

Chariho Regional School District



English/Language Arts Curriculum

Grades K-12

November 10, 2009

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Grades K-12**

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English/Language Arts Task Force Membership

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Epistemological Foundations

The Chariho Regional School District believes that students learn best when they are actively engaged in and personally responsible for the learning process. Students need a safe and positive environment in which to talk purposefully about learning, to experience learning, and to observe learning. Learning is enhanced when students have an interest in and choice about what they learn. Students should be engaged in meaningful learning experiences that match their developmental status.

New learning builds on previous knowledge through a process that is challenging and rigorous. That process must encourage students to problem-solve and to think originally, critically, and creatively. Thinking and problem-solving are closely linked to a demanding core of content knowledge. Learning is most quickly assimilated when connected to student goals, when students evaluate their own work and learning habits, and when instruction appeals to a variety of learning modalities and talents.

In an environment of high expectations, sustained and directed student effort and expert teaching practices determine the extent of learning. Our schools and district will organize to encourage and support both.

English/Language Arts Curriculum K-12

INTRODUCTION

The Chariho Regional School District recognizes the need to reform the English/Language Arts Curriculum so that it serves to communicate a clear and unified vision of teaching and learning for educators, students, and the community. Educators of all disciplines are responsible for building student proficiency in the English/Language Arts. In aligning our curriculum with national standards, we challenge our students with rigorous content in an environment that demands increased student responsibility. This curriculum brings standardization to our classrooms in the areas of content, expectations, and assessment so that the needs of all students are met.

District Mission

The Chariho Regional School District ensures that all students meet high academic standards and are prepared for lifelong learning and productive global citizenship.

District Vision

With a commitment to continuous improvement, the District's highly-qualified staff engages with students in state-of-the-art facilities to master challenging content, to promote creativity, and to foster critical thinking. The District is recognized by the community as its greatest asset.

District Beliefs

We believe that high academic standards and research informed decision making are critical...

- All students can learn and meet or exceed rigorous standards.
- All students at every level must be engaged in rigorous and challenging academic experiences.
- Rigorous academic standards are the foundation of this school district.
- Instructional and program decisions must be data-informed and research-based.
- Learning is a continuous lifelong process.
- Schools must prepare students to be creative and critical thinkers, problem solvers, and effective communicators.
- The physical, social, and emotional wellness of every child is necessary for optimum learning.

We believe that the larger community must be fully engaged in the learning process...

- Education is a shared responsibility of students, parents, staff, and the community.
- Students thrive when supported, nurtured, and engaged by the community.
- In an environment that emphasizes school safety, everyone must be treated with kindness, dignity, and respect.
- Schools must prepare students to be team members and leaders, community contributors, and productive citizens in a global society.

Report on Knowledge Base for English/Language Arts Education

"Rhode Island Literacy Law (RILDPA 1987) supports a balanced approach to literacy instruction emphasizing the four language arts: listening, speaking, reading, and writing, as reciprocal processes that support and interact with each other." (*Rhode Island Reading Policy*, 2000) A balanced approach to K-12 literacy must include explicit instruction with many opportunities for students to read and write. Best practice reflects an English/Language Arts curriculum that is student centered where students are active participants in their learning. The curriculum provides appropriate challenges while helping each student reach high standards of achievement. Opportunities exist for students to read and discuss quality literature; write for a variety of purposes; and express, explore, and learn about new ideas. The components of a balanced literacy program are integrated into content area curricula.

The English/Language Arts curriculum emphasizes enhanced student engagement with new and varied teacher roles. In our classrooms, students are held accountable by their teachers and their peers for their reading and writing as well as for the content of their contributions to discussions. In primary grades students learn to read and transition to reading to learn. All students are exposed to rich literature both fiction and nonfiction, and there is a balance in mandatory and student selected literature. Literature and text-based discussions are common. Students take increased ownership and responsibility for their learning; there are opportunities to revise and improve work. A variety of assessment practices are employed; assessments focus on higher order thinking processes. Connections are made between reading and writing; connections are made between the language arts (reading, writing speaking, listening) and other content areas. The teachers' roles have expanded to include that of facilitator and learning coach. All teachers of all disciplines support students in the English/Language Arts.

Hallmarks of Excellence for English/Language Arts Desirable Features of the Curriculum

MORE

- Writing across the curriculum
- Student ownership and responsibility
- Time on writing original pieces
- Time on teacher modeling of writing process
- Emphasizing mechanics and grammar at the editing stage
- Opportunities to share student writing
- Writing for a purpose and an audience
- Teacher-student and peer conferencing and editing
- Opportunities for students to improve work
- Encouragement of phonetic spelling in early writing
- Reading aloud to students
- Time for independent reading
- Student choice of reading material
- Exposure to wide and rich literature
- Teacher modeling of reading process
- Emphasis on comprehension
- Student discussion and interaction
- Silent and choral reading followed by discussion
- Writing before and after reading
- Use of reading in content areas
- Assessment that focuses on holistic, higher order thinking processes
- Measuring success of reading program by students' reading habits, attitudes, and comprehension

LESS

- Writing taught only in ELA
- Teacher control of decision-making
- Time on subskills in isolation
- Time on teacher talk about writing
- Isolated grammar lessons
- Writing for the teacher's eyes only
- Formula writing
- Working in isolation
- Lack of opportunity for revision
- Correction of spelling in early writing
- Assessment that focuses on individual, low level subskills
-
- Teacher selection of all reading materials
- Reliance on basal reader
- Teaching reading as a one-step act
- Emphasis on isolated subskills
- Solitary seatwork
- Round-robin oral reading
- Little or no chance to write
- Reading only in reading time
- Exclusive emphasis on whole class and reading group activities
- Measuring the success of reading program only with test scores

Statement of Educational Goals for English/Language Arts

Graduates of Chariho High School will be life-long readers and writers. Tolerant, responsible, informed, and contributing members of society, our students will be empowered to question and seek support. They will be effective communicators and thinkers who build on personal strengths and engage in meaningful, positive, and purposeful activities.

Standards for English/Language Arts

The Chariho Regional School District English/Language Arts Standards for grades K-12 are detailed on the following pages. It is understood that previously taught concepts are included in subsequent grades (spiraling).

*Reading

ELA/RD/1.0: (E1a) The student reads at least 25 books or book equivalents each year. (ES, MS, HS)

ELA/RD/2.0: (E1b) The student reads and comprehends at least four books about one issue or subject, or four books by a single writer, or four books in one genre. (ES, MS, HS)

ELA/RD/3.0: (E1c) The student reads and comprehends informational materials to develop understanding and expertise and produces written or oral work. (ES, MS, HS)

ELA/RD/4.0: (E1d) The student reads aloud, accurately (approximately 95%), familiar material in a way that makes meaning clear to listeners. (ES)

ELA/RD/5.0: (E1d) The student demonstrates familiarity with a variety of public documents and produces written or oral work. (MS)

ELA/RD/6.0: (E1e) The student demonstrates familiarity with a variety of functional documents and produces written or oral work. (MS)

ELA/RD/7.0: (E6a) The student critiques public documents with an eye to strategies common in public discourse. (HS)

ELA/RD/8.0: (E6b) The student produces public documents. (HS)

ELA/RD/9.0: (E7a) The student critiques functional documents with an eye to strategies common to effective functional documents. (HS)

ELA/RD/10.0: (E7b) The student produces functional documents appropriate to audience and purpose. (HS)

*Writing

ELA/WR/11.0: (E2a) The student produces a report. (ES, MS, HS)

ELA/WR/12.0: (E2b) The student produces a response to literature. (ES, MS, HS)

ELA/WR/13.0: (E2c) The student produces a narrative account. (ES, MS, HS)

ELA/WR/14.0: (E2d) The student produces a narrative procedure. (ES, MS, HS)

ELA/WR/15.0: (E2e) The student produces a persuasive essay. (MS, HS)

ELA/WR/16.0: (E2f) The student produces a reflective essay. (HS)

*Speaking, Listening and Viewing

ELA/SLV/17.0: (E3a) The student participates in one-to-one conferences with a teacher, paraprofessional, or adult volunteer. (ES, MS, HS)

ELA/SLV/18.0: (E3b) The student participates in group meetings. (ES, MS, HS)

ELA/SLV/19.0: (E3c) The student prepares and delivers an individual presentation. (ES, MS, HS)

ELA/SLV/20.0: (E3d) The student makes informed judgments about television, radio, and film productions. (ES, MS, HS)

ELA/SLV/21.0: (E3e) The student listens to and analyzes a public speaking performance. (HS)

*Conventions, Grammar, and Usage of the English Language

ELA/CGU/22.0: (E4a) The student demonstrates an understanding of the rules of the English language in written and oral work and selects the structures and features of language appropriate to the purpose, audience, and context of the work. (ES, MS, HS)

ELA/CGU/23.0: (E4b) The student analyzes and subsequently revises work to clarify it or make it more effective in communicating the intended message or thought. (ES, MS, HS)

Literature

ELA/LIT/24.0: (E5a) The student responds to non-fiction, fiction, poetry, and drama using interpretive, critical, and evaluative processes. (ES, MS, HS)

ELA/LIT/25.0: (E5b) The student produces work in at least one literary genre that follows the conventions of the genre. (ES, MS, HS)

*Primary Literacy Standards have been incorporated into the development of the K-4 curriculum.

English/Language Arts Performance Standards by Grade

READING

Primary Reading Standard: Print-Sound Code

Students will demonstrate the ability to:

Kindergarten

Knowledge of Letters and Sounds

- Recognize and name all letters, upper and lower case
- Distinguish between printed letters and words
- Recognize and say common sounds of most letters and write letters that correspond with spoken sounds
- Use knowledge of sounds and letters to write phonetically

Phonemic Awareness

- Identify the first and last parts of a word
- Recognize and produce rhyming words
- Isolate initial consonants in single syllable words
- Identify the onset and rime when a single-syllable word is pronounced (for example, *cat* /c/ and /at/)
- Blend onset and rime to form a word
- Begin to blend separately spoken phonemes to make a meaningful one-syllable word

Reading Words

- Use knowledge of letter sounds to decode simple, regularly spelled, single-syllable words (consonant-vowel-consonant)
- Read simple texts containing familiar letter-sound correspondences and high-frequency words
- Apply word identification and decoding strategies to read words independently, including high-frequency, the child's experiences, sight words, names, and environmental print as appropriate (See Educator to Educator)

(Suggestions: language experience stories, independent exploration of books, word play, Kid Writing, morning message, Big Books, predictable books, rebus books, word wall, songs, poems, chants, reading aloud)

Grade One

Knowledge of Letters and Sounds

- Recognize and name all letters
- Recognize sounds of all letters, digraphs, and blends (See Educator to Educator)
- Use knowledge of sounds and letters to write phonetically

Phonemic Awareness

- Delete phonemes in one-syllable words
- Separate sounds by saying each one aloud (for example, /c/-/a/-/t/)
- Blend separately spoken phonemes to make a meaningful word
- Use onsets and rimes to create new words that include blends and digraphs

Reading Words

- Produce pairs of rhyming words
- Count syllables in 1-4 syllable words
- Know regular letter-sound correspondences and letter patterns including common endings (eg., -s,-ed,-ing) and use to recognize or decode regularly spelled one- and two-syllable words
- Read grade level appropriate words in connected text
- Recognize 150 high-frequency words in reading (See Educator to Educator)

(Suggestions: Big Books, fiction, non-fiction, poetry, language experience, Making Words, morning message, word wall, word books, songs)

Grade Two

Phonemic Awareness

- Apply knowledge of letter patterns and sounds, syllable types, word patterns, including most common spelling for consonants and vowels to decode words
- Independently blend and segment phonemes to make ~~words~~ more complex one-syllable words (which may include combinations of blends, and digraphs e.g., th-i-ck)

Reading Words

- Automatically recognize approximately 250 grade-level words in reading including one or two syllable words
- Read grade level appropriate high frequency words including irregular words

(Suggestions: independent reading of fiction and non-fiction, language experience, Making Words, morning message, word wall, word books, poetry, songs)

Grade Three

Phonemic Awareness

- Identify and read multi-syllable words by using knowledge of sounds, syllable types, or word patterns. Include prefix, suffix, or variant spellings for consonants or vowels (e.g., bought)
- Read grade-level and high-frequency words with automaticity
- Expand word knowledge - roots, inflections, suffixes, prefixes, homophones, synonyms, antonyms, homonyms

(Suggestions: independent reading of various genre, Making Words, word wall, dictionary, thesaurus, poetry)

Grade Four

Phonemic Awareness

- Expand word knowledge - roots, inflections, suffixes, prefixes, homophones, synonyms, antonyms, homonyms
- Identify and read high frequency words in connected text, and multi-syllabic words by using knowledge of sounds, six-syllable types, syllable division, or word patterns (include prefixes and suffixes)

(Suggestions: independent reading of various genre, Making Words, word wall, dictionary, thesaurus, poetry)

Primary Reading Standard: *Getting the Meaning*

Students will demonstrate the ability to:

Kindergarten

Accuracy and Fluency

- Read "emergently": "reread" a favorite story, recreating the words of the text with fluent intonation and phrasing, showing through verbal statements or occasional pointing an understanding that the print on the page controls what is said
- "Read" Level B or C books (Fountas & Pinell, basal level Readiness or PrePrimer 1, Reading Recovery level 2 or 3) making voice-to-print match
- Read simple repetitive texts with supporting pictures using voice-to-print match
- "Reread" a familiar text with fluency

Self-Monitoring and Self-Correcting Strategies

- Begin to develop an awareness of looking at the correct page
- Begin to develop an awareness of realizing the vocalized word is the one being pointed to
- Begin to determine whether what is read makes sense

Listening Comprehension

- Compare stories or other texts to personal experience, prior knowledge, or other text
- Retell a story in their own words or re-enact it, giving the events in the correct sequence
- Respond to simple questions about the book
- Show comprehension of a story that has been read by creating artwork or a written response, or reenactment
- Use background knowledge to make connections to the text
- Make predictions based on illustrations, syntax, language patterns, or portions of stories
- React to text, asking questions when necessary during read alouds

Comprehension

- Use comprehension strategies while reading
- Identify characters in a story and their characteristics
- Understand informational texts read aloud (expository and practical texts) by obtaining information using text features (title and illustrations)
- Interpret informational text that is read aloud by citing evidence and telling what was learned
- Make basic inferences

Grade One

Accuracy and Fluency

- Read Level 1 books (Fountas & Pinell, basal level 1², Reading Recovery level 15-17) not seen before, but that have been previewed*, with 95 percent or better accuracy of word recognition (**previewing means telling the student the title of the book and what it is about, as well as introducing any difficult or unfamiliar vocabulary that is important to the story*)
- Independently read aloud from Level 1 books (see above) that have been previewed, using intonation, expression, pauses, and emphasis that signal the structure of the sentences and the meaning of the text with oral fluency rates of 50-80 wpm
- Use the cues of punctuation (including commas, periods, question marks, quotation marks) as a guide in getting meaning and fluently reading aloud

Self Monitoring Expectations

- Notice whether the words sound right given the spelling and the words make sense in context
- Notice when sentences don't make sense

Self-Correcting Strategies

- Compare pronounced sounds to printed letters
- Gather context clues from surrounding sentences or pictures
- Reread and/or read to the end of the sentence and then reread
- After using self-correcting strategies, go back to check the solution for letter representation and for meaning

Comprehension

- Retell the beginning, middle, and end of a story
- Understand elements of all types of texts (including read alouds, independent reading, or guided text) by identifying the title, author, and illustrator
- Summarize
- Describe in their own words new information gained from the text
- Answer comprehension questions
- Identify the characters (physical traits, personality traits, or motives of the main character) or setting of a story
- Generate questions before, during, and after reading
- Distinguish between literary and informative texts
- Identify literary devices as appropriate to genre: rhyme, repeated language (teeny-tiny)
- Make predictions and tell why the prediction was made
- Make basic inferences from all texts
- Identify facts from texts
- Identify the topic from the text, or explain the title
- Distinguish between literary and informational texts
- Generate questions
- Use explicitly stated information to answer questions
- Respond to texts by comparing stories or other texts to personal experiences, prior knowledge or other texts

Listening Comprehension

- Extend the story
- Make predictions about what might happen next and why
- Talk about the motives of characters
- Describe causes and effects of specific events
- Discuss story elements (character(s), setting, problem, attempts to solve the problem, solution)
- Use background knowledge to make connections about the text

(Suggestions: repeated readings; opportunities for children to read alone, with partners, and in small groups; story discussions; plays, poetry, choral reading, chants; introduction of Literature Circles; story webs and story maps)

Grade Two

Accuracy

- Independently read aloud unfamiliar Level M books (Fountas & Pinnel, basal level 2², Reading Recovery level 20) with 95 percent or better accuracy for word recognition

Fluency

- Independently read aloud from unfamiliar Level M books (see above) previewed silently on their own, using intonation, phrasing, expressing, pauses, and emphasis that signal the meaning of the text
- Read grade appropriate text with oral fluency rates of at least 80-100 wpm
- Use the cues of punctuation (including commas, periods, question marks and quotation marks) as a guide in getting meaning and reading aloud fluently

Self-Monitoring

- Reread and/or read to the end of the paragraph if the text doesn't make sense
- Make predictions
- Connect earlier and later parts of a text for meaning

Self-Correcting

- Use syntax and word-meaning clues
- Gather context clues from surrounding sentences
- Derive new words through knowledge of words and word chunks
- Check solution to a difficult word against the meaning of the text

Comprehension

- Recognize and use organizing structures to obtain information: table of contents, titles, chapter titles, index, glossary
- Use different parts of the text
- Identify possible motives of main characters
- Make basic inferences about the problem or solution of all text types
- Infer cause-and-effect relationships not stated explicitly
- Compare the author's observations to personal observations or connections when reading nonfiction texts
- Ask and answer questions before, during, and after reading to enhance recall, expand understanding, and/or gain new information of all text types
- Retell the key elements
- Discuss how, why, and what-if questions about nonfiction texts

- Locate and record information to show understanding in a T-chart or Venn Diagram when reading informational text
- Make inferences about cause and effect in informational text when signal words are present
- Use a variety of comprehension strategies including determining importance, prior knowledge, predictions, sensory images, etc.

Listening Comprehension

- Discuss or write about themes of a book
- Sequence key elements of a story
- Identify relevant physical characteristics of personality traits of main characters
- Relate later parts of a story to earlier parts, in terms of predictions, themes, cause and effect, etc.
- Identify or describe story elements (character(s), setting, events, problem, attempts to solve the problem, solution)
- Use background knowledge to make connections about the text

(Suggestions: repeated readings; opportunities for children to read alone, with partners, and in small groups; story discussions; plays, poetry, nonfiction texts; Literature Circles; story webs and story maps)

Grade Three

Accuracy

- Independently read aloud unfamiliar Level P books (Fountas & Pinnel, basal level 3², Reading Recovery level 24) with 95 percent or better accuracy of word recognition (self-correction allowed)

Fluency

- Independently read aloud from Level P books, (see above) familiar text, or previewed silently on their own text, using intonation, phrasing, expression, pauses, and emphasis that signal the meaning of the text with oral fluency of 90-120 wpm, and silent fluency rates of 115-140 wpm
- Easily read words with irregularly spelled suffixes (for example, -ous, -ion, -ive)
- Use cues of punctuation, italics, or dialogue as a guide in getting meaning and in reading aloud fluently from increasingly complex texts
- Use pacing and intonation to convey the meaning of the clauses and phrases of sentences

Self-Monitoring and Self-Correcting

- Monitor reading, noticing when sentences or paragraphs are incomplete or when texts do not make sense
- Use knowledge of syntax to help determine meaning
- Analyze and connect different parts of a text

Comprehension

- Capture meaning from figurative language (for example, similes, metaphors, poetic images)
- Paraphrase or summarize key ideas/plot with events sequenced
- Cite important details from text
- Compare one text to another text
- Use a variety of comprehension strategies before, during, and after reading
- Discuss why an author might have chosen particular words
- Generate questions before, during, after reading to enhance recall, expand understanding, and gain new information
- Use background knowledge and other text to make connections to the text
- Explain the relationship among the story elements (character(s), setting, plot, major events, problem, attempts to solve the problem, solution)

- Describe main characters' physical and personality traits or provide examples of thoughts, words. Or actions that reveal characters personality traits
- Distinguish between major and minor characters
- Use the structure of informational text to retrieve information
- Make basic inferences about cause/effect, problems, conflicts, or solutions
- Make predictions
- Identify who is telling the story
- Form judgments or opinions about the central idea from informational text
- Organize the main idea and details from informational text to show understanding through charting or mapping
- Identify the characteristics of a variety of types of texts (dictionaries, references, procedures, children's magazines, instructions etc)
- Recognize generalizations about informational texts
- Analyze the causes, motivations, sequences, and results of events
- Understand concepts and relationships described in text
- Use reasoning and information from within and outside the text to determine fact or opinion
- Relate new information from a nonfiction text to prior knowledge
- Follow instructions or directions in more complex functional texts

(Suggestions: opportunities for children to read alone, with partners, and in small groups; poetry; group discussion; Literature Circles; story web and story map; study guide)

Grade Four

Accuracy (E1d)

- Independently read aloud unfamiliar Level S books (Fountas & Pinnel, basal level 4²) with 95 percent or better accuracy of word recognition (self-correction allowed)

Fluency (E1d)

- Independently read aloud from Level S (see above) books previewed silently on their own, using intonation, pauses, and emphasis that signal the meaning of the text with oral fluency rates of 115-140 wpm, and silent fluency rates of 130-175 wpm
- Easily read words with irregularly spelled suffixes (for example, -ous,-ion,-ive)
- Use cues of punctuation as a guide in getting meaning and reading aloud fluently from increasingly complex texts
- Read with rhythm, flow, and meter that sound like everyday speech

Self-Monitoring and Self-Correcting (E1d)

- Monitor own reading, noticing when sentences or paragraphs are incomplete or when texts do not make sense
- Use knowledge of syntax to help figure out the meaning
- Analyze and connect different parts of a text

Comprehension

- Capture meaning from figurative language (for example, similes, metaphors, poetic images, alliteration, rhyme, description, dialogue) (E1b)
- Paraphrase or summarize key events/plot, with major events sequenced
- Use a variety of comprehension strategies before, during, and after reading text
- Make and support warranted and responsible assertions about the texts, or synthesize information across text (E1b)

- Draw texts together to compare and contrast themes, characters, and ideas (E1b)
- Read and comprehend at least 4 books (or book equivalents) about one issue or subject, or 4 books by a single writer, or 4 books in one genre
- Discuss why an author might have chosen particular words (E1b)
- Generate questions before, during, and after reading to enhance recall, expand understanding, or gain new information
- Use background knowledge, or other texts, to make connections about the text (E1b)
- Describe characters physical and personality traits
- Explain the relationship among the story elements (character(s), setting, events, problem, plot, attempts to solve the problem, solution) (E1b, E5a)
- Make logical predictions
- Draw inferences about text and include the author's purpose or message
- Make inferences about the problem, conflict, solution, or cause/effect
- Draw conclusions or form judgments about relevant ideas from informational text
- Identify who is telling the story
- Organize the main idea and details from informational text into charts, or maps
- Identify the characteristics of a variety of types of texts (eg., dictionaries, references, procedures, children's magazines, instructions, glossaries, encyclopedias, newspapers, etc)
- Explain how a character's thoughts, words, and actions reveal their personality and motives
- Use the structure of informational text to retrieve information (E1c)
- Restate or summarize information (E1c)
- Analyze the causes, motivations, sequences, and results of events (E1b, E5a)
- Understand the concepts and relationships described in texts (E1b)
- Use reasoning and information from within and outside the text to determine fact or opinion (E1c)
- Relate new information from a nonfiction text to prior knowledge (E1c)
- Extend ideas (E1c)
- Follow instructions or directions in more complex functional texts (E1c)

(Suggestions: literary response paper, informative report, Literature Circles, group discussion, story web and story map, study guide)

Grade Five

- Read familiar text with phrasing and expression with attention to punctuation, italics, dialogue
- Self monitor and self correct using predicting, syntax, semantics, or context clues.
- Use a variety of comprehension strategies(e.g., inferential questions, taking notes, or using text structure cues such as logical/sequential to obtain meaning of a text
- Use prior knowledge and predict
- Takes notes while reading
- Make predictions
- Synthesize information
- Make connections from other text to personal experiences, or other books

- Paraphrase or summarize key events, sequenced
- Read independently material appropriate of grade level with 95% accuracy
- Read fluently orally at 125 wpm, or silently 160-200 wpm
- Identify the narrator
- Identify literary devices: rhyme, alliteration, simile, dialogue, imagery
- Describe characters physical characteristics, personality traits, interactions, or changes over time
- Identify character, setting, plot, problem/solution, major events, or character changes over time
- Obtain information from text features (for example, transition words/phrases, table of contents, glossary, index, bold or italicized text, headings, graphic organizers, charts and graphs, illustrations, or subheadings)
- Use information from text to answer questions
- Organize information to show understanding by charting, mapping, paraphrasing, summarizing, or comparing/contrasting
- Analyze and interpret informational texts by making connections or synthesizing information within or across texts
- Make inferences about text, including author's purpose (to inform, explain, entertain, persuade), message or the relationship among elements within the text
- Make inferences about stated or implied causes and effects
- Distinguish fact from opinion
- Form and support opinions (judgments and assertions about the text)

Grade Six

- Read independently material appropriate of grade level with 95% accuracy
- Read fluently orally at 135-160 wpm, or silently 190-220 wpm
- Use a variety of comprehension strategies(e.g., inferential questions, taking notes, or using text structure cues such as logical/sequential to obtain meaning of a text
- Use a range of self monitoring and self correction techniques

Grade Seven

- Read independently material appropriate of grade level with 95% accuracy
- Read fluently orally at 140-175 wpm, or silently 215-245 wpm
- Use a variety of comprehension strategies(e.g., inferential questions, taking notes, or using text structure cues such as logical/sequential to obtain meaning of a text
- Use a range of self monitoring and self correction techniques

Grade Eight

- Read independently material appropriate of grade level with 95% accuracy
- Read fluently orally at 150-180 wpm, or silently 235-270 wpm
- Use a variety of comprehension strategies(e.g., inferential questions, taking notes, or using text structure cues such as logical/sequential to obtain meaning of a text
- Use a range of self monitoring and self correction techniques

Grade Nine-Twelve

- Use a variety of comprehension strategies(e.g., inferential questions, taking notes, or using text structure cues such as logical/sequential to obtain meaning of a text
- Monitor strategy use and comprehension for different types of texts using flexible note taking/mapping systems

Primary Reading Standard: Reading Habits

Students will demonstrate the ability to:

Kindergarten

Reading a Lot

- Choose reading as a way to enjoy free time
- Self-select reading materials aligned with reading ability
- Listen to and discuss one or two books read aloud each day
- "Reread" or read along: alone or with a partner
- Experience a variety of genres: literature (*stories, songs, poems, plays*); functional texts (*how-to books, signs, labels, messages*); and informational texts (*all-about books, attribute texts*)

Reading Behaviors

- Hold a book right side up and turn pages in the correct direction
- Follow text with a finger, pointing to each word as it is read, demonstrating left-to-right, and top-to-bottom directionally
- Recognize that words have meaning
- Identify key parts of a book: back, front, illustrations, print

Discussing Books

- Give reactions to the book, with backup reasons
- Listen carefully to each other
- Begin to relate to what others have said
- Ask each other questions for clarification
- Begin to use newly acquired vocabulary

Vocabulary

- Show an interest in learning new words
- Demonstrate knowledge about words and word meanings encountered in books and conversation
- Use strategies to unlock meaning(e.g., activate prior knowledge, use context clues, ask questions)
- Identify synonyms and antonyms to connect new words to known words (e.g., hot/cold, big/large)
- Organize words by categories (sort pictures, or objects into groups)

Grade One

Independent and Assisted Reading

- Read books daily, independently or with assistance
- Self select reading materials aligned with reading ability
- Read at least 25 books per year, independently or with assistance: documented in reading logs, reading journals, or Accelerated Reader Program reports (E1a)
- Participate in discussions of their reading with another student, a group, or an adult (E1a, E1b, E3a, E3b)
- Read some favorite books many times, gaining deeper comprehension
- Read their own writing and sometimes the writing of classmates
- Read functional messages encountered in the classroom (for example: labels, signs, instructions)

Being Read To

- Hear a variety of texts read aloud daily
- Listen to, discuss, or respond daily to at least one book or chapter that is longer and more difficult than what can be read independently or with assistance

Discussing Books

- Demonstrate comprehension during book discussions
- Compare two books by the same author
- Talk about several books on the same theme
- Begin to refer to parts of the text when presenting or defending a claim
- Begin to explain their interpretation based on personal experiences
- Politely disagree with each other when appropriate
- Ask questions for elaboration and/or justification

Vocabulary

- Notice and show an interest in understanding unfamiliar words in texts
- Make sense of new words from their use
- Talk about the meaning of new words encountered in independent and assisted reading by using strategies to unlock meaning
- Know how to talk about what words mean in terms of categories or functions (for example, "A shoe is a thing you wear on your foot.") and features (for example, "Shoes have laces.")
- Learn new words every day
- Identify synonyms or antonyms to connect new words to known words

Grade Two

Independent and Assisted Reading

- Read daily with frequency and discuss readings with another student, a group, or an adult (E1a, E1b, E3a, E3b)
- Read at least 25 books per year, independently or with assistance: documented in reading logs, reading journals, or Accelerated Reader Program reports (E1a)
- Read daily a variety of literature: narrative accounts, responses to literature (pieces written by other students, book blurbs, and reviews), informational writing, reports, narrative procedures, recountings, memoirs, poetry, plays and other genres, their own writing, and the writing of their classmates

- Read multiple books by the same author and be able to discuss differences and similarities (E5a)
- Reread some favorite books or parts of longer books, gaining deeper comprehension and knowledge of author's craft
- Read functional and instructional messages they see in the classroom environment
- Read for the enjoyment of reading, recognizing themselves as readers
- Self select reading materials aligned with reading ability

Being Read To

- Listen to quality literature from a variety of genres which models the language and craft of good writing
- Listen to, discuss, or respond daily to at least one text that is longer and more difficult than what can be read independently or with assistance

Discussing Books

- Demonstrate comprehension during book discussions
- Distinguish among a variety of types of texts(e.g., dictionaries, references, procedures, children's magazines, instructions, glossaries, encyclopedias, newspapers, tall tales, book orders, functional texts, nonfiction, realistic fiction, poetry, plays, fairy tales)
- Identify literary devices of a genre
- Identify facts in informational texts
- Identify the author's basic message
- Recognize generalizations about informational texts (title, main idea)
- Recognize genre features and compare works by different authors in the same genre
- Discuss recurring themes across works
- Refer to parts of the text when presenting or defending a claim
- Explain their interpretation based on personal experiences
- Sometimes challenge another speaker on accuracy, logic, or inference
- Ask other speakers to provide supporting information or details referring to the text
- Politely correct someone who interprets their ideas incorrectly

Vocabulary

- Understand unfamiliar words and their meaning in texts, including words specific to context of the text
- Recognize an unknown word and use a variety of strategies to gain meaning
- Know how to talk about what words mean in terms of function (for example, "An apple is something you eat."), features (for example, "Some apples are red."), and category (for example, "An apple is a kind of fruit.")
- Identify synonyms or antonyms
- Learn new words every day

Grade Three

Reading a Lot

- Read at least 25 chapter books or book equivalents per year, independently or with assistance: documented in reading logs, reading journals, or Accelerated Reader Program reports (E1a)
- Self select reading materials aligned with reading ability
- Read and hear texts read aloud from a variety of genres, including narrative accounts, responses to literature, informational writing, reports,

narrative procedures, retellings, memoirs, poetry, and plays

- Read multiple books by the same author and be able to identify differences, similarities, and recurring themes (E5a)
- Reread some favorite books or parts of longer books, gaining deeper comprehension and knowledge of author's craft
- Read their own writing and the writing of classmates
- Read functional and instructional messages seen in the classroom environment

Being Read To

- Listen to quality literature from a variety of genres which models the language and craft of good writing
- Listen to, discuss, or respond daily to at least one text that is longer and more difficult than what can be read independently or with assistance

Discussing Books

- Demonstrate comprehension during book discussions
- Identify the characteristics of a variety of types of text
- Identify the author's basic message
- Identify possible character motives
- Identify literary devices as appropriate to genre: rhyme, alliteration, dialogue, description
- Recognize literary elements to interpret intended meaning
- Recognize explicitly stated causes or effect and their meanings
- Note and talk about author's craft during book discussions: word choice, voice, leads, conclusions, plot, and character development
- Use comparisons and analogies to explain ideas
- Refer to knowledge built during discussion
- Use information that is accurate, accessible, and relevant
- Restate their own ideas with greater clarity when a listener indicates lack of understanding
- Ask other students questions requiring them to support their claims or arguments
- Indicate when their own or others' ideas need further support or explanation

Vocabulary

- Understand unfamiliar words in texts, including words specific to content of the text or words with multiple meanings
- Identify synonyms, antonyms, homonyms, or homophones
- Recognize an unknown word and use a variety of strategies to gain meaning
- Know how to talk about what words mean in terms of function (for example, "Water is for drinking."), features (for example, "Water is wet."), and category (for example, "Water is a liquid.")
- Know meanings of roots, prefixes, and suffixes

Grade Four

Reading a Lot

- Read at least 25 chapter books or book equivalents per year (from at least 3 different literary forms or from at least 5 different writers), independently or with assistance: documented in reading logs, reading journals, or Accelerated Reader Program reports (E1a)
- Self-select reading materials aligned with ability
- Read multiple texts for depth of understanding an author or genre

- Read and hear texts read aloud from a variety of genres and a variety of authors: including fiction and nonfiction, magazines, newspapers, textbooks, on-line materials (E1a)

Being Read To

- Listen to quality literature from a variety of genres which models the language and craft of good writing
- Listen to and discuss texts daily

Discussing Books

- Demonstrate comprehension during book discussions (E1b)
- Identify characteristics of a variety of types of text (folktales, historical fiction)
- Offer comments and supporting evidence in book discussions
- Note and talk about author's craft during book discussions: word choice, voice, leads, conclusions, plot, character development (E1b)
- Use comparisons and analogies to explain ideas (E1b)
- Refer to knowledge built during discussion (E1b, E1c)
- Use information that is accurate, accessible and relevant (E1c)

Vocabulary

- Use a variety of strategies to determine the meaning of unknown words (e.g., word structure, suffix, prefix, base word, context clue, dictionary, glossary, prior knowledge)
- Talk about what words mean in terms of function (for example, "Water is for drinking."), features (for example, "Water is wet."), and category (for example, "Water is a liquid.")
- Know meanings of roots, prefixes, and suffixes
- Identify synonyms, antonyms, homonyms, homophones, or shades of meaning (cold, freezing)
- Select appropriate words to use in context including content specific vocabulary, words with multiple meanings, or precise vocabulary

Literature

- Identify recurring themes across works (E5a)
- Analyze the impact of authors' decisions regarding word choice and content (E5a)
- Identify the author's message or theme
- Identify cause or effect
- Show understanding of the use of literary elements and devices (imagery, exaggeration) to interpret intended meanings
- Consider the differences among genres (E5a)
- Evaluate literary merit (E5a)
- Consider the function of point of view or persona (E5a)
- Examine the reasons for a character's actions, taking into account the situation and basic motivation of the character (E5a)
- Identify stereotypical characters as opposed to fully developed characters (E5a)
- Critique the degree to which a plot is contrived or realistic (E5a)
- Produce work in at least one literary genre that follows the conventions of that genre (for example, a poem, short play, picture book, story, autobiography) (E5b)
- Make inferences and draw conclusions about contexts, events, characters, and settings (E5a)

(Suggestions: character study, retelling, comparison of literary work in different mediums, formal and informal book talks, role playing)

Grade Five

- Use a variety of strategies to determine the meaning of unknown words
- Identify and read multi-syllabic words by using knowledge of sounds, six syllabic types/syllabic division and word patterns (include prefix and suffix)
- Understand word meanings and relationships: synonyms, antonyms, homonyms/homophones, shades of meaning
- Select appropriate words or explain use of words in context, including content specific vocabulary, words with multiple meanings, or precise vocabulary
- Demonstrate knowledge of literary devices (imagery, exaggeration) to interpret intended meanings
- Identify motives of character
- Identify cause and effect
- Identify the author's message or theme (implied or stated as in a fable)
- Read grade level appropriate words with automaticity

(Suggested informational texts: reference materials including dictionaries, glossaries, reports, encyclopedias, magazines, content trade books, newspapers, text-books, biographies, Internet websites; practical texts including procedures/instructions, announcements, invitations, book orders, recipes, menus; Literacy texts including poetry, plays, fairytales, fantasy, fables, tall tales, realistic fiction, folk tales, historical fiction, mysteries)

Standard ELA/RD/1.0: (E1a) The student reads at least 25 books or book equivalents each year. (ES, MS, HS)

Students will demonstrate the ability to:

Kindergarten

- See Primary Standard: Reading Habits

Grade One

- See Primary Standard: Reading Habits

Grade Two

- See Primary Standard: Reading Habits

Grade Three

- See Primary Standard: Reading Habits

Grade Four

- See Primary Standard: Reading Habits

Grade Five

- Read traditional and contemporary literature, including fiction and non-fiction (magazines, texts, newspapers, on-line sources, magazines, science fiction, legends)
- Read 25 books a year with frequency in and out of school including summer reading
- Participate in depth discussions
- Self select reading materials aligned with reading ability and personal interest
- Identify characteristics of a variety of types of texts and practice reading strategies with various literary texts (e.g. poetry, plays, fairy tales,

fables, fantasy, realistic fiction, folktales, historical fiction, recipes, menus)

- Read a mystery and show understanding of the characteristics of the literary form
- Read from at least three different literary forms and from at least five different authors

(Suggestions: knowledge of genre, book selection to match reader interest and needs, development of lifetime reading habits, daily sustained silent reading, logs, journals, book talks)

Grade Six

- Read traditional and contemporary literature, including fiction and non-fiction (magazines, texts, newspapers, on-line sources)
- Read from at least three different literary forms and from at least five different authors
- Identify the authors message
- Self select reading materials aligned with reading ability and personal interest with 95% accuracy
- Identify characteristics of a variety of types of texts and practice reading strategies with various literary texts (e.g. poetry, plays, fairy tales, fables, fantasy, realistic fiction, folktales, historical fiction, recipes, science fiction, myths, legends, menus)
- Identify synonyms, antonyms, homonyms, homophones, or shades of meaning
- Select appropriate words or explain use of words
- Apply word identification/ decoding strategies while reading to unlock meaning of vocabulary
- Explain the narrators point of view
- Read science fiction, myths, and legends and show understanding of the characteristics of the literary form
- Use a thesaurus to unlock meaning of vocabulary

(Suggestions: knowledge of genre, book selection to match reader interest and needs, development of lifetime reading habits, daily sustained silent reading, logs, journals, book talks)

Grade Seven

- Read traditional and contemporary literature, including fiction and non-fiction (magazines, texts, newspapers, on-line sources)
- Self select reading materials aligned with reading ability and personal interest with 95% accuracy
- Explain the narrators point of view
- Identify the authors message
- Read a short story and show understanding of the characteristics of the literary form
- Use common roots, or word origins to unlock meaning of vocabulary
- Identify synonyms, antonyms, homonyms, homophones, or shades of meaning
- Select appropriate words or explain use of words
- Identify characteristics of a variety of types of text
- Read from at least three different literary forms and from at least five different authors

(Suggestions: knowledge of genre, book selection to match reader interest and needs, development of lifetime reading habits, daily sustained silent reading, logs, journals, book talks)

Grade Eight

- Read traditional and contemporary literature, including fiction and non-fiction (magazines, texts, newspapers, on-line sources)
- Select appropriate words or explain use of words
- Identify word origins (e.g., dejavu)
- Identify the meaning of unfamiliar vocabulary
- Read grade-level appropriate material with 95% accuracy
- Identify characteristics of a variety of text including epic novels, dramas
- Explain the narrators point of view
- Identify the authors message
- Read from at least three different literary forms and from at least five different authors

(Suggestions: knowledge of genre, book selection to match reader interest and needs, development of lifetime reading habits, daily sustained silent reading, logs, journals, book talks)

Grade Nine

- Read traditional and contemporary literature, including fiction and non-fiction (magazines, texts, newspapers, on-line sources)
- Read grade-level appropriate material with 95% accuracy, fluency, and expression
- Identify characteristics of a variety of text including novels, dramas, memoirs, epistles, tragedies, parodies, satires, dramatic presentations
- Select appropriate words or explain use of words including connotation, shades of meaning of words
- Identify idioms, word origins, words from other dialects, or other languages that have been adopted into our language/standard English
- Use thesauruses
- Identify the authors style and purpose
- Read different literary forms and different authors

(Suggestions: knowledge of genre, book selection to match reader interest and needs, development of lifetime reading habits, daily sustained silent reading, logs, journals, book talks)

Grade Ten

- Read traditional and contemporary literature, including fiction and non-fiction (magazines, texts, newspapers, on-line sources)
- Identify idioms, word origins, words from other dialects, or other languages that have been adopted into our language/standard English
- Identify characteristics of a variety of text including novels, dramas, memoirs, epistles, tragedies, parodies, satires, dramatic presentations
- Read grade-level appropriate material with 95% accuracy, fluency, and expression
- Use thesauruses to determine definition, pronunciation, etymology, or usage of words
- Use vocabulary strategies to unlock meaning including base words, general and specialized print, or electronic sources
- Read different literary forms and different authors

(Suggestions: knowledge of genre, book selection to match reader interest and needs, development of lifetime reading habits, daily sustained silent reading, logs, journals, book talks)

Grade Eleven

- Read traditional and contemporary literature, including fiction and non-fiction (magazines, texts, newspapers, on-line sources)
- Read grade-level appropriate material with 95% accuracy, fluency, and expression
- Identify the authors tone and purpose
- Identify the meaning of unfamiliar vocabulary using a variety of strategies
- Identify characteristics of a variety of text including novels, dramas, memoirs, epistles, tragedies, parodies, satires, dramatic presentation, comedy
- Read different literary forms and different authors

(Suggestions: knowledge of genre, book selection to match reader interest and needs, development of lifetime reading habits, daily sustained silent reading, logs, journals, book talks)

Grade Twelve

- Read traditional and contemporary literature, including fiction and non-fiction (magazines, texts, newspapers, on-line sources)
- Read grade-level appropriate material with 95% accuracy, fluency, and expression
- Identify the authors tone and purpose
- Identify the meaning of unfamiliar vocabulary using a variety of strategies
- Identify characteristics of a variety of text including novels, dramas, memoirs, epistles, tragedy, parodies, satires, dramatic presentation, comedy
- Read different literary forms and different authors

(Suggestions: knowledge of genre, book selection to match reader interest and needs, development of lifetime reading habits, daily sustained silent reading, logs, journals, book talks)

Standard ELA/RD/2.0: (E1b) The student reads and comprehends at least four books about one issue or subject, or four books by a single writer, or four books in one genre. (ES, MS, HS)

Students will demonstrate the ability to:

Kindergarten

- See Primary Standard: Reading Habits

Grade One

- See Primary Standard: Reading Habits

Grade Two

- See Primary Standard: Reading Habits

Grade Three

- See Primary Standard: Reading Habits

Grade Four

- See Primary Standard: Getting the Meaning
- See Primary Standard: Reading Habits

Grade Five

- Make and convincingly support responsible assertions about the text
- Read multiple texts for depth of understanding of an author, a subject, a theme, or a genre
- Participate in in-depth discussions about text and offer comments, supporting evidence, recommend books, or respond to comments of peers/teacher
- Provide relevant details to support the conclusions made
- Compare stories or other texts to personal experiences, prior knowledge, or other books
- Make logical predictions
- Draw the texts together to compare and contrast themes, characters, and ideas
- Listen respectfully and responsively
- Evaluate the author's craft: analogy, mood, simile, inference; begin to identify figurative language imagery, or exaggeration, to analyze literary works
- Provide relevant details to support conclusions or judgments

Grade Six

- Make and convincingly support responsible assertions about the text
- Read multiple texts for depth of understanding of an author, a subject, a theme, or a genre
- Identify elements of literary text including any significant changes or setting over time
- Describe characters traits, motivation, or interactions citing thoughts, words or actions
- Explain or support predictions with supporting evidence
- Make inferences about cause/effect, internal conflicts, or relationships among elements within text
- Draw the texts together to compare and contrast themes, characters, and ideas
- Make perceptive and well-developed connections
- Listen respectfully and responsively
- Evaluate the author's craft: analogy, mood, simile, foreshadowing, inference; begin to identify figurative language (alliteration, flashback, repetition, onomatopoeia, personification, metaphor, hyperbole, simile, assonance idioms, suspense)

Grade Seven

- Make and convincingly support responsible assertions about the text
- Paraphrase or summarize plot/major events sequenced
- Read multiple texts for depth of understanding of an author, a subject, a theme, or a genre
- Identify rising action, climax or falling action and elements of literary text including any significant changes or setting over time
- Generate questions before, during, after reading
- Describe characters traits, motivation, characterization, or interactions citing thoughts, words or actions
- Make inferences about cause/effect, internal conflicts, or relationships among elements within text
- Draw the texts together to compare and contrast themes, characters, and ideas
- Make perceptive and well-developed connections
- Listen respectfully and responsively

- Evaluate the author's craft: analogy, mood, simile, inference, foreshadowing, symbolism, flashback, flash-forward, surprise ending, imagery, irony; practice the identification of figurative language (alliteration, onomatopoeia, personification, metaphor, hyperbole, simile, assonance, suspense, rhyme schemes)

Grade Eight

- Make and convincingly support responsible assertions about the text
- Read multiple texts for depth of understanding of an author, a subject, a theme, or a genre
- Identify rising action, climax or falling action, plots/subplots and elements of literary text including any significant changes or setting over time
- Paraphrase or summarize plot/major events sequenced
- Generate questions before, during, after reading
- Describe characters traits, motivation, characterization, stereotype, antagonist, protagonist, or interactions citing thoughts, words or actions
- Make inferences about cause/effect, internal conflicts, or relationships among elements within text
- Provide relevant details to support judgments
- Explain or support logical predictions
- Draw the texts together to compare and contrast themes, characters, and ideas
- Make perceptive and well-developed connections
- Listen respectfully and responsively
- Evaluate the author's craft: analogy, mood, simile, inference, foreshadowing, symbolism, flashback, flash-forward, surprise ending, imagery, irony; practice the identification of figurative language (alliteration, onomatopoeia, personification, metaphor, hyperbole, simile, assonance, suspense)

Grade Nine

- Make and convincingly support responsible assertions about the text
- Read multiple texts for depth of understanding of an author, a subject, a theme, or a genre
- Identify rising action, climax or falling action, plots/subplots and elements of literary text including any significant changes or setting over time
- Paraphrase key ideas with major events sequenced
- Identify, describe, or make logical predictions
- Examine characterization
- Make inferences
- Explain and support logical predictions or logical outcomes
- Compare and contrast elements of the various texts
- Make well-developed connections
- Evaluate the author's craft: reviewing, practicing, extending previously taught elements of analogy, mood, simile, inference, foreshadowing, allusion, symbolism, flashback, flash-forward, surprise ending, imagery, irony; practicing the identification of figurative language (alliteration, onomatopoeia, personification, metaphor, hyperbole, simile, assonance, point of view, bias, syntax, diction, suspense)
- Listen respectfully and responsively
- Ask clarifying questions
- Connect to prior knowledge of literary features
- Support judgments with references to text

Grade Ten

- Make and convincingly support responsible assertions about the text
- Read multiple texts for depth of understanding of an author, a subject, a theme, or a genre
- Identify rising action, climax or falling action, plots/subplots and elements of literary text including any significant changes or setting over time
- Paraphrase or summarize plot/major events sequenced
- Identify, describe, or make logical predictions about character (such as protagonist or antagonist), setting, problem, plots/subplots
- Identify rising action, climax, or falling action
- Examine characterization
- Make inferences
- Explain and support logical predictions or logical outcomes
- Compare and contrast elements of the various texts
- Make well-developed connections
- Evaluate the author's craft: reviewing, practicing, extending previously taught elements of analogy, mood, simile, inference, foreshadowing, repetition, symbolism, flashback, flash-forward, surprise ending, imagery, irony; identifying figurative language (alliteration, onomatopoeia, personification, metaphor, hyperbole, simile, assonance, suspense, allusion, diction, syntax, use of punctuation)
- Listen respectfully and responsively
- Ask clarifying questions
- Connect to prior knowledge of literary features
- Support judgments with references to text

Grade Eleven

- Make and convincingly support responsible assertions about the text
- Read multiple texts for depth of understanding of an author, a subject, a theme, or a genre
- Identify rising action, climax or falling action, plots/subplots and elements of literary text including any significant changes or setting over time
- Paraphrase or summarize plot/major events sequenced
- Identify, describe, or make logical predictions about character (such as protagonist or antagonist), setting, problem, plots/subplots
- Identify rising action, climax, or falling action
- Examine characterization
- Make inferences
- Explain and support logical predictions or logical outcomes
- Compare and contrast elements of the various texts
- Make well-developed connections
- Evaluate the author's craft within or across text using simile, metaphor, point of view, genre, or bias to convey theme
- Listen respectfully and responsively
- Ask clarifying questions
- Connect to prior knowledge of literary features
- Support judgments with references to text

Grade Twelve

- Make and convincingly support responsible assertions about the text
- Read multiple texts for depth of understanding of an author, a subject, a theme, or a genre
- Identify rising action, climax or falling action, plots/subplots and elements of literary text including any significant changes or setting over time
- Paraphrase or summarize plot/major events sequenced
- Identify, describe, or make logical predictions about character (such as protagonist or antagonist), setting, problem, plots/subplots
- Identify rising action, climax, or falling action
- Examine characterization
- Make inferences
- Explain and support logical predictions or logical outcomes
- Compare and contrast elements of the various texts
- Make well-developed connections
- Evaluate the author's craft within or across text using simile, metaphor, point of view, genre, or bias to convey theme
- Listen respectfully and responsively
- Ask clarifying questions
- Connect to prior knowledge of literary features
- Support judgments with references to text

Standard ELA/RD/3.0: (E1c) The student reads and comprehends informational materials to develop understanding and expertise and produces written or oral work. (ES, MS, HS)

Students will demonstrate the ability to:

Kindergarten

- See Primary Standard: Reading Habits

Grade One

- See Primary Standard: Reading Habits
- See Primary Standard: Getting the Meaning

Grade Two

- See Primary Standard: Reading Habits
- See Primary Standard: Getting the Meaning

Grade Three

- See Primary Standard: Reading Habits
- See Primary Standard: Getting the Meaning
- Research using a variety of sources (such as dictionaries, text books) provided at students reading level to report information
- Evaluate relevant information presented
- Gather information and organize in a chart, diagram, or outline

- Use evidence to support conclusions

Grade Four

- See Primary Standard: Reading Habits
- See Primary Standard: Getting the Meaning
- Research using a variety of sources provided (such as encyclopedias, student newspapers) at students reading level to report information
- Evaluate relevant information presented
- Gather information and organize in a chart, diagram, or outline
- Use evidence to support conclusions

Grade Five

- Research using a variety of sources provided (such as encyclopedias, student newspapers) at students reading level to report information, solve a problem, or form a judgment
- Evaluate relevant information presented
- Gather information and organize in a chart, diagram, or outline
- Use evidence to support conclusions
- Identify potential sources of information for research
- Synthesize information and draw inferences from author's purpose including to persuade or with cause/effect
- Evaluate, gather, organize, and interpret research information for relevance
- Identify the characteristics of a variety of types of text (reference, reports, Internet, biographies, and practical texts: esp. recipes, menus)
- Generate questions before, during, after reading
- Obtain information from text features (e.g. table of contents, glossary, index, transition words, phrases, bold or italicized text, headings, subheadings, graphic organizers, charts, graphs, or illustrations) to show understanding
- Organize ideas with transition words
- Restate, map, paraphrase, chart, or summarize information (main ideas, supportive details) to show understanding
- Compare information found in maps, charts, tables, graphs, diagrams, captions, timelines, citations, etc.
- Form opinions and assertions about central idea
- Use information from text to answer questions
- Distinguish fact from opinion
- Relate new information to prior knowledge and experience
- Make connections to related topics or information
- Compare information found in maps, charts, tables, graphs, diagrams, etc.
- Compare and contrast important details about a topic, using sources of information

Grade Six

- Restate and summarize information
- Obtain information from text features
- Use information to answer questions related to main idea or key details
- Evaluate, gather, organize, and interpret research information for relevance
- Identify the characteristics of a variety of types of text (reference, reports, Internet, biographies, public documents, advertisements, thesaurus, magazines, autobiography, newspapers, and practical texts: esp. recipes, menus)
- Distinguish fact from opinion, bias
- Make inferences about cause/effect
- Synthesize information
- Generate questions before, during, after reading text
- Relate new information to prior knowledge and experience
- Extend ideas
- Make connections to related topics or information
- Compare information found in maps, charts, tables, graphs, diagrams, etc.
- Compare and contrast important details about a topic, using sources of information

Grade Seven

- Restate and summarize information
- Evaluate, gather, organize, and interpret research information for relevance
- Identify the characteristics of a variety of types of text (reference, reports, Internet, biographies, and practical texts: esp. recipes, menus)
- Distinguish fact from opinion, bias
- Make inferences about cause/effect
- Synthesize and evaluate information
- Generate questions before, during, after reading text
- Use information from text to state main idea or provide supporting details
- Obtain information from text features
- Organize information to show understanding of relationships among facts, ideas, events
- Relate new information to prior knowledge and experience
- Extend ideas
- Make and explain connections to related topics or information
- Compare information found in maps, charts, tables, graphs, diagrams, etc.
- Compare and contrast important details about a topic, using sources of information

Grade Eight

- Restate and summarize information
- Evaluate, gather, organize, and interpret research information for relevance
- Identify the characteristics of a variety of types of text (reference, reports, Internet, biographies, and practical texts: esp. recipes, menus)
- Organize information to show understanding of relationships among facts, ideas, events using outlining
- Use information from text to answer questions, state main idea or provide supporting details
- Distinguish fact from opinion, bias
- Make inferences about cause/effect
- Obtain information from text features
- Synthesize and evaluate information
- Relate new information to prior knowledge and experience
- Extend ideas
- Make connections to related topics or information
- Compare original text to a summary to determine whether summary adequately represents original text
- Evaluate different sources of information

Grade Nine

- Restate and summarize information
- Evaluate, gather, organize, and interpret research information for relevance
- Identify the characteristics of a variety of types of text (reference, reports, Internet, biographies, and practical texts: esp. recipes, menus)
- Organize information to show understanding of relationships among facts, ideas, events using outlining
- Distinguish fact from opinion, bias
- Make inferences about cause/effect
- Obtain information from text features
- Use information from text to answer questions, state main idea or provide supporting details
- Relate new information to prior knowledge
- Connect to related topics/information
- Analyze and synthesize information from different sources
- Interpret and evaluate data, facts, and ideas in informational texts

Grade Ten

- Restate and summarize information
- Evaluate, gather, organize, and interpret research information for relevance
- Identify the characteristics of a variety of types of text (reference, reports, Internet, biographies, and practical texts: esp. recipes, menus)
- Organize information to show understanding of relationships among facts, ideas, events using outlining
- Distinguish fact from opinion, bias
- Make inferences about cause/effect
- Obtain information from text features

- Use information from text to answer questions, state main idea, explain visual components supporting the text, or to interpret maps, charts, timelines, diagrams, or provide supporting details
- Relate new information to prior knowledge
- Connect to related topics/information
- Analyze and synthesize information from different sources
- Interpret and evaluate data, facts, and ideas in informational texts

Grade Eleven

- Restate and summarize information
- Evaluate, gather, organize, and interpret research information for relevance
- Identify the characteristics of a variety of types of text (reference, reports, Internet, biographies, and practical texts: esp. recipes, menus)
- Organize information to show understanding of relationships among facts, ideas, events using outlining
- Make inferences about cause/effect
- Obtain information from text features
- Use information from text to answer questions, state main idea, explain visual components supporting the text, or to interpret maps, charts, timelines, diagrams, or provide supporting details
- Generate questions
- Critique author use of strategies
- Relate new information to prior knowledge
- Relate new information to prior knowledge
- Connect to related topics/information
- Analyze and synthesize information from different sources
- Interpret and evaluate data, facts, and ideas in informational texts

Grade Twelve

- Restate and summarize information
- Evaluate, gather, organize, and interpret research information for relevance
- Identify the characteristics of a variety of types of text (reference, reports, Internet, biographies, and practical texts: esp. recipes, menus)
- Organize information among ideas to show understanding of relationships among facts, ideas, events using outlining, flow charts, paraphrasing, or connecting information with ideas
- Draw inferences
- Obtain information from text features
- Use information from text to answer questions, state main idea, explain visual components supporting the text, or to interpret maps, charts, timelines, diagrams, or provide supporting details
- Relate new information to prior knowledge
- Generate questions
- Critique author use of strategies
- Relate new information to prior knowledge

- Connect to related topics/information
- Analyze and synthesize information from different sources
- Interpret and evaluate data, facts, and ideas in informational texts

Standard ELA/RD/4.0 (E1d) The student reads aloud, accurately (approximately 95%), familiar material in a way that makes meaning clear to listeners. (ES)

Students will demonstrate the ability to:

Kindergarten <ul style="list-style-type: none"> • See Primary Standard: <i>Getting the Meaning</i>
Grade One <ul style="list-style-type: none"> • See Primary Standard: <i>Getting the Meaning</i>
Grade Two <ul style="list-style-type: none"> • See Primary Standard: <i>Getting the Meaning</i>
Grade Three <ul style="list-style-type: none"> • See Primary Standard: <i>Getting the Meaning</i>
Grade Four <ul style="list-style-type: none"> • See Primary Standard: <i>Getting the Meaning</i>
Grade Five <ul style="list-style-type: none"> • Read with 95 % accuracy

Standard ELA/RD/5.0: (E1d) The student demonstrates familiarity with a variety of public documents (i.e., documents that focus on civic issues or matters of public policy at the community level and beyond) and produces written or oral work. (MS)

Students will demonstrate the ability to:

Grade Five <ul style="list-style-type: none"> • Identify the social context of the document • Identify the author's purpose and stance • Analyze and evaluate the positions and evidence presented • Formulate an argument and offer evidence in support • Identify the use of persuasive techniques • Examine or make use of the appeal of a document to audiences both friendly and hostile to the position presented <p><i>(Suggestions: summarize or critique news article, letter to editor, primary source material)</i></p>

Grade Six

- Identify the social context of the document
- Identify the author's purpose and stance
- Analyze and evaluate the positions and evidence presented
- Formulate an argument and offer evidence in support
- Identify or use persuasive techniques

(Suggestions: summarize or critique news article, letter to editor, primary source material)

Grade Seven

- Identify the social context of the document
- Identify the author's purpose and stance
- Analyze and evaluate the positions and evidence presented
- Formulate an argument and offer evidence in support
- Identify or use persuasive techniques

(Suggestions: summarize or critique news article, letter to editor, primary source material)

Grade Eight

- Identify the social context of the document
- Identify the author's purpose and stance
- Analyze and evaluate the positions and evidence presented
- Formulate an argument and offer evidence in support
- Identify or use persuasive techniques

(Suggestions: summarize or critique news article, letter to editor, primary source material)

Standard ELA/RD/6.0: (E1e) The student demonstrates familiarity with a variety of functional documents (i.e., documents that exist in order to get things done) and produces oral or written work. (MS)

Students will demonstrate the ability to:

Grade Five

- Identify the institutional context of the document
- Identify the sequence of activities needed to carry out a procedure
- Analyze or use the formatting techniques used to make a document user-friendly
- Identify extraneous or missing information that would impact purpose or effectiveness

(Suggestions: write a memo on procedures to be followed, produce a manual of school rules)

Grade Six

- Identify the institutional context of the document
- Identify the sequence of activities needed to carry out a procedure
- Analyze or use the formatting techniques used to make a document user-friendly

- Identify extraneous or missing information that would impact purpose or effectiveness
(Suggestions: write a memo on procedures to be followed, produce a manual of school rules)

Grade Seven

- Identify the institutional context of the document
- Identify the sequence of activities needed to carry out a procedure
- Analyze or use the formatting techniques used to make a document user-friendly
- Identify extraneous or missing information that would impact purpose or effectiveness
(Suggestions: conduct a briefing on procedures to be followed, revise a set of instructions for clarity)

Grade Eight

- Identify the institutional context of the document
- Identify the sequence of activities needed to carry out a procedure
- Analyze or use the formatting techniques used to make a document user-friendly
- Identify extraneous or missing information that would impact purpose or effectiveness
(Suggestions: conduct a briefing on procedures to be followed, revise a set of instructions for clarity)

Standard ELA/RD/7.0: (E6a) The student critiques public documents with an eye to strategies common in public discourse. (HS)

Students will demonstrate the ability to:

Grade Nine

Introduce Strategies Common in Public Documents

- Effectively use argument
- Use the power of anecdote
- Anticipate counter-claims
- Present a position to both friendly and hostile audience
- Use emotionally laden words and imagery
- Cite appropriate references or authorities

Grade Ten

- Effectively use argument
- Use the power of anecdote
- Anticipate counter-claims
- Present a position to both friendly and hostile audience
- Use emotionally laden words and imagery
- Cite appropriate references or authorities

Grade Eleven

- Effectively use argument
- Use the power of anecdote

- Anticipate counter-claims
- Present a position to both friendly and hostile audience
- Use emotionally laden words and imagery
- Cite of appropriate references or authorities

Grade Twelve

- Effectively use argument
- Use the power of anecdote
- Anticipate counter-claims
- Present a position to both friendly and hostile audience
- Use emotionally laden words and imagery
- Cite appropriate references or authorities

Standard ELA/RD/8.0: (E6b) The student produces public documents. (HS)

Students will demonstrate the ability to:

Grade Nine

- Exhibit an awareness of the importance of precise word choice and the power of imagery and/or anecdote
- Utilize and recognize the power of logical arguments, arguments based on appealing to the reader's emotions, and arguments dependent upon the writer's persona
- Use arguments that are appropriate in terms of the knowledge, values, and degree of understanding of the intended audience
- Use a range of strategies to appeal to readers

(Suggestions: thesis/support papers, feature articles, technical reports)

Grade Ten

- Exhibit an awareness of the importance of precise word choice and the power of imagery and/or anecdote
- Utilize and recognize the power of logical arguments, arguments based on appealing to the reader's emotions, and arguments dependent upon the writer's persona
- Use arguments that are appropriate in terms of the knowledge, values, and degree of understanding of the intended audience
- Use a range of strategies to appeal to readers

(Suggestions: thesis/support papers, feature articles, technical reports, instruction manuals)

Grade Eleven

- Exhibit an awareness of the importance of precise word choice and the power of imagery and/or anecdote
- Utilize and recognize the power of logical arguments, arguments based on appealing to the reader's emotions, and arguments dependent upon the writer's persona
- Use arguments that are appropriate in terms of the knowledge, values, and degree of understanding of the intended audience
- Use a range of strategies to appeal to readers

(Suggestions: thesis/support papers, feature articles, technical reports, instruction manuals)

Grade Twelve

- Exhibit an awareness of the importance of precise word choice and the power of imagery and/or anecdote
- Utilize and recognize the power of logical arguments, arguments based on appealing to the reader's emotions, and arguments dependent upon the writer's persona
- Use arguments that are appropriate in terms of the knowledge, values, and degree of understanding of the intended audience
- Use a range of strategies to appeal to readers

(Suggestions: thesis/support papers, feature articles, technical reports, instruction manuals)

Standard ELA/RD/9.0: (E7a) The student critiques functional documents with an eye to strategies common to effective functional documents. (HS)

Students will demonstrate the ability to:

Grade Nine

- Analyze visual appeal (format, graphics, white space, headers)
- Evaluate logical sequence
- Determine possible reader misunderstanding

(Suggestions: analyzing a manual or contract, evaluating a loan application, critiquing a document)

Grade Ten

- Analyze visual appeal (format, graphics, white space, headers)
- Evaluate logical sequence
- Determine possible reader misunderstanding

(Suggestions: analyzing a manual or contract, evaluating a loan application, critiquing a document)

Grade Eleven

- Analyze visual appeal (format, graphics, white space, headers)
- Evaluate logical sequence
- Determine possible reader misunderstanding

(Suggestions: analyzing a manual or contract, evaluating a loan application, critiquing a document)

Grade Twelve

- Analyze visual appeal (format, graphics, white space, headers)
- Evaluate logical sequence
- Determine possible reader misunderstanding

(Suggestions: analyzing a manual or contract, evaluating a loan application, critiquing a document)

Standard ELA/RD/10.0: (E7b) The student produces functional documents appropriate to audience and purpose. (HS)

Students will demonstrate the ability to:

Grade Nine

Introduce Strategies for Producing Documents

- Report, organize, and convey information and ideas accurately
- Include relative narrative details
- Anticipate reader misunderstandings
- Use a variety of formatting techniques
- Establish a persona and word choice consistent with purpose

(Suggestions: contract, newspaper, brochure, power point, résumé, map/chart, business letter, memorandum)

Grade Ten

Apply Strategies for Producing Documents

- Report, organize, and convey information and ideas accurately
- Include relative narrative details
- Anticipate reader misunderstandings
- Use a variety of formatting techniques
- Establish a persona and word choice consistent with purpose

(Suggestions: contract, newspaper, brochure, power point, résumé, map/chart, business letter, memorandum)

Grade Eleven

Refine Strategies for Producing Functional Documents (with an eye to developing the senior project)

- Report, organize, and convey information and ideas accurately
- Include relative narrative details
- Anticipate reader misunderstandings
- Use a variety of formatting techniques
- Establish a persona and word choice consistent with purpose

(Suggestions: contract, newspaper, brochure, power point, letter of college application in second semester)

Grade Twelve

Apply Strategies for Producing Functional Documents (to complete the senior project)

- Report, organize, and convey information and ideas accurately
- Include relative narrative details
- Anticipate reader misunderstandings
- Use a variety of formatting techniques
- Establish a persona and word choice consistent with purpose

(Suggestions: contract, newspaper, brochure, power point, letter of college application in first quarter, résumé)

WRITING

Primary Writing Standard: Habits and Processes

Students will demonstrate the ability to:

Kindergarten

- Write daily
- Generate content and topics for writing
- Write without resistance
- Use whatever means are at hand to communicate and make meaning: drawing, letter strings, scribbles, letter approximations, *Kid Writing*, or other graphic representations, as well as gestures, intonations, and role-played voices
- Make an effort to reread their own writing and listen to that of others

Grade One

- Write daily
- Write recognizable short sentences
- Distinguish between letters, words, and sentences
- Apply (left to right and top to bottom) directionally
- Generate topics and content for writing
- Reread their work often with the expectation that others will be able to read it
- Solicit and provide responses to writing
- Begin to revise, edit, and proofread as appropriate
- Apply a sense of what constitutes good writing
- Polish at least ten pieces of work throughout the year

Grade Two

- Write daily
- Write short sentences
- Distinguish between letters, words, sentences, and paragraphs
- Apply (left to right and top to bottom) directionally
- Generate topics and make decisions about which pieces to work on over several days
- Begin to extend pieces of writing, for example, turning a narrative into a poem or turning a short descriptive piece into a long report
- Solicit and provide useful feedback
- Begin to independently reread, revise, edit, and proofread their work as appropriate
- Take on elements of an author's craft that the class has discussed in their study of literary works
- Apply commonly agreed-upon criteria to assess their own writing
- Polish at least ten pieces of work throughout the year

Grade Three

- Write daily
- Generate their own topics
- **Write a variety of complete simple sentences**
- **Recognize complete sentences (simple and compound)**
- **Recognize indentation for new paragraphs**
- Apply (left to right and top to bottom) directionally as appropriate to text
- Extend and rework pieces of writing
- Routinely rework, revise, edit, and proofread their work
- Write for specific purposes of their own
- Take on specific elements of a favorite author's craft to refine their own work
- Apply both personal and public criteria to judge the quality of their writing
- Polish at least ten to twelve pieces of work throughout the year

Grade Four

- Write daily
- Write a variety of complete simple and compound sentences
- Use paragraph form (indenting, main idea, supporting details)
- Apply (left to right and top to bottom) directionally as appropriate to text
- Generate their own topics
- Extend and rework pieces of writing
- Independently rework, revise, edit, and proofread their work
- Write for specific purposes of their own
- Take on specific elements of a favorite author's craft to refine their own work
- Apply both personal and public criteria to judge the quality of their writing
- Polish at least twelve pieces of work throughout the year

Grade Five-Twelve

- Write with frequency in and out of school
- Share thoughts, observations, or impressions
- Generate topics for writing (journal, poetry, free write, cartooning, songs, lyrics, reflective writing, short plays, quick write, readers/writers notebook, scientific observations, learning logs, personal notes, letters, reading response journals)
- Write in a variety of genre
- Use the write traits and writing process
- Use paragraph form and recognize its organizational structures (sequence, description)
- Write using varied sentence length and structures to enhance meaning

Standard ELA/WR/11.0: (E2a) The student produces a report. (ES, MS, HS)

Students will demonstrate the ability to:

Kindergarten

- Gather, collect, and share information about a topic
- Name or label objects or pictures
- Represent facts/details through pictures
- Maintain a focus; stay on topic
- Exclude extraneous information when prompted

(Suggestions: All About Me report, language experience story)

Grade One

- Gather, collect, sort, classify, and share information about a topic using the **Big6™** research model (See Educator to Educator)
- Represent facts through pictures, words, or sentences
- Maintain a focus
- Exclude extraneous information
- Demonstrate a growing desire and ability to communicate with readers using details, pictures, and diagrams as appropriate

(Suggestions: collaborative reports and independent reports related to science topics and field trips)

Grade Two

- Begin to use an organizational structure (for example, table of contents or chapter book headings) for grouping facts
- Provide a list of resources
- Establish a topic and restate the focus on the topic
- Provide a list of resources
- Establish a topic and state its focus
- Exclude extraneous information
- Communicate big ideas through facts, details, and other information using the **Big6™** research model (See Educator to Educator)
- Use diagrams, charts, or illustrations as appropriate to the text
- Have a sense of closure to the writing

(Suggestions: independent reports related to science and social studies topics)

Grade Three

- Introduce the topic, sometimes providing a context
- Have an organizational structure for grouping facts and ideas
- Exclude extraneous information
- Communicate ideas through facts, details, and other information using the **Big6™** research model (See Educator to Educator)
- Use diagrams, charts, or illustrations as appropriate to the text
- Have a sense of closure to the writing

(Suggestions: independent reports related to science and social studies topics)

Grade Four

- Engage the reader by establishing a context, creating a persona, and otherwise developing reader interest
- Develop a controlling idea that conveys a perspective on the subject
- Create an organized structure for grouping facts and ideas logically using numbers or words
- Use transition words
- Establish a topic
- State and maintain a focus
- Provide a list of resources
- Include appropriate facts and details using the **Big6™** research model (See Educator to Educator)
- Exclude extraneous information
- Use a range of appropriate strategies, such as providing facts and details, describing or analyzing the subject, and narrating a relevant anecdote
- Write a conclusion

(Suggestions: independent reports related to science and social studies topics)

Grade Five

- Engage the reader by establishing a context, creating a persona, and developing reader interest
- Use information to answer questions related to main idea or key details
- Develop, state, and maintain a controlling idea that conveys a perspective on the subject
- Create an organizing structure appropriate to purpose, audience, and context appropriate to focus using transition words
- Include appropriate facts and details
- Exclude extraneous information
- Use strategies such as describing facts and details, describing or analyzing the subject, narrating a relevant anecdote, comparing and contrasting, and naming
- Write a conclusion that provides a sense of closure to the writing
- Use the **Big6™** research model to produce a research paper of at least one page in MLA format with at least two cited sources of information (See Educator to Educator)

Grade Six

- Engage the reader by establishing a context, creating a persona, and developing reader interest
- Develop, state, and maintain a controlling idea that conveys a perspective on the subject
- Create an organizing structure appropriate to purpose, audience, and context
- Include appropriate facts and details
- Exclude extraneous information
- Use strategies such as describing facts and details, describing or analyzing the subject, narrating a relevant anecdote, comparing and contrasting, naming, and begin explaining benefits or limitations
- Provide a sense of closure to the writing
- Use the **Big6™** research model to produce a research paper of at least one page in MLA format with at least three cited sources of information (See Educator to Educator)

Grade Seven

- Engage the reader by establishing a context, creating a persona, and developing reader interest
- Develop, state, and maintain a controlling idea that conveys a perspective on the subject
- Write with a sense of audience
- Comment on the significance of the information
- Create an organizing structure appropriate to purpose, audience, and context
- Include appropriate facts and details
- Exclude extraneous information
- Use strategies such as describing facts and details, describing or analyzing the subject, narrating a relevant anecdote, comparing and contrasting, naming, and explaining benefits or limitations
- Provide a sense of closure to the writing
- Use the **Big6™** research model to produce a research paper of at least two pages in MLA format with at least three cited sources and a properly cited direct quote from a source (See Educator to Educator)

Grade Eight

- Engage the reader by establishing a context, creating a persona, and developing reader interest
- Develop, state, and maintain a controlling idea/thesis that conveys a perspective on the subject
- Write with a sense of audience
- Establish an authoritative voice
- Comment on the significance of the information
- Create an organizing structure appropriate to purpose, audience, and context
- Include appropriate facts and details
- Exclude extraneous information
- Use strategies such as describing facts and details, describing or analyzing the subject, narrating a relevant anecdote, comparing and contrasting, naming, and explaining benefits or limitations
- Provide a sense of closure to the writing
- Use the **Big6™** research model to produce a research paper of at least two pages in MLA format with at least three cited sources, a properly cited direct quote from a source, and properly cited paraphrased material (See Educator to Educator)

Grade Nine

- Analyze literature and/or research materials
- Synthesize information from multiple research studies including primary sources
- Write with a sense of audience
- Establish an authoritative voice
- Use precise and descriptive language that clarifies and supports intent
- Engage the reader, showing a clear understanding of purpose and audience
- Develop a controlling idea through an organizing structure
- Include appropriate facts and details and exclude extraneous information

- Integrate maps, charts, etc. as appropriate
- Demonstrate claims, contrasts or assertions and/or provide a scenario to illustrate
- Use the **Big6™** research model to produce a research paper of at least two to three pages in MLA format with at least three cited sources (See Educator to Educator)

Grade Ten

- Analyze literature and/or research materials
- Synthesize information from multiple research studies including primary sources
- Write with a sense of audience
- Establish an authoritative voice
- Use precise and descriptive language that clarifies and supports intent
- Use transitional phrases
- Draw conclusions
- Engage the reader, showing a clear understanding of purpose and audience
- Develop a controlling idea through an organizing structure
- Include appropriate facts and details and exclude extraneous information
- Integrate maps, charts, etc. as appropriate
- Demonstrate claims, contrasts, or assertions and/or provide a scenario to illustrate
- Use the **Big6™** research model to produce a research paper of at least three to five pages in MLA format with at least three cited sources (See Educator to Educator)

Grade Eleven

- Analyze literature and/or research materials
- Synthesize information from multiple research studies including multiple primary sources
- Write with a sense of audience
- Establish an authoritative voice
- Use transitional phrases
- Draw conclusions beyond those found in any single source
- Use precise and descriptive language that clarifies and supports intent
- Engage the reader, showing a clear understanding of purpose and audience
- Develop a controlling idea through an organizing structure
- Include appropriate facts and details
- Integrate maps, charts, etc. as appropriate
- Demonstrate claims or assertions and/or provide a scenario to illustrate
- Use the **Big6™** research model to produce a research paper of at least five to seven pages in MLA format with at least four cited sources (See Educator to Educator)

Grade Twelve

- Analyze literature and/or research materials

- Synthesize information from multiple research studies including multiple primary sources
- Write with a sense of audience
- Establish an authoritative voice
- Use precise and descriptive language that clarifies and supports intent
- Use transitional phrases
- Draw conclusions beyond those found in any single source
- Engage the reader, showing a clear understanding of purpose and audience
- Develop a controlling idea through an organizing structure
- Include appropriate facts and details
- Integrate maps, charts, etc. as appropriate
- Demonstrate claims or assertions and/or provide a scenario to illustrate
- Use the **Big6™** research model to produce a research paper of at least six to ten pages in MLA format with at least five cited sources (See Educator to Educator)

Standard ELA/WR/12.0: (E2b) The student produces a response to literature. (ES, MS, HS)

Students will demonstrate the ability to:

Kindergarten

- Re-enact and retell stories
- Create their own stories, poems, plays, and songs
- Show understanding of text through pictures by using prior knowledge to respond to questions
- Use literary forms and literary language

(Suggestions: puppet plays, retellings, poetry, stories, innovations, sequence drawings, rewrites/adaptations)

Grade One

- Re-enact and retell stories, songs, poems, plays, and other literary works
- Organize ideas by using a beginning and an end
- Produce simple evaluative expressions about the text
- Make simple comparisons of the story to events or people in their own lives
- Compare two books by the same author
- Discuss several books on the same theme
- Make explicit reference to parts of the text to respond to a question
- Present a plausible interpretation of a book

(Suggestions: rewrite, innovation, response journal, graphic organizer, book review, puppet show, oral retelling)

Grade Two

- Provide a retelling and ask questions

- Select information to set context (author, title)
- State a focus when responding to a question
- Use details to support focus
- Organize ideas by using a beginning, middle, and conclusion
- Write letters to the author telling their thoughts
- Make a plausible claim about what they have read
- Write variations on texts they have read
- Make connections between the text and their own ideas and lives

(Suggestions: oral or written retelling, diary entries, journal writing, book bag, new ending, power point presentation)

Grade Three

- Support an interpretation by making specific references to the text
- Select information to set context (author, summary, title)
- State a focus when responding to a question
- Organize ideas by using a basic transition words
- Ask questions about content
- Provide enough detail from the text so the reader can understand the interpretation
- Analyze, synthesize, make inferences, and evaluate text
- Compare two works by an author
- Discuss several works that have a common idea or theme
- Make connections between the text and their own ideas and lives

(Suggestions: literature circles, diary entries, book review, book presentation, character study)

Grade Four

- Support an interpretation by making specific references to the text, or references to other works, authors, or non-print media
- Select appropriate information to set background
- Write an introduction that sets background
- Make connections between text and prior knowledge
- State and maintain a focus when responding to a question
- Paraphrase and ask questions about content
- Organize ideas by using transition words and write a conclusion
- Summarize ideas
- Demonstrate an understanding of the literary work through connections to personal knowledge
- Advance a judgment that is interpretive, analytic, evaluative, make inferences about a common theme or reflective
- Establish a context, create a persona, and develop reader interest
- Provide a sense of closure to the writing

(Suggestions: book review, literary analysis paper, critique, biography, innovation)

Grade Five

- Establish a context, creating a persona and developing reader interest
- Make inferences about the content, events, characters, setting, or common theme
- Summarize, paraphrase, or question key ideas
- Introduce character
- Make connections
- Organize ideas using transition words
- State and maintain a focus when responding to a question
- Present a judgment that is interpretive, analytic, evaluative, or reflective
- Support a judgment through references to the text; references to other works, authors, or non-print media; or references to personal experiences
- Demonstrate an understanding of the literary work
- Anticipate and answer reader's questions
- Write a conclusion that provides closure

(Suggestions: book reviews; compare-contrast essays; responses to anthology or trade book; discussion or analysis of characters, setting, plot)

Grade Six

- Establish a context, creating a persona and developing reader interest
- Make inferences about the content, events, characters, setting, or common theme
- Summarize, paraphrase, or question key ideas
- Make connections
- Organize ideas using transition words
- Present a judgment that is interpretive, analytic, evaluative, or reflective
- Support a judgment through references to the text; references to other works, authors, or non-print media; or references to personal experiences
- Demonstrate an understanding of the literary work
- Anticipate and answer reader's questions
- Write a conclusion that provides closure

(Suggestions: book reviews; compare-contrast essays; responses to anthology or trade book; discussion or analysis of characters, setting, plot, theme)

Grade Seven

- Establish a context, creating a persona and developing reader interest
- Make inferences about the content, events, characters, setting, or common theme
- Summarize, paraphrase, or question key ideas to set context
- Make connections about the relationships among content, theme, or author's craft
- Organize ideas using transition words
- Present a judgment that is interpretive, analytic, evaluative, or reflective
- Support a judgment through references to the text; references to other works, authors, or non-print media; or references to personal experiences
- Demonstrate an understanding of the literary work
- Anticipate and answer reader's questions
- Write a conclusion that provides closure

(Suggestions: book reviews; compare-contrast essays; responses to anthology or trade book; discussion or analysis of characters, setting, plot, theme, mood, other literary devices, see E1b)

Grade Eight

- Establish a context, creating a persona and developing reader interest
- Make inferences about the content, events, characters, setting, or common theme
- Select, paraphrase, summarize, or question key ideas to set context
- Make connections
- Organize ideas using transition words
- Draw a conclusion by synthesizing information
- Present a judgment that is interpretive, analytic, evaluative, or reflective
- Support a judgment through references to the text; references to other works, authors, or non-print media; or references to personal experiences
- Demonstrate an understanding of the literary work
- Anticipate and answer reader's question
- Write a conclusion that provides closure

(Suggestions: book reviews; compare-contrast essays; responses to anthology or trade book; discussion or analysis of characters, setting, plot, theme, mood, other literary devices, see E1b)

Grade Nine

- Develop reader interest
- Make inferences about the content, events, characters, setting, or common theme
- Select, paraphrase, summarize, or question key ideas to set context
- Organize ideas using transition words
- Draw a conclusion by synthesizing information
- Establish an assertion in the form of a thesis when responding to a prompt
- Present a judgment and understanding supported by references to the text to support thesis interpretation
- Connect to other works, authors, general knowledge, and/or personal experience explaining relevant ideas or themes
- Anticipate and answer reader's questions
- Recognize possible ambiguities, nuances, and complexities
- Create a sense of closure
- Compare and contrast to analyze a literary device
- Compare literature with media presentations
- Analyze a specific section of a work as it relates to the whole
- Evaluate one literary element in a work
- Compare two interpretations of a poem or other piece
- Analyze use of symbolism

(Suggestions: response papers, creating a scenario, book reviews, logs and journals, summer reading responses)

Grade Ten

- Develop reader interest
- Present a judgment and understanding supported by references to the text to support thesis, interpretations, conclusions
- Select, paraphrase, summarize, or question key ideas to set context
- Organize ideas using transition words
- Draw a conclusion by synthesizing information
- Connect to other works, authors, general knowledge, and/or personal experience explaining relevant ideas or themes
- Anticipate and answer reader's questions
- Recognize possible ambiguities, nuances, and complexities
- Create a sense of closure
- Compare and contrast to analyze a literary device
- Compare literature with media presentations
- Analyze a specific section of a work as it relates to the whole
- Evaluate one literary element in a work
- Compare two interpretations of a poem or other piece
- Analyze use of symbolism

(Suggestions: response papers, creating a scenario, book reviews, logs and journals, summer reading responses)

Grade Eleven

- Develop reader interest
- Select, paraphrase, summarize, or question key ideas to advance understanding
- Organize ideas using transition words
- Draw a conclusion by synthesizing information
- Make inferences
- Establish an assertion in the form of a thesis when responding to a prompt
- Explain the visual components (artwork, diagrams) of the text
- Present a judgment and understanding supported by references to the text to support thesis
- Connect to other works, authors, general knowledge, and/or personal experience
- Anticipate and answer reader's questions
- Create a sense of closure
- Compare and contrast to analyze a literary device
- Compare literature with media presentations
- Analyze a specific section of a work as it relates to the whole
- Evaluate one literary element in a work
- Compare two interpretations of a poem or other piece
- Analyze use of symbolism

(Suggestions: response papers, creating a scenario, book reviews, logs and journals, summer reading responses)

Grade Twelve

- Develop reader interest
- Select, paraphrase, summarize, or question key ideas to advance understanding
- Organize ideas using transition words
- Draw a conclusion by synthesizing information
- Make inferences
- Establish an assertion in the form of a thesis when responding to a prompt
- Explain the visual components (artwork, diagrams) of the text
- Present a judgment and understanding supported by references to the text
- Connect to other works, authors, general knowledge, and/or personal experience
- Anticipate and answer reader's questions
- Recognize possible ambiguities, nuances, and complexities
- Create a sense of closure
- Compare and contrast to analyze a literary device
- Compare literature with media presentations
- Analyze a specific section of a work as it relates to the whole
- Evaluate one literary element in a work
- Compare two interpretations of a poem or other piece
- Analyze use of symbolism

(Suggestions: response papers, creating a scenario, book reviews, logs and journals, summer reading responses)

Standard ELA/WR/13.0: (E2c) The student produces a narrative account (fictional, biographical, or autobiographical). (ES, MS, HS)

Students will demonstrate the ability to:

Kindergarten

- Relate a single event in chronological order using appropriate gestures, drawings, or intonations, sometimes including "book" language, personal experiences or *Kid Writing*

(Suggestions: party, first day of school, lost tooth, storyboard)

Grade One

- Have a plan in their writing or telling which contains correctly sequenced events that the writer reacts to, comments on, evaluates, sums up, or ties together
- Create an understandable story line using words or pictures which includes writing about observations and experiences
- Incorporate drawings or other visuals, gestures, and intonations as appropriate
- Apply an author's craft, such as using dialogue, transitions, concrete details, or providing a sense of closure
- Begin to recount events, characters, extended ideas, and details
- Use the writing process

(Suggestions: timeline, Young Author book, "Me" book, script)

Grade Two

- Incorporate some literary language ("book language")
- Create a clear understandable story line with a beginning, middle, and end
- Write about observations and experiences
- Elaborate ideas
- Create a believable world and introduce characters using specific details, description of characters and developing motives and moods
- Develop story elements in reflective writing (for example, the child may tell what happened to a character and also what the character wondered, remembered, and hoped)
- Write in the first and third person
- Begin to use dialogue
- Use the writing process
- Provide a sense of closure to the writing

(Suggestions: "Fractured" fairy tale or fable, poem, plays, song)

Grade Three

- Create a setting that engages the reader
- Write about observations and experiences
- Extend and elaborate ideas with purpose
- Create a believable world and introduce characters through the precise choice of detail
- Create a sequence of events that unfolds naturally using basic transition words
- Provide pacing
- Develop a character through description of physical attributes and provide motivation for action and having the character solve the problem
- Develop a plot or tell about the event by describing actions and emotions using descriptive details, dialogue, and other story strategies
- Add reflective comments
- Use the writing process
- Provide a sense of closure to the writing

(Suggestions: short story, autobiography, tall tale)

Grade Four

- Engage the reader by establishing a context, creating a point of view, and otherwise developing reader interest
- Write about experiences
- Select and elaborate important ideas
- Establish a situation, plot, point of view, setting, and conflict
- Establish significance of events and conclusions for autobiography or biography
- Create an organizing structure using transition words/phrases
- Include sensory details and concrete language to develop plot and character
- Exclude extraneous details and inconsistencies using relevant and descriptive details

- Identify and develop complex characters through description of physical attributes and behaviors
- Use a range of appropriate strategies, such as dialogue and tension or suspense
- Use the writing process
- Provide a sense of closure to the writing

(Suggestions: memoir, fictional narrative, tall tale, short story, narrative picture book)

Grade Five

- Engage the reader by establishing a context, creating a point of view, and developing reader interest
- Establish a situation, plot, point of view, setting, resolution, challenge background information, and conflict
- Establish significance of events and conclusions for autobiography or biography
- Create an appropriate organizing structure using transition words/phrases to establish clear chronology and to enhance meaning
- Include sensory details and concrete language to develop plot and character
- Develop complex characters through description
- Create a clear and coherent story/line
- Establish a focus when writing about observations and experiences
- Use relevant details to advance the plot
- Select and elaborate important ideas
- Exclude extraneous details and inconsistencies
- Use a range of appropriate strategies, such as dialogue, tension or suspense, naming; begin to use specific narrative action, for example, movement, gestures, expressions to advance the plot
- Use the writing process
- Provide a sense of closure to the writing

(Suggestions: biographical account; fiction or nonfiction story; personal narrative; historical account; detailed travel diary; news account of an event, fiction or nonfiction)

Grade Six

- Engage the reader by establishing a context, creating a point of view, and developing reader interest
- Establish a situation, plot, point of view (first, third person, omniscient), setting, and conflict
- Select and elaborate important ideas
- Maintain focus
- Use voice
- Establish significance of events and conclusions for autobiography or biography
- Create an appropriate organizing structure with a clear and coherent story/line using transition words/phrases
- Include sensory details and concrete language and descriptive details to develop plot and character
- Develop complex characters through description, dialogue, actions
- Exclude extraneous details and inconsistencies
- Use a range of appropriate strategies, such as dialogue, tension or suspense, naming; use specific narrative action, for example, movement, gestures, expressions to advance the plot

- Use the writing process
- Provide a sense of closure

(Suggestions: biographical account; fiction or nonfiction story; personal narrative; historical account; detailed travel diary; news account of an event, fiction or nonfiction)

Grade Seven

- Engage the reader by establishing a context, creating a point of view, and developing reader interest
- Maintain focus
- Use voice
- Select and elaborate important ideas
- Establish a situation, plot, point of view, setting, theme, character, motivation, resolution, and conflict
- Establish significance of events and conclusions for autobiography or biography
- Create an appropriate organizing structure with a clear, coherent story line using a variety of effective transitional devices
- Include sensory details, descriptive details, and concrete language to develop plot and character
- Develop complex characters through relationships with other characters
- Exclude extraneous details and inconsistencies
- Use a range of appropriate strategies, such as dialogue, tension or suspense, naming; use specific narrative action, for example, movement, gestures, expressions to advance the plot
- Use the writing process
- Provide a sense of closure

(Suggestions: biographical account; fiction or nonfiction story; personal narrative; historical account; detailed travel diary; news account of an event, fiction or nonfiction)

Grade Eight

- Engage the reader by establishing a context, creating a point of view, and developing reader interest
- Establish a situation, plot, point of view, setting, character motivation, theme, and conflict
- Control the pace of the story
- Select and elaborate important ideas
- Maintain focus
- Use voice
- Establish significance of events and conclusions for autobiography or biography
- Create an appropriate organizing structure with a clear and coherent story line using a variety of effective transitional devices
- Create images using sensory details, description, dialogue, relationships with other characters, and concrete language to develop plot and character
- Develop complex characters
- Exclude extraneous details and inconsistencies
- Use a range of appropriate strategies, such as dialogue, tension or suspense, naming; use specific narrative action, for example, movement, gestures, expressions to advance the plot
- Use tension, suspense, and foreshadowing

- Use the writing process
- Provide a sense of closure

(Suggestions: biographical account; fiction or nonfiction story; personal narrative; historical account; detailed travel diary; news account of an event, fiction or nonfiction)

Grade Nine

- Engage the reader by establishing character motivation, conflict, significance of setting, and maintain point to of view
- Maintain focus
- Use voice
- Select and elaborate important ideas
- Control the pace of the story
- Establish a situation, plot, point of view, setting, and conflict
- Establish significance of events and conclusions for autobiography or biography
- Create an appropriate organizing structure with a clear and coherent story line using a variety of effective transitional devices
- Create images using sensory details, relevant and descriptive details, and concrete language to develop plot and character
- Develop complex characters through description, dialogue, actions, and relationships with other characters
- Exclude extraneous details and inconsistencies
- Use meaningful dialogue and specific narrative action when appropriate
- Use a variety of literary devices such as tension, suspense, and foreshadowing
- Use the writing process
- Provide a sense of closure

(Suggestions: personal narrative, short story of specified length, biographical account, parody of a genre, historical account)

Grade Ten

- Engage the reader by establishing character motivation using voice, conflict, significance of setting, and point of view
- Maintain focus
- Select and elaborate important ideas
- Control the pace of the story
- Establish a situation, plot, point of view, setting, theme, and conflict
- Establish significance of events and conclusions for autobiography or biography
- Create an appropriate organizing structure with a clear, coherent story line
- Include sensory details and concrete language, and relevant descriptive details
- Develop complex characters through dialogue, actions, relationships with other characters
- Exclude extraneous details and inconsistencies
- Use meaningful dialogue and specific narrative action when appropriate
- Use a variety of literary devices such as flashback, tension, suspense, and foreshadowing
- Use the writing process
- Provide a sense of closure

(Suggestions: personal narrative, short story of specified length, biographical account, parody of a genre, historical account)

Grade Eleven

- Engage the reader
- Maintain focus
- Use voice
- Control the pace of the story
- Select and elaborate important ideas
- Establish a situation, plot, point of view, setting, and conflict, significance of setting, character, context, theme
- Establish significance of events and conclusions for autobiography or biography
- Create an appropriate organizing structure with a clear, coherent, logically consistent structure using a variety of effective transitional devices
- Include sensory details and concrete language
- Develop complex characters through description, dialogue, actions (include gestures, expressions)
- Exclude extraneous details and inconsistencies
- Use meaningful dialogue and specific narrative action when appropriate
- Use a variety of literary devices such as flashback, tension, suspense, and foreshadowing
- Use the writing process
- Provide a sense of closure

(Suggestions: personal narrative, short story of specified length, biographical account, parody of a genre, historical account)

Grade Twelve

- Engage the reader
- Establish a situation, plot, point of view, setting, and conflict, significance of setting, character motivation, context, theme
- Establish significance of events and conclusions for autobiography or biography
- Create an appropriate organizing structure with a clear, coherent, logically consistent structure using a variety of effective transitional devices
- Create images using sensory details and concrete language
- Develop complex characters through description, dialogue, actions (include gestures, expressions)
- Exclude extraneous details and inconsistencies
- Use meaningful dialogue and specific narrative action when appropriate
- Use a variety of literary devices such as flashback tension, suspense, and foreshadowing
- Use the writing process
- Provide a sense of closure

(Suggestions: personal narrative, short story of specified length, biographical account, parody of a genre, historical account)

Standard ELA/WR/14.0: (E2d) The student produces a narrative procedure. (ES, MS, HS)

Students will demonstrate the ability to:

Kindergarten

- Tell someone what to do
- Organize ideas and list steps
- Name or label objects or places

(Suggestions: directions, messages, signs, how-to book)

Grade One

- Give instructions
- Use pictures to create meaning
- Describe in sequence the steps to do or make something
- Claim, mark, or identify objects and places

(Suggestions: directions, signs, invitation, list, letter, how-to book)

Grade Two

- Establish the purpose or function for the piece
- Identify the topic and restate the focus on a topic
- List resources
- Organize facts
- Show steps in detail
- Include relevant information
- Use language that is straight-forward and clear
- Use pictures to illustrate steps
- Provide a sense of closure

(Suggestions: directions, recipe, steps in a scientific experiment)

Grade Three

- Establish the purpose or function for the piece
- Identify the topic and state it's focus
- Use an organizational structure with numbers or words to arrange steps
- Use basic transition words
- Provide a list of resources
- Show steps in considerable detail
- Include relevant information
- Use language that is straight-forward and clear
- Use pictures to illustrate steps
- Provide a guide that anticipates the reader's need

- Provide a sense of closure

(Suggestions: directions to a game, brochure, manual, steps in a scientific experiment)

Grade Four

- Engage the reader by establishing a context, creating a persona, and otherwise developing reader interest
- Provide a guide to action that anticipates the reader's needs and creates expectations through predictable structures (headings, transitions between steps)
- Group ideas logically using numbers or words to arrange the steps
- Establish a topic
- State and maintain a focus
- Use transition words or phrases
- Provide a list of resources
- Make use of appropriate strategies and visual cues (for example, white space and graphics)
- Include relevant information
- Exclude extraneous information
- Anticipate and address problems, mistakes, and misunderstandings that may arise for the reader
- Write a conclusion

(Suggestions: rules for organizing a class meeting, chapter book developed around procedure, rewritten game instructions for younger reader, job description, steps in a scientific experiment)

Grade Five

- Engage the reader by establishing a context, creating a persona, and developing reader interest
- Provide a guide to action for a relatively complicated procedure that anticipates the reader's needs and creates expectations through predictable structures (headings, transitions between steps)
- Make use of appropriate strategies and visual cues (for example, white space and graphics)
- Include relevant information
- Establish a topic
- State and maintain a focus
- Organize text structure sequentially or chronologically using transition words and phrases
- Provide a list of resources
- Exclude extraneous information
- Anticipate and address reader problems, mistakes, and misunderstandings
- Create a visual hierarchy through white space, heading, transitions between steps
- Write a conclusion-that provides closure

(Suggestions: explanation of class schedule, demonstration of a procedure, directions, set of instructions for playing a game, steps in a scientific experiment, explanation of a mathematical procedure)

Grade Six

- Engage the reader by establishing a context, creating a persona, and developing reader interest
- Provide a guide to action for a relatively complicated procedure that anticipates the reader's needs and creates expectations through predictable structures (headings, transitions between steps)
- Establish a topic
- State and maintain a focus
- Organize ideas appropriate to controlling idea using transition words/phrases
- Make use of appropriate strategies and visual cues (for example, white space and graphics)
- Include relevant information
- Exclude extraneous information which may include a lead/hook
- Anticipate and address reader problems, mistakes, and misunderstandings
- Create a visual hierarchy through white space, heading, transitions between steps
- Provide a sense of closure to the writing

(Suggestions: explanation of class schedule, demonstration of a procedure, directions, set of instructions for playing a game, steps in a scientific experiment, explanation of a mathematical procedure)

Grade Seven

- Engage the reader by establishing a context, creating a persona, and developing reader interest
- Organize ideas with a problem/solution using transition words/phrases
- Establish a topic
- State and maintain a focus
- Provide a guide to action for a relatively complicated procedure that anticipates the reader's needs and creates expectations through predictable structures (headings, transitions between steps)
- Make use of appropriate strategies and visual cues (for example, white space and graphics)
- Include relevant information
- Exclude extraneous information
- Anticipate and address reader problems, mistakes, and misunderstandings
- Create a visual hierarchy through white space, heading, transitions between steps
- Provide a sense of closure to the writing

(Suggestions: explanation of class schedule, demonstration of a procedure, directions, set of instructions for playing a game, steps in a scientific experiment, explanation of a mathematical procedure)

Grade Eight

- Engage the reader by establishing a context, creating a persona, and developing reader interest
- Organize ideas using cause/effect and investigate
- Use transition words/phrases
- Establish an authoritative voice
- Draw conclusions by synthesizing information

- State and maintain a focus/thesis
- Provide a guide to action for a relatively complicated procedure that anticipates the reader's needs and creates expectations through predictable structures (headings, transitions between steps)
- Make use of appropriate strategies and visual cues (for example, white space and graphics)
- Include relevant information
- Exclude extraneous information
- Anticipate and address reader problems, mistakes, and misunderstandings
- Create a visual hierarchy through white space, heading, transitions between steps
- Provide a sense of closure to the writing

(Suggestions: explanation of class schedule, demonstration of a procedure, directions, set of instructions for playing a game, steps in a scientific experiment, explanation of a mathematical procedure)

Grade Nine

- Engage the reader by establishing a context
- Organize ideas in sequence using deductive/inductive reasoning
- Use transition words/phrases
- Establish an authoritative voice
- Draw conclusions by synthesizing information
- State and maintain a focus/thesis
- Write with sense of audience
- Use precise and descriptive language that clarifies and supports intent
- Provide a guide to action for a complicated procedure
- Include relevant information
- Exclude extraneous information
- Anticipate and address reader problems
- Create a visual hierarchy through white space, heading, transitions between steps
- Include a sense of closure

(Suggestions: directions, demonstration of a procedure, lab reports, rules, instructions)

Grade Ten

- Engage the reader by establishing a context
- Organize ideas in sequence using deductive/inductive reasoning
- Use transition words/phrases
- Establish an authoritative voice
- Draw conclusions by synthesizing information
- State and maintain a focus/thesis
- Use precise and descriptive language that clarifies and supports intent
- Provide a guide to action for a complicated procedure

- Include relevant information
 - Exclude extraneous information
 - Anticipate and address reader problems
 - Create a visual hierarchy through white space, heading, transitions between steps
 - Include a sense of closure
- (Suggestions: directions, demonstration of a procedure, lab reports, rules, instructions)*

Grade Eleven

- Engage the reader by establishing a context
 - Establish a topic and maintain focus
 - Select language appropriate to audience
 - Use transition words/phrases
 - Establish an authoritative voice
 - Draw conclusions by synthesizing information
 - Organize structure appropriate to focus/thesis
 - Use precise and descriptive language that clarifies and supports intent
 - Provide a guide to action for a complicated procedure
 - Include relevant information
 - Exclude extraneous information
 - Anticipate and address reader problems
 - Create a visual hierarchy through white space, heading, transitions between steps
 - Include a sense of closure
- (Suggestions: directions, demonstration of a procedure, lab reports, rules, instructions)*

Grade Twelve

- Engage the reader by establishing a context
- Provide a guide to action for a complicated procedure
- Establish a topic and maintain focus
- Select formal/informal, literary or technical language appropriate to audience/content
- Use transition words/phrases to enhance ideas
- Establish an authoritative voice
- Draw conclusions by synthesizing information
- Organize structure appropriate to focus/thesis
- Use precise and descriptive language that clarifies and supports intent
- Include relevant information
- Exclude extraneous information
- Anticipate and address reader problems
- Create a visual hierarchy through white space, heading, transitions between steps

- Include a sense of closure
(*Suggestions: directions, demonstration of a procedure, lab reports, rules, instructions*)

Standard ELA/WR/15.0: (E2e) The student produces a persuasive essay. (MS, HS)

Students will demonstrate the ability to:

Grade Five

- Engage the reader by establishing a context, creating a persona, and developing reader interest
- Develop a controlling idea that makes a clear and knowledgeable judgment
- Create and organize a structure that is appropriate to the specified audience; arrange details, reasons, examples, and anecdotes effectively and persuasively
- Support arguments with detailed evidence, citing sources of information when appropriate
- Include pertinent information and arguments
- Exclude information and arguments that are irrelevant
- Provide a sense of closure to the writing

(*Suggestions: editorial, advertisements, advice columns, award nominations, petitions*)

Grade Six

- Engage the reader by establishing a context, creating a persona, and developing reader interest
- Develop, state, and maintain a controlling idea that makes a clear and knowledgeable judgment
- Create and organize a structure that is appropriate to the specified audience; arrange details, reasons, examples, and anecdotes effectively and persuasively
- Support arguments with detailed, pertinent evidence, citing sources of information when appropriate
- Include a lead/hook (quotation, startling statistic, anecdote/scenario)
- Exclude information and arguments that are irrelevant
- Provide a sense of closure to the writing

(*Suggestions: editorial, advertisements, advice columns, award nominations, petitions*)

Grade Seven

- Engage the reader by establishing a context, creating a persona, and developing reader interest
- Include a lead/hook (quotation, startling statistic, anecdote/scenario)
- Develop, state, and maintain a controlling idea that makes a clear and knowledgeable judgment
- Create and organize a structure that is appropriate to the specified audience; arrange details, reasons, examples, and anecdotes effectively and persuasively
- Support arguments with detailed, pertinent evidence, citing sources of information when appropriate
- Exclude information and arguments that are irrelevant
- Anticipate and address reader concerns and counter-arguments
- Provide a sense of closure to the writing

(Suggestions: evaluation of a product or policy, editorial on a current issue that uses reasoned arguments to support an opinion, speech for a candidate for school or public office)

Grade Eight

- Engage the reader by establishing a context, creating a persona, and developing reader interest
- Develop, state, and maintain a controlling idea that makes a clear and knowledgeable judgment
- Include a lead/hook (quotation, startling statistic, anecdote/scenario)
- Establish an authoritative voice
- Create and organize a structure that is appropriate to the specified audience; arrange details, reasons, examples, and anecdotes effectively and persuasively
- Support arguments with detailed, pertinent evidence, citing sources of information when appropriate
- Exclude information and arguments that are irrelevant
- Anticipate and address reader concerns and counter-arguments
- Provide a sense of closure to the writing

(Suggestions: evaluation of a product or policy, editorial on a current issue that uses reasoned arguments to support an opinion, speech for a candidate for school or public office)

Grade Nine

- Engage the reader by developing a controlling idea that makes a clear and knowledgeable judgment
- Use a strong organizing structure
- Establish and maintain a topic
- Establish an authoritative voice
- Use precise, descriptive language that supports intent
- Arrange details, reasons, examples, and anecdotes effectively for intended audience appropriate to thesis or controlling idea
- Support arguments with detailed evidence, citing sources when appropriate
- Address reader concerns and counter-arguments
- Include only pertinent information
- Develop a strong closure

(Suggestions: descriptions, illustrations, examples from evidence, current event topic, position paper, evaluation of a product or policy, critiques of a public policy, essay in editorial format)

Grade Ten

- Engage the reader by developing a controlling idea that makes a clear and knowledgeable judgment
- Use a strong organizing structure
- Arrange details, reasons, examples, and anecdotes effectively for intended audience appropriate to thesis or controlling idea
- Establish an authoritative voice
- Use precise, descriptive language that supports intent and enhances meaning
- Support arguments with detailed evidence, citing sources when appropriate
- Address reader concerns and counter-arguments

- Include only pertinent information
- Develop a strong closure

(Suggestions: descriptions, illustrations, examples from evidence, current event topic, position paper, evaluation of a product or policy, critiques of a public policy, essay in editorial format)

Grade Eleven

- Engage the reader by developing a controlling idea that makes a clear and knowledgeable judgment
- Use a strong organizing structure
- Select formal and informal literary or technical language appropriate to audience or content
- Use precise, descriptive language that supports intent and enhances meaning
- Establish an authoritative voice
- Arrange details, reasons, examples, and anecdotes effectively for intended audience appropriate to thesis or controlling idea
- Support arguments with detailed evidence, citing sources when appropriate
- Address reader concerns and counter-arguments
- Include only pertinent information
 - Develop a strong closure

(Suggestions: descriptions, illustrations, examples from evidence, current event topic, position paper, evaluation of a product or policy, critiques of a public policy, essay in editorial format)

Grade Twelve

- Engage the reader by developing a controlling idea that makes a clear and knowledgeable judgment
- Establish a topic
- State and maintain a focus
- Select formal and informal literary or technical language appropriate to audience or content
- Establish an authoritative voice
- Use precise, descriptive language that supports intent and enhances meaning
- Use a strong organizing structure
- Arrange details, reasons, examples, and anecdotes effectively for intended audience appropriate to thesis or controlling idea
- Support arguments with detailed evidence, citing sources when appropriate
- Address reader concerns and counter-arguments
- Include only pertinent information
- Develop a strong closure

(Suggestions: descriptions, illustrations, examples from evidence, current event topic, position paper, evaluation of a product or policy, critiques of a public policy, essay in editorial format)

Standard ELA/WR/16.0: (E2f) The student produces a reflective essay. (HS)

Students will demonstrate the ability to:

Grade Eight

- Provide closure
- Use a range of elaboration techniques to establish a focus
- Analyze a condition of significance or develop a place or occasion as the basis for the reflection
- Engage the reader by establishing context

Grade Nine

- Engage the reader in the analysis of a condition or situation of significance
- Provide closure
- Use a range of elaboration techniques to establish a focus
- Analyze a condition of significance or develop a place or occasion as the basis for the reflection
- Engage the reader by establishing context
- Base reflection on personal observation or experience
- Ground reflection in a commonplace, concrete occasion
- Use an organizing structure appropriate to audience and purpose
- Include concrete details, comparing and contrasting, naming, describing, and/or creating a scenario

(Suggestions: analysis of a proverb or quotation, self-reflective essay, comparison of scene of fiction to personal experience, comparison of a common experience from the perspectives of both a child and an adult)

Grade Ten

- Engage the reader in the analysis of a condition or situation of significance
- Provide closure
- Use a range of elaboration techniques to establish a focus
- Analyze a condition of significance or develop a place or occasion as the basis for the reflection
- Engage the reader by establishing context
- Base reflection on personal observation or experience
- Ground reflection in a commonplace, concrete occasion
- Use an organizing structure appropriate to audience and purpose
- Include concrete details, comparing and contrasting, naming, describing, and/or creating a scenario

(Suggestions: analysis of a proverb or quotation, self-reflective essay, comparison of scene of fiction to personal experience, comparison of a common experience from the perspectives of both a child and an adult)

Grade Eleven

- Engage the reader in the analysis of a condition or situation of significance
- **Provide closure**
- **Use a range of elaboration techniques to establish a focus**
- **Analyze a condition of significance or develop a place or occasion as the basis for the reflection**
- **Engage the reader by establishing context**
- **Make connections**
- Base reflection on personal observation or experience
- Ground reflection in a commonplace, concrete occasion
- Use an organizing structure appropriate to audience and purpose
- Include concrete details, comparing and contrasting, naming, describing, and/or creating a scenario

(Suggestions: analysis of a proverb or quotation, self-reflective essay, comparison of scene of fiction to personal experience, comparison of a common experience from the perspectives of both a child and an adult)

Grade Twelve

- Engage the reader in the analysis of a condition or situation of significance
- **Provide closure**
- **Use a range of elaboration techniques to establish a focus**
- **Analyze a condition of significance or develop a place or occasion as the basis for the reflection**
- **Engage the reader by establishing context**
- **Make connections**
- Base reflection on personal observation or experience
- Ground reflection in a commonplace, concrete occasion
- Use an organizing structure appropriate to audience and purpose
- Include concrete details, comparing and contrasting, naming, describing, and/or creating a scenario

(Suggestions: analysis of a proverb or quotation, self-reflective essay, comparison of scene of fiction to personal experience, comparison a common experience from the perspectives of both a child and an adult)

SPEAKING/LISTENING/VIEWING

Primary Speaking/Listening/Viewing Standard: Habits

Students will demonstrate the ability to:

Kindergarten

- Begin to talk about their ideas, learning experiences, new topics, and feelings
- Speak clearly
- Begin to listen to others, wait for your turn to speak, and comment as appropriate
- Begin to give and receive feedback by asking questions or making comments (see Educator to Educator)
- Begin to confirm understanding by paraphrasing an adult's direction or suggestions
- Begin to talk to themselves out loud to make plans, guide behavior, or monitor thinking
- Begin to imitate the language of adults
- Begin to solicit others' contributions to provide clarification
- Begin to compare two works by the same author or several books on the same theme
- Begin to extend the story: make predictions, talk about the motives of characters, describe causes and effects, retell or summarize, describe new information in their own words, and refer explicitly to parts of the text when presenting or defending a claim

(Suggestions: author's chair, teacher/student conferences, circle time)

Grade One

- Talk about their ideas, learning experiences, new topics, and feelings
- Speak clearly and sequentially
- Participate in large group discussions
- Tell stories using details
- Listen to others, wait for your turn to speak and comment or politely disagree as appropriate
- Give and receive feedback by asking questions or making comments (see Educator to Educator)
- Confirm understanding by paraphrasing an adult's direction or suggestions
- Talk to themselves out loud to make plans, guide behavior, or monitor thinking
- Imitate the language of adults
- Use a variety of self-correcting strategies
- Solicit others' contributions in conversation to provide clarification
- Compare two works by the same author or several books on the same theme
- Extend the story: make predictions, talk about the motives of characters, describe causes and effects, retell or summarize, describe new information in their own words, and refer explicitly to parts of the text when presenting or defending a claim
- Explain why their interpretation of a story is valid

(Suggestions: book talks, author's chair, literature circles, teacher/student conferences)

Grade Two

- Talk about what they think, read, or experience
- Speak clearly and sequentially
- Participate in large group discussions
- Tell stories using details or give information
- Listen to others and wait for your turn to speak
- Provide feedback
- Carry a conversation, asking and answering questions
- Demonstrate meaningful listening through facial expressions
- Explain or speak from another person's perspective
- Initiate and sustain a conversation with relevant exchanges
- Begin to use comparisons and analogies
- Confirm understanding by paraphrasing an adult's direction or suggestions
- Talk in small groups for collaboration
- Talk in front of a group on a regular basis
- Talk aloud to make plans, guide behavior, or monitor thinking or speech
- Imitate the language of adults
- Recite facts to confirm what has been memorized
- Begin to restate their own ideas with greater clarity
- Note and discuss author's craft: word choice, figurative language, story elements, and character development
- Compare one text to another
- Begin to understand concepts and relationships within the text including sequence, cause and effect
- Relate a story or information from a nonfiction text to real-life experiences or prior knowledge
- Begin to use information that is accurate, accessible, and relevant
- Begin to use reasoning and information to determine fact or opinion
- Follow instructions or directions in functional texts

(Suggestions: book talks, author's chair, literature circles, teacher/student conferences)

Grade Three

- Talk with confidence about what they think, read, or experience
- Explain or speak from another person's perspective
- Initiate and sustain a lengthy conversation with relevant exchanges
- Show alternative nonverbal actions that can reinforce a verbal message (gestures)
- Attend to speakers and wait your turn to speak
- Tell stories and provide a conclusion
- Provide feedback
- Use comparisons and analogies

- Confirm understanding by paraphrasing an adult's direction or suggestions
- Talk in small groups for collaboration
- Talk in front of a group on a regular basis
- Talk aloud to make plans, guide behavior, or monitor thinking
- Imitate the language of adults
- Recite facts to confirm what has been memorized
- Restate their own ideas with greater clarity
- Note and discuss author's craft: word choice, figurative language, story elements, character development
- Compare one text to another
- Understand concepts and relationships within the text including sequence, inference, cause and effect
- Relate a story or information from nonfiction text to real-life experiences or prior knowledge
- Use information that is accurate, accessible, and relevant
- Use reasoning and information to determine fact or opinion
- Follow instructions or directions in functional texts

(Suggestions: book talks, author's chair, literature circles, teacher/student conferences)

Grade Four

- Participate in one-to-one conferences with a teacher, paraprofessional, or adult volunteer (E3a)
- Initiate new topics in addition to responding to adult-initiated topics (E3a)
- Ask and respond to relevant questions with elaboration (E3a)
- Confirm understanding by paraphrasing an adult's direction or suggestions (E3a)
- Participate actively in group discussion showing respect for a range of individual ideas(E3b)
- Follow verbal instructions to answer questions, perform tasks, or solve problems
- Identify alternatives and consequences for problem solving
- Tell stories and provide a conclusion that include inflectional tone to convey meaning
- Provide feedback
- Display appropriate turn-taking behavior (E3b)
- Solicit another person's comment and opinion (E3b)
- Offer own opinion confidently without dominating (E3b)
- Respond appropriately to comments and questions (E3b)
- Volunteer contributions and respond when directly solicited by teacher or discussion leader (E3b)
- Give reasons in support of opinions expressed (E3b)
- Clarify, illustrate, or expand on a response when asked to do so; ask classmates for similar expansions (E3b)
- Shape information to achieve a particular purpose and to appeal to the interests and background knowledge of the audience (E3c)
- Use notes or other memory aids to structure a presentation (E3c)
- Project a sense of individuality and personality in selecting and organizing content and in delivery (E3c)
- Engage the audience with appropriate verbal cues and eye contact (E3c)

(Suggestions: book talks, author's chair, literature circles, teacher/student conferences)

Primary SLV Standard: Kinds of Talk and Resulting Genres

Students will demonstrate the ability to:

Kindergarten

- Begin to engage in extended conversations
- Begin to independently give a detailed narrative account of an experience in which the actual sequence of events is clear
- Begin to engage the listener's attention before going into the full account
- Begin to orient the listener to the setting using concrete details, transition words, and time words
- Begin to define characters in discussion
- Begin to describe information and evaluate or reflect on it
- Begin to seek information and exhibit comprehension, asking questions when needed
- Begin to request clarification or provide explanations when necessary
- Begin to focus on multiple characteristics when providing descriptions
- Begin to use evaluative terms
- Begin to share information on a topic which is supported by a visual aid such as show and tell
- Begin to use actions, writing, or drawing to augment language
- Begin to listen to, comprehend, and carry out directions with two or three simple steps, asking for clarification when needed
- Begin to give directions that include several sequenced steps, explaining and elaborating when necessary
- Begin to evaluate a performance with a simple response or with a critique based on agreed-upon criteria
- Begin to give a brief performance

(Suggestions: show and tell, author's chair, songs, chants, poems, circle time, dramatic play)

Grade One

- Engage in extended conversations
- Independently give a detailed narrative account of an experience in which the actual sequence of events is clear
- Engage the listener's attention before going into the full account
- Orient the listener to the setting using concrete details, transition words, and time words
- Define characters in discussion
- Include quotations
- Build the sequence of events to a climax and resolution, marking the end of the story
- Describe information and evaluate or reflect on it
- Seek or provide information by observing; going to the library; or asking teachers, parents, or peers
- Listen to information and exhibit comprehension, asking questions when needed
- Request clarification or provide explanations when necessary
- Focus on multiple characteristics when providing descriptions

- Use evaluative terms
- Share information (without extraneous details) on a topic which is supported by a visual aid such as show and tell
- Use actions, writing, or drawing to augment language
- Listen to, comprehend, and carry out directions with two or three simple steps, asking for clarification when needed
- Give directions that include several sequenced steps, explaining and elaborating when necessary
- Evaluate a performance with a simple response or with a critique based on agreed-upon criteria
- Give a brief performance

(Suggestions: Me Bag, author's chair, songs, chants, poems, circle time, dramatic play)

Grade Two

- Independently give a lengthy, richly detailed account in which the actual sequence of events is clear
- Engage the listener's attention
- Describe information and evaluate or reflect on it
- Describe internal reactions as well as external events
- Develop characters fully by clearly stating their goals and motivations, including resolution by the story's end
- Include quotations
- Comment and reflect on how things were resolved
- Mark the end of the story directly
- Begin to use multiple resources for information such as libraries, the Internet, and identified experts
- Conduct firsthand interviews
- Give increasingly elaborate and extended descriptions of objects, events, and concepts
- Begin to support opinions or provide specific examples to support generalizations
- Give a short prepared speech or report
- Tutor others in new tasks
- Listen to, comprehend, and carry out directions with three or four steps
- Ask (or answer) specific questions to clarify an unfamiliar task
- Give multi-step directions
- Describe alternate ways to complete a task or reach a destination
- Use visual aids
- Participate in extended conversations, listening to arguments and solutions
- Disagree with another person's argument and begin to generate and promote alternative solutions to reach agreement
- Collaborate by seeking out peers to solve problems, handling disagreements diplomatically
- Attend to more challenging performances that go beyond entertainment or present unfamiliar material
- Describe their reaction to a performance, giving details to support opinions
- Draw from a rehearsed repertoire to give a brief performance such as reciting a poem or famous speech
- Conduct and/or make lengthier presentations to the class or take part in full-length performances in front of larger groups or unfamiliar audiences
- Give an author performance, reading aloud from their own material

Grade Three

- Independently give a lengthy, richly detailed account in which the actual sequence of events is clear even though events may deliberately be told out of order to build anticipation or through use of flashbacks
- Engage the listener's attention
- Describe information and evaluate or reflect on it
- Describe internal reactions as well as external events
- Develop characters fully by clearly stating their goals and motivations, including resolution by the story's end
- Include quotations
- Comment and reflect on how things were resolved
- Mark the end of the story directly
- Use multiple resources for information such as libraries, governmental and professional agencies, the Internet, and identified experts
- Conduct firsthand interviews
- Give increasingly elaborate and extended descriptions of objects, events, and concepts
- Support opinions or provide specific examples to support generalizations
- Give a short prepared speech or report
- Tutor others in new and somewhat complicated tasks
- Listen to, comprehend, and carry out multi-step directions with increasing complexity
- Ask (or answer) specific questions to clarify an unfamiliar task
- Give multi-step directions for technically complex tasks
- Describe alternate ways to complete a task or reach a destination
- Use visual aids
- Participate in extended conversations, listening to arguments and solutions
- Disagree with another person's argument and then generate and promote alternative solutions to reach agreement
- Collaborate by seeking out peers to solve problems, handling disagreements diplomatically
- Attend to more challenging performances that go beyond entertainment or present unfamiliar material
- Describe their reaction to a performance, giving details to support opinions
- Draw from a rehearsed repertoire to give a brief performance such as reciting a poem or famous speech
- Conduct and/or make lengthier presentations to the class or take part in full-length performances in front of larger groups or unfamiliar audiences
- Give an author performance, reading aloud from their own material

Grade Four

- Ask relevant questions (E3a)
- Respond to questions with appropriate elaboration (E3a)
- Confirm understanding by paraphrasing the adult's directions or suggestions (E3a)
- Display appropriate turn-taking behaviors (E3b)
- Actively solicit another person's comment or opinion (E3b)
- Offer own opinion confidently without dominating (E3b)

- Respond appropriately to comments and questions (E3b)
- Give reasons to support opinions expressed (E3b)
- Prepare and deliver an individual presentation (E3c)
- Present information to achieve a particular purpose and to appeal to the interests and background knowledge of audience members (E3c)
- Select and organize content according to criteria for importance and impact rather than according to availability of information in resource materials (E3c)
- Engage the audience with appropriate verbal cues and eye contact (E3c)
- Project a sense of individuality and personality in selecting, organizing, and delivering content (E3c)

(Suggestions: presentation of a research project, presentation of survey results, portfolio conference or sharing)

ELA Speaking/Listening/Viewing Primary Standard: Language Use and Conventions

Students will demonstrate the ability to:

Kindergarten

- Begin to know and be able to describe rules for school interactions such as using "inside" voices, not pushing in line, taking turns, raising hand to speak
- Begin to learn rules for polite interactions such as saying "Excuse me" or "I'm sorry"
- Begin to hold self and others accountable to the rules by using verbal reminders such as "Only one person on the slide at a time"
- Begin to speak one at a time, look at and listen to the speaker, yield and/or signal for a chance to speak, and adjust volume to the setting
- Begin to play with alliteration, tongue twisters, and onomatopoeia (for example, "Peter Piper picked a peck of pickled peppers")
- Begin to vary sentence openers and use a range of syntactic patterns
- Begin to define words they know using simple categories (for example, "A violin is an instrument.")
- Begin to alter word choice based on audience
- Begin to increase vocabulary, gain fluency, and exercise options in word choice

Grade One

- Know and be able to describe rules for school interactions such as using "inside" voices, not pushing in line, taking turns, raising hand to speak
- Learn rules for polite interactions such as saying "Excuse me" or "I'm sorry"
- Hold self and others accountable to the rules by using verbal reminders such as "Only one person on the slide at a time"
- Speak one at a time, look at and listen to the speaker, yield and/or signal for a chance to speak, and adjust volume to the setting
- Produce rhyming words and recognize pairs of rhyming words
- Play with alliteration, tongue twisters, and onomatopoeia (for example, "Peter Piper picked a peck of pickled peppers.")
- Use double meanings or multiple meanings of words for riddles and jokes
- Vary sentence openers and use a wide range of syntactic patterns
- Build vocabulary by connecting newly acquired words to relevant categories
- Alter word choice based on audience
- Recognize multiple meanings of words

- Increase vocabulary of verbs, adjectives, and adverbs to gain fluency and exercise options in word choice

Grade Two

- Consistently observe politeness conventions
- Hold themselves and others accountable to the rules by using verbal reminders
- Speak one at a time, look at and listen to the speaker, signal for a chance to speak, adjust volume to the setting, and hold the floor and yield when appropriate
- Identify the number of syllables in a word
- Play with alliteration, tongue twisters, and onomatopoeia
- Use double meanings or multiple meanings of words for riddles and jokes
- Understand the intended meaning of idiomatic expressions
- Use parts of speech correctly
- Build vocabulary by connecting acquired words to relevant categories
- Use specialized vocabulary related to school subjects
- Provide definitions of words they know and learn new words from definitions
- Demonstrate flexibility by choosing from word options to show precision or effect
- Develop a basic awareness of meaningful word parts and identify how they relate to certain words (for example, prefixes)
- Increase vocabulary of verbs, adjectives, and adverbs to speak fluently and exercise options in word choice
- Use and explain metaphoric language
- Understand and produce antonyms and synonyms

Grade Three

- Consistently observe politeness conventions
- Hold themselves and others accountable to the rules by using verbal reminders
- Speak one at a time, look at and listen to the speaker, signal for a chance to speak, adjust volume to the setting, and hold the floor and yield when appropriate
- Play with alliteration, tongue twisters, and onomatopoeia
- Use double meanings or multiple meanings of words for riddles and jokes
- Understand the intended meaning of idiomatic expressions
- Use parts of speech correctly
- Build vocabulary by connecting acquired words to relevant categories
- Use specialized vocabulary related to school subjects
- Provide definitions of words they know and learn new words from definitions
- Demonstrate flexibility by choosing from word options to show precision or effect
- Develop a basic awareness of meaningful word parts and identify how they relate to certain words (for example, prefixes, suffixes)
- Increase vocabulary of verbs, adjectives, and adverbs to speak fluently and exercise options in word choice
- Use and explain metaphoric language
- Understand and produce antonyms, synonyms

Grade Four

- Use language cues to indicate different levels of certainty or hypothesizing (E3a)
- Display appropriate turn-taking behaviors (E3b)
- Respond appropriately to comments and questions (E3b)
- Volunteer contributions and respond when directly solicited by discussion leader (E3b)
- Engage the audience with appropriate verbal cues and eye contact (E3c)
- Project a sense of individuality and personality in selecting and organizing content and in delivery (E3c)

(Suggestions: class meeting, group project plan, development and discussion of class rubrics)

Standard ELA/SLV/17.0: (E3a) The student participates in one-to-one conferences with a teacher, paraprofessional, or adult volunteer. (ES, MS, HS)

Students will demonstrate the ability to:

Kindergarten

- See Primary Speaking/Listening/Viewing Standard: Habits
- See ELA/SLV Primary Standard: Language Use and Conventions

Grade One

- See Primary Speaking/Listening/Viewing Standard: Habits
- See ELA/SLV Primary Standard: Language Use and Conventions

Grade Two

- See Primary Speaking/Listening/Viewing Standard: Habits
- See ELA/SLV Primary Standard: Language Use and Conventions

Grade Three

- See Primary Speaking/Listening/Viewing Standard: Habits
- See ELA/SLV Primary Standard: Language Use and Conventions

Grade Four

- See Primary Speaking/Listening/Viewing Standard: Habits
- See ELA/SLV Primary Standard: Language Use and Conventions

Grade Five

- Initiate a new topic and respond to adult-initiated topics
- Ask relevant questions
- Respond to questions with appropriate elaboration
- Hypothesize or clarify using language cues: "What if...", "Very likely...", "I'm unsure whether..."
- Confirm understanding by paraphrasing adult's directions or suggestions

Grade Six

- Initiate a new topic and respond to adult-initiated topics
- Ask relevant questions
- Respond to questions with appropriate elaboration
- Hypothesize or clarify using language cues: "What if...", "Very likely...", "I'm unsure whether..."
- Confirm understanding by paraphrasing adult's directions or suggestions

Grade Seven

- Initiate a new topic and respond to adult-initiated topics
- Ask relevant questions
- Respond to questions with appropriate elaboration
- Hypothesize or clarify using language cues: "What if...", "Very likely...", "I'm unsure whether..."
- Confirm understanding by paraphrasing adult's directions or suggestions

Grade Eight

- Initiate a new topic and respond to adult-initiated topics
- Ask relevant questions
- Respond to questions with appropriate elaboration
- Hypothesize or clarify using language cues: "What if...", "Very likely...", "I'm unsure whether..."
- Confirm understanding by paraphrasing adult's directions or suggestions

Grade Nine

- Initiate a new topic and respond to adult-initiated topics
- Ask relevant questions
- Respond to questions with appropriate elaboration
- Hypothesize or clarify
- Confirm understanding by paraphrasing adult's directions or suggestions

(Suggestions: discussion of a topic or media presentation; discussion of a draft of an essay, project, or assignment)

Grade Ten

- Initiate a new topic and respond to adult-initiated topics
- Ask relevant questions
- Respond to questions with appropriate elaboration
- Hypothesize or clarify
- Confirm understanding by paraphrasing adult's directions or suggestions

(Suggestions: discussion of a topic or media presentation; discussion of a draft of an essay, project, or assignment)

Grade Eleven

- Initiate a new topic and respond to adult-initiated topics
- Ask relevant questions
- Respond to questions with appropriate elaboration

- Hypothesize or clarify
 - Confirm understanding by paraphrasing adult's directions or suggestions
- (Suggestions: discussion of a topic or media presentation; discussion of a draft of an essay, project, or assignment)*

Grade Twelve

- Initiate a new topic and respond to adult-initiated topics
 - Ask relevant questions
 - Respond to questions with appropriate elaboration
 - Hypothesize or clarify
 - Confirm understanding by paraphrasing adult's directions or suggestions
- (Suggestions: discussion of a topic or media presentation; discussion of a draft of an essay, project, or assignment)*

Standard ELA/SLV/18.0: (E3b) The student participates in group meetings. (ES, MS, HS)

Students will demonstrate the ability to:

Kindergarten

- See Primary Speaking/Listening/Viewing Standard: Habits
- See ELA/SLV Primary Standard: Language Use and Conventions
- Participate in large group discussions

Grade One

- See Primary Speaking/Listening/Viewing Standard: Habits
- See ELA/SLV Primary Standard: Language Use and Conventions

Grade Two

- See Primary Speaking/Listening/Viewing Standard: Habits
- See ELA/SLV Primary Standard: Language Use and Conventions

Grade Three

- See Primary Speaking/Listening/Viewing Standard: Habits
- See ELA/SLV Primary Standard: Language Use and Conventions

Grade Four

- See Primary Speaking/Listening/Viewing Standard: Habits
- See ELA/SLV Primary Standard: Language Use and Conventions

Grade Five

- Follow verbal instructions to perform specific tasks
- Summarize, paraphrase or question information presented
- Participate in small and large group discussions including interviews
- Respond appropriately to comments and questions showing respect for a range of individual ideas
- Display appropriate turn-taking behaviors

- Actively solicit comments and opinions
- Offer own opinion without dominating the discussion
- Volunteer contributions and respond when directly solicited by teacher or discussion leader
- Support opinions with examples and reasons
- Clarify or expand on a response when asked to do so; ask classmates for similar expansions
- Employ a group decision-making technique such as brainstorming or a problem-solving sequence (for example, recognize problem, define problem, identify possible solutions, select optimal solution, implement solution, evaluate solution)

(Suggestions: class rubric development, group presentations)

Grade Six

- Display appropriate turn-taking behaviors
- Follow verbal instructions to answer questions, perform specific tasks, or to solve problems
- Reach consensus to solve problems, make a decision, achieve a goal
- Actively solicit comments and opinions
- Offer own opinion without dominating the discussion
- Respond appropriately to comments and questions
- Volunteer contributions and respond when directly solicited by teacher or discussion leader
- Support opinions with examples and reasons
- Clarify or expand on a response when asked to do so; ask classmates for similar expansions
- Employ a group decision-making technique such as brainstorming or a problem-solving sequence (for example, recognize problem, define problem, identify possible solutions, select optimal solution, implement solution, evaluate solution)

(Suggestions: class rubric development, group presentations)

Grade Seven

- Display appropriate turn-taking behaviors
- Follow verbal instructions to answer questions, perform specific tasks, or to solve problems
- Reach consensus to solve problems, make a decision, achieve a goal
- Actively solicit comments and opinions
- Offer own opinion without dominating the discussion
- Respond appropriately to comments and questions
- Volunteer contributions and respond when directly solicited by teacher or discussion leader
- Support opinions with examples and reasons
- Clarify or expand on a response when asked to do so; ask classmates for similar expansions
- Employ a group decision-making technique such as brainstorming or a problem-solving sequence (for example, recognize problem, define problem, identify possible solutions, select optimal solution, implement solution, evaluate solution)

(Suggestions: class rubric development, group presentations)

Grade Eight

- Display appropriate turn-taking behaviors
- Follow verbal instructions to answer questions, perform specific tasks, or to solve problems
- Reach consensus to solve problems, make a decision, achieve a goal
- Actively solicit comments and opinions
- Offer own opinion without dominating the discussion
- Respond appropriately to comments and questions
- Volunteer contributions and respond when directly solicited by teacher or discussion leader
- Support opinions with examples and reasons
- Clarify or expand on a response when asked to do so; ask classmates for similar expansions
- Employ a group decision-making technique such as brainstorming or a problem-solving sequence (for example, recognize problem, define problem, identify possible solutions, select optimal solution, implement solution, evaluate solution)

(Suggestions: group brainstorming or problem solving session)

Grade Nine

- Display appropriate turn-taking behaviors
- Follow verbal instructions to answer questions, perform specific tasks, or to solve problems
- Reach consensus to solve problems, make a decision, achieve a goal
- Actively solicit comments and opinions
- Offer own opinion without dominating the discussion
- Respond appropriately
- Support opinions with examples and reasons
- Clarify or expand on a response of others
- Divide labor for overall efficiency
- Employ a group decision-making technique

(Suggestions: class rubric development, group presentations, text-based discussions)

Grade Ten

- Display appropriate turn-taking behaviors
- Follow verbal instructions to answer questions, perform specific tasks, or to solve problems
- Reach consensus to solve problems, make a decision, achieve a goal
- Actively solicit comments and opinions
- Offer own opinion without dominating the discussion
- Respond appropriately
- Support opinions with examples and reasons
- Clarify or expand on the response of others
- Divide labor for overall efficiency
- Employ a group decision-making technique

(Suggestions: class rubric development, group presentations, text-based discussions)

Grade Eleven

- Display appropriate turn-taking behaviors
- Follow verbal instructions to answer questions, perform specific tasks, or to solve problems
- Reach consensus to solve problems, make a decision, achieve a goal
- Actively solicit comments and opinions
- Offer own opinion without dominating the discussion
- Respond appropriately
- Support opinions with examples and reasons
- Clarify or expand on the response of others
- Divide labor for overall efficiency
- Employ a group decision-making technique

(Suggestions: class rubric development, group presentations, text-based discussions)

Grade Twelve

- Display appropriate turn-taking behaviors
- Follow verbal instructions to answer questions, perform specific tasks, or to solve problems
- Reach consensus to solve problems, make a decision, achieve a goal
- Actively solicit comments and opinions
- Offer own opinion without dominating the discussion
- Respond appropriately
- Support opinions with examples and reasons
- Clarify or expand on the response of others
- Divide labor for overall efficiency
- Employ a group decision-making technique

(Suggestions: class rubric development, group presentations, text-based discussions)

Standard ELA/SLV/19.0: (E3c) The student prepares and delivers an individual presentation. (ES, MS, HS)

Students will demonstrate the ability to:

Kindergarten

- See Primary Speaking/Listening/Viewing Standard: Habits

Grade One

- See Primary Speaking/Listening/Viewing Standard: Habits

Grade Two

- See Primary Speaking/Listening/Viewing Standard: Habits

Grade Three

- See Primary Speaking/Listening/Viewing Standard: Habits

Grade Four

- See Primary Speaking/Listening/Viewing Standard: Habits

Grade Five

- Tell stories giving information using details and providing a coherent conclusion (use books, visuals, etc.)
- Provide effective feedback to small groups or an audience
- Engage the audience with appropriate verbal cues and nonverbal cues and eye contact
- Use verbal and nonverbal choices to convey consistent focus
- Tell stories using details and provide a coherent conclusion
- Shape information to achieve a particular purpose and to appeal to the interests and background of the audience
- Organize information to maximize impact and emphasize order of importance
- Use notes or other memory aids to structure presentation
- Develop several main points relating to a single purpose or thesis
- Engage the audience with appropriate verbal cues and eye contact
- Project a sense of individuality and personality in organizing content and in delivery

Grade Six

- Shape information to achieve a particular purpose and to appeal to the interests and background of the audience
- Tell stories giving information using details and provide a coherent conclusion
- Include smooth transitions, supporting thesis with well-chosen details and provide a conclusion
- Provide feedback and respond to audience
- Organize information to maximize impact and emphasize order of importance
- Use notes or other memory aids to structure presentation
- Develop several main points relating to a single purpose or thesis
- Engage the audience with appropriate verbal cues and eye contact
- Project a sense of individuality and personality in organizing content and in delivery

Grade Seven

- Shape information to achieve a particular purpose and to appeal to the interests and background of the audience
- Organize information to maximize impact and emphasize order of importance
- Tell stories giving information using details and provide a coherent conclusion
- Include smooth transitions, supporting thesis with well-chosen details and provide a conclusion
- Provide feedback and respond to audience
- Use notes or other memory aids to structure presentation
- Develop several main points relating to a single purpose or thesis
- Engage the audience with appropriate verbal and nonverbal cues and eye contact
- Project a sense of individuality and personality in organizing content and in delivery

Grade Eight

- Shape information to achieve a particular purpose and to appeal to the interests and background of the audience
- Organize information to maximize impact and emphasize order of importance
- Tell stories giving information using details and provide a coherent conclusion
- Include smooth transitions, supporting thesis with well-chosen details and provide a conclusion
- Provide feedback and respond to audience
- Use notes or other memory aids to structure presentation
- Develop several main points relating to a single purpose or thesis
- Engage the audience with appropriate verbal cues and eye contact
- Project a sense of individuality and personality in organizing content and in delivery

Grade Nine

- Shape information to suit audience and purpose
- Organize information to maximize impact and emphasize order of importance
- Tell stories giving information using details and provide a coherent conclusion
- Include smooth transitions, supporting thesis with well-chosen details and provide a conclusion
- Provide feedback and respond to audience
- Identify the thesis of a presentation, determine the essential elements and interpret the message
- Use notes or other memory aids to structure presentation
- Incorporate visual aides as appropriate
- Develop several main points relating to a single purpose or thesis
- Engage the audience with appropriate gestures and eye contact
- Project a sense of individuality and personality

(Suggestions: public panel discussion or debate, individual talk that develops a single thesis)

Grade Ten

- Shape information to suit audience and purpose
- Organize information to maximize impact and emphasize order of importance
- Tell stories giving information using details and provide a coherent conclusion
- Include smooth transitions, supporting thesis with well-chosen details and provide a conclusion
- Provide feedback and respond to audience
- Use tools of technology to enhance message
- Use anecdotes and analogies, visuals, descriptions, paraphrases, examples, and comparisons
- Use notes or other memory aids to structure presentation
- Incorporate visual aides as appropriate
- Develop several main points relating to a single purpose or thesis
- Engage the audience with appropriate gestures and eye contact
- Project a sense of individuality and personality

(Suggestions: public panel discussion or debate, individual talk that develops a single thesis)

Grade Eleven

- Shape information to suit audience and purpose
- Organize information to maximize impact and emphasize order of importance
- Tell stories giving information using details and provide a coherent conclusion
- Include smooth transitions, supporting thesis with well-chosen details and provide a conclusion
- Provide feedback and respond to audience
- Use tools of technology to enhance message
- Use anecdotes and analogies, visuals, descriptions, paraphrases, examples, and comparisons
- Respond to audience
- Use notes or other memory aids to structure presentation
- Incorporate visual aides as appropriate
- Develop several main points relating to a single purpose or thesis
- Engage the audience with appropriate gestures and eye contact
- Project a sense of individuality and personality

(Suggestions: public panel discussion or debate, individual talk that develops a single thesis)

Grade Twelve

- Shape information to suit audience and purpose
- Organize information to maximize impact and emphasize order of importance
- Tell stories giving information using details and provide a coherent conclusion
- Include smooth transitions, supporting thesis with well-chosen details and provide a conclusion
- Provide feedback and respond to audience
- Use tools of technology to enhance message
- Use anecdotes and analogies, visuals, descriptions, paraphrases, examples, and comparisons
- Respond to audience
- Use notes or other memory aids to structure presentation
- Incorporate visual aides as appropriate
- Develop several main points relating to a single purpose or thesis
- Engage the audience with appropriate gestures and eye contact
- Project a sense of individuality and personality

(Suggestions: public panel discussion or debate, individual talk that develops a single thesis)

Standard ELA/SLV/20.0: (E3d) The student makes informed judgments about television, radio, and film productions. (ES, MS, HS)

Students will demonstrate the ability to:

Kindergarten

Not Applicable
Grade One Not applicable
Grade Two Not applicable
Grade Three <ul style="list-style-type: none"> • Begin to demonstrate an awareness of the presence of media in the daily lives of most people • Begin to evaluate the role of the media in focusing attention and forming opinions • Begin to judge the extent to which media provide a source of entertainment as well as a source of information • Begin to define the role of advertising as part of the media presentation
Grade Four <ul style="list-style-type: none"> • Demonstrate an awareness of the presence of media in the daily lives of most people • Evaluate the role of the media in focusing attention and forming opinions • Judge the extent to which media provide a source of entertainment as well as a source of information • Define the role of advertising as part of the media presentation
Grade Five <ul style="list-style-type: none"> • Demonstrate an awareness of the presence of media in our daily lives • Evaluate the role of the media in focusing attention and forming opinions • Judge the extent to which the media are a source of entertainment as well as a source of information • Define the role of advertising as part of the media presentation
Grade Six <ul style="list-style-type: none"> • Demonstrate an awareness of the presence of media in our daily lives • Evaluate the role of the media in focusing attention and forming opinions • Judge the extent to which the media are a source of entertainment as well as a source of information • Define the role of advertising as part of the media presentation
Grade Seven <ul style="list-style-type: none"> • Demonstrate an awareness of the presence of media in our daily lives • Evaluate the role of the media in focusing attention and forming opinions • Judge the extent to which the media are a source of entertainment as well as a source of information • Define the role of advertising as part of the media presentation
Grade Eight <ul style="list-style-type: none"> • Demonstrate an awareness of the presence of media in our daily lives • Evaluate the role of the media in focusing attention and forming opinions • Judge the extent to which the media are a source of entertainment as well as a source of information • Define the role of advertising as part of the media presentation
Grade Nine

- Demonstrate an awareness of the presence of media in our daily lives
- Evaluate the role of the media in focusing attention and forming opinions
- Understand media as entertainment and as a source of information
- Define the role of advertising as part of the media presentation

Grade Ten

- Demonstrate an awareness of the presence of media in our daily lives
- Evaluate the role of the media in focusing attention and forming opinions
- Understand media as entertainment and as a source of information
- Define the role of advertising as part of the media presentation

Grade Eleven

- Demonstrate an awareness of the presence of media in our daily lives
- Evaluate the role of the media in focusing attention and forming opinions
- Understand media as entertainment and as a source of information
- Define the role of advertising as part of the media presentation

Grade Twelve

- Demonstrate an awareness of the presence of media in our daily lives
- Evaluate the role of the media in focusing attention and forming opinions
- Understand media as entertainment and as a source of information
- Define the role of advertising as part of the media presentation

Standard ELA/SLV/21.0: (E3e) The student listens to and analyzes a public speaking performance. (HS)

Students will demonstrate the ability to:

Grade Nine

Introduce Skills Needed to Critically Judge a Public Speaker

- Take notes on salient information
- Identify types of arguments and identify logical fallacies
- Accurately summarize the speaker's remarks
- Formulate a judgment about the issues discussed

(Suggestions: taking notes of a meeting, reporting detailed information from an event, analyzing a political address)

Grade Ten

Apply Skills Needed to Critically Judge a Public Speaker

- Take notes on salient information
- Identify types of arguments and identify logical fallacies
- Accurately summarize the speaker's remarks
- Formulate a judgment about the issues discussed

(Suggestions: taking notes of a meeting, reporting detailed information from an event, analyzing a political address)

Grade Eleven

- Take notes on salient information
- Identify types of arguments and identify logical fallacies
- Accurately summarize the speaker's remarks
- Formulate a judgment about the issues discussed

(Suggestions: taking notes of a meeting, reporting detailed information from an event, analyzing a political address)

Grade Twelve

- Take notes on salient information
- Identify types of arguments and identify logical fallacies
- Accurately summarize the speaker's remarks
- Formulate a judgment about the issues discussed

(Suggestions: taking notes of a meeting, reporting detailed information from an event, analyzing a political address)

Standard ELA/Conventions/Grammar/Usage 22.0: (E4a) The student demonstrates an understanding of the rules of the English language in written and oral work, and selects the structures and features of language appropriate to the purpose, audience, and context of the work. (ES, MS, HS)

Students will demonstrate the ability to:

Kindergarten

Style and Syntax

- Use their oral language in their writing
- Use the author's language for rhythm and phrasing patterns
- Begin to use individual voice in their writing

Vocabulary and Word Choice

- Use words in their writing that they use in conversation, usually represented phonetically using consonant sounds
- Use in their writing some words they like from books read to them
- Make word choices that best convey the students' meaning

Spelling

- Create text with phonetic spelling using consonant sounds
- Pause to reread while writing
- Leave spaces between words
- Control directionality
- Reread their own text using voice to print match

Conventions

- Develop an awareness of punctuation, capitalization, and other conventions

Grade One

Style and Syntax

- Vary sentence openers instead of relying on the same sentence
- Use a wide range of syntactic patterns typical of spoken language
- Take on the language of authors
- Sometimes mimic sentence structures from various genres they are reading
- Use individual voice in their writing

Vocabulary and Word Choice

- Produce writing that uses the full range of words in their speaking vocabulary
- Select a more precise word when prompted
- Use newly learned words they like from their reading, the books they hear read, word walls, and conversation

Spelling

- Produce writing that contains correctly spelled high frequency writing words (see Educator to Educator)
- Write phonetic text that usually can be read by the child and others
- Draw on a range of resources to spell unfamiliar words, including strategies like segmenting, sounding out, and matching to familiar words and word parts
- Automatically spell some familiar words and word endings correctly

Conventions

- Use punctuation, capitalization, and other conventions (See Educator to Educator)
- Begin to use end punctuation correctly
- Demonstrate interest and awareness in other forms of punctuation
- Begin to capitalize name, first word of a sentence, pronoun I, and people's names

Reference materials

- Use word book, picture dictionary, word wall, thesaurus, Spell-Check

Grade Two

Style and Syntax

- Use sentence patterns typical of spoken language
- Incorporate transition words and phrases
- Use phrases and modifiers
- Use and develop further individual voice in their writing
- Use varying sentence patterns and lengths
- Reproduce sentence structures found in the various genres they read

Vocabulary and Word Choice

- Use words from their speaking vocabulary, including words from reading and class discussions
- Make word choices that reflect their growing vocabulary
- Take on the language of authors

- Make word choices on the basis of accurate meaning
- Extend their writing vocabulary by using specialized or content-related words

Spelling

- Produce writing that contains correctly spelled high frequency writing words (see Educator to Educator)
- Correctly spell most words with regular word patterns such as CVC
- Write phonetic text that usually can be read by themselves and others
- Draw on a range of resources to spell unfamiliar words, including strategies like segmenting, sounding out, and matching to familiar words and word parts
- Automatically spell some familiar words and word endings correctly
- Correctly spell most inflectional endings, including plurals and verb tenses
- Use correct spelling patterns and rules most of the time
- Use specific spelling strategies during the writing process (word walls, base words, prefixes, suffixes)
- Engage in the editing process, perhaps with a partner, to correct spelling

Conventions

- Use punctuation, capitalization, and other conventions
- Capitalize their name, first word of a sentence, pronoun *I*, and people's names
- Use end punctuation correctly
- Approximate the use of quotation marks
- Use capital letters and exclamation marks for emphasis
- Use common contractions
- Recognize paragraphs

Reference materials

- Use word book, dictionary, word wall, thesaurus, Spell-Check

Grade Three

Style and Syntax

- Use a variety of syntactic patterns appropriately
- Incorporate transitional words and phrases
- Use phrases and modifiers that make their writing lively and graphic
- Enhance their writing with a strong, individual voice
- Use varying sentence patterns and lengths
- Reproduce sentence structures from various genres

Vocabulary and Word Choice

- Use words from their speaking vocabulary, including words from reading and class discussions
- Make word choices that reflect their growing vocabulary
- Take on the language of authors
- Make word choices on the basis of accurate meaning

- Extend their writing vocabulary by using specialized or content-related words

Spelling

- Produce writing that contains correctly spelled high frequency writing words (see Educator to Educator)
- Notice when words do not look correct and use strategies to correct the spelling
- Correctly spell words with short vowels and common endings
- Correctly spell most inflectional endings, including plurals and verb tenses
- Use correct spelling patterns and rules such as consonant doubling, dropping *e* and changing *y* to *i*
- Correctly spell most derivational words (for example, *-tion*, *-ment*, *-ly*)

Conventions

- Use punctuation, capitalization, and other conventions
- Use capital letters at the beginnings of sentences and for proper nouns
- Use end punctuation correctly
- Approximate the use of quotation marks and commas
- Use contractions
- Begin to indicate paragraphs

Use reference materials

- Use word book, dictionary, word wall, thesaurus, Spell-Check

Grade Four

Style and Syntax

- Create a structure and incorporate features of language appropriate to the purpose, audience, and context of the work
- Enrich their writing with a highly individual, lively voice
- Take on the language of authors to enrich their own writing

Vocabulary and Word Choice

- Use words from their developing vocabulary

Spelling

- Produce writing that contains correctly spelled high frequency writing words (see Educator to Educator)
- Recognize syllables and affix patterns/rules

Conventions

- Use punctuation, capitalization, and other conventions
- Identify grammar errors
- Use capitalization correctly in final draft
- Use end punctuation, commas in a series/dates, apostrophes, and quotation marks correctly in final draft
- Consistently indicate paragraphs

Reference materials

- Use word book, dictionary, word wall, thesaurus, Spell-Check

Grade Five

- Create a structure and incorporate features of language appropriate to the purpose, audience, and context of the work
- **Apply basic capitalization rules**
- Use proper grammar, precise vocabulary, and use parts of speech correctly including nouns, action and auxiliary verbs, adjectives, adverbs, pronouns and antecedents, **subject-verb agreement**
- **Use varied sentence length and structure to enhance the meaning** (e.g. include phrases and clauses)
- Enrich their writing with a highly individual, lively voice
- Take on the language of authors to enrich their own writing
- Use proper paragraph form: indenting, main idea, supporting details
- Use knowledge of word structure and context to develop meaning
- Structure paragraphs to include a main idea, lead, and conclusion
- Recognize organizational structures within paragraphs (chronology, proposition/support, compare/contrast)
- Use correct punctuation: punctuation of dialogue, use of a colon before a list, use of commas with an appositive, underlining or italicizing book titles
- Construct complete sentences, identifying subject and predicate and correcting fragments and run-ons
- Use correct spelling

Grade Six

- Create a structure and incorporate features of language appropriate to the purpose, audience, and context of the work
- Enrich their writing with a highly individual, lively voice
- Take on the language of authors to enrich their own writing
- Use proper grammar, precise vocabulary, and usage, recognizing active and passive voice
- Use knowledge of word structure and context to develop meaning
- Recognize organizational structures within paragraphs (chronology, proposition/support, compare/contrast)
- Structure sentences and paragraphs to support the main idea with evidence, examples, and reasoning, varying sentence openings
- Use correct punctuation: punctuation of quotations, use of apostrophes, and use of commas or semi-colon in compound sentences
- Construct complete sentences, building on grade skills and identifying types of sentences and dependent/ independent clauses
- Use correct spelling and capitalization

Grade Seven

- Create a structure and incorporate features of language appropriate to the purpose, audience, and context of the work
- Enrich their writing with a highly individual, lively voice
- Take on the language of authors to enrich their own writing
- Recognize organizational structures within paragraphs (chronology, proposition/support, compare/contrast)
- **Apply a format and text structure appropriate to the purpose of the writing**
- Use proper grammar and usage, identifying types of prepositional phrases, object of preposition, and complements
- Use knowledge of word structure and context to develop meaning
- Structure paragraphs to include paraphrasing and quoting accurately
- Vary sentence length and structure to avoid monotony

- Use correct punctuation: expansion of comma rules and use of italics, dashes, and hyphens
- Construct complete sentences, varying sentence types and identifying subject and verb
- Use correct spelling and capitalization

Grade Eight

- Create a structure and incorporate features of language appropriate to the purpose, audience, and context of the work
- Enrich their writing with a highly individual, lively voice
- Recognize organizational structures within paragraphs (chronology, proposition/support, compare/contrast)
- **Apply correct paragraph and sentence structures appropriate to the purpose of the writing**
- Take on the language of authors to enrich their own writing
- Use proper grammar and usage, identifying clauses and gerund phrases
- Use knowledge of word structure and context to develop meaning
- Structure paragraphs to include parallelism, and correct form
- Use correct punctuation and capitalization
- Construct complete sentences, varying sentence types
- Use correct spelling (word derivative spelling patterns)

Grade Nine

- Integrate proper use of grammar, capitals, and punctuation in compositions
- Understand the concepts of collective/possessive nouns and abstract/concrete nouns
- Appropriately use active/passive voice and avoid tense shifts
- Use varied sentence length and structure to enhance meaning
- Use paragraph structure appropriately
- Recognize organizational structures within paragraphs or texts
- Apply a format and text structure appropriate to purpose, audience, and context (academic essay, extended research, critical analysis)
- Effectively use pronoun/antecedent and conjunctive adverbs
- Correctly use and punctuate restrictive and nonrestrictive phrases
- Effectively use parenthetical expressions, semi-colon, colon, and apostrophe
- Employ sound paragraph structure and sentence construction
- Attend to spelling and usage

Grade Ten

- Integrate proper use of grammar, capitals, spelling rules, and punctuation in compositions
- Understand the concepts of abstract/concrete nouns
- Recognize organizational structures within paragraphs (chronology, proposition/support, compare/contrast)
- Use varied sentence length and structure to enhance meaning
- Use paragraph structure appropriately
- Recognize organizational structures within paragraphs or texts
- Apply a format and text structure appropriate to purpose, audience, and context (academic essay, extended research, critical analysis)

- Continue the appropriate use of active/passive voice and avoid tense shifts
- Effectively use verbals/verbal phrases
- Correctly use and punctuate restrictive/non restrictive phrases

Grade Eleven

- Integrate proper use of grammar, capitals, spelling rules, and punctuation in compositions
- Demonstrate proficiency with use of active/passive voice
- Recognize organizational structures within paragraphs (chronology, proposition/support, compare/contrast)
- Use varied sentence length and structure to enhance meaning
- Use paragraph structure appropriately
- Recognize organizational structures within paragraphs or texts
- Apply a format and text structure appropriate to purpose, audience, and context (academic essay, extended research, critical analysis)
- Demonstrate proficiency with punctuation, grammar, and usage

Grade Twelve

- Demonstrate proficiency with punctuation, grammar, , capitals, spelling rules, and usage
- Recognize organizational structures within paragraphs (chronology, proposition/support, compare/contrast)
- Use varied sentence length and structure to enhance meaning
- Use paragraph structure appropriately
- Recognize organizational structures within paragraphs or texts
- Apply a format and text structure appropriate to purpose, audience, and context (academic essay, extended research, critical analysis)

Standard ELA/CGU/23.0: (E4b) The student analyzes and subsequently revises work to clarify it or make it more effective in communicating the intended message or thought. (ES, MS, HS)

Students will demonstrate the ability to:

Kindergarten

- Add detail when prompted through teacher questioning

Grade One

- Add details and explanations to clarify meaning

Grade Two

- Add details and explanations to clarify meaning
- Begin rearranging words and sentences to clarify meaning

Grade Three

- Add and delete details and explanations to clarify meaning
- Rearrange words and sentences to clarify meaning
- Begin sharpening the focus

- Reconsider the organizational structure

Grade Four

- Add and delete details and explanations
- Clarify difficult passages
- Rearrange words, sentences, and paragraphs to improve or clarify meaning
- Sharpen the focus
- Reconsider the organizational structure

Grade Five

- Add or delete details and/or explanations
- Clarify difficult passages
- Rearrange words, sentences, and paragraphs to improve or clarify meaning
- Sharpen the focus
- Reconsider the organizational structure

Grade Six

- Add or delete details and/or explanations
- Clarify difficult passages
- Rearrange words, sentences, and paragraphs to improve or clarify meaning
- Sharpen the focus
- Reconsider the organizational structure

Grade Seven

- Add or delete details and/or explanations
- Clarify difficult passages
- Rearrange words, sentences, and paragraphs to improve or clarify meaning
- Sharpen the focus
- Reconsider the organizational structure

Grade Eight

- Add or delete details and/or explanations
- Clarify difficult passages
- Rearrange words, sentences, and paragraphs to improve or clarify meaning
- Sharpen the focus
- Reconsider the organizational structure

Grade Nine

- Add or delete details and/or explanations
- Clarify difficult passages
- Rearrange words, sentences, and paragraphs to improve or clarify meaning
- Sharpen the focus

- Reconsider the organizational structure
- Rethink and/or rewrite the piece in light of different audiences and purposes
- Incorporate appropriate suggestions from teachers and/or peers into draft revisions
- Produce distinctly different drafts
- Critique peer writing
- Produce papers on the same topic, each with a different purpose

Grade Ten

- Add or delete details and/or explanations
- Clarify difficult passages
- Rearrange words, sentences, and paragraphs to improve or clarify meaning
- Sharpen the focus
- Reconsider the organizational structure
- Rethink and/or rewrite the piece in light of different audiences and purposes
- Incorporate appropriate suggestions from teachers and/or peers into draft revisions
- Produce distinctly different drafts
- Critique peer writing
- Produce papers on the same topic, each with a different purpose

Grade Eleven

- Add or delete details and/or explanations
- Clarify difficult passages
- Rearrange words, sentences, and paragraphs to improve or clarify meaning
- Sharpen the focus
- Reconsider the organizational structure
- Rethink and/or rewrite the piece in light of different audiences and purposes
- Incorporate appropriate suggestions from teachers and/or peers into draft revisions
- Produce distinctly different drafts
- Critique peer writing
- Produce papers on the same topic, each with a different purpose

Grade Twelve

- Add or delete details and/or explanations
- Clarify difficult passages
- Rearrange words, sentences, and paragraphs to improve or clarify meaning
- Sharpen the focus
- Reconsider the organizational structure
- Rethink and/or rewrite the piece in light of different audiences and purposes
- Incorporate appropriate suggestions from teachers and/or peers into draft revisions

- Produce distinctly different drafts
- Critique peer writing
- Produce papers on the same topic, each with a different purpose

Standard ELA/LIT/24.0: (E5a) The student responds to non-fiction, fiction, poetry, and drama using interpretive, critical, and evaluative processes. (ES, MS, HS)

Students will demonstrate the ability to:

Kindergarten

- See Primary Reading Standard: Reading Habits
- See Standard ELA/WR/12.0

Grade One

- See Primary Reading Standard: Reading Habits
- See Standard ELA/WR/12.0

Grade Two

- See Primary Reading Standard: Reading Habits
- See Standard ELA/WR/12.0

Grade Three

- See Primary Reading Standard: Reading Habits
- See Standard ELA/WR/12.0

Grade Four

- See Primary Reading Standard: Reading Habits
- See Standard ELA/WR/12.0

Grade Five

- Describe characters physical characteristics , personality traits, or interactions
- Identify any significant changes in character(s) over time
- Identify the narrator
- Identify causes or effects including possible motives of characters
- Analyze the reasons for a character's actions, thoughts, or words taking into account the situation and basic motivation of the character and how characters change over time
- Identify the characteristics of literary forms and genre
- Identify recurring themes across works
- Evaluate literary merit
- Identify the effect of point of view and distinguish between first and second person narration
- Make inferences and draw conclusions about fictional and nonfictional contexts, events, characters, and themes
- Identify the effect of literary devices such as imagery, rhyme, alliteration, simile, dialogue, or simple metaphors, exaggeration, suspense, and

figurative language (alliteration, onomatopoeia, personification, idioms, ~~suspense~~, metaphor, hyperbole, simile, assonance)

- Identify and explain the major events of the plot
- Analyze the reasons for a character's actions, taking into account the situation and basic motivation of the character and explain interrelationships among characters

Grade Six

- Identify the characteristics of literary forms
- Identify recurring themes across works and distinguish between first and second person narration
- Evaluate literary merit
- Identify the effect of point of view
- Analyze the reasons for a character's actions, taking into account the situation and basic motivation of the character and explain interrelationships among characters
- Make inferences and draw conclusions about fictional and nonfictional contexts, events, characters, and themes
- Identify the effect of literary devices such as figurative language (alliteration, onomatopoeia, personification, metaphor, hyperbole, simile, assonance, flashback, foreshadowing, suspense)
- Identify antagonist, protagonist, and stereotyped characters
- Identify and explain the major events of the plot, including internal and external conflict

Grade Seven

- Identify the characteristics of literary forms
- Identify recurring themes across works
- Evaluate literary merit
- Identify the effect of point of view and distinguish between first and third person narration
- Analyze the reasons for a character's actions, taking into account the situation and basic motivation of the character, examine how character change affects plot
- Make inferences and draw conclusions about fictional and nonfictional contexts, events, characters, and themes
- Identify the effect of literary devices such as figurative language (alliteration, onomatopoeia, personification, metaphor, hyperbole, simile, assonance, analogies, symbolism, suspense)
- Identify and explain interrelationships among characters (antagonist, protagonist, stereotyped character)
- Identify and explain the major and minor events of the plot and distinguish the type of conflict

Grade Eight

- Identify the characteristics of literary forms
- Identify recurring themes across works
- Evaluate literary merit
- Identify the effect of point of view and distinguish between first, third, and omniscient narration
- Analyze the author's development of characters and their relationship to plot development
- Make inferences and draw conclusions about fictional and nonfictional contexts, events, characters, and themes
- Identify the effect of literary devices such as figurative language (alliteration, onomatopoeia, personification, metaphor, hyperbole, simile,

assonance, idioms, flashback, foreshadowing, analogies, symbolism, suspense)

- Justify character traits through reference to text
- Identify and explain author's pace and use of subplots and parallel plots as they relate to the climax

Grade Nine

- Make thematic connections among literary texts, public discourse, and media
- Evaluate the author's craft (word choice, style, content, literary elements)
- Evaluate literary merit
- Explain the effect of point of view
- Make inferences and draw conclusions
- Interpret the effect of literary devices, including symbolism
- Evaluate bias of the writer
- Interpret text nuances, ambiguities, contradictions, subtleties, ironies
- Understand tone
- Demonstrate how fiction and nonfiction literary works reflect the culture that shaped them
- Analyze stereotypical characters
- Evaluate the effect of literary devices in one and/or across several works
- Compare two works written on the same topic but in different time periods
- Analyze the literary, cultural, and social context of a literary work

Grade Ten

- Make thematic connections among literary texts, public discourse, and media
- Evaluate the author's craft (word choice, style, content, literary elements)
- Evaluate literary merit
- Explain the effect of point of view
- Make inferences and draw conclusions
- Interpret the effect of literary devices, including symbolism
- Evaluate bias of the writer
- Interpret text nuances, ambiguities, contradictions, subtleties, ironies
- Understand tone
- Demonstrate how fiction and nonfiction literary works reflect the culture that shaped them
- Analyze stereotypical characters
- Evaluate the effect of literary devices in one and/or across several works
- Compare two works written on the same topic but in different time periods
- Analyze the literary, cultural, and social context of a literary work
- Compare literary texts that have similar themes

Grade Eleven

- Make thematic connections among literary texts, public discourse, and media
- Evaluate the author's craft (word choice, style, content, literary elements)
- Evaluate literary merit
- Explain the effect of point of view
- Make inferences and draw conclusions
- Interpret the effect of literary devices, including symbolism
- Evaluate bias of the writer
- Interpret text nuances, ambiguities, contradictions, subtleties, ironies
- Understand tone
- Demonstrate how fiction and nonfiction literary works reflect the culture that shaped them
- Analyze stereotypical characters
- Evaluate the effect of literary devices in one and/or across several works
- Compare two works written on the same topic but in different time periods
- Analyze the literary, cultural, and social context of a literary work
- Compare literary texts that have similar themes

Grade Twelve

- Make thematic connections among literary texts, public discourse, and media
- Evaluate the author's craft (word choice, style, content, literary elements)
- Evaluate literary merit
- Explain the effect of point of view
- Make inferences and draw conclusions
- Interpret the effect of literary devices, including symbolism
- Evaluate bias of the writer
- Interpret text nuances, ambiguities, contradictions, subtleties, ironies
- Understand tone
- Demonstrate how fiction and nonfiction literary works reflect the culture that shaped them
- Analyze stereotypical characters
- Evaluate the effect of literary devices in one and/or across several works
- Compare two works written on the same topic but in different time periods
- Analyze the literary, cultural, and social context of a literary work
- Compare literary texts that have similar themes

Standard ELA/LIT/25.0: (E5b) The student produces work in at least one literary genre that follows the conventions of the genre. (ES, MS, HS)

Students will demonstrate the ability to:

<p>Kindergarten Not applicable</p>
<p>Grade One</p> <ul style="list-style-type: none"> • Enter thoughts, observations and events in a journal: expressive writing • Create a story: imaginative writing • Produce a report: informative writing
<p>Grade Two</p> <ul style="list-style-type: none"> • Produce an expressive, imaginative, and informative piece of writing • Write a convincing letter or essay: persuasive writing • Develop a piece of writing using a highly structured format: formulaic writing
<p>Grade Three</p> <ul style="list-style-type: none"> • Produce an expressive, imaginative, and informative piece of writing • Write a convincing letter or essay: persuasive writing • Develop a piece of writing using a highly structured format: formulaic writing • Design a piece of writing that provides instructions to complete a task: functional writing
<p>Grade Four</p> <ul style="list-style-type: none"> • Produce an expressive, imaginative, and informative piece of writing • Write a convincing letter or essay: persuasive writing • Develop a piece of writing using a highly structured format: formulaic writing • Design a piece of writing that provides instructions to complete a task: functional writing
<p>Grade Five</p> <ul style="list-style-type: none"> • Produce a work in a least one literary genre that follows the conventions of that genre <i>(Suggestions: reflective essay, memoir, short story, short play, poem, vignette)</i>
<p>Grade Six</p> <ul style="list-style-type: none"> • Produce a work in a least one literary genre that follows the conventions of that genre <i>(Suggestions: reflective essay, memoir, short story, short play, poem, vignette)</i>
<p>Grade Seven</p> <ul style="list-style-type: none"> • Produce a work in a least one literary genre that follows the conventions of that genre. <i>(Suggestions: reflective essay, memoir, short story, short play, poem, vignette)</i>
<p>Grade Eight</p> <ul style="list-style-type: none"> • Produce a work in a least one literary genre that follows the conventions of that genre • Write poems in a variety of voice using alternative text structures • Use rhyme, figurative language, and effective vocabulary in poetry <i>(Suggestions: reflective essay, memoir, short story, short play, poem, vignette)</i>
<p>Grade Nine</p> <ul style="list-style-type: none"> • Produce a work in a least one literary genre that follows the conventions of that genre

- Write poems in a variety of voice using alternative text structures
 - Use rhyme, literary elements, figurative language, and effective vocabulary in poetry
- (Suggestions: reflective essay, memoir, short story, short play, poem, vignette)*

Grade Ten

- Produce a work in a least one literary genre that follows the conventions of that genre
 - Write poems in a variety of voice using alternative text structures
 - Use rhyme, literary elements, figurative language, and effective vocabulary in poetry
 - Select words/phrases for shades of meaning and impact
- (Suggestions: reflective essay, memoir, short story, short play, poem, vignette)*

Grade Eleven

- Produce a work in a least one literary genre that follows the conventions of that genre
 - Write poems in a variety of voice using alternative text structures
 - Use rhyme, literary elements, figurative language, and effective vocabulary in poetry
 - Select words, clauses, phrases for shades of meaning and impact
- (Suggestions: reflective essay, memoir, short story, short play, poem, vignette)*

Grade Twelve

- Produce a work in a least one literary genre that follows the conventions of that genre
 - Write poems in a variety of voice using alternative text structures
 - Use rhyme, literary elements, figurative language, and effective vocabulary in poetry
 - Select words, clauses, phrases for shades of meaning and impact
- (Suggestions: reflective essay, memoir, short story, short play, poem, vignette)*

Creative Writing (High School)

The student will produce work framed by Standards E2c, E3a, E3b, E5a and E5b.

Students will demonstrate the ability to:

- Produce autobiographical and narrative accounts, short stories, short plays, vignettes, poems, and public documents
- Critique peer work using rubrics and discussion
- Publish work using a variety of strategies such as technology, public forums, etc.
- Analyze impact of professional writers' decisions in literature such as word choice, style, literary elements, and figurative language
- Demonstrate understanding of structures and features of language appropriate to purpose, audience, and context of the work such as grammar, paragraph structure, punctuation, sentence construction, spelling, and usage
- Apply revision strategies to clarify and more effectively communicate the intended message

Speech (High School)

The student will produce work framed by Standard E2d, E3c and E3e.

Students will demonstrate the ability to:

- Present quality informative, demonstrative, and persuasive speeches that are appropriate to purpose, audience, situation, and expected length
- Compose introductions that catch attention and focus attention
- Present information in a clear and logical order and use audiovisual support to clarify information
- Compose conclusions that effectively end speeches and give audience direction
- Develop topics fully within time limitations with appropriate details and examples
- Demonstrate proper eye contact, pace, tone, posture, gestures, and use of audiovisual aids
- Deliver extemporaneous speeches with utilization of clear and appropriate language
- Display audience courtesies such as posture, eye contact, silence, head nodding, and applause
- Identify the main point, key supporting details, future action, and relevance of a speech
- Ask and answer significant questions about a speech
- Apply a rubric or checklist to own and others' speeches

Drama (High School)

The student will produce work framed by Standards E2c, E5a and E5b.

Students will demonstrate the ability to:

- Evaluate the impact of author's decisions regarding word choice, style, content, and literary elements
- Analyze the characteristics of a play
- Evaluate the point of view of the writer in presenting a subject
- Understand the role of tone in presenting a play
- Interpret the effect of literary devices, such as figurative language, allusion, dialogue, and symbolism
- Create an organized structure in the form of a play
- Establish a situation, plot, point of view, setting, and conflict
- Include sensory details and concrete language to develop plot and character
- Use a range of strategies, such as dialogue, tension or suspense, pacing, and specific narrative action to write a play
- Present a play to an audience
- Critique a presented play

- Reflect on personal performance

Journalism (High School)

The student will produce work framed by Standards E2e, E6b and E7b.

Students will demonstrate the ability to:

- Apply the reverse triangle to writing
- Produce a variety of journalistic writing, such as news, sports, editorial, feature, and review
- Report, organize, and convey information and ideas accurately
- Use a variety of formatting techniques, such as headings, subordinate terms, foregrounding of main ideas, hierarchical structures, and graphics
- Exhibit an awareness of the importance of precise word choice and the power of imagery and/or anecdote
- Use a range of strategies to appeal to readers
- Include appropriate information and arguments
- Support arguments with detailed evidence, citing sources of information, as appropriate
- Produce a properly edited document, ready for publication

Statement on Spelling

The Chariho Regional School District subscribes to the thinking that the early, direct, and systematic teaching of spelling is necessary to ensure that our students will be proficient communicators. The purpose of spelling, therefore, is to empower students to become effective language users in their everyday writing. In short, spelling is important.

The focus of classroom instruction in spelling should be on the long-term mastery of words for effective spelling in writing, not on the weekly mastery of those same words. Elements of effective classroom instruction and practice include:

- recognition that spelling is a writing skill,
- recognition that learning to spell is a developmental process,
- insistence on the correct spelling of words that have been studied,
- direct instruction in proofreading,
- concentration on high-frequency words,
- making a distinction between spelling words and vocabulary words,
- use of personal word lists,
- emphasizing word study,
- encouragement of parent participation, and
- immersion in literacy activities.

Spelling is a part of a balanced classroom literacy program; spelling and word study should be a regular part of instruction. As part of a balanced program, students should be engaged in word study so that they will learn the spelling patterns of the English language. Spelling should be connected to daily reading and writing.

Statement on Handwriting

Handwriting is a fundamental communication skill that is necessary for written communication. It enables students to express and record their ideas. Handwriting requires early and explicit instruction in correct letter and word formation and the verbalization of the steps involved in writing. Lessons should include modeling, direct instruction, guided practice, and independent practice; reteaching should occur when necessary. Models of good handwriting should be available for student reference. Although instruction is separate from academic areas, handwriting must be related to all reading and writing. There should be set criteria for acceptable work, and both teachers and students should evaluate handwriting. (See table on next page).

The District will utilize the Zaner-Bloser Handwriting Program. The Program will be phased in according to the following schedule:

2004-2005	Kindergarten
2005-2006	Grade One
2006-2007	Grade Two
2007-2008	Grade Three
2008-2009	Grade Four

GRADE	DELIVERY	FOCUS	MATERIALS	TIME ALLOTMENT	EVALUATION
K Readiness	Introduction to manuscript handwriting	Determination of hand dominance Muscle development Hand-eye coordination Visual discrimination Letter perception Pencil grasp Basic strokes Correct formation Body position Paper position	Appropriate paper size Appropriate paper rulings Appropriate size of writing implement Models of good handwriting		Teacher observation
1 & 2 Manuscript	Direct instruction Student practice and application	Correct formation, directionality Body position Paper position Legibility/Neatness Well proportioned letters Writing fluency (rate of writing)	Appropriate paper size Appropriate paper rulings Models of good handwriting	15 minutes daily	Rubric Checklists *See Educator to Educator <i>and</i> Rubrics
3 Introduction to Cursive	Direct instruction Student practice and application	Correct formation, directionality Body position Paper position Legibility/Neatness Well proportioned letters Writing fluency (rate of writing)	Appropriate paper size Appropriate paper rulings Models of good handwriting	10-15 minutes daily	Rubric Checklists *See Educator to Educator <i>and</i> Rubrics
4 Cursive	Direct instruction Student practice and application	Correct formation Body position Paper position Legibility/Neatness Well proportioned letters Writing fluency (rate of writing)	Models of good handwriting	10-15 minutes daily	Rubric Checklists *See Educator to Educator <i>and</i> Rubrics
5 Cursive	Direct instruction for reinforcement Student application	Correct formation Body position Paper position Legibility/Neatness Well proportioned letters Writing fluency (rate of writing)	Models of good handwriting	10-15 minutes 2-3 times weekly	Rubric Checklists *See Educator to Educator <i>and</i> Rubrics

Core Novel List

The Core Novel List of the Chariho Regional School District has been created so that, at every grade level indicated, students will have a common reading experience. This list is not meant to limit the many pieces of good quality literature to which students may be exposed during the course of the school year.

GRADE	TITLE	AUTHOR	TEACHING POINTS
3	<u>Stone Fox</u>	John Reynolds Gardiner	<ul style="list-style-type: none"> Examine character development. Explain types of conflict.
4	<u>Poppy</u>	Avi	<ul style="list-style-type: none"> Describe parody. Examine heroism.
5	Midnight Rider	Joan Hiatt Harlow	<ul style="list-style-type: none"> Describe the events leading up to the American Revolution Discuss the various conflicts and resolutions of the female main character
6	<u>The Adventures of Ulysses</u>	Bernard Evslin	<ul style="list-style-type: none"> Compare and contrast the Olympics described in the story to the Olympics today. Analyze two mythological characters.
7	<u>The Giver</u>	Lois Lowry	<ul style="list-style-type: none"> Debate the pros and cons of society as presented in <i>The Giver</i>. Compare and contrast human rights issues in the book to those in our present-day society.
8	<u>Night</u>	Elie Wiesel	<ul style="list-style-type: none"> Reconstruct the events that lead to the Holocaust and identify those that could have changed the outcome.
9	<u>A Lesson Before Dying</u> Shakespearean tragedy*	Ernest J. Gaines William Shakespeare	<ul style="list-style-type: none"> Explore themes of tolerance and civil rights Examine public documents.
10	<u>To Kill A Mockingbird</u> Shakespearean comedy	Harper Lee William Shakespeare	<ul style="list-style-type: none"> Explore themes of coming of age and civil rights. Contrast attitudes toward tolerance by adults and by children. Discuss the impact of culture on the events of the story.
11	<u>The Great Gatsby</u>	F. Scott Fitzgerald	<ul style="list-style-type: none"> Explore theme of the American dream. Explore theme of materialism vs. spiritualism.
12	<u>Hamlet</u>	William Shakespeare	<ul style="list-style-type: none"> Explore universal themes of grief/vengeance, relationships, passion and insanity.

*Any Shakespearean tragedy *except* Hamlet or Macbeth (grade 12).

District Performance Assessment Plan

District Writing Assessment

The District Writing Assessment consists of two prompts per grade level (grades 1-8), one of which is scheduled in the fall and one of which is scheduled in the winter/spring. These assessments are given to provide teachers and students with information to guide the instructional program and to measure growth. It is expected that teachers will use the information gained from the assessments to plan both individual and group instruction. The District Writing Rubric should be used to communicate expectations for writing and to assess writing. Not a single appraisal, these assessments should be interwoven into the normal course of English/language arts instruction.

It is strongly suggested that "gap" maps be used to help to develop an instructional profile for both the individual student and the class. Ideally, writing will be assessed in one-to-one teacher-student conferences. Constructive comments about student writing should be related to the writing rubric. There should be opportunities for revision and self-assessment.

The following writing prompts are those suggested by the ELA Task Force. All teachers at a grade level in a school may substitute other appropriate prompts so long as that prompt is not used at another grade level.

How to Administer the District Writing Assessment: The District Writing Assessment involves on-demand writing prompts administered over two consecutive days. On the first day of the testing, the student receives a handout providing the writing task. The teacher reads the task and oral prompt aloud. Students have 50 minutes for writing; that time may be extended. On the second day, the student revises writing from day one. Students have 50 minutes for writing; that time may be extended. Supplemental materials (dictionaries, thesauruses, etc.) should not be used.

Grade One (Fall):

Write about a person who is special to you.

Pre-writing Activity: Read Grandpa by Barbara Borzak, or another similar book. Discuss how the child in the story felt about her grandpa and how the writer conveyed this message.

Oral Prompt: The child in the story told us all the reasons she loved her grandpa. She described the special things they did together. They had a very special relationship. Choose just one person. It could be a grandparent or a parent. Maybe it's a sister or brother. Some people might be thinking about a special friend. Try to see that person in your mind. Think about what is special about that person. What kinds of special things do you do together? Now, open your eyes. Now write about your special person. Use your pencil and paper to describe your person to us so well that we feel we know what is special about that person too.

Grade One (Winter/Spring):

Write about a sea creature.

Pre-writing Activity: Read Swimmy by Leo Lionni, or another similar book about the ocean.

Oral Prompt: Choose a sea creature and write about it. Write with detail, so that the reader will know all about your creature. Describe your creature in its setting. (Brainstorm ideas orally.) What could happen? What would you see? What would it do? What dangers might it face?

Grade Two (Fall):

Write about a place that you especially enjoy.

Oral Prompt: Think about a place that you especially enjoy. It might be a city, a garden, a beach, a room in your house or any place that you really like. Name your special place. Think about why you go there. Think about how you feel when you are there. Write about your special place.

Grade Two (Winter/Spring):

Write about a favorite animal.

Oral Prompt: Describe your favorite animal. Tell what it looks like, where it lives, what it eats and what you might do with this animal. If this animal could be your pet, tell how you would take care of it.

Grade Three (Fall):

Write about a favorite gift.

Oral Prompt: Everyone likes getting presents. Think of a favorite gift of yours. What is the gift? Describe it. When did you get the gift? Why did you get it? What do you do with your gift?

Grade Three (Winter/Spring):

You have found a key.

Oral Prompt: Imagine that you have discovered a key. What does it look like? Where might it take you? What kind of adventure or experience will you have?

Grade Four (Fall):

Imagine that you have a magic carpet.

Oral Prompt: The carpet could take you anywhere. It could take you to the past or future, or it could even take you to an imaginary place. Think about where you would like to go. Why would you like to go there? What kinds of people, places and things might you see? Tell about your exciting adventure.

Grade Four (Winter/Spring):

Write about being another person.

Oral Prompt: You are another person for a short time. You might be someone you know, a character from a story, someone famous or even someone who lived long ago. Tell about your time spent as that person.

Grade Five (Fall):

Read the following passage and think about special memories in your life.

One Special Memory

When asked to describe my most memorable moment, I asked myself, "How could I choose just one?" I've had 5,037 days to choose from. Was it the day I turned ten? The day I learned how to ski or when I met my baby brother for the first time? It was difficult to pick because I have so many wonderful memories to choose from.

Think of one special memory in your life and describe what you remember that makes it special.

Grade Five (Winter/Spring):

Sometimes, we have to get away from all of life's challenges and problems and just think. Often, we think better by ourselves, but just as frequently the company of a good friend is comforting. Alone or with company people have a **place** they can go where they feel safe and secure, and where it feels good to be. A fort in the back yard or nearby woods, among the tall stacks of library books, a calm pond or a turbulent beach, an attic, garage, tree house, and other *secret* places are just some of the havens where kids find shelter from the stresses of their lives, or just go to think.

" I love this place."

What place is it that you love? When do you go there? Why is this your place? Who, if anyone, is with you? What do you do there? What do you think about there? How does being in your place make you feel? What are the sights and sounds of your place? What other sensations draw you to your place? What are your feelings when it is time to go?

Please think about and write about your place to love. Think about and use the questions above to help you sort out your ideas and feelings, but don't limit yourself or your writing to just answering the questions. They are intended to be a guide not a test.

Grade Six (Fall):

You're one centimeter tall.

Oral Prompt: Imagine that you drank a magic potion and you started to grow smaller and smaller. Finally, you were one centimeter tall. What would you do? How would you survive? How and where would you live? Are you happy with the new you?

Grade Six (Winter/Spring):

Write about commitment.

Oral Prompt: Commitment means that you are dedicated to something; it's a personal pledge. Almost nothing is more important to you than that to which you feel commitment. Think about all the parts of your life: family, friends, pets, school, special activities, or sports. Choose one area that you are committed to that you can comfortably write about. What is your commitment? When did you begin this? Why is this so important to you? Who else is involved? How do you show your commitment? Tell as much as you can about this commitment.

Grade Seven (Fall):

You are on a paradise island.

Oral Prompt: The earth is overpopulated. Soon our natural resources will run out. We are looking for people to start a new civilization on a paradise island. Only a select few will be chosen. Explain why you should be chosen and what contributions you would make to this civilization.

Grade Seven (Winter/Spring):

Think about an event.

Oral Prompt: We are exposed to information on a daily basis from various sources. Think of an event that has caught your attention. Explain the event to someone who is unfamiliar with the situation.

Grade Eight (Fall):

Changing the world.

Oral Prompt: Many of us have dreams about changing our world. Some people might want to change the earth, their nation, community, school, home, or even themselves. If you were given the chance to improve something in your world, what would it be?

Grade Eight (Winter/Spring):

Year-round schooling.

Oral Prompt: Our district is considering year-round schooling. Describe your position on this idea. Be sure to explain and defend your position.

Standards-based Assessment Strategies (Elementary/Middle)

The following assessment rubrics are used to measure student progress in meeting grade level literacy expectations as well as to determine eligibility for *CHIP/Title One* support services in Kindergarten through grade six. The assessments described here are administered by reading specialists, in cooperation with classroom teachers. In order for the assessments to remain valid, they should not be administered to an entire class unless the reading teacher and the classroom teacher are working and assessing collaboratively. However, both classroom and reading teachers should be using a variety of assessments that measure student progress in meeting the standards. The following assessments should serve as a guideline for classroom assessment.

Chariho Regional School District
CHIP/TITLE ONE READING ASSESSMENT/SELECTION PROTOCOL

Student: _____ Date: _____ Grade: K Gender: M F
 IEP: Y N ESL: Y N Migrant Student: Y N *Ethnic Code: ___ Total Points: ___

Assessment	Assessment Tool	Standard(s)	Exceeds Standard (4)	Meets Standard (3)	Nearly Meets Standard (2)	Below Standard (1)
Running Record	"At the Zoo" Scott Foresman Level 3	R1 Print-Sound Code R2 Getting the Meaning	100-99%	98-95%	94-90%	89% and below
Alphabet Recognition	Marie Clay Alphabet Recognition	R1 Print-Sound Code	54-49	48	47-45	44 and below
Dictation	Marie Clay Form A	R1 Print-Sound Code	37	36-30	29-24	23 and below
Phonemic Awareness	Chariho Phonemic Awareness Gr.K	R1 Print-Sound Code	36-34	33-30	29-26	25 and below
High Frequency Words	High Frequency Tradebook Word List	R1 Print-Sound Code	20	19-16	15-12	11 and below

*1=American Indian/Alaskan Native; 2=Asian/Pacific Islander; 3=Black (not of Hispanic Origin); 4=Hispanic; 5=White (not of Hispanic Origin); 6=Other

Key: Exceeds Standard 20-19
 Meets Standard 18-14
 Nearly Meets Standard 13-9
 Below Standard 8-5

6/25/02

Chariho Regional School District
CHIP/TITLE ONE READING ASSESSMENT/SELECTION PROTOCOL

Student: _____ Date: _____ Grade: 1 Gender: M F
IEP: Y N ESL: Y N Migrant Student: Y N *Ethnic Code: __ Total Points: __

Assessment	Assessment Tool	Standard(s)	Exceeds Standard (4)	Meets Standard (3)	Nearly Meets Standard (2)	Below Standard (1)
Running Record	"Pot of Gold" Celebration Press (FICTION)	R1 Print-Sound Code R2 Getting the Meaning	100-99%	98-95%	94-90%	89% and below
Retelling	Retelling Rubric	R2 Getting the Meaning R3 Reading Habits	4	3	2	1
Fluency Assessment	Fluency Rubric	R2 Getting the Meaning	4	3	2	1
Dictation	Marie Clay Form E	R1 Print-Sound Code	40-38 +1 All words spelled correctly but 2 +1 Capital letters +1 Periods	37	36-34	33 and below
Phonemic Awareness	Chariho Phonemic Awareness Gr. 1	R1 Print-Sound Code	36-34	33-30	29-26	25 and below
High Frequency Words	High Frequency Tradebook Word List	R1 Print-Sound Code	151 and above	150	149-135	134 and below
Writing	Chariho Writing Assessment Gr. 1 Chariho Writing Rubric	W1 Habits & Processes W2 Writing Purposes & Resulting Genres W3 Language Use and Conventions	6-5	4	3	2-1

*1=American Indian/Alaskan Native; 2=Asian/Pacific Islander; 3=Black (not of Hispanic Origin); 4=Hispanic; 5=White (not of Hispanic Origin); 6=Other

Key: Exceeds Standard 28-27
Meets Standard 26 - 20
Nearly Meets Standard 19-13
Below Standard 12-7

6/25/02

Chariho Regional School District
CHIP/TITLE ONE READING ASSESSMENT/SELECTION PROTOCOL

Student: _____ Date: _____ Grade: 2 Gender: M F
IEP: Y N ESL: Y N Migrant Student: Y N *Ethnic Code: __ Total Points: __

Assessment	Assessment Tool	Standard(s)	Exceeds Standard (4)	Meets Standard (3)	Nearly Meets Standard (2)	Below Standard (1)
Running Record	"The Mouse and the Elephant" (FICTION) Scott Foresman	R1 Print-Sound Code R2 Getting the Meaning	100-99%	98-95%	94-90%	89% and below
Retelling	Retelling Rubric	R2 Getting the Meaning R3 Reading Habits	4	3	2	1
Fluency Assessment	Fluency Rubric	R2 Getting the Meaning	4	3	2	1
Dictation	Dominie Press Grade 2 Form A	R1 Print-Sound Code	70-69	68-65	64-60	59 and below
High Frequency Words	High Frequency Tradebook Words	R1 Print-Sound Code	227	226	225-215	214 and below
Performance Assessment	"Ellen and the Goldfish" Harcourt Brace or District Writing Assessment Chariho Writing Rubric	R2 Getting the Meaning W2 Writing Purposes... W3 Language Use & Conventions	6-5	4	3	2-1

*1=American Indian/Alaskan Native; 2=Asian/Pacific Islander; 3=Black (not of Hispanic Origin); 4=Hispanic; 5=White (not of Hispanic Origin); 6=Other

Key: Exceeds Standard 24-23
Meets Standard 22-17
Nearly Meets Standard 16-11
Below Standard 10-6

6/25/02

Chariho Regional School District
CHIP/TITLE ONE READING ASSESSMENT/SELECTION PROTOCOL

Student: _____ Date: _____ Grade: 3 Gender: M F

IEP: Y N ESL: Y N Migrant Student: Y N *Ethnic Code: ___ Total Points: ___

Assessment	Assessment Tool	Standard(s)	Exceeds Standard (4)	Meets Standard (3)	Nearly Meets Standard (2)	Below Standard (1)
Running Record	"The Beagle Brigade" (NONFICTION)	R1 Print-Sound Code R2 Getting the Meaning	100-99%	98-95%	94-90%	89% and below
Retelling	Nonfiction Retelling Rubric	R2 Getting the Meaning R3 Reading Habits	4	3	2	1
Fluency Assessment	Fluency Rubric	R2 Getting the Meaning	4	3	2	1
Dictation	Dominie Press Grade 3 Form B	R1 Print-Sound Code	70-68	67-66	65-60	59 and below
Performance Assessment	"The Salamander Room" (FICTION) Harcourt Brace or District Writing Assessment Chariho Writing Rubric	R2 Getting the Meaning W2 Writing Purposes... W3 Language Use & Conventions	6-5	4	3	2-1

*1=American Indian/Alaskan Native; 2=Asian/Pacific Islander; 3=Black (not of Hispanic Origin); 4=Hispanic; 5=White (not of Hispanic Origin); 6=Other

Key: Exceeds Standard 20-19
 Meets Standard 18-14
 Nearly Meets Standard 13-9
 Below Standard 8-5

Chariho Regional School District

CHIP/TITLE ONE READING ASSESSMENT/SELECTION PROTOCOL

Student: _____ Date: _____ Grade 4 Gender: M F
 IEP: Y N ESL: Y N Migrant Student: Y N *Ethnic Code: __ Total Points: __

Assessment	Assessment Tool	Standard(s)	Exceeds Standard (4)	Meets Standard (3)	Nearly Meets Standard (2)	Below Standard (1)
Running Record	"Amanda Clement The Umpire in a Skirt" (NONFICTION)	E1c,E1d	100-99%	98-95%	94-90%	89% and below
Retelling	Nonfiction Retelling Rubric	E1c	4	3	2	1
Fluency Assessment	Fluency Rubric	E1d	4	3	2	1
Performance Assessment	"The Violin of Mr. Albert Einstein" (HIST. FICTION) Harcourt Brace Or Chariho Writing Assessment Chariho Writing Rubric	E1c,E2b, E2c	6-5	4	3	2-1

*1=American Indian/Alaskan Native; 2=Asian/Pacific Islander; 3=Black (not of Hispanic Origin); 4=Hispanic; 5=White (not of Hispanic Origin); 6=Other

Key: Exceeds Standard 16-15
 Meets Standard 14-11
 Nearly Meets Standard 10-7
 Below Standard 6-4

6-25-02

Chariho Regional School District
CHIP/TITLE ONE READING ASSESSMENT/SELECTION PROTOCOL

Student: _____ Date: _____ Grade 5 Gender: M F
 IEP: Y N ESL: Y N Migrant Student: Y N *Ethnic Code: ___ Total Points: ___

Assessment	Assessment Tool	Standard(s)	Exceeds Standard (4)	Meets Standard (3)	Nearly Meets Standard (2)	Below Standard (1)
Running Record	"Gators" (NONFICTION)	E1c	100-99%	98-95%	94-90%	89% and below
Retelling	Nonfiction Retelling Rubric	E1c	4	3	2	1
Performance Assessment	"Poppa's New Pants" (FICTION) Harcourt Brace or District Writing Assessment Chariho Writing Rubric	E1c,E2b, E2c,E2d, E2e	6-5	4	3	2-1

*1=American Indian/Alaskan Native; 2=Asian/Pacific Islander; 3=Black (not of Hispanic Origin); 4=Hispanic; 5=White (not of Hispanic Origin); 6=Other

Key: Exceeds Standard 12-11
 Meets Standard 10-8
 Nearly Meets Standard 7-5
 Below Standard 4-3

6/25/02

Chariho Regional School District
CHIP/TITLE ONE READING ASSESSMENT/SELECTION PROTOCOL

Student: _____ Date: _____ Grade 6 Gender: M F
 IEP: Y N ESL: Y N Migrant Student: Y N *Ethnic Code: ___ Total Points: ___

Assessment	Assessment Tool	Standard(s)	Exceeds Standard (4)	Meets Standard (3)	Nearly Meets Standard (2)	Below Standard (1)
Running Record	"The Most Famous Steamboat Race" (FICTION)	E1c	100-99%	98-95%	94-90%	89% and below
Retelling	Retelling Rubric	E1c	4	3	2	1
Performance Assessment	"The Terra Cotta Army of Emperor Qin" Harcourt Brace or District Writing Assessment Chariho Writing Rubric	E1c,E2b, E2c,E2d, E2e	6-5	4	3	2-1

*1=American Indian/Alaskan Native; 2=Asian/Pacific Islander; 3=Black (not of Hispanic Origin); 4=Hispanic; 5=White (not of Hispanic Origin); 6=Other

Key: Exceeds Standard 12-11
 Meets Standard 10-8
 Nearly Meets Standard 7-5
 Below Standard 4-3

6/25/02

Rubrics and Checklists

Chariho Regional School District Writing Rubric for Grades 1 and 2

Writing Traits	6/5 Exceeds the Standard	4/3 Meets the Standard	2/1 Needs work
Ideas and Content	<p>My writing has a strong main idea with many supporting details.</p> <p>It is well developed.</p>	<p>My writing has a main idea with some supporting details.</p> <p>It is somewhat developed.</p>	<p>My writing does not have a main idea or supporting details.</p> <p>It is not developed.</p>
Organization	<p>My writing has a strong beginning, middle, and end.</p> <p>You never feel lost.</p>	<p>My writing has a fair beginning, middle, and end.</p> <p>It needs more work.</p>	<p>My writing is missing a beginning, middle, and end.</p> <p>It's mixed up.</p>
Voice	<p>My voice can be heard loud and clear.</p> <p>The reader will hear the feeling for this piece of writing.</p>	<p>My voice fades in and out.</p> <p>The reader might hear some feeling for this piece of writing.</p>	<p>My voice is not in this writing.</p> <p>The reader will not hear any feeling for this piece of writing.</p>
Word Choice	<p>My words make the meaning very clear.</p> <p>I have made a clear snapshot.</p>	<p>My words don't always make my meaning clear.</p> <p>I have made a fuzzy snapshot.</p>	<p>My words do not make my meaning clear.</p> <p>I have not made a snapshot.</p>
Sentence Development/ Fluency	<p>My sentences have many different beginnings and lengths.</p> <p>My writing has smooth rhythm and flow.</p>	<p>My sentences have a few different beginnings and lengths.</p> <p>My writing has a bumpy rhythm and flow.</p>	<p>My sentences are all about the same in beginnings and lengths.</p> <p>My writing has no rhythm and flow.</p>
Conventions	<p>I carefully checked capitalization, punctuation, spelling, and grammar.</p> <p>I am ready to be published.</p>	<p>I quickly checked capitalization, punctuation, spelling, and grammar.</p> <p>I need to do more work before I publish.</p>	<p>I need to carefully check capitalization, punctuation, spelling, and grammar.</p> <p>I am not ready to be published.</p>

**Chariho Regional School District
Writing Rubric Intermediate Grades**

Writing Traits	6/Outstanding Response Exceeds Standard	5/Excellent Response Exceeds Standard	4/Good Response Meets Standard	3/Fair Response Nearly Meets standard	2/Weak Response Fix	1/Poor Response Fix
<i>My writing has:</i>						
Ideas	A very strongly developed main idea with many rich supporting details	A well-developed main idea with many supporting details	A developed main idea with some supporting details	A weakly developed main idea with few supporting details	A poorly developed main idea with unrelated details	No developed main idea with no details
Organization	An inviting beginning, very strong middle, and satisfying end Smooth, effective transitions Exceptional order and structure	A strongly developed beginning, middle, and end Effective transitions Strong order and structure	A developed beginning, middle, and end Some transitions Good order and structure	An adequate beginning, middle, and end Awkward transitions Fair order and structure	A weak beginning, middle, and end Few transitions Weak order and structure	No real beginning, middle, and end No transitions No order or structure
Voice	Highly individual, lively expression and purpose that completely engage the reader	Very strong expression and purpose that engage the reader	Good expression and purpose that often engage the reader	Inconsistent expression and purpose that sometimes engage the reader	Little expression and purpose that engage the reader very little	No expression or purpose to engage the reader
Word Choice	Exceptionally rich, precise language that empowers meaning	Clear, precise language that lends to meaning	Familiar, general language that makes meaning clear	Uninteresting, monotonous language that creates adequate meaning	Weak, limited language that makes meaning unclear	Very limited language that fails to communicate
Sentence Fluency	Sentences that greatly vary in length and beginning enhancing rhythm and flow	Sentences that largely vary in length and beginning lending to rhythm and flow	Sentences that somewhat vary in length and beginning creating rhythm and flow	Sentences that slightly vary in length and beginning creating limited rhythm and flow	Sentences that vary little in length and beginning creating a choppy rhythm and flow	Sentences that do not vary in length and beginning creating no rhythm and flow
Conventions <i>(punctuation, capitalization, spelling, grammar, paragraphing)</i>	No noticeable errors with no need for editing	Few noticeable errors with little need for editing	Minor errors with some need for editing	Quite a few errors with a need for careful editing	Numerous errors with need for extensive editing	Too many errors with need for total review in editing

Chariho High School Writing Rubric

NAME:

ASSIGNMENT:

CRITERIA	UNACCEPTABLE	NEEDS IMPROVEMENT	MEETS STANDARD	EXCEEDS STANDARD
Format	<input type="checkbox"/> Few or no guidelines followed 0-1-2-3-4	<input type="checkbox"/> Most guidelines followed 5-6-7-8	<input type="checkbox"/> Follows established guidelines 9-10-11	<input type="checkbox"/> Professional appearance 12-12.5
Thesis Statement	<input type="checkbox"/> No thesis 0-1-2-3-4	<input type="checkbox"/> No clear argument 5-6-7-8	<input type="checkbox"/> Clearly presents argument 9-10-11	<input type="checkbox"/> Thesis is insightful, thoughtful, and challenging 12-12.5
Introductory Paragraph	<input type="checkbox"/> Paragraph not present <input type="checkbox"/> Lacks clarity 0-1-2-3-4	<input type="checkbox"/> Does not engage reader <input type="checkbox"/> Vague framework <input type="checkbox"/> Lacks definition(s) 5-6-7-8	<input type="checkbox"/> Engages reader <input type="checkbox"/> Provides a framework for paper <input type="checkbox"/> Identifies relevant ideas, terms, and names 9-10-11	<input type="checkbox"/> Strong opening impact <input type="checkbox"/> Strong transition to body paragraphs 12-12.5
Organization	<input type="checkbox"/> Confusing <input type="checkbox"/> Organization inhibits thesis 0-1-2-3-4	<input type="checkbox"/> Paragraphs lack cohesion <input type="checkbox"/> Ineffective use of transitions 5-6-7-8	<input type="checkbox"/> Paragraphs are logically ordered <input type="checkbox"/> Effective use of transitions 9-10-11	<input type="checkbox"/> Strong and varied use of transitions <input type="checkbox"/> Adds to strength of thesis 12-12.5
Use of Evidence	<input type="checkbox"/> Lack of evidence and support for thesis 0-1-2-3-4	<input type="checkbox"/> Some paragraphs stray from thesis <input type="checkbox"/> Does not relate to thesis <input type="checkbox"/> Inappropriate use of sources 5-6-7-8	<input type="checkbox"/> Paragraphs support thesis <input type="checkbox"/> Effectively explains relationship to thesis <input type="checkbox"/> Appropriate use of source(s) 9-10-11	<input type="checkbox"/> Ample evidence from varied sources <input type="checkbox"/> Authoritative use of evidence 12-12.5
Grammar / Mechanics	<input type="checkbox"/> Errors in grammar, spelling, and punctuation inhibit understanding 0-1-2-3-4	<input type="checkbox"/> Errors in grammar, spelling, and /or punctuation <input type="checkbox"/> Weak word choice <input type="checkbox"/> Organizational errors <input type="checkbox"/> Lacks evidence of proof reading 5-6-7-8	<input type="checkbox"/> Appropriate use of grammar, spelling, and punctuation <input type="checkbox"/> Effective word choice <input type="checkbox"/> Well organized paragraphs <input type="checkbox"/> Evidence of proof reading 9-10-11	<input type="checkbox"/> Flawless use of grammar, spelling, and punctuation <input type="checkbox"/> Sophisticated word choice <input type="checkbox"/> Varied sentence types 12-12.5
Revision	<input type="checkbox"/> No evidence of revision <input type="checkbox"/> N/A for first draft 0-1-2-3-4	<input type="checkbox"/> Addressed some areas <input type="checkbox"/> Improvement in few areas 5-6-7-8	<input type="checkbox"/> Addressed needs for all noted areas <input type="checkbox"/> Some improved areas 9-10-11	<input type="checkbox"/> Improvement in all areas 12-12.5
Conclusion	<input type="checkbox"/> Conclusion missing 0-1-2-3-4	<input type="checkbox"/> Does not support thesis 5-6-7-8	<input type="checkbox"/> Effectively reinforces thesis 9-10-11	<input type="checkbox"/> New ideas bring fresh perspective(s) to thesis 12-12.5

COMMENTS:

SCORE:

0-32	Unacceptable
33-64	Needs Improvement
65-88	Meets Standard

NONFICTION RETELLING RUBRIC

4	EXEMPLARY EVIDENCE	<ul style="list-style-type: none"> • Accurately retells important concepts from the text in own words • Organizes the information using appropriate text structure(s) throughout the retelling (e.g. sequential order, classification, cause/effect, compare/contrast, etc.) • Utilizes key vocabulary appropriately • Synthesizes concepts from the text, using textual evidence and prior knowledge to draw inferences and generate original conclusions
3	CLEAR EVIDENCE	<ul style="list-style-type: none"> • Explains the main ideas and supporting details from the text in own words • Organizes the information using appropriate text structure (e.g. sequential order, classification, cause/effect, compare/contrast, etc.) • Utilizes some key vocabulary • Attempts to draw inferences/generalizations and supports them with textual evidence and prior knowledge (schema)
2	EMERGING EVIDENCE	<ul style="list-style-type: none"> • Demonstrates a partial understanding of the text, randomly restating facts/concepts, or relying heavily on the author's words; may copy some material from text • Organization is less defined; text structure is weak • May utilize some key vocabulary • May include inaccuracies or omissions
1	NO EVIDENCE	<ul style="list-style-type: none"> • Relates a limited amount of information, conveying little or no understanding of the text; may copy extensively from text • May include some inaccuracies, omissions, or confusions • May include information that is off topic

Adapted from rubric developed by Long Beach Unified School District, August 2000

RETELLING RUBRIC

		DETAILS	SEQUENCE	STORY STRUCTURE
4	EXEMPLARY EVIDENCE	Includes almost all relevant details and uses some descriptive language from the story	Has a very well organized sequence	Demonstrates a highly developed story structure
3	CLEAR EVIDENCE	Includes most of the relevant details	Has a generally well organized sequence	Demonstrates a well developed knowledge of story structure
2	EMERGING EVIDENCE	Includes some of the relevant details	Has some sense of an organized sequence	Includes some elements of story structure
1	NO EVIDENCE	Includes few or no relevant details	Lacks an organized sequence	Includes few or no elements of story structure

HANDWRITING RUBRIC

	LEGIBILITY/ NEATNESS	LETTER FORMATION SHAPE/SLANT/SIZE	SPACING	PLACEMENT ON THE LINE	USE OF CAPITAL AND LOWER CASE
4 EXCEEDS THE STANDARD	Easy to read No cross outs and distracting erasures No retracings Very Neat	All letters formed correctly with no reversals Uniform slant throughout Letters uniform in size	Correct spacing used all the time	All letters perfectly placed on the line	Correct use of capital and lower case letters all the time
3 MEETS THE STANDARD	Easy to read Very few cross outs and distracting erasures No retracings Neat	All letters formed correctly with no reversals Near uniform slant throughout Letters uniform in size	Correct spacing used nearly all the time	Letters placed on the line	Correct use of capital and lower case letters nearly all the time
2 NEARLY MEETS THE STANDARD	Some difficulty in reading Some cross outs and distracting erasures Some retracings Somewhat neat	Most letters formed correctly with no reversals Uniform slant throughout most of the time Letters uniform in size most of the time	Correct spacing used some of the time	Some letters not on the line: either above or below it	Correct use of capital and lower case letters most of the time
1 BELOW THE STANDARD	Hard to read Many cross outs and distracting erasures Retracings Messy	Some letters formed correctly with some reversals No uniform slant throughout Letters not uniform in size	Correct spacing not used	Most letters are not on the line: either above or below it	Correct use of capital and lower case letters some of the time

Student:	Date:	
HANDWRITING EVALUATION		
<i>*Check if satisfactory</i>	Student Evaluation	Teacher Evaluation
Legibility/Neatness		
Letter Formation		
Spacing		
Letter Size		
Placement on Line		
Correct Use of Capital and Lower Case Letters		

Name _____ Date _____

HANDWRITING CHECKLIST

___ Is my writing legible? Can others read it?

___ Is my work neat?

___ Did I form my letters correctly?

___ Are my letters slanting in the same direction?

___ Do my letters sit on the line?

___ Are my lower and upper case letters appropriate in size?

___ Did I leave enough space between letters and words?

___ Did I use upper and lower case letters at the right time?

Educator to Educator

Kindergarten Sight Word Vocabulary

A 20-word sight word vocabulary is a learning target, *not a teaching target*. The idea is not for children to memorize or “study” words from flash cards but to recognize words they encounter in their everyday lives. Students in print-rich classrooms, filled with word walls, labels and books, comfortably amass a 20-word sight vocabulary. Each student may know a different set of words.

Consonant Blends, Consonant Digraphs, and Vowel Digraphs

In consonant blends, each consonant keeps its regular sound (*br, cr*). A digraph is a combination of two letters that, together, make one sound, which is different from either of the letter sounds alone. Consonant digraphs include letter combinations such as *ch, ph, sh, th* and *wh*. Vowel digraphs include combinations such as *ea* in *eat*, *ay* in *day*, *oi* in *oil* and *oa* in *coat*.

Speaking and Listening for Kindergarten and Grade 1

Questioning techniques for responses to writing:

Truth: “Is that true, what you wrote, about driving a hundred miles an hour?”

Clarity: “I don’t get why you broke the bat. You didn’t tell why.”

Extent: “Okay, but you already told me about Snow White’s evil stepmother once. What happened next?”

Relevance: “What’s that got to do with a circus clown?”

Letter-Sound Correspondences

Most beginning consonants

b-, c-, d-, f-, g-, h-, j-, k- l-, m-, n-, p-, r-, s-, t-, v-, w-, y-, z

Ending consonants

-b, -d, -g, -m, -n, -p, -t, -x, -ff, -ll, -ss, -zz

Two-consonant beginning blends

br-, cr-, dr-, fr-, gr-, pr-, tr-, sc-, sk-, sl-, sm-, sn-, st-, sw-

Ending blends

-mp, -nd, -nk, -ng, -ft, -lt, -nt, -st, -lf

Digraphs

ch, sh, th

Short Vowels

a, e, i, o, u

Long vowels with silent *e* at end of word

a+e, e+e, i+e, o+e, u+e, (+ = consonant)

Vowel digraphs

ai, ee, oa, ea

Word families ending in frequent rimes

e.g. -in, -at, -ent, -ill, -or, -un, -op, -ing

Common grammatical endings

-s, -ed, -ing without dropping e

Sight Word Vocabulary

High Frequency Trade Book Words (227)

the	with	do	walk	Miss	self	first	hurry	turn
and	one	too	came	any	try	say	hand	thought
a	her	want	were	right	has	took	hard	papa
I	what	did	ask	nice	always	dad	push	lot
to	we	could	back	other	over	found	our	blue
said	him	good	now	well	again	lady	their	bath
you	no	this	friend	old	side	soon	watch	mean
he	so	don't	cry	night	thank	ran	because	sit
it	out	little	oh	may	why	dear	door	together
in	up	if	Mr.	about	who	man	us	best
was	are	just	bed	think	saw	better	should	brother
she	will	baby	an	new	mom	through	room	feel
for	look	way	very	know	kid	stop	pull	floor
that	some	there	where	help	give	still	great	wait
is	day	every	play	grand	around	fast	gave	tomorrow
his	have	father	long	take	Mrs.	only	car	shop
they	your	had	here	eat	off	am	ball	run
my	mother	see	how	body	sister	began	sat	own
of	come	dog	make	school	find	head	stay	
on	not	home	big	house	fun	keep	each	
me	like	down	from	morning	more	teacher	ever	
all	then	got	put	yes	while	sure	until	
be	get	would	read	after	tell	says	shout	
go	when	time	them	never	sleep	ride	mama	
can	thing	love	as	or	made	pet	use	

Book Level Equivalence Chart*

Fountas and Pinnell 1996

	Grade	Classroom Level	Basal Level	Reading Recovery
Emergent	Kindergarten Grade One	A	Readiness	1
Early	Kindergarten Grade One	B	Readiness	2
	Kindergarten Grade One	C	PrePrimer 1	3 & 4
	Grade One	D	PrePrimer 2	5 & 6
	Grade One	E	PrePrimer 3	7 & 8
	Grade One	F	Primer	9 & 10
	Grade One	G		11 & 12
Transitional	Grade One	H	Grade One	13 & 14
	Grade One Grade Two	I		15, 16, 17
	Grade Two	J	Grade Two	18, 19, 20
	Grade Two	K		
	Grade Two	L		
	Grade Two Grade Three	M		
Self-extending	Grade Three	N	Grade Three	
	Grade Three	O		
	Grade Three Grade Four	P		
	Grade Four	Q	Grade Four	
	Grade Four	R		
Advanced	Grade Four	S		

*All levels and equivalencies are approximations and are subject to revision.

Beginning Reading Levels

<i>Reading Readiness:</i>	Possesses skills and abilities to profit from beginning reading instruction
<i>PrePrimer 1:</i>	Highly supportive illustration; familiar objects and actions; repetition of 1-2 sentence patterns
<i>PrePrimer 2 and PrePrimer 3:</i>	Repetition of 2-3 sentence patterns; opening and closing sentences vary; many familiar objects, actions, and concepts; moderate to high support from illustrations
<i>Primer:</i>	Repetition of 3 or more sentence patterns or varied sentence patterns; some formal language patterns; illustrations provide moderate support; more unfamiliar actions, objects, and concepts
<i>Grade 1:</i>	Illustrations provide low or moderate support; varied sentence patterns or repeated sentence patterns in cumulative form; literary language, some dialogue
<i>Grade 1+:</i>	Illustrations provide low support; elaborated episodes and events; unusual, challenging vocabulary

*Each child progresses through the levels at his or her own rate.

Developmental Stages of Reading

Emergent: Children develop an understanding of the link between spoken and written language. They begin to assume responsibility for gaining meaning. Characteristics of this stage include: starts to enjoy reading, memorizes rhymes and poems, knows what letters are and that they form words, knows some letter sound, recognizes some commonly used words, knows that text goes from left to right, is establishing one to one (1:1) correspondence.

Early: Children learn to use semantic (meaning), syntactic (grammar), and grapho-phonetic (sound and shape) cues. They make greater use of context and pictures to predict words and confirm their predictions. Characteristics of this stage include: chooses to read independently, reads word-by-word with finger or voice, begins to use strategies (for example: rereads when it doesn't make sense and self-corrects errors), takes risks with unfamiliar texts, has established one to one (1:1) correspondence, and is expanding basic sight word vocabulary.

Fluent: Children have become better at selecting cues and using these to predict and confirm the message that is read. Characteristics of this stage include: has developed a personal taste for books, chooses appropriate books, uses strategies automatically, moves from reading aloud to reading silently, has a large sight word vocabulary, and thinks and reflects upon what is read.

BALANCED LITERACY GRADES K-4

Components of a Balanced Literacy Program

- Guided Reading:* Shared reading/mini-lesson; strategy/skills lesson in small group at instructional level
- Independent Reading:* Variety of genres; reading at independent level; opportunities for sustained reading
- Word Study:* Phonemic awareness; phonics; vocabulary development/word analysis
- Writing:* Reading response; extension of reading; retelling/summarizing; research
- Read Aloud:* Variety of genre; text level more difficult than what student can read independently; model strategies/explain purpose; Think Alouds; promote active listening
- Home/School Connection:* Daily reading at home - at least 15-30 minutes per day

Daily Reading Time Allotments

<u>Grade</u>	<u>Daily Time (Hrs.)</u>	<u>SSR/Min.</u>
1	2 $\frac{1}{2}$	15
2	2 $\frac{1}{2}$	20
3	2 $\frac{1}{2}$	20 - 30
4	2 $\frac{1}{2}$	30

Pre-K & K: 1 hour literacy activities daily

BALANCED LITERACY GRADES 5-8

<p>Self-Selected Reading Purpose: To develop reading fluency.</p>	<ul style="list-style-type: none"> • Students read books at their independent reading level. • Students read a variety of genre. • Teacher conferences with 4-5 students daily.
<p>Teacher Directed Reading Using Literature Purpose: To develop reading comprehension strategies.</p>	<ul style="list-style-type: none"> • All students use the same text. • Text is age/grade level appropriate. • Teacher teaches reading comprehension strategies which enable students to acquire, interpret, apply, and evaluate text.
<p>Teacher Directed Reading Using Expository Purpose: To learn content and read expository text critically.</p>	<ul style="list-style-type: none"> • Teacher teaches reading comprehension strategies which enable students to acquire, interpret, apply, and evaluate expository text. • Focus is on higher level critical thinking.
<p>Writing Purpose: To develop writing skills in a variety of genres.</p>	<ul style="list-style-type: none"> • Students make the connection between reading and writing. • Students read to extract meaning from the text and write to create a text that communicates meaning, emotion, and personal experience. • Students are given guided instruction in writing using the writing process.
<p>Word Development Purpose: To develop vocabulary and spelling skills.</p>	<ul style="list-style-type: none"> • Students learn to recognize and spell high frequency words. • Students learn to decode and encode words to enable them to construct meaning from text. • Teachers review handwriting formation for students in need.
<p>Small Group Instruction Purpose: To accelerate the learning of students not yet on grade level.</p>	<ul style="list-style-type: none"> • Students are placed in small flexible instructional groups. • Students read a variety of texts at their instructional reading level (determined by running records). • Reading instruction is delivered in a variety of ways.

Writing Words

Rebecca Sitton

Grade One

a	by	his	of	they
and	for	I	on	this
are	from	in	one	to
as	had	is	or	was
at	have	it	that	with
be	he	not	the	you

Grade Two

about	called	even	into	many	only	she	through	what
after	came	find	its	may	other	so	time	when
all	can	first	just	me	our	some	too	where
also	come	get	know	more	out	than	two	which
an	could	go	like	most	over	their	up	who
another	day	good	little	much	part	them	use	will
any	did	has	long	must	people	then	very	words
around	do	her	look	my	right	there	water	work
back	does	him	made	new	said	these	way	would
because	down	how	make	no	same	think	we	write
been	each	if	man	now	see	three	were	your
but								

Grade Three

above	better	every	hard	land	never	saw	still	try
across	between	example	head	large	next	say	story	under
again	big	far	hear	last	night	school	study	until
air	both	father	heard	left	number	second	such	us
almost	boy	feet	help	let	off	sentence	sun	want
along	change	few	here	life	often	set	sure	well
always	children	food	high	light	old	several	take	went
animal	country	form	home	line	once	should	tell	while
answer	different	found	house	live	own	show	thing	white
asked	don't	four	however	men	page	side	those	whole
away	during	give	important	might	paper	since	thought	why
began	earth	going	it's	mother	picture	small	today	without
being	end	got	keep	name	place	something	together	world
below	enough	great	kind	near	put	soon	told	year
best	ever	hand	knew	need	read	sound	took	young

Grade Four

able	book	cut	fire	hundred	mean	probably	six	top
add	box	didn't	fish	I'll	money	ran	space	toward
against	brought	dog	five	I'm	morning	ready	special	town
ago	built	done	front	idea	move	really	stand	tree
am	can't	door	full	inside	nothing	red	start	true
American	cannot	draw	gave	kept	notice	remember	state	turn
among	car	early	green	later	oh	rest	stood	turned
anything	certain	eat	ground	learn	open	river	stop	United States
area	city	English	group	learned	order	room	strong	upon
became	class	face	grow	less	perhaps	run	surface	usually
become	close	family	half	letter	person	sad	table	voice
before	cold	fast	himself	list	piece	sea	talk	whether
behind	common	feel	hold	lived	plants	seen	ten	wind
black	complete	felt	horse	living	play	short	that's	yes
body	course	fine	hot	matter	point	shown	though	yet

Developmental Stages of Writing

Emergent: Children are imitating what they know of writing. They are often children who have been read to and have had opportunities to interact with books. They have seen people read and write and have experimented with paper and writing tools. Characteristics of this stage include: may write random letters or symbols to accompany their picture, writes first name and begins to write last name correctly, understands that writing is talk written down, begins to use initial consonants, begins to use spaces between words, begins to use left-to-right directional movement, tells a story or reads "writing" to others.

Early: Children begin to understand that writing follows certain rules and can be reread by others. Children may erase quite a bit as they struggle with conventions, letter formation, and spelling. Characteristics of this stage include: uses approximate spelling but is moving toward correct spelling; uses initial and final consonant sounds correctly; begins to use vowels, spells some commonly used words correctly; uses a simple beginning, middle and end in a story; uses book models and patterns to help with writing; begins to consult classroom resources for spelling,

Fluent: Children write with ease and realize the many purposes for writing. They begin to care about quality and begin to use more expressive language. Characteristics of this stage include: develops a theme or topic with details, begins to use correct punctuation, begins to use capitalization where appropriate, writes in a variety of story styles, begins to recognize the need for revision.

BLOOM'S TAXONOMY

6 EVALUATION	appraise, choose, decide, defend, evaluate, judge, justify, prioritize, rank, select, support, in your opinion
5 SYNTHESIS	change, compose, construct, create, design, find an unusual way, formulate, generate, invent, originate, plan, predict, pretend, produce, reconstruct, reorganize, revise, suggest, suppose, visualize, write
4 ANALYSIS	analyze, categorize, classify, compare, contrast, debate, determine the factors, deign, diagram, differentiate, dissect, distinguish, examine, specify
3 APPLICATION	apply, compute, conclude, construct, demonstrate, determine, draw, find out, give an example, illustrate, make, operate, show, solve, state a rule or principle, use
2 COMPREHENSION	describe, explain, interpret, put in order, paraphrase, restate, retell in your own words, summarize, trace, translate
1 KNOWLEDGE	define, identify, label, list, locate, match, memorize, name, recall, spell, state, tell, underline, fill in the blank

ELEMENTS OF STORY STRUCTURE

plot
theme
setting

primary characters
secondary characters

problem
attempts to solve the problem

GENRE

There are many different kinds of writing to read. Genre refers to the categories of written material.

adventure

autobiography

biography

drama

fantasy

fiction

folk tale, myths, legends

historical fiction

young adult

information books: How to/All About

mystery

nonfiction

play

poetry

science fiction

short story

western

NAME

READING LOG

	Title of Book	Author	# pages	Date completed	Genre
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					
21					
22					
23					
24					
25					

Name

READING LOG

GENRE	DATE COMPLETED																		
Action																			
Adventure																			
Autobiography																			
Biography																			
Drama																			
Fantasy																			
Fiction																			
Folk Tale, myth, legend																			
Historical Fiction																			
Information: How to/All About																			
Multicultural																			
Mystery																			
Nonfiction																			
Play																			
Poetry																			
Science Fiction																			
Short story																			
Western																			
Young Adult																			

Guidelines for Taking an Essay Test

1. Read the directions closely. Note whether you have a choice of questions to answer.
2. If you have a choice of essay questions, decide which one(s) you will answer.
3. Skim the rest of the test. Note how many questions there are, which ones are easy, and which ones are difficult.
4. Plan how much time you can spend on each question. Remember to leave enough time to plan, write, and revise your essay answer.
5. Begin by reading the question carefully. Note what task you are being asked to do. For example, you could be asked to explain the title of a short story or to describe a scene in a poem. In addition, note how many tasks you are being asked to do. For example, the following question asks you to do three tasks.

List the seven freedoms guaranteed in the Bill of Rights. Choose three of these freedoms. Describe how not having them might affect American life.

Pay particular attention to the key word in the questions. This is usually the verb. The following chart shows commonly used verbs and their interpretation.

VERB	WHAT TO DO
Analyze	Give main divisions, aspects, essential features.
Compare	Point out likenesses (or likenesses and differences).
Contrast	Point out differences only.
Criticize	Point out the good points and the bad points of a situation.
Define	Explain meaning, distinguish from similar terms.
Discuss	Examine in detail.
Evaluate	Judge, give your opinion of value or validity.
Explain	Give reasons for, make clear.
Illustrate	Give examples.
Interpret	Give meaning, significance.
Summarize	Reduce to essentials, examine concisely.
Trace	Present in step-by-step sequence.

Planning and Writing the Essay Test Answer

1. Rephrase the question into a controlling idea for your essay answer.
2. Think before you write. Jot down all the important information and work it into a brief outline. You can do this on the back of the test sheet or on a piece of scrap paper.
3. Remember that a statement is to be made, a position is to be taken, or an argument is to be written.
4. Use a logical pattern of organization and a strong topic sentence for each paragraph.
5. Write concisely without using abbreviations or nonstandard language.
6. Emphasize those areas of the subject of which you are most sure.
7. Keep your test paper neat with reasonable margins. Neatness is always important; readability is a must, especially on an exam.
8. Revise and proofread as carefully and completely as time will permit.

Writing a Summary

This brief composition covers the main ideas and important supporting details of a piece of writing and should be approximately one third the length of the original writing. Three important kinds of summaries are the abstract, paraphrase, and précis.

General tips for writing a summary:

1. Skim the selection.
2. After skimming, read the selection closely to find the author's main idea.
3. Read the selection again, this time identifying not only main ideas, but supporting details, too. Look up any unfamiliar words. Take notes as you read.
4. Highlight the author's main ideas and important supporting details.
5. Write out the summary in complete sentences. Include only main ideas and important supporting details.
6. Revise the summary, making sure all important points are included.
7. Cite your source.

The Abstract

The abstract is a shortened form of a written selection using the important words of the selection itself. An abstract should have the same style and essential content as the original. Words and phrases are taken from the original and used as part of the abstract. There should be no attempt at originality. You simply select the important words and connect them into a shortened, readable version of the original selection.

The Paraphrase

A paraphrase is a restatement of someone else's ideas written in your own words. A paraphrase states fully and clearly the meaning of a complex piece of writing. Since it includes your interpretation of complex ideas and phrases, it can be longer than the original. A paraphrase is used to clarify the meanings of poems, proverbs, legal documents, and any other writing which is obscure and symbolic.

The Précis

A précis is a summary in your own words of something you have just read. You select only the most important ideas and combine them into clear, concise sentences. A précis of a paragraph may be only one sentence long. In most cases your précis should be no more than one-third the length of the original.

Tips for Writing a Précis

1. Skim the selection.
2. Reread, paying attention to key words and phrases.
3. List the major ideas.
4. Skim the selection again to clarify meaning before you begin to write.
5. Write a summary of the main ideas, using your own words and those few words from the original that cannot be changed.
 - a. Your topic sentence should be a clear statement of the main idea of the original selection.
 - b. Include only essential information; generally exclude examples, detailed data, and adjectives.
 - c. Try to state each important idea in one clear sentence.
 - d. Arrange ideas in a logical order and use clear transitions to develop a cohesive paragraph.
 - e. Use precise words.
 - f. Use an effective concluding sentence.
6. Reread the original piece to check your précis for accuracy. Make sure you have kept the writer's point of view, yet compressed ideas and details. Your reader should "get" the idea of the original selection.
7. Proofread for spelling, mechanics, and effectiveness.

THE BIG6™

The Big6™: The Big6™ is the most widely known and widely used approach to teaching information and technology skills in the world. Used in thousands of K-12 schools, higher education institutions, and corporate and adult training programs, the Big6 information problem-solving model is applicable whenever people need and use information. The Big6 integrates information search and use skills along with technology tools in a systematic process to find, use, apply, and evaluate information to specific needs and tasks.

Big6™ Overview

1. Task Definition

Define the information problem.

Identify information needed in order to complete the task (to solve the information problem).

2. Information Seeking Strategies

Determine the range of possible sources (brainstorm).

Evaluate the different possible sources to determine priorities (select the best sources).

3. Location and Access

Locate sources (intellectually and physically).

Find information within sources.

4. Use of Information

Engage (for example, read, hear, view, touch) the information in a source.

Extract relevant information from a source.

5. Synthesis

Organize information from multiple sources.

Present the information.

6. Evaluation

Judge the product (effectiveness).

Judge the information problem-solving process (efficiency).

Write Traits + 1

- Ideas:** The ideas are the heart of the message, the content of the piece, the main theme, together with the details that enrich and develop that theme.
- Organization:** Organization is the internal structure of a piece of writing, the thread of central meaning, the logical and sometimes intriguing pattern of the ideas.
- Voice:** The voice is the heart and soul, the magic, the will, along with the feeling and conviction of the individual writer coming out through the words.
- Word Choice:** Word choice is the use of rich, colorful, precise language that moves and enlightens the reader.
- Fluency:** Sentence fluency is the rhythm and flow of the language, the sound of work patterns, the way in which the writing plays to the ear - not just to the eye.
- Conventions:** Conventions are the mechanical correctness of the piece - spelling, grammar and usage, paragraphing, use of capitals, and punctuation.
- +1 Presentation:** Presentation zeros in on the form and layout of the text and its readability: the piece should be pleasing to the eye.

Glossary of Terms

Digraph: A digraph is a combination of two letters that, together, make one sound, which is different from either of the letter sounds alone. Consonant digraphs include letter combinations such as *ch*, *ph*, *sh*, *th* and *wh*. Vowel digraphs include combinations such as *ea* in *eat*, *ay* in *day*, *oi* in *oil* and *oa* in *coat*.

Diphthong: A diphthong is a vowel sound that changes as it is spoken. In the word *boy*, for example, the *oy* sounds almost as if it were two sounds, /o/ and /e/. Other examples of diphthongs include the /ay/ sound in *day* or the /ow/ sound in *cow*.

Onset and rime: (linguistic terms) Onsets are speech sounds (/b/, /j/, /s/, /p/) before a vowel, and rimes are the vowel and what follows (-ack). If a word begins with a vowel, it only has a rime. Words are formed by combining onsets and rimes (*back*, *jack*, *sack*, *pack*).

Previewing: Previewing is telling the student the title of the book and what it is about, as well as introducing any difficult or unfamiliar vocabulary that is important to the story.

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