

COLEGIO MAYA LANGUAGE ARTS CURRICULUM TABLE OF CONTENTS

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Colegio Maya Language Arts Curriculum

**Revision completed by the Language Arts Curriculum Committee
2006-2007**

Philosophy

We believe language is the foundation for all other learning. We affirm that instruction in English must be a priority, and that the instruction our students receive must balance aesthetic values with practical applications. Instruction in Language Arts should build from basic skills to more advanced skills in a manner based on logical connections and developmental appropriateness. We believe that literacy is the integration of all forms of communication: reading, writing, speaking, listening, and critical thinking.

Beliefs

- Literacy is the integration of all forms of communication: reading, writing, speaking, listening and critical thinking.
- Reading, writing, speaking and listening are all active, constructive and teachable processes.
- “Writing grows out of reading and is intimately, inextricably entwined with it.” (DiYanni)
- A variety of reading experiences is important for making sense of the world.
- Writing is purposeful.
- Modeling reading and writing practices is essential.
- Writing is essentially revising.
- To write well in different forms, one must read in different forms.
- Reading, writing and speaking in other languages enriches one’s life.

Curriculum Goals

- Our children will be readers and writers.
- Our children will use language to understand themselves and others and to make sense of their world.
- Our children will use language as a tool to accomplish goals.
- Our children will leave our classrooms as individuals who know how to listen, speak, read, and write effectively.
- Our children will recognize when language is being used to manipulate, persuade or control them.
- Our children will become language theorists.
- Our children will appreciate and respect the languages and cultures of others.

Organization

Colegio Maya, the American International School’s Language Arts Curriculum has four strands based on the California State Standards and informed by standards from the International Reading Association, the National Council of Teachers of English and the Virginia State Standards. The four strands are: reading, writing, written and oral conventions and listening and speaking. Those four strands are expanded into 9 standards with benchmark sub-categories:

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Students apply their knowledge of word origins to determine the meaning of new words encountered in reading materials and use those words accurately.

Word Recognition

Vocabulary and Concept Development

2.0 Reading Comprehension (Focus on Informational Materials)

Students read and understand appropriate material. They analyze the organizational patterns, arguments, and positions advanced. By grade twelve, students continue to read a wide variety of genres on their own.

Structural Features of Informational Materials

Comprehension and Analysis of Text

Expository Critique

3.0 Critical Response to and Analysis to fiction and non-fiction

Students read and respond to historically and/or culturally significant works of literature that reflect and enhance their interests. They conduct in-depth analyses of recurrent themes.

Structural Features of Informational Materials

Narrative Analysis of Texts

Literary Criticism

4.0 Writing Strategies

Students write persuasive texts that convey a clear perspective and well-reasoned argument. The writing demonstrates students' awareness of the audience and purpose and progression through the stages of the writing process, and a command of the 6+1 Traits of Writing. Students understand differences between persuasive and reflective writing.

Organization and Focus

Research and Technology

Evaluation and Revision

5.0 Writing Applications (Genres and their Characteristics)

Students combine narration, exposition, and description to produce substantial persuasive texts. Student writing demonstrates a command of the 6+1 Traits of Writing and the research, organizational, and drafting strategies outlined in Writing Standard 5.0.

6.0 Written and Oral English Language Conventions

Students write and speak with a command of standard English conventions.

Sentence Structure

Grammar

Punctuation and Capitalization

Spelling

7.0 Listening and Speaking Strategies

Students formulate adroit judgments about oral communication. They deliver focused and coherent presentations that convey clear and distinct perspectives and demonstrate solid reasoning. They use gestures, tone, and vocabulary tailored to the audience and purpose.

Comprehension

Organization and Delivery of Oral Communication

Analysis and Evaluation of Oral and Media Communications

8.0 Speaking Applications (Genres and Their Characteristics)

Students deliver polished formal and extemporaneous presentations that combine traditional rhetorical strategies of narration, exposition, persuasion, and description. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 8.0.

9.0 Independent Reading for pleasure

STANDARD: 1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Students know about letters, words, and sounds. They apply this knowledge to understand printed materials (pictures and text).

BENCHMARKS**All students should:**

- 1.1 Understands the ways books and printed materials are handles and organized.
- 1.2 Understands the role of print in telling a story, and uses printed materials to pretend to read.
- 1.3 Understands that print is organized into units, such as words, and knows some vocabulary that describes print.
- 1.4 Understands how print is used in various ways in books, and understands the organization and purposes of different print materials.
- 1.5 Recognizes simple symbols (numbers, letters, logos) in the environment.
- 1.6 Knows ten letters by sight and by name, and understands that letters make up words and have corresponding sounds (recognizes own name in print)
- 1.7 Identify and produce rhyming words in response to oral prompt.
- 1.8 Matches at least 5 letter sounds to correct letter symbol.
- 1.9 Understand that as letters of words change, so do the sounds (i.e., the alphabetic principle).
- 1.10 Identify and sort common words in basic categories (e.g., colors, shapes, foods).
- 1.11 Describe common objects and events in both general and specific language.

PRACTICES:

- Handles books right-side up and turns pages from front to back.
- When looking at books, differentiates between the role of print and the role of pictures.
- Pretends to track words when ‘reading’ moving finger from left to right and top to bottom.
- Points to familiar words or letters when adult reads familiar book (eg. STOP)
- Uses many different types of printed material appropriately (eg. menus)
- Knows all the letters in his or her name by sight and by name.
- Differentiates own written name from others in environment, cubbies, labels, jacket...
- Recognizes similarities between two written words (those both start with B)

Concepts About Print: Kinder CA Framework

- 1.1 Identify the front cover, back cover, and title page of a book.
- 1.2 Follow words from left to right and from top to bottom on the printed page.
- 1.3 Understand that printed materials provide information.
- 1.4 Distinguish letters from words.
- 1.5 Recognize and name all 10 uppercase and lowercase letters of the alphabet

Phonemic Awareness: Kinder

- 1.6 Blend vowel-consonant sounds orally to make words or syllables.
- 1.7 Identify and produce rhyming words in response to an oral prompt.
- 1.8 Count the number of sounds in syllables and syllables in words.

Decoding and Word Recognition: Kinder

- 1.10 Understand that as letters of words change, so do the sounds (i.e., the alphabetic principle).
- 1.11 Vocabulary and Concept Development
- 1.12 Identify and sort common words in basic categories (e.g., colors, shapes, foods).
- 1.13 Describe common objects and events in both general and specific language.

STANDARD: 2.0 Reading Comprehension

Students know about letters, words, and sounds. They apply this knowledge to understand printed materials (pictures and text).

Students identify the basic facts and ideas in what they have read, heard, or viewed. They use comprehension strategies (e.g., generating and responding to questions, comparing new information to what is already known).

BENCHMARKS**All students should:**

- 2.1 Locate the title, name of author, and/or name of illustrator.
- 2.2 Use pictures and context to make predictions about story content.
- 2.3 Connect to life experiences the information and events in texts.
- 2.4 Retell familiar stories.
- 2.5 Ask and answer questions about essential elements of a text.

PRACTICES:

- Holds printed materials in correct position.
- Identifies front cover, back cover, and title of a book.
- Identifies common signs and logos.
- Read and explain own 'writing' and drawings.
- Use pictures to make predictions about content.
- Retell familiar stories, using beginning and end
- Discuss characters, setting and events.
- Identify what an author and illustrator do.
- Use classroom library and school information centers.
- Engage in self-initiated 'reading' for variety of purposes from a wide range of sources.

STANDARD: 3.0 Literary Responses and Analysis of Fiction and Non-Fiction

Students listen and respond to stories based on well-known characters, themes, plots, and settings.

BENCHMARKS

All students should:

- 3.1 Begin to distinguish fantasy from realistic text.
- 3.2 Identify types of everyday print materials (e.g., storybooks, poems, newspapers, signs, labels).
- 3.3 Identify characters, settings, and important events.

PRACTICES:

- Make self-to-text connections
- Make text-to-world connections
- Create visual images
- Ask questions before, during, and after reading
- Summarize stories as evidence of understanding
- Understand some stories are pretend (fiction) and some stories are real (non-fiction) (analysis of characters)

STANDARD: 4.0 Writing Strategies

Students write words and brief sentences that are legible.

BENCHMARKS

All students should:

- 4.1 Draw pictures to represent people, things, or events
- 4.2 Make letter symbols (or letter-like symbols) as pretend writing to represent ideas, and attributes meaning to writing
- 4.3 Write own name and copy some simple letters to make words to label drawings
- 4.4 Write by moving from left to right and from top to bottom
- 4.5 Engage in group projects that generate some form of 'writing' and/or pictorial representation of expanding ideas

PRACTICES:

- (above)

STANDARD: 5.0 Writing Applications

Students write and draw stories that describe and explain familiar objects, events, and experiences. Student work demonstrates a command of standard American English and the writing process using 6+1 Traits of Writing.

BENCHMARKS**All students should:**

- 5.1 Make pictures to represent people, things, or events
- 5.2 Make letter symbols (or letter-like symbols) as pretend writing to represent ideas, and attributes meaning to writing
- 5.3 Write own name and copy some simple letters to make words to label drawings
- 5.4 Write by moving from left to right and from top to bottom
- 5.5 Engage in group projects that generate some form of 'writing' and/or pictorial representation of expanding ideas

STANDARD: 6.0 Written and Oral English Language Conventions

Students listen and respond to oral communication. Students write and speak with a command of standard English conventions appropriate to their grade level.

BENCHMARKS**All students should:**

- 6.1 Recognize and use complete, coherent, simple sentences when speaking (five words or more containing nouns, verb, and recently learned vocabulary).
- 6.2 Understands and uses language that refers to imaginary, past, or future events.
- 6.3 Understands and uses language that describes how and why things happen.
- 6.4 Use oral language for different purposes: to inform, to persuade, and to entertain.
- 6.5 Share stories or information orally with an audience.
- 6.6 Participate as a contributor in a group.
- 6.7 Summarize information shared orally by others.

STANDARD: 7.0 Listening and Speaking Strategies

Students listen critically and respond appropriately to oral communication. Students speak in a manner that guides the listener to understand the important ideas by using proper phrasing, pitch, and modulation.

BENCHMARKS**All students should:**

- 7.1 Understand and follow three step simple instructions and requests that are about a new or unfamiliar situation.
- 7.2 Recognize and use complete, coherent, simple sentences when speaking (five words or more containing nouns, verb, and recently learned vocabulary).
- 7.3 Understand and use language that refers to imaginary, past, or future events.
- 7.4 Understand and use language that describes how and why things happen.
- 7.5 Use oral language for different purposes: to inform, to persuade, and to entertain.
- 7.6 Share stories or information orally with an audience.
- 7.7 Participate as a contributor in a group.
- 7.8 Summarize information shared orally by others.

PRACTICES:

- Listen to variety of literary forms.
- Participate in choral speaking, reciting rhymes, poems, songs, stories with repeated patterns.
- Participates in creative dramatics.
- Recognizes rhyming words.
- Uses more complex language or vocabulary to describe events that are imaginary, to explain, or to predict.

STANDARD 8.0 Speaking Applications (Genre and their characteristics)

Students deliver polished formal and extemporaneous presentations that combine traditional rhetorical strategies of narration, expositions, persuasion, and description. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 8.0.

BENCHMARKS**All students should:**

8.1 Use language to inform, persuade, and to entertain with an audience.

PRACTICES:

- Participate in Show & Tell
- Participate in Creative Drama

STANDARD 9.0 Independent Reading for Pleasure.

BENCHMARKS

All students should:

9.1 Use books and printed materials 'reading' independently for pleasure, daily.

PRACTICES

- Participate in SSR (Self-Selected Reading) Activity daily.

STANDARD: 1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.

ESSENTIAL QUESTION: What are the characteristics of a good reader?

How does understanding types of words make us more effective readers?

BENCHMARKS**All students should:**

- 1.1 Identify the front cover, back cover, and title page of a book.
- 1.2 Follow words from left to right and from top to bottom on the printed page.
- 1.3 Understand that printed materials provide information.
- 1.4 Recognize that sentences in print are made up of separate words.
- 1.5 Distinguish letters from words.
- 1.6 Recognize and name all uppercase and lowercase letters of the alphabet.
- 1.7 Track two and three isolated phonemes
- 1.8 Track changes in simple syllables and words with two and three sounds
- 1.9 Blend vowel-consonant sounds orally to make words or syllables.
- 1.10 Identify and produce rhyming words in response to an oral prompt.
- 1.11 Distinguish orally stated one-syllable words and separate into beginning or ending sounds.
- 1.12 Track auditorily each word in a sentence and each syllable in a word.
- 1.13 Count the number of sounds in syllables and syllables in words.
- 1.14 Match all consonant and short-vowel sounds to appropriate letters.
- 1.15 Read simple one-syllable and high-frequency words (i.e., sight words).
- 1.16 Understand that as letters of words change, so do the sounds (i.e., the alphabetic principle).
- 1.17 Identify and sort common words in basic categories (e.g., colors, shapes, foods).
- 1.18 Describe common objects and events in both general and specific language.

PRACTICES**To be successful with this standard, students are expected to:**

- Begin to use one-to-one correspondence to read simple emergent books
- Read ten high-frequency words.
- Track sequentially from sound to sound and represent the number, sameness/difference, between phonemes (e.g., /f, s, th/, /j, d, j/).
- Recognize as one sound is added, substituted, omitted, shifted, or repeated (e.g., vowel-consonant, consonant-vowel, or consonant-vowel-consonant).
- Begin to use one-to-one correspondence to read simple emergent books
- Read ten high-frequency words.
- Track sequentially from sound to sound and represent the number, sameness/difference, between phonemes (e.g., /f, s, th/, /j, d, j/).
- Recognize as one sound is added, substituted, omitted, shifted, or repeated (e.g., vowel-consonant, consonant-vowel, or consonant-vowel-consonant).

STANDARD: 2.0 Reading Comprehension

Students identify the basic facts and ideas in what they have read, heard, or viewed. They use comprehension strategies (e.g., generating and responding to questions, comparing new information to what is already known).

ESSENTIAL QUESTIONS: How do effective readers identify the main idea? What strategies do effective readers use? How can pictures and context assist readers in acquiring new vocabulary and improve comprehension? How do effective readers use specific strategies to better understand text?

BENCHMARKS**All students should:**

- 2.1 Locate the title, table of contents, name of author, and name of illustrator.
- 2.2 Use pictures and context to make predictions about story content.
- 2.3 Connect to life experiences the information and events in texts.
- 2.4 Retell familiar stories.
- 2.5 Ask and answer questions about essential elements of a text.

PRACTICES**To be successful with this standard, students are expected to**

- Understand that printed materials provide information
- Hold print materials in the correct position.
- Identify the front cover, back cover, and title page of a book.
- Explain that printed materials provide information.
- Identify common signs and logos.
- Read and explain own writing and drawings.
- Use pictures to make predictions about content.
- Retell familiar stories, using beginning, middle, and end.
- Discuss characters, setting, and events.
- Use story language in discussions and retellings.
- Identify what an author does and what an illustrator does.
- Identify the topics of nonfiction selections.
- Increase vocabulary in English, while being supported in their native language
- Engage in self-initiated reading for a variety of purposes from a wide range of sources
- Use classroom library and school information centers

STANDARD: 3.0: Literary Response to and Analysis of Fiction and Non-fiction

Students listen and respond to stories based on well-known characters, themes, plots, and settings.

ESSENTIAL QUESTION:**BENCHMARKS****All students should:**

- 3.1 Distinguish fantasy from realistic text.
- 3.2 Identify types of everyday print materials (e.g., storybooks, poems, newspapers, signs, labels).
- 3.3 Identify characters, settings, and important events.

PRACTICES**To be successful with this standard, students are expected to:**

- Make predictions based on pictures
- Make self-to-text connections
- Make text-to world connections
- Use schema to make inferences
- Create visual images
- Ask questions before, during, and after reading
- Summarize/synthesize stories as evidence of understanding
- Engage in self-initiated reading for a variety of purposes

STANDARD: 4.0 Writing Strategies-penmanship

Students write words and brief sentences that are legible.

ESSENTIAL QUESTION: What is the importance of writing neatly and legibly?

BENCHMARKS

All students should:

4.1 Understand that legible handwriting is an important tool of written communication

4.2 Write uppercase and lowercase letters of the alphabet independently, attending to the form and proper spacing of the letters

PRACTICES

To be successful with this standard, students are expected to:

- The student will print the uppercase and lowercase letters of the alphabet independently.
- Begins to form letters with control over size or shape
- The student will print his/her first and recognize last names.
- Write neatly
- Space words in sentences
- Space sentences in writing

STANDARD: 5.0 Writing Applications

Students write and draw stories that describe and explain familiar objects, event, and experiences. Student work demonstrates a command of standard American English and the writing process using 6+1 Traits of Writing.

ESSENTIAL QUESTIONS: What strategies can you use to edit your writing? How do writers hook and hold their audience? How does proper grammar and mechanics contribute to the meaning of writing?

BENCHMARKS**All students should:**

- 5.1 Use letters and phonetically spelled words to write about experiences, stories, people, objects, or events.
- 5.2 Write consonant-vowel-consonant words (i.e., demonstrate the alphabetic principle).
- 5.3 Write by moving from left to right and from top to bottom.

PRACTICES**To be successful with this standard, students are expected to:**

- Draw pictures and/or use letters and words to write about experiences in Personal Narrative
- Create stories about people, objects, or events.
- Write left to right and top to bottom.
- Explore the uses of available technology for reading and writing.
- Engage in group writing projects including generating and expanding ideas
- Use writing as a learning tool
- Keep portfolios, learning logs, and/or journals
- Use invented spelling in writing when appropriate
- Use writing as a tool for learning across the curriculum

STANDARD: 6.0 Written and Oral English Language Conventions

Students listen and respond to oral communication. Students write and speak with a command of standard English conventions appropriate to this grade level.

ESSENTIAL QUESTIONS: How can oral communication be used for a variety of purposes?
How is being a good contributor important to a group?
How does the structure of oral language help us to communicate?

BENCHMARKS**All students should:**

- 6.1 Use oral language for different purposes: to inform, to persuade, and to entertain.
- 6.2 Share stories or information orally with an audience.
- 6.3 Participate as a contributor and leader in a group.
- 6.4 Summarize information shared orally by others.

PRACTICES**To be successful with this standard, students are expected to:**

- Use proper pitch and volume
- Speak clearly and distinctly
- Engages in active listening
- Participates as a courteous listener
- Uses new vocabulary and grammatical constructions in own speech
- Share and retell an experience or story in a logical or sequential order
- Select vocabulary and nonverbal expressions appropriate to purpose and audience
- Express ideas clearly and in an organized manner
- Share with an audience stories or information relevant to a topic
- Contribute information, ask questions, clarify, summarize, or build on another person's idea in a small-group setting
- Expresses wants, needs, and thoughts in primary language (makes choices)
- Responds to questions appropriately

STANDARD: 7.0 Listening and Speaking Strategies

Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.

ESSENTIAL QUESTIONS: How do good speakers express their thoughts and feelings?
How do good speakers use specific vocabulary to clarify ideas?

BENCHMARKS**All students should:**

- 7.1 Understand and follow one-and two-step oral directions.
- 7.2 Share information and ideas, speaking audibly in complete, coherent sentences.
- 7.3 Describe people, places, things (e.g., size, color, shape), locations, and actions.
- 7.4 Recite short poems, rhymes, and songs.
- 7.5 Relate an experience or creative story in a logical sequence.

PRACTICES**To be successful with this standard, students are expected to:**

- Listen to a variety of literary forms, including stories and poems.
- Participate in choral speaking and recite short poems, rhymes, songs, and stories with repeated patterns.
- Participate in creative dramatics.
- Begin to discriminate between spoken sentences, words, and syllables.
- Recognize rhyming words.
- Generate rhyming words in a rhyming pattern.
- Increase their vocabulary
- Use number words.
- Use words to describe/name people, places, and things.
- Use words to describe location, size, color, and shape.
- Use words to describe actions and give precise instructions.
- Ask about words not understood.
- Follow one-step and two-step directions.
- Begin to ask how and why questions.
- Adapts language to meet different situations and social needs

STANDARD: 1.0 Word Analysis, Fluency, and Systematic Vocabulary Development, continued

Students understand the basic features of reading. They select letter patterns and know how to translate the spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluency in silent reading.

ESSENTIAL QUESTION: How does understanding types of words make us more effective readers?

BENCHMARKS**All students should:**

- 1.1 Read from left to right and from top to bottom.
- 1.2 Identify the title and author of a reading selection.
- 1.3 Match spoken words with print.
- 1.4 Identify letters, words, and sentences.
- 1.5 Distinguish initial, medial, and final sounds in single syllable words.
- 1.6 Distinguish long and short vowel sounds in orally stated single syllable words.
- 1.7 Create and state a series of rhyming words, including consonant blends.
- 1.8 Add, delete, or change target sounds to change words (e.g. cow to how, pan to an).
- 1.9 Blend two to four phonemes into recognizable words (e.g., /c/ /a/ /t/ = cat, /f/ /l/ /a/ /t/= flat).
- 1.10 Segment single syllable words into their components (e.g., cat= /c/ /a/ /t/, splat= /s/ /p/ /l/ /a/ /t/).
- 1.11 Use beginning and ending consonants, consonant blends, and digraphs to decode and spell single-syllable words.
- 1.12 Read and spell common high frequency sight words, including the, said, have, give, of, give...
- 1.13 Use short vowel sounds, vowel digraphs, and r-controlled letter-sound associations to decode and spell single-syllable words.
- 1.14 Read compound words and contractions.
- 1.15 Use common word families to decode unfamiliar words.
- 1.16 Read inflectional forms (e.g., -s, -ed, -ing).
- 1.17 Understand that orally read text has a rhythm and expression that sounds like natural speech and helps convey meaning.
- 1.18 Use title, pictures and knowledge of the story and topic to read words.
- 1.19 Use knowledge of sentence structure.
- 1.20 Rereads and self corrects.
- 1.21 Recognizes antonyms, synonyms, and words with multiple meaning.
- 1.22 Understands the meaning conveyed by inflectional endings (e.g., -s, -ed, -ing, -er)
- 1.23 Classifies grade-appropriate word categories.

PRACTICES**To be successful with this standard, students are expected to:**

- Demonstrate concepts of print and spoken word by
 - tracking print from left to right and top to bottom
 - following print from one line to the next line (return sweep)
 - matching spoken words to print
- Identify letters, words, and sentences
- Differentiate between letters and words by

- recognizing spaces between words in sentences
- locating capital letters in sentences
- locating periods, question marks, and exclamation points, speech bubbles, and quotation marks
- recognizing that a sentence starts with a capital letter, and ends with a period, question mark, or exclamation point.
- Isolate and manipulate phonemes
- Count phonemes in words with a maximum of three syllables
- Identify the onset and rime of words
- Generate words that rhyme with a teacher-given word
- Segment words by saying each sound
- Blend separately spoken phonemes to make word parts and words with one to three syllables
- Add, delete, or change phonemes orally to change syllables or words
- Identify whether the middle vowel sound is the same or different in a set of one-syllable words
- Sort picture cards by beginning and ending phoneme.
- Apply knowledge of beginning and ending consonants and short vowels in single-syllable words by
 - recognizing beginning and ending consonant sounds
 - separating the sounds in a word
 - blending separately spoken phonemes to make a word
 - spelling words
- Accurately decode unknown, orthographically regular, single-syllable words and nonsense words (e.g., *sit*, *zot*), using letter-sound mappings to sound them out
- Apply knowledge of word patterns to decode unfamiliar words by
 - recognizing word patterns, such as CVC
 - using onsets and rimes to create, read, and spell new words that include blends, such as the *l* and *r* blends, and digraphs, including *ch*, *sh*, *th*, and *wh*
- Use the vowel patterns CVC, VC, and CVCC to decode and spell single-syllable words
- Recognize and use simple compound words
- Read common high-frequency sight words.
- Engage in reading-aloud activities voluntarily
- Read a wide variety of self-selected and teacher-selected stories, poems, and informational texts aloud
- Use expression and intonation to convey meaning when reading aloud
- Practice reading in texts on their independent reading level to develop accuracy, fluency, and expression.
- Use prior knowledge to interpret pictures
- Use titles and pictures to make predictions about text
- Use pictures to confirm vocabulary choice
- Use knowledge of the story or topic to make predictions about vocabulary and text
- Notice when words or sentences do not make sense in context
- Recognize complete sentences when reading
- Use intonation, pauses, and emphasis that signal the structure of the sentence when reading
- Use clues of punctuation, including period, question mark, exclamation point, commas, and quotation marks, to guide their reading
- Reread to confirm vocabulary choice

STANDARD: 2.0 Reading Comprehension

Students read and understand grade-level appropriate material including a good representation of fiction, non-fiction/expository text. They draw upon a variety of comprehension strategies as needed.

ESSENTIAL QUESTIONS: How can pictures and context assist readers in acquiring new vocabulary and improve comprehension? How do effective readers use specific strategies to better understand text?

BENCHMARKS: Comprehension and Analysis of Grade-Level Appropriate Fiction and Non-Fiction Text

- 2.1 Apply a variety of reading strategies to understand text, including previewing the selection, setting a purpose for reading, making and confirming predictions, relating previous experience (schema), creating mental images, and inferring about what is read.
- 2.2 Ask and answer to who, what, where, when, why, and how questions about what is read.
- 2.3 Identify story elements such as character, setting and plot.
- 2.4 Identify topic or main idea.
- 2.5 Retell the central ideas and of simple expository or narrative passages
- 2.6 Retell stories and events in logical order, using beginning, middle and end, including words to signal sequence.
- 2.7 Use context to figure out ambiguities about word and sentence meaning.
- 2.8 Reflects understanding in a variety of ways (e.g., retelling, writing, artwork).
- 2.9 Use knowledge of alphabetical order by first letter.
- 2.10 Use a picture dictionary to find meanings of unfamiliar words.

PRACTICES**To be successful with this standard, students are expected to:**

- Preview reading material by looking at the book's cover and illustrations and by reading titles and headings
- Choose a purpose for reading by looking at the illustrations, determining prior knowledge, and predicting the outcome of the selection
- Draw on prior knowledge to make predictions before and during reading
- Make and confirm predictions based on illustrations or portions of the text
- Use knowledge from their own experience to make sense of and talk about a text
- Read various nonfiction forms, including letters, lists, recipes, newspapers, and magazines
- Identify the topic or main idea of a short fiction or nonfiction selection
- Identify characters, setting, and important events
- Answer simple who, what, when, where, why, and how questions about a selection
- Create artwork or a written response that shows comprehension of a selection
- Extend the story orally or with drawings
- Retell stories and events, using beginning, middle, and end.
- Use simple reference materials (e.g., personal dictionary).
- Alphabetize a list of five to eight words according to first letter
- Use a picture dictionary to locate unfamiliar words.

STANDARD: 3.0 Critical Response to and Analysis of Fiction and Non-fiction

Students read and respond to a wide variety of significant works of children's literature. They distinguish between structural features of the text and the literary terms or elements (eg. theme, plot, setting, characters.)

ESSENTIAL QUESTION: What is the importance of writing neatly and legibly?

BENCHMARKS**All students should:**

- 3.1 Compare and contrast story elements from different stories
- 3.2 Generate alternative endings
- 3.3 Compare and contrast different versions of the same stories
- 3.4 Identify the use of rhythm, rhyme, and alliteration in poetry

PRACTICES**To be successful with this standard, students are expected to:**

- Write responses to what they read
- Describe characters, setting, and important events in fiction and poetry
- Compare and contrast plots, settings, and characters presented by different authors
- Compare and contrast different versions of the same stories that reflect different cultures.

STANDARD: 4.0 Writing Strategies-penmanship

Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing should consider the audience and purpose. Students progress through the stages of the writing process.

ESSENTIAL QUESTION: What is the importance of writing neatly and legibly?

BENCHMARKS: Organization, Focus and Penmanship

- 4.1 Print legibly and space letters, words and sentences appropriately.
- 4.2 Generate ideas
- 4.3 Focus on one topic.
- 4.4 Use descriptive words when writing about people, places, things, and events.

PRACTICES**To be successful with this standard, students are expected to:**

- Use appropriate pencil grip
- Use standard letter formation and slant for D'Nealian writing
- Use standard number formation
- Space words in sentences
- Space sentences in writing
- Write neatly
- Use previous experiences to generate ideas
- Participate in teacher-directed brainstorming, and prewriting strategies such as webbing, and mapping to organize ideas.
- Participate in teacher-directed charting activities to organize information and ideas
- Begin to elaborate ideas by using descriptive words (adjectives) when writing about people, places, things, and events.

STANDARD: 5.0 Writing Applications

Students write compositions that describe and explain familiar objects, event, and experiences. Student work demonstrates a command of standard American English and the writing process using 6+1 Traits of Writing.

ESSENTIAL QUESTIONS: What strategies can you use to edit your writing?
How do writers hook and hold their audience?

BENCHMARKS**All students should:**

- 5.1 Generate ideas with a focus before writing individually or in a group.
- 5.2 Include in their writing: ideas, organization, sentence fluency, voice, and conventions.
- 5.3 Revise writing for clarity.
- 5.4 Use available technology.
- 5.5 Understand the purposes of various reference materials.
- 5.6 Write brief narratives describing an experience.
- 5.7 Write brief expository descriptions of a real object, person, place, thing, or event, using sensory details.
- 5.8 Recognize and use complete sentences
- 5.9 Use and punctuate declarative, interrogative, and exclamatory sentences
- 5.10 Capitalize the first letter of a sentence, proper nouns and the word *I*
- 5.11 Use singular and plural nouns and pronouns
- 5.12 Use apostrophes in contractions
- 5.13 Use correct spelling for high-frequency sight words, and phonetically regular three and four letter short vowel words in final copies.

PRACTICES**To be successful with this standard, students are expected to:**

- Use previous experiences to generate ideas
- Participate in teacher-directed brainstorming activities
- Participate in teacher-directed prewriting strategies, such as webbing, clustering, and semantic mapping, to organize ideas
- Participate in teacher-directed charting activities to organize information
- Write a sentence that focuses on one topic
- Write simple, complete sentences
- Begin to elaborate ideas by using descriptive words (adjectives) when writing about people, places, things, and events
- Spell high-frequency sight words and phonetically regular words correctly in final copies
- Sound out words in order to spell them phonetically
- Use print resources in the classroom in order to spell words
- Use correct end punctuation
- Continued
- Write simple complete sentences
- Use singular and plural nouns and pronouns
- Capitalize all proper nouns, the word *I* and all words at the beginning of sentences
- Spell high-frequency sight words, and phonetically regular words in final copies.
- Sound out words I order to spell them phonetically
- Use print resources in the classroom in order to spell words

- Punctuate declarative, interrogative, and exclamatory sentences
- Use apostrophes in contractions such as: *don't*, *isn't* and *can't*

STANDARD: 6.0 Written and Oral English Language Conventions

Students write and speak with a command of standard English conventions appropriate to this grade level.

ESSENTIAL QUESTION: How does the structure of oral language help us to communicate?
How can oral communication be used for a variety of purposes?
How is being a good contributor important to a group?

BENCHMARKS**All students should:**

- 6.1 Write and speak in complete coherent sentences.
- 6.2 Identify and correctly use singular and plural nouns in writing and speaking.
- 6.3 Identify and correctly use contractions and singular possessive nouns in writing and speaking.
- 6.4 Use correct verb tenses in oral communication
- 6.5 Create oral stories to share with others
- 6.6 Create and participate in oral dramatic activities.
- 6.7 Use increasingly complex sentence structures in oral communication.
- 6.8 Use oral language for different purposes: to inform, to persuade, and to entertain
- 6.9 Share stories or information orally with an audience
- 6.10 Participate as a contributor and leader in a group
- 6.11 Summarize information shared orally by others

PRACTICES**To be successful with this standard, students are expected to:**

- Use the story structure of beginning, middle, and end to tell a story of an experience
- Maintain and manipulate voice, such as pausing, tempo, and pitch, to convey mood
- Add appropriate elaboration and detail while recounting or describing an event
- Dramatize familiar stories
- Use present, past, and future tenses appropriately
- Use more complex sentence structure with conjunctions, such as *while*, *when*, *if*, *because*, *so*, and *but*, when describing events and giving explanations
- Provide a referent for pronouns
- Demonstrate subject-verb agreement
- Use proper pitch and volume
- Speak clearly and distinctly
- Share and retell an experience or story in a logical order
- Select vocabulary and nonverbal expressions appropriate to purpose and audience
- Express ideas clearly and in an organized manner
- Share with an audience stories or information relevant to a topic
- Contribute information, ask questions, clarify, summarize, or build on another person's idea in a small-group setting
- Confer with small-group members about how to present information to the class
- Carry out a specific group role, such as leader, recorder, materials manager, or reporter

STANDARD: 7.0 Listening and Speaking Strategies

Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.

ESSENTIAL QUESTIONS: How do good speakers express their thoughts and feelings?
How do good speakers use specific vocabulary to clarify ideas?

BENCHMARKS: Comprehension, organization and delivery of Oral Communication**All students should:**

- 7.1 Listen and respond to a variety of media, including books, audiotapes, videos, and other age-appropriate materials.
- 7.2 Ask questions for clarification and understanding.
- 7.3 Give, restate and follow simple two step oral directions.
- 7.4 Stay on the topic when speaking.
- 7.5 Tell and retell stories and events in logical order.
- 7.6 Retell stories using basic story grammar and relating the sequence of story events answering to *who, what, where, when, and how* questions.
- 7.7 Use descriptive words when speaking about people, places, things and events.
- 7.8 Participate in a variety of oral language activities, including choral speaking and reciting short poems, rhymes, songs, and stories with repeated patterns.

PRACTICES**To be successful with this standard, students are expected to:**

- Participate in a variety of oral language activities, such as
 - listening to and discussing fiction and nonfiction print materials and trade books that reflect the Colegio Maya Standards of Learning in English, history and social science, science, and mathematics
 - listening and responding to stories and poems presented through recordings and experiencing other audiovisual materials in the context of curricular goals and objectives
 - listening to stories and poems read aloud daily
 - participating in discussions about stories and poems
 - talking about words and their meanings as they are encountered in stories, poems, and conversations
 - giving reactions to stories and poems
- Participate in oral activities, including choral speaking and the reciting of short poems, rhymes, songs, and stories with repeated patterns
- Tell and retell stories and events in logical order by
 - retelling stories orally and through informal drama
 - dictating retelling of stories
 - creating their own stories, poems, plays, and songs
 - indicating first, next, and last events in a story
- Express themselves in complete sentences.

STANDARD: 1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Students understand the basic features of reading. They select letter patterns and know how to translate the spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluency in silent reading.

ESSENTIAL QUESTION: What are the characteristics of a good reader?

BENCHMARKS**All students should:**

- 1.1 Use knowledge of consonants, consonant blends, and consonant digraphs to decode and spell words
- 1.2 Use knowledge of short, long, and r-controlled vowel patterns to decode and spell words
- 1.3 Decode regular multi-syllabic words
- 1.4 Use knowledge of prefixes and suffixes
- 1.5 Use knowledge of contractions and singular possessives
- 1.6 Use knowledge of simple abbreviations
- 1.7 Use knowledge of antonyms and synonyms

PRACTICES**To be successful with this standard, students are expected to:**

- Apply knowledge of consonants and consonant blends to decode and spell words
- Apply knowledge of consonant digraphs (*sh, wh, ch, th*) to decode and spell words
- Apply knowledge of vowel patterns, such as CV, VC, CVC, CVCE, CVVC, CVCC, to decode and spell words
- Read regularly spelled one- and two-syllable words automatically
- Use phonetic strategies to self-correct reading when meaning breaks down.
- Use common prefixes and suffixes to decode words
- Demonstrate an understanding of common prefixes, such as *un-, re-, dis-, pre-*, and *mis-*
- Demonstrate an understanding of common suffixes, such as *-er, -y, -ful, -less, -est*, and *-ly*
- Demonstrate an understanding of the meaning of contractions
- Demonstrate an understanding of what the apostrophe signifies in singular possessive words (e.g., *Mary's*)
- Identify simple abbreviations, including those for titles (e.g., *Mr., Mrs., Ms., and Dr.*), calendar words (e.g., *Jan., Feb., Mon., Tue.*), and address words (e.g., *St., Rd.*)
- Supply synonyms and antonyms for a given word

STANDARD: 2.0 Reading Comprehension

Students read and understand grade-level appropriate material including a good representation of fiction, non-fiction/expository text. They draw upon a variety of comprehension strategies as needed.

ESSENTIAL QUESTIONS: How do effective readers identify the main idea?
What strategies do effective readers use?

BENCHMARKS**All students should:**

- 2.1 Preview the selection by using pictures, diagrams, titles, and headings
- 2.2 Set purpose for reading
- 2.3 Read stories, poems, and passages with fluency and expression
- 2.4 Reread and self-correct when necessary
- 2.5 Use information in the story to read words
- 2.6 Use knowledge of sentence structure
- 2.7 Use knowledge of story structure and sequence
- 2.8 Make predictions about content
- 2.9 Read to confirm predictions
- 2.10 Relate previous experiences to the topic
- 2.11 Ask and answer questions about what is read
- 2.12 Locate information to answer questions
- 2.13 Describe characters, setting, and important events in fiction and poetry
- 2.14 Identify the problem, solution, and main idea

PRACTICES**To be successful with this standard, students are expected to:**

- Use prior knowledge to interpret illustrations, such as diagrams, charts, graphs, and maps, to make predictions about the text
- Use story structure, titles, pictures, diagrams and headings to generate ideas and meaning about the text
- Skim text for section headings, bold type, and picture captions to help set a purpose for reading
- Use print clues, such as bold type, italics, and underlining, to assist in reading
- Apply phonics, meaning clues, and language structure to decode words and increase fluency
- Use phonics, meaning clues, and language structure strategies to reread, self-correct, and support decoding
- Pause at commas and periods during oral reading
- Practice reading in text that is on their independent reading level to develop accuracy, fluency, and expression
- Use surrounding words in a sentence to determine the meaning of a word
- Use the context of the sentence to distinguish which of the multiple meanings of a word makes sense
- Use knowledge of word order, including subject, verb, and adjectives, to check for meaning
- Reread to clarify meaning
- Read fiction and nonfiction print materials and trade books that reflect the Colegio Maya Standards of Learning in English, history and social science, science, and mathematics
- Find evidence to support predictions
- Use knowledge from their own experiences to make sense of and talk about a topic
- Describe the setting and important events of a story
- Describe a character's traits, feelings, and actions as presented in a story
- Identify the problem and solution presented in a story

- Identify the main idea
- Identify the sequence of steps in functional text such as recipes or other sets of directions
- Follow the steps in a set of written directions

STANDARD: 3.0 Critical Response to and Analysis of Fiction and Non-fiction

Students read and respond to a wide variety of significant works of children's literature. They distinguish between structural features of the text and the literary terms or elements (eg. theme, plot, setting, characters.)

ESSENTIAL QUESTION: What is the importance of writing neatly and legibly?

BENCHMARKS**All students should:**

- 3.1 Make predictions about content
- 3.2 Compare and contrast story elements from different stories
- 3.3 Generate alternative endings
- 3.4 Compare and contrast different versions of the same stories
- 3.5 Identify the use of rhythm, rhyme, and alliteration in poetry
- 3.6 Relate previous experiences to the topic
- 3.7 Locate information to answer questions about what is read
- 3.8 Identify the problem, solution, and main idea

PRACTICES**To be successful with this standard, students are expected to:**

- Write responses to what they read
- Describe characters, setting, and important events in fiction and poetry
- Compare and contrast plots, settings, and characters presented by different authors
- Compare and contrast different versions of the same stories that reflect different cultures.
- Locate information in textbooks and other trade books to answer questions
- Begin to use knowledge of transition words (signal words), such as *first*, *next*, and *soon*, to understand how information is organized
- Organize information, using graphic organizers
- Use the framework of beginning, middle, and end to retell story events
- Ask and answer simple who, what, when, where, why, and how questions

STANDARD: 4.0 Writing Strategies-penmanship

Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing should consider the audience and purpose. Students progress through the stages of the writing process.

ESSENTIAL QUESTION: What is the importance of writing neatly and legibly?

BENCHMARKS**All students should:**

4.1 Understand that legible handwriting is an important tool of written communication

PRACTICES**To be successful with this standard, students are expected to:**

- Write neatly
- Space words in sentences
- Space sentences in writing
- Learn basic strokes for cursive

STANDARD: 5.0 Writing Applications

Students write compositions that describe and explain familiar objects, event, and experiences. Student work demonstrates a command of standard American English and the writing process using 6+1 Traits of Writing.

ESSENTIAL QUESTIONS: What strategies can you use to edit your writing?
How do writers hook and hold their audience?

BENCHMARKS**All students should:**

- 5.1 Generate ideas with a focus before writing individually or in a group
- 5.2 Include in their writing: ideas, organization, sentence fluency, voice, and conventions
- 5.3 Revise writing for clarity
- 5.4 Use available technology
- 5.5 Understand the purposes of various reference material
- 5.6 Write a friendly letter complete with date, salutation, body, closing and signature
- 5.7 Write brief narratives based on their experiences
- 5.8 Recognize and use complete sentences
- 5.9 Use and punctuate declarative, interrogative, and exclamatory sentences
- 5.10 Capitalize all proper nouns and the word *I*
- 5.11 Use singular and plural nouns and pronouns
- 5.12 Use apostrophes in contractions
- 5.13 Use correct spelling for high-frequency sight words, including compound words and regular plurals

PRACTICES**To be successful with this standard, students are expected to:**

- Brainstorm for ideas
- Organize information with graphic organizers, such as story maps, webs, and event frames
- Use graphic organizers to plan their writing
- Verbalize their writing plan to a partner or teacher
- Write stories that include a beginning, middle, and end
- Stay on topic
- Write complete sentences and begin to group sentences into paragraphs
- Use adjectives to elaborate simple sentences
- Use time-order words, such as *first*, *next*, *then*, and *last*, to sequence and organize their writing
- Delete or add words to clarify meaning during the revising process
- Avoid stringing ideas together with *and* or *then*
- Begin to learn and use the writing domains of composing, written expression, and usage/mechanics
- Use available technology to write
- Recognize and use complete sentences
- Use singular and plural nouns and pronouns
- Capitalize all proper nouns, the word *I* and all words at the beginning of sentences
- Punctuate declarative, interrogative, and exclamatory sentences
- Use apostrophes in contractions such as: *don't*, *isn't* and *can't*
- Spell high-frequency sight words, compound words, and regular plurals correctly

STANDARD: 6.0 Written and Oral English Language Conventions

Students write and speak with a command of standard English conventions appropriate to this grade level.

ESSENTIAL QUESTION: How does the structure of oral language help us to communicate?

BENCHMARKS**All students should:**

- 6.1 Create oral stories to share with others
- 6.2 Create and participate in oral dramatic activities
- 6.3 Use correct verb tenses in oral communication
- 6.4 Use increasingly complex sentence structures in oral communication
- 6.5 Identify and correctly use various parts of speech, including nouns, and verbs in writing and speaking
- 6.6 Use oral language for different purposes: to inform, to persuade, and to entertain
- 6.7 Share stories or information orally with an audience
- 6.8 Participate as a contributor and leader in a group
- 6.9 Summarize information shared orally by others

PRACTICES**To be successful with this, students are expected to:**

- Use the story structure of beginning, middle, and end to tell a story of an experience
- Maintain and manipulate voice, such as pausing, tempo, and pitch, to convey mood
- Add appropriate elaboration and detail while recounting or describing an event
- Dramatize familiar stories
- Use present, past, and future tenses appropriately
- Use more complex sentence structure with conjunctions, such as *while*, *when*, *if*, *because*, *so*, and *but*, when describing events and giving explanations
- Provide a referent for pronouns
- Demonstrate subject-verb agreement
- Use proper pitch and volume
- Speak clearly and distinctly
- Share and retell an experience or story in a logical order
- Select vocabulary and nonverbal expressions appropriate to purpose and audience
- Express ideas clearly and in an organized manner
- Share with an audience stories or information relevant to a topic
- Contribute information, ask questions, clarify, summarize, or build on another person's idea in a small-group setting
- Confer with small-group members about how to present information to the class
- Carry out a specific group role, such as leader, recorder, materials manager, or reporter

STANDARD: 7.0 Listening and Speaking Strategies

Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.

ESSENTIAL QUESTIONS: How do good speakers express their thoughts and feelings?
How do good speakers use specific vocabulary to clarify ideas?

BENCHMARKS: Comprehension, organization and delivery of Oral Communication**All students should:**

- 7.1 Use words that reflect a growing range of interests and knowledge
- 7.2 Clarify and explain words and ideas orally
- 7.3 Give and follow oral directions three-step and four-step directions
- 7.4 Identify and use synonyms and antonyms in oral communication

PRACTICES**To be successful with this standard, students are expected to:**

- Listen to and discuss fiction and nonfiction trade books and other print materials that reflect the Colegio Maya Standards of Learning for English, history and social science, science, and mathematics
- Use specific vocabulary from content study to express interests and knowledge
- Use appropriate descriptive language to express ideas, opinions, and feelings
- Use language to categorize objects, people, places, or events
- Explain the meanings of words within the context of how they are used
- Ask questions to clarify or gain further information
- Recognize when two or more different words are being used orally to mean contrasting or opposite things
- Recognize when different words are being used orally to mean the same or similar things
- Use synonyms and antonyms in oral communication
- Give and follow three-step and four-step oral directions

STANDARD: 1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Students understand the basic features of reading. They select letter patterns and know how to translate the spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluency in silent reading.

ESSENTIAL QUESTION: What are the characteristics of a good reader?

BENCHMARKS**All students should:**

- 1.1 Use complex word families to decode unfamiliar words
- 1.2 Decode multisyllabic words
- 1.3 Read aloud narrative and expository text fluently with accuracy using correct pacing, tone and expression
- 1.4 Use knowledge of antonyms, synonyms and homophones to determine the meaning of words
- 1.5 Demonstrates knowledge of age appropriate words
- 1.6 Uses sentence and word context clues to figure out meaning of words
- 1.7 Uses the dictionary to learn word meanings
- 1.8 Uses knowledge of prefixes, and suffixes to determine meaning of words

PRACTICES**To be successful with this standard, students are expected to:**

- Use phonetic strategies to self-correct reading when meaning breaks down.
- Decode regular multisyllabic words
- Read fluently aloud using appropriate pacing, intonation and expression
- Uses complex word families to decode unfamiliar words
- Identifies words using sentence context and word parts
- Recognizes synonyms, antonyms, homonyms and multiple meaning words
- Uses a dictionary to find the meaning and pronunciation of an unknown word
- Decodes using knowledge of blends, contractions, orthographic patterns, ending
- Uses reading strategies to increase vocabulary
- Uses context of sentence and word to determine the meaning of new vocabulary
- Understands the meaning of root word
- Understands connotation and denotation
- Demonstrate an understanding of common prefixes and suffixes to determine the meaning of a word
- Understands contractions and abbreviations in text and the punctuation used for each
- Understands singular possessive words and where to use the apostrophe
- Uses a dictionary to look up and explain the meaning of new vocabulary

STANDARD: 2.0 Reading Comprehension

Students read and understand grade-level appropriate material including a good representation of fiction, non-fiction/expository text. They draw upon a variety of comprehension strategies as needed.

ESSENTIAL QUESTION:**BENCHMARKS****All students should:**

- 2.1 Understand title, table of contents, chapter headings, glossaries and indexes located in informational text
- 2.2 Use prior knowledge, ask questions and support answers in understanding text
- 2.3 Demonstrates knowledge by locating information and answering questions in text
- 2.4 Recall major points and makes and reconfirm predictions
- 2.5 Recall main idea
- 2.6 Identify the problem, solution, and main idea
- 2.7 Use knowledge of story structure and sequence
- 2.8 Relate previous experiences to the topic
- 2.9 Describe characters, setting, and important events in fiction and poetry

PRACTICES**To be successful with this standard, students are expected to:**

- Makes text/self, text/text and text/world connections
- Selects appropriate reading leveled books
- Use context clues of a sentence determine the meaning of new vocabulary
- Recalls major parts of a story
- Makes and confirms predictions
- Can justify prediction by sharing own experiences or identifying information from text that supports the prediction
- Confirms knowledge through asking and answering questions from text
- Revising answers or predictions depending on new understandings
- Use story structure, titles, pictures, and diagrams to check for meaning
- Uses strategies such as reread to clarify meaning, makes self corrections and reading on
- Discriminates between fact/opinion reality/fantasy
- Uses strategies such as reread to clarify meaning, makes self corrections and reading on
- Discuss, summarizes and retell story
- Sequences events of a story orally or in written form
- Reads and follows multi-step instructions
- Understands and identifies cause and effect
- Uses reference texts and organizes categorizes the written information
- Understands plots of folktales, myths, fairytales, legends and fables from around the world
- Describe and compare characters of a story
- Describe, compare and contrast settings of a story
- Recognizes literary devices such as simile, metaphor, idiom, slang and jargon
- Recognizes 1st and 3rd person voice
- Recognizes 1st and 3rd person voice
- Distinguishes between narration and dialogue

STANDARD: 3.0 Critical Response to and Analysis of Fiction and Non-fiction

Students read and respond to a wide variety of significant works of children's literature. The distinguish between structural features of the text and the literary terms or elements (eg. theme, plot, setting, characters.)

ESSENTIAL QUESTION: What is the importance of writing neatly and legibly?

BENCHMARKS**All students should:**

- 3.1 Make predictions about content
- 3.2 Compare and contrast story elements from different stories
- 3.3 Compare and contrast different versions of the same stories
- 3.4 Identify the use of rhythm, rhyme, and alliteration in poetry
- 3.5 Relate previous experiences to the topic
- 3.6 Locate information to answer questions about what is read
- 3.7 Identify the problem, solution, and main idea

PRACTICES**To be successful with this standard, students are expected to:**

- Discuss, summarizes, retell story and writes responses
- Responses to what they read in sequential order using a timeline
- Describe both orally and in written form characters, setting, and important events in fiction and poetry
- Compare and contrast plots, settings, and characters presented by different authors
- Compare and contrast different versions of the same stories that reflect different cultures.
- Organize information, using graphic organizers and Venn Diagrams
- Confirms knowledge by asking and answering questions from text
- Read fiction and nonfiction print materials and trade books that reflect Colegio Maya's history, science and mathematics curriculum
- Makes text/self, text/text and text/world connections and shares orally or in writings
- Makes and confirms predictions
- Can justify prediction by sharing own experiences or identifying information from text that supports the prediction
- Confirms knowledge through asking and answering questions from text
- Revising answers or predictions depending on new understandings
- Use story structure, titles, pictures, and diagrams to check for meaning
- Discriminates between fact/opinion reality/fantasy
- Ask and answer simple who, what, when, where, why, and how questions
- Uses reference texts and organizes categorizes the written information

STANDARD: 4.0 Writing Strategies-penmanship

Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing should consider the audience and purpose. Students progress through the stages of the writing process.

ESSENTIAL QUESTION: What is the importance of writing neatly and legibly?

BENCHMARKS**All students should:**

4.1 Understand that legible cursive handwriting is an important tool of written communication

PRACTICES**To be successful with this standard, students are expected to:**

- Write neatly
- Space words in sentences
- Space sentences in writing
- Learn strokes and shapes of each cursive letter
- Learn amount of line space needed for each cursive letter
- Slant letters correctly

STANDARD: 5.0 Writing Applications

Students write compositions that describe and explain familiar objects, event, and experiences. Student work demonstrates a command of standard American English and the writing process using 6+1 Traits of Writing.

ESSENTIAL QUESTIONS: What strategies can you use to edit your writing?
How do writers hook and hold their audience?

BENCHMARKS**All students should:**

- 5.1 Generate ideas with a focus before writing individually or in a group
- 5.2 Include in their writing: ideas, organization, sentence fluency, voice, and conventions
- 5.3 Use the five stages of the writing process
- 5.4 Use available technology
- 5.5 Uses various reference materials
- 5.6 Write narratives using well chosen details to develop a plot or based on memorable incidents
- 5.7 Write using descriptive language to present and support impressions of people, places, things or experiences
- 5.8 Students complete papers using technical, expository and poetry genres
- 5.9 Uses correct capitalization, punctuation throughout writing including commas and apostrophes
- 5.10 Use singular and plural nouns and pronouns correctly
- 5.11 Use correct spelling for high-frequency sight words, including compound words and grade appropriate words

PRACTICES**To be successful with this standard, students are expected to:**

- Plan and organize writing by completing prewriting activities using webs, brainstorming list, story maps, etc.
- Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing final copy)
- Write stories that include a beginning, middle, and end
- Develop a topic sentence, stay on topic and allow smooth sentence fluency
- Include supporting facts and details that help present unified impressions of people, place, things or events.
- Write complete sentences in paragraph form using correct punctuation and spelling
- Use adjectives and explosive vocabulary to elaborate simple sentences
- Writes using 1st and 3rd person
- Uses dialogue
- Writes narratives with a well developed plot with well chosen details
- Write clean, error free, easy to read, ready to publish work
- Use time-order words, such as *first*, *next*, *then*, and *last*, to sequence, organize their writing and allow for good sentence fluency
- Writes opinions, journals and book reviews
- Write explanatory papers in step by step detail, completes research papers and two paragraph essays
- Writes research papers by gathering information using graphic organizer or questionnaires and then recording in their own words
- Uses available technology and uses reference materials and books such as dictionaries, encyclopedias, Almanac and Alas to gather information for their writing; understands plagiarism
- Use of repetition, meter, and rhyme to create poetic writing
- Writes business letters, thank you notes and invitations using correct form for each

- Use different voices in their writing depending on the type of story

STANDARD: 6.0 Written and Oral English Language Conventions

Students write and speak with a command of standard English conventions appropriate to this grade level.

ESSENTIAL QUESTION: How does the structure of oral language help us to communicate?

BENCHMARKS**All students should:**

- 6.1 Understands and able to use complete and correct declarative, interrogative, imperative and exclamatory sentences in writing and speaking
- 6.2 Identifies and use simple and compound subjects and verbs correctly and agreement and identify and use nouns, pronouns, verbs, adverbs, compound words and articles correctly in writing and speaking
- 6.3 Use correct verb tenses in written and oral communication
- 6.4 Punctuations dates, locations, addresses and book titles correctly
- 6.5 Capitalizes proper nouns, holidays, geographical names, historical periods, months, days and special events correctly
- 6.6 Spell correctly one-syllabic words that have blends, grade level sight words, contractions, compounds, orthographic patterns and common homophones
- 6.7 Arrange words in alphabetical order
- 6.8 Share stories or information orally with an audience
- 6.9 Participate as a contributor and leader in a group
- 6.10 Summarize information shared orally by others

PRACTICES**To be successful with this standard, students are expected to:**

- Write simple or compound declarative, interrogative, and exclamatory sentences using correct punctuation
- Use commas/pauses in dates, locations and for items in a series
- Uses singular and plural nouns and pronouns, verbs, adjectives, adverbs and articles correctly in writing and speaking
- Uses the past, present and future verb tenses
- Capitalize all proper nouns, capital word *I* and all words that begin sentences in writing
- Correctly use apostrophes in contractions and possessive nouns
- Spell high-frequency sight words, compound words, contractions, homophones/homographs, words with blends and regular plurals correctly
- Uses correct underlining and indentions
- Use the story structure of beginning, middle and end when writing a story of an experience
- Speaks clearly to explain an experience or story in logical order and organized manner and maintains correct tempo, volume and pitch to convey mood
- Select vocabulary and nonverbal expressions appropriate to purpose and audience
- Share with an audience in written or oral form stories or information relevant to a topic
- Arrange words in alphabetical order
- Contribute information, ask questions, clarify, summarize, or build on another person's idea in a small-group setting
- Confers with groups to discuss the presentation of information
- Carry out a specific group role, such as leader, recorder, materials manager, or reporter

STANDARD: 7.0 Listening and Speaking Strategies

Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.

ESSENTIAL QUESTIONS: How do good speakers express their thoughts and feelings?
How do good speakers use specific vocabulary to clarify ideas?

BENCHMARKS**All students should:**

- 7.1 Students listen critically and respond appropriately to oral communication
- 7.2 Uses proper pitch, tone, volume and speed to guide the listener to understanding
- 7.3 Can retell, paraphrase, explain and answer questions to what has been said
- 7.4 Connect and relate prior experiences to those of the speaker
- 7.5 Identify and use the musical elements of literary language (e.g., rhymes, repeated sounds)
- 7.6 Provides a beginning, middle and end and presents in chronological order using clear and specific vocabulary
- 7.7 Enhances oral presentations by using charts, pictures or objects
- 7.8 Compare ideas and points of view expressed in broadcast and print media
- 7.9 Distinguish between the speaker's opinions and verifiable facts

PRACTICE**To be successful with this standard, students are expected to:**

- Engage in taking turns in conversations by
 - making certain all group members have an opportunity to contribute
 - listening attentively by making eye contact while facing the speaker
 - eliciting and responding to information or opinions from others
 - supporting opinions with appropriate ideas, examples, and details
 - communicates needs, feelings and opinions in a constructive manner
- Take initiative in moving a group discussion forward by
 - contributing information and ideas orally
 - answering questions
 - asking clarifying questions of the speaker
 - summarizing conclusions
 - recall ideas, details or facts to explain what has been learned.
 - participating in storytelling, rhyme and song
- Deliver oral presentations in an engaging manner that maintains audience interest by
 - presenting information with expression and confidence
 - varying tone, pitch, volume and speed to convey meaning
 - using grammatically correct language
 - using appropriate vocabulary for the audience and the topic
 - organize ideas in sequential order and use details when describing an event
 - use present, past, and future tenses appropriately
- Listen to and answer questions from the audience or the presenter
- Evaluate other student's presentations using class-designed rubric
- Summarize presentations of other

- Listen to information and then discuss what is fact or opinion
- Compare ideas and points of view expressed in broadcast and print media.

STANDARD: 1.0 Word Analysis, Fluency, and Systematic Vocabulary Development, continued

Students understand the basic features of reading. They select letter patterns and know how to translate the spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluency in silent reading.

ESSENTIAL QUESTION: How does understanding types of words make us more effective readers?

BENCHMARKS**All students should:**

- 1.1 Read narrative and expository text aloud with grade-appropriate fluency and accuracy and with appropriate pacing, intonation, and expression.
- 1.2 Apply knowledge of word origins, derivations, synonyms, antonyms, and idioms to determine the meaning of words and phrases.
- 1.3 Use knowledge of root words to determine the meaning of unknown words within a passage.
- 1.4 Know common roots and affixes derived from Greek and Latin and use this knowledge to analyze the meaning of complex words (e.g., *international*).
- 1.5 Use a thesaurus to determine related words and concepts.
- 1.6 Know common roots and affixes derived from Greek and Latin and use this knowledge to analyze the meaning of complex words (e.g., *international*).
- 1.7 Use a thesaurus to determine related words and concepts.
- 1.8 Distinguish and interpret words with multiple meanings.

PRACTICE**To be successful with this standard, students are expected to:**

- Use context to clarify the meaning of unfamiliar words
- Use their knowledge of synonyms (words with like meanings) and antonyms (words with opposite meanings) to understand the meanings of unfamiliar words
- Derive word meaning by using their knowledge of homonyms/homophones (words that are pronounced the same but are spelled differently and have different meanings), such as *read/red, no/know, hear/here*
- Use clues in the context of a sentence, paragraph, or reading selection to predict and explain the meanings of words that have more than one meaning (multiple meanings of words)
- Use context to select the applicable definition of a multiple-meaning word from a glossary or dictionary
- Use knowledge of word origins
- Identify the word reference material(s) most likely to contain needed information
- Read familiar text with fluency, accuracy, and expression.
- Use common prefixes and suffixes to decode words
- Demonstrate an understanding of common prefixes, such as *un-, re-, dis-, pre-, and mis-*
- Demonstrate an understanding of common suffixes, such as *-er, -y, -ful, -less, -est, and -ly*
- Demonstrate an understanding of the meaning of contractions
- Demonstrate an understanding of what the apostrophe signifies in singular possessive words (e.g., *Mary's*)
- Identify simple abbreviations, including those for titles (e.g., *Mr., Mrs., Ms., and Dr.*), calendar words (e.g., *Jan., Feb., Mon., Tue.*), and address words (e.g., *St., Rd.*)
- Supply synonyms and antonyms for a given word

STANDARD: 2.0 Reading Comprehension

Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources). In addition to their regular school reading, students read one-half million words annually, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information).

ESSENTIAL QUESTION:**BENCHMARKS****All students should:**

- 2.1 Identify structural patterns found in informational text (e.g., compare and contrast, cause and effect, sequential or chronological order, proposition and support) to strengthen comprehension.
- 2.2 Use appropriate strategies when reading for different purposes (e.g., full comprehension, location of information, personal enjoyment).
- 2.3 Make and confirm predictions about text by using prior knowledge and ideas presented in the text itself, including illustrations, titles, topic sentences, important words, and foreshadowing clues.
- 2.4 Evaluate new information and hypotheses by testing them against known information and ideas.
- 2.5 Compare and contrast information on the same topic after reading several passages or articles.
- 2.6 Distinguish between cause and effect and between fact and opinion in expository text.
- 2.7 Follow multiple-step instructions in a basic technical manual (e.g., how to use computer commands or video games).

PRACTICES**To be successful with this standard, students are expected to:**

- Use his/her knowledge and experience to comprehend
- Establish and adjust purposes for reading such as reading to find out, to understand, to interpret, to enjoy and to solve problems
- Monitor his/her own comprehension and make modifications when understanding breaks down such as by rereading a portion aloud, using reference aids, searching for clues, and asking questions
- Understand that nonfiction material, such as biographies and informational text, tells about real people, places, objects, and/or events
- Understand how written text and accompanying illustrations connect to convey meaning
- Explain why the author wrote the piece
- Combine information from various places in the text to draw a conclusion
- Distinguish between fact and opinion
- Identify cause-and-effect relationships
- Identify new information learned from reading
- Make simple inferences, using information from the text.
- Formulate research questions based on a topic
- Select and use appropriate references, such as dictionaries, atlases, almanacs, encyclopedias, and thesauruses, including online, print, and media resources
- Select information that is related to their topic
- Evaluate and combine (synthesize) related information from two or more sources
- Identify key terms to use in searching for information
- Skim to find information related to a topic.

STANDARD: 2.0 Reading Comprehension-continued

Students read and understand grade-level appropriate material including a good representation of fiction, non-fiction/expository text. They draw upon a variety of comprehension strategies as needed.

ESSENTIAL QUESTIONS: How do effective readers identify the main idea?
What strategies do effective readers use?

BENCHMARKS**All students should:**

- 2.8 Describe the structural differences of various imaginative forms of literature, including fantasies, fables, myths, legends, and fairy tales.
- 2.9 Identify the main events of the plot, their causes, and the influence of each event on future actions.
- 2.10 Use knowledge of the situation and setting and of a character's traits and motivations to determine the causes for that character's actions.
- 2.11 Compare and contrast tales from different cultures by tracing the exploits of one character type and develop theories to account for similar tales in diverse cultures (e.g., trickster tales).
- 2.12 Define figurative language (e.g., simile, metaphor, hyperbole, personification) and identify its use in literary works.
 - a) make predictions about content
 - b) read to confirm predictions
 - c) relate previous experiences to the topic
 - d) ask and answer questions about what is read
 - e) locate information to answer questions
 - f) identify the problem, solution, and main idea

PRACTICES**To be successful with this standard, students are expected to:**

- Read fiction and nonfiction print materials and trade books that reflect the Colegio Maya Standards of Learning in English, history and social science, science, and mathematics
- Use information from the text to make predictions
- Find evidence to support predictions
- Begin to skim for information
- Apply knowledge of story structure to predict what will happen next
- Use knowledge from their own experiences to make sense of and talk about a topic
- Describe the setting and important events of a story
- Describe a character's traits, feelings, and actions as presented in a story
- Identify the problem and solution presented in a story
- Identify the main idea
- Identify the sequence of steps in functional text such as recipes or other sets of directions
- Follow the steps in a set of written directions
- Locate information in textbooks and other trade books to answer questions
- Begin to use knowledge of transition words (signal words), such as *first*, *next*, and *soon*, to understand how information is organized
- Organize information, using graphic organizers
- Use the framework of beginning, middle, and end to retell story events
- Ask and answer simple who, what, when, where, why, and how questions

STANDARD: 3.0 Critical Response to and Analysis of Fiction and Non-fiction

Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of the text and the literary terms or elements (e.g., theme, plot, setting, characters).

ESSENTIAL QUESTION: What is the importance of writing neatly and legibly?

BENCHMARKS**All students should:**

- 3.1 Compare and contrast story elements from different stories
- 3.2 Generate alternative endings
- 3.3 Compare and contrast different versions of the same stories
- 3.4 Identify the use of rhythm, rhyme, and alliteration in poetry

PRACTICES**To be successful with this standard, students are expected to:**

- Read nonfiction print materials and trade books that reflect the Colegio Maya's Standards of Learning in English, history and social science, science, and mathematics
- Apply prior knowledge to make predictions and to describe the relationship between content and previously learned concepts
- Generate questions to guide reading of text through reading strategies, such as KWL (Ogle) or DRTA (Stauffer)
- Use text set in special type styles (e.g., boldfaced, italics) and color, captions under pictures and graphics, and headings of sections and chapters, to predict and categorize information
- Identify the important information and provide supporting details for each important idea in a selection to summarize the text by using tools such as graphic organizers, outlining, and notes
- Write responses that go beyond literal restatements in order to make connections to their own lives and to other selections

STANDARD: 4.0 Writing Strategies-penmanship

Students write legible clear, coherent sentences (in print and or cursive) and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).

ESSENTIAL QUESTION: What is the importance of writing neatly and legibly?

BENCHMARKS**All students should:**

- 4.1 Select a focus, an organizational structure, and a point of view based upon purpose, audience, length, and format requirements.
- 4.2 Create multiple-paragraph compositions:
 - a. Provide an introductory paragraph.
 - b. Establish and support a central idea with a topic sentence at or near the beginning of the first paragraph.
 - c. Include supporting paragraphs with simple facts, details, and explanations.
 - d. Conclude with a paragraph that summarizes the points.
 - e. Use correct indentation.
- 4.3 Use traditional structures for conveying information (e.g., chronological order, cause and effect, similarity and difference, posing and answering a question).

Penmanship

- 4.4 Write fluidly and legibly in cursive or joined italic.

Research and Technology

- 4.5 Quote or paraphrase information sources, citing them appropriately.
- 4.6 Locate information in reference texts by using organizational features (e.g., prefaces, appendixes).
- 4.7 Use various reference materials (e.g., dictionary, thesaurus, card catalog, encyclopedia, online information) as an aid to writing.
- 4.8 Understand the organization of almanacs, newspapers, and periodicals and how to use those print materials.
- 4.9 Demonstrate basic keyboarding skills and familiarity with computer terminology (e.g., cursor, software, memory, disk drive, hard drive).

Evaluation and Revision

- 4.10 Edit and revise selected drafts to improve coherence and progression by adding, deleting, consolidating, and rearranging text.

PRACTICE**To be successful with this standard, students are expected to:**

- Write neatly
- Space words in sentences
- Space sentences in writing
- Learn basic strokes for cursive
- Write legibly by selecting cursive or manuscript as appropriate
- Capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using possessives, commas in a series, commas in direct address, and sentence punctuation

STANDARD: 5.0 Writing Applications

Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard American English and the drafting, research, and organizational strategies outlined in Writing Standard 1.0.

ESSENTIAL QUESTIONS: What strategies can you use to edit your writing?
How do writers hook and hold their audience?

BENCHMARKS**All students should:**

5.1 Write narratives:

- a. Relate ideas, observations, or recollections of an event or experience.
- b. Provide a context to enable the reader to imagine the world of the event or experience.
- c. Use concrete sensory details.
- d. Provide insight into why the selected event or experience is memorable.

5.2 Write responses to literature:

- a. Demonstrate an understanding of the literary work.
- b. Support judgments through references to both the text and prior knowledge.

5.3 Write information reports:

- a. Frame a central question about an issue or situation.
- b. Include facts and details for focus.
- c. Draw from more than one source of information (e.g., speakers, books, newspapers, other media sources).

5.4 Write summaries that contain the main ideas of the reading selection and the most significant details.

5.5 Write information reports:

- a. Frame a central question about an issue or situation.
- b. Include facts and details for focus.
- c. Draw from more than one source of information (e.g., speakers, books, newspapers, other media sources).

5.6 Write summaries that contain the main ideas of the reading selection and the most significant details.

PRACTICES**To be successful with this standard, students are expected to:**

- Explain why the author wrote the piece (identify purpose), e.g., to entertain, inform, or persuade
- Find words or sentences that help identify the author's purpose
- Find setting details and other information that help identify the author's purpose
- Know that fictional stories, such as fantasy, describe imaginary characters and events
- Understand that historical fiction is a story based on facts
- Identify the facts contained in a piece of historical fiction
- Compare the use of fact and fantasy in historical fiction with the use of fact and fantasy in other forms of literature
- Identify major events and supporting details
- Discuss the similarities and differences between text and previously read materials
- Identify sensory words that describe sights, sounds, smells, and tastes, and describe how they make the reader feel
- Recognize and use complete sentences
- Use singular and plural nouns and pronouns
- Capitalize all proper nouns, the word *I* and all words at the beginning of sentences

- Punctuate declarative, interrogative, and exclamatory sentences
- Use apostrophes in contractions such as: *don't*, *isn't* and *can't*
- Spell high-frequency sight words, compound words, and regular plurals correctly

STANDARD: 6.0 Written and Oral English Language Conventions

Students write and speak with a command of standard English conventions appropriate to this grade level.

ESSENTIAL QUESTION: How does the structure of oral language help us to communicate?

BENCHMARKS**All students should:*****Sentence Structure***

6.1 Use simple and compound sentences in writing and speaking.

6.2 Combine short, related sentences with appositives, participial phrases, adjectives, ad-verbs, and prepositional phrases.

Grammar

6.3 Identify and use regular and irregular verbs, adverbs, prepositions, and coordinating conjunctions in writing and speaking.

6.4 Use parentheses, commas in direct quotations, and apostrophes in the possessive case of nouns and in contractions.

6.5 Use underlining, quotation marks, or italics to identify titles of documents.

Capitalization

6.6 Capitalize names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations when appropriate.

Spelling

6.7 Spell correctly roots, inflections, suffixes and prefixes, and syllable constructions.

PRACTICE**To be successful with this standard, students are expected to:**

- Use the story structure of beginning, middle, and end to tell a story of an experience
- Maintain and manipulate voice, such as pausing, tempo, and pitch, to convey mood
- Add appropriate elaboration and detail while recounting or describing an event
- Dramatize familiar stories
- Use present, past, and future tenses appropriately
- Use more complex sentence structure with conjunctions, such as *while*, *when*, *if*, *because*, *so*, and *but*, when describing events and giving explanations
- Provide a referent for pronouns
- Demonstrate subject-verb agreement
- Use proper pitch and volume
- Speak clearly and distinctly
- Share and retell an experience or story in a logical order
- Select vocabulary and nonverbal expressions appropriate to purpose and audience
- Express ideas clearly and in an organized manner
- Share with an audience stories or information relevant to a topic
- Contribute information, ask questions, clarify, summarize, or build on another person's idea in a small-group setting
- Confer with small-group members about how to present information to the class
- Carry out a specific group role, such as leader, recorder, materials manager, or reporter

STANDARD: 7.0 Listening and Speaking Strategies

Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.

ESSENTIAL QUESTIONS: How do good speakers express their thoughts and feelings?
How do good speakers use specific vocabulary to clarify ideas?

BENCHMARKS**All students should:**

- 7.1 Ask thoughtful questions and respond to relevant questions with appropriate elaboration in oral settings.
- 7.2 Summarize major ideas and supporting evidence presented in spoken messages and formal presentations.
- 7.3 Identify how language usages (e.g., sayings, expressions) reflect regions and cultures.
- 7.4 Give precise directions and instructions.
- 7.5 Present effective introductions and conclusions that guide and inform the listener's understanding of important ideas and evidence
- 7.6 Use traditional structures for conveying information (e.g., cause and effect, similarity and difference, posing and answering a question)
- 7.7 Emphasize points in ways that help the listener or viewer to follow important ideas and concepts.
- 7.8 Use details, examples, anecdotes, or experiences to explain or clarify information.
- 7.9 Use volume, pitch, phrasing, pace, modulation, and gestures appropriately to
- 7.10 Evaluate the role of the media in focusing attention on events and in forming opinions on issues.

PRACTICES**To be successful with this standard, students are expected to:**

- Give accurate directions by
 - identifying the information needed by the listener
 - organizing and sequencing the information in a logical way
 - explaining or defining any terms that might be unfamiliar to the listener
 - articulating the information in a clear, organized manner
 - making connections to previous common knowledge of a group of listeners
- Participate in group discussions by
 - offering comments that are relevant to the topic of discussion
 - distinguishing fact from opinion
 - supporting opinions with appropriate examples and details
 - avoiding hindering the progress of the discussion (learning not to interrupt)
 - taking turns speaking during a discussion
 - asking appropriate questions to solicit knowledge and opinions of others
 - maintaining appropriate eye contact and attentive body language while listening
 - respecting the comments of others, especially if the comments express opinions that are different from one's own
- Use grammatically correct language
- Use specific vocabulary to enhance oral communication

STANDARD: 1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.

ESSENTIAL QUESTION: What are the characteristics of a good reader?

BENCHMARKS**All students should:**

- 1.1 Use context to clarify meaning of unfamiliar words
- 1.2 Use knowledge of root words, prefixes and suffixes
- 1.3 Use dictionary, glossary, thesaurus, and other word-reference materials

PRACTICES**To be successful with this standard, students are expected to:**

- Use context to infer the correct meanings of unfamiliar words
- Choose from an array of reading comprehension strategies for unknown words such as: rereading, using schema, slowing down, context clues, relating to similar words, etc....
- Apply knowledge of root words, prefixes, and suffixes
- Continue to learn about Greek and Latin affixes
- Use word references and context clues to determine which meaning is appropriate in a given situation
- Identify the word-reference materials, such as a dictionary, glossary, or thesaurus, that is most likely to contain the information needed
- Understand that often a word can be divided into root word, prefix, and suffix in order to determine its pronunciation
- Understand how a prefix changes the meaning of a root word
- Read familiar text with fluency, accuracy, and expression.

STANDARD: 2.0 Reading Comprehension (Focus on Locating Information)

Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose.

BENCHMARKS**All students should:**

- 2.1 Use text organizers, such as type, headings, and graphics, to predict and categorize information.
- 2.2 Identify structural patterns found in nonfiction.
- 2.3 Locate information to support opinions, predictions, and conclusions.
- 2.4 Identify cause-and-effect relationships.
- 2.5 Identify compare-and-contrast relationships.
- 2.6 Skim materials to develop a general overview of content and to locate specific information.
- 2.7 Identify new information gained from reading.
- 2.8 Demonstrate comprehension of information from a variety of resources.
- 2.9 Develop notes that include important concepts, summaries, and identification of information sources.
- 2.10 Organize information on charts, maps, and graphs.

PRACTICES**To be successful with this standard, students are expected to:**

- Read nonfiction print materials and trade books in history and social science, science, and mathematics
- Apply schema to make predictions
- Use text set in special type styles (e.g., boldfaced, italics) and color, captions under pictures and graphics, and headings of sections and chapters, to predict and categorize information
- Identify specific information in text that supports predictions
- Understand how text features (e.g. formatting, graphics, diagrams, illustrations, charts, maps) make information accessible and usable
- Skim material to develop a general overview or to locate specific information
- Distinguish between fact and opinion
- Form opinions and draw conclusions from the selection
- Locate details to support opinions, predictions, and conclusions
- Identify structural and organizational patterns such as cause-and-effect, comparison/contrast, and chronological order
- Identify new information learned from reading.
- Analyze the source of information in order to determine its credibility
- Take notes from a variety of resources
- Identify source of information
- Summarize important concepts
- Organize and record information in order to blend ideas from a variety of resources
- Organizes information, using visual representations, such as charts, maps, and graphs.

STANDARD: 3.0 Critical Response to and Analysis of fiction and non-fiction

Students read and respond to historically or culturally significant works of literature. They begin to find ways to clarify the ideas and make connections between literary works.

ESSENTIAL QUESTIONS:**BENCHMARKS****All students should:**

- 3.1 Describe the relationship between text and previously read materials.
- 3.2 Describe character development in fiction and poetry selections.
- 3.3 Describe the development of plot and explain how conflicts are resolved.
- 3.4 Describe the characteristics of free verse, rhymed, and patterned poetry.
- 3.5 Describe how an author's choice of vocabulary and style contributes to the quality and enjoyment of selections.
- 3.6 Identify the theme of pieces of literature

PRACTICES**To be successful with this standard, students are expected to:**

- Understand that characters are developed by
 - what is directly stated in the text
 - their speech and actions
 - what other characters in the story say or think about them
- Understand that some characters change during the story or poem and some characters stay the same
- Understand that the main character has a problem that usually gets resolved
- Identify the problem of the plot
- Understand that plot is developed through a series of events
- Identify the events in sequence that lead to resolution of the conflict
- Discuss why an author might have used particular words and phrases
- Discuss the similarities and differences between a text and previously read materials
- Identify the characteristics of free verse (poetry with neither regular meter nor rhyme scheme), rhymed poetry, and patterned poetry.
- Understand that the theme refers to the meaning or moral of a selection and recognize themes (whether stated directly or indirectly)

STANDARD: 4.0 Writing Strategies

Students write clear, coherent, and focused pieces of writing for a variety of purposes. The writing exhibits the students' awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students' progress through the stages of the writing process as needed. Student work demonstrates a command of standard American English and the writing process using 6+1 Traits of Writing.

ESSENTIAL QUESTION:**BENCHMARKS****All students should:**

- 4.1 Choose planning strategies for various writing purposes.
- 4.2 Organize information.
- 4.3 Choose relevant information and details in writing
- 4.4 Demonstrate awareness of intended audience.
- 4.5 Use precise and descriptive vocabulary to create tone and voice
- 4.6 Vary sentence structure
- 4.7 Revise writing for clarity using the writing process
- 4.8 Use available technology and resources to access information

PRACTICE**To be successful with this standard, students are expected to:**

- Apply knowledge of the writing domains of composing, written expression, and usage/mechanics
- Create a plan, and organize thoughts before writing
- Focus, organize, and elaborate to construct an effective message for the reader
- Purposefully shape and control language to demonstrate an awareness of the intended audience
- Select specific information to guide readers more purposefully through the piece
- Choose precise descriptive vocabulary and information to create tone and voice
- Include sentences of various lengths and beginnings to create a pleasant, informal rhythm
- Clarify writing when revising
- Use available technology and resources to gather information and to aid in writing

STANDARD: 5.0 Writing Applications

Students write with a command of standard English conventions appropriate to this grade level.

ESSENTIAL QUESTIONS:**BENCHMARKS****All students should:**

- 5.1 Use plural possessives.
- 5.2 Use adjective and adverb comparisons.
- 5.3 Identify and use interjections.
- 5.4 Use quotation marks with dialogue.
- 5.5 Use commas to indicate interrupters and in the salutation and closing of a letter.
- 5.6 Use a hyphen to divide words at the end of a line.
- 5.7 Edit for clausal fragments, run on sentences and excessive coordination.
- 5.8 Identify and correctly use commonly misused verbs
- 5.9 Identify and use complex sentences

PRACTICE**To be successful with this standard, students are expected to:**

- Punctuate correctly
 - apostrophes in contractions, such as *isn't*, and possessives, such as *Jan's*.
 - commas
 - quotation marks
 - commas in the salutation and closing of a letter
 - hyphens to divide words at the end of a line - capitalization
- Use adverb comparisons, such as *fast, faster, fastest*
- Use adjective comparisons, such as *big, bigger, biggest*
- Use adverbs instead of adjectives where appropriate, e.g., “He played *really* well.” instead of “He played *real* well.”
- Use plural possessives, e.g., “The *books'* covers are torn.”
- Identify and use interjections, e.g., such as “*Oh my, look at the size of that bug!*”
- Avoid fragments (Use of clausal fragments, such as “*Although he was not supposed to go out of the house.*”, is not penalized in direct writing at this level.)
- Avoid run-ons, e.g., “*I opened the door, the dog went out.*”
- Avoid excessive coordination, e.g., “*I opened the door and the dog went out and he chased the cat and then he came back inside.*”.
- Identify and correctly use commonly misused verbs (ie – lie/ lay, rise/raise)
- Use complex sentences correctly in their writing

STANDARD: 6.0 Written and Oral English Language Conventions

Students write and speak with a command of standard English conventions appropriate to this grade level. Students deliver well organized, formal and informational presentations.

ESSENTIAL QUESTION: How does the structure of oral language help us to communicate?

BENCHMARKS**All students should:**

- 6.1 Participate and contribute in discussions across content areas
- 6.2 Organize information to present report of group activities
- 6.3 Summarize information gathered in group activities

PRACTICE**To be successful with this standard, students are expected to:**

- Participate as active listeners in group learning activities by
 - listening for main ideas
 - listening for sequence of ideas
 - taking notes
- Participate as informed contributors in group learning activities by
 - asking and answering questions at appropriate times - asking questions that seeks information not already discussed
 - clarifying confusing points
 - summarizing main ideas
 - organizing information from group discussion for presentation
 - preparing an outline for presentation prior to delivery
- Summarizing a presentation orally prior to delivery
- Speaks in a variety of situations

STANDARD: 7.0 Listening and Speaking Strategies

Students deliver focused, coherent presentations that convey appropriate verbal and non-verbal communication. They evaluate the content of verbal and non-verbal communication.

ESSENTIAL QUESTIONS: How does non-verbal communication help us to communicate?

BENCHMARKS**All students should:**

- 7.1 Maintain eye contact with listeners.
- 7.2 Use gestures to support, accentuate and dramatize verbal messages.
- 7.3 Use facial expressions to support and dramatize verbal message
- 7.4 Use posture appropriate for communication setting.
- 7.5 Use voice to capture the interest of the audience.
- 7.6 Determine appropriate content for audience
- 7.7 Organize content sequentially or around major ideas
- 7.8 Summarize main points before or after presentation
- 7.9 Use grammatically correct language and specific vocabulary

PRACTICES**To be successful with this standard, students are expected to:**

- Demonstrate appropriate eye contact with listeners
- Use acceptable posture according to the setting and the audience
- Use dramatic gestures to support, accentuate, or dramatize the message
- Use appropriate facial expressions to support, accentuate, or dramatize presentations.
- Speaks clearly and at appropriate speed and volume
- Speaks with appropriate intonation and expression
- Narrow the topic
- Clarify and support spoken ideas with evidence and examples
- Organize content sequentially and group together related information
- Put information in order, providing an overview of the information at the beginning or a summary of the information at the end
- Use visual aids to illustrate information
- Use grammatically correct language
- Use specific vocabulary to enhance oral presentations
- Uses formal and informal language appropriately

STANDARD: 1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand their precise meaning.

BENCHMARKS***Word Recognition***

1.1 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.

Vocabulary and Concept Development

1.2 Identify and interpret figurative language and words with multiple meanings.

1.3 Recognize the origins and meanings of frequently used foreign words in English and use these words accurately in speaking and writing.

1.4 Monitor texts for unknown words or words with novel meanings by using context clues to determine meaning.

1.5 Understand and explain "shades of meaning" in related words (e.g., *softly* and *quietly*).

STANDARD: 2.0 Reading Comprehension (Focus on Informational Materials)

Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose.

BENCHMARKS

All students should:

Structural Features of Informational Materials

- 2.1 Identify the structural features of popular media (e.g., newspapers, magazines, online information) and use the features to obtain information.
- 2.2 Analyze text that uses the compare-and-contrast organizational pattern.

Comprehension and Analysis of Text

- 2.3 Connect and clarify main ideas by identifying their relationships to other sources and related topics.
- 2.4 Clarify an understanding of texts by creating outlines, logical notes, summaries, or reports.
- 2.5 Follow multiple-step instructions.

Expository Critique

- 2.6 Determine the adequacy and appropriateness of the evidence for an author's conclusions.
- 2.7 Note instances of unsupported inferences, fallacious reasoning, persuasion, and propaganda in text

STANDARD: 3.0 Literary Response and Analysis

Students read and respond to historically or culturally significant works.

BENCHMARKS**All students should:*****Structural Features of Literature***

3.1 Identify the forms of fiction and describe the major characteristics of each form.

Narrative Analysis of Grade-Level-Appropriate Text

3.2 Analyze the effect of the motivations of the character on the plot and the resolution of the conflict.

3.3 Analyze the influence of setting on the problem and its resolution.

3.4 Consider meaningfully the use of word choice, figurative language, sentence structure, line length, punctuation, rhythm, repetition, and rhyme in poetry.

3.5 Identify the speaker and recognize the difference between first- and third-person narration (e.g., autobiography compared with biography).

3.6 Identify and analyze features of themes conveyed through characters, actions, and images.

3.7 Explain the effects of common literary devices (e.g., symbolism, imagery, metaphor) in a variety of fictional and nonfiction texts.

Literary Criticism

3.8 Critique the inclusion of fact and fiction in texts.

3.9 Consider what makes plots and characters believable.

STANDARD: 4.0 Writing Strategies

Students write clear, coherent, and focused essays. The writing exhibits students' awareness of the 6+1 Traits for writing. Student's progress through the stages of the writing process as needed.

BENCHMARKS**All students should:*****Organization and Focus***

- 4.1 Choose the form of writing (e.g., personal letter, letter to the editor, review, poem, report, narrative) that best suits the intended purpose.
- 4.2 Create multiple-paragraph expository compositions following guidelines set by 6+1 Traits.
- 4.3 Use a variety of effective and coherent organizational patterns, including comparison and contrast; organization by categories; order of importance, cause and effect, chronological order, and short story plots.

Research and Technology

- 4.4 Use organizational features of websites and other electronic texts to locate information.
- 4.5 Compose documents in MLA by using word-processing skills.

Evaluation and Revision

- 4.6 Revise writing.

STANDARD: 5.0 Writing Applications (Genres and Their Characteristics)

Students write narrative, expository, persuasive, and descriptive texts of at least 500 to 700 words in a variety of genres. Student writing demonstrates a command of standard American English.

BENCHMARKS**All students should:****5.1 Write narratives:**

- a. Establish and develop a plot and setting and present a point of view that is appropriate to the stories.
- b. Include sensory details and concrete language to develop plot and character.
- c. Use a range of narrative devices (e.g., dialogue, suspense).

5.2 Write expository compositions (e.g., description, explanation, comparison and contrast, problem and solution):

- a. State the thesis or purpose.
- b. Explain the situation.
- c. Follow an organizational pattern appropriate to the type of composition.
- d. Offer persuasive evidence to validate arguments and conclusions as needed.

5.3 Write research reports:

- a. Pose relevant questions with a scope narrow enough to be thoroughly covered.
- b. Support the main idea or ideas with facts, details, examples, and explanations from multiple authoritative sources (e.g., speakers, periodicals, online information searches), not to include Wikipedia.
- c. Include a Works Cited page.

5.4 Write responses to literature:

- a. Develop a response exhibiting careful reading, understanding, and insight.
- b. Organize the interpretation around several clear ideas, premises, or images.
- c. Develop and justify the interpretation through sustained use of examples and textual evidence.

5.5 Write persuasive compositions:

- a. State a clear position on a proposition or proposal.
- b. Support the position with organized and relevant evidence.
- c. Anticipate and address reader concerns and counterarguments.

STANDARD: 6.0 Writing and Oral English Language Conventions

Students write and speak with a command of standard American English conventions.

BENCHMARKS

All students should:

Sentence Fluency

6.1 Use simple, compound, and compound-complex sentences; use effective coordination and subordination of ideas to express complete thoughts.

Conventions

6.2 Identify and properly use indefinite pronouns and present perfect, past perfect, and future perfect verb tenses; ensure that verbs agree with compound subjects.

6.3 Appropriately use colons and semi-colons.

6.4 Avoid fragments and run-ons, specifically to include comma splices.

6.5 Use correct capitalization.

6.6 Spell frequently misspelled words correctly (e.g., *their, they're, there*).

STANDARD: 7.0 Listening and Speaking Strategies

Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication.

BENCHMARKS**All students should:*****Comprehension***

- 7.1 Analyze a speaker's SPATE skills.
- 7.2 Identify the tone, mood, and emotion conveyed in the oral communication.
- 7.3 Restate and execute multiple-step oral instructions and directions.

Organization and Delivery of Oral Communication

- 7.4 Select a focus, an organizational structure, and a point of view, matching the purpose, message, occasion, and vocal modulation to the audience. Recognize and adjust for intended audience.
- 7.5 Emphasize salient points to assist the listener in following the main ideas and concepts.
- 7.6 Use visual aids.
- 7.7 Use effective rate, volume, pitch, and tone and align nonverbal elements to sustain audience interest and attention.

Analysis and Evaluation of Oral and Media Communications

- 7.8 Analyze the use of rhetorical devices (e.g., cadence, repetitive patterns, use of onomatopoeia) for intent and effect.
- 7.9 Identify persuasive and propaganda techniques used in television and identify false and misleading information.

STANDARD: 8.0 Speaking Applications (Genres and Their Characteristics)

Students deliver well-organized formal presentations employing traditional rhetorical strategies (e.g., narration, exposition, persuasion, description). Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined by SPATE.

BENCHMARKS**All students should:****8.1 Deliver narrative presentations:**

- a. Establish a context, plot, and point of view.
- b. Include sensory details and concrete language to develop the plot and character.
- c. Use a range of narrative devices (e.g., dialogue, flashback).

8.2 Deliver informative presentations:

- a. Pose relevant questions sufficiently limited in scope to be completely and thoroughly answered.
- b. Develop the topic with facts, details, examples, and explanations from multiple authoritative sources (e.g., speakers, periodicals, online information).

8.3 Deliver oral responses to literature:

- a. Develop a response exhibiting careful reading, understanding, and insight.
- b. Organize the selected interpretation around several clear ideas, premises, or images.
- c. Develop and justify the selected interpretation through sustained use of examples and textual evidence.

8.4 Deliver persuasive (problems and solutions) presentations:

- a. Provide a clear statement of the position.
- b. Include relevant evidence.
- c. Offer a logical sequence of information.
- d. Engage the listener and foster acceptance of the proposition or proposal.

8.5 Present Poetry**8.6 Participate in literary discussions:**

- a. Interpret a reading and provide insight.
- b. Connect the students' own responses to the writer's techniques and to specific textual references.
- c. Draw supported inferences about the effects of a literary work on its audience.
- d. Support judgments through references to the text, other works, other authors, or personal knowledge.

STANDARD: 9.0 Independent Reading for Pleasure

BENCHMARKS

All students should:

- 9.1 Demonstrate awareness of personal reading preferences by exercising choices in independent reading appropriate to personal tastes in genres, topics, and language levels.
- 9.2 Expand personal reading world over time.

STANDARD: 1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of words.

BENCHMARKS

All students should:

Vocabulary and Concept Development

- 1.1 Identify idioms, analogies, metaphors, and similes in prose and poetry.
- 1.2 Understand and explain "shades of meaning" in related words (e.g., *softly* and *quietly*).
- 1.3 Use contextual clues and reference materials to clarify word meaning.

STANDARD: 2.0 Reading Comprehension (Focus on Informational Materials)

Students read and understand material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose.

BENCHMARKS**All students should:*****Structural Features of Informational Materials***

- 2.1 Understand and analyze the differences in structure and purpose between various categories of informational materials (e.g., textbooks, newspapers, instructional manuals, signs).
- 2.2 Locate information in a variety of documents using structural features (such as a table of contents and an index).
- 2.3 Analyze text that uses the cause-and-effect organizational pattern.

Comprehension and Analysis of Text

- 2.4 Identify and trace the development of an author's argument, point of view, main idea, and perspective in text.

Expository Critique

- 2.5 Assess the adequacy, accuracy, and appropriateness of the author's evidence to support claims and assertions, noting instances of bias and stereotyping.

STANDARD: 3.0 Critical Response and Analysis

Students read and respond to historically or culturally significant works.

BENCHMARKS**All students should:*****Structural Features of Literature***

3.1 Articulate the expressed purposes and characteristics of different forms of prose (e.g., short story, novel, novella, essay) and poetry.

Narrative Analysis of Texts

3.2 Identify events that advance the plot and determine how each event explains past or present action(s) or foreshadows future action(s).

3.3 Analyze characterization as delineated through a character's thoughts, words, speech patterns, and actions; the narrator's description; and the thoughts, words, and actions of other characters.

3.4 Identify and analyze recurring themes across works (e.g., the value of bravery, loyalty, and friendship; the effects of loneliness).

3.5 Contrast points of view (e.g., first and third person, limited and omniscient, subjective and objective) in narrative text and explain how they affect the overall theme of the work.

3.6 Consider meaningfully the use of word choice, figurative language, sentence structure, line length, punctuation, rhythm, repetition, and rhyme in poetry.

Literary Criticism

3.7 Analyze a range of responses to a literary work and determine the extent to which the literary elements in the work shaped those responses.

STANDARD: 4.0 Writing Strategies

Students write clear, coherent, and focused essays. The writing exhibits students' awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed. Writing exhibits student's awareness of the 6+1 Writing Traits.

BENCHMARKS**All students should:*****Organization and Focus***

- 4.1 Create an organizational structure that balances all aspects of the composition and uses effective transitions between sentences to unify important ideas.
- 4.2 Incorporate cause and effect relationships in an organization structure.
- 4.3 Support all statements and claims with anecdotes, descriptions, facts and statistics, and specific examples.
- 4.4 Use strategies of note taking, outlining, and summarizing to impose structure on composition drafts.

Research and Technology

- 4.5 Identify topics; ask and evaluate questions; and develop ideas leading to inquiry, investigation, and research.
- 4.6 Give credit for both quoted and paraphrased information in a bibliography by using a consistent and sanctioned format and methodology for citations.
- 4.7 Create documents by using word-processing skills and publishing programs; develop simple databases and spreadsheets to manage information and prepare reports.
- 4.8 Use MLA conventions for documentation in the text, notes, and bibliographies.

Evaluation and Revision

- 4.9 Revise writing to improve organization and word choice after checking the logic of the ideas and the precision of the vocabulary.
- 4.10 Create multiple-paragraph expository compositions following guidelines set by 6+1 Traits.

STANDARD: 5.0 Writing Applications (Genres and Their Characteristics)

Students write narrative, expository, persuasive, and descriptive texts. The writing demonstrates a command of standard American English. Using the writing outlined in 6+1 Writing Traits, students:

BENCHMARKS**All students should:**

5.1 Write fictional or autobiographical narratives:

- a. Develop a standard plot line (having a beginning, conflict, rising action, climax, and denouement) and point of view.
- b. Develop characters and a definite setting.
- c. Use a range of appropriate strategies (e.g., dialogue; suspense; naming of specific narrative action, including movement, gestures, and expressions).

5.2 Write responses to literature:

- a. Develop interpretations exhibiting careful reading, understanding, and insight.
- b. Organize interpretations around several clear ideas, premises, or images from the literary work.
- c. Justify interpretations through sustained use of examples and textual evidence.

5.3 Write research reports:

- a. Pose relevant and focused questions about the topic.
- b. Convey clear and accurate perspectives on the subject.
- c. Include evidence compiled through the formal research process (e.g., use of periodicals, speakers, and on-line informational sources, not to include Wikipedia).
- d. Document reference sources using MLA format.

5.4 Write persuasive compositions:

- a. State a clear position or perspective in support of a proposition or proposal.
- b. Describe the points in support of the proposition, employing well-articulated evidence.
- c. Anticipate and address reader concerns and counterarguments.

5.5 Write summaries of reading materials:

- a. Include the main ideas and most significant details.
- b. Use the student's own words, except for quotations.

STANDARD: 6.0 Writing and Oral English Language Conventions

Students write and speak with a command of standard American English conventions.

BENCHMARKS

All students should:

Fluency

6.1 Place modifiers properly and use the active voice.

Conventions

6.2 Identify and use infinitives and participles and make clear references between pronouns and antecedents.

6.3 Identify all parts of speech and types and structure of sentences.

6.4 Demonstrate fluency in the 6+1 Writing Traits.

6.5 Correctly demonstrates the mechanics of writing (e.g., quotation marks, commas at end of dependent clauses) and appropriate English usage (e.g., pronoun reference).

6.6 Identify hyphens, dashes, brackets, and semicolons and use them correctly.

6.7 Use correct capitalization.

6.8 Spell frequently misspelled words correctly (e.g., *their, they're, there*).

STANDARD: 7.0 Listening and Speaking Strategies

Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication.

BENCHMARKS**All students should:*****Comprehension***

7.1 Analyze a speaker's SPATE skills.

7.2 Ask relevant questions to elicit information, including evidence to support the speaker's claims and conclusions.

7.3 Determine the speaker's attitude toward the subject.

7.4 Respond to persuasive messages with questions, challenges, or affirmations.

Organization and Delivery of Oral Communication

7.5 Organize information to achieve particular purposes and to appeal to the background and interests of the audience.

7.6 Arrange supporting details, reasons, descriptions, and examples effectively and persuasively in relation to the audience.

7.7 Use speaking techniques, including voice modulation, inflection, tempo, enunciation, and eye contact, for effective presentations.

7.8 Demonstrate a command of SPATE in the delivery of the presentation.

Analysis and Evaluation of Oral and Media Communications

7.9 Provide constructive feedback to speakers concerning the coherence and logic of a speech's content and delivery.

7.10 Analyze the effect on the viewer of images, text, and sound in electronic journalism; identify the techniques used to achieve the effects in each instance studied

STANDARD: 8.0 Speaking Applications (Genres and Their Characteristics)

Students deliver well-organized formal presentations employing traditional rhetorical strategies (e.g., narration, exposition, persuasion, description). Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined above and by SPATE.

BENCHMARKS**All students should:****8.1 Deliver narrative presentations:**

- a. Establish a context, standard plot line (having a beginning, conflict, rising action, climax, and denouement), and point of view.
- b. Describe characters and setting.
- c. Use a range of appropriate strategies, including dialogue, suspense, and naming of specific narrative action (e.g., movement, gestures, expressions).

8.2 Deliver oral summaries of articles and books:

- a. Include the main ideas of the event or article and the most significant details.
- b. Use the student's own words, except for material quoted from sources.
- c. Convey a comprehensive understanding of sources.

8.3 Deliver research presentations:

- a. Pose relevant and concise questions about the topic.
- b. Convey clear and accurate perspectives on the subject.
- c. Include evidence generated through the formal research process.
- d. Cite reference sources using MLA format.

8.4 Deliver persuasive presentations:

- a. State a clear position or perspective in support of an argument or proposal.
- b. Describe the points in support of the argument and employ well-articulated evidence. Offer good, well supported reasons in line of argument.
- c. Recite poems, sections of speeches or reading passages, or dramatic soliloquies, using SPATE.
- d. Participate in literary discussions.

STANDARD: 9.0 Independent Reading for Pleasure

BENCHMARKS

All students should:

- 9.1 Demonstrate awareness of personal reading preferences by exercising choices in independent reading appropriate to personal tastes in genres, topics, and language levels.
- 9.2 Expand personal reading world over time.

STANDARD: 1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning.

BENCHMARKS**All students should:*****Vocabulary and Concept Development***

- 1.1 Analyze idioms, analogies, metaphors, and similes to infer the literal and figurative meanings of phrases.
- 1.2 Understand the meanings and uses of roots, prefixes and suffixes.
- 1.3 Use contextual clues to infer word meaning.
- 1.4 Distinguish between the denotative and connotative meanings of words and interpret the connotative power of words.
- 1.5 Actively broaden vocabulary through a variety of techniques including but not limited to word journals and looking up words in context.

STANDARD: 2.0 Reading Comprehension

Students read and understand appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose.

BENCHMARKS**All students should:*****Comprehension and Analysis of Text***

2.1 Identify an author's tone and purpose through understanding of diction.

2.2 Draw appropriate inferences from the text.

2.3 Find similarities and differences between texts in the treatment, scope, or organization of ideas.

2.4 Compare the original text to a summary to determine whether the summary accurately captures the main ideas, includes critical details, and conveys the underlying meaning.

2.5 Use information from a variety of consumer, workplace, and public documents to explain a situation or decision and to solve a problem.

Expository Critique

2.6 Recognize and discuss the logical structure of texts, hyperlinks, and other communications.

STANDARD: 3.0 Critical Response to Literature

Students read and respond to literature that reflects and enhances their understanding of the world around them. .
They clarify the ideas and connect them to other literary works

BENCHMARKS**All students should:*****Analysis***

- 3.1 Evaluate the structural elements of the plot (e.g., subplots, parallel episodes, climax), the plot's development, and the way in which conflicts are (or are not) addressed and resolved.
- 3.2 Compare motivations and reactions of literary characters from different historical eras confronting similar situations or conflicts.
- 3.3 Analyze the relevance of the setting (e.g., place, time, customs) to the mood, tone, and meaning of the text.
- 3.4 Identify and analyze recurring themes (e.g., good versus evil) across traditional and contemporary works.
- 3.5 Identify significant literary devices (e.g., metaphor, symbolism, dialect, irony) that define a writer's style and use those elements to interpret the work.
- 3.6 Compare the difference ways a story is told and/or a theme is developed in different genres.

Literary Criticism

- 3.7 Analyze a work of literature, showing how it reflects the heritage, traditions, attitudes, and beliefs of its author.

STANDARD: 4.0 Writing Strategies

Student writing exhibits students' awareness of 6+1 Traits or writing. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process.

BENCHMARKS**All students should:*****Organization and Focus***

- 4.1 Create compositions that establish a specific idea, have a coherent thesis, and end with a clear and well-supported conclusion.
- 4.2 Establish coherence within and transition between paragraphs.
- 4.3 Support theses or conclusions with analogies, paraphrases, quotations, opinions from authorities, comparisons, and similar devices.

Research and Technology

- 4.4 Plan and conduct multiple-step information searches.
- 4.5 Use research information to support and develop an opinion.

Evaluation and Revision

- 4.6 Revise writing for 6+1 Writing Traits.
- 4.7 Proofread and edit for conventional correctness and accuracy.

STANDARD: 5.0 Writing Applications (Genres and Their Characteristics)

Using the writing strategies of 6+1 Writing Traits, students write in a variety of genres.

BENCHMARKS**All students should:**

- 5.1 Write biographies, short stories, or narratives:
 - a. Relate a clear, coherent incident, event, or situation by using well-chosen details.
 - b. Reveal through description and commentary the significance of, or the writer's attitude about, the subject.
 - c. Employ narrative and descriptive strategies (e.g., relevant dialogue, specific action, physical description, background description, comparison or contrast of characters).
- 5.2 Write responses to literature:
 - a. Exhibit careful reading and insight in their interpretations.
 - b. Connect the student's own responses to the writer's techniques and to specific textual references.
 - c. Draw supported inferences about the effects of a literary work on its audience.
 - d. Support judgments through references to the text, other works, other authors, or to personal knowledge.
- 5.3 Present research to
 - a. Define a thesis.
 - b. Record important ideas, concepts, and direct quotations from significant information sources and paraphrase and summarize all perspectives on the topic, as appropriate.
 - c. Use a variety of primary and secondary sources and distinguish the nature and value of each.
 - d. Include appropriate visuals.
- 5.4 Write persuasive compositions or letters:
 - a. Include a well-defined thesis (i.e., one that makes a clear and knowledgeable judgment).
 - b. Present detailed evidence, examples, and reasoning to support arguments, differentiating between facts and opinion.
 - c. Provide details, reasons, and examples, arranging them effectively by anticipating and answering reader concerns and counterarguments.

STANDARD: 6.0 Written and Oral English Language Conventions

Students write and speak with a command of standard American English conventions appropriate to this grade level.

BENCHMARKS

All students should:

Sentence Fluency and Voice

- 6.1 Use correct and varied sentence types and sentence openings to present a lively and effective personal style.
- 6.2 Identify and use parallelism, including similar grammatical forms, in all written discourse to present items in a series and items juxtaposed for emphasis.
- 6.3 Use subordination, coordination, apposition, and other devices to indicate clearly the relationship between ideas.

Grammar Conventions

- 6.4 Demonstrate fluency in the 6+1 Writing Traits.

STANDARD: 7.0 Listening and Speaking Strategies

Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience.

BENCHMARKS

All students should:

Comprehension

7.1 Paraphrase a speaker's purpose and point of view and ask relevant questions concerning the speaker's content, delivery, and purpose.

Organization and Delivery of Oral Communication

7.2 Organize information to achieve particular purposes by matching the message, vocabulary, voice modulation, expression, and tone to the audience and purpose.

7.3 Write a presentation using the 6+1 Writing Traits.

7.4 Use peer feedback to modify presentation.

7.5 Demonstrate a command of SPATE in the delivery of the presentation.

Analysis and Evaluation of Oral and Media Communications

7.6 Evaluate the credibility of a speaker (e.g., hidden agendas, slanted or biased material).

7.7 Interpret and evaluate the various ways in which visual image makers (e.g., graphic artists, illustrators, news photographers) communicate information and affect impressions and opinions.

STANDARD: 8.0 Speaking Applications

Students deliver formal presentations employing traditional rhetorical strategies (e.g., narration, exposition, persuasion, description). Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined by SPATE.

BENCHMARKS**All students should:**

8.1 Deliver presentation (narrative, research, persuasive)

- a. Record important ideas, concepts, and direct quotations from information sources and paraphrase and summarize perspectives on the topic.
- b. Use a variety of primary and secondary sources and distinguish the nature and value of each.
- c. Organize and record information on charts, maps, and graphs as appropriate.
- d. Employ narrative and descriptive strategies (e.g., relevant dialogue, specific action, physical description, background description, comparison or contrast of characters).

8.2 Participate in literary discussions:

- a. Interpret a reading and provide insight.
- b. Connect the students' own responses to the writer's techniques and to specific textual references.
- c. Draw supported inferences about the effects of a literary work on its audience.
- d. Support judgments through references to the text, other works, other authors, or personal knowledge.

8.3 Recite poems, sections of speeches or reading passages, or dramatic soliloquies, using SPATE.

STANDARD: 9.0 Independent Reading for Pleasure

BENCHMARKS

All students should:

- 9.1 Demonstrate awareness of personal reading preferences by exercising choices in independent reading appropriate to personal tastes in genres, topics, and language levels.
- 9.2 Expand personal reading world over time.

STANDARD: 1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Students apply their knowledge of word origins to determine the meaning of new words encountered in reading materials and use those words accurately.

BENCHMARKS**All students should:*****Vocabulary and Concept Development***

- 1.1 Trace the etymology and apply knowledge of roots and affixes to draw inferences concerning the meanings of words.
- 1.2 Demonstrate understanding of the relationships between words, “word choice”, and ideas.
- 1.3 Identify and use the literal and figurative meanings of words and understand word derivations.
- 1.4 Distinguish between the denotative and connotative meanings of words and interpret the connotative power of words.
- 1.5 Actively broaden vocabulary through a variety of techniques including but not limited to word journals and looking up words in context.

STANDARD: 2.0 Reading Comprehension (Focus on Informational Materials)

Students read and understand appropriate material. They analyze the organizational patterns, arguments, and positions advanced. By grade ten, students continue to read a wide variety of genres on their own.

BENCHMARKS**All students should:*****Structural Features of Informational Materials***

- 2.1 Analyze both the features and the rhetorical devices of a variety of non-fiction publications (e.g., speeches, histories, biographies, autobiographies, memoirs, reflective, personal) and the way in which authors use those features and devices. Students will also recognize the sometimes difference between style and substance and be able to separate the two.
- 2.2 Prepare an annotated bibliography of reference materials for a report using a variety of consumer, workplace, and public documents.
- 2.3 Generate relevant questions about readings on issues that can be researched.
- 2.4 Summarize and synthesize the content from several sources; paraphrase the ideas and connect them to other sources.
- 2.5 Distinguish between fact and opinion.
- 2.6 Understand the use and limitations of both primary and secondary sources.

Expository Critique

- 2.7 Critique the logic of functional documents by examining the sequence of information and procedures in anticipation of possible reader misunderstandings.
- 2.8 Evaluate the credibility of an author's argument or defense of a claim by critiquing the relationship between generalizations and evidence, the comprehensiveness of evidence, loaded language, and the way in which the author's intent affects the structure and tone of the text (e.g., in professional journals, editorials, political speeches, primary source material).

STANDARD: 3.0 Literary Response to and Analysis of fiction and non-fiction

Students read and respond to historically and/or culturally significant works of literature that reflect and enhance their interests. They conduct in-depth analyses of recurrent themes.

BENCHMARKS**All students should:*****Structural Features of Literature***

- 3.1 Articulate the relationship between the purposes and the characteristics of different forms of literature.
- 3.2 Compare and contrast the presentation of a similar theme or topic across genres to explain how the selection of genre shapes the theme or topic.

Narrative Analysis of Texts

- 3.3 Analyze interactions between main and subordinate characters in a literary text (e.g., internal and external conflicts, motivations, relationships, influences) and explain the way those interactions affect the plot.
- 3.4 Analyze a character's traits through direct and indirect characterization.
- 3.5 Compare works that express a universal theme and provide evidence to support the ideas expressed in each work.
- 3.6 Analyze and trace an author's development of time and sequence, including the use of complex literary devices (e.g., foreshadowing, flashbacks).
- 3.7 Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism, and explain their appeal.
- 3.8 Interpret and evaluate the impact of ambiguities, subtleties, contradictions, ironies, and incongruities in a text.
- 3.9 Explain how voice, persona, and the choice of a narrator affect characterization and the tone, plot, and credibility of a text.
- 3.10 Identify and describe the function of dialogue, scene designs, soliloquies, asides, and character foils in dramatic literature.
- 3.11 Recognize the influence of classic literature on contemporary literature and popular culture.
- 3.12 Recognize techniques of successful writers.

Literary Criticism

- 3.13 Evaluate the aesthetic qualities of style, including the impact of diction and figurative language on tone, mood, and theme, using the terminology of literary criticism. (formal approach)
- 3.14 Analyze the way in which a work of literature is related to the themes and issues of its historical period. (contextual approach)

STANDARD: 4.0 Writing Strategies

Students write persuasive texts that convey a clear perspective and well-reasoned argument. The writing demonstrates students' awareness of audience and purpose, progression through the stages of the writing process, and a command of the 6+1 Traits of Writing®. Students understand differences between persuasive and reflective writing.

BENCHMARKS**All students should:*****Organization and Focus***

- 4.1 Establish a thesis or claim that conveys a response to the subject, idea or prompt and maintain a consistent tone and focus throughout the piece of writing.
- 4.2 Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.

Research and Technology

- 4.3 Use clear research questions and suitable research methods (e.g., library, electronic media, personal interview) to elicit and present evidence from primary and secondary sources.
- 4.4 Develop the main ideas within the body of the composition through supporting evidence.
- 4.5 Synthesize information from multiple sources and identify complexities and discrepancies in information and different perspectives.
- 4.6 Incorporate quotations and citations into a written text while maintaining the flow of ideas.
- 4.7 Use MLA conventions for documentation in the text, notes, and bibliographies.
- 4.8 Design and publish documents by using publishing software and graphic programs.

Evaluation and Revision

- 4.9 Evaluate and revise personal and peer texts using 6 + 1 Traits ® to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context.
- 4.10 Proofread and edit for conventional correctness and accuracy.

STANDARD: 5.0 Writing Applications (Genres and Their Characteristics)

Students combine narration, exposition, and description to produce substantial persuasive texts. Student writing demonstrates a command of the 6+1 Traits of Writing and research, organizational and drafting strategies outlined in Writing Standard 4.0.

ESSENTIAL QUESTIONS:

- 5.1 Practice the techniques of successful writers through imitation.
- 5.2 Write reportorial narratives, anecdotes, biographical or autobiographical narratives or short stories to establish a theme.
 - a. Relate a sequence of events and communicate the significance of the events to the audience.
 - b. Locate scenes and incidents in specific places.
 - c. Use sensory details to develop theme, idea or character.
 - d. Pace the presentation of actions to accommodate changes in time and mood.
 - e. Make effective use of descriptions of appearance, images, shifting perspectives, and sensory details.
- 5.3 Write responses to literature:
 - a. Demonstrate a comprehensive grasp of the significant ideas of literary works.
 - b. Support important ideas and viewpoints through accurate and detailed references to the text or to other works.
 - c. Demonstrate awareness of the author's use of stylistic devices and an appreciation of the effects created.
 - d. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.
 - e. Find personal relevance to universal themes and conflicts
 - f. Write responses to a variety of literary criticisms.
- 5.4 Write expository compositions, including analytical essays and research papers:
 - a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.
 - b. Convey information and ideas from primary and secondary sources accurately and coherently.
 - c. Make distinctions between the relative value and significance of specific data, facts, and ideas.
 - d. Include appropriate visual aids.
 - e. Anticipate and address readers' potential misunderstandings, biases, and expectations.
 - f. Use technical terms and notations accurately.
- 5.5 Write persuasive compositions:
 - a. Structure ideas and arguments in a sustained and logical fashion.
 - b. Use specific rhetorical devices to support assertions (e.g., appeal to logic through reasoning; appeal to emotion or ethical belief; relate a personal anecdote, case study, or analogy).
 - c. Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, and expressions of commonly accepted beliefs and logical reasoning.
 - d. Address readers' concerns, counterclaims, biases, and expectations.
- 5.6 Write business communications:
 - a. Provide clear and purposeful information and address the intended audience appropriately.
 - b. Use appropriate vocabulary, tone, and style to take into account the nature of the relationship with, and the knowledge and interests of, the recipients.
 - c. Highlight central ideas or images.
 - d. Follow a conventional style with page formats, fonts, and spacing that contribute to the documents' readability and impact.

STANDARD: 6.0 Written and Oral English Language Conventions

The standards for written and oral **American** English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.

BENCHMARKS**All students should:**

Students write and speak with a command of standard English conventions.

Grammar and Mechanics of Writing

- 6.1 Identify and correctly use clauses (e.g., main and subordinate), phrases (e.g., prepositional, gerund, infinitive, and participial), and mechanics of punctuation (e.g., semicolons, colons, ellipses, hyphens).
- 6.2 Understand sentence construction (e.g., parallel structure, subordination, proper placement of modifiers) and proper English usage (e.g., consistency of verb tenses).
- 6.3 Demonstrate and apply the 6 + 1 Traits ® of writing.
- 6.4 Correctly use conjunctive adverbs and other transitional devices to show logical relationships between clauses and sentences.

Manuscript Form

- 6.5 Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.
- 6.6 Utilize MLA style and format.

STANDARD: 7.0 Listening and Speaking Strategies

Students deliver focused and coherent presentations of their own that convey clear and distinct perspectives and solid reasoning. They use gestures, tone, and vocabulary tailored to the audience and purpose.

BENCHMARKS**All students should:*****Comprehension***

- 7.1 Formulate judgments about the ideas under discussion and support those judgments with convincing evidence.
- 7.2 Compare and contrast the ways in which media genres (e.g., televised news, news magazines, documentaries, online information) cover the same event.

Organization and Delivery of Oral Communication

- 7.3 Organize a speech persuasively.
- 7.4 Choose appropriate techniques for developing the introduction and conclusion (e.g., by using literary quotations, anecdotes, references to authoritative sources).
- 7.5 Support a thesis or claim with appropriate evidence.
- 7.6 Use visual aids to enhance presentations.

Analysis and Evaluation of Oral and Media Communications

- 7.7 Analyze historically significant speeches (e.g., Abraham Lincoln's "Gettysburg Address," Martin Luther King, Jr.'s "I Have a Dream") to find the rhetorical devices and features that make them memorable.
- 7.8 Assess how language and delivery affect the mood and tone of the oral communication and make an impact on the audience.
- 7.9 Evaluate the clarity, quality, effectiveness, and general coherence of a speaker's important points, arguments, evidence, organization of ideas, delivery, diction, and syntax.
- 7.10 Analyze the types of arguments used by the speaker, including argument by causation, analogy, authority, emotion, and logic.

STANDARD: 8.0 Speaking Applications (Genres and Their Characteristics)

Students communicate in polished formal and extemporaneous discussions. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 7.0.

BENCHMARKS**All students should:**

8.1 Apply appropriate interviewing techniques:

- a. Prepare and ask relevant questions.
- b. Make notes of responses.
- c. Use language that conveys maturity, sensitivity, and respect.
- d. Respond correctly and effectively to questions.
- e. Demonstrate knowledge of the subject or organization.
- f. Compile and report responses.
- g. Evaluate the effectiveness of the interview.
- h. Use appropriate body language.

8.2 Deliver oral responses to literature and participate in literary discussions:

- a. Advance a judgment demonstrating a comprehensive grasp of the significant ideas of works or passages (i.e., make and support warranted assertions about the text).
- b. Support important ideas and viewpoints through accurate and detailed references to the text or to other works.
- c. Demonstrate awareness of the author's use of stylistic devices and an appreciation of the effects created.
- d. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.
- e. Enter literary conversations confidently, respectfully and effectively.

8.3 Deliver persuasive arguments:

- a. Structure ideas and arguments in a coherent, logical fashion.
- b. Use rhetorical devices to support assertions (e.g., by appeal to logic through reasoning; by appeal to emotion or ethical belief; by use of personal anecdote, case study, or analogy).
- c. Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning.
- d. Anticipate and address the listener's concerns and counterarguments.

STANDARD: 9.0 Independent Reading for Pleasure

BENCHMARKS

All students should:

- 9.1 Demonstrate awareness of personal reading preferences by exercising choices in independent reading appropriate to personal tastes in genres, topics and language levels.
- 9.2 Expand personal reading world over time.

STANDARD: 1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Students apply their knowledge of word origins to determine the meaning of new words encountered in reading materials and use those words accurately.

BENCHMARK

All students should:

Vocabulary and Concept Development

- 1.1 Trace the etymology and apply knowledge of roots and affixes to draw inferences concerning the meanings of words.
- 1.2 Demonstrate understanding of the relationships between words, “word choice”, and ideas.
- 1.3 Identify and use the literal and figurative meanings of words and understand word derivations.
- 1.4 Distinguish between the denotative and connotative meanings of words and interpret the connotative power of words.
- 1.5 Actively broaden vocabulary through a variety of techniques including but not limited to word journals and looking up words in context.

STANDARD: 2.0 Reading Comprehension (Focus on Informational Materials)

Students read and understand appropriate material. They analyze the organizational patterns, arguments, and positions advanced. By grade ten, students continue to read a wide variety of genres on their own.

BENCHMARKS**All students should:*****Structural Features of Informational Materials***

- 2.1 Analyze both the features and the rhetorical devices of a variety of non-fiction publications (e.g., speeches, histories, biographies, autobiographies, memoirs, reflective, personal) and the way in which authors use those features and devices. Students will also recognize the sometimes difference between style and substance and be able to separate the two.
- 2.2 Prepare an annotated bibliography of reference materials for a report using a variety of consumer, workplace, and public documents.
- 2.3 Generate relevant questions about readings on issues that can be researched.
- 2.4 Summarize and synthesize the content from several sources; paraphrase the ideas and connect them to other sources.
- 2.5 Distinguish between fact and opinion.
- 2.6 Understand the use and limitations of both primary and secondary sources.

Expository Critique

- 2.7 Critique the logic of functional documents by examining the sequence of information and procedures in anticipation of possible reader misunderstandings.
- 2.8 Evaluate the credibility of an author's argument or defense of a claim by critiquing the relationship between generalizations and evidence, the comprehensiveness of evidence, loaded language, and the way in which the author's intent affects the structure and tone of the text (e.g., in professional journals, editorials, political speeches, primary source material).

STANDARD: 3.0 Response to and Analysis of fiction and non-fiction

Students read and respond to historically and/or culturally significant works of literature that reflect and enhance their interests. They conduct in-depth analyses of recurrent themes.

BENCHMARKS**All students should:*****Structural Features of Literature***

- 3.1 Articulate the relationship between the purposes and the characteristics of different forms of literature.
- 3.2 Compare and contrast the presentation of a similar theme or topic across genres to explain how the selection of genre shapes the theme or topic.

Narrative Analysis of Texts

- 3.3 Analyze interactions between main and subordinate characters in a literary text (e.g., internal and external conflicts, motivations, relationships, influences) and explain the way those interactions affect the plot.
- 3.4 Analyze a character's traits through direct and indirect characterization.
- 3.5 Compare works that express a universal theme and provide evidence to support the ideas expressed in each work.
- 3.6 Analyze and trace an author's development of time and sequence, including the use of complex literary devices (e.g., foreshadowing, flashbacks).
- 3.7 Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism, and explain their appeal.
- 3.8 Interpret and evaluate the impact of ambiguities, subtleties, contradictions, ironies, and incongruities in a text.
- 3.9 Explain how voice, persona, and the choice of a narrator affect characterization and the tone, plot, and credibility of a text.
- 3.10 Identify and describe the function of dialogue, scene designs, soliloquies, asides, and character foils in dramatic literature.
- 3.11 Recognize the influence of classic literature on contemporary literature and popular culture.
- 3.12 Recognize techniques of successful writers.

Literary Criticism

- 3.13 Evaluate the aesthetic qualities of style, including the impact of diction and figurative language on tone, mood, and theme, using the terminology of literary criticism. (formal approach)
- 3.14 Analyze the way in which a work of literature is related to the themes and issues of its historical period. (contextual approach)

STANDARD: 4.0 Writing Strategies

Students write persuasive texts that convey a clear perspective and well-reasoned argument. The writing demonstrates students' awareness of audience and purpose, progression through the stages of the writing process, and a command of the 6+1 Traits of Writing®. Students understand differences between persuasive and reflective writing.

BENCHMARKS**All students should:*****Organization and Focus***

- 4.1 Establish a thesis or claim that conveys a response to the subject, idea or prompt and maintain a consistent tone and focus throughout the piece of writing.
- 4.2 Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.

Research and Technology

- 4.3 Use clear research questions and suitable research methods (e.g., library, electronic media, personal interview) to elicit and present evidence from primary and secondary sources.
- 4.4 Develop the main ideas within the body of the composition through supporting evidence.
- 4.5 Synthesize information from multiple sources and identify complexities and discrepancies in information and different perspectives.
- 4.6 Incorporate quotations and citations into a written text while maintaining the flow of ideas.
- 4.7 Use MLA conventions for documentation in the text, notes, and bibliographies.
- 4.8 Design and publish documents by using publishing software and graphic programs.

Evaluation and Revision

- 4.9 Evaluate and revise personal and peer texts using 6 + 1 Traits ® to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context.
- 4.10 Proofread and edit for conventional correctness and accuracy.

STANDARD: 5.0 Writing Applications (Genres and Their Characteristics)

Students combine narration, exposition, and description to produce substantial persuasive texts. Student writing demonstrates a command of the 6+1 Traits of Writing and research, organizational and drafting strategies outlined in Writing Standard 4.0.

BENCHMARKS**All students should:**

- 5.1 Practice the techniques of successful writers through imitation.
- 5.2 Write reportorial narratives, anecdotes, biographical or autobiographical narratives or short stories to establish a theme:
 - a. Relate a sequence of events and communicate the significance of the events to the audience.
 - b. Locate scenes and incidents in specific places.
 - c. Use sensory details to develop theme, idea or character.
 - d. Pace the presentation of actions to accommodate changes in time and mood.
 - e. Make effective use of descriptions of appearance, images, shifting perspectives, and sensory details.
- 5.3 Write responses to literature:
 - a. Demonstrate a comprehensive grasp of the significant ideas of literary works.
 - b. Support important ideas and viewpoints through accurate and detailed references to the text or to other works.
 - c. Demonstrate awareness of the author's use of stylistic devices and an appreciation of the effects created.
 - d. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.
 - e. Find personal relevance to universal themes and conflicts
 - f. Write responses to a variety of literary criticisms.
- 5.4 Write expository compositions, including analytical essays and research papers:
 - a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.
 - b. Convey information and ideas from primary and secondary sources accurately and coherently.
 - c. Make distinctions between the relative value and significance of specific data, facts, and ideas.
 - d. Include appropriate visual aids.
 - e. Anticipate and address readers' potential misunderstandings, biases, and expectations.
 - f. Use technical terms and notations accurately.
- 5.5 Write persuasive compositions:
 - a. Structure ideas and arguments in a sustained and logical fashion.
 - b. Use specific rhetorical devices to support assertions (e.g., appeal to logic through reasoning; appeal to emotion or ethical belief; relate a personal anecdote, case study, or analogy).
 - c. Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, and expressions of commonly accepted beliefs and logical reasoning.
 - d. Address readers' concerns, counterclaims, biases, and expectations.
- 5.6 Write business communications:
 - a. Provide clear and purposeful information and address the intended audience appropriately.
 - b. Use appropriate vocabulary, tone, and style to take into account the nature of the relationship with, and the knowledge and interests of, the recipients.
 - c. Highlight central ideas or images.
 - d. Follow a conventional style with page formats, fonts, and spacing that contribute to the documents' readability and impact.

STANDARD: 6.0 Written and Oral English Language Conventions

The standards for written and oral **American** English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.

BENCHMARKS**All students should:**

Students write and speak with a command of standard English conventions.

Grammar and Mechanics of Writing

- 6.1 Identify and correctly use clauses (e.g., main and subordinate), phrases (e.g., prepositional, gerund, infinitive, and participial), and mechanics of punctuation (e.g., semicolons, colons, ellipses, hyphens).
- 6.2 Understand sentence construction (e.g., parallel structure, subordination, proper placement of modifiers) and proper English usage (e.g., consistency of verb tenses).
- 6.3 Demonstrate and apply the 6 + 1 Traits ® of writing.
- 6.4 Correctly use conjunctive adverbs and other transitional devices to show logical relationships between clauses and sentences.

Manuscript Form

- 6.5 Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.
- 6.6 Utilize MLA style and format.

STANDARD: 7.0 Listening and Speaking Strategies

Students deliver focused and coherent presentations of their own that convey clear and distinct perspectives and solid reasoning. They use gestures, tone, and vocabulary tailored to the audience and purpose.

BENCHMARKS**All students should:*****Comprehension***

- 7.1 Formulate judgments about the ideas under discussion and support those judgments with convincing evidence.
- 7.2 Compare and contrast the ways in which media genres (e.g., televised news, news magazines, documentaries, online information) cover the same event.

Organization and Delivery of Oral Communication

- 7.3 Organize a speech persuasively.
- 7.4 Choose appropriate techniques for developing the introduction and conclusion (e.g., by using literary quotations, anecdotes, references to authoritative sources).
- 7.5 Support a thesis or claim with appropriate evidence.
- 7.6 Use visual aids to enhance presentations.

Analysis and Evaluation of Oral and Media Communications

- 7.7 Analyze historically significant speeches (e.g., Abraham Lincoln's "Gettysburg Address," Martin Luther King, Jr.'s "I Have a Dream") to find the rhetorical devices and features that make them memorable.
- 7.8 Assess how language and delivery affect the mood and tone of the oral communication and make an impact on the audience.
- 7.9 Evaluate the clarity, quality, effectiveness, and general coherence of a speaker's important points, arguments, evidence, organization of ideas, delivery, diction, and syntax.
- 7.10 Analyze the types of arguments used by the speaker, including argument by causation, analogy, authority, emotion, and logic.

STANDARD: 8.0 Speaking Applications (Genres and Their Characteristics)

Students communicate in polished formal and extemporaneous discussions. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 7.0.

BENCHMARKS**All students should:**

8.1 Apply appropriate interviewing techniques:

- a. Prepare and ask relevant questions.
- b. Make notes of responses.
- c. Use language that conveys maturity, sensitivity, and respect.
- d. Respond correctly and effectively to questions.
- e. Demonstrate knowledge of the subject or organization.
- f. Compile and report responses.
- g. Evaluate the effectiveness of the interview.
- h. Use appropriate body language.

8.2 Deliver oral responses to literature and participate in literary discussions:

- a. Advance a judgment demonstrating a comprehensive grasp of the significant ideas of works or passages (i.e., make and support warranted assertions about the text).
- b. Support important ideas and viewpoints through accurate and detailed references to the text or to other works.
- c. Demonstrate awareness of the author's use of stylistic devices and an appreciation of the effects created.
- d. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.
- e. Enter literary conversations confidently, respectfully and effectively.

8.3 Deliver persuasive arguments:

- a. Structure ideas and arguments in a coherent, logical fashion.
- b. Use rhetorical devices to support assertions (e.g., by appeal to logic through reasoning; by appeal to emotion or ethical belief; by use of personal anecdote, case study, or analogy).
- c. Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning.
- d. Anticipate and address the listener's concerns and counterarguments.

STANDARD: 9.0 Independent Reading for Pleasure

BENCHMARKS

All students should:

- 9.1 Demonstrate awareness of personal reading preferences by exercising choices in independent reading appropriate to personal tastes in genres, topics and language levels.
- 9.2 Expand personal reading world over time.

STANDARD: 1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Students apply their knowledge of word origins to determine the meaning of new words encountered in reading materials and use those words accurately.

BENCHMARKS**All students should:*****Vocabulary and Concept Development***

- 1.1 Trace the etymology and apply knowledge of roots and affixes to draw inferences concerning the meanings of words.
- 1.2 Demonstrate understanding of the relationships between words, “word choice”, and ideas.
- 1.3 Distinguish between the denotative and connotative meanings of words and interpret the connotative power of words.
- 1.4 Actively broaden vocabulary through a variety of techniques including but not limited to word journals and looking up words in context.

STANDARD: 2.0 Reading Comprehension

Students read and understand **appropriate** material. They analyze the organizational patterns, arguments, and positions advanced. By grade twelve, students **continue to read a wide variety of genres** on their own.

BENCHMARKS**All students should:*****Structural Features of Informational Materials***

2.1 Analyze both the features and the rhetorical devices of a variety of non-fiction publications (e.g., policy statements, speeches, histories, biographies, autobiographies, memoirs, reflective, personal, philosophical) and the way in which authors use those features and devices. Students will also recognize the sometimes difference between style and substance and be able to separate the two.

Comprehension and Analysis of Texts to include electronic, print and other sources.

2.2 Analyze the way in which ... meaning is affected by the patterns of organization (**coherency, line of argument, tangents**), hierarchical structures, repetition of the main ideas, syntax, and word choice in the text.

2.3 Recognize an author's awareness of audience through her choice of tones and voice.

2.4 Recognize the use of literary devices and techniques in the rhetoric of non-fiction texts, media and oration.

2.5 Verify and assess the reliability of facts presented ... by using a variety of media resources.

2.6 Respond to an author's arguments by using elements of the text to defend and clarify interpretations.

2.7 Identify and analyze an author's implicit and explicit philosophical assumptions, or warrants; opinions; and beliefs about a subject.

Expository Critique

2.8 "[R]ecognize that however flexible a hyperlinked structure might be, it is still a structure with particular organizational and connective features." (Nicolas Burbules from *Watch IT: Risks and Promises ...*)

2.9 Critique and respond to the power, validity, and truthfulness of arguments set forth in persuasive texts; their appeal to both friendly and hostile audiences; the extent to which the arguments anticipate and address reader concerns and counterclaims (e.g. logical, emotional, ethical appeals); and their use of logical fallacies, formal and informal.

STANDARD: 3.0 Critical Response to and Analysis of fiction and non-fiction

Students read and respond to historically **and**/or culturally significant works of literature that reflect and enhance their **interests**. They conduct in-depth analyses of recurrent themes.

BENCHMARKS**All students should:*****Structural Features of Literature***

3.1 Analyze characteristics of various genres and subgenres (e.g., satire, parody, allegory) that are used in poetry, prose; plays, novels, short stories, essays, etc.. Draw inferences about an author's purpose in writing.

Narrative Analysis of Texts

3.2 Analyze the way an author develops a theme or comments on life, using textual evidence to support the claim.

3.3 Analyze the ways in which irony, tone, mood, the author's style, and the "sound" of language achieve specific rhetorical or aesthetic purposes or both.

3.4 Analyze ways in which authors use imagery, personification, figures of speech, and other rhetorical and literary devices to evoke readers' emotions.

3.5 Analyze recognized works of ... literature representing a variety of viewpoints on a common theme:

- a. Contrast ... major periods, themes, styles, and trends and describe how works by members of different cultures relate to one another in a given period.
- b. Evaluate the philosophical, political, religious, ethical, cultural and/or social influences ... that shape... characters, plots, and settings.
- c. Analyze the way in which authors through the centuries have used archetypes drawn from myth and tradition in literature, film, political speeches, and religious writings (e.g., how the archetypes of banishment from an ideal world may be used to interpret Shakespeare's tragedy *Macbeth*).

3.6 Recognize the influence of classic literature on contemporary literature and popular culture.

Literary Criticism

3.7 Utilizing a variety of critical approaches or literary theories analyze ... a selection of literary works or essays on a topic or theme (e.g., individual in society, culture's constraints and mobilities). (Political, gender, sociological, class, psychological, mythological, archetypal, new critical, deconstructionist, reader-response...)

STANDARD: 4.0 Writing Strategies

Students write persuasive texts that convey a clear perspective and well-reasoned argument. The writing demonstrates students' awareness of audience and purpose, progression through the stages of the writing process, and a command of the 6+1 Traits of Writing®. Students understand differences between persuasive and reflective writing.

BENCHMARKS**All students should:*****Organization and Focus***

- 4.1 Demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing ... writing assignments.
- 4.2 Use point of view, characterization, style (e.g., use of irony), and related elements for specific rhetorical and aesthetic purposes.
- 4.3 Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.
- 4.4 Engage readers and enhance meaning by employing rhetorical devices ... (e.g. parallelism, metaphor, and analogy); incorporation of appropriate visuals (e.g., graphs, tables, pictures) ...
- 4.5 Use language in natural, fresh, and vivid ways to establish a specific tone.

Research and Technology

- 4.6 Conduct research by using clear questions and creative and critical strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources).
- 4.7 Use systematic strategies to organize and record information (e.g., anecdotal scripting, annotated bibliographies).
- 4.8 Integrate databases, graphics, and spreadsheets into presentations.
- 4.9 Present research results in a manner consistent with audience, purpose, and classroom assignment (Power-Point, debate notes, traditional research paper, flyer, etc.)

Evaluation and Revision

- 4.10 Revise text to highlight the individual voice, improve sentence fluency and word choice, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and genre.
- 4.11 Proofread and edit for conventional correctness and accuracy.

STANDARD: 5.0 Writing Applications (Genres and Their Characteristics)

Students combine narration, exposition, and description to produce substantial persuasive texts. Student writing demonstrates a command of the 6+1 Traits of writing® and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.

BENCHMARKS**All students should:**

- 5.1 Practice the techniques of successful writers through imitation, pastiche, and/or parody.
- 5.2 Write responses to literature:
 - a. Demonstrate a comprehensive understanding of the significant ideas in works or passages.
 - b. Analyze the use of imagery, language, universal themes, and unique aspects of the text.
 - c. Support important ideas and viewpoints through properly cited, accurate and detailed references to the text and to other works.
 - d. Demonstrate an understanding of the author's use of stylistic devices and an appreciation of the effects created.
 - e. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.
 - f. Find personal relevance to universal themes and conflicts
 - g. Write responses to a variety of literary criticisms.
- 5.3 Write reflective compositions (such as college admissions, senior portfolio, and "Taking Stock" essays):
 - a. Draw comparisons between specific incidents and broader themes that illustrate the writer's important beliefs or generalizations about life.
 - b. Maintain a balance in describing individual incidents and relate those incidents to more general and abstract ideas.
 - c. Include autobiographical narrative to illustrate, explain, or develop salient ideas.
- 5.4 Write research papers:
 - a. Use exposition, narration, description, argumentation, or some combination of rhetorical strategies to support the main proposition.
 - b. Develop a clear, argumentative claim/thesis and line of argument.
 - c. Evaluate a variety of resources, primary and secondary, electronic (hyperlink), print and others, for utility.
 - d. Consider different perspectives and take into consideration the validity and reliability of sources.
 - e. Include a formal list of sources in MLA format.
- 5.5 Write job applications, résumés/CVs, cover letters, and other professional correspondence:
 - a. Provide clear and purposeful information and address the intended audience appropriately.
 - b. Modify the tone to fit the purpose and audience.
 - c. Follow the conventional style for that type of document (e.g., résumé, memorandum, e-mail) and use page formats, fonts, and spacing that contribute to the readability and impact of the document.
- 5.6 Deliver multimedia presentations:
 - a. Combine text, images, and sound and draw information from many sources (e.g., broadcast, print, and electronic media).
 - b. Select an appropriate medium for each element of the presentation.
 - c. Use the selected media skillfully, editing appropriately and monitoring for quality.
 - d. Test the audience's response and revise the presentation accordingly.
 - e. Maintain substance over style.
- 5.7 Write to learn:
 - a. Irish expression: "How do I know what I have to say until I say it?"
 - b. Reflecting, journaling, free-writing
 - c. Note-taking, summary, paraphrasing

STRAND: WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS

GRADE LEVEL 11

STANDARD: 6.0 Written and Oral English Language Conventions

The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.

BENCHMARKS

All students should:

Students write and speak with a command of standard American English conventions.

6.1 Demonstrate control of grammar, diction, and structure.

6.2 Produce legible work.

6.3 Use MLA format in writing.

STANDARD: 7.0 Listening and Speaking Strategies

Students deliver focused and coherent presentations that convey clear and distinct perspectives and demonstrate solid reasoning. They use gestures, tone, and vocabulary tailored to the audience and purpose.

BENCHMARKS**All students should:*****Comprehension***

- 7.1 Recognize strategies used by the media to inform, persuade, entertain, and transmit culture (e.g., advertisements; perpetuation of stereotypes; use of visual representations, special effects, language).
- 7.2 Analyze the impact of the media on the democratic process (e.g., exerting influence on elections, creating images of leaders, shaping attitudes).
- 7.3 Interpret and evaluate the various ways in which events are presented and information is communicated by media, including charts, graphs, backdrops, cartoons, photos, illustrations, camera angle, lighting, music etc.

Organization and Delivery of Oral Communication

- 7.4 Use rhetorical questions, parallel structure, concrete images, figurative language, characterization, irony, and dialogue and other strategies to achieve clarity, force, and aesthetic effect.
- 7.5 Distinguish among and use various forms of logical arguments.
- 7.6 Use logical, ethical, and emotional appeals that enhance a specific tone and purpose.
- 7.7 Use effective and appropriate word choice.
- 7.8 Use research and analysis to justify strategies for gesture, movement, and vocalization, including dialect, pronunciation, and enunciation.
- 7.9 Evaluate when to use different kinds of effects (e.g., visual, music, sound, graphics) to create effective communications.

Analysis and Evaluation of Oral and Media Communications

- 7.10 Critique a speaker's **word choice** and syntax in relation to the purpose of an oral communication and the impact the words may have on the audience.
- 7.11 Identify logical fallacies used in oral addresses (e.g., attack *ad hominem*, false causality, red herring, overgeneralization, bandwagon effect).
- 7.12 Analyze the techniques used in media messages for a particular audience and evaluate their effectiveness (e.g., Orson Welles' radio broadcast "War of the Worlds").

STANDARD: 8.0 Oral Language

Students **communicate in** polished formal and extemporaneous **discussions**. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 7.0.

BENCHMARKS**All students should:**

8.1 Deliver Senior Portfolio Presentation.

8.2 Deliver oral responses to literature and participate in literary discussions:

- a. Demonstrate a comprehensive understanding of the significant ideas of literary works (e.g., make assertions about the text that are reasonable and supportable).
- b. Analyze the imagery, language, universal themes, and unique aspects of the text.
- c. Support important ideas and viewpoints through accurate and detailed references to the text or to other works.
- d. Demonstrate an awareness of the author's use of stylistic devices and an appreciation of the effects created.
- e. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.
- f. Enter literary conversations confidently, respectfully and effectively.

8.3 Deliver multimedia presentations

8.4 Recite poems, selections from speeches, reading passages, or dramatic soliloquies with attention to performance details to achieve clarity, force, and aesthetic effect and to demonstrate an understanding of the meaning (e.g., Hamlet's soliloquy "To Be or Not to Be").

8.5 Demonstrate appropriate use of SPATE skills (Stance, Projection, Articulation, Tone, Eye-contact)

STANDARD: 9.0 Independent Reading for Pleasure

BENCHMARKS

All students should:

- 9.1 Demonstrate awareness of personal reading preferences by exercising choices in independent reading appropriate to personal tastes in genres, topics and language levels.
- 9.2 Expand personal reading world over time.

STANDARD: 1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Students apply their knowledge of word origins to determine the meaning of new words encountered in reading materials and use those words accurately.

BENCHMARKS**All students should:*****Vocabulary and Concept Development***

- 1.1 Trace the etymology and apply knowledge of roots and affixes to draw inferences concerning the meanings of words.
- 1.2 Demonstrate understanding of the relationships between words, “word choice”, and ideas.
- 1.3 Distinguish between the denotative and connotative meanings of words and interpret the connotative power of words.
- 1.4 Actively broaden vocabulary through a variety of techniques including but not limited to word journals and looking up words in context.

STANDARD: 2.0 Reading Comprehension

Students read and understand **appropriate** material. They analyze the organizational patterns, arguments, and positions advanced. By grade twelve, students **continue to read a wide variety of genres** on their own.

BENCHMARKS**All students should:*****Structural Features of Informational Materials***

2.1 Analyze both the features and the rhetorical devices of a variety of non-fiction publications (e.g., policy statements, speeches, histories, biographies, autobiographies, memoirs, reflective, personal, philosophical) and the way in which authors use those features and devices. Students will also recognize the sometimes difference between style and substance and be able to separate the two.

Comprehension and Analysis of Texts to include electronic, print and other sources.

2.2 Analyze the way in which meaning is affected by the patterns of organization (**coherency, line of argument, tangents**), hierarchical structures, repetition of the main ideas, syntax, and word choice in the text.

2.3 Recognize an author's awareness of audience through her choice of tones and voice.

2.4 Recognize the use of literary devices and techniques in the rhetoric of non-fiction texts, media and oration.

2.5 Verify and assess the reliability of facts presented ... by using a variety of media resources.

2.6 Respond to an author's arguments by using elements of the text to defend and clarify interpretations.

2.7 Identify and analyze an author's implicit and explicit philosophical assumptions, or warrants; opinions; and beliefs about a subject.

Expository Critique

2.8 "[R]ecognize that however flexible a hyperlinked structure might be, it is still a structure with particular organizational and connective features." (Nicolas Burbules from *Watch IT: Risks and Promises ...*)

2.9 Critique and respond to the power, validity, and truthfulness of arguments set forth in persuasive texts; their appeal to both friendly and hostile audiences; the extent to which the arguments anticipate and address reader concerns and counterclaims (e.g. logical, emotional, ethical appeals); and their use of logical fallacies, formal and informal.

STANDARD: 3.0 Critical Response to and Analysis of fiction and non-fiction

Students read and respond to historically **and**/or culturally significant works of literature that reflect and enhance their **interests**. They conduct in-depth analyses of recurrent themes.

BENCHMARKS**All students should:*****Structural Features of Literature***

3.1 Analyze characteristics of various genres and subgenres (e.g., satire, parody, allegory) that are used in poetry, prose; plays, novels, short stories, essays, etc.. Draw inferences about an author's purpose in writing.

Narrative Analysis of Texts

3.2 Analyze the way an author develops a theme or comments on life, using textual evidence to support the claim.

3.3 Analyze the ways in which irony, tone, mood, the author's style, and the "sound" of language achieve specific rhetorical or aesthetic purposes or both.

3.4 Analyze ways in which authors use imagery, personification, figures of speech, and other rhetorical and literary devices to evoke readers' emotions.

3.5 Analyze recognized works of ... literature representing a variety of viewpoints on a common theme:

- a. Contrast ... major periods, themes, styles, and trends and describe how works by members of different cultures relate to one another in a given period.
- b. Evaluate the philosophical, political, religious, ethical, cultural and/or social influences ... that shape... characters, plots, and settings.
- c. Analyze the way in which authors through the centuries have used archetypes drawn from myth and tradition in literature, film, political speeches, and religious writings (e.g., how the archetypes of banishment from an ideal world may be used to interpret Shakespeare's tragedy *Macbeth*).

3.6 Recognize the influence of classic literature on contemporary literature and popular culture.

Literary Criticism

3.7 Utilizing a variety of critical approaches or literary theories analyze ... a selection of literary works or essays on a topic or theme (e.g., individual in society, culture's constraints and mobilities). (Political, gender, sociological, class, psychological, mythological, archetypal, new critical, deconstructionist, reader-response ...)

STANDARD: 4.0 Writing Strategies

Students write persuasive texts that convey a clear perspective and well-reasoned argument. The writing demonstrates students' awareness of audience and purpose, progression through the stages of the writing process, and a command of the 6+1 Traits of Writing®. Students understand differences between persuasive and reflective writing.

BENCHMARKS**All students should:*****Organization and Focus***

- 4.1 Demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing ... writing assignments.
- 4.2 Use point of view, characterization, style (e.g., use of irony), and related elements for specific rhetorical and aesthetic purposes.
- 4.3 Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.
- 4.4 Engage readers and enhance meaning by employing rhetorical devices ... (e.g. parallelism, metaphor, and analogy); incorporation of appropriate visuals (e.g., graphs, tables, pictures) ...
- 4.5 Use language in natural, fresh, and vivid ways to establish a specific tone.

Research and Technology

- 4.6 Conduct research by using clear questions and creative and critical strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources).
- 4.7 Use systematic strategies to organize and record information (e.g., anecdotal scripting, annotated bibliographies).
- 4.8 Integrate databases, graphics, and spreadsheets into presentations.
- 4.9 Present research results in a manner consistent with audience, purpose, and classroom assignment (Power-Point, debate notes, traditional research paper, flyer, etc.)

Evaluation and Revision

- 4.10 Revise text to highlight the individual voice, improve sentence fluency and word choice, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and genre.
- 4.11 Proofread and edit for conventional correctness and accuracy.

STANDARD: 5.0 Writing Applications (Genres and Their Characteristics)

Students combine narration, exposition, and description to produce substantial persuasive texts. Student writing demonstrates a command of the 6+1 Traits of writing® and the research, organizational, and drafting strategies outlined in Writing Standard 4.0.

BENCHMARKS**All students should:**

- 5.1 Practice the techniques of successful writers through imitation, pastiche, and/or parody.
- 5.2 Write responses to literature:
 - a. Demonstrate a comprehensive understanding of the significant ideas in works or passages.
 - b. Analyze the use of imagery, language, universal themes, and unique aspects of the text.
 - c. Support important ideas and viewpoints through properly cited, accurate and detailed references to the text and to other works.
 - d. Demonstrate an understanding of the author's use of stylistic devices and an appreciation of the effects created.
 - e. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.
 - f. Find personal relevance to universal themes and conflicts
 - g. Write responses to a variety of literary criticisms.
- 5.3 Write reflective compositions (such as college admissions, senior portfolio, and "Taking Stock" essays):
 - a. Draw comparisons between specific incidents and broader themes that illustrate the writer's important beliefs or generalizations about life.
 - b. Maintain a balance in describing individual incidents and relate those incidents to more general and abstract ideas.
 - c. Include autobiographical narrative to illustrate, explain, or develop salient ideas.
- 5.4 Write research papers:
 - a. Use exposition, narration, description, argumentation, or some combination of rhetorical strategies to support the main proposition.
 - b. Develop a clear, argumentative claim/thesis and line of argument.
 - c. Evaluate a variety of resources, primary and secondary, electronic (hyperlink), print and others, for utility.
 - d. Consider different perspectives and take into consideration the validity and reliability of sources.
 - e. Include a formal list of sources in MLA format.
- 5.5 Write job applications, résumés/CVs, cover letters, and other professional correspondence:
 - a. Provide clear and purposeful information and address the intended audience appropriately.
 - b. Modify the tone to fit the purpose and audience.
 - c. Follow the conventional style for that type of document (e.g., résumé, memorandum, e-mail) and use page formats, fonts, and spacing that contribute to the readability and impact of the document.
- 5.6 Deliver multimedia presentations:
 - a. Combine text, images, and sound and draw information from many sources (e.g., broadcast, print, and electronic media)
 - b. Select an appropriate medium for each element of the presentation.
 - c. Use the selected media skillfully, editing appropriately and monitoring for quality.
 - d. Test the audience's response and revise the presentation accordingly.
 - e. Maintain substance over style.
- 5.7 Write to learn:
 - a. Irish expression: "How do I know what I have to say until I say it?"
 - b. Reflecting, journaling, free-writing
 - c. Note-taking, summary, paraphrasing

STRAND: WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS

GRADE LEVEL 12

STANDARD: 6.0 Written and Oral English Language Conventions

The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.

BENCHMARKS

All students should:

Students write and speak with a command of standard American English conventions.

6.1 Demonstrate control of grammar, diction, and structure.

6.2 Produce legible work.

6.3 Use MLA format in writing.

STANDARD: 7.0 Listening and Speaking Strategies

Students deliver focused and coherent presentations that convey clear and distinct perspectives and demonstrate solid reasoning. They use gestures, tone, and vocabulary tailored to the audience and purpose.

BENCHMARKS**All students should:*****Comprehension***

- 7.1 Recognize strategies used by the media to inform, persuade, entertain, and transmit culture (e.g., advertisements; perpetuation of stereotypes; use of visual representations, special effects, language).
- 7.2 Analyze the impact of the media on the democratic process (e.g., exerting influence on elections, creating images of leaders, shaping attitudes).
- 7.3 Interpret and evaluate the various ways in which events are presented and information is communicated by media, including charts, graphs, backdrops, cartoons, photos, illustrations, camera angle, lighting, music etc.

Organization and Delivery of Oral Communication

- 7.4 Use rhetorical questions, parallel structure, concrete images, figurative language, characterization, irony, and dialogue and other strategies to achieve clarity, force, and aesthetic effect.
- 7.5 Distinguish among and use various forms of logical arguments.
- 7.6 Use logical, ethical, and emotional appeals that enhance a specific tone and purpose.
- 7.7 Use effective and appropriate word choice.
- 7.8 Use research and analysis to justify strategies for gesture, movement, and vocalization, including dialect, pronunciation, and enunciation.
- 7.9 Evaluate when to use different kinds of effects (e.g., visual, music, sound, graphics) to create effective communications.

Analysis and Evaluation of Oral and Media Communications

- 7.10 Critique a speaker's **word choice** and syntax in relation to the purpose of an oral communication and the impact the words may have on the audience.
- 7.11 Identify logical fallacies used in oral addresses (e.g., attack *ad hominem*, false causality, red herring, overgeneralization, bandwagon effect).
- 7.12 Analyze the techniques used in media messages for a particular audience and evaluate their effectiveness (e.g., Orson Welles' radio broadcast "War of the Worlds").

STANDARD: 8.0 Oral Language

Students **communicate in** polished formal and extemporaneous **discussions**. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 7.0.

BENCHMARKS**All students should:**

8.1 Deliver Senior Portfolio Presentation.

8.2 Deliver oral responses to literature and participate in literary discussions:

- a. Demonstrate a comprehensive understanding of the significant ideas of literary works (e.g., make assertions about the text that are reasonable and supportable).
- b. Analyze the imagery, language, universal themes, and unique aspects of the text.
- c. Support important ideas and viewpoints through accurate and detailed references to the text or to other works.
- d. Demonstrate an awareness of the author's use of stylistic devices and an appreciation of the effects created.
- e. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.
- f. Enter literary conversations confidently, respectfully and effectively.

8.3 Deliver multimedia presentations:

8.4 Recite poems, selections from speeches, reading passages, or dramatic soliloquies with attention to performance details to achieve clarity, force, and aesthetic effect and to demonstrate an understanding of the meaning (e.g., Hamlet's soliloquy "To Be or Not to Be").

8.5 Demonstrate appropriate use of SPATE skills (Stance, Projection, Articulation, Tone, Eye-contact)

STANDARD: 9.0 Independent Reading for Pleasure

BENCHMARKS

All students should:

- 9.1 Demonstrate awareness of personal reading preferences by exercising choices in independent reading appropriate to personal tastes in genres, topics and language levels.
- 9.2 Expand personal reading world over time.

APPENDIX A

Essential Agreements Regarding Writing School-Wide

A School-wide Writing Showcase Portfolio

- Every student at Colegio Maya will have a cumulative writing “Showcase Portfolio”
- Each student from first through twelfth grade will be asked to choose one piece of their writing every 9 weeks to put in their writing portfolio.
- This piece may be from any subject area.
- At the end of each school year the portfolios are returned to the office and the next year’s teacher will receive them in the fall.
- When a student leaves Colegio Maya, whether they move or graduate, they will receive this portfolio to take with them.

Anchor Papers

- Twice a year, in September and January, students will be asked to do a timed writing school-wide on designated prompts.
- These writings will each be read and scored by faculty persons.
- Once they are scored, the readers will meet to share their assessments and observations of the work to insure consistency in evaluating a student’s work and to identify areas of strengths and weaknesses at each grade level that can be addressed in the classroom and the curriculum.
- Two samples of a low, medium and high paper at each grade level will be chosen and archived in the curriculum office for reference, both short and long term.
- The papers will be added to the student writing showcase portfolios.

Writing Assessment Rubric/Model

Colegio Maya has chosen to use the *6 Plus 1 Traits of Writing* assessment model to both give a common language around writing in the classroom and to be used as the evaluation guide for writing in general, including the anchor papers.

This scoring guide includes:

Ideas
Organization
Voice
Word Choice
Sentence Fluency
Conventions
Presentation

Copies of the grade level band rubrics for K-2, 3-5, 6-12 are available with the Curriculum Facilitator. The 6+1 Writing Traits are also used in the Colegio Maya Spanish Program.

APPENDIX B

MLA Format

Colegio Maya uses the MLA (Modern Language Association) style for writing papers and citing sources. A complete and convenient resource for consulting MLA use is *The Owl at Purdue* <http://owl.english.purdue.edu/owl/resource/557/01/>. Below are examples for elementary and secondary.

As a gradual lead-up to use in secondary, students in elementary are expected to comply with the MLA following format:

First and last Name
Teacher's name
Class or subject
Date

Title of the Assignment

In addition the following format is expected to be used for grades 3-5 grade in the computer lab:

Double space.
1 inch margin
Times New Roman 12

Rebecca Potter

Professor J. Toomer

English 11-1

7 March 2007

Augusta Savage: Artist of the Harlem Renaissance

Without careful study, many might imagine the creation of culture in the United States to have been most critical as the country's founders were setting out the Constitution and trying to break free of European influence. In fact, the development of art and culture has been ongoing every since. In a cycle of advances and plateaus, Huggin's Harlem Renaissance identifies an American renaissance occurring roughly in the 1920s and ending the first years of the Great Depression (1). This artistic explosion came to be known as the Harlem Renaissance.

Any scholar of American humanities knows well the names of key figures: Langston Hughes, Zora Neale Hurston, Countee Cullen, Duke Ellington, and Aaron Douglas. Though many distinguished figures were involved in this movement, the lesser-known Augusta Savage played a role worth celebrating. As both an artist and a mentor, August Savage held an influential position in the Harlem Renaissance.

August Savage, the creator of sculptures focusing on African themes and an art teacher to African-American children, was an eminent artist of the Harlem Renaissance. Born in Florida in 1892, she traveled to Harlem where, in time, her artistic career flourished (Huggins 153). In Harlem, the novice sculptress enhanced her artistic ability with an education at Cooper Union, a fine art school that charged no tuition (Bearden and Henderson 82). Savage showed talent at the school and a special interest in African art. While at the school, she received what would be a

life-changing opportunity from the 135th Street branch of the New York Public Library. She was asked to create work to be displayed in this neighborhood institution.

The library asked her to make a bust of W.E. B. Du Bois, the African-American leader who founded the National Association for the Advancement of Colored People, a political association better known as the NAACP (Bearden and Henderson 83). As a result of this opportunity, sculpture would become Savage's key to artistic success. The NAACP believed the bust of Du Bois that Savage created was one of the finest of him ever made. Consequently, the organization asked Savage to make busts of other prominent people, including Marcus Garvey, the leader of the United Negro Improvement Association, an organization that, like the NAACP, was dedicated "to awakening America's Black people to take pride in their African heritage" (Bearden and Henderson 83). Through her work making busts of these leaders, August Savage gained fame.

Savage's recognition grew throughout her career. She continued making other sculptures of African-Americans, *Gamin* being one of the most famous. This statue of an African-American youth attracted large crowds when displayed at City University of New York. According to one writer, it "caught the humanity, the tenderness, and the wisdom of a boy child who has lived in the streets" (Bearden and Henderson 90-1).

Not only did Savage prove herself to be a leading artist through her sculptures of African-American subjects, including W.E.B. DuBois, Marcus Garvey, and the anonymous *Gamin*, but she also proved herself to be an influential artist by teaching art to African American children. Some scholars cite this instruction and encouragement of children as Savage's most important achievement (Anderson

273). As the first director of the Harlem Community Art Center, she inspired such children as Jacob Lawrence, now one of the most famous artists of our century (Anderson 274). Though her work was respected, Savage spent nearly all of her time helping the children, causing her own artwork to suffer in quality (Bearden and Henderson 96). When Savage was confronted with this criticism, she ignored it, saying

I have created nothing really beautiful, really lasting.
But if I can inspire one of these youngsters to develop
the talent I know they possess, then my monument
will be their work. No one could ask more than that.
(Anderson 159)

These comments show how Savage valued her teaching over her own creativity.

August Savage died in 1962, leaving a legacy of art and inspiration. She, like the other figures of the Harlem Renaissance, not only encouraged African-American pride but also added to it through her accomplishments. With her famous sculptures, and especially with her passion for teaching art to African-American youth, August Savage was clearly one of the most influential and prominent artists of the Harlem Renaissance.

Works Cited

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Bearden, Romare, and Harry Henderson. Six Black Masters of American Art. New York: Zenith Books, 1972.

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