

ISE



INTERNATIONAL
SCHOOL

ENGLISH LANGUAGE ARTS CURRICULUM STANDARDS ORGANIZED BY GRADE LEVEL

Curriculum standards are divided into six strands:

- Reading: Literature
- Reading: Informational Text
- Reading: Foundational Skills
- Writing
- Listening and Speaking
- Language

The curriculum standards in this document were based on Common Core State Standards Initiative in the United States and were revised to fit ISE's student population. More information about the Common Core Standards can be found at:

<http://www.corestandards.org/ELA-Literacy/>

Language Arts Vision Statement

Language arts classes will prepare students to communicate effectively at ISE and within the community. The instruction of language arts incorporates a multitude of skills and strategies that can be applied in a variety of visual, written, technological, and oral communications. The purpose of the language arts standards is to ensure that all students be offered the opportunities, the encouragement and the vision to develop the language skills they need to pursue goals, think critically, gain knowledge, and become lifelong learners in a global society.

Language Arts Strands:

Reading Literature and Informational Texts

Writing

Listening, Speaking and Viewing

Language Foundations

Pre-Kindergarten Language Arts Curriculum

Strand: Reading Literature and Informational Texts

Students read a wide range of texts to build an understanding of the many dimensions of human experience.

Curriculum Standards	Learner Outcomes
Students comprehend key ideas and content	<ul style="list-style-type: none"> • Comprehends and responds to books and other texts. • Interacts during read-alouds and book conversations. • Uses emergent reading skills. • Retells stories.
Students demonstrate an understanding of craft and structure	<ul style="list-style-type: none"> • Demonstrates knowledge of print and its uses. • Uses and appreciates books. • Uses print concepts.
Students integrate knowledge and ideas presented in diverse media/formats	<ul style="list-style-type: none"> • Demonstrates knowledge of the alphabet. • Identifies and names letters. • Uses letter–sound knowledge
Students develop foundational reading, phonological awareness and print concepts	<ul style="list-style-type: none"> • Demonstrates phonological awareness. • Notices and discriminates rhyme. • Notices and discriminates alliteration. • Notices and discriminates smaller and smaller units of sound.

Strand: Writing

Students write in order to communicate with different audiences for a variety of purposes.

Curriculum Standards	Learner Outcomes
Students write a variety of text types for a variety of purposes	<ul style="list-style-type: none"> • Demonstrates emergent writing skills. • Writes name. • Writes to convey meaning.

Strand: Listening, Speaking and Viewing

Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

Curriculum Standards	Learner Outcomes
Students listen and speak to communicate and collaborate with others	<ul style="list-style-type: none">• Listens to and understands increasingly complex language.• Comprehends language.• Follows directions.• Uses appropriate conversational and other communication skills.• Engages in conversation.• Uses social rules of language.
Students present knowledge and ideas to others	<ul style="list-style-type: none">• Uses language to express thoughts and needs.• Uses an expanding expressive vocabulary.• Speaks clearly.• Uses conventional grammar.• Tells about another time or place.

Strand: Language Foundations

Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.

Curriculum Standards	Learner Outcomes
Students present knowledge and ideas to others	<ul style="list-style-type: none">• Demonstrates progress in listening to and understanding English.• Demonstrates progress in speaking English.

Kindergarten Language Arts Curriculum

Strand: Reading Literature and Informational Texts

Students read a wide range of texts to build an understanding of the many dimensions of human experience.

Curriculum Standards	Learner Outcomes
Students comprehend key ideas and content	<ul style="list-style-type: none"> • Retell familiar stories including key details with guidance (RL/RI) • Demonstrate an understanding of the main idea in the text. (RL/RI) • Identify characters, settings and major events in a story. (RL)
Students demonstrate an understanding of craft and structure	<ul style="list-style-type: none"> • Recognize common types of texts (Fiction, Non-fiction, picture books, etc) (RL/RI) • Ask and answer questions about unknown words in a text (RL / RI) • With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. (RL/RI)
Students integrate knowledge and ideas presented in diverse media/formats	<ul style="list-style-type: none"> • Use illustrations and details in a story to describe the characters, setting or events with guidance. (RL) • Compare and contrast the adventures and experiences of characters in familiar stories (RL/RI) • Use illustrations and details in a text to describe the key ideas. (RI) • Identify basic similarities in and differences between two texts on the same topic (e.g. in illustrations, descriptions or procedures). (RI)
Students develop foundational reading, phonological awareness and print concepts	<ul style="list-style-type: none"> • Demonstrate an understanding of organization and basic features of print (left to right, top to bottom, page by page, word spacing) and recognize all upper and lowercase letters of the alphabet. • Demonstrate phonological awareness by recognizing and producing rhyming words, count, produce and blend segment syllables in spoken words, blend and segment onsets and rhymes of single-syllable spoken words. Isolate and pronounce CVC words (excluding those that end with l, r or x). Add or substitute individual sounds in simple, one-syllable words to make new words. • Know and apply grade level phonics and word analysis skills by demonstrating basic knowledge of one-to-one letter-sound correspondences and by producing the primary or most common sound for each consonant. Associate the long and short sounds with common spelling (CVC words). Read high-frequency words by sight. Distinguish between similarly spelled words by identifying the sounds of the letters that differ. • Read emergent reader texts with purpose and understanding.

Strand: Writing

Students write in order to communicate with different audiences for a variety of purposes.

Curriculum Standards	Learner Outcomes
Students write a variety of text types for a variety of purposes	<ul style="list-style-type: none"> • Talk about their writing topic. • Write about a topic including a title and relevant information. • Narrate a single event in sequence.
Students will produce and distribute polished pieces of writing	<ul style="list-style-type: none"> • Respond to questions and suggestions from peers and add details • Use technology to collaborate with others.
Students will demonstrate research skills	<ul style="list-style-type: none"> • With guidance and support from adults participate in shared research and writing projects. • With guidance and support from adults recall information from experiences. • With guidance and support from adults gather information from provided sources to answer a question.

Strand: Listening, Speaking and Viewing

Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

Curriculum Standards	Learner Outcomes
Students listen and speak to communicate and collaborate with others	<ul style="list-style-type: none"> • Participate in collaborative conversations with diverse partners. • Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. • Ask and answer relevant questions.
Students present knowledge and ideas to others	<ul style="list-style-type: none"> • Describe familiar people, places, things and events. • With prompting and support provide additional detail. • Add drawings or other visual displays to descriptions as desired to provide additional detail. • Speak in complete sentences, clearly, in an audible tone.

Strand: Language Foundations

Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.

Curriculum Standards	Learner Outcomes
Students understand and apply the conventions of English when writing and speaking	<ul style="list-style-type: none">• Print all upper and lowercase letters.• Use common nouns and verbs.• Understand and use question words.• Use the most frequently occurring prepositions.• Capitalize the first word in a sentence and the pronoun I.• Recognize and name end punctuation.• Writes letters to represent sounds.• Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
Students will acquire and use grade level appropriate and topic specific vocabulary	<ul style="list-style-type: none">• Use words accurately.

Grade One Language Arts Curriculum

Strand: Reading Literature and Informational Texts

Students read a wide range of texts to build an understanding of the many dimensions of human experience.

Curriculum Standards	Learner Outcomes
Students comprehend key ideas and content	<ul style="list-style-type: none"> • Retell stories including key details. (RL/RI) • Ask and answer questions about a text. (RL/RI) • Demonstrate an understanding of the main idea in the text. (RL/RI) • Describe characters, settings and major events in a story using key details. (RL) • Makes text-to-self, text-to-text and text-to-world connections with texts. (RL/RI)
Students demonstrate an understanding of craft and structure	<ul style="list-style-type: none"> • Explain major differences between genres (fiction, non-fiction, poetry) (RL/RI) • Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. (RL / RI) • Identify who is telling the story in a text. (RL/RI) • Know and use various text features (e.g. headings, table of contents, glossaries, bold words, electronic menus, icons) to locate key facts or information in a text. (RL/RI)
Students integrate knowledge and ideas presented in diverse media/formats	<ul style="list-style-type: none"> • Use illustrations and details in a story to describe its characters, setting or events. (RL) • Compare and contrast characters in stories. (RL/RI) • Use illustrations and details in a text to describe its key ideas. (RI) • Identify the reasons an author gives to support points in a text. (RI) • Compare and contrast two texts on the same topic. (RI)
Students develop foundational reading, phonological awareness and print concepts	<ul style="list-style-type: none"> • Demonstrate understanding of print concepts and features of a sentence (capitalization, ending punctuation). • Demonstrate phonological awareness by distinguishing long from short vowel sounds, blending phonemes including consonant blends, isolation of sounds, segmented spoken single-syllable words into their complete sequence of individual sounds. • Know and apply grade level phonics and word analysis skills by knowing the spelling-sound correspondence for common consonant digraphs. Decode regularly spelled one-syllable words, know final –e and common vowel team conventions for representing vowel sounds, decode two syllable words following basic patterns by breaking the words into syllables. • Read on-level text with purpose and understanding. • Read on-level text orally with fluency, accuracy, appropriate rate and expression. • Use context to confirm or self-correct. • Selects just-right books with guidance.

Strand: Writing

Students write in order to communicate with different audiences for a variety of purposes.

Curriculum Standards	Learner Outcomes
Students write a variety of text types for a variety of purposes	<ul style="list-style-type: none">• Write opinion pieces (introduce the topic or book, state an opinion, supply reasons that support the opinion provide some sense of closure).• Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.• Write narratives that recount two or more events including some details regarding what happened.• Uses appropriate transition words.
Students will produce and distribute polished pieces of writing	<ul style="list-style-type: none">• Focus on a topic, respond to questions and suggestions from peers and add details to strengthen writing as needed with guidance and support from adults• With guidance and support from adults, use a variety of digital tools to produce and publish writing• Use technology to cooperate and share.
Students will demonstrate research skills	<ul style="list-style-type: none">• Participate in shared research and writing projects.• Recall information from experiences.• Gather information from provided sources to answer a question.• Formulate questions with support.

Strand: Listening, Speaking and Viewing

Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

Curriculum Standards	Learner Outcomes
Students listen and speak to communicate and collaborate with others	<ul style="list-style-type: none"> • Actively participate in collaborative conversations. • Ask questions to clear up any confusion about the topics and texts under discussion. • Ask and answer questions about key details in a text read aloud or information presented orally or through our media. • Ask and answer relevant questions.
Students present knowledge and ideas to others	<ul style="list-style-type: none"> • Describe people, places, things and events with relevant details. • Express ideas and feelings clearly. • Add drawings or other visual displays to clarify ideas, thoughts and feelings. • Speaks in complete sentences clearly and in an audible tone.

Strand: Language Foundations

Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.

Curriculum Standards	Learner Outcomes
Students understand and apply the conventions of English when writing and speaking	<ul style="list-style-type: none"> • Print all upper and lowercase letters. • Use common, proper, and possessive nouns. • Use singular and plural nouns with matching verbs in basic sentences. • Use personal, possessive and indefinite pronouns. • Use verbs to convey a sense of past, present and future. • Use frequently occurring conjunctions (and, but, so, because, or). • Capitalize dates, proper nouns and the first word in a sentence. • Use end punctuation for sentences. • Use commas in dates and to separate single words in a series. • Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. • Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
Students will acquire and use grade level appropriate and topic specific vocabulary	<ul style="list-style-type: none"> • Use a variety of strategies to determine the meaning of words (sentence level context, use frequently occurring affixes, identify frequently occurring root words) • Distinguish meaning among verbs differing in manner

Grade Two Language Arts Curriculum

Strand: Reading Literature and Informational Texts

Students read a wide range of texts to build an understanding of the many dimensions of human experience.

Curriculum Standards	Learner Outcomes
Students comprehend key ideas and content	<ul style="list-style-type: none"> • Recount stories including fables, folktales and myths from diverse cultures (RL/RI) • Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text. (RL/RI) • Determine the main idea, author’s purpose, lesson or moral in the text. (RL/RI) • Describe the characters, setting, problem and solution in a text and how characters respond to major events and challenges. (RL) • Makes text-to-self, text-to-text and text-to-world connections with texts. (RL/RI).
Students demonstrate an understanding of craft and structure	<ul style="list-style-type: none"> • Describe how words and phrases (e.g. regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem or song. (RL / RI) • Acknowledge differences in the points of view of characters. (RL/RI) • Know and begin to use various text features (e.g. captions, bold print, subheadings, glossaries, diagrams, index, labels, captions, tables, etc) to locate key facts or information in a text efficiently. (RL/RI)
Students integrate knowledge and ideas presented in diverse media/formats	<ul style="list-style-type: none"> • Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting or plot. (RL) • Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. (RL/RI) • Explain how specific images contribute to and clarify a text. (RI) • Use supporting details to make inferences. (RL/RI) • Compare and contrast the most important points presented by two texts on the same topic. (RI)
Students develop foundational reading, phonological awareness and print concepts	<ul style="list-style-type: none"> • Distinguish long and short vowels, blends and other words when reading regularly spelled one-syllable words, know spelling-sound correspondences for additional common vowel teams. Decode regularly spelled two-syllable words with long vowels, decode words with common prefixes and suffixes. • Read on-level text with purpose and understanding. • Read on-level text orally with accuracy, appropriate rate and expression on successive readings • Use context to confirm or self-correct word recognition and understanding, rereading

	<p>as necessary.</p> <ul style="list-style-type: none"> • Select just-right books independently
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Strand: Writing

Students write in order to communicate with different audiences for a variety of purposes.

Curriculum Standards	Learner Outcomes
Students write a variety of text types for a variety of purposes	<ul style="list-style-type: none"> • Write opinion pieces and reflections (introduce the topic or book, state an opinion, supply reasons that support the opinion using linking words (e.g. because, and, also) to connect opinion and reasons and provide a concluding statement or section). • Write informative/explanatory pieces that convey ideas, concepts and information (Introduce a topic, use facts and definitions to develop points and provide a concluding statement). • Write narratives that recount a well elaborated event or short sequence of events, include details to describe actions, thoughts and feelings use temporal words to signal event order and provide a sense of closure.
Students will produce and distribute polished pieces of writing	<ul style="list-style-type: none"> • Focus on a topic and strengthen writing as needed by planning, revising and editing with guidance and support from adults and peers. • With guidance and support from adults, use a variety of digital tools to produce and publish writing. • Use technology to collaborate with others.
Students will demonstrate research skills	<ul style="list-style-type: none"> • Participate in shared research and writing projects. • Recall information from experiences. • Gather information from provided sources to answer a question. • Formulate questions.

Strand: Listening, Speaking and Viewing

Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

Curriculum Standards	Learner Outcomes
Students listen and speak to communicate and collaborate with others	<ul style="list-style-type: none">• Participate in collaborative conversations with diverse partners.• Ask for clarification and further explanation as needed about the topics under discussion.• Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.• Ask and answer questions about what a speaker say in order to clarify comprehension, gather additional information or deepen understanding of a topic or issue.
Students present knowledge and ideas to others	<ul style="list-style-type: none">• Tell a story or recount an experience with appropriate facts and relevant, descriptive details.• Speak audibly in coherent sentences.• Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas thoughts and feelings.• Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Strand: Language Foundations

Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.

Curriculum Standards	Learner Outcomes
Students understand and apply the conventions of English when writing and speaking	<ul style="list-style-type: none">• Use collective nouns.• Form and use frequently occurring irregular plural nouns.• Use reflexive pronouns (e.g. myself, ourselves).• Form and use the past tense of frequently occurring irregular verbs (e.g. sat, hid, told).• Use adjectives and adverbs and choose between them depending on what is to be modified.• Produce, expand and rearrange complete, simple and compound sentences.• Demonstrate command of conventions of standard English capitalization, punctuation, and spelling when writing (capitalization of holidays, product names, geographic names, use commas in greetings and closings of letters, use an apostrophe to form

	contractions and frequently occurring possessives, generalize learned spelling patterns
Students will acquire and use grade level appropriate and topic specific vocabulary	<ul style="list-style-type: none">• Use a variety of strategies to determine the meaning of words (sentence level context as a clue, applying knowledge of prefixes, root words, word relationships, meaning of individual words in relation to a compound word, use glossaries and beginning dictionaries).• Distinguish shades of meaning among closely related verbs (toss, throw, hurl) and closely related adjectives (think, slender, skinny).• Use words and phrases acquired through conversations and reading.

Grade Three Language Arts Curriculum

Strand: Reading Literature and Informational Texts

Students read a wide range of texts to build an understanding of the many dimensions of human experience.

Curriculum Standards	Learner Outcomes
Students comprehend key ideas and content	<ul style="list-style-type: none"> • Recount stories including fables, fairytales, folktales and myths from diverse cultures. (RL/RI) • Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (RL/RI) • Determine the main idea, theme, central message, lesson or moral and explain how it is conveyed through key details in the text. (RL/RI) • Describe characters, settings, problems, and solutions in a story. Describe how characters' (traits, motivations or feelings) actions contribute to the sequence of events. (RL) • Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause / effect. (RI) • Makes connections: text-to-self, text-to-text and text-to-world.
Students demonstrate an understanding of craft and structure	<ul style="list-style-type: none"> • Refer to parts of stories, dramas and poems when writing or speaking about a text using terms such as chapter, scene and stanza; describe how each successive part builds on earlier sections. (RL) • Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language, inferring and drawing conclusions. (RL / RI) • Distinguish their own point of view from that of the narrator or those of the characters (RL/RI) • Know and use text features and search tools (key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. (RL/RI)
Students integrate knowledge and ideas presented in diverse media/formats	<ul style="list-style-type: none"> • Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (create mood, emphasize aspects of character or setting). (RL) • Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters. (RL/RI) • Use information gained from illustrations (maps, photographs) and the words in a text to demonstrate understanding of the text (where, when, why and how key events occur). (RI)

	<ul style="list-style-type: none"> • Describe the logical connection between particular sentences and paragraphs in a text (comparison, cause/effect, first/second/third in sequence). (RI) • Compare and contrast the most important details presented in two texts on the same topic. (RI)
Students develop foundational reading, phonological awareness and print concepts	<ul style="list-style-type: none"> • Identify and know the meaning of most common prefixes and derivational suffixes (decode words with common Latin suffixes, multi-syllable words). • Read on-level text with purpose and understanding. • Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. • Chose just right level books independently.

Strand: Writing

Students write in order to communicate with different audiences for a variety of purposes.

Curriculum Standards	Learner Outcomes
Students write a variety of text types for a variety of purposes	<ul style="list-style-type: none"> • Write opinion pieces and reflection on topics or texts, supporting a point of view with reasons and information (Introduce a topic, state opinion, create organizational structure that lists reasons, provides reasons that support opinion, using linking words and phrases (e.g., therefore, sense, for example) to connect opinion and reasons, provide a conclusion related to the opinion). • Write informative/explanatory pieces that convey ideas, concepts and information (Introduce a topic, develop ideas using facts, definitions, and details, and quotations related to the topic, link ideas within categories of information using words and phrases (also, another, and, more, but), use precise language, provide a conclusion that is related to the ideas presented). • Write narratives that convey real or imaginative experiences (establish a situation and introduce the narrator and/or characters; organize an event sequence that unfolds naturally. Use dialogue and descriptions of actions, thoughts and feelings to develop experiences and events or show the response of characters to situations, use temporal words and phrases to signal event order, provide a sense of closure). • Write different forms of poetry including free verse, haiku, ode, and cinquains while using various features of poetry.
Students will produce and distribute polished pieces of writing	<ul style="list-style-type: none"> • Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach with support from teacher and peers. • With guidance and support from adults, use technology to produce and publish writing. • Use technology to collaborate with others.

Students will demonstrate research skills	<ul style="list-style-type: none"> • Conduct short research projects that build knowledge about a topic. • Recall information from experiences. • Gather relevant information from print and digital sources. • Take brief notes on sources. • Sort evidence into provided categories. • Ask, answer and formulate questions.
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Strand: Listening, Speaking and Viewing

Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

Curriculum Standards	Learner Outcomes
Students listen and speak to communicate and collaborate with others	<ul style="list-style-type: none"> • Engage effectively in a range of collaborative discussions. • Ask questions to check understanding of information presented, stay on topic, link comments to the remarks of others. • Explain their own ideas and understanding in light of the discussion. • Determine the main idea and supporting details of a text read aloud or information presented in diverse formats including visually, quantitatively, and orally. • Ask and answer questions about information from a speaker offering appropriate elaboration and detail.
Students present knowledge and ideas to others	<ul style="list-style-type: none"> • Report on a topic or text, tell a story or recount an experience with appropriate face and relevant, descriptive details. • Speak clearly at an understandable pace. • Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details. • Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Strand: Language Foundations

Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.

Curriculum Standards	Learner Outcomes
Students understand and apply the conventions of English when writing and speaking	<ul style="list-style-type: none">• Explain the function of nouns, pronouns, verbs, adjectives and adverbs in general and their functions in particular sentences.• Form and use irregular plural nouns.• Use abstract nouns (e.g. childhood).• Form and use regular and irregular verbs.• Form and use the simple verb tenses (I walked, I walk, I will walk).• Ensure subject-verb and pronoun antecedent agreement.• Form and use comparative and superlative adjectives and adverbs and choose between them depending on what is to be modified.• Use coordinating and subordinating conjunctions.• Use commas and quotation marks to direct speech and quotations from a text.• Produce simple, compound and complex sentences.• Demonstrate use of conventions (capitalize appropriate words in titles, use commas in addresses, use commas and quotation marks in dialogue, conventional spelling for high frequency words, spelling patterns, syllable patterns, consult reference materials).
Students will acquire and use grade level appropriate and topic specific vocabulary	<ul style="list-style-type: none">• Use a variety of strategies to determine the meaning of words (root words, glossaries, thesauri, beginning dictionaries, both print and digital sources to determine or clarify the meaning of the word).• Distinguish the literal and nonliteral meanings of words and phrases in context.• Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (knew, believed, suspected, heard, wondered).• Acquire and use grade appropriate conversational, general and domain specific words and phrases including those that signal spatial and temporal relationships (e.g. after dinner that night we went looking for them).

Grade Four Language Arts Curriculum

Strand: Reading Literature and Informational Texts

Students read a wide range of texts to build an understanding of the many dimensions of human experience.

Curriculum Standards	Learner Outcomes
Students comprehend key ideas and content	<ul style="list-style-type: none"> • Determine the main idea or theme of a text. (RL/RI) • Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text (RL/RI) • Summarize using key details from the text. (RL/RI) • Describe in depth the overall structure of events, ideas, points of view, concepts and information between texts. (Fiction – Character, setting, events, problem, solution; Non-fiction – events, procedures, ideas, concepts in historical, procedural and technical texts). (RL/RI)
Students demonstrate an understanding of craft and structure	<ul style="list-style-type: none"> • Explain the major differences between poems, drama and prose and refer to the structural elements of poems (verse, rhythm, meter) and drama (casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking. (RL) • Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in stories, myths, and traditional literature from different cultures. (RL / RI) • Compare and contrast the point of view from which different stories are narrated, including the difference between first and third person narrations. (RL/RI) • Describe the overall structure (e.g., chronology, comparison, cause / effect, problem/solution) of events, ideas, concepts or information in a text or part of a text. (RL/RI) • Use text features and search tools (key words, side bars, hyper links) to locate information relevant to a given topic effectively. (RI)
Students integrate knowledge and ideas presented in diverse media/formats	<ul style="list-style-type: none"> • Make connections between the text of a story or drama and a visual or oral presentation. (RL) • Compare and contrast the similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures. (RL/RI) • Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. (RI)

	<ul style="list-style-type: none"> • Explain how an author uses reasons and evidence to support particular points in a text. (RI) • Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. (RI)
Students develop foundational reading, phonological awareness and print concepts	<ul style="list-style-type: none"> • Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. • Read on-level text with purpose and understanding. • Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Strand: Writing

Students write in order to communicate with different audiences for a variety of purposes.

Curriculum Standards	Learner Outcomes
Students write a variety of text types for a variety of purposes	<ul style="list-style-type: none"> • Write opinion pieces on topics or texts, supporting a point of view with reasons and information (Introduce a topic, provide reasons, link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition), provide a conclusion related to the opinion). • Write informative/explanatory pieces that convey ideas, concepts and information (Introduce a topic, develop ideas using facts, definitions concrete details, and quotations related to the topic, link ideas within categories of information using words and phrases (another, for example, also, because), use precise language, provide a conclusion that is related to the ideas presented). • Write narratives that convey real or imaginative experiences (engage and orient the reader by establishing the situation (narrator, setting, characters, problem), use narrative techniques such as dialogue and description, use a variety of transitional words and phrases to manage the sequence, use concrete words, phrases and sensory details to convey experience and/ or events; provide a conclusion based on the narrated experiences or events).
Students will produce and distribute polished pieces of writing	<ul style="list-style-type: none"> • Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach with support from teacher and peers. • With some guidance and support from adults, use technology to produce and publish writing. • Use technology to collaborate with others.

Students will demonstrate research skills	<ul style="list-style-type: none"> • Conduct short research projects that build knowledge through investigation of different aspects of a topic. • Recall relevant information from experiences. • Gather relevant information from print and digital sources. • Take notes and categorize information. • Provide a list of sources.
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Strand: Listening, Speaking and Viewing

Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

Curriculum Standards	Learner Outcomes
Students listen and speak to communicate and collaborate with others	<ul style="list-style-type: none"> • Engage effectively in a range of collaborative discussions • Pose and respond to specific questions to clarify or follow up on information and make comments that contribute to the discussion and link to the remarks of others. • Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. • Paraphrase portions of a text read aloud or information presented visually and orally. • Identify the reasons and evidence a speaker provides to support particular points.
Students present knowledge and ideas to others	<ul style="list-style-type: none"> • Report on a topic or text, tell a story or recount an experience in an organized manner using appropriate facts and relevant descriptive details to support main ideas or themes. • Speak clearly at an understandable pace when reporting or presenting. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. • Differentiate between contexts that call for formal English and situations where informal discourse is appropriate.

Strand: Language Foundations

Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.

Curriculum Standards	Learner Outcomes
Students understand and apply the conventions of English when writing and speaking	<ul style="list-style-type: none">• Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).• Use modal auxiliaries (can, may, must) to convey various conditions.• Order adjectives within sentences according to conventional patterns (a small red bag rather than a red small bag).• Form and use prepositional phrases.• Produce complete sentences recognizing and correcting inappropriate fragments and run-ons.• Correctly use frequently confused words (to, too, two, there, their).• Use correct capitalization.• Use commas and quotation marks to direct speech and quotations from a text.• Use a comma before a coordinating conjunction in a compound sentence.• Spell grade-appropriate words correctly, consulting references as needed.
Students will acquire and use grade level appropriate and topic specific vocabulary	<ul style="list-style-type: none">• Use a variety of strategies to determine the meaning of words (definitions, examples, or restatements in text as a clue to the meaning of a word or phrase).• Explain the meaning of simple similes, metaphors (as pretty as a picture), common idioms, adages and proverbs in context..• Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).• Use grade level appropriate words and phrases in speaking and writing including those that signal precise actions, emotions or states of being (quizzed, whined, stammered) and that are basic to a particular topic.

Grade Five Language Arts Curriculum

Strand: Reading Literature and Informational Texts

Students read a wide range of texts to build an understanding of the many dimensions of human experience.

Curriculum Standards	Learner Outcomes
Students comprehend key ideas and content	<ul style="list-style-type: none">• Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic. (RL/RI)• Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (RL/RI)• Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (RL/RI)• Summarize using key details from the text. (RL/RI)• Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). (RL/RI)• Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. (RI)
Students demonstrate an understanding of craft and structure	<ul style="list-style-type: none">• Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. (RL/RI)• Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. (RL / RI)• Describe how a narrator or speaker's point of view influences how events are described. (RL/RI)• Compare and contrast the overall structure of events, ideas, points of view, concepts, or information in multiple texts. (RL/RI)• Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
Students integrate knowledge and ideas presented in diverse media/formats	<ul style="list-style-type: none">• Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (RL)• Compare and contrast stories in the same genre on their approaches to similar themes and topics. (RL/RI)• Draw on information from multiple print or digital sources, demonstrating the ability

	<p>to locate an answer to a question quickly or to solve a problem efficiently. (RI)</p> <ul style="list-style-type: none"> • Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). (RI) • Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (RI)
Students develop foundational reading, phonological awareness and print concepts	<ul style="list-style-type: none"> • Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. • Read on-level text with purpose and understanding. • Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Strand: Writing

Students write in order to communicate with different audiences for a variety of purposes.

Curriculum Standards	Learner Outcomes
Students write a variety of text types for a variety of purposes	<ul style="list-style-type: none"> • Write arguments or reflections to support opinions with clear reasons and relevant evidence (introduce a topic, provide logically ordered reasons, link opinion and reasons, provide a conclusion related to the opinion). • Write informative/explanatory pieces that convey ideas, concepts and information (Introduce a topic, develop ideas using facts, definitions concrete details, and quotations related to the topic, link ideas with transitional words and phrases, use precise language, provide a conclusion that is related to the ideas presented. • Write narratives that convey real or imaginative experiences (engage and orient the reader by establishing the situation (Setting, Characters, problem), organize an event sequence that unfolds naturally and logically; use narrative techniques such as dialogue and pacing; use a variety of concrete words, phrases and sensory details to convey experiences or events; provide a conclusion based on the narrated experiences or events.
Students will produce and distribute polished pieces of writing	<ul style="list-style-type: none"> • Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach with support from teacher and peers. • Use technology to produce and publish writing. • Use technology to collaborate with others.
Students will demonstrate research skills	<ul style="list-style-type: none"> • Conduct short research projects based on focused questions, demonstrating understanding of the subject under investigation.

	<ul style="list-style-type: none"> • Recall relevant information from experiences. • Gather relevant information from print and digital sources. • Summarize or paraphrase information in notes and finished work. • Provide a list of sources. • With guidance assess the credibility of sources of information.
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Strand: Listening, Speaking and Viewing

Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

Curriculum Standards	Learner Outcomes
Students listen and speak to communicate and collaborate with others	<ul style="list-style-type: none"> • Engage effectively in a range of collaborative discussions. • Ask and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. • Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. • Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. • Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
Students present knowledge and ideas to others	<ul style="list-style-type: none"> • Present and/or report information, findings, and supporting evidence in an organized format appropriate to task, purpose, and audience. • Speak clearly at an understandable pace when reporting or presenting. • Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. • Produce complete sentences when appropriate to task and situation.

Strand: Language Foundations

Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.

Curriculum Standards	Learner Outcomes
Students understand and apply the conventions of English when writing and speaking	<ul style="list-style-type: none">• Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.• Use verb tense to convey various times, sequences, states, and conditions (e.g., I had walked; I have walked; I will have walked).• Recognize and correct inappropriate shifts in verb tense.• Use correlative conjunctions (e.g., either/or, neither/nor).• Use punctuation to separate items in a series.• Use a comma to separate an introductory element from the rest of the sentence.• Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).• Use underlining, quotation marks, or italics to indicate titles of works.• Spell grade- appropriate words correctly, consulting references as needed.• Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.• Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
Students will acquire and use grade level appropriate and topic specific vocabulary	<ul style="list-style-type: none">• Use a variety of strategies to determine the meaning of words (context clues, cause and effect relationships, comparisons, roots, affixes and reference materials).• Recognize and explain the meaning of common idioms, adages, and proverbs.• Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.• Use grade level appropriate words and phrases in speaking and writing (e.g., however, although, nevertheless, similarly, moreover, in addition).

Grade Six Language Arts Curriculum

Strand: Reading Literature and Informational Texts

Students read a wide range of texts to build an understanding of the many dimensions of human experience.

Curriculum Standards	Learner Outcomes
Students comprehend key ideas and content	<ul style="list-style-type: none">• Determine a theme or central idea of a text and how it is conveyed through particular details. (PS)• Cite textual evidence to support what the text says explicitly as well as inferences drawn from the text.• Provide a summary of the text distinct from personal opinions.• Describe how the characters respond or change as the plot moves toward a resolution. (PS)• Explain how a key individual, event, or theme is introduced, illustrated, and developed in a text. (PS)
Students demonstrate an understanding of craft and structure	<ul style="list-style-type: none">• Describe how a particular story's or drama's plot unfolds in a series of episodes.• Analyze the impact of a specific word choice on meaning and tone.• Interpret figures of speech (simile, metaphor, personification, hyperbole). (PS)• Identify and describe the plot and/or text structure (PS)• Identify the point of view (first person, third person, etc...) of the narrator or speaker in a text. (PS)• Determine an author's point of view (perspective) or purpose in a text and explain how it is conveyed in the text.
Students integrate knowledge and ideas presented in diverse media/formats	<ul style="list-style-type: none">• Compare and contrast reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text.• Interpret information presented in different media to develop a coherent understanding of a topic or issue. (PS)• Compare and contrast one author's presentation of events with that of another (identifying bias) (PS)

Strand: Writing

Students write in order to communicate with different audiences for a variety of purposes.

Curriculum Standards	Learner Outcomes
Students write a variety of text types for a variety of purposes	<ul style="list-style-type: none">• Write arguments to support claims with clear reasons and relevant evidence (<i>Introduce claims; support claims with relevant evidence; use precise words and phrases; establish and maintain a consistent tone; provide a conclusion that follows from the argument presented</i>).• Write informative/explanatory pieces that convey ideas, concepts, and information (<i>Introduce a topic; develop ideas using relevant information and examples; use appropriate transitions to clarify the relationships among ideas; establish and maintain a consistent tone; use precise words and phrases; provide a conclusion that follows from the ideas presented</i>).• Write narratives that convey real or imagined experiences (PS)• (<i>Engage and orient the reader by introducing a narrator, setting, characters and context; organize an event sequence that unfolds naturally and logically; use narrative techniques such as dialogue and pacing; use a variety of transition words and phrases to move from one scene to another; use precise words, phrases and sensory details; provide a conclusion that follows from the narrated experiences</i>).
Students will produce and distribute polished pieces of writing	<ul style="list-style-type: none">• Develop and strengthen writing by planning, revising, and editing with support from teacher and peers. (PS)• Use technology to organize, produce and publish writing. (PS)• Use technology to collaborate with others on writing tasks. (PS)
Students will demonstrate research skills	<ul style="list-style-type: none">• Conduct short research projects. (PS)• Gather relevant information from multiple print and digital sources (PS) (<i>use search terms effectively; assess the credibility and accuracy of each source; quote or paraphrase the work of others while avoiding plagiarism and following a standard format for citation</i>).

Strand: Listening, Speaking and Viewing

Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

Curriculum Standards	Learner Outcomes
Students listen and speak to communicate and collaborate with others	<ul style="list-style-type: none"> Engage effectively in a range of collaborative discussions. (ATL) Interpret and evaluate information presented in diverse media and formats. (PS) Delineate a speaker's argument and specific claims, distinguishing claims that are supported from claims that are not.
Students present knowledge and ideas to others	<ul style="list-style-type: none"> Deliver presentations that are well prepared, and present information in a logical sequence, using pertinent details to support main ideas. (PS) Engage the audience by using appropriate eye contact, volume, pace, and clear pronunciation. (PS) Include multimedia components (e.g., graphics, images, music, sound) and appealing visual displays in presentations to clarify information. (PS) Speak in a manner that is appropriate to context and task, demonstrating command of formal English when appropriate.

Strand: Language Foundations

Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.

Curriculum Standards	Learner Outcomes
Students understand and apply the conventions of English when writing and speaking	<ul style="list-style-type: none"> Recognize and correct inappropriate use of pronouns (number, person, etc...)(PS) Distinguish between formal (conventional) and informal (familiar, colloquial) language. (PS) Use commas, parentheses, and dashes to set off parenthetical words or phrases. (PS) Use a comma to separate ideas (independent clauses, phrases, and coordinate nouns and adjectives) Vary sentence patterns for meaning, reader/listener interest, and style.
Students will acquire and use grade level appropriate and topic specific vocabulary	<ul style="list-style-type: none"> Determine the literal, figurative, and connotative meaning of words. Use a variety of strategies to determine the meaning of words (<i>context clues; knowledge of prefixes, affixes, roots; and reference material</i>) Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand the meaning of words. (PS)

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| | <ul style="list-style-type: none">• Distinguish among the connotations of words with similar denotations (e.g., stingy, scrimping, economical, unwasteful, thrifty). |
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Grade Seven Language Arts Curriculum

Strand: Reading Literature and Informational Texts

Students read a wide range of texts to build an understanding of the many dimensions of human experience.

Curriculum Standards	Learner Outcomes
Students comprehend key ideas and content	<ul style="list-style-type: none">• Determine a theme or central idea of a text and analyze its development over the course of the text (PS)• Cite textual evidence to support what the text says explicitly as well as inferences drawn from the text.• Provide an objective summary of the text. (PS)• Analyze how particular elements of a story or drama interact. (e.g., how setting shapes the characters or plot) (PS)• Trace the argument in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
Students demonstrate an understanding of craft and structure	<ul style="list-style-type: none">• Recognize rhymes and other repetitions of sounds (e.g., alliteration) in a specific verse or stanza of a poem or section of a story or drama. (PS)• Analyze the impact of a specific word choice on meaning and tone. (PS)• Analyze how a poem's style contributes to its meaning. (PS)• Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.• Analyze how an author develops and contrasts the point of view (perspectives) of different characters or narrators in a text.• Determine an author's point of view (perspective, message, opinion) or purpose (intention) in a text.(PS)
Students integrate knowledge and ideas presented in diverse media/formats	<ul style="list-style-type: none">• Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject. (PS)• Analyze how two or more authors writing about the same topic shape their arguments by emphasizing different evidence or interpretations of facts.

Strand: Writing

Students write in order to communicate with different audiences for a variety of purposes.

Curriculum Standards	Learner Outcomes
Students write a variety of text types for a variety of purposes	<ul style="list-style-type: none">• Write arguments to support claims with clear reasons and relevant evidence (<i>Introduce claims; support claims with relevant evidence; use precise words and phrases; establish and maintain a consistent tone; provide a conclusion that follows from the argument presented</i>).• Write informative/explanatory pieces that convey complex ideas and information clearly and accurately (PS) (<i>Introduce a topic; develop ideas using relevant information and examples; use appropriate transitions to clarify the relationships among ideas; establish and maintain a consistent tone; use precise words and phrases; provide a conclusion that follows from the ideas presented</i>),• Write narratives that convey real or imagined experiences• (<i>Engage and orient the reader by introducing a narrator, setting, characters and context; Organize an event sequence that unfolds naturally and logically; Use narrative techniques such as dialogue and pacing; Use a variety of transition words and phrases to move from one scene to another; use precise words, phrases; Provide a conclusion that follows from the narrated experiences</i>),
Students will produce and distribute polished pieces of writing	<ul style="list-style-type: none">• With some guidance and support from peers and adults, develop and strengthen writing by planning, revising, editing, and rewriting. (PS)• Use technology to organize, produce and publish writing, and cite sources. (PS)• Use technology to collaborate with others on writing tasks. (PS)
Students will demonstrate research skills	<ul style="list-style-type: none">• Conduct short research projects to answer a question. (PS)• Gather relevant information from multiple print and digital sources (<i>use search terms effectively; assess the credibility and accuracy of each source; quote or paraphrase the work of others while avoiding plagiarism and following a standard format for citation</i>).• Draw evidence from literary or informational texts to support analysis, reflection, and research. (PS)

Strand: Listening, Speaking and Viewing

Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

Curriculum Standards	Learner Outcomes
Students listen and speak to communicate and collaborate with others	<ul style="list-style-type: none">• Engage effectively in a range of collaborative discussions building on others' ideas and expressing their own clearly. (ATL)• Interpret and evaluate information presented in diverse media and formats.• Delineate a speaker's argument and specific claims, distinguishing claims that are supported by relevant and sufficient evidence from claims that are not.• Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. (PS)
Students present knowledge and ideas to others	<ul style="list-style-type: none">• Present claims and findings, in a focused, coherent manner with pertinent descriptions, facts, details, and examples. (PS)• Use appropriate eye contact, adequate volume, and clear pronunciation. (PS)• Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. (PS)• Speak in a manner that is appropriate to context and task, demonstrating command of formal English when appropriate. (PS)

Strand: Language Foundations

Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.

Curriculum Standards	Learner Outcomes
Students understand and apply the conventions of English when writing and speaking	<ul style="list-style-type: none">• Form and use verbs in the active and passive voice. (PS)• Differentiate between a subject and predicate. (PS)• Apply and follow verb tense and subject/pronoun agreement. (PS)
Students will acquire and use grade level appropriate and topic specific vocabulary	<ul style="list-style-type: none">• Determine the literal, figurative, and connotative meaning of words.• Use a variety of strategies to determine the meaning of <i>words (context clues; knowledge of prefixes, suffixes, roots; and reference materials)</i>. (PS)• Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.• Distinguish among the connotations of words with similar denotations (e.g., refined, respectful, polite, diplomatic, condescending). (PS)• Interpret figures of speech (simile, metaphor, idiom, hyperbole). (PS)

Grade Eight Language Arts Curriculum

Strand: Reading Literature and Informational Texts

Students read a wide range of texts to build an understanding of the many dimensions of human experience.

Curriculum Standards	Learner Outcomes
Students comprehend key ideas and content	<ul style="list-style-type: none">• Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters and plot.• Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (PS)• Provide an objective summary of the text.• Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. (PS)• Delineate the specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. (PS)
Students demonstrate an understanding of craft and structure	<ul style="list-style-type: none">• Analyze the impact of specific word choices on meaning and tone, including analogies or allusions.• Analyze a specific paragraph in a text and explain the role of particular sentences in developing or refining a key idea. (PS)• Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.• Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor. (PS)• Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. (PS)
Students integrate knowledge and ideas presented in diverse media/formats	<ul style="list-style-type: none">• Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors. (PS)• Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea. (PS)• Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. (PS)• Analyze how a work of fiction draws on themes, archetypes, or character types from

myths, traditional stories, or religious works (PS)

Strand: Writing

Students write in order to communicate with different audiences for a variety of purposes.

Curriculum Standards	Learner Outcomes
Students write a variety of text types for a variety of purposes	<ul style="list-style-type: none">• Write arguments to support claims with clear reasons and relevant evidence (PS) <i>(Introduce claims; Support claims with relevant evidence; Use precise words and phrases; Establish and maintain a consistent tone; Provide a conclusion that follows from the argument presented)</i>• Write informative/explanatory pieces that convey ideas, concepts and information <i>(Introduce a topic; Develop ideas using relevant information and examples; Use appropriate transitions to clarify the relationships among ideas; Establish and maintain a consistent tone; Use precise words and phrases; Provide a conclusion that follows from the ideas presented)</i>• Write narratives that convey real or imagined experiences• <i>(Engage and orient the reader by introducing a narrator, setting, characters and context; Organize an event sequence that unfolds naturally and logically; Use narrative techniques such as dialogue and pacing; Use a variety of transition words and phrases to move from one scene to another; Use precise words, phrases; Provide a conclusion that follows from the narrated experiences)</i>
Students will produce and distribute polished pieces of writing	<ul style="list-style-type: none">• With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, and rewriting. (PS)• Use technology to organize, produce and publish writing, and cite sources. (PS)• Use technology to collaborate with others on writing tasks. (PS)
Students will demonstrate research skills	<ul style="list-style-type: none">• Conduct short research projects to answer a self-generated question• Gather relevant information from multiple print and digital sources (PS) <i>(use search terms effectively; assess the credibility and accuracy of each source; quote or paraphrase the work of others while avoiding plagiarism and following a standard format for citation).</i>• Draw evidence from literary or informational texts to support analysis, reflection, and research. (PS)• Summarize, paraphrase and/or use direct quotations appropriately with citation in MLA format (PS)

Strand: Listening, Speaking and Viewing

Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

Curriculum Standards	Learner Outcomes
Students listen and speak to communicate and collaborate with others	<ul style="list-style-type: none">• Engage effectively in a range of collaborative discussions with diverse partners on topics, texts, and issues, building on others' ideas and expressing their own clearly (ATL)• Use appropriate eye contact, adequate volume, and clear pronunciation. (PS)• Analyze the purpose of information presented in diverse media and formats.• Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced (PS).
Students present knowledge and ideas to others	<ul style="list-style-type: none">• Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, valid reasoning, and well-chosen details. (PS)• Use appropriate eye contact, adequate volume, and clear pronunciation. (PS)• Integrate multimedia and appealing visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.• Speak in a manner that is appropriate to context and task, demonstrating command of formal English when appropriate. (PS)

Strand: Language Foundations

Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.

Curriculum Standards	Learner Outcomes
Students understand and apply the conventions of English when writing and speaking	<ul style="list-style-type: none">• Explain the function of phrases and clauses in general and their function in specific sentences. (PS)• Form and use verbs in a variety of tenses. (PS)• Use a consistent verb tense throughout a piece of writing (subject/verb; past/present). (PS)• Use punctuation (comma, ellipsis, dash) to indicate a pause or break. (PS)• Vary sentence patterns for meaning, reader/listener interest, and style. (PS)
Students will acquire and use grade level appropriate and topic specific vocabulary	<ul style="list-style-type: none">• Determine the literal, figurative, and connotative meaning of words. (PS)• Use a variety of strategies to determine the meaning of <i>words</i> (<i>context clues; knowledge of prefixes, suffixes, roots; reference materials</i>) (PS)• Use the relationship between particular words to better understand each of the words• Distinguish among the connotations (associations) of words with similar denotations• Interpret figures of speech (e.g. verbal irony, puns) in context. (PS)

High School Language Curriculum

Strand: Reading Literature

Students read a wide range of texts to build an understanding of the many dimensions of human experience.

Curriculum Standards	Learner Outcomes
Students comprehend key ideas and content	<ul style="list-style-type: none">• Read closely to determine what the text says explicitly and to make inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text<ul style="list-style-type: none">○ Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences from the text• Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas<ul style="list-style-type: none">○ Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details○ Provide an objective summary of the text• Analyze how and why individuals, events, and ideas develop and interact over the course of a text<ul style="list-style-type: none">○ Analyze how complex characters develop over the course of the text, interact with other characters, and advance the plot or develop the theme
Students demonstrate an understanding of craft and structure	<ul style="list-style-type: none">• Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone<ul style="list-style-type: none">○ Determine the meaning of words and phrases as they are used in text, including figurative and connotative meanings• Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g. a section, chapter, scene, or stanza) relate to each other and the whole<ul style="list-style-type: none">○ Analyze how an author's choices concerning how to structure a text, order events within it and manipulate time (e.g. pacing, flashbacks,) create such effects as mystery, tension or surprise• Assess how point of view or purpose shapes the content and style of a text<ul style="list-style-type: none">○ Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature

Strand: Reading Informational Texts

Students read a wide range of texts to build an understanding of the many dimensions of human experience.

Curriculum Standards	Learner Outcomes
Students comprehend key ideas and content	<ul style="list-style-type: none">• Read closely to determine what the text says explicitly and to make inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.<ul style="list-style-type: none">○ Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences from the text• Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.<ul style="list-style-type: none">○ Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details○ Provide an objective summary of the text
Students demonstrate an understanding of craft and structure	<ul style="list-style-type: none">• Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone<ul style="list-style-type: none">○ Determine the meaning of words and phrases as they are used in text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g. how the language of a court opinion differs from that of a newspaper)• Assess how point of view or purpose shapes the content and style of a text<ul style="list-style-type: none">○ Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose
Students integrate knowledge and ideas presented in diverse media/formats	<ul style="list-style-type: none">• Integrate and evaluate content presented in diverse formats and media, including print and digital resources<ul style="list-style-type: none">○ Analyze various accounts of a subject told in different mediums determining which details are emphasized in each account
Students vary the range of reading and level of text complexity	<ul style="list-style-type: none">• Read and comprehend complex literary and informational texts independently and proficiently<ul style="list-style-type: none">○ By the end of grade 9, read independently and proficiently and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range

Strand: Writing

Students write in order to communicate with different audiences for a variety of purposes.

Curriculum Standards	Learner Outcomes
Students write a variety of text types for a variety of purposes	<ul style="list-style-type: none">• Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.<ul style="list-style-type: none">○ Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence○ Develop claim(s) and counterclaims fairly supplying evidence of each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns○ Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and counterclaims○ Establish and maintain a formal style and objective tone while attending the norms and conventions of the discipline in which they are writing○ Provide a concluding statement or section that follows from and supports the argument presented• Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.<ul style="list-style-type: none">○ Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting○ Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic○ Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts○ Use precise language and domain-specific vocabulary to manage the complexity of the topic○ Establish and maintain a formal style and objective tone while attending the norms and conventions of the discipline in which they are writing○ Provide a concluding statement or section that follows from and supports the information or explanation presented• Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences

	<ul style="list-style-type: none"> ○ Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events ○ Use narrative techniques such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters ○ Use a variety of techniques to sequence events so that they build on one another to create a coherent whole ○ Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters ○ Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative
<p>Students will produce and distribute polished pieces of writing</p>	<ul style="list-style-type: none"> • Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience <ul style="list-style-type: none"> ○ Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience • Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach <ul style="list-style-type: none"> ○ Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience • Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others <ul style="list-style-type: none"> ○ Use technology, including the Internet, to produce, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically • Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation <ul style="list-style-type: none"> ○ Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation • Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism <ul style="list-style-type: none"> ○ Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each

	source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following standard format for citation
Students will demonstrate a range of writing	<ul style="list-style-type: none"> • Write routinely over extended time frames (times for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences <ul style="list-style-type: none"> ○ Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences

Strand: Listening and Speaking

Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

Curriculum Standards	Learner Outcomes
Students listen and speak to communicate and collaborate with others	<ul style="list-style-type: none"> • Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively <ul style="list-style-type: none"> ○ Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 9-10 topics, texts, and issues building on others' ideas and expressing their own clearly and persuasively ○ Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful well-reasoned exchange of ideas ○ Propel conversations by posing and responding to questions that relate the current discussions to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions ○ Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented • Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally <ul style="list-style-type: none"> ○ Integrate multiple sources of information presented in diverse media or

	<p>formats (e.g. visually, quantitatively, orally) evaluating the credibility and accuracy of each source</p> <ul style="list-style-type: none"> • Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric <ul style="list-style-type: none"> ○ Evaluate a speaker’s point of view, reasoning, and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence
Students present knowledge and ideas to others	<ul style="list-style-type: none"> • Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience <ul style="list-style-type: none"> ○ Present information, findings, and supporting evidence clearly and logically such that the listeners can follow the line of reasoning and organization, development, substance, and style are appropriate to purpose, audience, and task • Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations <ul style="list-style-type: none"> ○ Make strategic use of digital media (e.g. textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest • Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate

Strand: Language Foundations

Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.

Curriculum Standards	Learner Outcomes
Students understand and apply the conventions of English when writing and speaking	<ul style="list-style-type: none"> • Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing <ul style="list-style-type: none"> ○ Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. ○ Use colon to introduce a list or quotation ○ Spell correctly • Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening <ul style="list-style-type: none"> ○ Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type

<p>Students will acquire and use grade level appropriate and topic specific vocabulary</p>	<ul style="list-style-type: none">• Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials as appropriate<ul style="list-style-type: none">○ Use context as a clue to the meaning of a word or a phrase○ Identify and correctly use patterns of word changes that indicate different meanings or parts of speech○ Consult general and specialized reference materials both print and digital, to find the pronunciation of a word to determine or clarify its precise meaning, its part of speech, or its etymology○ Verify the preliminary determination of the meaning of a word or phrase• Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression<ul style="list-style-type: none">○ Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression
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High School Literature Curriculum

Strand: Reading Literature

Students read a wide range of texts to build an understanding of the many dimensions of human experience.

Curriculum Standards	Learner Outcomes
Students comprehend key ideas and content	<ul style="list-style-type: none">• Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.<ul style="list-style-type: none">○ Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences from the text• Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.<ul style="list-style-type: none">○ Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details○ Provide an objective summary of the text• Analyze how and why individuals, events, and ideas develop and interact over the course of a text
Students demonstrate an understanding of craft and structure	<ul style="list-style-type: none">• Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone<ul style="list-style-type: none">○ Determine the meaning of words and phrases as they are used in text, including figurative and connotative meanings○ Analyze the cumulative impact of specific word choices on meaning and tone• Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g. a section, chapter, scene, or stanza) relate to each other and the whole<ul style="list-style-type: none">○ Analyze how an author's choices concerning how to structure a text, order events within it and manipulate time (e.g. pacing, flashbacks,) create such effects as mystery, tension or surprise• Assess how point of view or purpose shapes the content and style of a text<ul style="list-style-type: none">○ Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature
Students integrate knowledge and ideas presented in diverse media/formats	<ul style="list-style-type: none">• Analyze how two or more texts address similar themes or topics in order to build knowledge to compare the approaches the author take

	<ul style="list-style-type: none"> ○ Analyze how an author draws on and transforms source material in specific work (e.g. how Shakespeare treats a theme or topic from Ovid or how a later author draws on Shakespeare)
Students vary the range of reading and level of text complexity	<ul style="list-style-type: none"> • Read and comprehend complex literary text independently and proficiently <ul style="list-style-type: none"> ○ By the end of grade 9, read independently and proficiently and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, drama, and poems at the high end of the grades 9-10 text complexity band.

Strand: Reading Informational Texts

Students read a wide range of texts to build an understanding of the many dimensions of human experience.

Curriculum Standards	Learner Outcomes
Students comprehend key ideas and content	<ul style="list-style-type: none"> • Read closely to determine what the text says explicitly and to make inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. • Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. <ul style="list-style-type: none"> ○ Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details ○ Provide an objective summary of the text • Analyze how and why individuals, events, and ideas develop and interact over the course of a text <ul style="list-style-type: none"> ○ Analyze how the author unfolds an analysis or series of events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them
Students demonstrate an understanding of craft and structure	<ul style="list-style-type: none"> • Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone <ul style="list-style-type: none"> ○ Determine the meaning of words and phrases as they are used in text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone • Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g. a section, chapter, scene, or stanza) relate to each other and

	<p>the whole</p> <ul style="list-style-type: none"> ○ Analyze in detail how an author’s ideas or claims are developed and refined by a particular sentences, paragraphs, or larger portions of a text • Assess how point of view or purpose shapes the content and style of a text <ul style="list-style-type: none"> ○ Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose
Students integrate knowledge and ideas presented in diverse media/formats	<ul style="list-style-type: none"> • Integrate and evaluate content presented in diverse formats and media, including print and digital resources <ul style="list-style-type: none"> ○ Analyze various accounts of a subject told in different mediums determining which details are emphasized in each account
Students vary the range of reading and level of text complexity	<ul style="list-style-type: none"> • Read and comprehend complex informational texts independently and proficiently <ul style="list-style-type: none"> ○ By the end of grade 9, read independently and proficiently and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, comprehend literary nonfiction at the high end of the grades 9-10 text complexity band.

Strand: Writing

Students write in order to communicate with different audiences for a variety of purposes.

Curriculum Standards	Learner Outcomes
Students write a variety of text types for a variety of purposes	<ul style="list-style-type: none"> • Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. <ul style="list-style-type: none"> ○ Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence ○ Develop claim(s) and counterclaims fairly supplying evidence of each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns ○ Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and counterclaims ○ Establish and maintain a formal style and objective tone while attending the norms and conventions of the discipline in which they are writing ○ Provide a concluding statement or section that follows from and supports the argument presented • Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and

	<p>analysis of content.</p> <ul style="list-style-type: none"> ○ Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting ○ Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic ○ Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts ○ Establish and maintain a formal style and objective tone while attending the norms and conventions of the discipline in which they are writing ○ Provide a concluding statement or section that follows from and supports the information or explanation presented <ul style="list-style-type: none"> • Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences <ul style="list-style-type: none"> ○ Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events ○ Use narrative techniques such as dialogue, pacing, description, reflection, reflection, and multiple plot lines, to develop experiences, events, and/or characters ○ Use a variety of techniques to sequence events so that they build on one another to create a coherent whole ○ Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters ○ Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative
<p>Students will produce and distribute polished pieces of writing</p>	<ul style="list-style-type: none"> • Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience • Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach <ul style="list-style-type: none"> ○ Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience • Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others

	<ul style="list-style-type: none"> ○ Use technology, including the Internet, to produce, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically • Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation <ul style="list-style-type: none"> ○ Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation • Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism <ul style="list-style-type: none"> ○ Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following standard format for citation
Students will demonstrate a range of writing	<ul style="list-style-type: none"> • Write routinely over extended time frames (times for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences

Strand: Listening and Speaking

Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

Curriculum Standards	Learner Outcomes
Students listen and speak to communicate and collaborate with others	<ul style="list-style-type: none"> • Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively <ul style="list-style-type: none"> ○ Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 9-10 topics, texts, and issues building on others’ ideas and expressing their own clearly and persuasively ○ Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful well-reasoned exchange of ideas

	<ul style="list-style-type: none"> ○ Work with peers to set rules for collegial discussions and decision-making ○ Propel conversations by posing and responding to questions that relate the current discussions to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions ○ Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented <ul style="list-style-type: none"> • Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric
Students present knowledge and ideas to others	<ul style="list-style-type: none"> • Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience <ul style="list-style-type: none"> ○ Present information, findings, and supporting evidence clearly and logically such that the listeners can follow the line of reasoning and organization, development, substance, and style are appropriate to purpose, audience, and task • Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate

Strand: Language Foundations

Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.

Curriculum Standards	Learner Outcomes
Students understand and apply the conventions of English when writing and speaking	<ul style="list-style-type: none"> • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking <ul style="list-style-type: none"> ○ Use parallel structure ○ Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations • Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing <ul style="list-style-type: none"> ○ Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. ○ Use colon to introduce a list or quotation

	<ul style="list-style-type: none"> ○ Spell correctly • Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening <ul style="list-style-type: none"> ○ Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type
<p>Students will acquire and use grade level appropriate and topic specific vocabulary</p>	<ul style="list-style-type: none"> • Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials as appropriate <ul style="list-style-type: none"> ○ Use context as a clue to the meaning of a word or a phrase ○ Identify and correctly use patterns of word changes that indicate different meanings or parts of speech ○ Consult general and specialized reference materials both print and digital, to find the pronunciation of a word to determine or clarify its precise meaning, its part of speech, or its etymology ○ Verify the preliminary determination of the meaning of a word or phrase • Demonstrate understanding of word relationships and nuances in word meanings <ul style="list-style-type: none"> ○ Interpret figures of speech in context and analyze their role in text ○ Analyze nuances in the meaning of words with similar denotations