, refine, and share knowledge through a variety of written, oral, visual, digital, non-verbal, and interactive texts.		

	Pre-Kindergarten	**Kindergarten**	**1st Grade**
Reading Students will evaluate written, oral, visual, and digital texts in order to draw conclusions and analyze arguments.	**PK.7.R** Students will recognize formats of print and digital text with guidance and support.	Students will recognize formats of print and digital text with guidance and support. Students will explore how ideas and topics are depicted in a variety of media and formats.	Students will use provided print and digital resources with guidance and support. Students will explore and compare how ideas and topics are depicted in a variety of media and formats.
Writing Students will create multimodal texts to communicate knowledge and develop arguments.	**PK.7.W** Students will use appropriate technology to communicate with others with guidance and support.	**K.7.W.1** Students will use appropriate technology to communicate with others with guidance and support. **K.7.W.2** Students will use appropriate props, images, or illustrations to support verbal communication.	**1.7.W.1** Students will select and use appropriate technology or media to communicate with others with guidance and support. **1.7.W.2** Students will use visual displays to support verbal communication and clarify ideas, thoughts, and feelings.

	2nd Grade	**3rd Grade**	**4th Grade**
7: Multimodal Literacies - Students will acquire, refine, and share knowledge through a variety of written, oral, visual, digital, non-verbal, and interactive texts.			
Reading Students will evaluate written, oral, visual, and digital texts in order to draw conclusions and analyze arguments.	Students will locate and use print and digital resources with guidance and support. Students will explain how ideas and topics are depicted in a variety of media and formats.	Students will locate, organize, and use information from a variety of written, oral, visual, digital, non-verbal, and interactive texts to generate and answer literal questions. Students will compare how ideas and topics are depicted in a variety of media and formats	Students will locate, organize, and analyze information from a variety of written, oral, visual, digital, non-verbal, and interactive texts to generate and answer literal and interpretive questions to create new understandings. Students will compare and contrast how ideas and topics are depicted in a variety of media and formats.
Writing Students will create multimodal texts to communicate knowledge and develop arguments.	**2.7.W.1** Students will select and use appropriate technology or media to communicate with others with guidance and support. **2.7.W.2** Students will create a simple presentation using audio, visual, and/or multimedia tools to support communication and clarify ideas, thoughts, and feelings	**3.7.W.1** Students will create multimodal content that communicates an idea using technology or appropriate media. **3.7.W.2** Students will create presentations using video, photos, and other multimedia elements to support communication and clarify ideas, thoughts, and feelings.	**4.7.W.1** Students will create multimodal content that effectively communicates an idea using technology or appropriate media. **4.7.W.2** Students will create presentations using videos, photos, and other multimedia elements to support communication and clarify ideas, thoughts, and feelings.

7: Multimodal Literacies - Students will acquire, refine, and share knowledge through a variety of written, oral, visual, digital, non-verbal, and interactive texts.			
	5th Grade	**6th Grade**	**7th Grade**
Reading Students will evaluate written, oral, visual, and digital texts in order to draw conclusions and analyze arguments.	Students will analyze the characteristics and effectiveness of a variety of written, oral, visual, digital, non-verbal, and interactive texts to generate and answer literal and interpretive questions to create new understandings. Students will compare and contrast how ideas and topics are depicted in a variety of media and formats.	Students will compare and contrast the effectiveness of a variety of written, oral, visual, digital, non-verbal, and interactive texts to generate and answer literal, interpretive, and applied questions to create new understandings. Students will analyze the impact of selected media and formats on meaning.	Students will compare and contrast the effectiveness of techniques used in a variety of written, oral, visual, digital, non-verbal, and interactive texts to generate and answer literal, interpretive, and applied questions to create new understandings. Students will analyze the impact of selected media and formats on meaning.
Writing Students will create multimodal texts to communicate knowledge and develop arguments.	Students will create multimodal content that effectively communicates an idea using technology and appropriate media. Students will create presentations that integrate visual displays and other multimedia to enrich the presentation.	Students will create multimodal content that effectively communicates ideas using technologies and appropriate media. Students will create presentations that integrate visual displays and other multimedia to enrich the presentation.	Students will select, organize, or create multimodal content to complement and extend meaning for a selected topic. Students will utilize multimedia to clarify information and strengthen claims or evidence.

7: Multimodal Literacies - Students will acquire, refine, and share knowledge through a variety of written, oral, visual, digital, non-verbal, and interactive texts.			
	8th Grade	**9th Grade - English I**	**10th Grade - English II**
Reading Students will evaluate written, oral, visual, and digital texts in order to draw conclusions and analyze arguments.	Students will determine the intended purposes of techniques used for rhetorical effects in written, oral, visual, digital, non-verbal, and interactive texts to generate and answer interpretive and applied questions to create new understandings. Students will analyze the impact of selected media and formats on meaning.	Students will analyze and evaluate the effectiveness of techniques used in a variety of written, oral, visual, digital, non-verbal, and interactive texts with a focus on persuasion and argument to generate and answer literal, interpretive, and applied questions to create new understandings. Students will analyze the impact of selected media and formats on meaning.	Students will analyze techniques used to achieve the intended rhetorical purposes in written, oral, visual, digital, non-verbal, and interactive texts to generate and answer interpretive and applied questions to create new understandings. Students will analyze the impact of selected media and formats on meaning.
Writing Students will create multimodal texts to communicate knowledge and develop arguments.	Students will select, organize, or create multimodal content that encompasses different points of view. Students will utilize multimedia to clarify information and emphasize salient points.	Students will create a variety of multimodal content to engage specific audiences. Students will create engaging visual and/or multimedia presentations, using a variety of media forms to enhance understanding of findings, reasoning, and evidence for diverse audiences.	Students will critique the sources of multimodal content. Students will create visual and/or multimedia presentations using a variety of media forms to enhance understanding of findings, reasoning, and evidence for diverse audiences.

7: Multimodal Literacies - Students will acquire, refine, and share knowledge through a variety of written, oral, visual, digital, non-verbal, and interactive texts.		
	11th Grade - English III	**12th Grade - English IV**
Reading Students will evaluate written, oral, visual, and digital texts in order to draw conclusions and analyze arguments.	Students will analyze and evaluate the various techniques used to construct arguments in written, oral, visual, digital, non-verbal, and interactive texts, to generate and answer applied questions, and to create new understandings. Students will analyze the impact of selected media and formats on meaning.	Students will analyze and evaluate written, oral, visual, digital, non-verbal, and interactive texts in order to draw conclusions and defend arguments. Students will analyze the impact of selected media and formats on meaning.
Writing Students will create multimodal texts to communicate knowledge and develop arguments.	**11.7.W.1** Students will design and develop multimodal content for a variety of purposes. **11.7.W.2** Students will construct engaging visual and/or multimedia presentations using a variety of media forms to enhance understanding of findings, reasoning, and evidence for diverse audiences.	**12.7.W.1** Students will create multimodal content to communicate knowledge and defend arguments. **12.7.W.2** Students will construct engaging visual and/or multimedia presentations using a variety of media forms to enhance understanding of findings, reasoning, and evidence for diverse audiences.

Independent Reading and Writing

Students will read and write for a variety of purposes including, but not limited to, academic and personal, for extended periods of time.

Reading

Students will read independently for a variety of purposes and for extended periods of time.

Students will select appropriate texts for specific

- **Writing**

- Students will write independently for extended periods of time. Students will vary their modes of expression to suit audience and task.

8: Independent Reading and Writing - Students will read and write for a variety of purposes including, but not limited to, academic and personal.

	Pre-Kindergarten	Kindergarten	1st Grade
Reading Students will read independently for a variety of purposes and for extended periods of time. Students will select appropriate texts for specific purposes.	**PK.8.R** Students will demonstrate interest in books during read-alouds and shared reading, and interact independently with books.	**K.8.R** Students will demonstrate interest in books during read-alouds and shared reading, and interact independently with books.	**1.8.R** Students will select appropriate texts for academic and personal purposes and read independently for extended periods of time with guidance and support.
Writing Students will write independently for extended periods of time. Students will vary their modes of expression to suit audience and task.	**PK.8.W** Students will express their ideas through a combination of drawing and emergent writing with guidance and support.	**K.8.W** Students will express their ideas through a combination of drawing and emergent writing with guidance and support.	**1.8.W** Students will write independently for extended and shorter periods of time through a combination of emergent and conventional writing with guidance and support.

8: Independent Reading and Writing - Students will read and write for a variety of purposes including, but not limited to, academic and personal.

	2nd Grade	3rd Grade	4th Grade
Reading Students will read independently for a variety of purposes and for extended periods of time. Students will select appropriate texts for specific purposes.	**2.8.R** Students will select appropriate texts for academic and personal purposes and read independently for extended periods of time.	**3.8.R** Students will select appropriate texts for specific purposes and read independently for extended periods of time.	**4.8.R** Students will select appropriate texts for specific purposes and read independently for extended periods of time.
Writing Students will write independently for extended periods of time. Students will vary their modes of expression to suit audience and task.	**2.8.W** Students will write independently over extended periods of time *(e.g., time for reflection and revision)* and for shorter timeframes *(e.g., a single sitting or a day or two)*.	**3.8.W** Students will write independently over extended periods of time *(e.g., time for reflection and revision)* and for shorter timeframes *(e.g., a single sitting or a day or two)* to communicate with different audiences for a variety of purposes.	**4.8.W** Students will write independently over extended periods of time *(e.g., time for reflection and revision)* and for shorter timeframes *(e.g., a single sitting or a day or two)* to communicate with different audiences for a variety of purposes.

8: Independent Reading and Writing - Students will read and write for a variety of purposes including, but not limited to, academic and personal.

	5th Grade	6th Grade	7th Grade
Reading Students will read independently for a variety of purposes and for extended periods of time. Students will select appropriate texts for specific purposes.	**5.8.R** Students will select appropriate texts for specific purposes and read independently for extended periods of time.	**6.8.R** Students will select appropriate texts for specific purposes and read independently for extended periods of time.	**7.8.R** Students will select appropriate texts for specific purposes and read independently for extended periods of time.
Writing Students will write independently for extended periods of time. Students will vary their modes of expression to suit audience and task.	**5.8.W** Students will write independently over extended periods of time *(e.g., time for research, reflection, and revision)* and for shorter timeframes *(e.g., a single sitting or a day or two)* to communicate with different audiences for a variety of purposes.	**6.8.W** Students will write independently over extended periods of time *(e.g., time for research, reflection, and revision)* and for shorter timeframes *(e.g., a single sitting or a day or two)*, vary their modes of expression to suit audience and task, and explain how concepts relate to one another.	**7.8.W** Students will write independently over extended periods of time *(e.g., time for research, reflection, and revision)* and for shorter timeframes *(e.g., a single sitting or a day or two)*, vary their modes of expression to suit audience and task, and discover different perspectives.

8: Independent Reading and Writing - Students will read and write for a variety of purposes including, but not limited to, academic and personal.

	8th Grade	9th Grade - English I	10th Grade - English II
Reading Students will read independently for a variety of purposes and for extended periods of time. Students will select appropriate texts for specific purposes.	**8.8.R** Students will select appropriate texts for specific purposes and read independently for extended periods of time.	**9.8.R** Students will select appropriate texts for specific purposes and read independently for extended periods of time.	**10.8.R** Students will select appropriate texts for specific purposes and read independently for extended periods of time.
Writing Students will write independently for extended periods of time. Students will vary their modes of expression to	**8.8.W** Students will write independently over extended periods of time *(e.g., time for research, reflection, and revision)* and for shorter timeframes *(e.g., a single sitting or a day or two)*, vary their modes of expression to suit audience and task, and analyze	**9.8.W** Students will write independently over extended periods of time *(e.g., time for research, reflection, and revision)* and for shorter timeframes *(e.g., a single sitting or a day or two)*, vary their modes of expression to suit audience and task, and draw	**10.8.W** Students will write independently over extended periods of time *(e.g., time for research, reflection, and revision)* and for shorter timeframes *(e.g., a single sitting or a day or two)*, vary their modes of expression to suit audience and task, and draw and

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| suit audience and task. | different perspectives. | appropriate conclusions. | justify appropriate conclusions. |

	11th Grade - English III	**12th Grade - English IV**
Reading Students will read independently for a variety of purposes and for extended periods of time. Students will select appropriate texts for specific purposes.	**11.8.R** Students will select appropriate texts for specific purposes and read independently for extended periods of time.	**12.8.R** Students will select appropriate texts for specific purposes and read independently for extended periods of time.
Writing Students will write independently for extended periods of time. Students will vary their modes of expression to suit audience and task.	**11.8.W** Students will write independently over extended periods of time *(e.g., time for research, reflection, and revision)* and for shorter timeframes *(e.g., a single sitting or a day or two)*, vary their modes of expression to suit audience and task, and be able to apply new understandings in an original way.	**12.8.W** Students will write independently over extended periods of time *(e.g., time for research, reflection, and revision)* and for shorter timeframes *(e.g., a single sitting or a day or two)*, vary their modes of expression to suit audience and task, synthesize information across multiple sources, and articulate new perspectives.

Glossary

Academic vocabulary : refers to words associated with content knowledge. Within every discipline there is a specific set of words to represent   its concepts and processes.

Abbreviation : a shortened or contracted form of a word or phrase, used to represent the whole, as Dr. for Doctor, U.S. for United States, and   lb. for pound.

Active listening : the active pursuit of what another person is saying and feeling, as a way to improve mutual understanding. Active   listening involves hearing content, listening for tone, observing body language, paraphrasing, summarizing, questioning, clarifying, and reflecting.

Affix : a morpheme or meaningful part of a word attached before or after a root to modify its meaning. Principal kinds of affixes are prefixes   and suffixes. The prefix un- is an affix, which added to balanced, makes unbalanced. The suffix -ed is an affix which, added to wish, makes wished.

Alliteration : the repetition of the same initial consonant sound of each word in connected text (e.g., Harry the happy hippo hula-hoops   with Henrietta).

Allusion : a brief and indirect reference to a person, place, thing, or idea of historical, cultural, literary, or political significance.

Analogy : a comparison of the similar aspects of two different things.

Annotation : a critical or explanatory note or body of notes added to a text.

Antagonist : the adversary of the hero or protagonist of a drama or other

literary   work. **Antonyms** : words which have opposite meanings (e.g., hot

and cold).

Appropriate technology : technology that students can use independently or with minimal   scaffolding.

Archetype : a symbol, plot pattern, character type, or theme that recurs in many different   cultures.

Argument essay : a genre of writing that requires the student to investigate a topic; collect, generate, and evaluate evidence; and establish and defend a position on the topic in a concise manner.

Argumentation : writing that seeks to influence through appeals that direct readers to specific goals or try to win them to specific beliefs.

Audience : writer's targeted reader or readers.

Author's craft : specific techniques that an author chooses to relay an intended message.

Automaticity : reading without conscious effort or attention to decoding.

B

Base : a free morpheme to which affixes can be added, usually of Anglo-Saxon origin.

Blending : the task of combining sounds rapidly to accurately represent the word.

C

Cause & effect : text structure that notes a relationship in which an event or events (the cause) make(s) another event or action happen (effect).

Citing sources : a quotation of or explicit reference to a source indicating where the paraphrased or quoted materials came. Examples of citation style include MLA (Modern Language Association) and APA (American Psychological Association).

Claim : an assertion of the truth of something.

Close reading : a strategy that requires a student to focus on and arrive at a deep understanding of individual texts by reading and re-reading. Fisher, Frey, and Lapp (2012) describe four reader roles that help the reader uncover meaning in a text:

1. **Code Breaker**: understanding the text at the surface level (i.e., alphabetic, structural)

2. **Meaning maker**: comprehending the text at the level intended by the author

3. **Text user**: analyzing the factors that influenced the author and the text, including a historical grounding of the context within which it was written

4. **Text critic**: understanding that the text is not neutral and that existing biases inform calls to action.

Closed syllable : a written syllable containing a single vowel and ending in one or more consonants; the vowel sound is short.

Coherence : continuity of meaning that enables others to make sense of a text.

Collaborative discussions : discussions that provide opportunities for speakers and listeners to use dialogue and interaction to raise issues, explore ideas, make claims, discover differences, and find ways to explore all aspects of ELA. These take many forms like a Socratic seminar, debate, or blog and combine students in small or large discourse communities.

Compare : find similarities between two or more texts or text elements.

Comparison : text structure in which ideas are related to one another on the basis of similarities and differences. The text presents ideas organized to compare, to contrast, or to provide an alternative perspective.

Compound word : a word made by putting two or more words together (e.g., cowboy).

Comprehension : understanding what one is reading, the ultimate goal of all reading

activity. **Conflict** : struggle or clash between opposing characters, forces, or emotions.

Connotation : a meaning that is implied by a word apart from the thing it describes explicitly. Words carry cultural and emotional associations or meanings in addition to their literal meanings or denotations.

Consonant blend : two or more consecutive consonants that retain their individual sounds (e.g., /bl/ in block; /str/ in string).

Consonant digraph : two consecutive consonants that represent one phoneme, or sound (e.g., /ch/, /sh/).

Consonant trigraph : a combination of three letters used to represent a single speech sound or phoneme. *(e.g./tch/)*

Content-specific : vocabulary that includes technical words related to specific academic disciplines. *(See also academic and domain-specific vocabulary)*

Context : the parts of a written or spoken statement/text that precede or follow a specific word or passage, usually influencing its meaning or effect.

Context clue : the information from the textual setting that helps identify a word or word group.

Contraction : a short way to write two words as one by writing the two words together, leaving out one or more letters and replacing the missing letters with an apostrophe (e.g., cannot = can't).

Conventional writing : expressing thoughts and ideas with agreed upon symbols, like the alphabet.

Counterclaim : a claim made to rebut a previous claim.

D

Declarative sentence : the kind of sentence that makes a statement or "declares" something.

Decode : translate a word from print to speech, usually by employing knowledge of sound symbol correspondences; also the act of deciphering a new word by sounding it out.

Denotation : the literal or dictionary meaning of a word.

Description : text structure that presents a topic, along with the attributes, specifics, or setting information that describe that topic.

Detail : piece of information revealed by the author or speaker that supports the attitude or tone in a piece of poetry or prose. In informational text, details provide information to support the author's main point.

Diction : the choice and use of words by a speaker or a writer.

Digital media : media created, viewed, distributed, modified, and preserved on digital devices (e.g. computers, tablets, phones). Digital media include computer programs, digital videos, video games, web pages and websites, social media, databases, audio, and e-books. Digital media are contrasted with print media such as books, newspapers, magazines, pictures, film, and audiotape.

Domain-specific vocabulary : "relatively low-frequency, content-specific words that appear in textbooks and other instructional materials; for example, apex in math, escarpment in geography, and isobar in science" (Blachowicz, C. & Fisher, P., p.1). *(See also academic and content-specific vocabulary)*

E

Edit : to review writing to make sure that it is free of any grammatical errors or strange phrases that make it difficult for readers to understand   the meaning.

Emergent writing : "means that children begin to understand that writing is a form of communication and their marks on paper convey   a message" (Mayer, 2007, p. 35). Emergent writing progresses along a developmental continuum.

Ethical and legal guidelines for research : guidelines for correctly citing print and digital text when using primary and secondary sources for research. In addition, copying and pasting texts, purchasing essays online, using another author's work, or violating copyright laws are   unethical and could result in legal action.

Exclamatory sentence : a type of sentence that expresses strong feelings by making an exclamation.

F

Fiction : imaginative literary works representing invented rather than actual persons, places, or events.

Figurative language : writing or speech not meant to be taken literally but used to express ideas in vivid or imaginative ways. Figurative   language includes simile, metaphor, personification, analogy, hyperbole, and idiom.

Flashback : scene that interrupts the action of a work to show a previous event.

Fluency : ability to read grade-level text accurately, with expression, and with automaticity. The combination of accuracy, automaticity,   and prosody allow the reader to build comprehension.

Foreshadowing : use of hints or clues in a narrative to suggest future action.

G

Generalize : to make general or broad statements by inferring from text details.

Genre : a category used to classify literary and other works, usually by form, technique, or content. The novel, the short story, and the lyric   poems are all examples of literary genres.

Grammar : rules of language.

Grapheme : a letter or letter combination that spells a phoneme; can be one, two, three, or four letters in English (e.g., e, ei, igh, eigh).

Graphic features : pictorial representation of data or ideas using columns, matrices, or other formats. Graphics can be simple or complex, present information in a straightforward way as in a list or pie graph, or embed or nest information within the document's structure. Graphics   may be included in texts or be stand-alone documents.

H

High frequency Irregular words : words in print containing letters that stray from the most common sound pronunciation because they do   not follow common phonic patterns (e.g., were, was, laugh, been).

High frequency words : a small group of words (300-500) that account for a large percentage of the words in print and can be regular or   irregular words. Often, they are referred to as "sight words" since automatic recognition of these words is required for fluent reading.

Homographs : words that are spelled alike but have different sounds and meanings (e.g., bow used with an arrow vs. bow of a ship).

Homonyms : words that sound the same but have different spellings and meanings (e.g., bear, bare).

Hyperbole : obvious and deliberate exaggeration; an extravagant statement.

I

Idiom : an expression that does not mean what it literally says (e.g., to have the upper hand has nothing to do with the hands).

Imagery : multiple words or a continuous phrase that a writer uses to represent persons, objects, actions, feelings, or ideas descriptively   by appealing to the senses.

Imperative sentence : a sentence that gives a command, makes a request, or expresses a wish.

Indent : to set in or back from the margin, as the first line of a paragraph.

Independent reading levels : the level at which a reader can read text with 95% accuracy (i.e., no more than one error per 20 words read). Independent reading level is relatively easy text for the reader.

Inference : act or process of deriving logical conclusions from premises known or assumed to be true; the conclusions drawn from this process.

Inferring : making a reasonable assumption about meaning that is not explicitly stated in the text.

Inflectional endings : in English, a suffix that expresses plurality or possession when added to a noun, tense when added to a verb, and comparison when added to an adjective and some adverbs; Added to verbs, nouns, or adjectives do not change the grammatical role or part of speech of the base words (-s, -es,-ing, ¬ed).

Informational : non-fiction books; also referred to as expository text, that contain facts and information.

Interactive texts : multimodal texts in which readers may determine the order and duration of reading. For example, interactive texts, may include hyperlinks to other pages containing embedded images, videos and audio.

Interrogative sentence : the kind of sentence that asks a question and uses a question mark.

Irony : the use of words to express something other than and especially the opposite of the literal meaning.

L

Legend : inscription or title on an object (e.g., a key to symbols used on a map).

Letter-sound correspondences : the matching of an oral sound to its corresponding letter or group of letters.

Lexile : a quantitative measure of text complexity and individual reading level that can be used to predict how well a reader will likely comprehend a text.

Literal : information directly from the text (e.g., on the line).

Literary nonfiction : text that conveys factual information. The text may or may not employ a narrative structure and characteristics such   as dialogue.

Main idea : the central thought or premise of a reading passage.

Meaning vocabulary : application of one's understanding of word meanings to passage comprehension.

Memoir : type of autobiography that usually focuses on a single time period or historical event.

Metaphor : a direct comparison of two unlike things.

Modified citation style : using author, title, and publication date of sources to document research. This special style is used only at the fifth grade level to ease students into more stringent citation styles which are used in later grades.

Mood : atmosphere or predominant emotion in a literary work.

Morpheme : the smallest meaningful unit of the language.

Morphology : the study and description of how words are formed from prefixes, roots, and suffixes (e.g., mis-spell-ing), and how words are related to each other.

Multimodal : multiple + mode. A mode refers to a way of meaning-making or communicating. The New London Group (1996) outlines five modes through which meaning is made: Linguistic, Aural, Visual, Gestural, and Spatial. Any combination of modes makes a multimodal text, and all texts—every piece of communication that a human composes—use more than one mode. Thus, all writing is multimodal. "All Writing is Multimodal**,"** Cheryl Ball and Colin Charlton, in *Naming What We Know: Threshold Concepts of Writing Studies*, Linda Adler- Kassner & Elizabeth Wardle (Eds.), forthcoming from Utah State University Press.

Multimodal content : content utilizing more than one mode (e.g. still images + words, words + video) to convey a meaning.

Multimodal literacy : "the interplay of meaning-making systems (alphabetic, oral, visual, etc.) that teachers and students should strive to study and produce." NCTE Position Statement on Multimodal Literacies.

Multisyllabic : these are words with more than one syllable. A systematic introduction of prefixes, suffixes, and multisyllabic words

should   occur throughout a reading program. The average number of syllables in the words students read should increase steadily throughout the grades.

N

Narrative writing : writing that tells a story. This writing is often anecdotal, experiential, and personal—allowing students to express themselves   in creative and, quite often, moving ways.

Nonfiction : text that is factual and may be presented by detailed descriptions or examples; organization follows a logical pattern and may   include textual aids.

Nonverbal cues : nonverbal messages that are a key aspect of speaking, for example, intonation, pauses, facial expressions, eye   contact, gestures, and body language. Listeners should study these cues to determine a speaker's message, argument, and   credibility.

Nonverbal texts : In place of words, nonverbal texts may include images, gestures, and movement.

O

Onomatopoeia : use of words that mimic the sounds they describe; imitative   harmony.

Onset : all of the sounds in a syllable that come before the first vowel.

Opinion writing : writing that clearly states a view or judgment about a topic, supported by examples, and offering reasons for assertions   and/or explaining cause and effect.

P

Parallel structure : repetition of words, phrases, or sentences that have the same grammatical structure or that restate a similar idea.

Paraphrase : to sum something up or clarify a statement by rephrasing it; to say something in other simpler words.

Personification : the bestowing of human qualities on animals, ideas, or things.

Persuasion : form of discourse whose function is to convince an audience or to prove or refute a point of view or an issue.

Phoneme : a speech sound that combines with others in a language system to make words.

Phonemic awareness : the ability to notice, think about, or manipulate the individual phonemes (sounds) in words. It is the ability to understand that sounds in spoken language work together to make words. This term is used to refer to the highest level of phonological awareness: awareness of individual phonemes in words.

Phonics : the study of the relationships between letters and the sounds they represent; also used to describe reading instruction that teaches sound-symbol correspondences. Sound-symbol correspondence are the rules and patterns by which letters and letter combinations represent speech sounds.

Phonological awareness : one's sensitivity to, or explicit awareness of, the phonological structure of words in one's language. This is an "umbrella" term that is used to refer to a student's sensitivity to any aspect of phonological structure in language. It encompasses awareness   of individual words in sentences, syllables, and onset-rime segments, as well as awareness of individual   phonemes.

Picture walk : a strategy for previewing a book prior to reading by looking at the cover and illustrations and asking questions that require students to make predictions about the text.

Plagiarism : using another person or source's words or ideas without giving credit or obtaining   permission.

Plot : sequence of events or actions in a short story, novel, drama, or narrative poem.

Point of view : the way in which an author reveals a viewpoint or perspective. This can be done through characters, ideas, events, and narration.

Prefix : a morpheme that precedes a root and that contributes to or modifies the meaning of a word, as "re" in reprint.

Pre-reading strategies : strategies for preparing students to read a text prior to reading. Examples include: picture walk, brainstorming about the topic/text, advance organizers, activating prior knowledge, vocabulary previews, structural organizers, establishing a purpose for reading, etc.

Primary source : firsthand account of an event or a time period written or created during that time period (examples: *Diary of Anne Frank*, Dorothea Lange's photographs, newspaper article about Hurricane Katrina).

Print concepts : the ability of a child to know and recognize the ways in which print "works" for the purposes of reading, particularly with regard to books.

Prior knowledge : refers to schema, the knowledge and experience that readers bring to the text.

Problem/solution : text structure in which the main ideas are organized into two parts: a problem and a subsequent solution that responds to the problem, or a question and an answer that responds to the question.

Protagonist : central character of a short story, novel, or narrative poem. The antagonist is the character who stands directly opposed to the protagonist.

Purpose : specific reason or reasons for the writing. It conveys what the readers have to gain by reading the selection. Purpose is the objective or the goal that the writer wishes to establish.

Q

Quote : in research, to directly copy down the words from a source, set off in quotation marks.

R

R-controlled vowels : the modified sound of a vowel immediately preceding /r/ in the same syllable (e.g., care, never, sir, or).

Rate : the speed at which a person reads.

Recursive : moving back and forth through a text in either reading or writing, as new ideas are developed or problems encountered. In reading a text, recursive processes might include rereading earlier portions in light of later ones, looking ahead to see what topics are addressed or how a narrative ends, and skimming through text to search for particular ideas or events before continuing a linear reading. In creating a written composition, recursive processes include moving back and forth among the planning, drafting, and revising phases of writing.

Reenact : to act out the events of a text.

Retell : recall the content of what was read or heard.

Revise : the process of rereading a text and making changes (in content, organization, sentence structures, and word choice) to improve it; not to be confused with edit.

Rhetorical device : technique used by writers to persuade an audience. (e.g. alliteration, hyperbole, metaphor, etc.)

Rhyme : words that have the same ending sound.

Rime : a vowel plus the consonants that follow in a syllable; (e.g., -ame, -ick, -out).

Root : a bound morpheme, usually of Latin origin, that cannot stand alone but is used to form a family of words with related meanings.

Schema : refers to prior knowledge, the knowledge and experience that readers bring to the text.

Secondary source : an interpretation or analysis of a primary source (examples: book about diaries kept during the Holocaust, book about Great Depression photography, an op-ed about how New Orleans handled the Hurricane Katrina aftermath from a later date).

Segmenting : separating the individual phonemes, or sounds, of a word into discrete units.

Semantics : the study of meaning in language.

Semantic relationships : associations that exist between the meanings of words.

Sequential structure: text structure in which ideas are grouped on the basis of order or time.

Setting : time and place in which events in a short story, novel, drama, or narrative poem take place.

Shared reading : an interactive reading experience that occurs when students join in or share the reading of a big book or other enlarged text while guided and supported by a teacher or other experienced reader.

Simile : a combination of two things that are unlike, usually using the words like or as.

Stem : the base form of a word; also called the root word.

Structural analysis : a procedure for teaching students to read words formed with prefixes, suffixes, or other meaningful word parts.

Style : writer's characteristic manner of employing language.

Suffix : a derivational morpheme added to the end of root or base that often changes the word's part of speech and that modifies its meaning.

Summarize : reducing large selections of text to their base essentials: the gist, the key ideas, the main points that are worth noting and remembering.

Supporting details : reasons, examples, facts, steps, or other kinds of evidence that back up and explain a main idea. Details make up most of the information in what a person reads, but some details are more important than others.

Syllable : a unit of pronunciation that is organized around a vowel sound; it may or may not have consonants before or after the vowel.

Symbol : object, person, place, or action that has both a meaning in itself and that stands for something larger than itself, such as a quality, attitude, belief, or value.

Synonyms : words which have the same meaning. (e.g. example, instance, occurrence)

Syntax : arrangement of words and order of grammatical elements in a sentence.

Synthesize : creating original insights, perspectives, and understanding by reflecting on text(s) and merging elements from text and existing schema.

T

Text complexity : based on Fisher and Frey (2013), three inter-related aspects determine text complexity: quantitative evaluation, qualitative evaluation, and matching readers with texts and tasks.

1. **Quantitative evaluation**: readability measures and other scores of text complexity

2. **Qualitative evaluation**: levels of meaning, structure, language features, and knowledge demands

3. **Matching readers with texts and tasks**: reader variables (such as motivation, knowledge, and experiences) and task variables (such as purpose and the complexity generated by the task assigned and the questions posed) (p.7)

Theme : central meaning of a literary work. A literary work can have more than one theme. Most themes are not directly stated but rather are implied. A literary theme is not the same as a topic or main idea.

Thesis statement : the guiding, arguable statement or claim an essay attempts to prove through evidence and reasoning.

Tone : writer or speaker's attitude toward a subject, character, or audience conveyed through the author's choice of words and detail. Tone can be serious, humorous, sarcastic, objective, etc.

Topic : the subject of the entire paragraph/text selection; tells what the passage is mainly about.

Track print : look and process all the letters in order from left-to-right.

Trait : distinguishing feature, as of a person's character.

V

Verbal cues : words and phrases that speakers use to add emphasis, clarify organization, make connections, and create ethos. Listeners   should be focusing on these cues as it helps listeners determine a speaker's message, argument, and   credibility.

Vocabulary notebook : a teaching strategy used to help students learn new vocabulary.

Voice : distinctive style or manner of expression of an author or of a character.

Vowel digraph : two vowels together that represent one phoneme, or sound (e.g., ea, ai, oa).

Vowel diphthong : a sound made by combining two vowels, specifically when it starts as one vowel sound and proceeds to another, like the *oy*
sound in *oil*.

W

Word study : the integration of phonics, spelling, and vocabulary instruction. This approach teaches students how to look closely at words to discover the regularities and conventions of English orthography, or spelling. The purpose is twofold: (1) develop a general knowledge of   English spelling and discover generalizations about spelling, and (2) increase students' specific knowledge of words and their   meanings.

Word family : group of words that share a rime (a vowel plus the consonants that follow; e.g., -ame, -ick,   -out).

Word wall : a literacy tool used for displaying commonly used vocabulary and/or sight words in large print so that all students can read the   words from their desks. The purpose of a word wall is to help students naturally gain familiarity with high frequency words, as well as to gain reinforcement of vocabulary.

Writing Modes : major types of writing. (Narrative, Opinion, Informational, Argumentation).

Writing process : steps contained in the writing process include prewriting, drafting, revising, editing, and publishing. This process is   often recursive.

The 44* Phonemes of the English Language

Phoneme	Graphemes**	Examples	Phoneme		Graphemes**	Examples
● **Consonant Sounds:**						
1 /**b**/	b, bb	**b**ig, ru**bb**er	14	/**t**/	t,tt,ed	**t**op,le**tt**er,stopp**ed**
2 /**d**/	d,dd,ed	**d**og, a**dd**, fill**ed**	15	/**v**/	v,ve	**v**et, gi**ve**
3 /**f**/	f,ph	**f**ish, **ph**one	16	/**w**/	w	**w**et, **w**in, s**w**im
4 /**g**/	g,gg	**g**o,e**gg**	17	/**y**/	y,i	**y**es, on**i**on
5 /**h**/	h	**h**ot	18	/**z**/	z,zz,ze,s,se,x	**z**ip, fi**zz**, snee**ze**, la**s**er,i**s**,wa**s**,plea**se**,**x**ylophone
6 /**j**/	j,g,ge,dge	**j**et,ca**g**e,bar**ge**,ju**dge**	**Consonant Digraphs:**			
7 /**k**/	c,k,ck,ch,cc,que	**c**at,**k**itten,du**ck**,**sch**ool,o**cc**ur, anti**que**	19	/**th**/ (not voiced)	th	**th**umb, **th**in, thing
8 /**l**/	l.ll	**l**eg, be**ll**	20	/**th**/ (voiced)	th	**th**is, fea**th**er, **th**en
9 /**m**/	m,mm, mb	**m**ad, ha**mm**er, la**mb**	21	/**ng**/	ng,n	si**ng**, mo**n**key, si**n**k
10 /**n**/	n,nn,kn,gn	**n**o,di**nn**er,**kn**ee, **gn**ome	22	/**sh**/	sh,ss,ch,ti,ci	**sh**ip, mi**ss**ion, **ch**ef, mo**ti**on, spe**ci**al
11 /**p**/	p,pp	**p**ie, a**pp**le	23	/**ch**/	ch,tch	chip, ma**tch**
12 /**r**/	r,rr,wr	**r**un, ma**rr**y, **wr**ite	24	/**zh**/	ge,s	gara**ge**, mea**s**ure, divi**si**on

| 13 | /s/ | s,se,ss,c,ce,sc | sun,mouse,dress,city,ice, science | 25 | /wh/ (with breath) | wh | what, when, where, why |

The 44* Phonemes of the English Language

	Phoneme	Graphemes**	Examples		Phoneme	Graphemes**	Examples
	●				**Short Vowel Sounds:**		**Vowel Diphthongs:**
26	/a/	a, au	hat, laugh	38	/ow/	ow, ou, ou_e	cow, out, mouse, house
27	/e/	e, ea	bed, bread	39	/oy/	oi, oy	coin, toy
28	/i/	i	if		**Vowel Sounds Influenced by r:**		
29	/o/	o, a, au, aw, ough	hot, want, haul, draw, bought	40	/a(r)/	ar	car
30	/u/	u, o	up, ton	41	/ā(r)/	air, ear, are	air, chair, fair, hair, bear, care
	Long Vowel Sounds:			42	/i(r)/	irr, ere, eer	mirror, here, cheer
31	/ā/	a, a_e, ay, ai, ey, ei	bacon, late, day, train, they, eight, vein	43	/o(r)/	or, ore, oor	for, core, door
32	/ē/	e, e_e, ea, ee, ey, ie, y	me, these, beat, feet, key, chief, baby	44	/u(r)/	ur, ir, er, ear, or, ar	burn, first, fern, heard, work, dollar
33	/ī/	i, i_e, igh, y, ie	find, ride, light, fly, pie				
34	/ō/	o, o_e, oa, ou, ow	no, note, boat, soul, row				
35	/ū/	u, u_e, ew	human, use, few, chew				
	Other Vowel Sounds:						
36	/oo/	oo, u, oul	book, put, could				

Phoneme (speech sound)

Grapheme (letters or groups of letters representing the most common spellings for the individual   phonemes

* The number of phonemes is different in some linguistics textbooks; this is evidence of the difficulty of classifying (Moats, 1998).

** This list does not include all possible graphemes for a given phoneme.

| 37 | /ōō/ | oo,u,u_e | m**oo**n, tr**u**th, r**u**le | Source: Orchestrating Success in Reading by Dawn Reithaug (2002) |

Standard 3: Critical Reading and Writing

Genre Guidance

The following provides a broad index of appropriate genres. This index does not include all genres or subgenres that students are expected to read. The genres align with expectations of the Standard 3 Critical Reading and Writing: Reading Strand - *Students will comprehend, interpret, evaluate, and respond to a variety of complex texts of all literary and informational genres from a variety of historical, cultural, ethnic, and global perspectives.*

By end of **third grade,** students will have read grade-level appropriate texts in following:	By end of **fifth grade,** students will have read grade-level appropriate texts in following:	By end of **eighth grade,** students will have read grade-level appropriate texts in following:	By end of **English IV,** students will have read grade-level appropriate texts in following:
informational	informational text	informational text	informational text
text fiction	fiction	fiction	fiction
nonficti	nonfiction	nonfiction	nonficti
on	poetry	poetry	on
poetry	drama	drama	poetry
drama	fable	fable	drama
nursery	legend	legend	*Plus increasingly complex application of previous grades*
rhyme fable	fairy tale	fairy tale	
folk, fairy, and tall tale	myth	myth	
autobiography and	autobiography and biography	autobiography and biography	
biography	*Plus increasingly complex application of previous grades*	*Plus increasingly complex application of previous grades*	

Text Complexity Bands

In order to determine the complexity of a text, it is essential to consider three inter-related aspects: quantitative measures, qualitative measures, and reader-task considerations, (Fisher, Frey and Lapp, 2012).

- **Quantitative measures**

Readability ranges (e.g. ATOS, Lexile Framework, Flesch-Kincaid) are available in order to measure the difficulty of the text. These ranges are created from an evaluation of word frequency and sentence length to determine text difficulty. Word frequency and sentence length are strong predictors of how difficult a text is to comprehend.

- **Qualitative measures**

Readability ranges (quantitative measures) are not capable of assessing the subtleties of meaning, structure, language features and knowledge demands; therefore, Oklahoma educators will evaluate these qualitative measures using their professional judgment and expertise through a research-based rubric.

- **Matching readers with texts and tasks**

Input from parents, local classroom teachers, reading specialists, and/ or school librarians help determine the appropriateness of a text in regards to the reader's age, interests and the content of the text. Matching readers with texts and tasks are foremost in selecting appropriate texts for readers. Reader variables include motivation, knowledge, and experiences, and task variables consist of purpose and the complexity generated by the task assigned and the questions posed.

Measurement of Text Complexity

Quantitative Measures

Qualitative Measures

Matching Readers with Texts and Tasks
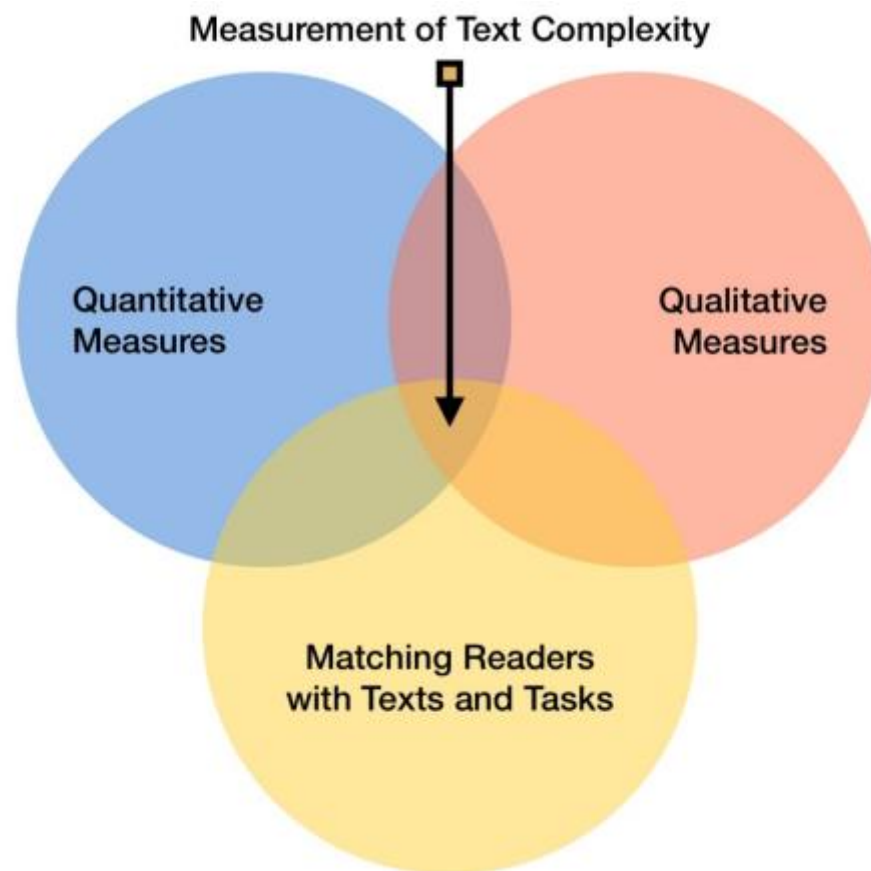
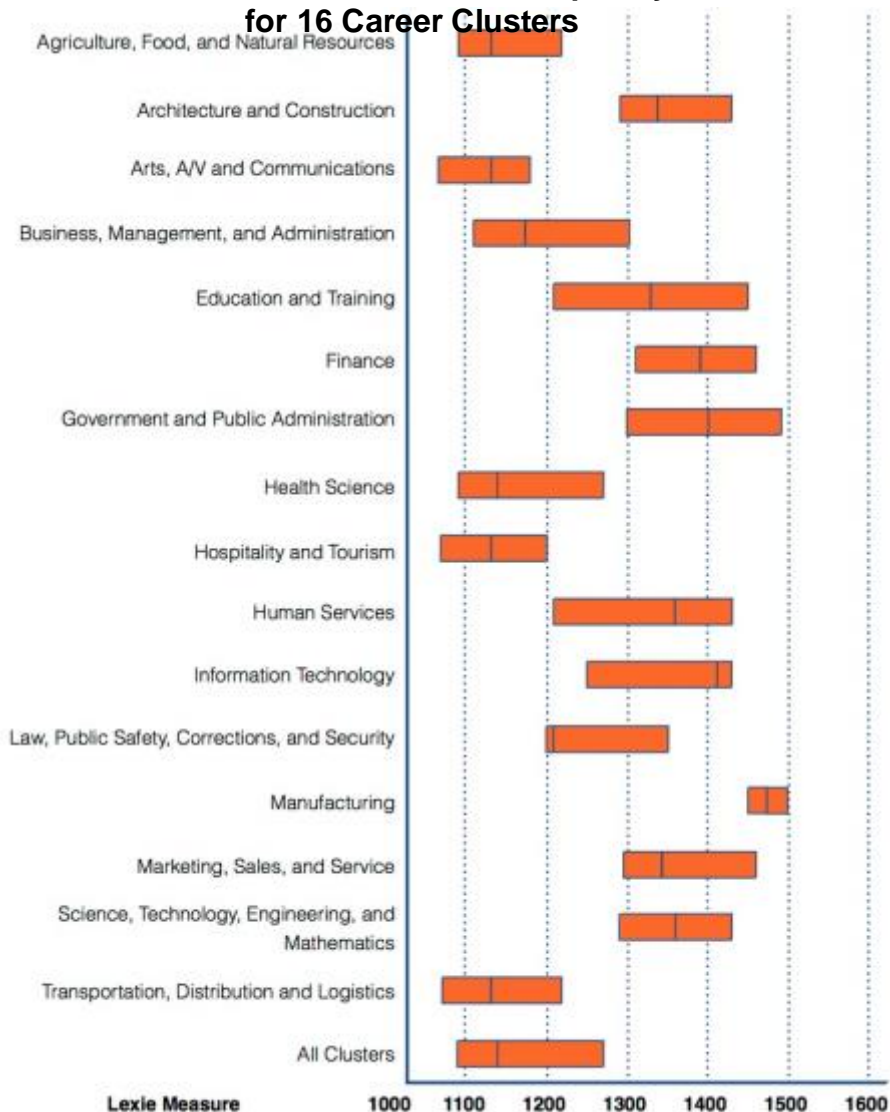- **Prekindergarten through Kindergarten guidance**

According to Dr. Douglas Fisher in *Text Complexity, Raising the Rigor in Reading*," text complexity is a staircase effect and the first steps on this   staircase need to be carefully scaled so the youngest readers successfully acquire the fundamental of reading, which means that they are reading texts that allow for practice with decoding and fluency" (p.   37)

College- and Career-Readiness Reading Range

- **National Career Clusters® Framework Text Complexity for 16 Career Clusters**

Lexie Measure — Agriculture, Food, and Natural Resources; Architecture and Construction; Arts, A/V and Communications; Business, Management, and Administration; Education and Training; Finance; Government and Public Administration; Health Science; Hospitality and Tourism; Human Services; Information Technology; Law, Public Safety, Corrections, and Security; Manufacturing; Marketing, Sales, and Service; Science, Technology, Engineering, and Mathematics; Transportation, Distribution and Logistics; All Clusters

Typical Lexile Reader Measures, by Grade
lexile.com/about-lexile/grade-equivalent/grade-equivalent-chart

Grade	Lexie Reader Measures, Mid-Year 25th Percentile to 75th percentile (IQR)
1	Up to 300L
2	140L to 500L
3	330L 700L
4	445L to 810L
5	565L to 910L
6	665L to 1000L
7	735L to 1065L
8	805L to 1100L
9	855L to 1165L
10	905L to 1195L
11 and 12	940L to 1210L

If students read in the mid range and continue to progress through the grades, they should be effectively prepared for postsecondary education or the workforce.

Minimum reading range required for careers.

Grammar Companion

- **Eight Parts of Speech**

Noun - a word that names a person, place, thing, or idea.

- Proper Noun - the specific name of a particular person, place, or thing. These will always be   capitalized.

    Ex: Mr. Smith, Riverdale Elementary, American

- Common noun - refers to a general group of persons, places, things, or ideas.

    Ex: teacher, school, citizen

- Concrete noun - these can be sensed by your five senses; they can be seen, touched, felt, tasted, heard, or   smelled.

    Ex: apple, ball, telephone

- Abstract noun - represents a feeling, idea, or quality. These cannot be sensed by your five senses.

    Ex: hope, love, peace, hatred

- Collective noun - refers to things or people as a unit.

    Ex: team, family, class

- **Pronoun - a word that takes the place of a noun.**

  - Personal pronoun - refers to who is speaking, being spoken to, or spoken about.

	Personal Pronouns	
	Singular	**Plural**
First Person	I, me	we, us
Second Person	you	you
Third Person	he, him, she, it	they, them

  - Possessive pronoun - a word that shows possession and defines who owns a particular object.

	Possessive Pronouns	
	Singular	**Plural**
First Person	my, mine	our, ours
Second Person	your, yours	your, yours
Third Person	his, her, hers, its	their, theirs

  - Reflexive pronoun - a word that refers back to the subject of a sentence, clause, or phrase. It is formed by adding **–self** or **–selves** to a personal pronoun.

    Ex: myself, herself, himself, itself, ourselves, themselves

  - Demonstrative pronoun - **this, that, these, those.** Points out a person, place, thing, or idea.

    Ex: This is my book. Those are my shoes. These are mine.

  - Interrogative pronoun - **what, which, who, whom, whose.** Used at the beginning of a question.

- Antecedent - the noun the pronoun replaces.

    Ex: **Joann** placed **her** coat in the closet**. Joann** is the antecedent for **her**.

- **Verb - a word that expresses action or state of being.**

- Action verb - a verb that expresses physical or mental action of the subject.

    Ex: Joe **walks** to school. The team **played** a great game. She is **talking** to me.

- Linking verb - **am, is, are, was, were, be, being, been.** These words are used to link the subject to some other word in the sentence   that describes, identifies, or gives more information about   it.

    Ex: John **was** sick for two days. (sick describes John) | John **is** hungry. (hungry describes John)

- Helping verb - used with the main verb to tell what happens or what   exists.

may	am	do	should	have	will
might	is	does	could	had	can
must	are	did	would	has	shall
	was				
	were				
	be				
	being				
	been (also linking)				

    Ex: We **might win** the game tomorrow. (might is the helping verb and win is the main verb)

Adjectives - a word that modifies or describes a noun or pronoun. Adjectives tell **what kind, how many, how much,** and **which one**.

- Articles- **a, an, the,** are always adjectives.

- Adjectives tell What Kind. Ex: We stayed in a **large high-rise** hotel.

- Adjectives tell How Many. Ex: I have attended **four** schools.

- Adjectives tell How Much. Ex: We have **some** books to shelve in the library.

- Adjectives tell Which One. Ex: I live in **the blue** house.

  - Demonstrative Adjectives: **this, that, these, those.** When these words are used to describe a noun, they are adjectives. When they are used in place of a noun, they are demonstrative pronouns.

    Ex: This is my book. – demonstrative pronoun taking the place of book.

    This book is mine. – demonstrative adjective describing book.

- Adjectives that Compare - these are usually formed by adding **–er, -ier, -est, -iest.** Ex: **larger** hat, **angrier** than you, **biggest** car.

- Other comparative adjectives - better, best, more, most, little, less

Adverbs - a word that modifies or describes a verb, adjective, or other adverb. Adverbs tell **when, where, how, how often, how much, to   what extent.** Common adverbs end in **–ly.**

- Adverbs tell **How**.

    Ex: The dolphin floated **gracefully** in the water.

    John finished the race **strong**.

- Adverbs tell **When**.

    Ex: Lisa will go **first**.

    Sometimes I eat cereal for dinner.

- Adverbs tell **Where**.

    Ex: Turn **left** at the stoplight.

    The dogs are **outside**.

- Adverbs modify other Adjectives and other Adverbs by showing the degree such as **almost, entirely, early, so, frequently, extremely, occasionally, too, awfully, completely, always, very.**

    Ex: It is **very** cold here. (The adverb *very* tells about the adjective *cold*.)

    I work **extremely** fast. (The adverb *extremely* tells about the adverb *fast*.)

- **Prepositions and Prepositional Phrases - a word or group of words linked to a noun or verb to describe direction or condition.**

  - One-word Prepositions - consists of one word

    Examples in sentences: The deer ran <u>across</u> the road. We stopped <u>at</u> the store <u>down</u> the street.

- **Common One-word Prepositions**

about	at	but (meaning except)	in	out	under
above	before	by	inside	outside	underneath
across	behind	concerning	into	over	until
after	below	despite	like	past	unto
against	beneath	down	near	since	up
along	beside	during	of	through	upon
among	besides	except	off	throughout	with
around	between	for	on	toward	within
as	beyond	from	onto	to (unless a verb comes after it)	without

- Phrasal Prepositions- consist of more than one word.
  Example in a sentence: Water flowed <u>in front of</u> the rocks.

- **Common Phrasal Prepositions**

according to	from among	in case of	in spite of	out of
along with	from between	in front of	instead of	next to
as for	in accordance with	in place of	on account of	with reference
except for	in addition to	in regard to	on top of	with regard to

Conjunction - a word that connects parts of a sentence.

- Coordinate conjunctions - **and, or, nor, for, so, but, yet -** connect equal parts of a sentence.

  Ex: I like to read **and** watch TV.

        We are going to go to a movie **and** we are going to go to dinner.

- Subordinate conjunctions - connect a dependent clause to an independent clause.

- **Common Subordinating Conjunctions**

after	if	than	until	which
although	how	that	when	
as	since	though	where	
because	supposing	unless	whether	

- Correlative conjunctions - connect two ideas in pairs. **Neither…nor, either…or, not only…but also**

  Ex: **Not only** do I like football, **but** I **also** like baseball.

- **Interjection - a word or phrase that expresses emotion and often stands alone in a sentence.**

  Ex: wow, yes, well, please, yuck

Subject

The subject of a sentence is the person, place, or thing that is performing the action of the sentence. It is what or whom the sentence is about.

Ex: The young **man** built the family a the new house.

The simple subject is the subject and any modifiers.

Ex. **The young man** built the family a new house.

● **Predicate**

The predicate of a sentence expresses the action or being within the sentence.

Ex: The young man **built** the family a new house.

The simple predicate contains the verb and words that modify the verb.

Ex: The young man **built the family a new house.**

● **Direct Object**

The direct object receives the action of the sentence. It is usually a noun or pronoun.

Ex: The young man built the family a new **house**.

● **Indirect Object**

The indirect object indicates to whom or for whom the action of the sentence is being done.

Ex: The young man built the **family** a new house.

● **Subject Complement**

A subject complement either renames or describes the subject and is usually a noun, pronoun, or adjective. Subject complements follow a linking verb within the sentence.

Ex: The man is a good **father**. (father is the noun complement of man.) | The man seems **kind**. (kind is the adjective complement of man.)

- **Phrases - groups of words that do not contain both a subject and a verb.**

Prepositional Phrase -made up of a preposition and its modifiers. It can function as an adjective or adverb in a sentence.

- Adjectival prepositional phrase: The store **around the corner** is green. (around the corner describes the noun store.)

- Adverbial prepositional phrase: Sally is coloring **outside the lines**. (outside the lines describes where the coloring takes place.)

- **Verbal Phrases - groups of words using verbs as other parts of the sentence. Infinitive, Gerund, and Participial**

  - **Infinitive Phrase - the word "to" plus a verb. Infinitive phrases can function as adjective, adverbs, or nouns**

    Ex: **To dance gracefully** is my ambition. (noun as the subject of a sentence)

    Her plan **to become a millionaire** fell through when the stock market crashed. (adjective

    describing plan) John went to college **to study engineering**. (adverb describing why he went)

  - **Participial Phrase - a verb form functioning as an adjective.**

    Ex: **Swimming for his life**, John made it to shore. (swimming for his life describes John)

  - **Gerund Phrase - an –ing verb form functioning as a noun.**

    Ex: **Walking the dog** is not my favorite task. (subject)

- **Appositive Phrase - renames or identifies a noun or pronoun. It is set off by commas if the added information is nonessential to the meaning of the sentence.**

    Ex: My teacher, **a woman with curly hair**, is very fun. (curly hair is nonessential to the teacher being fun)

    The dog with the sharp teeth **Bowser** is the one who bit me. (Bowser is essential to identifying which dog bites)

- **Absolute Phrase - is a modifier, or a modifier and a few other words, that attaches to a sentence or a noun, with no conjunction. It cannot contain a finite verb.**

Absolute phrases usually consist of a noun and a modifier that modifies this noun, NOT another noun in the sentence.

Absolute phrases are optional in sentences, i.e., they can be removed without damaging the grammatical integrity of the sentence. Since absolute phrases are optional in the sentence, they are often set off from the sentence with commas or, less often, with dashes. We normally explain absolute phrases by saying that they modify entire sentences, rather than one word.

Ex: **Their minds whirling from the events of the school day**, the students made their way to the parking lot.

His head pounding, his hands shaking, the young man knelt and proposed marriage to his girlfriend.

● **Clauses**

Clauses - a group of related words that contains a subject and a verb. Independent clauses can stand alone as complete sentences. Dependent or subordinate clauses cannot stand alone and must be in the sentence with an independent clause.

Adjective Clauses - dependent clauses that describe nouns or pronouns. They begin with relative pronouns: **that, where, which, who, whose.**

Ex: The teacher **who left her papers on the desk** will be late turning in her grades.

Adverb Clauses - dependent clauses that describe verbs, adjectives, or adverbs. They begin with subordinating conjunctions.

Subordinating conjunctions to show time: **after, before, when, while, as , whenever, since, until, as soon as, as long as, once**

Subordinating conjunctions to show cause and effect: **because, since, now that, as, so, in order that**

Subordinating conjunctions to show condition: **if, unless, whether, providing**

Subordinating conjunctions to show contrast: **although, even though, though, whereas, while**

Examples:

Time: **After the family spent the day at the zoo,** they were very tired.

Cause and Effect: The family was very tired **since they spent the day at the zoo.**

Condition: **Unless you plan your trip to the zoo carefully,** you won't be able to see all the animals

in one day. Contrast: The family visited the park, **although they really wanted to spend the day at**

the zoo.

- **Noun Clauses - dependent clauses that function as the subject, object, or compliment of a sentence.**

They begin with <u>subordinating conjunctions.</u>

how	when	who
however	whenever	whoever
if	where	whom
that	wherever	whomever
what	which	whose
whether	whichever	why
whatever		

Examples:

Whatever you want for dinner is fine with me.

(subject) John will make **whatever you want for**

dinner. (direct object)

I have dinner ready for **whoever wants to eat.** (object of the preposition)

- **Verb Tense**

The tense of a verb is determined by when the action took place. The three tenses are:

- The Past Tense

- The Present Tense

- The Future Tense

- **Examples of Tenses**

Here are some examples of verbs in different tenses:

- I walked to work. (The verb *walked* is in the **past tense**.)

- I walk to work. (The verb *walk* is in the **present tense**.)

- I will walk to work. (The verb *will walk* is in the **future tense**.)

Verbs do not just express actions. They can also express a state of being. For example:

- I was happy. (The verb *was* is in the **past tense**.)

- I am happy. (The verb *am* is in the **present tense**.)

- I will be happy. (The verb *will be* is in the **future tense**.)

Some of the verbs in the past tense are made up of more than one word. We need these different versions of the tenses because the tenses are further categorized depending on whether the action (or state of being) they describe is in progress or completed. For example, the different versions of the verb *to laugh* are:

- **Past Tense**: laughed, was/were laughing, had laughed, had been laughing

- **Present Tense**: laugh, am/is/are laughing, has/have laughed, has/have been laughing

- **Future Tense**: will laugh, will be laughing, will have laughed, will have been laughing

- **The Full List of Tenses**

The table below shows the full list of the tenses:

The 4 Past Tenses	Example
simple past tense	I went
past progressive tense	I was going
past perfect tense	I had gone
past perfect progressive tense	I had been going
The 4 Present Tenses	**Example**
simple present tense	I go
present progressive tense	I am going
present perfect tense	I have gone
present perfect progressive tense	I have been going
The 4 Future Tenses	**Example**
simple future tense	I will go
future progressive tense	I will be going
future perfect tense	I will have gone
future perfect progressive tense	I will have been going

- **Sentence Structure**

1. Simple - a simple sentence contains one independent clause.

Ex: Judy laughed.

2. Compound - a compound sentence contains two or more independent clauses joined by a conjunction.

Ex: Judy laughed and Jimmy cried.

3. Complex - a complex sentence contains an independent clause and at least one dependent clause.

Ex: Jimmy cried when Judy laughed.

4. Compound Complex - a compound-complex sentence contains two or more independent clauses and at least one dependent clause.

Ex: Judy laughed and Jimmy cried when the clowns ran past their seats.

- **Types of Sentences**

1. Declarative sentences make a statement to relay information or ideas. They are punctuated with a simple period. Formal essays or reports are composed almost entirely of declarative sentences.

Ex: The concert begins in two hours. July 4th is Independence Day.

2. Imperative sentences issue commands or requests or they can express a desire or wish. They are punctuated with a simple period or they can be exclamations requiring an exclamation mark. It all depends on the strength of emotion you want to express. Imperative sentences can consist of a single verb or they can be more lengthy and complex.

Ex: Watch out for oncoming traffic. Please do your homework.

3. Exclamatory sentences express strong emotion. It doesn't really matter what the emotion is, an exclamatory sentence is the type of sentence needed to express it. Exclamatory sentences always end in an exclamation mark, so it's pretty easy to spot them.

Ex: The river is rising! I can't wait for the party!

4. Interrogative sentences are also easy to spot. That's because they always ask a question and end in a question mark.

Ex: Is it snowing? Have you had breakfast?

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