



# LARAMIE COUNTY SCHOOL DISTRICT 2

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*Students First*

## Language Arts Curriculum

**Approved by the Laramie County School District #2  
Board of Trustees**

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### **Language Arts Subject Area Committee (SAC):**

Kindergarten	Chelsie Bruckner – CES
First Grade	Diane Wallace – BES, Kaycee Tidyman – AES
Second Grade	Katt Fornstrom – PBES
Third Grade	Lindsey Forbes – BES
Fourth Grade	Michelle McCormack – PBES
Fifth Grade	Craig Williams – CES
Sixth Grade	Chris Nusbaum – AES
Seventh-Twelfth Grade	Justin Earnshaw – BHS
	Allen Merrill – PBHS
	Deb Nolting – BHS
	Anna Thomas – PBHS

Craig Williams - chair of the Language Arts SAC

Margie Carr – Curriculum Leadership Institute

Sue Stevens – LCSD2 Curriculum Coordinator

Leanne Person – PBES secretary, for making copies and processing documents

## Introduction

The purpose of Laramie County School District #2's Language Arts Curriculum is to provide a clear, organized framework on which to build instruction in the classroom. The curriculum includes clear outcomes and components of these outcomes which further clarify the skills necessary to achieve each outcome. Each outcome also describes the depth of knowledge and level of rigor required for students to demonstrate their conceptual understanding of the knowledge and skills outlined in the curriculum.

**All standards and outcomes are not created equal.** The Language Arts curriculum has been carefully aligned to include complete coverage of the Wyoming Language Arts Standards. However, it is important to note that all standards are not of equal importance. Some standards, commonly called priority standards, are essential for students to master in order to be prepared for the next grade level or course. Others, commonly referred to as supporting standards, are taught within the context of the priority standards, but do not receive the same degree of instruction and assessment as the priority standards. They act as a scaffold to help students understand and attain the priority standards.

LCSD2 has analyzed the content of each course and prioritized the concepts of greater importance. These are called **Essential Standards** and are noted in each course curriculum for grades 7-12. In grades K-6, essential standards are described in the **Proficiency Scales**. LCSD2 teachers may access the scales in the Curriculum Library. Parents may request copies from the building administrator. District assessments are created to assess student learning on these essential standards.

Each outcome has been assigned a code number consisting of symbols for content area, grade level or course, and outcome number. In the example shown below, ELA stands for English Language Arts (content area) – K stands for kindergarten (grade) – 1 symbolizes that it is the first outcome in this grade level.

Example:

### **Outcome ELA-K-1:**

**Students will analyze literary text describing the story elements and structure.**

- |           |   |
|-----------|---|
| ELA-K-1-1 | Identify common types of text (e.g., poems, storybooks, etc.). (K.RL.5)                               |
| ELA-K-1-2 | Name the author and illustrator of a story and define the role of each in telling the story. (K.RL.6) |
| ELA-K-1-3 | Actively engage in group reading activities with purpose and understanding. (K.RL. 10)                |

Each component has also been given a code number consisting of symbols for the content area, grade level or course, outcome number, and component number. In the example shown above, ELA stands for English Language Arts (content area) – K stands for kindergarten (grade) – 1 stands for the component number – and 3 symbolizes that it is the third component of the outcome.

At the end of each component, the code number in parentheses indicates the Wyoming Common Core State Standard to which it aligns and includes the grade level, domain, and standard number. In the above example, the K stands for Kindergarten, RL stands for Reading Literature, and 10 stands for standard 10 under Reading Literature.

A link to the complete Wyoming English Language Arts State Standards document can be found [here.](#)

## **Mission**

Successful language arts students in LCSD2 will acquire, practice, and apply effective reading, writing, and communication skills through authentic experiences. Students will integrate these literacy components across all content areas to navigate the changing world.

## **Course/Grade Level Purposes**

### **Kindergarten**

Students in kindergarten will apply phonological awareness skills through reading decodable text and writing complete sentences. They will demonstrate critical thinking skills by generating questions and making connections between individuals, events, ideas, or information in text. Students will engage in collaborative conversations, speaking about the topics and texts under discussion.

### **First Grade**

Students in first grade will apply phonological skills to read grade level text. Students will use technology to compose simple opinion, narrative, and informative paragraphs which include topic sentences, details, and a sense of closure. Students will engage in collaborative conversations, speaking in complete sentences about the topics and texts under discussion.

### **Second Grade**

Students in second grade will comprehend grade level fiction and nonfiction focusing on story structure and main idea. Students will use technology to compose opinion, informational, and narrative paragraphs in which they introduce the topic, develop details, and provide a concluding sentence using appropriate conventions. Students will engage in collaborative conversations, speaking in complete sentences about the topics and texts under discussion, including appropriate detail and clarification.

### **Third Grade**

Students in third grade will comprehend fiction and nonfiction text, identifying and analyzing story structure, plot, and main idea. Students will construct complex sentences, applying correct conventions, and grammar. Students will compose informational, opinion, and narrative pieces, clearly stating the topic, supporting details, and a concluding statement. Students will engage in collaborative discussions asking and answering questions referring to the text being discussed, and explicitly drawing on the required material.

#### **Fourth Grade**

Students in fourth grade will comprehend literary and informational text, analyzing theme and point of view. Students will compose informational, opinion, and narrative pieces including researched information, evidence, and reasoning. Students will engage in collaborative discussions by posing and responding to specific questions linking to the remarks of others. Students will report in an organized manner supporting main ideas or themes and will differentiate between informal discourse and formal English.

#### **Fifth Grade**

Students in fifth grade will infer and analyze to identify the theme while reading and summarizing literary and informational text. They will produce opinion, informational, and narrative pieces with appropriate evidence and detail, correctly applying verb tenses and verb usage. Students will engage in a range of collaborative discussions building on others' ideas and expressing their own clearly. They will report on a topic or present an opinion using multimedia components and adapt speech to a variety of contexts.

#### **Sixth Grade**

Students in sixth grade will compare and contrast common themes and topics in literary and informational text. They will compose a variety of texts, including arguments to support claims using valid reasons, evidence, and cited sources while correctly applying grade appropriate conventions. Students will engage in a range of collaborative discussions, including topics, texts, and issues, building on others' ideas and expressing their own clearly. Students will interpret information presented in diverse media and formats and delineate a speaker's argument and specific claims.

#### **Seventh Grade**

Students in seventh grade will analyze the development of themes in literary text and central idea in informational text. Students will outline character development of fictional characters found in literary text. Forms of writing including argument, informational, and narrative text will be composed while demonstrating grade appropriate conventions and word choice. Students will engage in collegial discussion, displaying the ability to ask probing questions and direct back to the topic as needed. Students will present information, findings, and claims while evaluating the presentation information findings and claims of others in diverse media and formats.

#### **Eighth Grade**

Students in eighth grade will determine the influence of real people throughout history on the formation of literature, fiction and nonfiction. Students will analyze how the central idea of a literary text affects the setting, characters, conflict, and plot. Students will compose arguments, informational, and narrative text with self-generated questions while demonstrating grade appropriate conventions and word choice. Students will engage in collegial discussion, displaying decision-making and connecting the ideas of several speakers. Students will analyze the purpose of information and evaluate the motives behind its presentation.

#### **Ninth Grade Introduction to Literature**

Students in Ninth Grade Introduction to Literature will differentiate and analyze literary text with the purpose of identifying the effect of author intention on central ideas, characters, and perspectives. Students will write literary and informative pieces on substantive topics to address real world issues. Students will initiate and propel collaborative discussion on topics of themes and larger ideas.

#### **Tenth Grade World Literature**

Students in Tenth Grade World Literature will assay literature from a variety of cultures to develop claims and counterclaims on themes, literary forms, historical and cultural context, as well as author intent and use of language. Students will write literary and informative pieces on substantive topics to address real world issues using precise language. Students will converse thoughtfully and respectfully on topics of cultural diversity, integrating multiple sources of information, and evaluating credibility and accuracy of responses.

#### **Eleventh Grade American Literature**

Students in Eleventh Grade American Literature will chronologically categorize, in reading, speaking, and writing, several themes, purposes, and literary styles common or endemic to the history of American writing. Students will differentiate between non-fiction accounts and myths that have developed a presence in the cultural attitudes of the American identity. Students will design and conduct literary analysis research which classifies and critically analyzes the concepts of American literature.

#### **Twelfth Grade European Literature**

Students in Twelfth Grade European Literature will identify and label aspects of period movements in British and European writing. They will analyze how aspects of those movements present themselves in text. Students will memorize and recite poetry and conduct self-generated literary analysis research, properly supporting arguments with critical writing that attends to standard conventions.

#### **Advanced English (LCCC ENG 1010)**

Students in Advanced English write expository and persuasive essays that employ all stages of the writing process using computers. Students conduct college-level research; practice critical reading and analysis; logically organize essays through claims and evidence; and apply knowledge of audience, purpose, and genre within writing assignments, following standardized conventions of English grammar and MLA formatting.

## Kindergarten

### Kindergarten English Language Arts Terms and Definitions

**author** - writes the words

**blend** - putting sounds together

**characters** – people/animals in a story

**illustrator** - draws or creates the pictures

**informative** – a written piece about a factual topic

**narrative** – a written piece about a personal topic

**opinion** – a judgment about a person or thing, what you believe or think about a topic or person

**setting** – when (time, time of day, or time period) and where a story takes place

**syllable** - a word part

**rhyming word** - the middle and ending sound of words are the same, but the beginning sound is different

**Outcome ELA-K-1:****Students will analyze literary text describing the story elements and structure.**

- ELA-K-1-1 Identify common types of text (e.g., poems, storybooks, etc.). (K.RL.5)
- ELA-K-1-2 Name the author and illustrator of a story and define the role of each in telling the story. (K.RL.6)
- ELA-K-1-3 Actively engage in group reading activities with purpose and understanding. (K.RL. 10)
- ELA-K-1-4 Describe the relationship between illustrations and the story in which they appear. (K.RL.7)
- ELA-K-1-5 Identify characters, setting, and major events in a story. (K.RL.3)
- ELA-K-1-6 Retell familiar stories, including key details, with teacher prompting and support. (K.RL.2)
- ELA-K-1-7 Ask and answer questions about key details and unknown words in a text, with teacher prompting and support. (K.RL.1, K.RL.4)
- ELA-K-1-8 Compare and contrast the adventures and experiences of characters in familiar stories. (K.RL.9)

**Outcome ELA-K-2:****Students will analyze informational text: identifying main topic, retelling key details, and asking and answering questions.**

- ELA-K-2-1 Identify the front cover, back cover, title page, title, author, and illustrator. (K.RI.5)
- ELA-K-2-2 Define the role of the author and illustrator in presenting the ideas or information in a text. (K.RI.6)
- ELA-K-2-3 Describe the relationship between illustrations and the text in which they appear. (K.RI.7)
- ELA-K-2-4 Actively engage in group reading activities with purpose and understanding. (K.RI.10)
- ELA-K-2-5 Ask and answer questions about key details and unknown words in a text, with teacher prompting and support. (K.RI.1, K.RI.4)
- ELA-K-2-6 Identify the main topic and retell key details of a text. (K.RI.2)
- ELA-K-2-7 Make connections between two individuals, events, ideas, or pieces of information in a text. (K.RI.3)
- ELA-K-2-8 Tell the reasons an author gives to support key ideas in a text. (K.RI.8)
- ELA-K-2-9 Compare and contrast two texts on the same topic, with teacher prompting and support. (K.RI.9)



**Outcome ELA-K-3:****Students will differentiate syllables, phonemes, and rhyming words orally.**

- ELA-K-3-1 Count, pronounce, blend, and segment syllables in spoken words. (K.FS.2.b)
- ELA-K-3-2 Identify and produce rhyming words. (K.FS.2a)
- ELA-K-3-3 Blend and segment onsets and rimes of single syllable spoken words. (K.FS.2c)
- ELA-K-3-4 Isolate and pronounce the beginning, middle, and ending sounds in words with three phonemes. (K.FS.2d)
- ELA-K-3-5 Add or substitute individual sounds in one-syllable words to make new words. (K.FS.2e)
- ELA-K-3-6 Distinguish between similarly spelled words, and identify the sounds of the letters that are different. (K.FS.3d)

**Outcome ELA-K-4:****Students will apply reading foundational skills to decode grade-appropriate text with purpose and understanding. (K.FS.4)**

- ELA-K-4-1 Identify and name all upper and lowercase letters of the alphabet. (K.FS.1d)
- ELA-K-4-2 Demonstrate one to one letter-sound correspondence, including long and short sounds for vowels. (K.FS.3a, K.FS.3b)
- ELA-K-4-3 Demonstrate that spoken words can be written using a sequence of letters. (K.FS.1B, K.L.2d)
- ELA-K-4-4 Read common high frequency words by sight (1-25, Appendix A). (K.FS.3c)
- ELA-K-4-5 Track words to show that print is read left to right, top to bottom, and page by page. (K.FS.1a)
- ELA-K-4-6 Identify that words are separated by spaces in print. (K.FS.1c)

**Outcome ELA-K-5:**

**Students will create opinion and informative/explanatory pieces, using a combination of drawing, dictating, and writing.**

- ELA-K-5-1 Create an opinion about a piece of writing, topic, or book by telling the reader the topic or name of the book and stating a personal opinion about it. (K.W.1)
- ELA-K-5-2 Create informative/explanatory text, naming what they are writing about and giving information about the topic. (K.W.2)
- ELA-K-5-3 Respond to questions and suggestions from peers, and add details to strengthen writing, with guidance from adults. (K.W.5)
- ELA-K-5-4 Produce and publish writing using a variety of digital tools, peer collaboration and guidance from adults. (K.W. 6)
- ELA-K-5-5 Collaborate in shared research and writing projects. (K.W.7)

**Outcome ELA-K-6:**

**Students will create a narrative, using a combination of drawing, dictating, and writing.**

- ELA-K-6-1 Create a narrative about a single event or several loosely linked events. Tell about the events in the order they occurred and provide a reaction to what happened. (K.W.3)
- ELA-K-6-2 Recall information from experiences or gather information from provided sources to answer a question. (K.W.8)
- ELA-K-6-3 Respond to questions and suggestions from peers and add details to strengthen writing, with guidance from adults. (K.W.5)
- ELA-K-6-4 Produce and publish writing using a variety of digital tools, peer collaboration and guidance from adults. (K.W.6)

**Outcome ELA-K-7:**

**Students will engage in collaborative conversations about the topics and texts under discussion.**

- ELA-K-7-1 Speak audibly and express thoughts, feelings, and ideas clearly. (K.SL.6)
- ELA-K-7-2 Use agreed upon rules during discussions. (K.SL.1a)
- ELA-K-7-3 Engage in two-way conversations with peers. (K.SL.1b)
- ELA-K-7-4 Describe familiar people, places, things, and events with detail, using teacher prompting and support. (K.SL.4)
- ELA-K-7-5 Create drawings or other visual displays for descriptions in order to provide details. (K.SL.5)
- ELA-K-7-6 Construct and answer questions about key details, to seek help, get information, or clarify something that is not understood. (K.SL.2, K.SL.3)

**Outcome ELA-K-8:**

**Students will utilize conventions of standard English grammar and usage when writing or speaking.**

- ELA-K-8-1 Write upper and lowercase letters. (K.L.1a)
- ELA-K-8-2 Name the different types of end punctuation (e.g., period, exclamation mark, question mark). (K.L.2b)
- ELA-K-8-3 Correctly use frequently occurring nouns, verbs, and prepositions (e.g., to, from, in, out, on, off, for, of, by, with) in written works and oral exchanges. (K.L.1b, K.L.1e)
- ELA-K-8-4 Orally produce plural nouns by adding the sounds /s/ or /es/ (e.g., dog/dogs, wish/wishes). (K.L.1c)
- ELA-K-8-5 Correctly use question words. (K.L.1d)
- ELA-K-8-6 Speak and write complete sentences in shared language activities (e.g., conversations, whole group writing activities, dictating sentences). (K.L.1f)
- ELA-K-8-7 Write simple words phonetically, using knowledge of sound-letter relationships. (K.L.2c, K.L.2d)
- ELA-K-8-8 Capitalize the first word in a sentence and the pronoun I. (K.L.2a)

**Outcome ELA-K-9:**

**Students will determine meanings of unknown and multiple-meaning words and phrases, and word relationships through conversations, reading and being read to, and responding to texts. (K.L.6)**

- ELA-K-9-1 Sort common objects into categories and tell the concepts the categories represent. (K.L.5a)
- ELA-K-9-2 Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck). (K.L.4a)
- ELA-K-9-3 Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word. (K.L.4b)
- ELA-K-9-4 Give examples of frequently occurring verbs and adjectives by identifying their opposites (antonyms). (K.L.5b)
- ELA-K-9-5 Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings. (K.L.5d)
- ELA-K-9-6 Compare real-life connections between words and their use. (K.L.5c)

## First Grade

### 1<sup>st</sup> grade English Language Arts Terms and Definitions

**adjective** - a word that describes a nouns or pronouns. Adjectives tell how many, what kind, or which one.

**common noun** - a person, place or thing

**compare** - to define how two or more things are alike or the same

**conjunction** - a word or expression that joins together sentences, clauses, phrases, or words (and, but, or, for, so)

**contrast** - to define how two or more things are different

**declarative sentence** - making a declaration or statement

**determiners** - a word belonging to a group of noun modifiers that can occur before descriptive adjectives modifying the same noun <"the" in "the red house" is a determiner> (can be an article or demonstrative)

**drop down menu** - an area on a website that has an arrow and choices to choose from

**exclamatory sentence** - containing or using exclamation

**glossary** - a list of the hard or unusual words found in a book, a dictionary of the special terms in a particular field

**headings** - something (as a title or an address) at the top or beginning new information (as of a letter or chapter)

**icons** - a pictorial symbol on a computer screen

**imperative sentence** - of, relating to, or being the grammatical mood that expresses a command, request, or feelings b : expressing a command, request, or strong feelings

**indefinite pronoun** - a pronoun that refers to people or things that are

**interrogative sentence** - questioning sentence

**key details** - the important parts of a text

**noun** – a word that names a person, place, thing, or idea

**personal pronoun** - a pronoun (as I, you, or they) used as a substitute for a noun that names a definite person or thing

**plural noun** - more than one person, place, or thing

**poetry** - writing usually with a rhythm that repeats

**possessive noun** - a noun that shows ownership of something else

**possessive pronoun** - a pronoun (his, her(s), their(s), our, mine, yours, its) used as a substitute for a noun that names a definite person or thing to show ownership

**prepositions** - are words that show position or direction and introduce prepositional phrases. (about, at, by, for, of, on, off, out, over, up, to, with)

**pronoun** – a word used in place of a noun (Lisa is fast. *She* is fast.)

**proper noun** - a noun that names a particular person, place, or thing

**root words** - a word or part of a word from which other words are formed (word bases such as root/rooted, light-lightning/light-year/lighthearted/night-light)

**segment** - to separate, take apart

**setting** - when (time-time of day or time period) and where a story takes place

**singular noun** - one person, place, or thing

**table of contents** - a list of specifics a book contains and where to find them in a book not named or known. (all, another, any, everyone, several, someone, such, etc.)

**Outcome ELA-1-1:**

**Students will analyze fictional text describing the story elements and structure.**

- ELA-1-1-1 Ask and answer questions about key details in a text. (1.RL.1)
- ELA-1-1-2 Retell stories, including key details. (1.RL. 2)
- ELA-1-1-3 Demonstrate understanding of central message or lesson by retelling the story, writing, drawing pictures, etc. (1.RL.2)
- ELA-1-1-4 Describe characters, settings, and major events using key details and illustrations. (1.RL.3, 1.RL.7)
- ELA-1-1-5 Decode regularly spelled one-syllable words. (1.FS.3b)
- ELA-1-1-6 Identify words/phrases that suggest feelings or appeal to senses. (1.RL.4)
- ELA-1-1-7 Compare/contrast books that tell stories and books that give information. (1.RL.5)
- ELA-1-1-8 Decide who is telling the story at various points. (1.RL.6)
- ELA-1-1-9 Compare and contrast adventures and experiences of characters in stories. (1.RL. 9)
- ELA-1-1-10 Read prose and poetry, with teacher prompting and support. (1.RL.10)

**Outcome ELA-1-2:**

**Students will analyze nonfiction (informational) texts describing the main topic, locating information, and explaining text features.**

- ELA-1-2-1 Ask and answer questions about key details in a text. (1.RI.1)
- ELA-1-2-2 Identify the main topic and restate key details. (1.RI.2)
- ELA-1-2-3 Compare the connection between two individuals, events, ideas, or pieces of information in a text. (1.RI.3)
- ELA-1-2-4 Ask and answer questions to determine/clarify the meaning of words and phrases in a text. (1.RI.4)
- ELA-1-2-5 Identify and utilize various text features (e.g., headings, table of contents, glossaries, drop down menus, and icons) to locate key facts/information. (1.RI.5)
- ELA-1-2-6 Distinguish between information provided by pictures or other illustrations (e.g., tables, graphs) and information provided by the words in a text. (1.RI.6)
- ELA-1-2-7 Utilize illustrations and details to describe key ideas. (1.RI.7)
- ELA-1-2-8 Identify the reasons an author gives to support key ideas in a text. (1.RI.8)
- ELA-1-2-9 Compare and contrast basic differences between two texts on the same topic. (1.RI.9)
- ELA-1-2-10 Read informational text, with teacher prompting and support, appropriate for grade level. (1.RI.10)

**Outcome ELA-1-3:**

**Students will apply reading foundational skills to decode grade-appropriate text with purpose and understanding.**

- ELA-1-3-1 Segment and blend beginning, middle, and ending sounds into single syllable words. (1.FS.2b,c,d)
- ELA-1-3-2 Identify short and long vowel sounds in both single- and two-syllable words. (1.FS.2a, 1.FS.3e)
- ELA-1-3-3 Blend consonants sounds together to form single syllable words. (1.FS.2b)
- ELA-1-3-4 Identify common consonant digraphs. (1.FS.3a)
- ELA-1-3-5 Decode words using final –e and common vowel team conventions that represent long vowel sounds. (1.FS.3c)
- ELA-1-3-6 Demonstrate that every syllable must have a vowel sound to determine the number of syllables in printed words. (1.FS.3d)
- ELA-1-3-7 Use common inflections (e.g., -s, -es, -ing, -er, -ed, -est) to read words. (1.FS.3f)
- ELA-1-3-8 Read grade-appropriate irregularly spelled words(26-100, Appendix A). (1.FS.3g)

**Outcome ELA-1-4:**

**Students will apply reading foundational skills to read with accuracy and fluency to support comprehension in grade-appropriate text.**

- ELA-1-4-1 Identify concepts of print (e.g., sentences begin with capitals, end with punctuation). (1.FS.1a)
- ELA-1-4-2 Read with purpose and understanding. (1.FS.4a)
- ELA-1-4-3 Orally produce accurate readings using appropriate rate and expression. (1.FS.4b)
- ELA-1-4-4 Use context to justify or self-correct word recognition, and reread to monitor comprehension. (1.FS.4c)

**Outcome ELA-1-5:**

**Students will compose narrative paragraphs including a beginning, middle, and end.**

- ELA-1-5-1 Produce narrative paragraphs based on experiences that include two or more events with details of what happened. (1.W.3)
- ELA-1-5-2 Produce narrative paragraphs with sequenced events, using temporal words (e.g., first, next, last, finally, etc.) to signal event order. (1.W.3)
- ELA-1-5-3 Produce narrative paragraphs that include a sense of closure. (1.W.4)
- ELA-1-5-4 Add details to narrative paragraphs after conferencing with adults/peers. (1.W.5)
- ELA-1-5-5 Produce and publish writing using a variety of digital tools, peer collaboration and guidance from adults. (1.W.6)

**Outcome ELA-1-6:**

**Students will compose opinion and informative/explanatory paragraphs stating the point of view or the main idea.**

- ELA-1-6-1 Produce an opinion paragraph that includes introducing the topic or naming the book, stating an opinion, supplying a reason, and providing a sense of closure. (1.W.1)
- ELA-1-6-2 Produce an informative/explanatory paragraph that includes the topic, facts, and a sense of closure. (1.W.2)
- ELA-1-6-3 Add details to opinion and informative/explanatory paragraphs after conferencing with adults/peers. (1.W.5)
- ELA-1-6-4 Produce and publish writing using a variety of digital tools, peer collaboration and guidance from adults. (1.W.6)
- ELA-1-6-5 Collaborate in shared research and writing projects. (1.W.7)
- ELA-1-6-6 Gather information from provided sources to answer a question. (1.W.8)

**Outcome ELA-1-7:**

**Students will engage in collaborative conversation expressing ideas, thoughts, and feelings about grade-appropriate topics, tasks, and situations.**

- ELA-1-7-1 Use agreed upon rules during discussions. (1.SL.1a)
- ELA-1-7-2 Produce complete sentences. (1.SL.6)
- ELA-1-7-3 Expand conversation by responding to comments of others. (1.SL.1b)
- ELA-1-7-4 Construct questions to clarify confusion during discussions. (1.SL.1c)
- ELA-1-7-5 Construct questions/answers about presented key details. (1.SL.2, 1.SL.3)
- ELA-1-7-6 Describe people, places, things, and events with relevant details. (1.SL.4)
- ELA-1-7-7 Create drawings or other visual displays to clarify descriptions. (1.SL.5)

**Outcome ELA-1-8:**

**Students will apply knowledge of conventions of standard English capitalization, punctuation, and spelling when writing.**

- ELA-1-8-1 Write all upper and lowercase letters. (1.L.1a)
- ELA-1-8-2 Capitalize dates and names of people. (1.L.2a)
- ELA-1-8-3 Use appropriate end punctuation for sentences (., !, ?). (1.L.2b)
- ELA-1-8-4 Utilize commas in dates and to separate single words in a series. (1.L.2c)
- ELA-1-8-5 Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. (1.L.2d)
- ELA-1-8-6 Apply phonemic awareness and spelling conventions to spell words phonetically. (1.L.2e)



**Outcome ELA-1-9:**

**Students will apply knowledge of conventions of standard English when writing.**

- ELA-1-9-1 Use common, proper, and possessive nouns. (1.L.1b)
- ELA-1-9-2 Write singular and plural nouns with matching verbs in basic sentences. (1.L.1c)
- ELA-1-9-3 Write using personal, possessive, and indefinite pronouns (e.g., I, me, my, they, them, their, anyone, everything). (1.L.1d)
- ELA-1-9-4 Compose sentences using verbs to convey a sense of past, present, and future. (1.L.1e)
- ELA-1-9-5 Use frequently occurring adjectives to provide detail in writing. (1.L.1f)
- ELA-1-9-6 Produce sentences that include frequently occurring conjunctions (e.g., and, but, or, so, because). (1.L.1g)
- ELA-1-9-7 Use determiners when necessary. (e.g., articles-a, an, the, demonstratives-this, that, those, yonder) (1.L.1h)
- ELA-1-9-8 Utilize frequently occurring prepositions (e.g., during, beyond, toward) to enhance sentences. (1.L.1i)
- ELA-1-9-9 Write a variety of complete simple and compound sentences (e.g., declarative, interrogative, imperative, and exclamatory). (1.L.1j)
- ELA-1-9-10 Respond to prompts by writing a variety of complete simple and compound sentences. (1.L.1j)

**Outcome ELA-1-10:**

**Students will define and clarify meaning of unknown words and multiple meaning words and phrases, and word relationships through conversations, reading and being read to, and responding to text.**

- ELA-1-10-1 Use the context of the sentence as a clue to the meaning of a word or phrase. (1.L.4a)
- ELA-1-10-2 Use frequently occurring affixes as a clue to the meaning of a word (e.g., re-, pre-, -ful, -less). (1.L.4b)
- ELA-1-10-3 Locate frequently occurring root words and their inflectional forms. (e.g., look, looks, looked, looking) (1.L.4c)
- ELA-1-10-4 Categorize words into groups to gain a sense of the concepts they represent complete simple and compound declarative, interrogative, imperative, and exclamatory sentences. (e.g., colors, clothing). (1.L.5a)
- ELA-1-10-5 Define words by categories and one or more key attributes (e.g., A duck is a bird that swims; a tiger is a large cat with stripes). (1.L.5b)
- ELA-1-10-6 Examine real life connections between words and their uses. (1.L.5c)
- ELA-1-10-7 Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings. (1.L.5d)
- ELA-1-10-8 Respond using frequently occurring conjunctions (e.g., because). (1.L.6)

**Outcome ELA-1-11:**

**Students will apply knowledge of conventions of standard English when speaking.**

- ELA-1-11-1 Use common, proper, and possessive nouns. (1.L.1b)
- ELA-1-11-2 Use singular and plural nouns with matching verbs in basic sentences. (1.L.1c)
- ELA-1-11-3 Produce sentences using personal, possessive, and indefinite pronouns (e.g., I, me, my, they, them, their, anyone, everything). (1.L.1d)
- ELA-1-11-4 Produce sentences using verbs to convey a sense of past, present, and future. (1.L.1e)
- ELA-1-11-5 Use frequently occurring adjectives. (1.L.1f)
- ELA-1-11-6 Produce sentences that include frequently occurring conjunction (e.g., and, but, or, so, because) (1.L.1g)
- ELA-1-11-7 Use determiners when necessary (e.g., articles-a, an, the; demonstratives-this, that, those, yonder). (1.L.1h)
- ELA-1-11-8 Utilize frequently occurring prepositions (e.g., during, beyond, toward) to enhance sentences. (1.L.1i)
- ELA-1-11-9 Respond to prompts by producing a variety of complete simple and compound sentences (e.g., declarative, interrogative, imperative, and exclamatory). (1.L.1j)

## Second Grade

### 2<sup>nd</sup> grade English Language Arts Terms and Definitions

**accuracy** - the ability to be precise and avoid errors

**adverb** - a word that describes verbs, adjectives, or other adverbs (how, when, where, how often, how much)

**collective noun** - a noun that refers to a group of people or things considered as a single unit.

**conclusion** - the part that brings something to a close

**introduction** - a section at the beginning of a book or other piece of writing that summarizes what it is about or sets the scene

**paragraph** - a piece of writing that consists of one or more sentences, begins on a new and often indented line, and contains a distinct idea or the words of one speaker

**plot** - the story or sequence of events in something such as a novel, play, or movie

**reflexive pronoun** - describes a pronoun referring to the same person or thing as another noun or pronoun in the same sentence. The reflexive pronouns in English end in "-self" or "-selves," e.g. "myself," "yourself," "ourselves."

**temporal words** - time order words to express sequence (first, next, last, finally, then)

**Outcome ELA-2-1:**

**Students will analyze fictional text describing the characters, story structure (beginning, middle, and end), and plot (setting, character's problem, events leading to the solution, and the solution). (2.RL.10)**

- |           |  |
|-----------|--|
| ELA-2-1-1 | Examine the structure of a story to identify the beginning as an introduction and the ending as a conclusion to the action. (2.RL.5) |
| ELA-2-1-2 | Identify characters, setting, or plot by using information gained from the illustrations and words in a story. (2.RL.1)              |
| ELA-2-1-3 | Ask and answer the questions who, what, where, when, why, and how to describe key details in text. (2.RL.1)                          |
| ELA-2-1-4 | Recount stories, including fables and folktales, and determine their central message, lesson, or moral. (2.RL.2)                     |
| ELA-2-1-5 | Compare and contrast two or more versions of the same story. (2.RL.9)  |
| ELA-2-1-6 | Describe how characters respond to events. (2.RL.3)  |
| ELA-2-1-7 | Distinguish between characters' points of view (e.g., using different voices for different characters). (2.RL.6)                     |
| ELA-2-1-8 | Describe how words and phrases supply rhythm and meaning in a story, poem, or song. (2.RL.4)   |

**Outcome ELA-2-2:**

**Students will analyze nonfiction text describing the main idea, locating information, and explaining text features. (2.RI.10)**

- |           |  |
|-----------|--|
| ELA-2-2-1 | Ask and answer the questions who, what, where, when, why, and how to describe key details in text. (2.RI.1)  |
| ELA-2-2-2 | Identify the main idea of a multi-paragraph text, as well as the focus of specific paragraphs within the text.(2.RI.2)   |
| ELA-2-2-3 | Identify and use various text features, including diagrams, captions, bold print, subheadings, glossaries, indexes, drop down menus, and icons to locate key facts in a text. Describe how these features contribute to and clarify the text. (2.RI.5, 2.RI.7)                                   |
| ELA-2-2-4 | Compare and contrast the most important points presented in two texts on the same topic. (2.RI.9)  |
| ELA-2-2-5 | Identify what the author wants to answer, explain, or describe in a nonfiction text, justifying reasoning with support from the text. (2.RI.6, 2.RI.8)   |
| ELA-2-2-6 | Evaluate the connection between a series of historical events (e.g., Thanksgiving and the Pilgrims), scientific ideas or concepts (e.g., life cycle of a frog and life cycle of a tree), steps in a technical procedure (e.g., following directions to play a game or follow a recipe). (2.RI.3) |
| ELA-2-2-7 | Determine the meaning of words and phrases in grade-appropriate text or topics. (2.RI.4)   |

**Outcome ELA-2-3:**

**Students will apply reading foundational skills to decode grade appropriate text with purpose and understanding.**

- ELA-2-3-1 Distinguish long and short vowels in one-syllable words. (2.FS.3a)
- ELA-2-3-2 Decode regularly spelled two-syllable words with long vowels. (2.FS.3c)
- ELA-2-3-3 Apply spelling-sound correspondences for additional common vowel teams. (2.FS.3b)
- ELA-2-3-4 Identify words with inconsistent but common spelling-sound correspondences (e.g., though/thought, hey/key). (2.FS.3e)
- ELA-2-3-5 Recognize and read grade-appropriate irregularly spelled words (101-200, Appendix A). (2.FS.3f)
- ELA-2-3-6 Decode words with common prefixes and suffixes. (2.FS.3d)

**Outcome ELA-2-4:**

**Students will apply reading foundational skills to read with accuracy and fluency to support comprehension in grade-appropriate text.**

- ELA-2-4-1 Read grade-appropriate text with purpose and comprehension. (2.FS.4a)
- ELA-2-4-2 Read grade-appropriate text orally with accuracy, appropriate rate, and expression on successive readings. (2.FS.4b)
- ELA-2-4-3 Self-correct and confirm word recognition and meaning using context clues. (2.FS.4c)

**Outcome ELA-2-5:**

**Students will compose opinion and informative paragraphs clearly stating the point of view or the main idea.**

- ELA-2-5-1 Compose opinion paragraphs, introducing the topic or book they are writing about. (2.W.1)
- ELA-2-5-2 State an opinion and supply reasons to support the opinion. (2.W.1)
- ELA-2-5-3 Use linking words (e.g., because, and, also) to connect opinion and reasons. (2.W.1)
- ELA-2-5-4 Construct a concluding statement or paragraph in both opinion and informative paragraphs. (2.W.1, 2.W.2)
- ELA-2-5-5 Compose informative paragraphs introducing the topic using facts and definitions to develop points. (2.W.2)
- ELA-2-5-6 Revise and edit writing with guidance and support from adults and peers. (2.W.5)
- ELA-2-5-7 Publish writing, with guidance and support from adults and collaboration with peers, using a variety of digital tools. (2.W.6)
- ELA-2-5-8 Participate in shared research and writing projects. (2.W.7)
- ELA-2-5-9 Recall information from experiences or gather information from sources to answer a question. (2.W.8)

**Outcome ELA2-6:**

**Students will compose narrative paragraphs including a clear beginning, middle, and end.**

- ELA-2-6-1 Compose narrative paragraphs recounting a well-elaborated event or short sequence of events. (2.W.3)
- ELA-2-6-2 Provide details to describe actions, thoughts, and feelings. (2.W.3)
- ELA-2-6-3 Use temporal (time order) words to signal event order and provide a sense of closure. (2.W.3)
- ELA-2-6-4 Revise and edit writing with guidance and support from adults and peers. (2.W.5)
- ELA-2-6-5 Publish writing, with guidance and support from adults and collaboration with peers, using a variety of digital tools. (2.W.6)
- ELA-2-6-6 Participate in shared research and writing projects. (2.W.7)
- ELA-2-6-7 Recall information from experiences or gather information from sources to answer a question. (2.W.8)

**Outcome ELA2-7:**

**Students will engage in collaborative conversations about grade specific texts and topics.**

- ELA-2-7-1 Apply agreed-upon rules for discussions (e.g., listening to others with care). (2.SL.1a)
- ELA-2-7-2 Build on others' talk in conversations by linking comments to the remarks of others. (2.SL.1b)
- ELA-2-7-3 Clarify or ask for further explanation by asking questions about the topics and texts under discussion. (2.SL.1c)
- ELA-2-7-4 Recount or describe key details from a text read aloud, information presented orally, or through other media. (2.SL.2)
- ELA-2-7-5 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. (2.SL.3)
- ELA-2-7-6 Speak audibly in coherent sentences about a story or experience using appropriate facts and relevant, descriptive details. (2.SL.4)
- ELA-2-7-7 Create audio recordings of stories or poems that demonstrate fluid reading at an understandable pace. (2.SL.5)
- ELA-2-7-8 Create drawings or other visual displays in stories or recounts of experiences, when appropriate, to clarify ideas, thoughts, and feelings. (2.SL.5)
- ELA-2-7-9 Produce complete sentences, when appropriate to task and situation, to provide requested detail or clarification. (2.SL.6)

**Outcome ELA2-8:**

**Students will demonstrate a command of grade-appropriate grammar.**

- ELA-2-8-1 Use collective nouns (e.g., group). (2.L.1a)
- ELA-2-8-2 Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). (2.L.1b)
- ELA-2-8-3 Use reflexive pronouns (e.g., myself, ourselves, himself). (2.L.1c)
- ELA-2-8-4 Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). (2.L.1d)
- ELA-2-8-5 Use adjectives and adverbs, and choose between them depending on what is to be modified. (2.L.1e)
- ELA-2-8-6 Produce, expand, and rearrange complete simple and compound sentences (e.g., by adding more detail and clarity). (2.L.1f)

**Outcome ELA2-9:**

**Students will demonstrate a command of grade-appropriate capitalization, punctuation, and spelling when writing.**

- ELA-2-9-1 Capitalize holidays, product names, and geographic names. (2.L.2a)
- ELA-2-9-2 Use commas in greetings and closings of letters. (2.L.2b)
- ELA-2-9-3 Use an apostrophe to form contractions and frequently occurring possessives. (2.L.2c)
- ELA-2-9-4 Generalize learned spelling patterns when writing words (e.g., cage-badge, boy-boil). (2.L.2d)
- ELA-2-9-5 Consult reference materials as needed to check and correct spellings. (2.L.2e)

**Outcome ELA2-10:**

**Students will use knowledge of language and its conventions integrated in writing, speaking, reading, or listening.**

- ELA-2-10-1 Define formal uses of English (e.g., writing a report, giving a speech). (2.L.3)
- ELA-2-10-2 Define informal uses of English (e.g., writing a grocery list, talking with friends). (2.L.3)
- ELA-2-10-3 Compare and contrast formal and informal uses of English. (2.L.3)

**Outcome ELA2-11:**

**Students will demonstrate a command of grade-appropriate vocabulary.**

- ELA-2-11-1 Use sentence-level context clues to understand the meaning of a word or phrase. (2.L.4a)
- ELA-2-11-2 Determine the meaning of a new word that is formed when a prefix is added. (2.L.4b)
- ELA-2-11-3 Use a known root word when defining the meaning of an unknown word with the same root. (2.L.4c)
- ELA-2-11-4 Use the meaning of individual words to predict the meaning of compound words. (2.L.4d)
- ELA-2-11-5 Use glossaries and beginning dictionaries to determine or clarify the meaning of words and phrases. (2.L.4e)
- ELA-2-11-6 Identify real-life connections between words and their use (e.g., words that are spicy). (2.L.5a)
- ELA-2-11-7 Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny). (2.L.5b)
- ELA-2-11-8 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy). (2.L.6)



## Third Grade

### **3<sup>rd</sup> grade English Language Arts Terms and Definitions**

**abstract noun** - words for things that can't be experienced by any of the five senses; they can't be seen, heard, smelled, tasted or touched (love, joy, wonder, and evil)

**chapter** - one of the main sections of a text, usually having a title or number as a heading

**character traits** - personality and behavior of a character in text

**commas** - used to keep words and ideas from running together

**context clues** - context is the other words and sentences that are around the new word. When you figure out the meaning of a word from context, you are making a guess about what the word means

**derivational suffixes** - word parts that come at the end of a word

**dialogue** - conversation that takes place between characters in a story

**linking words** - words to help connect ideas and sentences (instead of, although)

**literal meanings** - is the "normal" meanings of the words, keeps a consistent meaning regardless of the context (piece of cake is a desert you eat)

**moral** - a message conveyed or a lesson to be learned from a story or event

**motivations** - the reasons a character takes a particular action in a story

**nonliteral meanings** - is the use of words or phrases in a manner where the literal meaning of the words is not true or does not make sense, but "implies a non-literal meaning which does make sense or that could be true (piece of cake meaning easy)

**prefixes** - word parts that come before the root or word base

**quotation marks** - used to enclose the exact words of the speaker, to show that words are used in a special way, and to punctuate titles

**scene** - a part of a play where there is no change to the time or place

**search tools** - key words, sidebars, hyperlinks are tools used to locate information

**sequence** - the order in which events unfold in a text

**shades of meaning** - a slight difference in the meaning of words (angry, furious)

**stanza** - one of the divisions of a poem, composed of two or more lines usually characterized by a common pattern of meter, rhyme, and number of lines

**text features** - assist the reader with comprehension and understanding, as well as drawing attention to certain aspects of the text (illustrations, captions, graphs, headings)

**theme** - a is the central idea of the story that is inferred by the reader from details in the story

**verb tense** - the time of a verb (practice, practiced, will practice)

**verb** - a word that shows action or links the subject to another word in the sentence

**Outcome ELA-3-1:**

**Students will analyze grade appropriate fictional text describing the characters, story structure, plot, and theme. (3.RL.10)**

- ELA-3-1-1 Ask and answer questions to demonstrate comprehension of the text, using evidence to support their ideas. (3.RL.1)
- ELA-3-1-2 Recount stories, including fables, folktales, and myths in order to determine the central message, lesson, or moral and explain how it is conveyed in the text. (3.RL.2)
- ELA-3-1-3 Describe character traits, motivations, and feelings and explain how their actions contribute to the sequence of events. (3.RL.3)
- ELA-3-1-4 Distinguish their own point of view from that of the narrator or those of the characters. (3.RL.6)
- ELA-3-1-5 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters. (3.RL.9)
- ELA-3-1-6 Explain how specific aspects of a text's illustrations contribute to the mood or emphasize aspects of a character or setting. (3.RL.7)
- ELA-3-1-7 Determine the meaning of words and phrases in text, and distinguish between exact meanings and implied meanings (e.g., piece of cake meaning easy). (3.RL.4)
- ELA-3-1-8 Identify and use the terms chapter, scene, and stanza when writing or speaking about a text, and describe how each part builds on earlier sections. (3.RL.5)

**Outcome ELA-3-2:**

**Students will analyze grade appropriate informational text: describing the main idea, locating information, and comparing relationships among text. (3.RI.10)**

- ELA-3-2-1 Ask and answer questions to demonstrate comprehension of the text, using evidence to support their ideas. (3.RI.1)
- ELA-3-2-2 Determine the main idea of a text, and identify and explain how the key details support the main idea. (3.RI.2)
- ELA-3-2-3 Distinguish their own point of view from that of the author of the text. (3.RI.6)
- ELA-3-2-4 Compare and contrast the most important points and key details presented in two texts on the same topic. (3.RI.9)
- ELA-3-2-5 Evaluate the relationship between a series of historical events, scientific ideas, or concepts, or steps in a technical procedure in a text, using language that pertains to time, sequence, and cause and effect. (3.RI.3)
- ELA-3-2-6 Describe how the author uses logical connections (e.g., comparisons, cause/effect, first/second/third in a sequence) between particular sentences and paragraphs in a text. (3.RI.8)
- ELA-3-2-7 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to grade-appropriate topics or subject areas. (3.RI.4)

- ELA-3-2-8 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic. (3.RI.5)
- ELA-3-2-9 Analyze information gained from illustrations, maps, photographs, and words in a text to demonstrate comprehension by answering where, when, why, and how key events occur. (3.RI.7)

**Outcome ELA-3-3:**

**Students will apply reading foundational skills to decode grade-appropriate text with purpose to support comprehension.**

- ELA-3-3-1 Identify and apply the meaning of the most common prefixes and derivational suffixes (e.g., *unhappy* and *happiness* derived from happy). (3.FS.3a)
- ELA-3-3-2 Decode words with common Latin suffixes (e.g., -able, -ation, -ment). (3.FS.3b)
- ELA-3-3-3 Decode multi-syllable words. (3.FS.3c)
- ELA-3-3-4 Read grade-appropriate irregularly spelled words. (3.FS.3d)

**Outcome ELA-3-4:**

**Students will apply reading foundational skills to read with accuracy and fluency to support comprehension in grade-appropriate text.**

- ELA-3-4-1 Read grade-appropriate text with purpose and comprehension. (3.FS.4a)
- ELA-3-4-2 Read grade-appropriate prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. (3.FS.4b)
- ELA-3-4-3 Self-correct and confirm word recognition and meaning using context clues. (3.FS.4c)

**Outcome ELA-3-5:**

**Students will compose opinion pieces clearly stating point of view or main idea.**

- ELA-3-5-1 Compose an opinion piece introducing the topic or text they are writing about. (3.W.1a)
- ELA-3-5-2 State an opinion and use an organized structure (e.g., follow a sequence or 5-paragraph essay with one reason presented in each paragraph) to present reasons that support the opinion. (3.W.1a, 3.W.1b)
- ELA-3-5-3 Use linking words (e.g., because, therefore, since, for example) to connect opinion and reasons. (3.W.1c)
- ELA-3-5-4 Develop a concluding statement or paragraph. (3.W.1d)
- ELA-3-5-5 Produce writing in which the development and organization are appropriate to task and purpose, with guidance and support from peers and adults. (3.W.4)
- ELA-3-5-6 Develop and strengthen writing as needed by planning, revising, and editing, with guidance and support from peers and adults. (3.W.5)

- ELA-3-5-7 With guidance and support from adults and peers, use technology and keyboarding skills to produce and publish writing. (3.W.6)
- ELA-3-5-8 Conduct short research projects that build knowledge about a topic. (3.W.7)
- ELA-3-5-9 Recall information from experiences or gather information from print and digital sources and sort evidence. (3.W.8)
- ELA-3-5-10 Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences. (3.W.10)

**Outcome ELA-3-6:**

**Students will compose informative pieces to examine a topic and convey ideas and information clearly.**

- ELA-3-6-1 Compose an informative piece introducing a topic and group-related information together. (3.W.2a)
- ELA-3-6-2 Illustrate, when useful, to aid comprehension. (3.W.2a)
- ELA-3-6-3 Develop the topic with facts, definitions and details. (3.W.2b)
- ELA-3-6-4 Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. (3.W.2c)
- ELA-3-6-5 Develop a concluding statement or paragraph. (3.W.2d)
- ELA-3-6-6 Produce writing in which the development and organization are appropriate to task and purpose, with guidance and support from peers and adults. (3.W.4)
- ELA-3-6-7 Develop and strengthen writing as needed by planning, revising, and editing, with guidance and support from peers and adults. (3.W.5)
- ELA-3-6-8 With guidance and support from adults and peers, use technology and keyboarding skills to produce and publish writing. (3.W.6)
- ELA-3-6-9 Conduct short research projects that build knowledge about a topic. (3.W.7)
- ELA-3-6-10 Recall information from experiences or gather information from print or digital sources, take notes on sources, and sort evidence. (3.W.8)
- ELA-3-6-11 Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences. (3.W.10)

**Outcome ELA-3-7:**

**Students will compose narrative pieces using descriptive details and clear event sequences.**

- ELA-3-7-1 Compose narrative pieces to develop real or imagined experiences. (3.W.3a)
- ELA-3-7-2 Develop a situation and introduce a narrator and/or characters. (3.W.3a)
- ELA-3-7-3 Organize the narrative piece in an event sequence that unfolds naturally. (3.W.3a)
- ELA-3-7-4 Use dialogue and descriptions of actions, thoughts, and feelings to describe experiences and events. (3.W.3b)
- ELA-3-7-5 Depict the response of characters to situations. (3.W.3b)
- ELA-3-7-6 Utilize temporal words and phrases to signal event order (e.g., first, then, finally, next). (3.W.3c)
- ELA-3-7-7 Develop a concluding statement or paragraph, which provides a sense of closure. (3.W.3d)
- ELA-3-7-8 Produce writing in which the development and organization are appropriate to task and purpose, with guidance and support from peers and adults. (3.W.4)
- ELA-3-7-9 Develop and strengthen writing as needed by planning, revising, and editing, with guidance and support from peers and adults. (3.W.5)
- ELA-3-7-10 With guidance and support from adults and peers, use technology and keyboarding skills to produce and publish writing. (3.W.6)
- ELA 3-7-11 Recall information from experiences or gather information from print and digital sources and sort evidence. (3.W.8)
- ELA 3-7-12 Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences. (3.W.10)

**Outcome ELA-3-8:**

**Students will effectively engage in collaborative conversations about grade-specific texts and topics.**

- ELA-3-8-1 Come to discussions prepared, explicitly drawing on information from required text or other sources relevant to the topic. (3.SL.1a)
- ELA-3-8-2 Follow rules for discussion on gaining the floor respectfully, listening to others intently, speaking one at a time about topics and texts under discussion. (3.SL.1b)
- ELA-3-8-3 Ask questions to check understanding of information, stay on topic, and link ideas to comments of others. (3.SL.1c)
- ELA-3-8-4 Defend and support own ideas in light of discussion. (3.SL.1d)
- ELA-3-8-5 Determine the main ideas and supporting details of text read aloud or information presented in diverse media formats (e.g., visually, quantitatively, and orally). (3.SL.2)
- ELA-3-8-6 Ask and answer questions about information from a speaker, citing detail with appropriate elaboration. (3.SL.3)

- ELA-3-8-7 Report on a topic or text, tell a story, recount an experience with appropriate facts and relevant, descriptive details while speaking clearly and at an understandable pace. (3.SL.4)
- ELA-3-8-8 Create audio recordings of stories or poems that demonstrate fluid reading and add visual displays when appropriate to enhance facts or details. (3.SL.5)
- ELA-3-8-9 Speak in complete sentences when appropriate to task and situation in order to provide detail or clarification. (3.SL.6)

#### **Outcome ELA-3-9:**

**Students will demonstrate a command of grade appropriate grammar and usage when writing or speaking.**

- ELA-3-9-1 Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. (3.L.1a)
- ELA-3-9-2 Form and use regular and irregular plural nouns. (3.L.1b)
- ELA-3-9-3 Produce abstract nouns (e.g., childhood, patriotic, love, freedom). (3.L.1c)
- ELA-3-9-4 Form and use regular and irregular verbs. (3.L.1d)
- ELA-3-9-5 Identify and apply correct simple verb tenses (e.g. I walked, I walk, I will walk). (3.L.1e)
- ELA-3-9-6 Show subject-verb and pronoun-antecedent agreement (e.g., Lisa/her). (3.L.1f)
- ELA-3-9-7 Form and use comparative and superlative adjectives and adverbs (e.g., good/better/best, lovely/lovelier). (3.L.1g)
- ELA-3-9-8 Use coordinating and subordinating conjunctions (e.g., either/or, neither/nor). (3.L.1h)
- ELA-3-9-9 Produce simple, compound, and complex sentences. (3.L.1i)

#### **Outcome ELA-3-10:**

**Students will demonstrate command of conventions of capitalization, punctuation, and spelling.**

- ELA-3-10-1 Capitalize appropriate words in titles. (3.L.2a)
- ELA-3-10-2 Use correct capitalization. (3.L.2a)
- ELA-3-10-3 Use commas between cities and states in addresses. (3.L.2b)
- ELA-3-10-4 Use commas and quotation marks in dialogue. (3.L.2c)
- ELA-3-10-5 Form and use possessives. (3.L.2d)
- ELA-3-10-6 Apply conventional spelling rules for high-frequency words and other studied words, and for adding suffixes to base words (e.g. sitting, smiled, cries, happiness). (3.L.2e)
- ELA-3-10-7 Use spelling patterns and generalizations in writing words (e.g. word families, position-based spellings, syllable patterns, ending rules, meaningful word parts). (3.L.2f)
- ELA-3-10-8 Utilize reference materials, including beginning dictionaries, as needed to check and correct spellings. (3.L.2g)

**Outcome ELA-3-11:**

**Students will apply knowledge of language and its conventions when writing, speaking, reading, or listening and determine the meaning of unknown and multiple-meaning words and phrases based on grade-appropriate reading and content.**

- ELA-3-11-1 Choose words and phrases for effect. (3.L.3a)
- ELA-3-11-2 Differentiate between the conventions of spoken and written standard English. (3.L.3b)
- ELA-3-11-3 Use sentence level context as a clue to the meaning of a word or phrase. (3.L.4a)
- ELA-3-11-4 Use a known root word as a clue to the meaning of an unknown word with the same root (e.g. company, companion). (3.L.4c)
- ELA-3-11-5 Determine the meaning of the new word formed when a known prefix or suffix is added to a known word (e.g. agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). (3.L.4b)
- ELA-3-11-6 Use glossaries or beginning dictionaries, both print and digital, to determine the precise meaning of key words or phrases. (3.L.4d)
- ELA-3-11-7 Identify real-life connections between words and their use (e.g. describe people who are friendly or helpful). (3.L.5b)
- ELA-3-11-8 Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g. knew, believed, suspected, heard, wondered). (3.L.5c)
- ELA-3-11-9 Distinguish shades of meaning among closely related verbs (e.g. toss, throw, hurl) and closely related adjectives (e.g. thin, slender, skinny, scrawny). (3.L.5c)
- ELA-3-11-10 Distinguish the literal and nonliteral meanings of words and phrases in context (e.g. take steps). (3.L.5a)



ELA-3-11-11 Construct grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them). (3.L.6)

## Fourth Grade

### **4<sup>th</sup> grade English Language Arts Terms and Definitions**

**adage** - short sayings that have truth to them (e.g. opposites attract, better safe than sorry)

**coordinating conjunction** - a word used to join words, phrases, or clauses in a sentence (e.g. Sam dislikes poodles YET adores terriers)

**details** - carefully chosen words, phrases, or sentences that aid thoughts

**drama** - a type of writing with a conflict designed to be acted

**edit** - fixing mistakes in writing

**event** - something that happens at a given place and time

**evidence** - words or phrases proving truth

**fact** - a statement of truth or reality

**formal English** - conversation used in serious texts or discussions (e.g. reports, articles, speeches)

**idiom** - an expression that is not predictable from the usual word meaning (e.g. kick the bucket meaning: to die)

**inference** - to predict based upon given clues

**informal discourse** - a simple conversation between friends

**meter** - stressed and unstressed syllables in a line of poetry

**multisyllabic** - more than one syllable in a word

**mythology** - a collection of traditional stories that express beliefs or values of a group of people

**paraphrase** - rewording something written or spoken by someone else

**phrase** - a small grouping of words

**plan** - to map, sketch, or prepare before writing

**prose** - writing without rhythm

**proverbs** - sayings which give advice

**recall** - remembering important facts, opinions, or details

**reflect** - giving an opinion to a text

**research** - using two or more resources to find facts on a topic

**revise** - to rewrite with made corrections

**rhythm** - a unit of measurement in poetry counting stressed and unstressed syllables per feet

**sensory details** - carefully chosen words, phrases, or sentences that aid sight, sound, smell, touch, taste, or emotions

**summarize** - a telling of the most important details

**verse** - prose that does not follow rhythm or rhyme

**visual** - a graphic aid to written or spoken text (e.g. picture, illustration, chart, film)

**Outcome ELA-4-1:**

**Students will examine fictional text describing characters, story structure, plot, theme, and point of view. (4.RL.10)**

- |           |  |
|-----------|--|
| ELA-4-1-1 | Explain details from text to formulate an inference. (4.RL.1)  |
| ELA-4-1-2 | Deduce the differences between poems, drama, and prose when discussing a text. (4.RL.5)  |
| ELA-4-1-3 | Identify themes of stories, dramas, and poems. (4.RL.2)  |
| ELA-4-1-4 | Summarize stories, dramas, and poems. (4.RL.2)   |
| ELA-4-1-5 | Compare and contrast themes and points of view in stories, dramas, and poems. (4.RL.6, 4.RL.9)   |
| ELA-4-1-6 | Describe an event, setting, or character in a text referring to specific details. (4.RL.3)   |
| ELA-4-1-7 | Identify connections between text and visual or auditory demonstrations of the text (e.g., comparing a book read to the movie, book on tape, play). (4.RL.7) |
| ELA-4-1-8 | Identify the connotation of words and phrases used in a text that refer to characters in mythology (e.g., Herculean). (4.RL.4)                               |

**Outcome ELA-4-2:**

**Students will examine nonfiction text describing the main idea, summarizing the text, comparing the relationship among firsthand and secondhand accounts, and deducing the text's structure. (4.RI.10)**

- |            |  |
|------------|--|
| ELA-4-2-1  | Determine the meaning of words and phrases specific to the text. (4.RI.4)  |
| ELA-4-2-2  | Formulate an inference and reference details from the text to support. (4.RI.1)  |
| ELA-4-2-3  | Identify the main idea of the text and distinguish how it is reinforced by details. (4.RI.2)   |
| ELA-4-2-4  | Summarize nonfiction texts. (4.RI.2)   |
| ELA-4-2-5  | Compare and contrast firsthand and secondhand accounts of the same topic or event.(4.RI.6)   |
| ELA-4-2-6  | Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, referring to specific details from the text. (4.RI.3, 4.RI.6) |
| ELA-4-2-7  | Interpret information in charts, graphs, and diagrams to deduce how it contributes to comprehending the text.(4.RI.7)  |
| ELA-4-2-8  | Distinguish the structure (e.g., chronology, comparison, cause/ effect, problem/solution) of the text. (4.RI.5)  |
| ELA-4-2-9  | Explain how the author of the text applies reasons and evidence to support the author's points.(4.RI.8)  |
| ELA-4-2-10 | Write or speak about a subject, using information compiled from two texts on the same subject.(4.RI.9)   |

**Outcome ELA-4-3:**

**Students will apply reading foundational skills to decode grade appropriate texts with purpose and understanding.**

- ELA-4-3-1 Distinguish between letter-sound relationships to read unfamiliar multisyllabic words. (4.FS.3a)
- ELA-4-3-2 Apply syllabication patterns to read unfamiliar multisyllabic words. (4.FS.3a)
- ELA-4-3-3 Utilize prefixes, roots, and suffixes to read unfamiliar multisyllabic words. (4.FS.3a)

**Outcome ELA-4-4:**

**Students will apply reading foundational skills to read with accuracy and fluency to support comprehension in grade appropriate text.**

- ELA-4-4-1 Read grade appropriate text with purpose. (4.FS.4a)
- ELA-4-4-2 Read grade appropriate prose and poetry aloud using appropriate rate, accuracy, and expression. (4.FS.4b)
- ELA-4-4-3 Self-correct and confirm word recognition and meaning using context clues. (4.FS.4c)

**Outcome ELA-4-5:**

**Students will compose opinion pieces that clearly state their point of view with explanations and details. (4.W.9a-b)**

- ELA-4-5-1 Compose an opinion piece that clearly states their opinion with related ideas grouped in paragraphs. (4.W.1a)
- ELA-4-5-2 Compile supporting details reinforcing facts or rationale. (4.W.1b)
- ELA-4-5-3 Utilize linking words (e.g., in order to, in addition) to combine opinions with their rationale. (4.W.1c)
- ELA-4-5-4 Compose a concluding paragraph to summarize the piece. (4.W.1d)
- ELA-4-5-5 Develop writing through planning, revising, editing, and publishing, with support from peers and adults. (4.W.5)
- ELA-4-5-6 Apply keyboarding skills to type one page in a single setting. (4.W.6)
- ELA-4-5-7 Recall or locate information from two or more print and digital sources; take notes, categorize information, and provide a list of sources. (4.W.8)
- ELA-4-5-8 Organize evidence from literary and informational texts to support analysis, reflection, and research. (4.W.9a, 4.W.9b)

**Outcome ELA-4-6:**

**Students will compose informative pieces that focus on a topic and convey factual information. (4.W.9a-b)**

- ELA-4-6-1 Compose an informative piece that clearly states information grouped in paragraphs utilizing formatting (e.g., headings, captions), illustrations, and multimedia. (4.W.2a)
- ELA-4-6-2 Compile facts, definitions, details, and quotations to develop the topic. (4.W.2b)
- ELA-4-6-3 Utilize linking words (e.g., another, for example, also, because) to combine ideas and categories. (4.W.2c)
- ELA-4-6-4 Use detailed vocabulary to inform and explain the topic. (4.W.2d)
- ELA-4-6-5 Compose a concluding paragraph to summarize information presented. (4.W.2e)
- ELA-4-6-6 Develop writing through planning, revising, editing, and publishing, with support from peers and adults. (4.W.5, 4.W.6)
- ELA-4-6-7 Apply keyboarding skills to type one page in a single setting. (4.W.6)
- ELA-4-6-8 Recall or locate information from two or more print and digital sources; take notes, categorize information, and provide a list of sources. (4.W.8)
- ELA-4-6-9 Organize evidence from literary and informational texts to support analysis, reflection, and research. (4.W.9a, 4.W.9b)
- ELA-4-6-10 Construct research projects that incorporate knowledge through compiling different aspects of the topic. (4.W.7)

**Outcome ELA-4-7:**

**Students will compose narrative pieces including events, descriptive details, and sequence. (4.W.9a-b)**

- ELA-4-7-1 Compose a multi-paragraph narrative piece that clearly establishes a situation, introduces a narrator/ character, and a sequence of events. (4.W.3a)
- ELA-4-7-2 Compose dialogue and description to develop events and responses of characters to situations. (4.W.3b)
- ELA-4-7-3 Utilize transitional words to manage the sequence of events (e.g., however, although, therefore). (4.W.3c)
- ELA-4-7-4 Use concrete words, phrases, and sensory details to communicate experiences and events. (4.W.3d)
- ELA-4-7-5 Compose a final paragraph that concludes experiences and events. (4.W.3e)
- ELA-4-7-6 Develop writing through planning, revising, editing, and publishing, with support from peers and adults. (4.W.5)
- ELA-4-7-7 Apply keyboarding skills to type one page in a single setting. (4.W.6)

**Outcome ELA-4-8:**

**Students will effectively engage in collaborative conversations about grade-specific texts and topics linking to the remarks of others and differentiating between informal discourse and formal English.**

- ELA-4-8-1 Come to discussions prepared to explore and discuss ideas, utilizing information from materials that were read and studied. (4.SL.1a)
- ELA-4-8-2 Follow agreed-upon rules for discussions so that roles may be utilized. (4.SL.1b)
- ELA-4-8-3 Ask and respond to specific questions that contribute to the discussion and link to the remarks of others. (4.SL.1c, 4.SL.1d)
- ELA-4-8-4 Retell portions of text read aloud or information presented in diverse media formats (e.g., visually, quantitatively, and orally). (4.SL.2)
- ELA-4-8-5 Speak clearly about a topic, text, story, or a recollection of an experience; use appropriate pace; state appropriate facts and details. (4.SL.3, 4.SL.4)
- ELA-4-8-6 Choose words and phrases to express ideas accurately. (4.SL.4, 4.L.3a)
- ELA-4-8-7 Create audio recordings and visual displays, when appropriate, to enhance the development of main ideas or themes. (4.SL.5)
- ELA-4-8-8 Differentiate between contexts where formal English or informal discourse is appropriate to the task and situation (e.g., presenting ideas vs. small group discussion). (4.SL.6, 4.L.3c)

**Outcome ELA-4-9:**

**Students will demonstrate a command of grade-appropriate grammar when speaking and writing.**

- ELA-4-9-1 Use correct relative pronouns (e.g., who, whose, whom, which, that) and relative adverbs (e.g., where, when, why). (4.L.1a)
- ELA-4-9-2 Use correct progressive verb tenses (e.g., I was walking, I am walking, I will be walking). (4.L.1b)
- ELA-4-9-3 Use correct modal auxiliaries to convey conditions (e.g., can, may, must). (4.L.1c)
- ELA-4-9-4 Apply convention patterns to order adjectives (e.g., a small red bag vs. a red small bag). (4.L.1d)
- ELA-4-9-5 Use prepositional phrases. (4.L.1e)
- ELA-4-9-6 Identify inappropriate sentence fragments and run-ons. (4.L.1f)
- ELA-4-9-7 Formulate complete sentences by correcting fragments and run-ons. (4.L.1f)
- ELA-4-9-8 Use correct homophones when writing (e.g., to, too, two). (4.L.1g)

**Outcome ELA-4-10:**

**Students will demonstrate a command of grade-appropriate conventions.**

- ELA-4-10-1     Use correct capitalization. (4.L.2a)
- ELA-4-10-2     Utilize commas and quotation marks in writing dialogue and quotations. (4.L.2b)
- ELA-4-10-3     Formulate compound sentences that use commas before coordinating conjunctions (e.g., I would like to go to the movie, but I don't have any money). (4.L.2c)
- ELA-4-10-4     Locate correct spelling of words by utilizing references. (4.L.2d)
- ELA-4-10-5     Correctly spell grade-appropriate words. (4.L.2d)
- ELA-4-10-6     Use punctuation for correct effect. (4.L.3b)

**Outcome ELA-4-11:**

**Students will demonstrate a command of grade-appropriate vocabulary.**

- ELA-4-11-1     Evaluate meanings of words or phrases by analyzing context clues. (4.L.4a)
- ELA-4-11-2     Use grade-appropriate prefixes and suffixes to alter meaning of root/base words (e.g., telegraph, photograph, autograph). (4.L.4b)
- ELA-4-11-3     Use reference materials in both print and digital formats to determine correct pronunciation and precise meaning of words with prefixes and suffixes. (4.L.4b, 4.L.4c)
- ELA-4-11-4     Explain meanings of simple similes and metaphors. (4.L.5a)
- ELA-4-11-5     Identify and describe the meaning of simple idioms, adages, and proverbs. (4.L.5b)
- ELA-4-11-6     Relate words to their synonyms and antonyms. (4.L.5c)
- ELA-4-11-7     Implement grade-appropriate words and phrases, including actions, emotions, or state of being that are specific to topic. (4.L.6)



## Fifth Grade

### 5<sup>th</sup> grade English Language Arts Terms and Definitions

**antonyms** – words with opposite meanings

**conflict/resolution** – the problem (conflict) in narrative literature and how it is solved (resolution)

**dialects** - a regional variety of language distinguished by features of vocabulary, grammar, and pronunciation from other regional varieties and constituting together with them a single language

**homograph** – words with the same spelling, different pronunciation, and different meanings

**informational text** - it is nonfiction, written primarily to convey factual information. (e.g., textbooks, newspapers, reports, directions, brochures, technical manuals, etc.)

**metaphor** - a figure of speech in [which](#) a term or phrase is applied to something to which it is not literally applicable in order to suggest a resemblance

**narrative Literature** - a story or account of events, experiences, or the like, whether true or fictitious

**register** - the range of a human voice

**simile** - a figure of speech in [which](#) two unlike things are explicitly compared using the words like or as, as in “she is like a rose.”

**synonyms** – words with similar meanings

**Outcome ELA-5-1:**

**Students will summarize, compare, contrast, and comprehend multiple pieces of grade-appropriate narrative literature including: stories, drama, and poetry.**

- ELA-5-1-1 Describe the components of narrative literature (e.g., characters, setting, plot). (5.RL.3)
- ELA-5-1-2 Identify the conflict and resolution of the plot. (5.RL.2)
- ELA-5-1-3 Compare and contrast two or more characters and how they respond to challenges in the text. (5.RL.3)
- ELA-5-1-4 Compare and contrast two or more settings or events in the text to determine changes in each component throughout the piece. (5.RL.3)
- ELA-5-1-5 Combine characterization, plot, and setting to infer the theme. (5.RL.2)
- ELA-5-1-6 Cite textual evidence to write a summary or make inferences. (5.RL.1)
- ELA-5-1-7 Analyze narrative literature in the same genre, comparing and contrasting their approaches to similar themes and topics. (5.RL.9)

**Outcome ELA-5-2:**

**Students will apply contextual meaning of words and phrases, differentiate the structure of stories, dramas, and poems, analyze the narrator's point of view, and assess how the visual and multimedia elements contribute to the meaning.**

- ELA-5-2-1 Apply context clues to determine the meaning of words and phrases as used in text. (5.RL.4)
- ELA-5-2-2 Identify metaphors and similes. (5.RL.4)
- ELA-5-2-3 Analyze usage of metaphors and similes in text. (5.RL.4)
- ELA-5-2-4 Analyze and explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a story, drama, or poem. (5.RL.5)
- ELA-5-2-5 Describe how a narrator's or speaker's point of view influences the description of events in a text. (5.RL.6)
- ELA-5-2-6 Analyze and describe how visual and multimedia elements contribute to the meaning, tone and beauty of the text. (5.RL.7)

**Outcome ELA-5-3:**

**Students will summarize, determine main ideas, and analyze relationships among multiple pieces of grade-appropriate historical, scientific or technical text.**

- ELA-5-3-1 Describe the features of informational text (e.g., headings, captions, tables). (5.RI.2)
- ELA-5-3-2 Identify and analyze two or more main ideas and cite specific key details to support them. (5.RI.1, 5.RI.2)
- ELA-5-3-3 Summarize and draw inferences from informational text: include two or more main ideas and key details as support and cite explicit textual evidence. (5.RI.1, 5.RI.2)

- ELA-5-3-4 Explain the relationships and interactions between two or more individuals, events, ideas, or concepts based on specific information from the text. (5.RI.3)

**Outcome ELA-5-4:**

**Students will determine meaning of grade-appropriate, domain-specific words and phrases, differentiating the structure of two or more informational texts, and analyzing point of view in multiple accounts of the same event from different texts.**

- ELA-5-4-1 Identify the meaning of general academic and domain-specific words and phrases. (5.RI.4)
- ELA-5-4-2 Identify the structural components of informational text (e.g., chronology, comparison, cause/effect, problem/solution). (5.RI.5)
- ELA-5-4-3 Compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts. (5.RI.5)
- ELA-5-4-4 Analyze multiple accounts of the same event or topic, comparing and contrasting important similarities and differences in the point of view they represent. (5.RI.6)
- ELA-5-4-5 Identify strategies (e.g., determining importance, note taking, graphic organizers) to compile information from multiple print and digital sources. (5.RI.7)
- ELA-5-4-6: Compile information from multiple print and digital sources in order to locate information and answer a question quickly or to solve a problem efficiently. (5.RI.7)
- ELA-5-4-7 Identify and explain reasons and evidence an author uses to support particular points in a text. (5.RI.8)
- ELA-5-4-8 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (5.RI.9)

**Outcome ELA-5-5:**

**Students will determine and clarify the meaning of unknown and multiple-meaning words, figurative language, nuances of language, and grade-appropriate general academic and domain specific words. Apply grade-level phonics and word analysis skills to decode. Read with sufficient accuracy and fluency to support comprehension of grade-appropriate text.**

- ELA-5-5-1 Use context clues to determine the meaning of a word or phrase. (5.L.4a)
- ELA-5-5-2 Identify common grade appropriate Greek and Latin affixes and roots (eg. photograph, photosynthesis). (5.L.4b)
- ELA-5-5-3 Apply common grade-appropriate Greek and Latin affixes and roots as clues to a meaning of the word. (5.L.4b)
- ELA-5-5-4 Construct meaning of key words/phrases using print and digital reference materials to identify pronunciation, determine, and clarify precise meaning. (5.L.4c)
- ELA-5-5-5 Interpret meaning of similes and metaphors in context. (5.L.5a)

- ELA-5-5-6 Analyze and explain the meaning of common idioms, adages, and proverbs. (5.L.5b)
- ELA-5-5-7 Apply the relationship between synonyms, antonyms, and homographs to better understand each words meaning. (5.L.5c)
- ELA-5-5-8 Compile and accurately use general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, in addition, moreover). (5.L.6)
- ELA-5-5-9 Apply knowledge of all letter-sound correspondence, syllabication patterns, and morphology to accurately read unfamiliar multisyllabic words in and out of context. (5.FS.3a)
- ELA-5-5-10 Orally read on-level text, prose, and poetry with purpose and understanding, accuracy, appropriate rate, and expression on successive readings, using context to confirm or self-correct word recognition and understanding, rereading as necessary. (5.FS.4a, 5.FS.4b, 5.FS.4c)

**Outcome ELA-5-6:**

**Students will compose opinion pieces on topics or texts supporting a point of view with reasons and information. (5.W.9a-b)**

- ELA-5-6-1 Compose an introduction clearly stating an opinion and create an organizational structure in which ideas are logically grouped to support the writer’s purpose. (5.W.1a)
- ELA-5-6-2 Develop logically ordered reasons supported by facts and details, and utilize words, phrases and clauses (e.g., consequently, specifically) to link opinions and reasons. (5.W.1b, 5.W.1c)
- ELA-5-6-3 Compose a concluding statement or section related to the presented opinion. (5.W.1d)
- ELA-5-6-4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (5.W.4)
- ELA-5-6-5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, with guidance and support from peers and adults. (5.W.5)
- ELA-5-6-6 With guidance and support from adults, use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. Demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single setting. (5.W.6)
- ELA-5-6-7 Conduct short research projects utilizing several sources to build knowledge of different aspects of a topic. (5.W.7)
- ELA-5-6-8 Identify, gather, and summarize relevant information from experiences or print and digital resources, including a list of sources. (5.W.8)
- ELA-5-6-9 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences. (5.W.10)

**Outcome ELA-5-7:**

**Students will compose informative/explanatory pieces to examine a topic and convey ideas and information clearly. (5.W.9a-b)**

- ELA-5-7-1 Compose a clear introduction provides a general observation and focus. (5.W.2a)
- ELA-5-7-2 Organize related information logically including formatting (headings), illustrations, and multimedia when useful to aid comprehension. (5.W.2a)
- ELA-5-7-3 Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (5.W.2b)
- ELA-5-7-4 Utilize words, phrases, and clauses to link ideas within and across categories of information (e.g., in contrast, especially). (5.W.2c)
- ELA-5-7-5 Utilize precise language and domain-specific vocabulary to inform about or explain the topic. (5.W.2d)
- ELA-5-7-6 Compose a concluding statement or section related to the information or explanation presented. (5.W.2e)
- ELA-5-7-7 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (5.W.4)
- ELA-5-7-8 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, with guidance and support from peers and adults. (5.W.5)
- ELA-5-7-9 With guidance and support from adults, use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. Demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single setting. (5.W.6)
- ELA-5-7-10 Conduct short research projects utilizing several sources to build knowledge through investigation of different aspects of a topic. (5.W.7)
- ELA-5-7-11 Identify, gather, and summarize relevant information from experiences or print and digital resources, including a list of sources. (5.W.8)
- ELA-5-7-12 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences. (5.W.10)

**Outcome ELA-5-8:**

**Students will compose narratives to develop real or imagined experiences or events. (5.W.9a-b)**

- ELA-5-8-1 Compose an introduction which establishes the situation, introduces a narrator and/or characters, and organizes a sequence of events that unfolds naturally. (5.W.3a)
- ELA-5-8-2 Apply narrative techniques such as dialogue, description, and pacing to develop experiences and events or show the responses of characters to situations. (5.W.3b)
- ELA-5-8-3 Identify and utilize a variety of transitional words, phrases, and clauses to manage the sequence of events. (5.W.3c)

- ELA-5-8-4 Identify and utilize concrete words, phrases, and sensory details to convey experiences and events precisely. (5.W.3d)
- ELA-5-8-5 Compose a conclusion that is derived from the narrated experiences or events. (5.W.3e)
- ELA-5-8-6 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (5.W.4)
- ELA-5-8-7 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, with guidance and support from peers and adults. (5.W.5)
- ELA-5-8-8 With guidance and support from adults, use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. Demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single setting. (5.W.6)
- ELA-5-8-9 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences. (5.W.10)

**Outcome ELA-5-9:**

**Students will produce a variety of writings that demonstrate proper usage of grade-appropriate conventions.**

- ELA-5-9-1 Form and use perfect verb tenses (e.g., I had walked, I have walked, I will have walked). (5.L.1b)
- ELA-5-9-2 Apply verb tenses (past, present, and perfect) to convey various times, states, sequences, and conditions. (5.L.1c, 5.L.1d)
- ELA-5-9-3 Explain the function of conjunctions, prepositions, and interjections in a variety of sentences. (5.L.1a)
- ELA-5-9-4 Identify and utilize correlative conjunctions (e.g., either/or, neither, nor), prepositions, and interjections in a variety of sentences. (5.L.1e)
- ELA-5-9-5 Apply commas to separate an introductory clause, set off the words *yes* and *no*, tag questions (e.g., It's true, isn't it?), and indicate direct address. (5.L.2b, 5.L.2c)
- ELA-5-9-6 Use punctuation (e.g., commas, semi colons, colons) to separate items in a series. (5.L.2a)
- ELA-5-9-7 Indicate titles of work using underlining, quotation marks, or italics. (5.L.2d)
- ELA-5-9-8 Use grade-appropriate spelling in their writing. (5.L.2e)

**Outcome ELA-5-10:**

**Students will utilize effective communication in a range of collaborative discussions.**

- ELA-5-10-1 Come to discussions prepared to explore and discuss ideas, utilizing information from materials that were read and studied. (5.SL.1a)

- ELA-5-10-2 Identify and apply agreed-upon rules and assigned roles in group discussions. (5.SL.1b)
- ELA-5-10-3 Develop and respond to specific questions by making relevant comments, contributing to the discussion, and elaborating on the remarks of others. (5.SL.1c)
- ELA-5-10-4 Summarize ideas expressed and draw conclusions from information and knowledge gathered from discussions. (5.SL.1d)
- ELA-5-10-5 Summarize written text read aloud or information presented in diverse media formats (e.g., visually, quantitatively, and orally). (5.SL.2)
- ELA-5-10-6 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. (5.SL.3)

**Outcome ELA-5-11:**

**Students will produce an oral report on a topic or present an opinion using components of good speech.**

- ELA-5-11-1 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes. (5.SL.4)
- ELA-5-11-2 Speak clearly at an understandable pace. (5.SL.4)
- ELA-5-11-3 Identify appropriate multimedia components or visual displays for an oral report. (5.SL.5)
- ELA-5-11-4 Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes. (5.SL.5)
- ELA-5-11-5 Apply speech to a variety of contexts and tasks using formal English when appropriate to task and situation. (5.SL.6)

**Outcome ELA-5-12:**

**Students will apply knowledge of language and its conventions when integrated within writing, speaking, reading, and listening.**

- ELA-5-12-1 Identify different types of sentences. (5.L.3a)
- ELA-5-12-2 Apply knowledge of sentences to expand, combine, and reduce sentences for meaning, reader/listener interest, and style. (5.L.3a)
- ELA-5-12-3 Identify dialects and registers used in stories, dramas, and poems. (5.L.3b)
- ELA-5-12-4 Compare and contrast the varieties of English (e.g., dialects and registers) used in stories, dramas, and poems. (5.L.3b)

## Sixth Grade

### **6<sup>th</sup> grade English Language Arts Terms and Definitions**

**anecdote** – short narrative of an interesting, amusing, or biographical incident

**antecedent** – a substantive (acting as a noun) word, phrase, or clause referred to by a pronoun

**cite** – to refer to

**coherent** – ideas that stick or fit together in a logical or suitable way

**collaborative** – an intellectual endeavor that is approached jointly

**collegial** – equal sharing of the authority by all colleagues

**connotative** – the suggestion of a meaning by a word apart from the thing it explicitly names or describes

**credible** - believable

**deduce** – the deriving of a conclusion by reasoning

**delineated** – to represent accurately

**denotation** – a direct and specific meaning

**differentiate** – to recognize and show a difference

**episodes** – one of a series of loosely connected scenes or events

**figurative** - characterized by figures of speech (easy a pie, hold your horses)  
expressing one thing in terms normally denoting another with which it may be regarded as analogous

**formal style** – standard English

**intensive pronoun** – a pronoun used to add emphasis, it can be taken away without changing the meaning of the sentence

**mechanics** - conventions

**nuances** – subtle variations



**objective pronoun** – the pronoun that functions as the target of the verb

**parenthesis** – punctuation used to set off explanatory words, phrases, or sentences

**personification** – representing as a person or having human qualities or powers

**plagiarism** – to steal and pass off the ideas or words of another as one's own without crediting the source

**point of view** – the position from which a story is told, the author's perspective

**quantitatively** – expressed in terms of an amount

**subjective pronoun** – the pronoun that serves as the subject of the sentence

**technical** – relating to a particular subject

**transitions** – words or phrases used to indicate a movement, development, or evolution from one state, stage, or place to another

**Outcome ELA-6-1:**

**Students will summarize, compare, contrast, and comprehend multiple pieces of grade-appropriate narrative literature including: stories, drama, and poetry, without personal opinions or judgments. (6.RL.10)**

- |            |   |
|------------|---|
| ELA-6-1-1  | Analyze the components of narrative literature (e.g., characters, setting, plot). (6.RL.3)  |
| ELA -6-1-2 | Describe how the plot unfolds in a series of episodes. (6.RL.3)   |
| ELA-6-1-3  | Describe how the characters change as the plot moves toward resolution. (6.RL.3)  |
| ELA-6-1-4  | Deduce the theme or central idea and how it is portrayed through particular details. (6.RL.2)   |
| ELA-6-1-5  | Summarize text, without personal opinions or judgments. (6.RL.2)  |
| ELA-6-1-6  | Make inferences and support analysis, citing textual evidence. (6.RL.1)   |
| ELA-6-1-7  | Analyze different forms or genres of narrative literature comparing and contrasting their approaches to similar themes and topics. (6.RL.9)   |
| ELA 6-1-8  | Compare and contrast the experience of reading a story, drama, or poem to the experience of listening to or watching the same text, differentiating what they see or hear when reading the text to what they perceive when they listen or watch. (6.RL.7) |

**Outcome ELA-6-2:**

**Students will apply contextual meaning of words and phrases, differentiate the structure of stories, dramas and poems, and analyze the narrator's point of view.**

- |           |   |
|-----------|---|
| ELA 6-2-1 | Apply context clues to determine meaning of words and phrases as they are used in the text. (6.RL.4)  |
| ELA 6-2-2 | Analyze the meaning of figurative and connotative language in text. (6.RL.4)  |
| ELA 6-2-3 | Evaluate the impact of word choice on meaning and tone. (6.RL.4)  |
| ELA 6-2-4 | Analyze and explain how a specific sentence, chapter, scene or stanza fits into the overall structure of a text and contributes to the development of the theme, plot, or setting. (6.RL.5) |
| ELA 6-2-5 | Explain and analyze how the author develops the point of view of the narrator or speaker in a text. (6.RL.6)  |

**Outcome ELA-6-3:**

**Students will summarize, determine central ideas with supporting key details, and analyze how a key component is delineated in multiple pieces of grade-appropriate informational text without personal opinions or judgments. (6.RI.10)**

- |            |   |
|------------|---|
| ELA-6-3-1  | Analyze the features of informational text. (6.RI.1)  |
| ELA -6-3-2 | Deduce the central idea and cite evidence from the text to support what the text infers and says explicitly. (6.RI.1) |

- ELA-6-3-3 Summarize informational text; include the central idea and key details as support and cite explicit textual evidence when drawing inferences. (6.RI.2)
- ELA-6-3-4 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated (e.g., through examples or anecdotes). (6.RI.3)

#### **Outcome ELA-6-4:**

**Students will determine meaning of grade-appropriate, domain-specific words and phrases, analyze how parts of the text correlate with the overall structure of the informational text (i.e, headings, captions, titles, tables, graphs) and examine and differentiate authors' points of view, integrating information from multiple sources and evaluating the specific claims in text.**

- ELA-6-4-1 Identify the meaning of words and phrases as they are used in the text. (6.RI.4)
- ELA-6-4-2 Analyze the meaning of figurative, connotative, and technical. (6.RI.4)
- ELA-6-4-3 Distinguish how a specific sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. (6.RI.5)
- ELA-6-4-4 Analyze and explain how the author develops the purpose or point of view of the narrator or speaker in a text. (6.RI.6)
- ELA-6-4-5 Integrate information presented in different media or formats as well as in words to develop a coherent understanding of a topic or issue. (6.RI.7)
- ELA-6-4-6 Identify arguments and claims in a text. (6.RI.8)
- ELA-6-4-7 Evaluate arguments distinguishing claims that are supported by evidence from those that are not. (6.RI.8)
- ELA-6-4-8 Compare and contrast one author's presentation of an event with a different author's presentation of the same event. (6.RI.9)

#### **Outcome ELA-6-5:**

**Students will determine and clarify the meaning of unknown and multiple-meaning words and phrases, figurative language, word relationships and nuances of language, and general academic and domain specific words and phrases in grade-appropriate text.**

- ELA-6-5-1 Use context clues to determine the meaning of a word or phrase. (6.L.4a )
- ELA-6-5-2 Identify common grade appropriate Greek and Latin affixes and roots (e.g. audience, auditory, audible). (6.L.4b)
- ELA-6-5-3 Apply common grade appropriate Greek and Latin affixes and roots as clues to a meaning of a word. (6.L.4b)
- ELA-6-5-4 Construct meaning of key words/phrases using print and digital reference materials to identify pronunciation, determine and clarify precise meaning, and parts of speech. (6.L.4c)
- ELA-6-5-5 Verify the preliminary determination of the meaning of a word or phrase by checking the inferred meaning in context or in a dictionary. (6.L.4d)

- ELA-6-5-6 Interpret meaning of personification and other figurative language in context. (6.L.5a)
- ELA-6-5-7 Use the relationship between particular words to better understand each of the words (e.g., cause/effect, part/whole, and item/category). (6.L.5b)
- ELA-6-5-8 Discriminate minor differences in denotations and connotations of words (e.g. stingy, scrimping, economical, un wasteful, thrifty). (6.L.5c)
- ELA-6-5-9 Compile and accurately use general academic and domain-specific words and phrases, building their vocabulary knowledge by considering words or phrases important to comprehension or expression. (6.L.6)

**Outcome ELA 6-6:**

**Students will compose arguments to support claims with clear reasons and relevant evidence. (6.W.a-b)**

- ELA-6-6-1 Produce claims with organized reasons and clear evidence. (6.W.1a)
- ELA-6-6-2 Defend claims with clear reasons and relevant evidence using credible sources and demonstrating an understanding the topic or text. (6.W.1b)
- ELA-6-6-3 Clarify the relationships among claims and reasons using words, phrases, and clauses. (6.W.1c)
- ELA-6-6-4 Establish and maintain a formal style.(6.W.1d)
- ELA-6-6-5 Develop a concluding statement or section that follows the argument presented. (6.W.1e)
- ELA-6-6-6 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (6.W.4)
- ELA-6-6-7 Utilize the writing process (e.g., planning, revising, editing, rewriting, trying new approaches) to develop and strengthen writing, with support from peers and adults. (6.W.5)
- ELA-6-6-8 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. Demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single setting. (6.W.6)
- ELA-6-6-9 Conduct short research projects utilizing several sources and refocusing the inquiry when appropriate to answer a question. (6.W.7)
- ELA-6-6-10 Gather relevant information from multiple print and digital sources, assess the credibility of each source, and quote or paraphrase the data and conclusions of others, while avoiding plagiarism and providing basic bibliographic information for sources. (6.W.8)
- ELA-6-6-11 Write routinely over extended time frames and shorter time frames for a range of discipline specific tasks, purposes, and audiences. (6.W.10)

**Outcome 6-7:**

**Students will compose informative/explanatory pieces to examine a topic and convey ideas, concepts, and information clearly. (6.W.a-b)**

- ELA-6-7-1 Use strategies such as definition, classification, comparison/contrast, and cause/effect to introduce a topic. (6.W.2a)
- ELA-6-7-2 Organize information logically including formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when aiding comprehension. (6.W.2a)
- ELA-6-7-3 Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (6.W.2b)
- ELA-6-7-4 Use appropriate transitions to clarify relationships among ideas and concepts. (6.W.2c)
- ELA-6-7-5 Utilize precise language and domain-specific vocabulary to inform about or explain the topic. (6.W.2d)
- ELA-6-7-6 Establish and maintain a formal style. (6.W.2e)
- ELA-6-7-7 Develop a concluding statement or section that follows the information or explanation presented. (6.W.2f)
- ELA-6-7-8 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (6.W.4)
- ELA-6-7-9 Utilize the writing process (e.g., planning, revising, editing, rewriting, trying new approaches) to develop and strengthen writing with support from peers and adults. (6.W.5)
- ELA-6-7-10 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. Demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single setting. (6.W.6)
- ELA-6-7-11 Conduct short research projects utilizing several sources and refocusing the inquiry when appropriate to answer a question. (6.W.7)
- ELA-6-7-12 Gather relevant information from multiple print and digital sources, assess the credibility of each source and quote or paraphrase the data and conclusions of others, while avoiding plagiarism and providing basic bibliographic information for sources. (6.W.8)
- ELA-6-7-13 Write routinely over extended time frames and shorter time frames for a range of discipline specific tasks, purposes, and audiences. (6.W.10)

**Outcome ELA-6-8:**

**Students compose narratives to develop real or imagined experiences or events. (6.W.a-b)**

- ELA-6-8-1 Compose an engaging introduction which establishes a context, introduces a narrator and/or characters, and organizes a sequence of events that unfolds naturally and logically. (6.W.3a)

- ELA-6-8-2 Apply narrative techniques such as dialogue, description and pacing to develop experiences, events, and/or characters. (6.W.3b)
- ELA-6-8-3 Identify and use a variety of transitional words, phrases, and clauses to manage the sequence of events and signal shifts from one time frame or setting to another. (6.W.3c)
- ELA-6-8-4 Identify and utilize precise words, phrases, relevant descriptive details, and sensory language to convey experiences and events precisely. (6.W.3d)
- ELA-6-8-5 Develop a concluding statement or section that follows the information or explanation presented. (6.W.3e)
- ELA-6-8-6 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (6.W.4)
- ELA-6-8-7 Students utilize the writing process (planning, revising, editing, rewriting, trying new approaches) to develop and strengthen writing with support from peers and adults. (6.W.5)
- ELA-6-8-8 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. Demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single setting. (6.W.6)
- ELA-6-8-9 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences. (6.W.10)

**Outcome ELA-6-9:**

**Students produce a variety writings that demonstrate proper usage of pronouns, correct utilization of mechanics, including commas, parentheses, and dashes, and spell correctly applying knowledge of language and its conventions.**

- ELA 6-9-1 Students define and identify pronouns. (6.L.1a)
- ELA 6-9-2 Students apply pronouns of the proper case (subjective, objective, possessive). (6.L.1a)
- ELA 6-9-3 Students utilize correct intensive pronouns (myself, ourselves). (6.L.1b)
- ELA 6-9-4 Students recognize and modify inappropriate shifts in pronoun number and person and pronouns with vague antecedents. (6.L.1c, 6.L.1d)
- ELA 6-9-5 Students apply commas, parentheses, and dashes to set off nonrestrictive/ parenthetical elements. (6.L.2a)
- ELA 6-9-6 Students demonstrate correct spelling. (6.L.2b)

**Outcome ELA-6-10:**

**Students will utilize effective communication in a range of collaborative discussions.**

- ELA-6-10-1 Come to discussions prepared to probe and reflect on ideas, by referring to evidence on the topic, text, or issue. (6.SL.1a)

- ELA-6-10-2 Identify and apply rules for collegial discussions, setting specific goals and deadlines, and defining rules as needed. (6.SL.1b)
- ELA-6-10-3 Develop and respond to specific questions by making relevant comments and contributing to the topic, text, or issue under discussion and elaborating on the remarks of others. (6.SL.1c)
- ELA-6-10-4 Summarize key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (6.SL.1d)
- ELA-6-10-5 Summarize information presented in diverse media and formats (e.g., visually, quantitatively, and orally) and explain how it contributes to a topic, text, or issue under study. (6.SL.2)
- ELA-6-10-6 Delineate a speaker's argument and specific claims that are supported by reasons and evidence from claims that are not. (6.SL.3)

**Outcome ELA-6-11:**

**Students produce an oral report on a topic or present an opinion using components of good speech.**

- ELA-6-11-1 Report on claims or findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes. (6.SL.4)
- ELA-6-11-2 Apply appropriate speaking skills including appropriate eye contact, adequate volume, and clear pronunciation. (6.SL.4)
- ELA-6-11-3 Identify and include multimedia components (e.g., graphics, images, music, sound) and visual displays in oral presentations when appropriate to clarify information. (6.SL.5)
- ELA-6-11-4 Apply speech to a variety of contexts and tasks demonstrating command of formal English when indicated or appropriate. (6.SL.6)

**Outcome ELA-6-12:**

**Students will apply knowledge of language and its conventions when integrated within writing, speaking, reading, and listening.**

- ELA-6-12-1 Identify different types of sentences. (6.L.3a)
- ELA-6-12-2 Apply knowledge of sentences to vary sentence patterns for meaning, interest, and style. (6.L.3a)
- ELA-6-12-3 Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. (6.L.1e)
- ELA-6-12-4 Demonstrate consistency in style and tone. (6.L.3b)

## English 7

### **English 7 Terms and Definitions**

**analyze** – to determine the elements or essential features of

**antagonist** – a character in conflict or opposition with the protagonist of a literary work

**argument** - a statement, reason, or fact for or against a point

**characterization** – the process of revealing the personality of a character

**clause** - a syntactic construction containing a subject and predicate and forming part of a sentence or constituting a whole simple sentence

**connotation** - the associated or secondary meaning of a word or expression in addition to its explicit or primary meaning, often drawn from historical or cultural perspectives

**diction** - style of speaking or writing as dependent upon choice of words

**external conflicts** - struggles between a literary character and an outside force such as nature or another character, which drives the dramatic action of the plot

**flashbacks** - a device in the narrative of a text by which an event or scene taking place before the present time in the narrative is inserted into the chronological structure of the work.

**foreshadowing** – a literary device that provides clues, hints, or suggestions to the reader of events that will happen later in a narrative

**genre** - a class or category of artistic endeavor having a particular form, content, technique, etc.

**hyperbole** - obvious and intentional exaggeration

**imagery** - the formation of mental images, figures, or likenesses of things, or of such images collectively

**internal conflicts** - psychological struggles within the mind, soul, or life of a literary character, the resolution of which creates the plot's suspense

**irony** – a literary device: the use of words to convey a meaning that is the opposite of its literal meaning

**literary devices** – in literature, specialized tools or techniques that contribute to the understanding or larger comprehension of a text

**mood** – the atmosphere or general feeling produced in a reader by the author's tone

**objective summary** – an account of the main points in a text or topic without bias, predisposition, or emotional subjectivity

**perseverance** - steady persistence in a course of action, a purpose, a state, etc., especially in spite of difficulties, obstacles, or discouragement

**perspective** – in literature, the point of view of a text or topic from the author or protagonist's experiences or voice



**protagonist** - the leading character of a literary work, whose response to events, conflict(s), and antagonist(s) is the central focus of the plot or action

**science fiction** – a form of fiction that draws imaginatively on scientific knowledge and speculation in its plot, setting, theme, etc.

**survival** – the act or fact of living; the continuation of life or existence; in literature, the genre depicting characters thrust into dangerous situations or environments, pitting the protagonists in conflict with nature and self

**symbol** – a literary device: an object or idea which represents a larger idea or theme

**textual evidence** – information drawn directly from a text to support an argument, critique, or analysis

**tone** – a literary device: the author's use of description and design to produce a feeling or effect upon the reader in the mood of a piece of literature

**transition words, phrases, and clauses** – specific connecting language which brings ideas together through a stylistic and effective bridging

**ELA-7-1: Characters with Character**

**Students will read and analyze characters and story elements in a variety of literary and informational texts. Students will analyze historical accuracy, creative license, and character development while writing, using grade-appropriate language.**

- ELA-7-1-1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (7.RL.1, 7.RI.1)
- ELA-7-1-2 Analyze how particular elements of a story or drama interact in literature (e.g., how setting shapes the characters or plot) and interactions between individuals, events, and ideas in informational text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). (7.RL.3, 7.RI.3)
- ELA-7-1-3 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text, drawing evidence from texts to support analysis. (7.RL.6, 7.W.5)
- ELA-7-1-4 Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history. (7.RL.9, 7.W.9a-b)
- ELA-7-1-5 Read and comprehend literature and informational texts in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (7.RL.10, 7.RI.10)
- ELA-7-1-6 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience, being mindful of spelling and grammar conventions. (7.W.4, 7.L.1, 7.L.2, 7.L.2a-b, 7.L.3)
- ELA-7-1-7 Write routinely in varying time frames to develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (7.W.5, 7.W.10)
- ELA-7-1-8 Accurately use general academic and domain-specific words and phrases; choose language that expresses ideas precisely and concisely. (7.L.3a, 7.L.6)
- ELA-7-1-9 Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase and verify the meaning of the word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). (7.L.4a, 7.L.4d)

**ELA-7-2: Perseverance**

**Students will read and analyze thematic and central ideas in a variety of literary and informational texts, providing claims and counterclaims. Students will compare related texts in various media.**

- ELA-7-2-1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (7.RL.1, 7.RI.1)
- ELA-7-2-2 Determine a theme or central ideas of a text and analyze its development over the course of the text; provide an objective summary of the text. (7.RL.2, 7.RI.2)
- ELA-7-2-3 Compare and contrast a literary text and informational text to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film; how the delivery of a speech affects the impact of the words). (7.RL.7, 7.RI.7)
- ELA-7-2-4 Read and comprehend literature and informational texts in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (7.RL.10, 7.RI.10)
- ELA-7-2-5 Write a cohesive argument, in a formal style, that introduces and supports claims with clear reasons and relevant evidence using accurate, credible sources, while acknowledging alternate or opposing claims and providing a concluding statement. (7.W.1, 7.W.1a, 7.W.1b, 7.W.1c, 7.W.1d, 7.W.1e)
- ELA-7-2-6 Write routinely in varying time frames for a range of discipline-specific tasks, purposes, and audiences. (7.W.10)
- ELA-7-2-7 Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase and verify the meaning of the word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). (7.L.4a, 7.L.4d)
- ELA-7-2-8 Consult reference materials (e.g., dictionaries, glossaries, thesauruses), to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. (7.L.4c)

### **ELA-7-3: Courage in Life and Literature**

**Students will read and analyze characterization techniques in a variety of literary and informational texts and write a narrative using grade-appropriate language. Students will compare related texts.**

- ELA-7-3-1 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. (7.RI.9)
- ELA-7-3-2 Read literature and informational texts in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (7.RL.10, 7.RI.10)
- ELA-7-3-3 Write narratives to develop real or imagined experiences or events using effective technique (i.e., dialogue, pacing, transitions, point of view of narrator or characters) relevant descriptive details (i.e., sensory language), well-structured event sequences, and a conclusion that

- reflects on the experience or events. (7.W.3, 7.W.3a, 7.W.3b, 7.W.3c, 7.W.3d, 7.W.3e)
- ELA-7-3-4 Write routinely in varying time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (7.W.10)
- ELA-7-3-5 Identify sentences, phrases, and clauses in general and their functions in specific writings. (7.L.1a, 7.L.1b, 7.L.1c)
- ELA-7-3-6 Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies. (7.L.4)
- ELA-7-3-7 Use common, Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *belligerent*, *bellicose*, *rebel*). (7.L.4b)
- ELA-7-3-8 Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase and verify the meaning of the word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). (7.L.4a, 7.L.4d)

#### **ELA-7-4: Survival in the Wild**

**Students will read and analyze the development of theme in a variety of literary and informational texts and write an explanatory or procedural text.**

- ELA-7-4-1 Determine a theme or central idea of a text and analyze its structure and development over the course of the text; provide an objective summary of the text. (7.RL.2, 7.RI.5)
- ELA-7-4-2 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others. (7.RI.6)
- ELA-7-4-3 Read and comprehend literature and informational texts in the grades 6-8 text complexity band proficiently. (7.RL.10, 7.RI.10)
- ELA-7-4-4 Write a cohesive informative/explanatory essay, in a formal style, that introduces and develops a topic using appropriate organizational formatting, utilizing supporting evidence (i.e., relevant facts, definitions, concrete details, quotations, or other information and examples), integrating transitions, applying precise language and domain-specific vocabulary, and providing a concluding statement. (7.W.2, 7.W.2a, 7.W.2b, 7.W.2c, 7.W.2d, 7.W.2e, 7.W.2f)
- ELA-7-4-5 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. (7.W.6)
- ELA-7-4-6 Write routinely in varying time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (7.W.10)
- ELA-7-4-7 Include multimedia components and/or visual displays in presentations to clarify claims and findings and emphasize main points. (7.SL.5)
- ELA-7-4-8 Use context as a clue to the meaning of a word or phrase and verify the meaning of the word or phrase using resources. (7.L.4a, 7.L.4d)

### **ELA-7-5: Science or Fiction?**

**Students will read works of science fiction (or another specific fiction genre), comparing themes, characters, and settings in classic and contemporary works. Students will pair informational texts on sciences and/or society to improve understanding of the context of fictional works.**

- ELA-7-5-1 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. (7.RI.4, 7.RL.4)
- ELA-7-5-2 Analyze how the form or structure of a poem or dramatic work contributes to its meaning. (7.RL.5)
- ELA-7-5-3 Compare and contrast a literary text and informational text to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film; how the delivery of a speech affects the impact of the words). (7.RL.7, 7.RI.7)
- ELA-7-5-4 Read and comprehend literature and informational texts in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (7.RL.10, 7.RI.10)
- ELA-7-5-5 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, well-structured event sequences, and a conclusion that reflects on the experience or events. (7.W.3, 7.W.3a, 7.W.3b, 7.W.3c, 7.W.3d, 7.W.3e)
- ELA-7-5-6 Write routinely in varying time frames for a range of discipline-specific tasks, purposes, and audiences. (7.W.10)
- ELA-7-5-7 Demonstrate understanding of figurative language, figures of speech, word relationships, and nuances in word meanings. (7.L.5, 7.L.5a)
- ELA-7-5-8 Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. (7.L.5b)
- ELA-7-5-9 Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined*, *respectful*, *polite*, *diplomatic*, *condescending*). (7.L.5c)
- ELA-7-5-10 Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase and verify the meaning of the word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). (7.L.4a, 7.L.4d)

**ELA-7-6: Research and Speech**

**Students will participate in a collaborative classroom discussion with a primary focus of analyzing for main ideas in speech, through preparation and research, and adapting their own speech and ideas in accordance to the discussion.**

- ELA-7-6-1 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. (7.RL.6)
- ELA-7-6-2 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. (7.RI.8)
- ELA-7-6-3 Read and comprehend literature and informational texts in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (7.RL.10, 7.RI.10)
- ELA-7-6-4 Conduct a short research project to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. (7.W.7)
- ELA-7-6-5 Identify relevant, credible sources to quote or paraphrase data and conclusions, following a standard format for citation. (7.W.8)
- ELA-7-6-6 Write routinely in varying time frames for a range of discipline-specific tasks, purposes, and audiences. (7.W.10)
- ELA-7-6-7 Engage effectively in a classroom discussion on topics, texts, and issues, building on others' ideas and expressing their own clearly, by being prepared with researched materials, following discussion rules, by posing questions and responding to others' comments, and acknowledging new information that may change students' viewpoints. (7.SL.1, 7.SL.1a, 7.SL.1b, 7.SL.1c, 7.SL.1d, 7.SL.4)
- ELA-7-6-8 Analyze the main ideas, claims, and supporting details presented in diverse media, including classroom speakers, and formats (e.g., visually, quantitatively, orally) and explain how the ideas are relevant, have sufficient evidence, and clarify a topic, text, or issue under study. (7.SL.2, 7.SL.3)
- ELA-7-6-9 Adapt speech to appropriate situation, demonstrating command of formal English when indicated or appropriate. (7.SL.6)

## English 8

### **English 8 Terms and Definitions**

**bibliography**- a list of references (e.g. books, articles, web pages, or other documents related to the content of the primary document)

**dash**- resembling a hyphen, a punctuation mark which provides a pause or inserted idea sometimes separate from the sentence information

**dialogue**-speech between two or more characters in a work of drama

**ellipsis** – in writing, a sequence of punctuation (...) denoting an omission of text for brevity or clear comprehension, included to maintain a quote or grammar convention

**evidence** – the available body of facts or information indicating whether a belief or proposition is true or valid

**figurative language**- speech or writing that departs from literal meaning in order to achieve a special effect or meaning, speech or writing employing figures of speech

**idiom**- a group of words that has a different meaning from the usual meaning of the separate words

**metropolis** - area constituting a city and its suburbs, often a conglomeration of individual cities

**multimedia** - the collective term for text, graphics, animation, and interactive content

**myth** – a traditional tale of cultural significance to a specific group of people, often used as a tool to explain phenomena within the natural world or human behavior

**parable** – a story or short narrative designed to reveal allegorically a principle, moral lesson, psychological reality, or general truth

**playwright** – the author of a work of drama

**personification** – a figure of speech in which a nonhuman or nonliving thing or quality is talked about as if it were human or alive

**puns** - a play on two words, similar in sound or spelling, but different in meaning

**rural** – of or relating to the country, country people or life, or agriculture

**staging** – any of the decisions made by directors, stage designers, or playwrights to use the physical construction of the theatre and stage as elements of drama and thematic interpretation

**suburban** – of or relating to the area between country and city, characterized by its liminal status

**urban** – of or relating to the city, city people or life, or industrialization



## ELA-8-1: Story Settings

**Students will analyze characters and plots, with an emphasis on what settings contribute to those story elements.**

- ELA-8-1-1 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. (8.RL.2)
- ELA-8-1-2 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style, and identify where the texts disagree on matters of fact or interpretation. (8.RI.9, 8.RL.5)
- ELA-8-1-3 Read and comprehend literature and literary nonfiction, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently. (8.RL.10, 8.RI.10)
- ELA-8-1-4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings, and analyze the impact of those specific word choices (8.L.4, 8.L.4a, 8.RI.4, 8.L.5b, 8.L.5c)
- ELA-8-1-5 Analyze the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea. (8.RI.7)
- ELA-8-1-6 Use evidence from literary or informational texts to support analysis, reflection, and research in order to produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (8.W.4, 8.W.9)
- ELA-8-1-7 Draw evidence from literary or informational texts to support analysis, reflection, and research. (8.W.9a, 8.W.9b)
- ELA-8-1-8 Use feedback to develop and strengthen writing as needed by planning, revising, editing, rewriting, writing routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (8.W.5, 8.W.10)
- ELA-8-1-9 Use appropriate conventions of standard English grammar and usage when writing or speaking, explaining the function of verbals and their function in particular sentences, as well as form and use verbs appropriate to author's intent, voice, and mood, recognizing and correcting inappropriate shifts where necessary. (8.L.1, 8.L.1a, 8.L.1b, 8.L.1c, 8.L.1d, 8.L.3a)
- ELA-8-1-10 Demonstrate command of the conventions of standard English capitalization, spelling, and punctuation when writing, using a comma, ellipsis, or dash to indicate pauses or omissions. (8.L.2, 8.L.2a, 8.L.2b, 8.L.2c, 8.L.3)
- ELA-8-1-11 Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede*, *recede*, *secede*). (8.L.4b)

- ELA-8-1-12 Infer the meaning of a word and consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), to find and verify the pronunciation of a word or determine or clarify its precise meaning or its part of speech. (8.L.4c, 8.L.4d)
- ELA-8-1-13 Acquire and use grade-appropriate general academic and domain-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression. (8.L.6)

## **ELA-8-2: Looking Back on History**

**Students will read works of historical fiction, examining how authors' perspectives might produce accounts of historical events that differ from factual accounts.**

- ELA-8-2-1 Design, implement, and review a short research project to answer a question, using technology to publish and present the relationships between information and ideas. (8.W.6, 8.W.7, 8.W.8)
- ELA-8-2-2 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style, and identify where the texts disagree on matters of fact or interpretation. (8.RI.9, 8.RL.5)
- ELA-8-2-3 Read and comprehend literature and literary nonfiction, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently. (8.RL.10, 8.RI.10)
- ELA-8-2-4 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new. (8.RL.9)
- ELA-8-2-5 Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor as well as analyze how a text makes connections among and distinctions between individuals, ideas, or events. (8.RI.3, 8.RL.6)
- ELA-8-2-6 Demonstrate command of the conventions of standard English capitalization, spelling, and punctuation when writing, using a comma, ellipsis, or dash to indicate pauses or omissions. (8.L.2, 8.L.2a, 8.L.2b, 8.L.2c, 8.L.3)
- ELA-8-2-7 Acquire and use grade-appropriate general academic and domain-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression. (8.L.6)

- ELA-8-2-8 Use feedback to develop and strengthen writing as needed by planning, revising, editing, rewriting, writing routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (8.W.5, 8.W.10)
- ELA-8-2-9 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. (8.SL.5)

### **ELA-8-3: Authors and Artists**

**Students will compare and contrast motivations of authors and artists, and analyze meaning and theme of selected works.**

- ELA-8-3-1 Analyze differences in the points of view of the characters and the audience or reader and determine an author's point of view or purpose in a text. (8.RI.6, 8.RL.6)
- ELA-8-3-2 Read and comprehend literature and literary nonfiction, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently. (8.RL.10, 8.RI.10)
- ELA-8-3-3 Write a cohesive informative/explanatory essay, in an organized, formal style, that examines a topic, utilizing supporting evidence, integrating transitions, and applying precise language and domain-specific vocabulary, and providing a concluding statement. (8.W.2, 8.W.2a, 8.W.2b, 8.W.2c, 8.W.2d, 8.W.2e, 8.W.2f)
- ELA-8-3-4 Identify relevant, credible sources to quote or paraphrase data and conclusions, following a standard format for citation. (8.W.8)
- ELA-8-3-5 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (8.W.10)
- ELA-8-3-6 Spell correctly while demonstrating command of the conventions of standard English capitalization, punctuation, and spelling when writing, using correct punctuation (comma, ellipsis, dash) to indicate pauses or omissions. (8.L.2, 8.L.2a, 8.L.2b, 8.L.2c, 8.L.3)
- ELA-8-3-7 Use appropriate conventions of standard English grammar and usage when writing or speaking. (8.L.1)
- ELA-8-3-8 Identify the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. (8.L.1a)
- ELA-8-3-9 Use verbs in the active and passive voice, the indicative, imperative, interrogative, conditional, and subjunctive mood. (8.L.1b, 8.L.1c)
- ELA-8-3-10 Correct inappropriate shifts in verb voice and mood. (8.L.1d)
- ELA-8-3-11 Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing knowledge of uncertainty or describing a state contrary to fact). (8.L.3, 8.L.3a)

- ELA-8-3-12 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (8.L.6)

#### **ELA-8-4: Dramatically Speaking**

**Students will read plays and works of drama, comparing and critiquing the portrayal of themes, characters, and wordplay with a variety of adaptation forms (e.g., theatre, radio drama, film, etc.).**

- ELA-8-4-1 Citing textual evidence, analyze and infer how particular lines of dialogue, differences in point of view, or incidents in a story or drama propels the action, reveals aspects of a character, or affects reader or audience interpretations. (8.RL.1, 8.RL.3, 8.RL.6)
- ELA-8-4-2 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style. (8.RL.5)
- ELA-8-4-3 Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors. (8.RL.7)
- ELA-8-4-4 Read and comprehend literature and literary nonfiction, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently. (8.RL.10, 8.RI.10)
- ELA-8-4-5 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea. (8.RI.7)
- ELA-8-4-6 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, well-structured event sequences, and a conclusion that reflects on the experience or events. (8.W.3, 8.W.3a, 8.W.3b, 8.W.3c, 8.W.3d, 8.W.3e)
- ELA-8-4-7 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (8.W.10)
- ELA-8-4-8 Spell correctly while demonstrating command of the conventions of standard English capitalization, punctuation, and spelling when writing, using correct punctuation (comma, ellipsis, dash) to indicate pauses or omissions. (8.L.2, 8.L.2a, 8.L.2b, 8.L.2c, 8.L.3)
- ELA-8-4-9 Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede*, *recede*, *secede*). (8.L.4b)
- ELA-8-4-10 Consult general and specialized reference materials to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech, verifying the preliminary determination of the meaning of a word or phrase. (8.L.4c, 8.L.4d)

- ELA-8-4-11 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (8.L.6)
- ELA-8-4-12 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings, and analyze the impact of those specific word choices as well as distinguishing among the connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded*, *willful*, *firm*, *persistent*, *resolute*). (8.L.4, 8.L.4a, 8.RI.4, 8.L.5, 8.L.5a, 8.L.5b, 8.L.5c)
- ELA-8-4-13 Perform for/with peers in a variety of styles (e.g., drama, poetry, speeches, etc.) and discuss how style affects interpretation. (8.SL.6)
- ELA-8-4-14 Analyze how the use of literary techniques (e.g., humor, point of view, tone, etc.) help engage readers with the text. (8.SL.2, 8.SL.6)
- ELA-8-4-15 Analyze how creating an argument with rhetorical skills (ethos, pathos, logos) can be effective in engaging listeners. (8.SL.3, 8.SL.4)

#### **ELA-8-5: Developing Arguments**

**Students will read and analyze literature and nonfiction to develop a cohesive argument.**

- ELA-8-5-1 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (8.RL.4)
- ELA-8-5-2 Read and comprehend literature and literary nonfiction, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently. (8.RL.10, 8.RI.10)
- ELA-8-5-3 Citing textual evidence, analyze and/or infer meaning within the structure of a specific paragraph, including the role of particular sentences in developing and refining a key concept. (8.RI.1, 8.RI.5)
- ELA-8-5-4 Identify and evaluate a central idea or main argument of a text and analyze its development over the course of the text, including its relationship to supporting ideas, specific claims, reasoning, and evidence; provide an objective summary of the text. (8.RI.2, 8.RI.8)
- ELA-8-5-5 Write a cohesive argument, in a formal style, that introduces and supports claims with clear reasons and relevant evidence using accurate, credible sources, while acknowledging alternate or opposing claims and distinguishing between claims, counterclaims, reasons, and evidence, and provides a concluding statement. (8.W.1, 8.W.1a, 8.W.1b, 8.W.1c, 8.W.1d, 8.W.1e)
- ELA-8-5-6 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (8.W.10)

- ELA-8-5-7 Spell correctly while demonstrating command of the conventions of standard English capitalization, punctuation, and spelling when writing, using correct punctuation (comma, ellipsis, dash) to indicate pauses or omissions. (8.L.2, 8.L.2a, 8.L.2b, 8.L.2c, 8.L.3)
- ELA-8-5-8 Evaluate a speaker's point of view, reasoning, use of evidence, and rhetoric, distinguishing between valid and incorrect assumptions and evidence. (8.SL.3)
- ELA-8-5-9 Engage effectively in a classroom discussion on topics, texts, and issues, building on others' ideas and expressing their own clearly, by being prepared with researched materials, following discussion rules, by posing questions and responding to others' comments, and acknowledging new information that may change students' viewpoints. (8.SL.1, 8.SL.1a, 8.SL.1b, 8.SL.1c, 8.SL.1d, 8.SL.4)
- ELA-8-5-10 Analyze the main ideas, claims, and supporting details presented in diverse media, including classroom speakers, and formats and explain how the ideas are relevant, have sufficient evidence, and clarify a topic, text, or issue under study. (8.SL.2, 8.SL.3)

#### **ELA-8-6: Myths, Legends, and Folktales**

**Students will read and analyze various myths, legends, and folktales from diverse cultures and apply these themes and techniques to their own writing.**

- ELA-8-6-1 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (8.RL.4)
- ELA-8-6-2 Read and comprehend literature, including stories, dramas, and poems, and nonfiction at the high end of grades 6-8 text complexity band independently and proficiently. (8.RL.10, 8.RI.10)
- ELA-8-6-3 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (8.RI.1)
- ELA-8-6-4 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. (8.RI.2)
- ELA-8-6-5 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, well-structured event sequences, and a conclusion that reflects on the experience or events. (8.W.3, 8.W.3a, 8.W.3b, 8.W.3c, 8.W.3d, 8.W.3e)
- ELA-8-6-6 Use appropriate conventions of standard English grammar and usage when writing or speaking. (8.L.1)
- ELA-8-6-7 Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. (8.L.1a)
- ELA-8-6-8 Apply appropriate language conventions when writing, speaking, reading, or listening. (8.L.3)

- ELA-8-6-9      Use verbs in the active and passive voice and in the indicative, imperative, interrogative, conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact). (8.L.1b, 8.L.3a, 8.L.1c)
- ELA-8-6-10    Use common, Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede*, *recede*, *secede*). (8.L.4b)

## English 9 - Introduction to English

### English 9 Terms and Definitions

**alliteration** – the repetition of consonant sounds across words in a sentence, verse, etc.

**anaphora** – the intentional repetition of words or sounds at the beginning of successive lines, clauses, or sentences for dramatic effect

**archetype** – a character trait or depiction which occurs throughout literary forms, genres, and eras

**aside** – a line of dialogue in a work of drama intended only for the audience to hear, a “small soliloquy”

**assonance** – the repetition of vowel sounds across words in a sentence, verse, etc.

**blank verse** – a type of poem without rhyme or line requirements, in iambic pentameter

**copyright** – a legal right to publish a document

**dramatic irony** – a type of irony wherein the audience or reader knows something one or more of the characters in a fiction text do not know

**enjambment** – a line in poetry having no pause or end punctuation, but having uninterrupted grammatical meaning continuing into the next line

**epic poetry** – a type of poem characterized by extreme length, focus upon larger, classical themes, locales, and characters, and serving a prominent role in cultural values and storytelling

**epithet** – a short, poetic nickname applied to a character after their normal name

**ethos** – one of three rhetorical strategies in a speech: the use of speaking skills and linguistic flourishes to engage an audience

**fate** – the idea that human actions and decisions are governed by larger, unseen forces at play in the universe, an argument that events happen as they are destined to with no ability to change

**foil** – a character in a work of drama featured in contrast with another character for the purpose of literary analysis, comparison, and thematic reveal

**Greek chorus** – a group of performers in a play who speak as one, serving as a narrator or tertiary character to the plot and action

**heroic couplet** – two successive lines of iambic pentameter



**iamb** – a unit or “foot” of poetry characterized by one unstressed and one stressed syllable

**iambic pentameter** – a sequence of five iambs, for ten total syllables, in a line of verse; notable for being the preferred verse in works by Shakespeare

**in media res** – “in the middle of things”, refers to a story that does not begin chronologically with respect to events in the overall plot

**invocation** – a call upon a higher spirit or power to create inspiration or action; classically, the beginning of an epic where the poet calls upon the muses

**logos** – one of three rhetorical strategies in a speech: the use of facts and quotations to convince an audience of the speaker’s credibility

**memoir** – a literary autobiography, differentiated by its subversion of chronology and emphasis on literary devices

**monologue** – a long section of speech by a single character in a work of drama

**parallel plots** – feature of a novel where multiple plots, with characters and events specific to each plot, run concurrently in the story

**pathos** – one of three rhetorical strategies in a speech: the use of an emotional appeal or personal connection with the audience to gain sympathy

**quatrain** – a stanza of four lines, often rhyming as an ABAB, AABB, or ABBA

**rhyme scheme** – the pattern of rhyme, typically charted using the letters of the alphabet to new rhyming sounds at the end of the line

**Shakespearean/Elizabethan sonnet** - three quatrains, each rhymed differently, and a final, independently rhymed couplet centered on a specific theme or idea, the last quatrain or couplet often presenting a turn or twist on the theme

**soliloquy** – an introspective monologue in a work of drama, showing the character’s thoughts to the audience in a work of drama

**sonnet** – a lyric poem of fourteen lines, usually in iambic pentameter, usually expressing a single idea, with a turn or twist near the poem’s end

**unreliable narrator** – the characterization of a narrator in a story being deceitful or unbelievable in their relating of a story’s events and reasons

**Outcome ELA-9-1:**

**Students will read and analyze short stories from various cultures and time periods focusing on plot structure, characterization, theme, setting, and tone. Students will write narrative based on real or imagined experiences.**

- |            |   |
|------------|---|
| ELA-9-1-1  | Determine a theme or central idea of a text and analyze in detail its development over the course of the text, as well as the development of complex characters (e.g., those with multiple or conflicting motivations). (9/10.RL.2, 9/10.RL.3)  |
| ELA-9-1-2  | Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). (9/10.RL.4)   |
| ELA-9-1-3  | Analyze a particular multicultural experience including how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. (9/10.RL.5, 9/10.RL.6)  |
| ELA-9-1-4  | Read and comprehend literature and informational texts in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. (9/10.RL.10, 9/10.RI.10)  |
| ELA-9-1-5  | Write narratives to develop real or imagined experiences or events using effective technique (i.e., dialogue, pacing, transitions, point of view of narrator or characters), precise descriptive details (i.e., sensory language), well-structured event sequences, and a conclusion that reflects on the experience or events. (9/10.W.3, 9/10.W.3a, 9/10.W.3b, 9/10.W.3c, 9/10.W.3d, 9/10.W.3e) |
| ELA-9-1-6  | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience, and strengthen writing through the revision process to address specific purposes and audiences. (9/10.W.4, 9/10.W.5)   |
| ELA-9-1-7  | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (9/10.W.10)   |
| ELA-9-1-8  | Demonstrate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling when writing or speaking. (9/10.L.1, 9/10.L.2, 9/10.L.2C)  |
| ELA-9-1-9  | Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style manual (e.g., MLA Handbook, Turabian's Manual for Writers), verify the meaning of a word or phrase to comprehend more fully when reading or listening. (9/10.L.3, 9/10.L.3a, 9/10.L.4d)  |
| ELA-9-1-10 | Acquire and use accurately general academic and domain-specific words and phrases, and adapt speech to a variety of contexts and tasks; demonstrate independence in gathering vocabulary knowledge when   |

considering a word or phrase important to comprehension or expression. (9/10.L.6, 9/10.SL.6)

**Outcome ELA-9-2:**

**Students will apply knowledge of literary elements of the novel. They will focusing particularly on the development and sustained description of setting and characterization.**

- ELA-9-2-1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (9/10.RL.1)
- ELA-9-2-2 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. (9/10.RL.3)
- ELA-9-2-3 Analyze a particular multicultural experience including how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. (9/10.RL.5, 9/10.RL.6)
- ELA-9-2-4 Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare). (9/10.RL.9)
- ELA-9-2-5 Read and comprehend literature and informational texts in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. (9/10.RL.10, 9/10.RI.10)
- ELA-9-2-6 Write a cohesive informative/explanatory essay, in a formal style and objective tone, that introduces and develops a topic using appropriate organizational formatting, utilizing supporting evidence (i.e., relevant facts, definitions, concrete details, quotations, or other information and examples), integrating transitions, applying precise language and complex domain-specific vocabulary, and providing a concluding statement. (9/10.W.2, 9/10.W.2a, 9/10.W.2b, 9/10.W.2c, 9/10.W.2d, 9/10.W.2e, 9/10.W.2f)
- ELA-9-2-7 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience, and strengthen writing through the revision process to address specific purposes and audiences. (9/10.W.4, 9/10.W.5)
- ELA-9-2-8 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (9/10.W.10)
- ELA-9-2-9 Demonstrate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling when writing or speaking. (9/10.L.1, 9/10.L.2, 9/10.L.2C)
- ELA-9-2-10 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style manual (e.g., MLA Handbook, Turabian's Manual for Writers), verify the meaning

- of a word or phrase to comprehend more fully when reading or listening. (9/10.L.3, 9/10.L.3a, 9/10.L.4d)
- ELA-9-2-11 Engage effectively in a classroom discussion on grade 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly, by being prepared with researched materials, following discussion rules taking individual roles as needed, by posing questions and responding to others' comments, considering diverse perspectives, and acknowledging new information that may change students' viewpoints. (9/10.SL.1, 9/10.SL.1a, 9/10.SL.1b, 9/10.SL.1c, 9/10.SL.1d, 9/10.SL.4)
- ELA-9-2-12 Acquire and use accurately general academic and domain-specific words and phrases, and adapt speech to a variety of contexts and tasks; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. (9/10.L.6, 9/10.SL.6)

### **Outcome ELA-9-3:**

**Students will read and analyze various forms of poetry by a myriad of poets, examining how poetry differs from prose, and how critical appreciations of poetry prompt reflection by the poet. Students will create a portfolio of original poems and analysis.**

- ELA-9-3-1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (9/10.RL.1)
- ELA-9-3-2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (9/10.RL.2)
- ELA-9-3-3 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). (9/10.RL.4)
- ELA-9-3-4 Read and comprehend literature and informational texts in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. (9/10.RL.10, 9/10.RI.10)
- ELA-9-3-5 Gather evidence from literary or informational texts to support analysis, reflection, and research while establishing and maintaining a formal style and objective tone. (9/10.W.2e, 9/10.W.9)
- ELA-9-3-6 Write literary texts routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (9/10.W.9a, 9/10.W.10)
- ELA-9-3-7 Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a

- word or phrase, and verifying the preliminary determination. (9/10.L.4a, 9/10.L.4d)
- ELA-9-3-8 Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). (9/10.L.4b)
- ELA-9-3-9 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings or denotations, and interpret figures (e.g., euphemism, oxymoron) of speech in context for. (9/10.L.5, 9/10.L.5a, 9/10.L.5b)
- ELA-9-3-10 Acquire and use accurately general academic and domain-specific words and phrases, and adapt speech to a variety of contexts and tasks; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. (9/10.L.6, 9/10.SL.6)

#### **Outcome ELA-9-4:**

**Students will read and analyze works of drama with a focus on tragedy, beginning with Greek drama and focusing on a text such as Shakespeare’s *Romeo and Juliet*. They will identify and analyze elements of drama, with emphasis on language and literary devices employed by characters in dramatic works.**

- ELA-9-4-1 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (9/10.RL.2)
- ELA-9-4-2 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. (9/10.RL.3)
- ELA-9-4-3 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). (9/10.RL.4)
- ELA-9-4-4 Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare). (9/10.RL.9)
- ELA-9-4-5 Read and comprehend literature and informational texts in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. (9/10.RL.10, 9/10.RI.10)
- ELA-9-4-6 Write a cohesive argument, in a formal style and objective tone, that introduces and supports precise claims with clear reasons and relevant evidence, evaluating for accurate, credible sources, while acknowledging the audience and alternate or opposing claims, and providing a

- concluding statement or section. (9/10.W.1, 9/10.W.1a, 9/10.W.1b, 9/10.W.1c, 9/10.W.1d, 9/10.W.1e)
- ELA-9-4-7 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience, and strengthen writing through the revision process to address specific purposes and audiences. (9/10.W.4, 9/10.W.5)
- ELA-9-4-8 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (9/10.W.10)
- ELA-9-4-9 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing, using semicolons and colons correctly. (9/10.L.2, 9/10.L.2a, 9/10.L.2b, 9/10.L.2c)
- ELA-9-4-10 Acquire and use accurately general academic and domain-specific words and phrases, and adapt speech to a variety of contexts and tasks; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. (9/10.L.6, 9/10.SL.6)

#### **Outcome ELA-9-5:**

**Students will read and analyze literary nonfiction from various cultures, including essays, speeches, and memoirs. Students will analyze the common techniques used in these forms, and the emphasis on informational text, and apply these techniques to their own writing.**

- ELA-9-5-1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, determining a central idea and analyzing its development. (9/10.RI.1, 9/10.RI.2)
- ELA-9-5-2 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, with particular sentences, paragraphs, or larger portions of the text, and the connections that are drawn between them. (9/10.RI.3, 9/10.RI.5)
- ELA-9-5-3 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). (9/10.RI.4)
- ELA-9-5-4 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. (9/10.RI.6)
- ELA-9-5-5 Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account. (9/10.RI.7)
- ELA-9-5-6 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and

- sufficient; identify false statements and fallacious reasoning. (9/10.RI.8, 9/10.W.9b)
- ELA-9-5-7 Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts. (9/10.RI.9)
- ELA-9-5-8 Read and comprehend literature and informational texts in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. (9/10.RL.10, 9/10.RI.10)
- ELA-9-5-9 Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. (9/10.W.1a)
- ELA-9-5-10 Conduct short as well as more sustained research projects, gathering relevant information for multiple authoritative print and digital sources, to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation, while following a standard format for citations. (9/10.W.7, 9/10.W.8)
- ELA-9-5-11 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (9/10.W.10)
- ELA-9-5-12 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking, including the use of parallel structure and various types of phrases and clauses. (9/10.L.1, 9/10.L.1a, 9/10.L.1b)
- ELA-9-5-13 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. (9/10.SL.2)
- ELA-9-5-14 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. (9/10.SL.3)

**Outcome ELA-9-6:**

**Students will read and analyze works of ancient epic poetry, comparing the role of “the hero” in these epics to modern depictions of the hero’s journey.**

- ELA-9-6-1 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus); analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account. (9/10.RL.7, 9/10.RI.7)
- ELA-9-6-2 Read and comprehend literature and informational texts in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. (9/10.RL.10, 9/10.RI.10)
- ELA-9-6-3 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. (9/10.W.6)
- ELA-9-6-4 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (9/10.W.10)
- ELA-9-6-5 Integrate multiple sources of information in presentations utilizing diverse media or formats (e.g., visually, quantitatively, orally), evaluating the credibility and accuracy of each source, and incorporating elements of digital media that are appropriate for audience, purpose, and task. (9/10.SL.2, 9/10.SL.4, 9/10.SL.5)



## English 10 - World Literature

### **English 10 Terms and Definitions**

**active voice** -the voice used to indicate that the grammatical subject of the verb is performing the action

**bibliomancy** - the practice of basing a plot happening or event on a religious text

**blog** – a type of website (usually one person regularly publishes short articles)

**caption** – a label for a graphic

**creation myth** - a symbolic narrative of how the world began and how people first came to inhabit it.

**culture** - the customary beliefs, social forms, and material traits of a racial, religious, or social group.

**extended metaphor** - a metaphor that is extended through a stanza or entire poem, often by multiple comparisons of unlike objects or ideas.

**graphic novel** - a work of fiction or nonfiction that tells a story using comic strips and that is published as a book.

**hyperlink** - a link from one part of a document to a different part of a document or to a different document

**jargon** - a technical language that is used in a profession, or by a group of people

**magical realism** - a style of painting and literature in which fantastic or imaginary and often unsettling images or events are depicted in a sharply detailed, realistic manner.

**oral tradition** – the retelling of stories through word of mouth across generations, specifically noted in stories existing before a written language system

**passive voice**- the voice used to indicate that the grammatical subject of the verb is the recipient- a person or thing that receives

**wiki**- a type of website where users can create and edit web pages

### **ELA-10-1: Cultural Short Stories**

**Students will read short stories, folk tales, and creation stories to analyze the historical and cultural influence and background in order to write their own original short story demonstrating features of the literature.**

- ELA-10-1-1 Analyze how an author's choices concerning text structure or order of events (e.g. parallel plots, pacing, flashbacks) create such effects as mystery, tension, or surprise. (9-10.RL.5)
- ELA-10-1-2 Analyze an author's point of view or purpose in a text, in particular, cultural experiences that may affect the point of view, to advance a theme or purpose, from a range of global literature. (9-10.RL.6, 9-10.RI.6)
- ELA-10-1-3 Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare), and apply this analysis to writing. (9-10.RL.9, 9-10.W.9a)
- ELA-10-1-4 By the end of grade 10, read and comprehend literature, including stories, dramas, and poems and literary nonfiction, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently. (9-10.RL.10, 9-10.RI.10)
- ELA-10-1-5 Write narratives to develop real or imagined experiences or events, orienting the reader through the use of effective technique (i.e., dialogue, pacing, reflection, transition words, point of view of narrator or characters) relevant descriptive details (i.e., precise words, sensory language), well-structured event sequences (transition words, phrases, and clauses), and a conclusion that reflects on the experience or events. (9-10.W.3, 9-10.W.3a, 9-10.W.3b, 9-10.W.3c, 9-10.W.3d, 9-10.W.3e)
- ELA-10-1-6 Produce clear and coherent writing, strengthening as needed by planning, revising, editing, rewriting, or trying a new approach, in which the development and style are appropriate to the task, purpose, and audience. (9-10.W.4, 9-10.W.5)
- ELA-10-1-7 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (9-10.W.10)
- ELA-10-1-8 Engage effectively in a classroom discussion on grade 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly, by being prepared with researched materials, drawing on evidence, establishing (with classmates) discussion rules and roles, posing questions and responding to others' comments, respond thoughtfully to diverse perspectives, summarize justifications and reasoning, to resolve contradictions and use critical thinking. (9-10.SL.1, 9-10.SL.1a, 9-10.SL.1b, 9-10.SL.1c, 9-10.SL.1d)

- ELA-10-1-9 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. b. Use a colon to introduce a list or quotation. c. Spell correctly. (9-10.L.2)
- ELA-10-1-10 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. (9-10.L.6)

## **ELA-10-2: Nuances in Nonfiction**

**Students will analyze literary nonfiction and informational texts and write a persuasive essay to be presented orally.**

- ELA-10-2-1 Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). (9-10.RL.4, 9-10.RI.4)
- ELA-10-2-2 Analyze an author's point of view or purpose in a text, in particular, cultural experiences that may affect the point of view, to advance a theme or purpose, from a range of literature. (9-10.RL.6, 9-10.RI.6)
- ELA-10-2-3 Analyze an author's point of view or purpose in a text, in particular, cultural experiences that may affect the point of view, to advance a theme or purpose, from a range of global literature. (9-10.RL.6, 9-10.RI.6)
- ELA-10-2-4 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). (9-10.RL.5)
- ELA-10-2-5 By the end of grade 10, read and comprehend literature, including stories, dramas, and poems and literary nonfiction, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently. (9-10.RL.10, 9-10.RI.10)
- ELA-10-2-6 Produce clear and coherent writing, strengthening as needed by planning, revising, editing, rewriting, or trying a new approach, in which the development and style are appropriate to the task, purpose, and audience. (9-10.W.4, 9-10.W.5)

- ELA-10-2-7 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (9-10.W.10)
- ELA-10-2-8 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. (9-10.SL.3)
- ELA-10-2-9 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking (e.g. use of parallel structure, varying phrases and clauses) to convey specific meanings or add interest to writing or presentations. (9-10.L.1)
- ELA-10-2-10 Use patterns of word changes and/or context as a clue or to the meaning of a word or phrase or interpreting figures of speech. (9-10.L.4a, 9-10.L.4b)
- ELA-10-2-11 Consult general and specialized reference materials to find the pronunciation of a word, determine or clarify its meaning, and/or verify a preliminary determination of its meaning. (9-10.L.4c, 9-10.L.4d)
- ELA-10-2-12 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. b. Use a colon to introduce a list or quotation. c. Spell correctly. (9-10.L.2)
- ELA-10-2-13 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. (9-10.L.6)

### **ELA-10-3: Global Drama**

**Students will read a work of dramatic literature aloud and write an informative essay.**

- ELA-10-3-1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (9-10.RL.1)
- ELA-10-3-2 Determine two or more themes or central ideas of a text, analyzing their development over the course of the text and provide an objective summary. (9-10.RL.2, 9-10.RI.2)
- ELA-10-3-3 Analyze an author's point of view or purpose in a text, in particular, cultural experiences that may affect the point of view, to advance a theme or purpose, from a range of global literature. (9-10.RL.6, 9-10.RI.6)
- ELA-10-3-4 Evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. (9-10.RI.8)
- ELA-10-3-5 By the end of grade 10, read and comprehend literature, including stories, dramas, and poems and literary nonfiction, in the grades 9–10 text

- complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently. (9-10.RL.10, 9-10.RI.10)
- ELA-10-3-6 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information, building on a structure, that clearly and accurately develops a topic through the effective selection, organization, and analysis of content with an articulated conclusion. (9-10.W.2, 9-10.W.2a, 9-10.W.2b, 9-10.W.2c, 9-10.W.2f)
- ELA-10-3-7 Produce clear and coherent writing, strengthening as needed by planning, revising, editing, rewriting, or trying a new approach, in which the development and style are appropriate to the task, purpose, and audience. (9-10.W.4, 9-10.W.5)
- ELA-10-3-8 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (9-10.W.10)
- ELA-10-3-9 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (9-10.SL.6)
- ELA-10-3-10 Spell correctly, demonstrate command of colon and semicolon usage, and acquire academic and domain-specific vocabulary sufficient for reading, writing, speaking and listening at the 9-10 grade level. (9-10.L.2a, 9-10.L.2b, 9-10.L.2c, 9-10.L.6)
- ELA-10-3-11 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings (including figures of speech and denotations). (9-10.L.5a, 9-10.L.5b)

#### **ELA-10-4: The Graphic Novel**

**Students will read a graphic novel, generate research questions, and present a research project.**

- ELA-10-4-1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (9-10.RI.1)
- ELA-10-4-2 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. (9-10.RL.3)
- ELA-10-4-3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. (9-10.RI.3)
- ELA-10-4-4 Analyze an author's point of view or purpose in a text, in particular, cultural experiences that may affect the point of view, to advance a theme or purpose, from a range of global literature. (9-10.RL.6, 9-10.RI.6)

- ELA-10-4-5 Analyze the representation of a subject or a key scene in two different artistic mediums and/or two adaptations of the same source material, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus; a person’s life story in both print and multimedia). (9-10.RL.7, 9-10.RI.7)
- ELA-10-4-6 By the end of grade 10, read and comprehend literature, including stories, dramas, and poems and literary nonfiction, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently. (9-10.RL.10, 9-10.RI.10)
- ELA-10-4-7 Write a cohesive argument, in a formal style and objective tone, that introduces and supports significant claims, with clear reasons and relevant evidence using accurate, credible sources, while acknowledging alternate or opposing claims and distinguishing between claims, counterclaims, reasons, and evidence, and provides a concluding statement. (9-10.W.1, 9-10.W.1a, 9-10.W.1b, 9-10.W.1c, 9-10.W.1d, 9-10.W.1e)
- ELA-10-4-8 Produce clear and coherent writing, strengthening as needed by planning, revising, editing, rewriting, or trying a new approach, in which the development and style are appropriate to the task, purpose, and audience. (9-10.W.4, 9-10.W.5)
- ELA-10-4-9 Use technology, including the Internet, to produce, publish, and update individual or shared writing products emphasizing flexibility and multimedia components. (9-10.W.6)
- ELA-10-4-10 Conduct short and sustained research projects to answer self-generated questions or solve a problem, synthesizing multiple sources on a subject gathered through advanced search techniques (multiple authoritative print and digital sources), integrated selectively into the text while avoiding plagiarism, while following MLA citation style. (9-10.W.7, 9-10.W.8)
- ELA-10-4-11 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (9-10.W.10)
- ELA-10-4-12 Integrate multiple source of information presented in diverse formats and media, evaluating the credibility of each source. (9-10.SL.2)
- ELA-10-4-13 Present information, findings, and supporting evidence clearly, concisely, and logically, in a style appropriate to purpose, audience, and genre (in speech adapted to the context) that makes strategic use of digital media to enhance understanding and interest. (9-10.SL.4, 9-10.SL.5)
- ELA-10-4-14 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA

Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.

- ELA-10-4-15 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. b. Use a colon to introduce a list or quotation. c. Spell correctly. (9-10.L.2)
- ELA-10-4-16 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. (9-10.L.6)

## English 11 - American Literature

### English 11 Terms and Definitions

**American Dream (the)** - an abstract idea centered on America as being a land of promise and opportunity, usually manifested on the idea that any American, regardless of birth, family, race, etc., should be able to succeed in America.

**Gothic** - in literature, a genre of horror with an emphasis on the supernatural, grotesque, setting, tropes, mood and atmosphere, and a sense of dread which may or may not be overcome.

**Modernism** - an umbrella term for a variety of literary movements which developed after World War I and ending sometime during the 1950s-60s, centered on a break from tradition, experimental forms, metatextual writing, and individuals function within the universe.

**New World** - a term used by European settlers to describe the lands and continents in the Western hemisphere during the age of colonialism.

**Regionalism** - in literature, the specific descriptions, types, and themes centered on a specific region or area which appears throughout space and time in writing set in or about an area.

**Romanticism** - developing in the 19th century, this English movement was a response to Enlightenment theories, as romanticism asserted a reliance on emotion and natural passions over reason and ethics, including pastoral settings, exaggerated events, and the beauty of nature.

**Transcendentalism** - an American philosophical, religious, and literary movement roughly equivalent to the Romantic Movement in English which emphasized individual intuition and conscience, and the power of nature.



### **ELA-11-1: The New World**

**Students will read works of early settlers in America to compare and contrast historical views on religion, conflicts, communication, and/or themes among the various groups in New World America.**

- ELA-11-1-1 Determine two or more themes or central ideas of a text, analyzing their development over the course of the text and provide an objective summary. (9-10.RL.2, 9-10.RI.2)
- ELA-11-1-2 By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, and nonfiction at the high end of grades 11 text complexity band independently and proficiently. (11-12.RL.10, 11-12.RI.10)
- ELA-11-1-3 Apply grades 11-12 reading standards to literature and nonfiction texts (e.g. “Demonstrate knowledge of American literature, including how two or more texts from the same period treat similar themes or topics.”; “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”). (11-12.W.9a, 11-12.W.9b)
- ELA-11-1-4 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (11-12.W.5)
- ELA-11-1-5 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (11-12.W.10)
- ELA-11-1-6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (11-12.SL.6)
- ELA-11-1-7 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. a. Vary syntax for effect, consulting references (e.g., Tufte’s Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading. (11-12.L.3)
- ELA-11-1-8 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. (11-12.L.6)

## **ELA-11-2: A New Nation**

**Students will read documents associated with the founding of a new American nation and analyze it for tone, purpose, and context in order to write their own modern editorial.**

- ELA-11-2-1 Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature and foundational U.S. documents (e.g. Declaration of Independence, Preamble of the Constitution, Bill of Rights), including how two or more texts from the same period treat similar themes or topics. (11-12.RL.9, 11-12.RI.9)
- ELA-11-2-2 By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, and nonfiction at the high end of grades 11 text complexity band independently and proficiently. (11-12.RL.10, 11-12.RI.10)
- ELA-11-2-3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. (11-12.RI.3)
- ELA-11-2-4 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. (11-12.RI.6)
- ELA-11-2-5 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. (11-12.RI.7)
- ELA-11-2-6 Evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses). (11-12.RI.8)
- ELA-11-2-7 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information, building on a cohesive structure, that clearly and accurately develops a topic through the effective selection, organization, and analysis of content with an articulated conclusion. (11-12.W.2, 11-12.W.2a, 11-12.W.2b, 11-12.W.2c, 11-12.W.2f)
- ELA-11-2-8 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (11-12.W.5)
- ELA-11-2-9 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (11-12.W.10)
- ELA-11-2-10 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the

- organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. (11-12.SL.4)
- ELA-11-2-11 Use context as a clue to the meaning of a word or phrase or interpreting figures of speech, analyzing nuance in the meaning of words with similar denotations. (11-12.L.4a, 11-12.L.5a, 11-12.L.5b)
- ELA-11-2-12 Identify and correctly use patterns of words changes indicating different meanings or parts of speech. (11-12.L.4b)
- ELA-11-3-13 Consult general and specialized reference materials to find the pronunciation of a word, determine or clarify its meaning, and/or verify a preliminary determination of its meaning. (11-12.L.4c, 11-12.L.4d)

### **ELA-11-3: American Romanticism**

**Students will read and analyze works of American literature, beginning in the early nineteenth century and ending at the Civil War, in order to define several themes of early American literature at their inception. They will mimic an author's style during this time period to produce a real or imaginative narrative.**

- ELA-11-3-1 Analyze the impact of the author's choices regarding the specific parts of a text's structure for aesthetic and narrative elements. (11-12.RL.3, 11-12.RL.5)
- ELA-11-3-2 By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, and nonfiction at the high end of grades 11 text complexity band independently and proficiently. (11-12.RL.10, 11-12.RI.10)
- ELA-11-3-3 Write narratives to develop real or imagined experiences or events, orienting the reader through the use of effective technique (i.e., dialogue, pacing, reflection, transition words, point of view of narrator or characters) to build a tone, relevant descriptive details (i.e., precise words, sensory language), well-structured event sequences (transition words, phrases, and clauses), and a conclusion that reflects on the experience or events. (11-12.W.3, 11-12.W.3a, 11-12.W.3b, 11-12.W.3c, 11-12.W.3d, 11-12.W.3e)
- ELA-11-3-4 Produce clear and coherent writing, strengthening as needed by planning, revising, editing, rewriting, or trying a new approach, in which the development and style are appropriate to the task, purpose, and audience. (11-12.W.4, 11-12.W.5)
- ELA-11-3-5 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (11-12.W.7)
- ELA-11-3-6 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for

- a range of discipline-specific tasks, purposes, and audiences. (11-12.W.10)
- ELA-11-3-7 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. (11-12.SL.5)
- ELA-11-3-8 Demonstrate understanding of the meaning of a word or phrase or interpreting figures of speech, analyzing nuance in the meaning of words with similar denotations. (11-12.L.5a, 11-12.L.5b)
- ELA-11-3-9 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. (11-12.L.6)

#### **ELA-11-4: Age of Realism**

**Students will read literature of the nineteenth century in America, which focuses on conflicts and challenges in a changing nation (e.g., westward expansion, slavery, the roles of women, regionalism, the displacements of Native Americans, the growth of cities, and immigration). Writing will include a historical research paper.**

- ELA-11-4-1 Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). (11-12.RL.6)
- ELA-11-4-2 By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, and nonfiction at the high end of grades 11 text complexity band independently and proficiently. (11-12.RL.10, 11-12.RI.10)
- ELA-11-4-3 Produce clear and coherent writing, strengthening as needed by planning, revising, editing, rewriting, or trying a new approach, in which the development and style are appropriate to the task, purpose, and audience. (11-12.W.4, 11-12.W.5)
- ELA-11-4-4 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (11-12.W.8)
- ELA-11-4-5 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (11-12.W.10)
- ELA-11-4-6 Engage effectively in a classroom discussion on grade 11-CCR topics, texts, and issues, building on others' ideas and expressing their own clearly, by

- being prepared with researched materials, explicitly drawing on evidence, establishing (with classmates) discussion rules and roles, posing questions and responding to others' comments, ensuring a variety of positions or perspectives are included, and responding thoughtfully to resolve contradictions and use critical thinking. (11-12.SL.1, 11-12.SL.1a, 11-12.SL.1b, 11-12.SL.1c, 11-12.SL.1d)
- ELA-11-4-7 Apply knowledge of changing word usage and convention, consulting reference materials (e.g. *Merriam-Webster's Dictionary of English Usage*, *Oxford English Dictionary*) to resolve issues of contested usage. (11-12.L.1a, 11-12.L.1b)
- ELA-11-4-8 Demonstrate understanding of the meaning of a word or phrase or interpreting figures of speech, analyzing nuance in the meaning of words with similar denotations. (11-12.L.5a, 11-12.L.5b)
- ELA-11-4-9 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. (11-12.L.6)

#### **ELA-11-5: Modernism and Postmodernism**

**Students will read literature and literary nonfiction of the early to late twentieth century in America, focusing on the growth of modernism and groups of artists who created works of similar style (e.g. Jazz Age, Harlem Renaissance, "The Lost Generation," Southern Gothic, The Beat Generation). Students will write a literary analysis paper.**

- ELA-11-5-1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (11-12.RL.1)
- ELA-11-5-2 Determine the meaning of words and phrases as they are used in the text (e.g. figurative, connotative, technical meanings) and how the choices impact meaning, tone, and theme. (11-12.RL.4, 11-12.RI.4)
- ELA-11-5-3 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (11-12.RL.7)
- ELA-11-5-4 By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, and nonfiction at the high end of grades 11 text complexity band independently and proficiently. (11-12.RL.10, 11-12.RI.10)
- ELA-11-5-5 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (11-12.RI.1)
- ELA-11-5-6 Write a cohesive argument, in a formal style and objective tone, that introduces and supports significant claims, logically organized (with varied syntax to create cohesion), with clear reasons and relevant evidence using accurate, credible sources, while acknowledging alternate or opposing

- claims and distinguishing between claims, counterclaims, reasons, and evidence, and provides a concluding statement. (11-12.W.1, 11-12.W.1a, 11-12.W.1b, 11-12.W.1c, 11-12.W.1d, 11-12.W.1e)
- ELA-11-5-7 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (11-12.W.5)
- ELA-11-5-8 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (11-12.W.10)
- ELA-11-5-9 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. (11-12.SL.3)
- ELA-11-5-10 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. (11-12.L.6)

#### **ELA-11-6: Technical Writing**

**Students will read and analyze informational texts to produce different forms of technical writing to prepare for college and career readiness (e.g. resumes, workplace documents, business communications, interviews).**

- ELA-11-6-1 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. (11-12.RI.5)
- ELA-11-6-2 By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently. (11-12.RI.10)
- ELA-11-6-3 Produce clear and coherent writing, strengthening as needed by planning, revising, editing, rewriting, or trying a new approach, in which the development and style are appropriate to the task, purpose, and audience. (11-12.W.4, 11-12.W.5)
- ELA-11-6-4 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (11-12.W.10)
- ELA-11-6-5 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. (11-12.W.6)

- ELA-11-6-6 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. (11-12.SL.2)
- ELA-11-6-7 Observe hyphenation and spelling conventions, and acquire academic and domain-specific vocabulary sufficient for reading, writing, speaking and listening at the college and career readiness level, and demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. level. (11-12.L.2a, 11-12.L.6)

## English 12 - European Literature

### **English 12 Terms and Definitions**

**deconstruct** - to delve below the surface meaning in literature in search of contradictions.

**premise** - A proposition upon which an argument is based or from which a conclusion is drawn.

**syntax** - the actual way in which words and sentences are placed together in the writing.

**technical writing** - a type of writing where the author is writing about a particular subject that requires direction, instruction, or explanation.

**understatement** - A figure of speech in which a writer or speaker deliberately makes a situation seem less important or serious than it is.

**résumé** - a brief account of person's education, qualifications, and previous experience, typically sent with a job application



**ELA-12-1: Self and Society**

**Students will read works of fiction and nonfiction, applying literary and composition techniques to their own personal narrative.**

- ELA-12-1-1 Write narratives to develop real or imagined experiences or events, orienting the reader through the use of effective technique (i.e., dialogue, pacing, reflection, transition words, point of view of narrator or characters) to build a tone, relevant descriptive details (i.e., precise words, sensory language), well-structured event sequences (transition words, phrases, and clauses), and a conclusion that reflects on the experience or events. (11-12.W.3, 11-12.W.3a, 11-12.W.3b, 11-12.W.3c, 11-12.W.3d, 11-12.W.3e)
- ELA-12-1-2 Produce clear and coherent writing, strengthening as needed by planning, revising, editing, rewriting, or trying a new approach, in which the development and style are appropriate to the task, purpose, and audience. (11-12.W.4, 11-12.W.5)
- ELA-12-1-3 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (11-12.W.10)
- ELA-12-1-4 Analyze the impact of the author's choices regarding the specific parts of a text's structure for aesthetic, narrative, and informational elements. (11-12.RL.3, 11-12.RL.5, 11-12.RI.3)
- ELA-12-1-5 By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, and nonfiction at the high end of grades 11-CCR text complexity band independently and proficiently. (11-12.RL.10, 11-12.RI.10)
- ELA-12-1-6 Spell correctly and acquire academic and domain-specific vocabulary sufficient for reading, writing, speaking and listening at the CCR level. (11-12.L.2b, 11-12.L.6)

**ELA-12-2: Connections to Classics**

**Students will read works of classic literature, comparing and contrasting adaptations (e.g. theatrical, cinematic, etc.) with the original and conducting a relevant research project.**

- ELA-12-2-1 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information, building on a cohesive structure, that clearly and accurately develops a topic through the effective selection, organization, and analysis of content with an articulated conclusion. (11-12.W.2, 11-12.W.2a, 11-12.W.2b, 11-12.W.2c, 11-12.W.2f)
- ELA-12-2-2 Use precise language and vocabulary to establish and maintain a formal style appropriate to the discipline. (11-12.W.2d, 11-12.W.2e)

- ELA-12-2-3 Conduct short and sustained research projects to answer self-generated questions or solve a problem, synthesizing multiple sources on a subject gathered through advanced search techniques (multiple authoritative print and digital sources), integrated selectively into the text while avoiding plagiarism and overreliance on any one source, while following MLA citation style. (11-12.W.7, 11-12.W.8)
- ELA-12-2-4 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (11-12.W.10)
- ELA-12-2-5 Determine the meaning of words and phrases as they are used in the text (e.g. figurative, connotative, technical meanings) and how the choices impact meaning, tone, and theme. (11-12.RL.4, 11-12.RI.4)
- ELA-12-2-6 Analyze an author's point of view or purpose in a text, applying knowledge of language function in context, that affects the rhetorical power, persuasiveness, or ambiguity of a text (e.g. satire, sarcasm, irony, or understatement). (11-12.RL.6, 11-12.RI.6, 11-12.L.3)
- ELA-12-2-7 Analyze multiple interpretations of a story, drama, or poem evaluating how each version interprets the source text. (11-12.RL.7)
- ELA-12-2-8 By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, and nonfiction at the high end of grades 11-CCR text complexity band independently and proficiently. (11-12.RL.10, 11-12.RI.10)
- ELA-12-2-9 Observe hyphenation conventions and acquire academic and domain-specific vocabulary sufficient for reading, writing, speaking and listening at the CCR level. (11-12.L.2a, 11-12.L.6)

### **ELA-12-3: Bridging Classics and Contemporary Literature**

**Students will analyze classic and contemporary forms of literature for common themes and styles to write a literary analysis.**

- ELA-12-3-1 Produce clear and coherent writing, strengthening as needed by planning, revising, editing, rewriting, or trying a new approach, in which the development and style are appropriate to the task, purpose, and audience. (11-12.W.4, 11-12.W.5)
- ELA-12-3-2 Apply grades 11-12 reading standards to literature (e.g. writing a literary analysis focusing on elements of literature presented in class). (11-12.W.9a)
- ELA-12-3-3 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (11-12.W.10)

- ELA-12-3-4 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (11-12.RL.1)
- ELA-12-3-5 Determine two or more themes or central ideas of a text, analyzing their development over the course of the text. (11-12.RL.2)
- ELA-12-3-6 By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, and nonfiction at the high end of grades 11-CCR text complexity band independently and proficiently. (11-12.RL.10, 11-12.RI.10)
- ELA-12-3-7 Use context as a clue to the meaning of a word or phrase or interpreting figures of speech, analyzing nuance in the meaning of words with similar denotations. (11-12.L.4a, 11-12.L.5a, 11-12.L.5b)
- ELA-12-3-8 Identify and correctly use patterns of words changes indicating different meanings or parts of speech. (11-12.L.4b)
- ELA-12-3-9 Consult general and specialized reference materials to find the pronunciation of a word, determine or clarify its meaning, and/or verify a preliminary determination of its meaning. (11-12.L.4c, 11-12.L.4d)
- ELA-12-3-10 Spell correctly and acquire academic and domain-specific vocabulary sufficient for reading, writing, speaking and listening at the CCR level. (11-12.L.2b, 11-12.L.6)

**ELA-12-4: Living Connections (Contemporary works, informational texts, and argument writing)**

**Students will select a real world, authentic problem or question, conduct research, and write a persuasive argument relevant to the chosen topic.**

- ELA-12-4-1 Write a cohesive argument, in a formal style and objective tone, that introduces and supports significant claims, logically organized (with varied syntax to create cohesion), with clear reasons and relevant evidence using accurate, credible sources, while acknowledging alternate or opposing claims and distinguishing between claims, counterclaims, reasons, and evidence, and provides a concluding statement. (11-12.W.1, 11-12.W.1a, 11-12.W.1b, 11-12.W.1c, 11-12.W.1d, 11-12.W.1e)
- ELA-12-4-2 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. (11-12.W.6)
- ELA-12-4-3 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (11-12.W.10)
- ELA-12-4-4 By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, and nonfiction at the high end of grades 11-CCR text complexity band independently and proficiently. (11-12.RL.10, 11-12.RI.10)

- ELA-12-4-5 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (11-12.RI.1)
- ELA-12-4-6 Determine two or more central ideas of a text, analyzing their development over the course of the text. (11-12.RI.2)
- ELA-12-4-7 Analyze and evaluate the effectiveness of the structure an author uses in exposition or argument, including information presented in different media or formats. (11-12.RI.5, 11-12.RI.7)
- ELA-12-4-8 By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, and nonfiction at the high end of grades 11-CCR text complexity band independently and proficiently. (11-12.RL.10, 11-12.RI.10)
- ELA-12-4-9 Present information, findings, and supporting evidence with a clear and distinct perspective in a style appropriate to purpose, audience, and genre (in speech adapted to the context) that makes strategic use of digital media to enhance understanding and interest. (11-12.SL.4, 11-12.SL.5, 11-12.SL.6)
- ELA-12-4-10 Apply knowledge of changing word usage and convention, consulting reference materials (e.g. *Merriam-Webster's Dictionary of English Usage*, *Oxford English Dictionary*) to resolve issues of contested usage. (11-12.L.1a, 11-12.L.1b)

#### **ELA-12-5: Reflection and Living Forward**

**Students will complete an oral presentation over a course-determined topic, reflecting and extending knowledge of the course into college- and career-readiness.**

- ELA-12-5-1 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (11-12.W.10)
- ELA-12-5-2 By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, and nonfiction at the high end of grades 11-CCR text complexity band independently and proficiently. (11-12.RL.10, 11-12.RI.10)
- ELA-12-5-3 Present information, findings, and supporting evidence with a clear and distinct perspective in a style appropriate to purpose, audience, and genre (in speech adapted to the context) that makes strategic use of digital media to enhance understanding and interest. (11-12.SL.4, 11-12.SL.5, 11-12.SL.6)
- ELA-12-5-4 Engage effectively in a classroom discussion on grade 11-CCR topics, texts, and issues, building on others' ideas and expressing their own clearly, by being prepared with researched materials, explicitly drawing on evidence, establishing (with classmates) discussion rules and roles, posing questions and responding to others' comments, ensuring a variety of positions or perspectives are included, and responding thoughtfully to resolve

- contradictions and use critical thinking. (11-12.SL.1, 11-12.SL.1a, 11-12.SL.1b, 11-12.SL.1c, 11-12.SL.1d)
- ELA-12-5-5 Integrate multiple source of information presented in diverse formats and media, evaluating the credibility of each source as supporting evidence. (11-12.SL.2)
- ELA-12-5-6 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. (11-12.SL.3)
- ELA-12-5-7 Spell correctly and acquire academic and domain-specific vocabulary sufficient for reading, writing, speaking and listening at the CCR level. (11-12.L.2b, 11-12.L.6)

## Advanced English (LCCC ENG 1010)

### Outcome ELA-AE-1:

**Students will conduct college-level research and apply in writing assignments.**

- ELA-AE-1-1 Locate database resources and other scholarly sources, and cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (11/12.RL.1; 11/12.RI.1)
- ELA-AE-1-2 Determine meaning of unknown words and phrases; demonstrate understanding of nuances; and acquire and accurately use academic vocabulary (11/12.L.4 a,b,c,d; 11/12.L.5a, b; 11/12.L.6)
- ELA-AE-1-3 Integrate and evaluate multiple sources of information presented in different media or formats as well as in words in order to address a question or solve a problem (11/12.RI.7)
- ELA-AE-1-4 Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas (11/12.SL1.a)

### Outcome ELA-AE-2:

**Students will apply knowledge of audience, purpose, and genre in writing assignments.**

- ELA-AE-2-1 Practice critical reading, analyzing audience, purpose, and genre in texts and drawing evidence from literary or informational texts to support analysis, reflection, and research (11/12.W.9).
- ELA-AE-2-2 Independently and proficiently read and comprehend literary nonfiction and literature (i.e. stories, dramas, and poems) (11/12.RL.8; 11/12.RI.10).
- ELA-AE-2-3 Write routinely for a range of tasks, purposes and audiences (11/12.W.10)
- ELA-AE-2-4 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate (11.12.SL.6)

**Outcome ELA-AE-3:**

**Students will write expository essays with logically organized claims and evidence.**

- ELA-AE-3-1 Write a variety of essay types, including a timed essay (11/12.W.4; 11/12.W.10).
- ELA-AE-3-2 Submit a minimum of five expository essays that employ all stages of the writing process (11/12.W.4; 11/12.W.5).
- ELA-AE-3-3 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence (11/12.W.1 a, b, c, d, e, f)

**Outcome ELA-AE-4:**

**Students will apply standardized conventions of English grammar and MLA formatting.**

- ELA-AE-4-1 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation (11/12.W.7)
- ELA-AE-4-2 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; and integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over-reliance on any one source and following MLA format for citation (11/12.W.8).
- ELA-AE-4-3 Demonstrate command of the conventions of standard English grammar, usage, and spelling when writing or speaking, resolving issues of complex or contested usage by consulting references as needed (11/12.L.1b; 11/12.L.2b).

## Creative Writing (Elective – grades 9-12)

### Outcome CW-1:

**Students will . . . utilize the building blocks of good writing and generate content to practice these skills. Students will identify the practices and vocabulary of a good writer, evaluating the impact of tone, word choice, style, content, point of view, literary elements, and figurative language.**

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| CW-1-1 | Explain skeletal plot concepts (e.g., “The Hero’s Journey”). (L.11-12.4)   |
| CW-1-2 | Identify and create examples of direct and indirect dialogue. (W.11-12.3.d)  |
| CW-1-3 | Define and explain common writing vocabulary terms (e.g., conflict, plot, character, protagonist, etc.). (L.11-12.4)                             |
| CW-1-4 | Identify and create differing examples of viewpoint (e.g., limited omniscient, modified objective, first-person subjective, etc.). (W.11-12.3.b) |
| CW-1-5 | Identify and correct common pitfalls in the writing process. (W.11-12.5)   |
| CW-1-6 | Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences. (W.11-12.10)                    |

### Outcome CW-2:

**Students will read and analyze selections of science fiction, mystery, and horror to identify effective writing techniques specific to those genres. Students will generate genre-specific content, strengthening writing as needed by planning, revising, editing, rewriting, or trying a new approach.**

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| CW-2-1 | Produce original, clear, and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (W.11-12.4)  |
| CW-2-2 | Write narratives to develop experiences or events using effective technique, well-chosen details, and well-structured event sequences. (W.11-12.3)   |
| CW-2-3 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (W.11-12.5) |
| CW-2-4 | Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback. (W.11-12.6)   |
| CW-2-5 | Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences. (W.11-12.10)  |
| CW-2-6 | Demonstrate command of the conventions of standard English grammar and usage when writing. (L.11-12-.1)  |



**Outcome CW-3:**

**Students will read and analyze the many different types of poetry in order to generate and polish a variety of their own original examples. Students will read and analyze several examples of popular children’s literature to craft a book intended for a younger audience.**

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| CW-3-1 | Produce original, clear, and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (W.11-12.4)  |
| CW-3-2 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (W.11-12.5) |
| CW-3-3 | Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback. (W.11-12.6)   |
| CW-3-4 | Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences. (W.11-12.10)  |
| CW-3-5 | Demonstrate command of the conventions of standard English grammar and usage when writing. (L.11-12-.1)  |

**Outcome CW-4:**

**Students will read and analyze selections of humor, thriller, and fantasy to identify effective writing techniques specific to those genres. Students will generate genre-specific content, strengthening writing as needed by planning, revising, editing, rewriting, or trying a new approach.**

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| CW-4-1 | Produce original, clear, and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (W.11-12.4)  |
| CW-4-2 | Write narratives to develop experiences or events using effective technique, well-chosen details, and well-structured event sequences. (W.11-12.3)   |
| CW-4-3 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (W.11-12.5) |
| CW-4-4 | Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback. (W.11-12.6)   |
| CW-4-5 | Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences. (W.11-12.10)  |
| CW-4-6 | Demonstrate command of the conventions of standard English grammar and usage when writing. (L.11-12.1)   |

**Outcome CW-5:**

**Students will read selected performance pieces (e.g. play and screenplay excerpts), examining writing conventions specific to these areas as well as comparing/contrasting them with pieces of conventional writing. Students will generate their own examples of each one which the class will then perform.**

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| CW-5-1 | Produce/perform narrative monologues or scenes that further establish a theme or central idea of a topic, text, or issue. (SL.11-12.6)   |
| CW-5-2 | Produce original, clear, and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (W.11-12.4)  |
| CW-5-3 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (W.11-12.5) |
| CW-5-4 | Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback. (W.11-12.6)   |
| CW-5-5 | Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences. (W.11-12.10)  |
| CW-5-6 | Demonstrate command of the conventions of standard English grammar and usage when writing. (L.11-12.1)   |

**Outcome CW-6:**

**Students will select a previously created work to copyedit and revise, based on workshop comments. Students will publish and perform a reading of their work in an authentic, public forum.**

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| CW-6-1 | Initiate and participate in a range of collaborative discussions on topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (SL.11-12.1)   |
| CW-6-2 | Respond to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information is required to deepen the investigation or complete the task. (SL.11-12.1.d) |
| CW-6-3 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (W.11-12.5)   |
| CW-6-4 | Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback. (W.11-12.6)   |
| CW-6-5 | Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences. (W.11-12.10)  |
| CW-6-6 | Demonstrate command of the conventions of standard English grammar and usage when writing. (L.11-12.1)   |
| CW-6-7 | Present their own literary work(s) orally in a public forum. (L.11-12.6)   |

# LARAMIE COUNTY COMMUNITY COLLEGE

## Course Syllabus for Concurrent Enrollment English 2020

Spring

Block: A16

**COURSE NUMBER/TITLE AND CREDIT HOURS:** ENGL 2020 Introduction to Literature

### TIME and LOCATION:

PBHS, Rm 117, Mon-Thurs 48min

**INSTRUCTOR'S NAME:** Ashley Rousseau

**INSTRUCTOR'S TELEPHONE/ E-MAIL ADDRESS:** (307) 245-4500/ ashley.rousseau@laramie2.org

**OFFICE HOURS:** Fridays from 8am to 10am, Daily

### COMMUNICATING WITH THE INSTRUCTOR:

To contact the instructor either call (307) 245-4500 or email the instructor at Ashley.rousseau@laramie2.org . Phone calls will be returned within 24 hours and emails will be returned within 24 hours.

### COURSE DESCRIPTION:

Students critically read and interpret texts in a variety of literary genres, periods, and movements; explore multiple theories of reading and discourse; and write analytical essays about literature. Prerequisite: English 1010

### INSTRUCTIONAL MATERIALS TO BE USED:

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**INSTITUTIONAL COMPETENCIES:** LCCC has established a blueprint for academic success based on four competencies that are incorporated throughout the curriculum. All students are expected to attain proficiency in each of these areas as part of their academic program at the college. The institutional competencies which are incorporated into this course appear in bold text below:

#### 1. Reasoning:

- Quantitative reasoning – Students' ability to represent and interpret mathematical information and apply it to a task
- Scientific reasoning – Students' ability to observe, hypothesize, test, analyze, interpret and reflect on scientific phenomena
- Problem solving – Students' ability to analyze a task, apply tools, execute a plan, and reflect on its effectiveness
- **Information literacy – Students' ability to access, evaluate, and synthesize appropriate resources for a project, and to use resources ethically**

1. Effective Communication:
  - **Written communication – Students’ ability to effectively communicate in writing**
  - **Verbal communication – Students’ ability to effectively communicate verbally when giving presentations**
  - Interpersonal communication – Students’ ability to effectively communicate interpersonally in various situations to create meaning together
1. **Collaboration – Students’ ability to foster teamwork, consider needs of partners, and work toward a specific goal as part of a team**
1. Human Culture:
  - Cultural Awareness – Students’ ability to distinguish the complexity of cultural elements important to members of a culture
  - **Aesthetic analysis – Students’ ability to analyze objective and subjective characteristics of art, music, performance art, literature, architecture, mass media, humanities and other forms of artistic expression**

#### **COURSE COMPETENCIES:**

1. Read literature and literary criticism in a variety of genres, periods, and movements
2. Critically analyze and interpret texts
3. Write analytical essays about literature.
4. Use MLA formatting and style

**INSTITUTIONAL ATTENDANCE and COURSE DROP POLICY:** By federal regulations, attendance in a face-to-face course is defined as attending class and participating in daily class work and discussion. Attendance in an online course will be measured by the submission of coursework in D2L. Logging into D2L will not be counted for attendance purposes. Rather, the date of the last on-time submission of work will serve as the last date of attendance for all students.

#### **COURSE ATTENDANCE POLICY:**

As per the Pine Bluffs High School Student Handbook:

#### **STUDENT ATTENDANCE**

Promptness and regular school attendance are essential characteristics for success in life as well as in school. Pupils should make a habit of prompt and regular attendance and avoid all unnecessary absences. Absenteeism creates a loss to the student even when such absence is excused and work is made up. In many cases this loss is irretrievable. Any absence, except those for school activities, will be recorded as an absence. Each building principal is the designated attendance officer.

All high school students are required to attend eight (8) semesters prior to graduating. Any release during the day is allowed only for students earning credit through another educational institution or through course-related work experience.

**EXCUSED ABSENCE.** An excused absence is allowed for illness, medical appointments, bereavement, or family emergencies. All out-of-school suspensions shall be considered absences. Upon prior approval, absences for activities or events that are not emergencies, such

as vacations, may be considered excused by the discretion of the principal. When making this decision, the following will be taken into consideration: number of prior absences, academic progress, grades, and behavior. Every absence of a student from the district, except for school activities, shall require a note or telephone call from the parent/guardian explaining the reason for absence. This notice shall be given preferable prior to the absence, but not later than the day following the absence.

**UNEXCUSED ABSENCE.** Any absence from school without parental consent shall be considered an unexcused absence. Absences from non-emergencies that did not receive prior approval from the principal will be considered unexcused. Wyoming law requires that any student with five (5) or more unexcused absences in one school year be considered a habitual truant and referred to the district attorney's office. Rules regarding make-up work are outlined in student handbooks.

**TARDINESS.** Any student who is not in class by the time the final bell signifying the start of class rings designated by the school shall be tardy unless the student is excused by another teacher or administrator. The third tardy to a class in any nine (9) week period will be marked as an unexcused absence, as will any three (3) subsequent tardies to the class within that time frame. Class work missed because of tardiness may be made-up at the discretion of the teacher.

**EXCESSIVE ABSENTEEISM.** Students that are continually absent from school may lack the academic experience necessary for meeting the 10 learning requirements. LCSD#2 considers five absences in one semester in any class to be excessive.

Approved absences are defined in Administrative Procedure 2.15.2P.)

**CLASS CANCELLATION ANNOUNCEMENTS:** (Provide an explanation of how you will notify students when a class meeting must be cancelled. Close this statement with the following sentence: When LCCC is closed due to weather or other emergencies all face-to-face classes will be cancelled. This information will be communicated via the LCCC homepage and via MyCruiserAlert.)

**Late Work Policies:**

As per the Pine Bluffs High School Student Handbook:

**MAKE-UP WORK FOR EXCUSED ABSENCE:** It is the student's responsibility to find out what he/she missed or will be missing when absent. BLOCK SCHEDULE REQUIRES STUDENTS TO CHECK IN

WITH ALL TEACHERS (P & G) FOR MISSED ASSIGNMENTS WHEN THEY RETURN TO SCHOOL AFTER AN ABSENCE. A student missing one (1) day would check with the teachers for the missed day and have the work completed when they return to class on the following day. Students missing more than one (1) day would check with all teachers upon their return to school and be allowed one (1) day for each day of absence to complete all make-up work.

**MAKE-UP WORK FOR UNEXCUSED ABSENCE**

In the event of out-of-school suspensions or truancy, time allowed for make-up work and/or credit will be left up to the discretion of each individual teacher as stated in their classroom rules.

**\*\*If an unexcused absence occurs in my class you will be given half credit for any work turned in within a 2 days of being absent.\*\***

#### **GRADING:**

90% to 100% A

80% to 89% B

70% to 79% C

60% to 69% D

59% or below F

Students can access grades for this course in D2L at midterm and final, but on Powerschool daily per LCSD2 regulations.

#### **ACADEMIC INTEGRITY:**

Plagiarism occurs when a writer deliberately passes off another's words or ideas without acknowledging their source. For example, turning in another's work or submitting work that is published online or in print as your own is plagiarism. If you plagiarize in this class, you will have to redo the assignment and receive partial credit, the principal will be notified of the offence, and your parents will be called. If this occurs more than once in a semester you will be FAIL the course and be removed at semester. Since this course is concurrent LCCC will be notified of your offence as well and the college may seek additional disciplinary action.

Academic integrity is the moral code or ethical policy of academia. This includes values such as avoidance of cheating or plagiarism and maintenance of academic standards. Maintaining academic integrity involves: creating and expressing your own ideas in course work; acknowledging all sources of information; completing assignments independently or acknowledging collaboration; accurately reporting results when conducting your own research or with respect to labs; and honesty during exams ([LCCC Administrative Procedure 2.16P](#)).

All LCCC students are expected to display appropriate conduct while on campus or attending college-sponsored activities. The College will take appropriate action for any demonstrations of academic dishonesty. Academic dishonesty is defined as a willful perversion of truth, or stealing, cheating, or defrauding in instructional matters. Students will have engaged in academic dishonesty if they copied the work of another without attribution, willfully allowed another to copy their work, falsified information, participated in unauthorized collaboration, obtained an examination prior to its administration, used unauthorized aid(s) during an examination, knowingly assisted someone else during an examination, submitted the work of another as though it were their own, or committed other acts of plagiarism or actions deemed to be dishonest by the instructor.

**STUDENT RIGHTS AND RESPONSIBILITIES:** Students are expected to review and comply with the student rights and responsibilities as outlined in the LCCC Student Handbook and in the program handbook where appropriate. The Student Handbook is available online at <http://www.lccc.wy.edu/life/handbook>. Students are advised to review the policies found at <http://policies.lccc.wy.edu/>.

#### **ADA POLICY:**

*Cheyenne Campus and Online:* Students with a documented disability needing educational accommodations should contact the Disability Support Services (DSS) each semester by stopping by EEC 222, calling (307) 778.1359, or e-mailing DSS@lccc.wy.edu.

*Albany County Campus:* Students with a documented disability needing educational accommodations should contact Dr. Nycole Courtney at (307) 772.4258.

**No accommodations will be provided by the instructor without approval from the DSS.**

**TUTORING:** Academic tutoring and resources are available to current LCCC students.

*Cheyenne Campus and Online Students:*

- The Student Success Center is located in the Ludden Library, Room 429. It offers tutoring in most subjects other than communication/public speaking and literature/writing/reading. Call (307) 778.4315 for information on this free service.
- The Writing & Communications Center is located in the Ludden Library Instruction Room. It offers tutoring in writing, reading, literature, communication, and public speaking on a drop-in basis. Call (307) 778.1311 for information on this free service.

*Albany County Campus Students:*

- The Student Success Center offers tutoring in English, Writing, Math, Biology, Chemistry, Physics, Psychology, Accounting, Physics, Anatomy & Physiology, History, Communications, and Criminal Justice. The lineup of offerings changes by semester according to the classes offered on the ACC but the core subjects are available when classes are in session. Tutors meet with students at regularly scheduled times in the ACC Library. Tutoring schedules are posted in every classroom and public space on campus as well as being available at the Help Desk in the ACC Library.

The Coordinator is located in Room 221 to provide information regarding this free tutoring service for students or to set up one-on-one tutoring sessions upon request. Call (307) 772.4257 or (307) 721.5138 ext 4257 for more information.

**DISCLAIMER:** Changes to this schedule may be necessary as this course progresses. When a need to change the schedule arises students will be informed in advance via written changes in a revise syllabus. Teacher may do verbal changes if a major assignment isn't affected.

## **TENTATIVE COURSE SCHEDULE:**

### **January**

- Course Overview
- Introduction to theory and literary criticism
- Begin Nonfiction

### **February**

- Finish Nonfiction with Film unit
- Poetry
- Begin Fiction

### **March**

- Complete fiction
- Drama unit

### **April**

- Finish drama unit
- Graphic Novel

### **May**

- Finish Graphic Novel
- Final Essay

## **COURSE ASSESSMENTS**

### **• Intro to Theory**

Group/collaborate presentation for a literary lens.

- Powerpoint/prezi presentation and 3-5 min presentation describing the lens, questions readers can ask while using the lens, and how we can use the lens.

### **• Non-Fiction**

Compare and contrast essay

- If tied to film... compare and contrast response connecting the readings and the film.
- If a stand alone unit students find another text (Film, short story, poem, etc.) and create a compare and contrast essay that connects the class articles and readings with an outside text.

### **• Film (In Non-Fiction Unit)**

Movie Analysis with Review of the film

The review will include a header that include: name, film title, director, and genre. The body of the review will include intro to the film, plot synopsis, theme/central idea, visual elements, a literary lens used or adapted to the film, and a conclusion.



- **Poetry**

Essay test

Annotate (Meter, style, figurative language, etc.) and Analyze 3 poems using a literary theory lens.

- **Fiction**

Socratic Seminar

Students will read the text closely, mark the text, and take notes in advance. Students will come prepared with higher level questions related to the text. Students will contribute several relevant comments during the discussion. Students will cite specific evidence from the text to support an idea. Students will ask at least one thoughtful, probing question. Students will question or ask someone to clarify their comment. Students will build on another person's idea by restating, paraphrasing, or synthesizing. Students will encourage other participants to enter the conversation. Students will treat all other participants with dignity and respect.

- **Drama**

Literary Essay

2-4 page essay answering an essential question for the unit. Using Reader Response Theory as a focus--How do characters in the plays embrace education/knowledge to better themselves or deny education/knowledge to their downfall? Use evidence and MLA formatting for each text.

- **Graphic Novel**

Essay Test

Define/Describe the characteristics of a graphic novel--attach a small image or section from a class text or a different graphic novel and have students analyze the relationship between the text and the images and connect to a literary lens-- self reflection: how does reading comprehension change when text and images are combined or stand alone--text only, text and image, and/image only.

- **Culminating Unit**

Final Essay

Final essay will be a research/literary essay over the students choice of literary lens and text covered in class. In the 5-8 page essay the student will explore ideas discussed in the theory and how they are reflected in the literature.

## Appendix A Sitton Spelling Word List 200 High-Frequency Writing Words

Words are listed in the order of their frequency of use in everyday writing. Since "the" is the most frequently used word in our language, its number is one in the list. The first 25 words are used in 33% of everyday writing. The first 100 words appear in 50% of adult and student writing, and the first 1,000 words are used in 89% of everyday writing.

1 the	51 out	101 get	151 every
2 of	52 them	102 through	152 found
3 and	53 then	103 back	153 still
4 a	54 she	104 much	154 between
5 to	55 many	105 go	155 name
6 in	56 some	106 good	156 should
7 is	57 so	107 new	157 home
8 you	58 these	108 write	158 big
9 that	59 would	109 our	159 give
10 it	60 other	110 me	160 air
11 he	61 into	111 man	161 line
12 for	62 has	112 too	162 set
13 was	63 more	113 any	163 own
14 on	64 her	114 day	164 under
15 are	65 two	115 same	165 read
16 as	66 like	116 right	166 last
17 with	67 him	117 look	167 never
18 his	68 see	118 think	168 us
19 they	69 time	119 also	169 left
20 at	70 could	120 around	170 end
21 be	71 no	121 another	171 along
22 this	72 make	122 came	172 while
23 from	73 than	123 come	173 might
24 I	74 first	124 work	174 next
25 have	75 been	125 three	175 sound
26 or	76 its	126 must	176 below
27 by	77 who	127 because	177 saw
28 one	78 now	128 does	178 something
29 had	79 people	129 part	179 thought
30 not	80 my	130 even	180 both
31 but	81 made	131 place	181 few
32 what	82 over	132 well	182 those
33 all	83 did	133 such	183 always
34 were	84 down	134 here	184 show
35 when	85 only	135 take	185 large
36 we	86 way	136 why	186 often
37 there	87 find	137 help	187 together
38 can	88 use	138 put	188 asked
39 an	89 may	139 different	189 house
40 your	90 water	140 away	190 don't
41 which	91 long	141 again	191 world
42 their	92 little	142 off	192 going
43 said	93 very	143 went	193 want
44 if	94 after	144 old	194 school
45 do	95 words	145 number	195 important
46 will	96 called	146 great	196 until
47 each	97 just	147 tell	197 form

48 about	98 where	148 men	198 food
49 how	99 most	149 say	199 keep
50 up	100 know	150 small	200 children