
English Standards of Learning

for
Virginia
Public Schools



**Board of Education
Commonwealth of Virginia**

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English Standards of Learning

for Virginia Public Schools

**Adopted in January 2017 by the
Board of Education**

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Introduction

The goals of the *English Standards of Learning* are to teach students to read, write, research, and communicate. Students should be prepared to participate in society as literate citizens, equipped with the ability to think analytically, solve problems, communicate effectively, and collaborate with diverse groups in their communities, workplace, and postsecondary education. As students progress through the school years, they become active and involved learners and develop a full command of the English language, evidenced by their use of Standard English and their rich speaking and writing vocabularies.

Students become competent readers of a variety of texts and are encouraged to acquire a lifelong love of reading. In kindergarten through third grade, the primary goal is to teach all students to read fluently and to comprehend a variety of fiction and nonfiction selections that relate to all areas of the curriculum. In fourth through twelfth grades, students continue to acquire and refine strategies for comprehending and analyzing selections that encompass all literary genres, exemplify universal themes, and relate to all content areas. Students in high school become familiar with a wide variety of authors, nonfiction and fiction texts, and classic literary works.

Proficient use of the English language enables students to explore and articulate the complex issues and ideas encountered in public and personal life. By engaging in critical and creative thinking, students are able to solve problems and use language to further educational, career, and personal endeavors.

Organization of the English Standards of Learning

Standards for kindergarten through twelfth grade are organized in four related strands: Communication and Multimodal Literacies, Reading, Writing, and Research. Each grade level is preceded by an overview that describes the major concepts and skills that each student will be expected to understand and demonstrate. The vertically aligned standards reflect a comprehensive instructional program and document a progression of expected achievement in the development of skills.

In the Communication Strand, students learn to participate in classroom discussion and collaborate with diverse groups to achieve a common goal. In grades three through twelve, students learn to prepare, deliver, and critique oral presentations. In grades four through twelve the Communication strand includes a focus on experiencing and creating multimodal presentations. Students also analyze, develop and produce media messages. Students' home language and cultural literacies are the starting point for all language learning; competency in the use of Standard English is a goal for all students. Therefore, daily speaking opportunities, both formal and informal, are a part of every English curriculum.

Reading begins with an awareness of the concepts of print and the sounds and structure of oral and written language. Students in the primary grades acquire a strong foundation in phonological and phonemic awareness, phonics, vocabulary, fluency, and comprehension strategies. Students continue to study the structure of words and language and refine comprehension strategies throughout all grades. In middle school and high school, students further analyze what they read and make comparisons across a wide variety of fiction, nonfiction, and cross-curricular texts. Students encounter new information and deepen their learning through reading of nonfiction texts. Students' appreciation for literary texts is enhanced by interaction with a broad array of classic and contemporary literature, which engages the reading skills of students and invites them to develop an appreciation for the power and beauty of the written word.

From kindergarten through twelfth grade, students become increasingly aware of the structure of language and the writing process. Students have the opportunity to explore writing in multiple forms, including narrative, expository, reflective, and persuasive/argumentative. Proficiency in written communication is achieved through frequent opportunities to apply skills for a variety of purposes and audiences. Therefore, daily writing experiences are essential for all students.

Research skills are also developed across grade levels. In this strand, students first learn to create and investigate research questions and access information. Later, students evaluate the validity of sources, appropriately credit sources, and synthesize information into a research-based product. Research skills are the foundation of college and career readiness; by encouraging autonomous problem solving and the ability to critically evaluate and synthesize information, students are prepared to adapt to real world situations.

Although the strands are developed separately, they are expected to be seamlessly integrated in the classroom. Standards that incorporate rigor in English help students develop the expected performance competencies.

Proficiency in reading, writing, communication, and research skills allows students to learn and use knowledge to make meaningful connections between their lives and academic disciplines. Through the rigorous application of the *English Standards of Learning*, students become critical thinkers, effective contributors, and global citizens.

Kindergarten

The kindergarten student will be immersed in a text rich environment to develop communication skills, phonological awareness, print awareness, vocabulary, comprehension, and an appreciation for reading. The exposure to fiction and nonfiction texts will enable students to develop an awareness of reading materials as sources of information and enjoyment. The kindergarten student will expand both listening and speaking vocabularies. The student will recognize and print letters of the alphabet, use basic phonetic principles, identify story elements, and communicate ideas through pictures and writing. The student will be introduced to the research process by asking questions, which will be used to solve problems. Research in kindergarten prepares students for more formalized research in subsequent grades.

Communication and Multimodal Literacies

K.1 The student will build oral communication skills.

- a) Listen actively and speak using agreed-upon rules for discussion.
- b) Express ideas in complete sentences and express needs through direct requests.
- c) Initiate conversations.
- d) Follow implicit rules for conversation, including taking turns and staying on topic.
- e) Listen and speak in informal conversations with peers and adults.
- f) Discuss various texts and topics collaboratively and with partners.
- g) Use voice level, phrasing, and intonation appropriate for various language situations.
- h) Follow one- and two-step directions.
- i) Ask how and why questions to seek help, get information, or clarify information.
- j) Work respectfully with others.

K.2 The student will demonstrate growth in oral, early literacy skills.

- a) Listen and respond to a variety of text and media.
- b) Participate in a variety of oral language activities including choral and echo speaking and recitation.
- c) Tell stories orally.
- d) Participate in creative dramatics.

Reading

K.3 The student will orally identify, segment, and blend various phonemes to develop phonological and phonemic awareness.

- a) Begin to discriminate between spoken sentences, words, and syllables.
- b) Identify and produce words that rhyme.
- c) Blend and segment multisyllabic words at the syllable level.
- d) Blend and segment one-syllable words into phonemes including onset and rime.
- e) Identify words according to shared beginning and/or ending sounds.
- f) Blend sounds to make one-syllable words.
- g) Segment one-syllable words into individual phonemes.

K.4 The student will understand how print is organized and read.

- a) Hold print materials in the correct position.
- b) Identify the front cover, back cover, and title page of a book.
- c) Distinguish between print and pictures.
- d) Follow words from left to right and from top to bottom on a printed page.
- e) Match voice with print.

K.5 The student will demonstrate an understanding that print conveys meaning.

- a) Identify common signs and logos.
- b) Explain that printed materials provide information.
- c) Read and explain own writing and drawings.
- d) Read his/her name and commonly used high-frequency words.

K.6 The student will develop an understanding of basic phonetic principles.

- a) Identify and name the capital and lowercase letters of the alphabet.
- b) Match consonant, short vowel, and initial consonant digraph sounds to appropriate letters.
- c) Demonstrate a speech-to-print match through accurate finger-point reading in familiar text that includes words with more than one syllable.
- d) Identify initial consonant sounds in one-syllable words.
- e) Identify final consonant sounds in one-syllable words.

K.7 The student will expand vocabulary and use of word meanings.

- a) Discuss meanings of words.
- b) Increase vocabulary by listening to a variety of texts read aloud.
- c) Use vocabulary from other content areas.
- d) Ask about words not understood.
- e) Use number words.
- f) Use nouns to identify and name people, places, and things.
- g) Use adjectives to describe location, size, color, and shape.
- h) Use verbs to identify actions.

K.8 The student will demonstrate comprehension of fictional texts.

- a) Identify the role of an author and an illustrator.
- b) Relate previous experiences to what is read.
- c) Use pictures to make predictions.
- d) Ask and answer questions about what is read.
- e) Use story elements of characters, settings, and events to retell stories sequentially using beginning, middle, and end.

K.9 The student will demonstrate comprehension of nonfiction texts.

- a) Use pictures to identify topic and make predictions.
- b) Identify text features specific to the topic, such as titles, headings, and pictures.
- c) Ask and answer questions about what is read.

Writing

K.10 The student will print in manuscript.

- a) Print capital and lowercase letters of the alphabet independently.
- b) Print his/her first and last names.

K.11 The student will write in a variety of forms to include narrative and descriptive.

- a) Differentiate pictures from writing.
- b) Use prewriting activities to generate ideas including drawing pictures.
- c) Use letters to phonetically spell words that describe pictures or experiences.
- d) Write left to right and top to bottom.
- e) Compose simple sentences.
- f) Begin each sentence with a capital letter and use ending punctuation.
- g) Share writing with others.

Research

K.12 The student will conduct research to answer questions or solve problems using available resources.

- a) Generate topics of interest.
- b) Generate questions to gather information.
- c) Identify pictures, texts, or people as sources of information.
- d) Find information from provided sources.

Grade One

Developing literacy skills is a priority in the first grade. The student will be immersed in a text -rich environment to develop communication skills, phonological awareness, phonetic skills, vocabulary, comprehension, and use reading materials as sources of information and enjoyment. The student will use listening and speaking skills to participate in classroom discussions. The student will use a variety of strategies to read new words and will read familiar selections with fluency, accuracy, and expression. The student will continue to develop an understanding of fiction and nonfiction texts. The student will increase vocabulary and comprehension strategies by cross-content reading with emphasis on materials in mathematics, science, and history and social science. The student will write in a variety of forms to communicate ideas. The student will continue to research to answer questions and solve problems by using available resources.

Communication and Multimodal Literacies

- 1.1 The student will develop oral communication skills.
 - a) Listen actively and speak using agreed-upon rules for discussion.
 - b) Initiate conversation with peers and adults.
 - c) Adapt or change oral language to fit the situation.
 - d) Use appropriate voice level, phrasing, and intonation.
 - e) Participate in collaborative and partner discussions about various texts and topics.
 - f) Follow rules for conversation using appropriate voice level in small-group settings.
 - g) Ask and respond to questions to seek help, get information, or clarify information.
 - h) Restate and follow simple two-step oral directions.
 - i) Give simple two-step oral directions.
 - j) Express ideas orally in complete sentences.
 - k) Work respectfully with others.
 - l) Increase listening and speaking vocabularies.
- 1.2 The student will demonstrate growth in oral early literacy skills.
 - a) Listen and respond to a variety of print and media materials.
 - b) Tell and retell stories and events in sequential order.
 - c) Participate in a variety of oral language activities, including choral speaking and recitation.
 - d) Participate in creative dramatics.

Reading

- 1.3 The student will orally identify, produce, and manipulate various phonemes within words to develop phonological and phonemic awareness.
 - a) Create rhyming words.
 - b) Count phonemes (sounds) in one-syllable words.
 - c) Blend sounds to make one-syllable words.
 - d) Segment one-syllable words into individual phonemes.
 - e) Add or delete phonemes to make new words.
 - f) Blend and segment multisyllabic words at the syllable level.

- 1.4 The student will apply knowledge of how print is organized and read.
- Read from left to right and from top to bottom.
 - Match spoken words with print.
 - Identify letters, words, sentences, and ending punctuation.
- 1.5 The student will apply phonetic principles to read and spell.
- Use initial and final consonants to decode and spell one- syllable words.
 - Use two-letter consonant blends to decode and spell one-syllable words.
 - Use consonant digraphs to decode and spell one-syllable words.
 - Use short vowel sounds to decode and spell one-syllable words.
 - Blend initial, medial, and final sounds to recognize and read words.
 - Use word patterns to decode unfamiliar words.
 - Read and spell simple two-syllable compound words.
 - Read and spell commonly used sight words.
- 1.6 The student will use semantic clues and syntax for support when reading.
- Use words, phrases, and sentences.
 - Use titles and pictures.
 - Use information in the story to read words.
 - Use knowledge of sentence structure.
 - Reread and self-correct.
- 1.7 The student will expand vocabulary and use of word meanings.
- Discuss meanings of words in context.
 - Develop vocabulary by listening to and reading a variety of texts.
 - Ask for the meaning of unknown words and make connections to familiar words.
 - Use text clues such as words or pictures to discern meanings of unknown words.
 - Use vocabulary from other content areas.
 - Use singular and plural nouns.
 - Use adjectives to describe nouns.
 - Use verbs to identify actions.
- 1.8 The student will use simple reference materials.
- Use knowledge of alphabetical order by first letter.
 - Use a picture dictionary to find meanings of unfamiliar words.
- 1.9 The student will read and demonstrate comprehension of a variety of fictional texts.
- Preview the selection.
 - Set a purpose for reading.
 - Relate previous experiences to what is read.
 - Make and confirm predictions.
 - Ask and answer who, what, when, where, why, and how questions about what is read.
 - Identify characters, setting, and important events.
 - Retell stories and events, using beginning, middle, and end in a sequential order.
 - Identify theme.
 - Read and reread familiar stories and poems with fluency, accuracy, and meaningful expression.

- 1.10 The student will read and demonstrate comprehension of a variety of nonfiction texts.
- a) Preview the selection.
 - b) Use prior and background knowledge as context for new learning.
 - c) Set a purpose for reading.
 - d) Identify text features such as pictures, headings, charts, and captions.
 - e) Make and confirm predictions.
 - f) Ask and answer who, what, where, when, why, and how questions about what is read.
 - g) Identify the main idea.
 - h) Read and reread familiar texts with fluency, accuracy, and meaningful expression.

Writing

- 1.11 The student will print legibly in manuscript.
- a) Form letters accurately.
 - b) Space words within sentences.
- 1.12 The student will write in a variety of forms to include narrative, descriptive, and opinion.
- a) Identify audience and purpose.
 - b) Use prewriting activities to generate ideas.
 - c) Focus on one topic.
 - d) Organize writing to suit purpose.
 - e) Revise by adding descriptive words when writing about people, place, things, and events.
 - f) Write to express an opinion and give a reason.
 - g) Use letters to phonetically spell words.
 - h) Share writing with others.
- 1.13 The student will edit writing for capitalization, punctuation, and spelling.
- a) Use complete sentences.
 - b) Begin each sentence with a capital letter and use ending punctuation.
 - c) Use correct spelling for commonly used sight words and phonetically regular words.

Research

- 1.14 The student will conduct research to answer questions or solve problems using available resources.
- a) Generate topics of interest.
 - b) Generate questions to gather information.
 - c) Identify pictures, texts, or people as sources of information.
 - d) Find information from provided sources.
 - e) Record information.

Grade Two

Developing literacy skills continues to be a priority in the second grade. The student will be immersed in an environment filled with fiction and nonfiction texts, which relate to all content areas and personal interests. The student will expand vocabulary by speaking and listening effectively in classroom discussions, use a combination of strategies when reading, and read familiar selections with fluency, accuracy, and expression. The student will demonstrate comprehension skills by identifying main ideas, making and confirming predictions, questioning, summarizing, and drawing conclusions. Students will begin to make the transition to cursive handwriting. The student will understand writing as a process and will write in a variety of forms. The student will research using available resources to complete a research product.

Communication and Multimodal Literacies

2.1 The student will use oral communication skills.

- a) Listen actively and speak using appropriate discussion rules.
- b) Use oral language for different purposes: to inform, persuade, entertain, clarify, and respond.
- c) Speak audibly with appropriate voice level, phrasing, and intonation.
- d) Share information orally with appropriate facts and relevant details.
- e) Use increasingly complex sentence structures in oral communication.
- f) Begin to self-correct errors in language use.
- g) Participate as a contributor and leader in collaborative and partner discussions.
- h) Ask and answer questions to seek help, get information, or clarify information.
- i) Retell information shared by others.
- j) Restate and follow multi-step directions.
- k) Give multi-step directions.
- l) Work respectfully with others and show value for individual contributions.
- m) Create a simple presentation using multimodal tools.

2.2 The student will demonstrate an understanding of oral early literacy skills.

- a) Create oral stories to share with others.
- b) Create and participate in oral dramatic activities.
- c) Participate in a variety of oral language activities, including choral speaking and recitation.

Reading

2.3 The student will orally identify, produce, and manipulate various phonemes within words to develop phonemic awareness.

- a) Count phonemes within one-syllable words.
- b) Blend sounds to make one-syllable words.
- c) Segment one-syllable words into phonemes.
- d) Add or delete phonemes to make words.
- e) Blend and segment multisyllabic words at the syllable level.

- 2.4 The student will use phonetic strategies when reading and spelling.
- Use knowledge of consonants, consonant blends, and consonant digraphs to decode and spell words.
 - Use knowledge of short, long, and r-controlled vowel patterns to decode and spell words.
 - Decode regular multisyllabic words.
 - Apply decoding strategies to confirm or correct while reading.
- 2.5 The student will use semantic clues and syntax to expand vocabulary when reading.
- Use information and context clues in the story to read words.
 - Use knowledge of sentence structure to determine the meaning of unknown words.
- 2.6 The student will expand vocabulary and use of word meanings.
- Use knowledge of homophones.
 - Use knowledge of prefixes and suffixes.
 - Use knowledge of antonyms and synonyms.
 - Discuss meanings of words and develop vocabulary by listening to and reading a variety of texts.
 - Use word-reference materials including dictionaries, glossaries and indices.
 - Use vocabulary from other content areas.
- 2.7 The student will read and demonstrate comprehension of fictional texts.
- Make and confirm predictions.
 - Connect previous experiences to new texts.
 - Ask and answer questions using the text for support.
 - Describe characters, setting, and plot events in fiction and poetry.
 - Identify the conflict and resolution.
 - Identify the theme.
 - Summarize stories and events with beginning, middle, and end in the correct sequence.
 - Draw conclusions based on the text.
 - Read and reread familiar stories and poems with fluency, accuracy, and meaningful expression.
- 2.8 The student will read and demonstrate comprehension of nonfiction texts.
- Preview the selection using text features including table of contents, headings, pictures, captions, and maps.
 - Make and confirm predictions.
 - Use prior and background knowledge as context for new learning.
 - Set purpose for reading.
 - Ask and answer questions using the text as support.
 - Identify the main idea.
 - Draw conclusions based on the text.
 - Read and reread familiar texts with fluency, accuracy, and meaningful expression.

Writing

- 2.9 The student will maintain legible printing and begin to make the transition to cursive.
- Begin to write capital and lowercase letters of the alphabet.
 - Begin to sign his/her first and last names.
- 2.10 The student will write in a variety of forms to include narrative, descriptive, opinion, and expository.
- Understand writing as a process.
 - Identify audience and purpose.
 - Use prewriting strategies to generate ideas before writing.
 - Use strategies for organization according to the type of writing.
 - Organize writing to include a beginning, middle, and end.
 - Write facts about a subject to support a main idea.
 - Write to express an opinion and provide a reason for support.
 - Expand writing to include descriptive detail.
 - Revise writing for clarity.
- 2.11 The student will edit writing for capitalization, punctuation, spelling and Standard English.
- Recognize and use complete sentences.
 - Use and punctuate declarative, interrogative, and exclamatory sentences.
 - Capitalize all proper nouns and the word I.
 - Use singular and plural nouns and pronouns.
 - Use apostrophes in contractions and possessives.
 - Use contractions and singular possessives.
 - Use knowledge of simple abbreviations.
 - Use correct spelling for commonly used sight words, including compound words and regular plurals.
 - Use commas in salutation and closing of a letter.
 - Use past and present verbs.
 - Use adjectives correctly.

Research

- 2.12 The student will conduct research by using available resources to gather information and answer questions to complete a research product.
- Generate topics of interest.
 - Generate questions to gather information.
 - Identify pictures, texts, people, or media as sources of information.
 - Find information from provided sources.
 - Organize information in writing or a visual display.
 - Describe difference between plagiarism and using own words.

Grade Three

Developing literacy skills continues to be a priority in the third grade. Students will expand their vocabularies while reading by using word analysis skills. Emphasis is on reading texts with fluency, accuracy, and meaningful expression. The student will read a variety of fiction and nonfiction texts, which relate to all content areas and personal interests. The student will use effective communication skills to participate in collaborative activities and will give oral presentations. Students will continue to use comprehension strategies to compare and contrast story elements and differentiate between fiction and nonfiction. The student will use the writing process to plan, draft, revise, and edit writing in a variety of forms. The student also will write legibly in cursive. Students will continue to identify and use appropriate resources to complete a research product. Students will understand plagiarism and will report information using their own words.

Communication and Multimodal Literacies

- 3.1 The student will use effective communication skills in a variety of settings.
 - a) Use active listening strategies including but not limited to making eye contact, facing the speaker, asking questions, and summarizing.
 - b) Present accurate directions to individuals and small groups.
 - c) Ask and respond to questions from teachers and other group members.
 - d) Orally summarize information expressing ideas clearly.
 - e) Use language appropriate for context and audience.
 - f) Increase listening and speaking vocabularies.
 - g) Participate in collaborative discussions.
 - h) Work respectfully with others in pairs, diverse groups, and whole class settings.
- 3.2 The student will give oral presentations.
 - a) Speak clearly using appropriate volume.
 - b) Speak at an understandable rate.
 - c) Make eye contact with the audience.
 - d) Organize ideas sequentially or around major points of information using appropriate facts and relevant details.
 - e) Use contextually appropriate language and specific vocabulary to communicate ideas.
 - f) Use multimodal tools to create presentations and enhance communication.

Reading

- 3.3 The student will apply word-analysis skills when reading.
 - a) Use knowledge of regular and irregular vowel patterns.
 - b) Decode regular multisyllabic words.
- 3.4 The student will expand vocabulary when reading.
 - a) Use knowledge of homophones.
 - b) Use knowledge of roots, affixes, synonyms, and antonyms to determine the meaning of new words.
 - c) Apply meaning clues, language structure, and phonetic strategies to determine the meaning of new words.
 - d) Use context to clarify meaning of unfamiliar words.
 - e) Discuss meanings of words and develop vocabulary by listening to and reading a variety of texts.
 - f) Use vocabulary from other content areas.
 - g) Use word-reference resources including the glossary, dictionary, and thesaurus.

3.5 The student will read and demonstrate comprehension of fictional texts, literary nonfiction, and poetry.

- a) Set a purpose for reading.
- b) Make connections between reading selections.
- c) Make, confirm, and revise predictions.
- d) Compare and contrast settings, characters, and plot events.
- e) Summarize plot events.
- f) Identify the narrator of a story.
- g) Ask and answer questions about what is read.
- h) Draw conclusions using the text for support.
- i) Identify the conflict and resolution.
- j) Identify the theme.
- k) Use reading strategies to monitor comprehension throughout the reading process.
- l) Differentiate between fiction and nonfiction.
- m) Read with fluency, accuracy, and meaningful expression.

3.6 The student will read and demonstrate comprehension of nonfiction texts.

- a) Identify the author's purpose.
- b) Use prior and background knowledge as context for new learning.
- c) Preview and use text features including table of contents, headings, pictures, captions, maps, indices, and charts.
- d) Ask and answer questions about what is read using the text for support.
- e) Draw conclusions using the text for support.
- f) Summarize information found in nonfiction texts.
- g) Identify the main idea.
- h) Identify supporting details.
- i) Use reading strategies to monitor comprehension throughout the reading process.
- j) Read with fluency, accuracy, and meaningful expression.

Writing

3.7 The student will write legibly in cursive.

- a) Write capital and lowercase letters of the alphabet.
- b) Sign his/her first and last names.

3.8 The student will write in a variety of forms to include narrative, descriptive, opinion, and expository.

- a) Engage in writing as a process.
- b) Identify audience and purpose.
- c) Use a variety of prewriting strategies.
- d) Use organizational strategies to structure writing according to type.
- e) Write a clear topic sentence focusing on main idea.
- f) Elaborate writing by including supporting details.
- g) Use transition words to vary sentence structure.
- h) Express an opinion about a topic and provide fact-based reasons for support.
- i) Write a well-developed paragraph focusing on the main idea.
- j) Revise writing for clarity of content using specific vocabulary and information.

3.9 The student will edit writing for capitalization, punctuation, spelling, and Standard English.

- a) Use complete sentences.
- b) Use the word I in compound subjects.
- c) Use past and present verb tense.
- d) Use adjectives correctly.
- e) Use singular possessives.
- f) Use commas in a simple series.
- g) Use simple abbreviations.
- h) Use apostrophes in contractions with pronouns and in possessives.
- i) Use the articles a, an, and the correctly.
- j) Use correct spelling including irregular plurals.
- k) Indicate paragraphing by indenting or skipping a line.

Research

3.10 The student will demonstrate comprehension of information resources to research a topic and complete a research product.

- a) Construct questions about the topic.
- b) Access appropriate resources.
- c) Collect and organize information about the topic.
- d) Evaluate the relevance of the information.
- e) Avoid plagiarism and use own words.
- f) Demonstrate ethical use of the Internet.

Grade Four

In fourth grade, there is an increased emphasis on reading comprehension by comparing fiction and nonfiction texts, identifying cause and effect relationships, and differentiating between fact and opinion. The student will expand vocabulary using knowledge of roots, affixes, synonyms, antonyms, and homophones. The student will continue to increase communication and collaboration skills by working in diverse teams as both a facilitator and a contributor. Students will deliver multimodal presentations and begin to examine media messages. The student will demonstrate comprehension of the research process by evaluating the relevance and reliability of information collected to create a research product. Additionally students will continue to understand the difference between plagiarism and using his/her own words.

Communication and Multimodal Literacies

- 4.1 The student will use effective oral communication skills in a variety of settings.
 - a) Listen actively and speak using appropriate discussion rules.
 - b) Contribute to group discussions across content areas.
 - c) Orally summarize information expressing ideas clearly.
 - d) Ask specific questions to gather ideas and opinions from others.
 - e) Use evidence to support opinions and conclusions.
 - f) Connect comments to the remarks of others.
 - g) Use specific vocabulary to communicate ideas.
 - h) Demonstrate the ability to collaborate with diverse teams, while sharing responsibility for the work.
 - i) Work respectfully with others, and show value for individual contributions.
- 4.2 The student will create and deliver multimodal, interactive presentations.
 - a) Locate, organize, and analyze information from a variety of multimodal texts.
 - b) Speak audibly with appropriate pacing.
 - c) Use language and style appropriate to the audience, topic, and purpose.
 - d) Make eye contact with the audience.
 - e) Ask and answer questions to gather or clarify information presented orally.
- 4.3 The student will learn how media messages are constructed and for what purposes.
 - a) Differentiate between auditory, visual, and written media messages and their purposes.
 - b) Compare and contrast how ideas and topics are depicted in a variety of media and formats.

Reading

- 4.4 The student will expand vocabulary when reading.
 - a) Use context to clarify meanings of unfamiliar words.
 - b) Use knowledge of roots, affixes, synonyms, antonyms, and homophones to determine the meaning of new words.
 - c) Use word-reference materials.
 - d) Use vocabulary from other content areas.
 - e) Develop and use general and specialized vocabulary through speaking, listening, reading, and writing.

- 4.5 The student will read and demonstrate comprehension of fictional texts, literary nonfiction texts, and poetry.
- a) Describe how the choice of language, setting, and characters contributes to the development of plot.
 - b) Identify the theme(s).
 - c) Summarize events in the plot.
 - d) Identify genres.
 - e) Identify the narrator of a story and the speaker of a poem.
 - f) Identify the conflict and resolution.
 - g) Identify sensory words.
 - h) Draw conclusions/make inferences about text using the text as support.
 - i) Compare/contrast details in literary and informational nonfiction texts.
 - j) Identify cause and effect relationships.
 - k) Use reading strategies throughout the reading process to monitor comprehension.
 - l) Read with fluency, accuracy, and meaningful expression.
- 4.6 The student will read and demonstrate comprehension of nonfiction texts.
- a) Use text features such as type, headings, and graphics, to predict and categorize information.
 - b) Explain the author's purpose.
 - c) Identify the main idea.
 - d) Summarize supporting details.
 - e) Draw conclusions and make inferences using textual information as support.
 - f) Distinguish between cause and effect.
 - g) Distinguish between fact and opinion.
 - h) Use reading strategies throughout the reading process to monitor comprehension.
 - i) Read with fluency, accuracy, and meaningful expression.

Writing

- 4.7 The student will write in a variety of forms to include narrative, descriptive, opinion, and expository.
- a) Engage in writing as a process.
 - b) Select audience and purpose.
 - c) Narrow the topic.
 - d) Use a variety of prewriting strategies.
 - e) Recognize different forms of writing have different patterns of organization.
 - f) Organize writing to convey a central idea.
 - g) Write a clear topic sentence focusing on the main idea.
 - h) Write related paragraphs on the same topic.
 - i) Elaborate writing by including details to support the purpose.
 - j) Express an opinion about a topic and provide fact-based reasons for support.
 - k) Use transition words and prepositional phrases for sentence variety.
 - l) Utilize elements of style, including word choice and sentence variation.
 - m) Revise writing for clarity of content using specific vocabulary and information.

4.8 The student will self- and peer-edit writing for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English.

- a) Use subject-verb agreement.
- b) Eliminate double negatives.
- c) Use noun-pronoun agreement.
- d) Use commas in series, dates, and addresses.
- e) Correctly use adjectives and adverbs.
- f) Use quotation marks with dialogue.
- g) Use correct spelling including common homophones.
- h) Use singular possessives.

Research

4.9 The student will demonstrate comprehension of information resources to create a research product.

- a) Construct questions about a topic.
- b) Collect and organize information from multiple resources.
- c) Evaluate the relevance and reliability of information.
- d) Give credit to sources used in research.
- e) Avoid plagiarism and use own words.
- f) Demonstrate ethical use of the Internet.

Grade Five

In fifth grade, there is an emphasis on reading comprehension by comparing fiction and nonfiction texts. In fiction texts, students will explain plot development and conflict resolution and differentiate between first and third person points of view. Fifth grade students will have an increased emphasis on nonfiction reading by identifying authors' organizational patterns, and using the text to support opinions and conclusions. The student will continue to expand vocabulary using knowledge of roots, affixes, synonyms, antonyms, and homophones. Students will use the writing process to write in a variety of forms including narrative, descriptive, expository, and persuasive. Students will demonstrate the ability to collaborate with diverse teams working respectfully with others, using active listening skills, and showing value for individual contributions. Students will deliver multimodal presentations and compare/contrast a variety of techniques used in media messages. The student will demonstrate comprehension of the research process by evaluating the relevance, reliability, and credibility of information collected to create a research product. The student will define the meaning and consequences of plagiarism.

Communication and Multimodal Literacies

- 5.1 The student will use effective oral communication skills in a variety of settings.
 - a) Listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues.
 - b) Participate in and contribute to discussions across content areas.
 - c) Summarize information gathered in group activities.
 - d) Orally express ideas clearly in pairs, diverse groups, and whole class settings.
 - e) Use evidence to support opinions and conclusions.
 - f) Summarize the main points a speaker makes, and connect comments to the remarks of others.
 - g) Demonstrate the ability to collaborate with diverse teams, while sharing responsibility for the work.
 - h) Work respectfully with others and show value for individual contributions.
- 5.2 The student will create multimodal presentations that effectively communicate ideas.
 - a) Effectively use verbal and nonverbal communication skills to plan and deliver collaborative and individual, formal and informal interactive presentations.
 - b) Maintain eye contact with listeners.
 - c) Organize content sequentially around major ideas.
 - d) Use language and style appropriate to the audience, topic, and purpose.
 - e) Ask and answer questions to gather or clarify information presented orally.
- 5.3 The student will learn how media messages are constructed and for what purposes.
 - a) Identify the purpose and audience of auditory, visual, and written media messages.
 - b) Identify the characteristics and effectiveness of a variety of media messages.
 - c) Compare and contrast techniques used in a variety of media messages.

Reading

5.4 The student will expand vocabulary when reading.

- a) Use context to clarify meaning of unfamiliar words and phrases.
- b) Use context and sentence structure to determine meanings and differentiate among multiple meanings of words.
- c) Use knowledge of roots, affixes, synonyms, antonyms, and homophones to determine the meaning of new words.
- d) Identify an author's use of figurative language.
- e) Use word-reference materials.
- f) Develop and use general and specialized content area vocabulary through speaking, listening, reading, and writing.

5.5 The student will read and demonstrate comprehension of fictional texts, literary nonfiction, and poetry.

- a) Summarize plot events using details from text.
- b) Discuss the impact of setting on plot development.
- c) Describe character development.
- d) Identify theme(s).
- e) Explain the resolution of conflict(s).
- f) Identify genres.
- g) Differentiate between first and third person point-of-view.
- h) Differentiate between free verse and rhymed poetry.
- i) Explain how an author's choice of vocabulary contributes to the author's style.
- j) Draw conclusions and make inferences with support from the text.
- k) Identify cause and effect relationships.
- l) Compare/contrast details in literary and informational nonfiction texts.
- m) Use reading strategies throughout the reading process to monitor comprehension.

5.6 The student will read and demonstrate comprehension of nonfiction texts.

- a) Use text features such as type, headings, and graphics, to predict and categorize information.
- b) Skim materials to develop a general overview of content and to locate specific information.
- c) Identify the main idea.
- d) Summarize supporting details.
- e) Identify organizational pattern(s).
- f) Identify transitional words and phrases that signal an author's organizational pattern.
- g) Locate information from the text to support opinions, inferences, and conclusions.
- h) Identify cause and effect relationships.
- i) Differentiate between fact and opinion.
- j) Compare and contrast details and ideas within and between texts.
- k) Use reading strategies throughout the reading process to monitor comprehension.

Writing

5.7 The student will write in a variety of forms to include narrative, descriptive, expository, and persuasive.

- a) Engage in writing as a process.
- b) Select audience and purpose.
- c) Use a variety of prewriting strategies.
- d) Introduce and develop a topic, incorporating evidence and supporting details.
- e) Organize information to convey a central idea.
- f) Recognize different forms of writing have different patterns of organization including story structure for narrative writing.
- g) Write a clear topic sentence focusing on the main idea.
- h) Clearly state a position including supporting reasons and evidence to persuade the intended audience.
- i) Write multiparagraph compositions.
- j) Use precise and descriptive vocabulary to create tone and voice.
- k) Vary sentence structure by using transition words and prepositional phrases.
- l) Revise writing for clarity of content using specific vocabulary and information.

5.8 The student will self- and peer-edit writing for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English.

- a) Use plural possessives.
- b) Use adjective and adverb comparisons.
- c) Use interjections.
- d) Use prepositional phrases.
- e) Use quotation marks with dialogue.
- f) Use commas to indicate interrupters, items in a series, and to indicate direct address.
- g) Use a hyphen to divide words at the end of a line.
- h) Edit for fragments and run-on sentences.
- i) Eliminate double negatives.
- j) Use correct spelling of commonly used words.
- k) Use coordinating conjunctions.

Research

5.9 The student will find, evaluate, and select appropriate resources to create a research product.

- a) Construct questions about a topic.
- b) Collect and organize information from multiple resources.
- c) Evaluate the relevance, reliability, and credibility of information.
- d) Give credit to sources used in research.
- e) Avoid plagiarism and use own words.
- f) Demonstrate ethical use of the Internet.

Grade Six

In sixth grade, students continue to build upon skills previously taught in earlier grades. There is a continued emphasis on reading comprehension by comparing fiction and nonfiction texts. In fiction texts, students will identify elements of narrative structure including identifying theme and analyzing figurative language. In sixth grade, there is an increased emphasis on nonfiction reading by creating objective summaries and drawing inferences using textual evidence. The student will begin the study of word origins and continue vocabulary development. The student will also plan, draft, revise, and edit writing in a variety of forms with an emphasis on narrative and reflective writing. Students will continue to deliver multimodal presentations individually and in collaborative groups. Students will also interpret information presented in diverse media formats. The student will find, evaluate, and select appropriate resources for a research product and cite both primary and secondary sources. As in earlier grades, the meaning and consequences of plagiarism will be stressed.

Communication and Multimodal Literacies

- 6.1 The student will use effective oral communication skills in a variety of settings.
- Listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues.
 - Participate as a facilitator and a contributor in a group.
 - Participate in collaborative discussions with partners building on others' ideas.
 - Ask questions to clarify the speaker's purpose and perspective.
 - Summarize the main points a speaker makes.
 - Summarize and evaluate group activities.
 - Analyze the effectiveness of participant interactions.
 - Evaluate own contributions to discussions.
 - Demonstrate the ability to collaborate with diverse teams.
 - Work respectfully with others and show value for individual contributions.
- 6.2. The student will create multimodal presentations that effectively communicate ideas.
- Use effective verbal and nonverbal communication skills to deliver multimodal presentations.
 - Use language and vocabulary appropriate to audience, topic, and purpose.
 - Give collaborative and individual formal and informal interactive presentations.
 - Paraphrase and summarize key ideas of a presentation.
- 6.3 The student will determine the purpose of media messages and examine how they are constructed.
- Compare and contrast techniques used in a variety of media messages.
 - Identify the characteristics and effectiveness of a variety of media messages.
 - Interpret information presented in diverse media formats and explain how it contributes to the topic.
 - Craft and publish audience-specific media messages.

Reading

- 6.4 The student will read and determine the meanings of unfamiliar words and phrases within authentic texts.
- Identify word origins and derivations.
 - Use roots, affixes, synonyms, and antonyms to expand vocabulary.
 - Use context and sentence structure to determine meanings and differentiate among multiple meanings of words.
 - Identify and analyze the construction and impact of figurative language.
 - Use word-reference materials.
 - Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.

6.5 The student will read and demonstrate comprehension of a variety of fictional texts, literary nonfiction, and poetry.

- a) Identify the elements of narrative structure, including setting, character, plot, conflict, and theme.
- b) Describe cause and effect relationships and their impact on plot.
- c) Explain how an author uses character development to drive conflict and resolution.
- d) Differentiate between first and third person point-of-view.
- e) Describe how word choice and imagery contribute to the meaning of a text.
- f) Draw conclusions and make inferences using the text for support.
- g) Identify the characteristics of a variety of genres.
- h) Identify and analyze the author's use of figurative language.
- i) Compare/contrast details in literary and informational nonfiction texts.
- j) Identify transitional words and phrases that signal an author's organizational pattern.
- k) Use reading strategies to monitor comprehension throughout the reading process.

6.6 The student will read and demonstrate comprehension of a variety of nonfiction texts.

- a) Skim materials using text features such as type, headings, and graphics to predict and categorize information.
- b) Identify main idea.
- c) Summarize supporting details.
- d) Create an objective summary including main idea and supporting details.
- e) Draw conclusions and make inferences based on explicit and implied information.
- f) Identify the author's organizational pattern(s).
- g) Identify transitional words and phrases that signal an author's organizational pattern.
- h) Differentiate between fact and opinion.
- i) Identify cause and effect relationships.
- j) Analyze ideas within and between selections providing textual evidence.
- k) Use reading strategies to monitor comprehension throughout the reading process.

Writing

6.7 The student will write in a variety of forms to include narrative, expository, persuasive, and reflective with an emphasis on narrative and reflective writing.

- a) Engage in writing as a recursive process.
- b) Choose audience and purpose.
- c) Use a variety of prewriting strategies to generate and organize ideas.
- d) Organize writing to fit mode or topic.
- e) Write narratives to include characters, plot, setting, and point of view.
- f) Establish a central idea incorporating evidence and maintaining an organized structure.
- g) Compose a thesis statement for expository and persuasive writing.
- h) Write multiparagraph compositions with elaboration and unity.
- i) Use transition words and phrases.
- j) Select vocabulary and information to enhance the central idea, tone, and voice.
- k) Expand and embed ideas by using modifiers, standard coordination, and subordination in complete sentences.
- l) Revise writing for clarity of content including specific vocabulary and information.

6.8 The student will self- and peer-edit writing for capitalization, punctuation, spelling, sentence structure, paragraphing, and Standard English.

- a) Use subject-verb agreement with intervening phrases and clauses.
- b) Use pronoun-antecedent agreement to include indefinite pronouns.
- c) Maintain consistent verb tense across paragraphs.
- d) Eliminate double negatives.
- e) Use quotation marks with dialogue.
- f) Choose adverbs to describe verbs, adjectives, and other adverbs.
- g) Use correct spelling for frequently used words.
- h) Use subordinating and coordinating conjunctions.

Research

6.9 The student will find, evaluate, and select appropriate resources to create a research product.

- a) Formulate and revise questions about a research topic.
- b) Collect and organize information from multiple sources.
- c) Evaluate and analyze the validity and credibility of sources.
- d) Cite primary and secondary sources.
- e) Avoid plagiarism by using own words and follow ethical and legal guidelines for gathering and using information.
- f) Demonstrate ethical use of the Internet.

Grade Seven

In seventh grade, students continue to build upon skills previously taught in earlier grades. There is a continued emphasis on reading comprehension by comparing fiction and nonfiction texts. In fiction texts, students will identify elements of a variety of genres while focusing on an author's style. In seventh grade, there is an increased emphasis on nonfiction reading, and students will identify the source, point-of-view, and purpose of texts. The student will continue the study of word origins and roots and begin identifying connotations. The student will also plan, draft, revise, and edit writing in a variety of forms with an emphasis on expository and persuasive writing. Students will write to develop and modify a central idea, tone, and voice to fit the audience and purpose. Students will continue to deliver multimodal presentations individually and in collaborative groups. Students will also interpret information presented in diverse media formats. Students share responsibility for collaborative work, as both a contributor and a facilitator, while working for consensus to accomplish goals. The student will apply research techniques to quote, summarize, and paraphrase research findings while properly citing sources. As in earlier grades, the meaning and consequences of plagiarism will be stressed.

Communication and Multimodal Literacies

- 7.1 The student will participate in and contribute to conversations, group discussions, and oral presentations.
- Use a variety of strategies to listen actively and speak using agreed upon discussion rules with awareness of verbal and nonverbal cues.
 - Clearly communicate ideas and information orally in an organized and succinct manner.
 - Ask probing questions to seek elaboration and clarification of ideas.
 - Participate in collaborative discussions with partners building on others' ideas.
 - Make statements to communicate agreement or tactful disagreement with others' ideas.
 - Use language and style appropriate to audience, topic, and purpose.
 - Give formal and informal presentations in a group or individually, providing evidence to support a main idea.
 - Work effectively and respectfully within diverse groups.
 - Exhibit willingness to make necessary compromises to accomplish a goal.
 - Share responsibility for collaborative work.
- 7.2 The student will create multimodal presentations both individually and in a group that effectively communicate ideas.
- Select, organize, and create content to complement and extend meaning for a selected topic.
 - Use effective verbal and nonverbal communication skills to deliver multimodal presentations.
 - Use language and vocabulary appropriate to audience, topic, and purpose.
 - Paraphrase and summarize a speaker's key ideas.
- 7.3 The student will examine the elements of media literacy.
- Identify persuasive/informative techniques used in media.
 - Distinguish between fact and opinion, and between evidence and inference.
 - Describe how word choice, visual images, and sound convey a viewpoint.
 - Compare and contrast the effectiveness of techniques in auditory, visual, and written media messages.
 - Craft and publish audience-specific media messages.

Reading

7.4 The student will read and determine the meanings of unfamiliar words and phrases within authentic texts.

- a) Identify word origins and derivations.
- b) Use roots, affixes, synonyms, and antonyms to expand vocabulary.
- c) Identify and analyze the construction and impact of figurative language.
- d) Identify connotations.
- e) Use context and sentence structure to determine meanings and differentiate among multiple meanings of words.
- f) Use word-reference materials to determine meanings and etymology.
- g) Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.

7.5 The student will read and demonstrate comprehension of a variety of fictional texts, literary nonfiction, poetry, and drama.

- a) Describe the elements of narrative structure including setting, character development, plot, theme, and conflict and how they influence each other.
- b) Identify and explain the theme(s).
- c) Identify cause and effect relationships and their impact on plot.
- d) Differentiate between first and third person point-of-view.
- e) Identify elements and characteristics of a variety of genres.
- f) Compare and contrast various forms and genres of fictional text.
- g) Describe the impact of word choice, imagery, and literary devices including figurative language in an author's style.
- h) Compare/contrast details in literary and informational nonfiction texts.
- i) Make inferences and draw conclusions based on the text.
- j) Use reading strategies to monitor comprehension throughout the reading process.

7.6 The student will read and demonstrate comprehension of a variety of nonfiction texts.

- a) Skim materials using text features including type, headings, and graphics to predict and categorize information.
- b) Identify an author's organizational pattern using textual clues, such as transitional words and phrases.
- c) Make inferences and draw logical conclusions using explicit and implied textual evidence.
- d) Differentiate between fact and opinion.
- e) Identify the source, viewpoint, and purpose of texts.
- f) Describe how word choice and language structure convey an author's viewpoint.
- g) Identify the main idea.
- h) Summarize text identifying supporting details.
- i) Create an objective summary including main idea and supporting details.
- j) Identify cause and effect relationships.
- k) Organize and synthesize information for use in written and other formats.
- l) Analyze ideas within and between selections providing textual evidence.
- m) Use reading strategies to monitor comprehension throughout the reading process.

Writing

7.7 The student will write in a variety of forms to include narrative, expository, persuasive, and reflective with an emphasis on expository and persuasive writing.

- a) Engage in writing as a recursive process.
- b) Choose intended audience and purpose.
- c) Use a variety of prewriting strategies to generate and organize ideas.
- d) Organize writing structure to fit form or topic.
- e) Establish a central idea incorporating evidence, while maintaining an organized structure and a formal style.
- f) Compose a thesis statement for persuasive writing that includes a position.
- g) Clearly state a position and organize reasons and evidence, using credible sources.
- h) Distinguish between fact and opinion to support a position.
- i) Write multiparagraph compositions with elaboration and unity.
- j) Use transition words and phrases within and between paragraphs.
- k) Develop and modify the central idea, tone, and voice to fit the audience and purpose.
- l) Expand and embed ideas by using modifiers, standard coordination, and subordination in complete sentences.
- m) Use clauses and phrases for sentence variety.
- n) Revise writing for clarity of content including specific vocabulary and information.

7.8 The student will self- and peer-edit writing for capitalization, punctuation, spelling, sentence structure, paragraphing, and Standard English.

- a) Choose appropriate adjectives and adverbs to enhance writing.
- b) Use pronoun-antecedent agreement to include indefinite pronouns.
- c) Use subject-verb agreement with intervening phrases and clauses.
- d) Edit for verb tense consistency and point of view.
- e) Use quotation marks with dialogue and direct quotations.
- f) Use correct spelling for commonly used words.

Research

7.9 The student will find, evaluate, and select appropriate resources to create a research product.

- a) Formulate and revise questions about a research topic.
- b) Collect, organize, and synthesize information from multiple sources.
- c) Analyze and evaluate the validity and credibility of resources.
- d) Quote, summarize, and paraphrase information from primary and secondary sources using proper citations.
- e) Avoid plagiarism by using own words and follow ethical and legal guidelines for gathering and using information.
- f) Demonstrate ethical use of the Internet.

Grade Eight

In eighth grade, students continue to build upon skills previously learned in earlier grades. There is a continued emphasis on reading comprehension by comparing fiction and nonfiction texts. In fiction texts, students will explain the development of theme(s), and compare/contrast authors' styles. In eighth grade, there will be an increased emphasis on nonfiction reading, and students will analyze authors' qualifications, point-of-view, and style. The student will continue the study of word origins, roots, connotations, and denotations. The student will also plan, draft, revise, and edit while writing in a variety of forms with an emphasis on expository and persuasive writing. Students will compose a thesis statement and defend a position with reasons and evidence. Students will evaluate, analyze, develop, and produce media messages. Students will create multimodal presentations that include different points-of-view, and collaborate with others to exchange ideas, make decisions, and solve problems. The student will apply research techniques to analyze information gathered from diverse sources by identifying misconceptions and possible bias. Students will also cite primary and secondary sources using either MLA or APA style sheet. As in earlier grades, the meaning and consequences of plagiarism will be stressed.

Communication and Multimodal Literacies

- 8.1 The student will participate in, collaborate in, and report on small-group learning activities.
- Assume responsibility for specific group tasks and share responsibility for collaborative work within diverse teams.
 - Exhibit willingness to make necessary compromises to accomplish a goal.
 - Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.
 - Include all group members, and value individual contributions made by each group member.
 - Make statements to communicate agreement or tactful disagreement with others' ideas.
 - Use a variety of strategies to listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues.
 - Use self-reflection to evaluate one's own role in preparation and participation in small-group activities.
- 8.2 The student will develop and deliver multimodal, interactive presentations collaboratively and individually.
- Select, organize, and create multimodal content that encompasses opposing points of view.
 - Choose vocabulary and tone appropriate to the audience, topic, and purpose.
 - Use effective verbal and nonverbal communication skills to deliver multimodal presentations.
 - Cite information sources.
 - Respond to audience questions and comments.
 - Differentiate between Standard English and informal language.
 - Evaluate presentations.
- 8.3 The student will analyze, develop, and produce creative or informational media messages.
- Analyze the purpose of information and persuasive techniques used in diverse media formats.
 - Examine how values and viewpoints are included or excluded and how the media can influence beliefs, behaviors, and interpretations.
 - Use media and visual literacy skills to create products to express new understandings.
 - Evaluate sources for relationships between intent and factual content.
 - Utilize multimedia to clarify information and emphasize differing points of view.
 - Evaluate the motives (e.g., social, commercial, political) behind media presentation(s).
 - Demonstrate the ethical use of the Internet when evaluating or producing creative or informational media messages.

Reading

8.4 The student will apply knowledge of word origins, and figurative language to extend vocabulary development within authentic texts.

- a) Identify and analyze the construction and impact of an author's use of figurative language.
- b) Use context, structure, and connotations to determine meaning and differentiate among multiple meanings of words and phrases.
- c) Use roots, affixes, synonyms, and antonyms to determine the meaning(s) of unfamiliar words and technical vocabulary.
- d) Identify the meaning of common idioms.
- e) Use word-reference materials to determine meanings and etymology.
- f) Discriminate between connotative and denotative meanings and interpret the connotation.
- g) Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.

8.5 The student will read and analyze a variety of fictional texts, literary nonfiction, poetry, and drama.

- a) Analyze how authors' development of characters, conflict, point of view, voice, and tone convey meaning.
- b) Identify cause and effect relationships and their impact on plot.
- c) Explain the development of the theme(s).
- d) Explain the use of symbols and figurative language.
- e) Make inferences and draw conclusions based on explicit and implied information using references to the text for support.
- f) Identify and analyze characteristics within a variety of genres.
- g) Compare/contrast details in literary and informational nonfiction texts.
- h) Compare and contrast the authors' use of word choice, dialogue, form, rhyme, rhythm, and voice in different texts.
- i) Compare and contrast authors' styles.
- j) Use reading strategies to monitor comprehension throughout the reading process.

8.6 The student will read, comprehend, and analyze a variety of nonfiction texts.

- a) Identify an author's organizational pattern using textual clues, such as transitional words and phrases.
- b) Apply knowledge of text features and organizational patterns to analyze selections.
- c) Skim materials to develop an overview or locate information.
- d) Make inferences and draw conclusions based on explicit and implied information using evidence from text as support.
- e) Analyze the author's qualifications, viewpoint, word choice, and impact.
- f) Analyze details for relevance and accuracy.
- g) Differentiate between fact and opinion.
- h) Identify the main idea.
- i) Summarize the text identifying supporting details.
- j) Identify cause and effect relationships.
- k) Evaluate, organize, and synthesize information for use in written and other formats.
- l) Analyze ideas within and between selections providing textual evidence.
- m) Use reading strategies to monitor comprehension throughout the reading process.

Writing

8.7 The student will write in a variety of forms to include narrative, expository, persuasive, and reflective with an emphasis on expository and persuasive writing.

- a) Engage in writing as a recursive process.
- b) Choose intended audience and purpose.
- c) Use prewriting strategies to generate and organize ideas.
- d) Organize writing structure to fit form or topic.
- e) Establish a central idea incorporating evidence, maintaining an organized structure and formal style.
- f) Compose a thesis statement for persuasive writing that advocates a position.
- g) Clearly state and defend a position with reasons and evidence, from credible sources.
- h) Identify a counterclaim and provide a counter - argument.
- i) Distinguish between fact and opinion to support a position.
- j) Organize information to provide elaboration and unity.
- k) Develop and modify the central idea, tone, and voice to fit the audience and purpose.
- l) Revise writing for clarity of content, word choice, sentence variety, and transitions among paragraphs.

8.8 The student will self- and peer-edit writing for capitalization, punctuation, spelling, sentence structure, paragraphing, and Standard English.

- a) Use and punctuate correctly varied sentence structures to include conjunctions and transition words.
- b) Correctly use pronouns in prepositional phrases with compound objects.
- c) Use a variety of sentence structures to infuse sentence variety in writing.
- d) Maintain consistent verb tense across paragraphs.
- e) Use comparative and superlative degrees in adverbs and adjectives.
- f) Use quotation marks with dialogue and direct quotations.
- g) Use correct spelling for frequently used words.

Research

8.9 The student will find, evaluate, select, and synthesize appropriate resources to produce a research product.

- a) Formulate and revise questions about a research topic.
- b) Collect and synthesize information from multiple sources.
- c) Evaluate and analyze the validity and credibility of resources.
- d) Analyze information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view, or bias.
- e) Cite primary and secondary sources using Modern Language Association (MLA) or American Psychological Association (APA) style.
- f) Quote, summarize and paraphrase research findings.
- g) Publish findings and respond to feedback.
- h) Avoid plagiarism by using own words and follow ethical and legal guidelines for gathering and using information.
- i) Demonstrate ethical use of the Internet.

Grade Nine

In ninth grade, students continue to build upon skills previously learned in earlier grades. There is a continued emphasis on reading comprehension by comparing fiction and nonfiction texts. In fiction texts, students will apply knowledge of literary terms and analyze a variety of genres. In ninth grade there will be an increased emphasis on nonfiction reading, and students will make inferences and draw conclusions using explicit and implied textual evidence. The student will continue to expand vocabulary using the structural analysis of roots and affixes to understand complex words. The student will also plan, draft, revise, and edit while writing in a variety of forms with an emphasis on analysis and persuasion while defending a position using counterclaims, reasons and evidence from credible sources. Students will analyze and interpret the social, commercial, and/or political motives behind media messages. Students will use multimodal tools to create presentations both independently and in small groups. The student will apply research techniques to analyze information gathered from diverse sources by identifying misconceptions, and possible bias citing both quoted and paraphrased information using either MLA or APA style. Students will continue to work in collaborative groups assisting with setting rules and working toward consensus.

Communication and Multimodal Literacies

9.1 The student will participate in, collaborate in, and make multimodal presentations both independently and in small groups.

- a) Make strategic use of multimodal tools.
- b) Credit information sources.
- c) Use vocabulary appropriate to the topic, audience, and purpose.
- d) Assist with setting rules for group work including informal consensus, taking votes on key issues, presentation of alternate views and goal setting.
- e) Assume responsibility for specific group tasks.
- f) Share responsibility for collaborative work.
- g) Use a variety of strategies to listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues.
- h) Include all group members, acknowledge new information expressed by others, and value individual contributions made by each group member.
- i) Respond thoughtfully and tactfully to diverse perspectives, summarizing points of agreement and disagreement.
- j) Evaluate impact, purpose, point of view, reasoning, and use of evidence and rhetoric of presentation(s).
- k) Use self-reflection to evaluate one's own role in preparation and participation in small-group activities.

9.2 The student will produce, analyze, and evaluate media messages.

- a) Analyze and interpret special effects used in media messages.
- b) Determine the purpose of the media message and its effect on the audience.
- c) Analyze the purpose of information and persuasive techniques used in diverse media formats.
- d) Evaluate the motives (e.g., social, commercial, political) behind media presentation(s).
- e) Examine how values and viewpoints are included or excluded and how the media can influence beliefs, behaviors, and interpretations.
- f) Describe possible cause and effect relationships between mass media coverage and public opinion trends.
- g) Evaluate sources including advertisements, editorials, political cartoons, and feature stories for relationships between intent and factual content.
- h) Monitor, analyze, and use multiple streams of simultaneous information.
- i) Demonstrate ethical use of the Internet when evaluating or producing creative or informational media messages.

Reading

9.3 The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts.

- a) Use structural analysis of roots, affixes, synonyms, and antonyms to understand complex words.
- b) Use context, structure, and connotations to determine meanings of words and phrases.
- c) Discriminate between connotative and denotative meanings and interpret the connotation.
- d) Identify the meaning of common idioms.
- e) Explain the meaning of literary and classical allusions and figurative language in text.
- f) Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.

9.4 The student will read, comprehend, and analyze a variety of fictional texts including narratives, literary nonfiction, poetry, and drama.

- a) Identify the characteristics that distinguish literary forms.
- b) Explain the relationships between and among elements of literature: characters, plot, setting, tone, point of view, and theme.
- c) Interpret how themes are connected across texts.
- d) Compare and contrast the use of rhyme, rhythm, sound, imagery, and other literary devices to convey a message and elicit the reader's emotion.
- e) Analyze the cultural or social function of a literary text.
- f) Explain the relationship between the author's style and literary effect.
- g) Explain the influence of historical context on the form, style, and point of view of a written work.
- h) Compare and contrast authors' use of literary elements within a variety of genres.
- i) Analyze how the author's specific word choices and syntax impact the author's purpose.
- j) Make inferences and draw conclusions using references from the text(s) for support.
- k) Compare/contrast details in literary and informational nonfiction texts.
- l) Use reading strategies to monitor comprehension throughout the reading process.

9.5 The student will read and analyze a variety of nonfiction texts.

- a) Apply knowledge of text features and organizational patterns to understand, analyze, and gain meaning from texts.
- b) Make inferences and draw conclusions based on explicit and implied information using evidence from text as support.
- c) Analyze the author's qualifications, viewpoint, and impact.
- d) Recognize an author's intended purpose for writing and identify the main idea.
- e) Summarize, paraphrase, and synthesize ideas, while maintaining meaning and a logical sequence of events, within and between texts.
- f) Identify characteristics of expository, technical, and persuasive texts.
- g) Identify a position/argument to be confirmed, disproved, or modified.
- h) Evaluate clarity and accuracy of information.
- i) Analyze, organize, and synthesize information in order to solve problems, answer questions, complete a task, or create a product.
- j) Differentiate between fact and opinion and evaluate their impact.
- k) Analyze ideas within and between selections providing textual evidence.
- l) Use the reading strategies to monitor comprehension throughout the reading process.

Writing

9.6 The student will write in a variety of forms to include expository, persuasive, reflective, and analytic with an emphasis on persuasion and analysis.

- a) Engage in writing as a recursive process.
- b) Plan, organize, and write for a variety of audiences and purposes.
- c) Objectively introduce and develop topics, incorporating evidence and maintaining an organized structure and a formal style.
- d) Blend multiple forms of writing including embedding a narrative to produce effective essays.
- e) Communicate clearly the purpose of the writing using a thesis statement.
- f) Compose a thesis for persuasive writing that advocates a position.
- g) Clearly state and defend a position using reasons and evidence from credible sources as support.
- h) Identify counterclaims and provide counter - arguments.
- i) Determine the best kind of evidence to use for a claim, and effectively use fact and opinion to support a position.
- j) Use textual evidence to compare and contrast multiple texts.
- k) Arrange paragraphs in a logical progression, using transitions between paragraphs and ideas.
- l) Revise writing for clarity of content, accuracy, and depth of information.

9.7 The student will self- and peer-edit writing for capitalization, punctuation, spelling, sentence structure, paragraphing, and Standard English.

- a) Use parallel structure across sentences and paragraphs.
- b) Use appositives, main clauses, and subordinate clauses.
- c) Use commas and semicolons to distinguish and divide main and subordinate clauses.
- d) Distinguish between active and passive voice.
- e) Use a variety of sentence structures to infuse sentence variety in writing.

Research

9.8 The student will find, evaluate, and select credible resources to create a research product.

- a) Verify the validity and accuracy of all information.
- b) Analyze information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view, or bias.
- c) Evaluate and select evidence from a variety of sources to support claims and introduce counterclaims.
- d) Cite sources for both quoted and paraphrased information using a standard method of documentation such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).
- e) Avoid plagiarism by using own words and follow ethical and legal guidelines for gathering and using information.
- f) Demonstrate ethical use of the Internet.

Grade Ten

In tenth grade, students continue to build upon skills learned in earlier grades. There is a sustained emphasis on reading comprehension by comparing fiction and nonfiction texts. Students will analyze the cultural and social function and universal themes of fictional texts from different cultures. Tenth grade students will analyze and synthesize information from nonfiction texts to solve problems, answer questions, and generate new knowledge. The student will continue development of vocabulary, with attention to connotations, idioms, classical allusions, and figurative language. The student will continue to use the writing process to write/compose with an emphasis on persuasion and analysis while showing relationships among claims, reasons, and evidence from reliable sources. The student will create media messages and analyze the cause and effect relationships between mass media coverage and public opinion trends. Students will continue to use multimodal tools to create presentations both independently and in small groups. The student will continue to build research skills presenting information gathered from diverse sources, identifying misconceptions and possible bias while crediting sources using MLA or APA style. The tenth-grade student will continue to become a skilled communicator, working both independently and in collaborative groups while presenting alternate views and working toward common goals. *The bodies of literature for grades 10, 11, and 12 are interchangeable and may be taught in any of these grades.*

Communication and Multimodal Literacies

10.1 The student will make planned multimodal, interactive presentations collaboratively and individually.

- a) Make strategic use of multimodal tools.
- b) Credit information sources.
- c) Demonstrate the ability to work effectively with diverse teams including setting rules and goals for group work such as coming to informal consensus, taking votes on key issues, and presenting alternate views.
- d) Assume responsibility for specific group tasks.
- e) Include all group members and value individual contributions made by each group member.
- f) Use a variety of strategies to listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues.
- g) Respond thoughtfully and tactfully to diverse perspectives, summarizing points of agreement and disagreement.
- h) Choose vocabulary, language, and tone appropriate to the topic, audience, and purpose.
- i) Access, critically evaluate, and use information accurately to solve problems.
- j) Use reflection to evaluate one's own role and the group process in small-group activities.
- k) Evaluate a speaker's point of view, reasoning, use of evidence, rhetoric, and identify any faulty reasoning.

10.2 The student will examine, analyze, and produce media messages.

- a) Create media messages for diverse audiences.
- b) Credit information sources.
- c) Evaluate sources for relationships between intent, factual content, and opinion.
- d) Analyze the impact of selected media formats on meaning.
- e) Analyze the purpose of information and persuasive techniques used in diverse media formats.
- f) Evaluate the motives (e.g., social, commercial, political) behind media presentation(s).
- g) Describe possible cause and effect relationships between mass media coverage and public opinion trends.
- h) Monitor, analyze, and use multiple streams of simultaneous information.
- i) Demonstrate ethical use of the Internet when evaluating or producing creative or informational media messages.

Reading

10.3 The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts.

- a) Use structural analysis of roots, affixes, synonyms, and antonyms, to understand complex words.
- b) Use context, structure, and connotations to determine meanings of words and phrases.
- c) Discriminate between connotative and denotative meanings and interpret the connotation.
- d) Explain the meaning of common idioms.
- e) Explain the meaning of literary and classical allusions and figurative language in text.
- f) Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.

10.4 The student will read, comprehend, and analyze literary texts of different cultures and eras.

- a) Make inferences and draw conclusions using references from the text(s) for support.
- b) Analyze the similarities and differences of techniques and literary forms represented in the literature of different cultures and eras.
- c) Interpret the cultural or social function of world and ethnic literature.
- d) Analyze universal themes prevalent in the literature of different cultures.
- e) Examine a literary selection from several critical perspectives.
- f) Critique how authors use key literary elements to contribute to meaning including, character development, theme, conflict, and archetypes.
- g) Interpret how themes are connected within and across texts.
- h) Explain the influence of historical context on the form, style, and point of view of a literary text(s).
- i) Evaluate how an author's specific word choices, syntax, tone, and voice shape the intended meaning of the text.
- j) Compare/contrast details in literary and informational nonfiction texts.
- k) Compare and contrast how literary devices convey a message and elicit a reader's emotions.
- l) Compare and contrast character development in a play to characterization in other literary forms.
- m) Use reading strategies to monitor comprehension throughout the reading process.

10.5 The student will read, interpret, analyze, and evaluate nonfiction texts.

- a) Analyze text features and organizational patterns to evaluate the meaning of texts.
- b) Recognize an author's intended audience and purpose for writing.
- c) Skim materials to develop an overview and locate information.
- d) Compare and contrast informational texts for intent and content.
- e) Interpret and use data and information in maps, charts, graphs, timelines, tables, and diagrams.
- f) Draw conclusions and make inferences on explicit and implied information using textual support as evidence.
- g) Analyze and synthesize information in order to solve problems, answer questions, and generate new knowledge.
- h) Analyze ideas within and between selections providing textual evidence.
- i) Summarize, paraphrase, and synthesize ideas, while maintaining meaning and a logical sequence of events, within and between texts.
- j) Use reading strategies throughout the reading process to monitor comprehension.

Writing

10.6 The student will write in a variety of forms to include persuasive, reflective, interpretive, and analytic with an emphasis on persuasion and analysis.

- a) Engage in writing as a recursive process.
- b) Plan and organize writing to address a specific audience and purpose.
- c) Adjust writing content, technique, and voice for a variety of audiences and purposes.
- d) Communicate clearly the purpose of the writing using a thesis statement.
- e) Objectively introduce and develop topics, incorporating evidence and maintaining an organized structure and a formal style.
- f) Compose a thesis statement for persuasive writing that advocates a position.
- g) Clearly state and defend a position using reasons and sufficient evidence from credible sources as support.
- h) Identify counterclaims and provide counter - arguments.
- i) Show relationships among claims, reasons, and evidence and include a conclusion that follows logically from the information presented.
- j) Blend multiple forms of writing including embedding a narrative to produce effective essays.
- k) Elaborate ideas clearly through word choice.
- l) Use textual evidence to compare and contrast multiple texts.
- m) Revise writing for clarity of content, accuracy, and depth of information.
- n) Write and revise to a standard acceptable both in the workplace and in postsecondary education.

10.7 The student will self- and peer-edit writing for capitalization, punctuation, spelling, sentence structure, paragraphing, and Standard English.

- a) Use parallel structure across sentences and paragraphs.
- b) Use complex sentence structure to infuse sentence variety in writing.
- c) Distinguish between active and passive voice.
- d) Use colons correctly.
- e) Analyze the writing of others and suggest how writing might be improved.

Research

10.8 The student will find, evaluate, and select credible resources to create a research product.

- a) Verify the accuracy, validity, and usefulness of information.
- b) Analyze information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.
- c) Evaluate and select evidence from a variety of sources to introduce counter claims and to support claims.
- d) Cite sources for both quoted and paraphrased ideas using a standard method of documentation, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).
- e) Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.
- f) Demonstrate ethical use of the Internet.

Grade Eleven

In eleventh grade, there is a sustained emphasis on reading comprehension of fiction and nonfiction texts. Students will conduct comparative analyses of multiple texts that address the same topic to determine how authors reach similar or different conclusions. The students will examine and analyze fiction texts by American authors describing the contributions of other cultures and identifying prevalent themes and characterizations, which are reflective of American history and culture. The student will continue development of vocabulary, with attention to connotations, idioms, classical allusions, and figurative language. The grade-eleven student will continue to use the writing process to write/compose with an emphasis on persuasion/argumentation for multiple purposes and audiences to create focused, organized, and coherent writing. The student will create media messages and analyze the cause and effect relationships between mass media coverage and public opinion trends. Students will create persuasive multimodal presentations that address alternative perspectives. The student will produce a research product synthesizing information from primary and secondary sources while maintaining ethical and legal guidelines for gathering and using information. The eleventh-grade student continues to build communication skills working both independently and in collaborative groups. Students will continue to demonstrate the ability to work within collaborative groups while presenting alternate views and working toward common goals.

The bodies of literature for grades 10, 11, and 12 are interchangeable and may be taught in any of these grades.

Communication and Multimodal Literacies

11.1 The student will make planned informative and persuasive multimodal, interactive presentations collaboratively and individually.

- a) Select and effectively use multimodal tools to design and develop presentation content.
- b) Credit information sources.
- c) Demonstrate the ability to work collaboratively with diverse teams.
- d) Respond thoughtfully and tactfully to diverse perspectives, summarizing points of agreement and disagreement.
- e) Use a variety of strategies to listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues.
- f) Anticipate and address alternative or opposing perspectives and counterclaims.
- g) Evaluate the various techniques used to construct arguments in multimodal presentations.
- h) Use vocabulary appropriate to the topic, audience, and purpose.
- i) Evaluate effectiveness of multimodal presentations.

11.2 The student will examine how values and points of view are included or excluded and how media influences beliefs and behaviors.

- a) Describe possible cause and effect relationships between mass media coverage and public opinion trends.
- b) Create media messages with a specific point of view.
- c) Evaluate media sources for relationships between intent and content.
- d) Analyze the impact of selected media formats on meaning.
- e) Determine the author's purpose and intended effect on the audience for media messages.
- f) Manage, analyze, and synthesize multiple streams of simultaneous information.
- g) Demonstrate ethical use of the Internet when evaluating or producing creative or informational media messages.

Reading

11.3 The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts.

- a) Use structural analysis of roots, affixes, synonyms, and antonyms to understand complex words.
- b) Use context, structure, and connotations to determine meanings of words and phrases.
- c) Discriminate between connotative and denotative meanings and interpret the connotation.
- d) Explain the meaning of common idioms.
- e) Explain the meaning of literary and classical allusions and figurative language in text.
- f) Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.

11.4 The student will read, comprehend, and analyze relationships among American literature, history, and culture.

- a) Describe contributions of different cultures to the development of American literature.
- b) Compare and contrast the development of American literature in its historical context.
- c) Analyze American literature, as it reflects traditional and contemporary themes, motifs, universal characters, and genres.
- d) Interpret the social or cultural function of American literature.
- e) Analyze how context and language structures convey an author's intent and viewpoint.
- f) Critique how authors use key literary elements to contribute to meaning including character development, theme, conflict, and archetypes within and across texts .
- g) Interpret how the sound and imagery of poetry support the subject, mood, and theme, and appeal to the reader's senses.
- h) Evaluate how specific word choices, syntax, tone, and voice support the author's purpose.
- i) Analyze the use of dramatic conventions in American literature.
- j) Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions about the text(s).
- k) Compare/contrast literary and informational nonfiction texts.

11.5 The student will read, interpret, analyze, and evaluate a variety of nonfiction texts including employment documents and technical writing.

- a) Apply information from texts to clarify understanding of concepts.
- b) Read and correctly interpret an application for employment, workplace documents, or an application for college admission.
- c) Analyze technical writing for clarity.
- d) Paraphrase and synthesize ideas within and between texts.
- e) Draw conclusions and make inferences on explicit and implied information using textual support.
- f) Analyze multiple texts addressing the same topic to determine how authors reach similar or different conclusions.
- g) Analyze false premises, claims, counterclaims, and other evidence in persuasive writing.
- h) Recognize and analyze use of ambiguity, contradiction, paradox, irony, sarcasm, overstatement, and understatement in text.
- i) Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions about the text(s).

Writing

11.6 The student will write in a variety of forms, to include persuasive/argumentative, reflective, interpretive, and analytic with an emphasis on persuasion/argumentation.

- a) Apply components of a recursive writing process for multiple purposes to create a focused, organized, and coherent piece of writing to address a specific audience and purpose.
- b) Produce arguments in writing developing a thesis that demonstrates knowledgeable judgments, addresses counterclaims, and provides effective conclusions.
- c) Organize claims, counterclaims, and evidence in a sustained and logical sequence.
- d) Adapt evidence, vocabulary, voice, and tone to audience, purpose, and situation.
- e) Use words, phrases, clauses, and varied syntax to create a cohesive argument.
- f) Blend multiple forms of writing including embedding narratives to produce effective essays.
- g) Revise writing for clarity of content, accuracy and depth of information.
- h) Write and revise to a standard acceptable both in the workplace and in postsecondary education.

11.7 The student will self- and peer-edit writing for capitalization, punctuation, spelling, sentence structure, paragraphing, and Standard English.

- a) Use complex sentence structure to infuse sentence variety in writing.
- b) Use verbals and verbal phrases correctly to achieve sentence conciseness and variety.
- c) Distinguish between active and passive voice.

Research

11.8 The student will analyze, evaluate, synthesize, and organize information from a variety of credible resources to produce a research product.

- a) Critically evaluate quality, accuracy, and validity of information.
- b) Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias.
- c) Synthesize relevant information from primary and secondary sources and present it in a logical sequence.
- d) Cite sources for both quoted and paraphrased ideas using a standard method of documentation, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).
- e) Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.
- f) Demonstrate ethical use of the Internet.

Grade Twelve

In twelfth grade, there is a sustained emphasis on reading comprehension of fiction and nonfiction texts. Students will review multiple texts to identify and evaluate resources to make decisions and solve problems. The students will examine and analyze fiction texts by British authors evaluating how authors use key elements to contribute to meaning and interpreting how themes are connected across texts. The student will continue development of vocabulary, with attention to connotations, idioms, classical allusions, and figurative language. The grade-twelve student will continue to use the writing process to write/compose with an emphasis on persuasion/argumentation for multiple purposes and audiences to create focused, organized, and coherent writing. Students will write to a standard acceptable to both the workplace and to postsecondary education. The student will create media messages and analyze the cause and effect relationships between mass media coverage and public opinion trends. Students will create persuasive/argumentative multimodal presentations both independently and in collaborative groups. The student will produce a research product synthesizing information from primary and secondary sources while maintaining ethical and legal guidelines for gathering and using information. Students will continue to demonstrate the ability to work within diverse teams and collaborative groups working toward common goals. *The bodies of literature for grades 10, 11, and 12 are interchangeable and may be taught in any of these grades.*

Communication and Multimodal Literacies

12.1 The student will make planned persuasive/argumentative, multimodal, interactive presentations collaboratively and individually.

- a) Select and effectively use multimodal tools to design and develop presentation content.
- b) Credit information sources.
- c) Demonstrate the ability to work collaboratively with diverse teams.
- d) Anticipate and address alternative or opposing perspectives and counterclaims.
- e) Evaluate the various techniques used to construct arguments in multimodal presentations.
- f) Use a variety of strategies to listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues.
- g) Critique effectiveness of multimodal presentations.

12.2 The student will examine how values and points of view are included or excluded and how media influences beliefs and behaviors.

- a) Describe possible cause and effect relationships between mass media coverage and public opinion trends.
- b) Evaluate media sources for relationships between intent and factual content.
- c) Evaluate the motives (e.g., social, commercial, political) behind media presentation(s).
- d) Examine how values and viewpoints are included or excluded and how the media can influence beliefs, behaviors, and interpretations.
- e) Evaluate sources including advertisements, editorials, political cartoons, and feature stories for relationships between intent and factual content.
- f) Manage, analyze, and synthesize multiple streams of simultaneous information.
- g) Demonstrate ethical use of the Internet when evaluating or producing creative or informational media messages.

Reading

12.3 The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts.

- a) Use structural analysis of roots, affixes, synonyms, and antonyms, to understand complex words.
- b) Use context, structure, and connotations to determine meanings of words and phrases.
- c) Discriminate between connotative and denotative meanings and interpret the connotation.
- d) Explain the meaning of common idioms, and literary and classical allusions in text.
- e) Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.

12.4 The student will read, comprehend, and analyze the development of British literature and literature of other cultures.

- a) Compare and contrast the development of British literature in its historical context.
- b) Analyze how authors use key literary elements to contribute to meaning and interpret how themes are connected across texts.
- c) Compare/contrast details in literary and informational nonfiction texts.
- d) Interpret the social and cultural function of British literature.
- e) Interpret how the sound and imagery of poetry support the subject, mood, and theme, and appeal to the reader's senses.
- f) Compare and contrast traditional and contemporary poems from many cultures.
- g) Evaluate how dramatic conventions contribute to the theme and effect of plays from American, British, and other cultures.
- h) Use critical thinking to generate and respond logically to literal, inferential, and evaluative questions about the text(s).

12.5 The student will read, interpret, analyze, and evaluate a variety of nonfiction texts.

- a) Use critical thinking to generate and respond logically to literal, inferential, and evaluative questions about the text(s).
- b) Identify and synthesize resources to make decisions, complete tasks, and solve specific problems.
- c) Analyze multiple texts addressing the same topic to determine how authors reach similar or different conclusions.
- d) Recognize and analyze use of ambiguity, contradiction, paradox, irony, overstatement, and understatement in text.
- e) Analyze false premises claims, counterclaims, and other evidence in persuasive writing.

Writing

12.6 The student will write in a variety of forms to include persuasive/argumentative-reflective, interpretive, and analytic with an emphasis on persuasion/argumentation.

- a) Apply components of a recursive writing process for multiple purposes to create a focused, organized, and coherent piece of writing to address a specific audience and purpose.
- b) Produce arguments in writing that develop a thesis to demonstrate knowledgeable judgments, address counterclaims, and provide effective conclusions.
- c) Use a variety of rhetorical strategies to clarify and defend a position organizing claims, counterclaims, and evidence in a sustained and logical sequence.
- d) Blend multiple forms of writing including embedding a narrative to produce effective essays.
- e) Adapt evidence, vocabulary, voice, and tone to audience, purpose, and situation.
- f) Use words, phrases, clauses, and varied syntax to connect all parts of the argument creating cohesion from the information presented.
- g) Revise writing for clarity of content, depth of information, and technique of presentation.
- h) Write and revise to a standard acceptable both in the workplace and in postsecondary education.
- i) Write to clearly describe personal qualifications for potential occupational or educational opportunities.

12.7 The student will self- and peer-edit writing for Standard English.

- a) Use complex sentence structure to infuse sentence variety in writing.
- b) Edit, proofread, and prepare writing for intended audience and purpose.
- c) Use a style manual, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA), to apply rules for punctuation and formatting of direct quotations.

Research

12.8 The student will analyze, evaluate, synthesize, and organize information from a variety of credible resources to produce a research product.

- a) Frame, analyze, and synthesize information to solve problems, answer questions, and generate new knowledge.
- b) Analyze information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view, or bias.
- c) Critically evaluate the accuracy, quality, and validity of the information.
- d) Cite sources for both quoted and paraphrased ideas using a standard method of documentation, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).
- e) Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.
- f) Demonstrate ethical use of the Internet.