SOUTH CAROLINA ACADEMIC STANDARDS FOR ENGLISH LANGUAGE ARTS
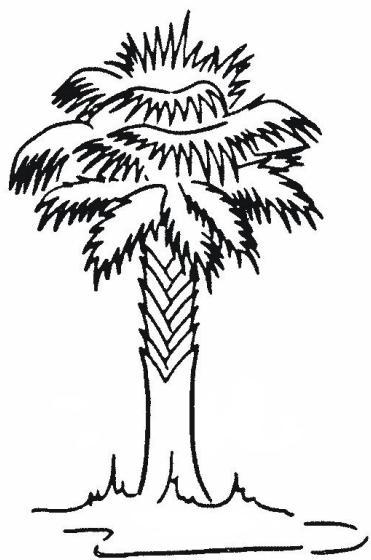
South Carolina Department of Education
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Dr. Jo Anne Anderson, executive director of the South Carolina Education Oversight Committee (EOC), and Dr. Paul Horne, the EOC's director of curriculum and program overview, facilitated the work of three language arts review teams: a team of language arts educators from across the nation; a team of South Carolina parents and business and community leaders; and a team of South Carolina teachers of English language learners and special education teachers.

South Carolina Department of Education

The academic standards in this document were developed under the direction of Lucinda Saylor, deputy superintendent, Division of Curriculum Services and Assessment, and revised under the direction of Dr. Valerie Harrison, deputy superintendent, Division of Standards and Learning, and Dr. Helena Tillar, director, Office of Academic Standards.

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Introduction

The *South Carolina English Language Arts Academic Standards 2008* contains the revised academic standards in English language arts (ELA) for South Carolina students from kindergarten through English 4. A field review of the first draft of these standards was conducted from September 9, 2006, through October 29, 2006. Feedback from that review has been incorporated into this document. The revised draft was presented to the State Board of Education (SBE) on December 12, 2006, for first-reading approval. Additional revisions have been made to this document after teacher use during the fall of 2007 and based on feedback collected from focus group meetings held in December 2007 and January 2008. Additional feedback was collected from an on-line survey posted from January 18 through February 7, 2008.

The SCDE, in consultation with Mid-continent Research for Education and Learning developed these standards and indicators utilizing a number of resources. Important among them are the English language arts standards documents of several other states as well as the national standards document *Standards for the English Language Arts,* published jointly in 1996 by the National Council of Teachers of English and the International Reading Association. The following publications and resources were also utilized:

- *Media Literacy* (a Web page written by South Carolina media consultant Frank Baker that features descriptions of and links to recommended texts and videos providing background and basic understanding of media literacy)
  http://www.frankwbaker.com/media_literacy.htm

- *Reading Framework for the 2009 National Assessment of Educational Progress* (Washington, DC: American Institutes for *Research,* 2005—prepublication edition)
  http://www.nagb.org/frameworks/fw.html

- *The State of State English Standards*, by Sandra Stotsky (Washington, DC: Thomas Fordham Foundation, 2005)
  http://www.edexcellence.net/doc/FullReport%5B01-03-05%5D.pdf

- *Report of the National Reading Panel: Teaching Children to Read: An Evidence-Based Assessment of the Scientific Research Literature on Reading and Its Implications for Reading Instruction* (Washington, DC: National Institute of Child Health and Human Development, 2000)
  http://www.nichd.nih.gov/publications/nrp/upload/report_pdf.pdf

- *Understanding University Success* (Eugene, OR: Center for Educational Policy Research, 2003)
  http://www.pewtrusts.com/pdf/education_understanding_success.pdf

Procedures for the review and revision of South Carolina standards agreed upon by the SCDE and the EOC were used as the basis for this review of the English language arts standards. These procedures are also used when the academic standards for other subject areas are revised.

South Carolina Academic Standards Documents

Beginning in 2004, the state-approved expectations for student learning will be called *academic standards* instead of *curriculum standards.* In accordance with the South Carolina Education Accountability Act of 1998, the purpose of academic standards is to provide the basis for the development of local curricula and statewide assessments. Consensually determined academic standards describe, for each grade level or high school course, the specific areas of student learning that are considered the most important for proficiency in the discipline at the particular level.

The academic standards in this document are not presented in an instructional sequence. All of the six standards and their indicators carry equal weight and should be taught in an integrated manner. These standards do not prescribe classroom activities, materials, instructional strategies, approaches, or practices— all of which are education components that need to be determined on the basis of the needs of individual students, schools, and districts. **The *South Carolina English Language Arts Academic Standards 2008* is not a curriculum.**

Revised Organization of the English Language Arts Standards Document

The organization of the South Carolina ELA standards document has been modified in several ways.

- The introduction outlines the development of the ELA standards document and explains the guiding principles that support the standards and their indicators.

- Standards are provided for the nine grade levels from kindergarten through grade eight and the four high school–level courses: English 1, English 2, English 3, and English 4.

- The standards are no longer organized by strand; however, a heading is used to identify the ELA strand and the objective for each standard. The core information and ideas from each strand in the 2002 ELA standards document have been incorporated into the standards and indicators.

- The number of standards has been significantly reduced. To meet teachers' needs for specificity, each standard has specific indicators that support the standard.

- The standards for each of the nine grades and the four high school courses are prefaced with an overview that provides information concerning the content of those standards and their indicators and describes the process of stages of learning that can be expected at each particular level.

- Clarifying boxes are included at the beginning of each standard and provide additional information which may be helpful to the teacher. Such information may include lists of what students may be asked to read based on the National Assessment of Educational Progress (NAEP), a reference to previously learned material, an indication of when an Instructional Appendix is available, or an explanation of other research (for example, that cited in the National Reading Panel report).

- The specific types of literary and informational texts that students should read at each grade level and in the high school courses are listed in a box directly below the standard statement for standards 1 and 2. The types of texts that are named reflect what students may be asked to read on the NAEP examination and are based closely on the listings provided in the prepublication edition of its document *Reading Framework for the 2009 National Assessment of Educational Progress.* The listings in this South Carolina standards document are not intended to be exhaustive but are intended rather to guide the state's teachers in the selection of a wide variety of texts for students to read.

- Instructional appendixes are provided as a baseline for instruction. They are not intended to be all inclusive lists. Teachers should go above and beyond these appendixes, when appropriate, to meet the individual needs of students. Where an appendix is available, a notation is included at the end of an indicator in parentheses.

  Instructional appendixes include

  - Alignment of Indicator Concepts Matrix,
  - Composite Writing Matrix,
  - High-Frequency Words Matrix,
  - Greek and Latin Roots and Affixes Matrix, and
  - Suggested Reading Materials.

- A glossary is also included as an integral component of the standards. The glossary should be used as the basis for understanding terms included in the standards. Terms included in the glossary are bolded in the text of a standard or indicator.

- In kindergarten through grade two, the indicators for standard 3 focus on beginning reading skills and strategies and are grouped on the basis of the five central components—phonics, phonemic awareness, vocabulary, comprehension, and fluency—that are delineated by the National Reading Panel in its 2000 report on the teaching of reading. An additional set of indicators for both kindergarten and grade one is grouped under the topic *concepts about print*.

  Two sets of indicators in standard 3 for kindergarten are centered in *oral language acquisition* and are separated into the subtopics *vocabulary development* and *comprehension development*. In standard 4 for kindergarten, the indicators are grouped under the topics *oral language expression* and *early writing development*.

In order for teachers to be successful in their instruction of the standards, it is imperative that they have all components of the standards document including the introductory material, the standards and indicators, the glossary, and the instructional appendixes.

English Language Arts Curriculum Support Documents

The SCDE will develop standards support documents after SBE approval of these standards. Local districts, schools, and teachers can use these documents to construct standards-based curricula, adding or expanding topics they believe are important and organizing content to fit their students' needs. The support documents will include materials and resources for example,

- Sample units that incorporate literacy elements,
- Resources including those accessed through technology, and
- Connections to other disciplines.

Definitions of Key Terms

Academic standards. Statements of the most important and consensually determined expectations for student learning in a particular discipline. In South Carolina, ELA standards are provided for nine grade levels, kindergarten through grade eight, and four high school–level courses, English 1 through English 4.

Indicators. Specific statements of the cognitive processes and the content knowledge and skills that students must demonstrate in order to meet the standard. The main verb in each indicator specifies the particular aspect of the particular cognitive processes that are described in the revised Bloom's taxonomy. Use of the taxonomic verbs will allow teachers to identify the kind of knowledge addressed by an indicator and therefore enable them to teach the content in a more effective manner.

The term *including* appears frequently to indicate the specific items that are intended to focus the teaching and learning of a particular concept. Teachers must focus their instruction on the entire indicator, but they must be certain to include in their instruction the components specified in the parenthetical *including* statements. Teachers must be aware that state assessments at each grade level may include indicators from the current grade level or course as well as from all previous grade levels.

Statewide Assessments

The ELA standards and indicators in grades three through eight will be used as the basis for the items on the ELA portion of the Palmetto Achievement Challenge Tests (PACT). The High School Assessment Program (HSAP) is an exit examination and is required for a high school diploma. Therefore, items for the HSAP examination are designed to measure mastery of skills that have been addressed in standards and indicators in grades six through eight and in English 1 through English 4, as reflected in the 2007 HSAP test blueprint, which can be found on the SCDE Web site. Those indicators specific to English 1 will be the basis for the End-of-Course Examination Program (EOCEP) for that course. **Indicators from previous grades may also be assessed at subsequent grade levels.**

Indicators related to media, viewing, and communication are embedded within the standards. They should be addressed through classroom instruction and assessed by the classroom teacher. Though standards including indicators that refer to communication and media literacy are not tested on state assessments, these skills are crucial to the quality of life for students in the present-day world and to better ensure success in the future.

Philosophical Background

The ultimate goal of the ELA academic standards is to teach students the skills and strategies needed to become productive, literate members of our society. Reading, writing, speaking, listening, and viewing are fundamental tools for learning, success in the workplace, and enriching our lives. Language arts instruction in South Carolina provides all students with the opportunity to use language in a lifetime of learning.

Literacy instruction is a continuous process that occupies a prominent position of importance in all K–12 classrooms in South Carolina. In today's increasingly complex world, literacy demands are intensifying and require more advanced levels of proficiency. Students need to become highly skilled, independent users of information in order to become responsible, productive citizens. Our ability to communicate is at the core of the human experience. Language skills are essential tools not only because they serve as the basis for future learning but also because they enhance the lives of students as human beings. Through instruction and immersion in a print-rich environment that includes a variety of literary and informational texts, students better understand and appreciate the English language and therefore ultimately become more proficient communicators.

South Carolina's academic standards for ELA represent what students from kindergarten through high school are expected to know and be able to do as readers, writers, communicators, and researchers. These standards are designed to guide school districts in the development of effective language arts curricula that include extensive opportunities for students to read, write, communicate, and inquire. These standards are not intended to be taught discretely in a predetermined order, nor are they prescriptions for a specific curriculum or type of instruction. Rather, they provide opportunities for innovation vital to teaching and

learning. The standards are to be addressed frequently in a variety of ways with increasingly more difficult texts over extended periods of time to promote deeper understanding.

Many of the indicators related to media, viewing, and communication are embedded within the writing and research standards and should be addressed through classroom instruction. Though standards including indicators that refer to viewing and media literacy are not tested on state assessments, these skills are crucial to the quality of life in a society permeated by media. Technology and media have a critical place in classroom instruction. The skills needed by students to navigate their visual culture, similar to those of traditional print literacy, are as important as reading and writing.

Teachers and administrators make informed and effective curricular and instructional decisions about nurturing their students as readers, writers, and communicators. While ELA teachers are responsible for their own body of content, many of these academic standards are tools for lifelong learning that all teachers should integrate on a regular basis. Rigorous application of reading, writing, speaking, listening, viewing, and researching belongs in all South Carolina classrooms.

Guiding Principles

> The following guiding principles—which are modeled after those enunciated by the state of Massachusetts in its *English Language Arts Curriculum Framework 2001* (published online at http://www.doe.mass.edu/frameworks/current.html)—are the philosophical foundation of South Carolina's ELA academic standards and are intended to guide the construction and evaluation of all ELA curricula in the state.

Guiding Principle 1

An effective English language arts curriculum is framed within the context of a community of learners

Classrooms should be places of joyful learning where students have the opportunity to read, write, and converse in a nurturing environment that supports independent and collaborative learning. Teachers need to create spaces where learners come together as a community in which young people are encouraged to explore, take risks, and inquire about their world. Students need to be able to let teachers know who they are and to share the different perspectives they bring into the classroom. In such a context, students can learn about their classmates as individuals who each have unique ideas and talents to contribute.

Guiding Principle 2

Learning in English language arts is recursive.

Students at every grade level apply similar skills and strategies as they read increasingly more complex texts. Many reading and writing strategies do not change, but the difficulty and complexity of the texts provide the differentiation. As these skills and strategies are addressed frequently and over extended periods of time, students can come to acquire a deeper understanding and appreciation of more challenging texts, gaining sophistication as they grow as readers, writers, and learners.

Guiding Principle 3

Reading, writing, communication, and research are interdependent.

Reading, writing, speaking, listening, viewing, and researching are not discrete skills: each literacy strand intertwines with and supports the others, creating a tapestry of language. Effective use of language not only requires but extends students' thinking. As learners listen, view, discuss, or write, they engage in thought. Successful instruction is dependent upon the integration of the language arts with other content areas so that skills and concepts from multiple disciplines are woven together to support student learning. And when students undertake increasingly complex assignments that require them to communicate in response to what they are learning, they deepen their thinking about that topic.

Guiding Principle 4

An effective English language arts curriculum provides strategic and purposeful instruction in reading and writing.

Effective literacy instruction is explicit and systematic. It is intentional, based on assessed student needs, carried out in an organized manner, and clearly communicated to students. Quality instruction is responsive and authentic, connecting to student needs and relating to real-world purposes. Students at all levels—elementary, middle, and high school—need varied opportunities for reading, writing, listening, and speaking. Read alouds, shared reading, and independent reading and writing experiences as well as reading and writing conferences, literature discussion groups, and strategy-based minilessons are all important instructional activities.

Guiding Principle 5

Oral language and expression is foundational to literacy learning and development.

Children develop oral language and literacy through appropriately challenging learning, and they need many opportunities to speak and listen. As they grow in vocabulary and concept development, they increase in their ability to use language to convey meaning. In view of the fact that written and spoken language develop together, it is vitally important that students be exposed to a language- and print-rich environment.

Students need to be given opportunities to participate in the kind of collaboration and discussion that arises out of meaningful contexts and experiences. They develop their understanding of graphic, textual, and structural features of print through exposure to nonfiction, fiction, poetry, and drama. In the primary grades, students progress from oral to written language. As they listen to stories read aloud, primary students develop comprehension and fluency. Beyond the primary grades, students continue to refine their use of oral language and their level of literacy through speaking and listening.

Guiding Principle 6

An effective English language arts curriculum uses literature from a variety of cultures and eras.

Students should be given a broad exposure to classic and contemporary literary works representing cultures within the United States and throughout the world. Reading provides a bridge to other times and places, allowing students to experience not only the world around them but also the worlds of ages past. Literature provides a landscape that helps shape who children are and where they want to go. The power of literature shows us that anything is possible. Students must have time to read within the school day, and they must be given choices among the texts that they will read. Collaboration among teachers, school media specialists, and local librarians is critical in matching books to readers. In order to foster a love of reading, teachers need to encourage independent reading within and outside of class.

Guiding Principle 7

An effective English language arts curriculum emphasizes writing as a centerpiece of the school curriculum.

Writing is thinking. As students write, they are engaged in a recursive process of critical, analytical, and reflective thinking. In order to learn to write well, students must write often and write for a variety of purposes. They need opportunities to study the craft of writing by reading the works of others and seeing models of quality texts. Students must learn to "read like writers" and "write like readers." Common expectations about writing are developed across the curriculum. Teachers in all content areas must provide students with the opportunity to write every day, both in and out of school. As students begin to write cohesively about increasingly more sophisticated concepts and ideas, their writing helps to ensure their academic success.

Guiding Principle 8

An effective English language arts curriculum utilizes all forms of media to prepare students to live in an information-rich society.

In today's dynamic society, all forms of mass media are used to inform and persuade. Proficient students apply critical techniques to evaluate the validity of the information they encounter. In a culture where persuasive and invasive media messages abound, students need to think critically about what they read, hear, and view. The challenge for students is to respond to these media messages personally, critically, and creatively. The inclusion of media literacy in South Carolina's academic standards recognizes the powerful force of mass media in the twenty-first century.

Today's emerging technologies include many multimedia devices and programs that depend on the appropriate application of technology and thus require media literacy skills: digital photography, DVDs, CD-ROMs, high-definition digital television, Internet streaming, MP3 players, nonlinear (computer/video) editing, PDAs (personal digital assistants), PowerPoint presentations, blogs (Weblogs), and more.

The skills of critical inquiry—the ability to question and analyze a message, whether it be textual, visual, auditory, or a combination of these—are a crucial element in literacy instruction. The production of visual media is also a crucial element, enabling students to acquire and demonstrate an understanding of advertising, aesthetic techniques, audience, bias, propaganda, and intellectual purpose. Integrating into the ELA curriculum the vocabulary and skills associated with media presentations helps students develop lifelong habits of critical thinking.

Guiding Principle 9

An effective English language arts curriculum emphasizes informational text that is relevant to our increasingly complex and technological world.

Today's students are confronted with unprecedented amounts of information in a wide variety of print and nonprint forms. The ability to locate and use information effectively is an essential skill in the modern world. In many instances, information comes in unfiltered formats. Consumers of information must raise questions about the authenticity and reliability of sources. Now, more than ever, students need to be prepared to comprehend, analyze, and challenge what they read, hear, and see before making assumptions about its validity. Real-world texts are an integral and vital part of the ELA curriculum.

Guiding Principle 10

An effective English language arts curriculum teaches the strategies necessary for independent learning.

The purpose of education is to create individuals who are independent learners and thinkers. Students should be encouraged to equip themselves with learning strategies that they will practice intentionally and apply strategically. As contexts become more complex and challenging, students should be able to use such strategies with purpose and success. When they are able to determine their own learning strategies and to use those that work best for them, students become independent learners; as they become independent thinkers, they are free to pursue a lifetime of learning.

Grade-Level Standards

Standards

Kindergarten

Overview

Kindergarten students begin to learn to read and write. They develop oral language and literacy simultaneously in a print-rich environment. A variety of informational and literary texts—fiction, literary nonfiction, poetry, and drama—are read aloud to students. Students who are able also read independently. They use information from texts to make predictions and identify orally story elements (for example, characters, settings, and events). They also draw conclusions and make inferences. They begin to understand how print works by understanding *concepts about print.*

Kindergarten students need many opportunities to talk about their personal experiences and observations. They expand their vocabularies based on what they read, hear, or view. Phonemic awareness is developed by segmenting, blending, or manipulating individual sounds in words. Kindergarten students become fluent in their oral language by reciting familiar rhymes, poems, and songs.

Students in kindergarten generate ideas to "write" about through oral language. Kindergarten students learn that a "story" is someone's thoughts written down. They use uppercase and lowercase letters when writing. Using pictures, letters, and/or words, they create written material that follows a logical sequence. They begin to use revision and editing strategies, with teacher support, in whole-class or small-group structures.

Kindergarten students create lists, notes, messages, and rhymes. They also create descriptions of experiences, people, places, and things.

Kindergarten students generate *how* and *why* questions about topics of interest. They understand how to use print and nonprint sources of information. They classify information by constructing categories.

READING

Understanding and Using Literary Texts

Standard K-1   The student will begin to read and comprehend a variety of literary texts in print and nonprint formats.

Students in kindergarten will begin to read four major types of literary texts: **fiction**, **literary nonfiction**, **poetry**, and **drama**. In the category of **fiction**, they read the following specific types of texts: picture books and fantasy. In the category of **literary nonfiction**, autobiographical and biographical sketches are read aloud to students. In the category of **poetry**, they read nursery and counting rhymes, songs, narrative poems, lyrical poems, humorous poems, and free verse.

Indicators

K-1.1   Summarize the main idea and details from literary texts read aloud.
K-1.2   Use pictures and words to make predictions regarding a story read aloud.
K-1.3   Understand that a narrator tells the story.
K-1.4   Find examples of sound devices (including onomatopoeia and alliteration) in texts read aloud.
K-1.5   Generate a retelling that identifies the characters and the setting in a story and relates the important events in sequential order.
K-1.6   Discuss how the author's choice of words affects the meaning of the text (for example, *yell* rather than *said*).
K-1.7   Use relevant details in summarizing stories read aloud.
K-1.8   Create responses to literary texts through a variety of methods (for example, writing, creative dramatics, and the visual and performing arts).
K-1.9   Recall the characteristics of fantasy.
K-1.10   Explain the cause of an event described in stories read aloud.
K-1.11   Read independently for pleasure.

READING

Understanding and Using Informational Texts

Standard K-2   The student will begin to read and comprehend a variety of informational texts in print and nonprint formats.

Kindergarten students read **informational** (**expository**/**persuasive**/**argumentative**) **texts** of the following types: informational trade books and magazine articles. They also read directions, graphs, and recipes embedded in informational texts.

Indicators

K-2.1   Summarize the central idea and details from informational texts read aloud.
K-2.2   Analyze texts during classroom discussions to make inferences.
K-2.3   Find facts in texts read aloud.
K-2.4   Create responses to informational texts through a variety of methods (for example, drawings, written works, and oral presentations).
K-2.5   Understand that headings and print styles (for example, italics, bold, larger type) provide information to the reader.
K-2.6   Understand graphic features (for example, illustrations and graphs).
K-2.7   Recognize tables of contents.
K-2.8   Explain the cause of an event described in a text read aloud.
K-2.9   Read independently to gain information.

KINDERGARTEN

READING

Learning to Read

Standard K-3   The student will learn to read by applying appropriate skills and strategies.

Indicators for this standard in kindergarten through grade two focus on beginning reading skills and strategies and support the five components—comprehension, fluency, phonemic awareness, phonics, and vocabulary—delineated by the National Reading Panel as central to a child's learning to read. Although the phonics and phonemic awareness indicators are separated, the National Reading Panel found that the most effective way of teaching phonemic awareness is in conjunction with phonics.

These indicators will be assessed by the classroom teacher.

Instructional appendixes are provided as the baseline expectations for instruction and are not intended to be all-inclusive documents.

Indicators

ORAL LANGUAGE ACQUISITION AND VOCABULARY DEVELOPMENT

K-3.1   Use pictures and context to construct the meaning of unfamiliar words in texts read aloud.

K-3.2   Create a different form of a familiar word by adding an *–s* or *–ing* ending.

K-3.3   Use vocabulary acquired from a variety of sources (including conversations, texts read aloud, and the media).

K-3.4   Recognize high-frequency words. (*See Instructional Appendix: High-Frequency Words.*)

K-3.5   Understand that multiple small words can make compound words.

FLUENCY

K-3.6   Use oral rhymes, poems, and songs to build fluency.

K-3.7   Use appropriate voice level when speaking.

PHONEMIC AWARENESS

K-3.8   Use beginning sounds, ending sounds, and onsets and rimes to generate words orally.

K-3.9   Create rhyming words in response to an oral prompt.

K-3.10   Create words by orally adding, deleting, or changing sounds.

K-3.11   Use blending to generate words orally.

PHONICS

K-3.12   Match consonant and short-vowel sounds to the appropriate letters.
K-3.13   Recognize uppercase and lowercase letters and their order in the alphabet.
K-3.14   Identify beginning and ending sounds in words.
K-3.15   Classify words by categories (for example, beginning and ending sounds).
K-3.16   Use blending to begin reading words.
K-3.17   Begin to spell high-frequency words. (*See Instructional Appendix: High-Frequency Words.*)
K-3.18   Use letters and relationships to sounds to write words.

ORAL LANGUAGE ACQUISITION AND COMPREHENSION DEVELOPMENT

K-3.19   Use prior knowledge and life experiences to construct meaning from texts.
K-3.20   Recognize environmental print in such forms as signs in the school, road signs, restaurant and store signs, and logos.

CONCEPTS ABOUT PRINT

K-3.21   Know the parts of a book (including the front and back covers, the title, and the author's name).
K-3.22   Carry out left-to-right and top-to-bottom directionality on the printed page.
K-3.23   Distinguish between letters and words.

KINDERGARTEN
WRITING

Developing Written Communications

Standard K-4   The student will begin to create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions of written Standard American English.

> Instructional appendixes are provided as the baseline expectations for instruction and are not intended to be all-inclusive documents.

Indicators

ORAL LANGUAGE EXPRESSION

K-4.1   Generate ideas for writing by using techniques (for example, participating in conversations and looking at pictures).
K-4.2   Generate complete sentences orally.

EARLY WRITING DEVELOPMENT

K-4.3   Use pictures, letters, or words to tell a story from beginning to end.
K-4.4   Use letters and relationships to sounds to write words.
K-4.5   Begin to spell high-frequency words. *(See Instructional Appendix: High-Frequency Words.)*
K-4.6   Understand that a person's name is a proper noun.
K-4.7   Edit writing with teacher support.
K-4.8   Revise writing with teacher support.
K-4.9   Use uppercase and lowercase letters.
K-4.10   Use appropriate letter formation when printing.
K-4.11   Identify sounds orally by segmenting words.

WRITING

Producing Written Communications in a Variety of Forms

Standard K-5   The student will begin to write for a variety of purposes and audiences.

Indicators

K-5.1   Use symbols (drawings, letters, and words) to create written communications (for example, notes, messages, and lists) to inform a specific audience.

K-5.2   Use symbols (drawings, letters, and words) to create narratives (for example, stories and journal entries) about people, places, or things.

K-5.3   Use symbols (drawings, letters, and words) to create descriptions of personal experiences, people, places, or things.

K-5.4   Use symbols (drawings, letters, and words) to create written pieces (for example, simple rhymes) to entertain others.

KINDERGARTEN

RESEARCHING

Applying the Skills of Inquiry and Oral Communication

Standard K-6   The student will begin to access and use information from a variety of sources.

Indicators

K-6.1   Generate *how* and *why* questions about a topic of interest.

K-6.2   Recognize that information can be found in print sources (for example, books, pictures, simple graphs, and charts) and nonprint sources (for example, videos, television, films, radio, and the Internet).

K-6.3   Classify information by constructing categories (for example, living and nonliving things).

K-6.4   Use complete sentences when orally communicating with others.

K-6.5   Follow one- and two-step oral directions.

Grade 1 Overview

First-grade students apply skills learned in kindergarten as they become more sophisticated readers and writers. They continue to develop oral language and literacy simultaneously in a print-rich environment. First graders read a variety of literary texts—fiction, literary nonfiction, poetry, and drama—and informational texts. They generate retellings of literary texts that include characters, setting, and important events from the text in sequential order. They make predictions about texts, summarize what they read, and are able to identify the narrator.

In informational texts, first-grade students identify functional text features (for example, tables of contents). They recognize cause-and-effect relationships, the difference between facts and opinions, and the central idea in texts. First-grade students interpret graphic features (for example, charts and maps).

First-grade students use pictures, context clues, and letter/sound relationships; spelling patterns; and a knowledge of onsets and rimes to decode unfamiliar words. They use letter-sound correspondences including consonant blends and digraphs and a knowledge of base words and their inflectional endings to determine the meanings of unfamiliar words. They use meaning, sentence structure, and letter-sound relationships to make self-corrections while reading, and they use their knowledge of concepts about print to understand how print works. They recognize and use knowledge of both compound words and contractions.

First-grade students use phrasing and intonation to read familiar texts fluently. They use complete sentences when communicating with others and share information in oral and written formats.

Students in the first grade need many opportunities to talk about their personal experiences and observations. They generate ideas and construct meaning from these conversations and apply that knowledge to what they read and write. First-grade students use pictures, letters, or words to write a story from beginning to end. They use an understanding of the sounds of the alphabet and a knowledge of letter names to spell words independently when writing.

READING

Understanding and Using Literary Texts

Standard 1-1   The student will read and comprehend a variety of literary texts in print and nonprint formats.

Students in grade one read four major types of literary texts: **fiction**, **literary nonfiction**, **poetry**, and **drama**. In the category of **fiction**, they read the following specific types of texts: picture books, fables, and fantasy. In the category of **literary nonfiction**, they read autobiographical and biographical sketches. In the category of **poetry**, they read nursery and counting rhymes, songs, narrative poems, lyrical poems, humorous poems, and free verse.

The teacher should continue to address earlier indicators as they apply to more difficult texts.

Indicators

1-1.1   Summarize the main idea and supporting evidence in literary text during classroom discussion.

1-1.2   Use pictures and words to make and revise predictions about a given literary text.

1-1.3   Analyze a narrative text to determine the narrator.

1-1.4   Find an example of sound devices (including onomatopoeia and alliteration) in texts read aloud.

1-1.5   Generate a retelling that identifies the characters and the setting in a story and relates the important events in sequential order.

1-1.6   Explain how elements of author's craft (for example, word choice) affect the meaning of a given literary text.

1-1.7   Use relevant details in summarizing stories read aloud.

1-1.8   Create responses to literary texts through a variety of methods (for example, writing, creative dramatics, and the visual and performing arts).

1-1.9   Classify a text as either fiction or nonfiction.

1-1.10   Explain cause-and-effect relationships presented in literary text.

1-1.11   Read independently for extended periods of time for pleasure.

READING

Understanding and Using Informational Texts

Standard 1-2   The student will read and comprehend a variety of informational texts in print and nonprint formats.

Students in grade one read **informational** (**expository**/**persuasive**/**argumentative**) **texts** of the following types: informational trade books, textbooks, and magazine articles. They also read directions, graphs, and recipes embedded in informational texts.

The teacher should continue to address earlier indicators as they apply to more difficult texts.

Indicators

1-2.1	Summarize the central idea and supporting evidence in an informational text during classroom discussion.
1-2.2	Analyze informational texts to draw conclusions and make inferences during classroom discussions.
1-2.3	Distinguish between facts and opinions.
1-2.4	Create responses to informational texts through a variety of methods (for example, drawings, written works, and oral presentations).
1-2.5	Understand that headings, subheadings, and print styles (for example, italics, bold, larger type) provide information to the reader.
1-2.6	Use graphic features (for example, illustrations, graphs, charts, and maps) as sources of information.
1-2.7	Use functional text features (including tables of contents).
1-2.8	Explain cause-and-effect relationships presented in informational texts.
1-2.9	Read independently for extended periods of time to gain information.

READING

Learning to Read

Standard 1-3   The student will learn to read by applying appropriate skills and strategies.

Indicators for this standard in kindergarten through grade two focus on beginning reading skills and strategies and support the five components—comprehension, fluency, phonemic awareness, phonics, and vocabulary—delineated by the National Reading Panel as central to a child's learning to read. These indicators will be assessed by the classroom teacher. Although the phonics and phonemic awareness indicators are separated, the National Reading Panel found that the most effective way of teaching phonemic awareness is in conjunction with phonics.

The teacher should continue to address earlier indicators as they apply to more difficult texts.

Instructional appendixes are provided as the baseline expectations for instruction and are not intended to be all-inclusive documents.

Indicators

ORAL LANGUAGE ACQUISITION AND VOCABULARY DEVELOPMENT

1-3.1   Use pictures, context, and letter-sound relationships to read unfamiliar words.

1-3.2   Identify base words and their inflectional endings (including *-s, -es, -ing, -ed, -er,* and *-est).*

1-3.3   Use vocabulary acquired from a variety of sources (including conversations, texts read aloud, and the media).

1-3.4   Recognize high-frequency words encountered in texts. (*See Instructional Appendix: High-Frequency Words.*)

1-3.5   Understand the relationship between two or more words (including synonyms, antonyms, and homonyms).

1-3.6   Use structural analysis to determine the meaning of compound words and contractions.

FLUENCY

1-3.7   Use appropriate rate, word automaticity, phrasing, intonation, and expression to read fluently.

1-3.8   Use appropriate voice level and intonation when speaking and reading aloud.

PHONEMIC AWARENESS

1-3.9   Create rhyming words in response to an oral prompt.
1-3.10   Create words by orally adding, deleting, or changing sounds.
1-3.11   Use blending to generate words orally.

PHONICS

1-3.12   Use onsets and rimes to decode and generate words.
1-3.13   Use knowledge of letter names and their corresponding sounds to spell words independently.
1-3.14   Organize a series of words by alphabetizing to the first letter.
1-3.15   Identify beginning, middle, and ending sounds in single-syllable words.
1-3.16   Classify words by categories (for example, beginning and ending sounds).
1-3.17   Use blending to read.
1-3.18   Spell three- and four-letter short-vowel words and high-frequency words correctly. *(See Instructional Appendix: High-Frequency Words.)*
1-3.19   Use known words to spell new words.

ORAL LANGUAGE ACQUISITION AND COMPREHENSION DEVELOPMENT

1-3.20   Use pictures and words to construct meaning.
1-3.21   Recognize environmental print (for example, signs in the school, road signs, restaurant and store signs, and logos).

CONCEPTS ABOUT PRINT

1-3.22   Know the parts of a book (including the front and back covers, the title, and the names of the author and the illustrator).
1-3.23   Carry out left-to-right, top-to-bottom, and return-sweep directionality on the printed page.
1-3.24   Distinguish among letters, words, and sentences.

WRITING

Developing Written Communications

Standard 1-4   The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions of written Standard American English.

The teacher should continue to address earlier indicators as they apply to more difficult texts.

Instructional appendixes are provided as the baseline expectations for instruction and are not intended to be all-inclusive documents.

Indicators

1-4.1   Generate ideas for writing by using techniques (for example, participating in conversations and looking at pictures).

1-4.2   Use simple sentences in writing.

1-4.3   Use pictures, letters, or words to tell a story from beginning to end.

1-4.4   Use grammatical conventions of written Standard American English, including
- personal pronouns,
- common and proper nouns,
- singular and plural nouns, and
- conjunctions (*and, but*, *or*).

         (See Instructional Appendix: Composite Writing Matrix.)

1-4.5   Revise for word choice and simple sentence structure in written works.
         (See Instructional Appendix: Composite Writing Matrix.)

1-4.6   Edit for the correct use of written Standard American English, including
- capitalization
  - first word of a sentence,
  - names of people, and
  - pronoun *I;*
- punctuation
  - periods,
  - exclamation points, and
  - question marks; and
- spelling
  - high-frequency words and
  - three- and four-letter short-vowel words.

         (See Instructional Appendix: Composite Writing Matrix.)

1-4.7   Use appropriate spacing between words.

| 1-4.8 | Use appropriate word formation by writing from left to right the letters that spell a word. |
| 1-4.9 | Identify sounds orally and in writing by segmenting words. |

WRITING

Producing Written Communications in a Variety of Forms

Standard 1-5   The student will write for a variety of purposes and audiences.

> The teacher should continue to address earlier indicators as they apply to more difficult texts.

Indicators

1-5.1   Create written communications (for example, thank you notes) for a specific audience.

1-5.2   Create narratives (for example, stories and journal entries) about people, places, actions, or things.

1-5.3   Create written pieces that describe personal experiences, people, places, or things and that use words that appeal to the senses.

1-5.4   Create written pieces (for example, simple rhymes and poems) to entertain others.

RESEARCHING

Applying the Skills of Inquiry and Oral Communication

Standard 1-6   The student will access and use information from a variety of sources.

> The teacher should continue to address earlier indicators as they apply to more difficult texts.

Indicators

1-6.1	Generate *how* and *why* questions about a topic of interest.
1-6.2	Use print sources of information (for example, books, newspapers, pictures, charts, and graphs) and nonprint sources to access information.
1-6.3	Create categories (for example, plants and animals) to classify information.
1-6.4	Use the Internet with the aid of a teacher.
1-6.5	Use complete sentences when orally presenting information.
1-6.6	Follow one- and two-step oral directions.

Grade 2 Overview

Second-grade students apply and expand their reading skills to understand and appreciate progressively more difficult texts. They read a variety of informational texts as well as four major types of literary texts: fiction, literary nonfiction, poetry, and drama. They identify details that support the main idea of a literary text and identify and analyze figurative language and sound devices. They understand how elements of the author's craft can affect the meaning of texts. They create responses to literary and informational texts in a variety of ways. When reading informational texts, second-grade students understand that headings, subheadings, and print styles provide information to the reader. They recognize the sequence and logical order used in such texts, and they draw conclusions, make inferences, distinguish between facts and opinions, and analyze central ideas in them.

In grade two, students identify the meanings of unknown words by using context clues. They use a knowledge of beginning, middle, and ending sounds in words; prefixes and suffixes; base words; and onsets and rimes to decode unfamiliar multisyllabic words. They recognize high-frequency words and choose appropriate synonyms, antonyms, and homonyms to build vocabulary. They alphabetize words to the second and third letter.

Second graders create written works that include a beginning, middle, and end. They use revision strategies to improve the organization and development of ideas and use proofreading to edit for Standard American English conventions in writing. Second graders create expository and narrative writing. They write rhymes, poems, and songs.

Second-grade students follow multistep oral directions. They understand the importance of using Standard American English in formal speaking situations and in the classroom and they respond appropriately when participating in conversations and discussions. They use strategies (for example, changes in voice, phrasing, and expression) to develop fluency in reading and speaking. They understand the purpose of various print and electronic reference materials (for example, picture dictionaries) and generate *how* and *why* questions about a topic of interest.

READING

Understanding and Using Literary Texts

Standard 2-1   The student will read and comprehend a variety of literary texts in print and nonprint formats.

Students in grade two read four major types of literary texts: **fiction**, **literary nonfiction**, **poetry**, and **drama**. In the category of **fiction**, they read the following specific types of texts: historical fiction, contemporary realistic fiction, picture books, folktales, fables, tall tales, and fantasy. In the category of **literary nonfiction**, they read autobiographical and biographical sketches. In the category of **poetry**, they read narrative poems, lyrical poems, humorous poems, and free verse.

The teacher should continue to address earlier indicators as they apply to more difficult texts.

Indicators

2-1.1   Analyze the details that support the expression of the main idea in a given literary text.

2-1.2   Analyze a given literary text to make, revise, and confirm predictions.

2-1.3   Analyze the text to determine the narrator.

2-1.4   Find examples of devices of figurative language (including simile) and sound devices (including onomatopoeia and alliteration).

2-1.5   Analyze a narrative text to identify characters, setting, and plot.

2-1.6   Explain the effect of the author's craft (for example, word choice and the use of repetition) on the meaning of a given literary text.

2-1.7   Create responses to literary texts through a variety of methods (for example, writing, creative dramatics, and the visual and performing arts).

2-1.8   Classify works of fiction (including fables, tall tales, and folktales) and works of nonfiction (including biographies) by characteristics.

2-1.9   Explain cause-and-effect relationships in literary texts.

2-1.10   Read independently for extended periods of time for pleasure.

Grade 2

READING

Understanding and Using Informational Texts

Standard 2-2   The student will read and comprehend a variety of informational texts in print and nonprint formats.

> Students in grade two read **informational** (**expository**/**persuasive**/**argumentative**) **texts** of the following types: informational trade books, textbooks, magazine articles. They also read directions, maps, time lines, graphs, tables, charts, schedules, recipes, and photos embedded in informational texts.
>
> The teacher should continue to address earlier indicators as they apply to more difficult texts.

Indicators

2-2.1   Analyze the central idea and supporting evidence in an informational text during classroom discussion.

2-2.2   Analyze informational texts to draw conclusions and make inferences during classroom discussions.

2-2.3   Distinguish between facts and opinions in informational texts.

2-2.4   Create responses to informational texts through a variety of methods (for example, drawings, written works, and oral presentations).

2-2.5   Use headings, subheadings, and print styles (for example, italics, bold, larger type) to gain information.

2-2.6   Use graphic features (for example, illustrations, graphs, charts, maps, and diagrams) as sources of information.

2-2.7   Use functional text features (including tables of contents and glossaries) as sources of information.

2-2.8   Explain cause-and-effect relationships in informational texts.

2-2.9   Read independently for extended periods of time to gain information.

READING

Understanding and Using Informational Texts

Standard 2-3   The student will use word analysis and vocabulary strategies to read fluently.

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Indicators for this standard in kindergarten through grade two focus on beginning reading skills and strategies and support the five components—comprehension, fluency, phonemic awareness, phonics, and vocabulary—delineated by the National Reading Panel as central to a child's learning to read. These indicators will be assessed by the classroom teacher.

At second grade, the five components are supported. However, the comprehension component is specifically addressed under standards 1 and 2. Phonemic awareness, although not explicitly stated, should be addressed with individual students as needed.

The teacher should continue to address earlier indicators as they apply to more difficult texts.

Instructional appendixes are provided as the baseline expectations for instruction and are not intended to be all-inclusive documents.

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Indicators

VOCABULARY DEVELOPMENT

2-3.1	Use context clues to determine the meaning of unfamiliar words.
2-3.2	Construct meaning through a knowledge of base words, prefixes (including *un-, re-, pre-, bi-, mis-, dis-*) and suffixes (including *-er, -est, -ful*) in context.
2-3.3	Recognize high-frequency words in context. *(See Instructional Appendix: High-Frequency Words.)*
2-3.4	Identify idioms in context.
2-3.5	Recognize synonyms, antonyms, and homonyms in context.
2-3.6	Use knowledge of individual words to determine the meaning of compound words.

FLUENCY

2-3.7	Use appropriate rate, word automaticity, phrasing, and expression to read fluently.

2-3.8   Use knowledge of spelling patterns and high-frequency words to read fluently. *(See Instructional Appendix: High-Frequency Words.*)

2-3.9   Analyze spelling patterns in context and parts of multisyllabic words (for example, onsets and rimes).

2-3.10   Spell frequently used irregular words correctly (for example, *was*, *were*, *says*, *said*, *who*, *what*, *why*).

2-3.11   Spell basic short-vowel, long-vowel, *r-* controlled, and consonant-blend patterns correctly.

2-3.12   Spell high-frequency words. *(See Instructional Appendix: High-Frequency Words.)*

2-3.13   Apply knowledge of alphabetizing a series of words to the second and third letters.

WRITING

Developing Written Communications

Standard 2-4   The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions of written Standard American English.

> The teacher should continue to address earlier indicators as they apply to more difficult texts.
>
> Instructional appendixes are provided as the baseline expectations for instruction and are not intended to be all-inclusive documents.

Indicators

2-4.1   Generate ideas for writing using prewriting techniques (for example, creating lists, having discussions, and examining literary models).

2-4.2   Use complete sentences (including simple sentences with compound subjects and predicates) in writing.

2-4.3   Create a paragraph that follows a logical sequence (including a beginning, middle, and end) and uses transitional words.

2-4.4   Use grammatical conventions of Standard American English, including
- personal pronouns,
- common and proper nouns,
- singular and plural nouns,
- proper adjectives, and
- conjunctions (*and, but, or*).
(See Instructional Appendix: Composite Writing Matrix.)

2-4.5   Revise the organization and development of content and the quality of voice in written works. *(See Instructional Appendix: Composite Writing Matrix.)*

2-4.6   Edit for the correct use of written Standard American English, including
- capitalization
  - proper nouns,
  - initials of a person's name,
  - courtesy titles (Mr., Ms.),
  - days of the week,
  - months of the year, and
  - titles of books, poems, and songs;

- punctuation
    - apostrophes in contractions,
    - commas in a series,
    - commas in dates, and
    - quotation marks to show someone is speaking; and
- spelling
    - words that do not fit regular spelling patterns (for example, *was*, *were*, *says*, *said*),
    - high-frequency words, and
    - basic short-vowel, long-vowel, *r-* controlled, and consonant-blend patterns.

(See Instructional Appendix: High-Frequency Words.)

2-4.7   Use appropriate spacing between words when writing on a page.

2-4.8   Use correct letter formation when using manuscript or cursive writing.

WRITING

Producing Written Communications in a Variety of Forms

Standard 2-5   The student will write for a variety of purposes and audiences.

> The teacher should continue to address earlier indicators as they apply to more difficult texts.

Indicators

2-5.1   Create written communications (for example, directions and instructions) to inform a specific audience.

2-5.2   Create narratives (for example, stories and journal entries) that follow a logical sequence of events.

2-5.3   Create written pieces that describe objects, people, places, or events and that use words that appeal to the senses.

2-5.4   Create written pieces (for example, rhymes, poems, and songs) to entertain others.

RESEARCHING

Applying the Skills of Inquiry and Oral Communication

Standard 2-6   The student will access and use information from a variety of sources.

> The teacher should continue to address earlier indicators as they apply to more difficult texts.

Indicators

2-6.1   Generate *how* and *why* questions about a topic of interest.
2-6.2   Use a variety of print sources (for example, books, pictures, charts, graphs, diagrams, and picture dictionaries) and nonprint sources to access information.
2-6.3   Create categories (for example, solids and liquids) to classify information.
2-6.4   Use the Internet with the aid of a teacher.
2-6.5   Use Standard American English when appropriate in conversations and discussions.
2-6.6   Follow multistep directions.

Grade 3 Overview

Third-grade students begin to determine the reading preferences that will lay the groundwork for their lifelong reading. They use the skills they have acquired in the earlier grades to comprehend more challenging texts. They read a variety of informational texts as well as four major types of literary texts—fiction, literary nonfiction, poetry, and drama—both inside and outside of class. Students respond to literary and informational texts in a variety of ways. They begin to examine how an author uses words to convey meaning. Third graders learn how the structure of a text supports meaning and how the graphic features included in a text aid the reader's understanding. Students make connections among their personal experiences, the texts they read, and the world.

Third graders develop vocabulary strategies and word analysis skills. Students construct meaning in context through a knowledge of base words and affixes. The vocabulary that they acquire through their readings transfers to their oral and written communication. Writing to describe, to entertain, and to inform various audiences, students in the third grade plan, draft, revise, and edit both narrative and informational works. They pay attention to the content and development, organization, the quality of voice, and the correct use of Standard American English in their written works.

Third-grade students are actively involved in gathering information through reading, oral communication, and research about topics that are relevant to their lives. They access information by using print and electronic reference materials. Students create a list of the sources they use and demonstrate in their writing a clear distinction between their own ideas and the ideas of others.

In third grade, students read and write about people, places, and events related to South Carolina.

READING

Understanding and Using Literary Texts

Standard 3-1   The student will read and comprehend a variety of literary texts in print and nonprint formats.

Students in grade three read four major types of literary texts: **fiction**, **literary nonfiction**, **poetry**, and **drama**. In the category of **fiction**, they read the following specific types of texts: chapter books, adventure stories, historical fiction, contemporary realistic fiction, picture books, folktales, legends, fables, tall tales, myths, and fantasy. In the category of **literary nonfiction**, they read personal essays, autobiographical and biographical sketches, and speeches. In the category of **poetry**, they read narrative poems, lyrical poems, humorous poems, and free verse.

The teacher should continue to address earlier indicators as they apply to more difficult texts.

Indicators

3-1.1   Analyze the details that support the expression of the main idea in a given literary text.

3-1.2   Analyze a given literary text to make, revise, and confirm predictions and draw conclusions.

3-1.3   Analyze the text to determine first-person point of view.

3-1.4   Distinguish among devices of figurative language (including simile, metaphor, personification, and hyperbole) and sound devices (including onomatopoeia and alliteration).

3-1.5   Analyze the relationship among characters, setting, and plot in a given literary text.

3-1.6   Analyze the effect of the author's craft (for example, word choice and sentence structure) on the meaning of a given literary text.

3-1.7   Create responses to literary texts through a variety of methods (for example, writing, creative dramatics, and the visual and performing arts).

3-1.8   Classify works of fiction (including fables, tall tales, and folktales) and works of nonfiction (including biographies) by characteristics.

3-1.9   Recognize the characteristics of poetry (including stanza, rhyme, and repetition).

3-1.10   Analyze cause-and-effect relationships in literary texts.

3-1.11   Read independently for extended periods of time for pleasure.

READING

Understanding and Using Informational Texts

Standard 3-2   The student will read and comprehend a variety of informational texts in print and nonprint formats.

Students in grade three read **informational** (**expository**/**persuasive**/**argumentative**) **texts** of the following types: essays, historical documents, informational trade books, textbooks, news and feature articles, magazine articles, advertisements, encyclopedia entries, book reviews, journals, and speeches. They also read directions, maps, time lines, graphs, tables, charts, schedules, recipes, and photos embedded in informational texts.

The teacher should continue to address earlier indicators as they apply to more difficult texts.

Indicators

3-2.1   Summarize evidence that supports the central idea of a given informational text.

3-2.2   Analyze informational texts to draw conclusions and make inferences.

3-2.3   Distinguish between facts and opinions in informational texts.

3-2.4   Create responses to informational texts through a variety of methods (for example, drawings, written works, and oral presentations).

3-2.5   Use headings, subheadings, print styles, captions, and chapter headings to gain information.

3-2.6   Use graphic features (including illustrations, graphs, charts, maps, diagrams, and graphic organizers) as sources of information.

3-2.7   Use functional text features (including tables of contents, glossaries, and indexes) as sources of information.

3-2.8   Analyze informational texts to identify cause-and-effect relationships.

3-2.9   Read independently for extended periods of time to gain information.

READING

Building Vocabulary

Standard 3-3   The student will use word analysis and vocabulary strategies to read fluently.

> The teacher should continue to address earlier indicators as they apply to more difficult texts.
>
> Instructional appendixes are provided as the baseline expectations for instruction and are not intended to be all-inclusive documents.

Indicators

3-3.1   Generate the meaning of unfamiliar and multiple-meaning words by using context clues.

3-3.2   Use base words and affixes to determine the meanings of words.

3-3.3   Interpret the meaning of idioms encountered in texts.

3-3.4   Read high-frequency words in texts. (*See Instructional Appendix: High-Frequency Words.*)

3-3.5   Use context clues to determine the relationship between two or more words (including synonyms, antonyms, and homonyms).

3-3.6   Spell high-frequency words. *(See Instructional Appendix: High-Frequency Words.)*

3-3.7   Spell correctly
- words that have blends,
- contractions,
- compound words,
- orthographic patterns (for example, *qu,* consonant doubling, changing the ending of a word from *-y* to *-ies* when forming the plural), and
- common homonyms.

WRITING

Developing Written Communications

Standard 3-4   The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions of written Standard American English.

> The teacher should continue to address earlier indicators as they apply to more difficult texts.
>
> Instructional appendixes are provided as the baseline expectations for instruction and are not intended to be all-inclusive documents.

Indicators

3-4.1   Generate and organize ideas for writing using prewriting techniques (for example, creating lists, having discussions, and examining literary models).

3-4.2   Use complete sentences (including compound sentences) in writing.

3-4.3   Create paragraphs that include a topic sentence with supporting details and logical transitions.

3-4.4   Use grammatical conventions of written Standard American English, including
   • comparative and superlative adjectives,
   • prepositions and prepositional phrases,
   • conjunctions (*because, since, yet, until),* and
   • nominative and objective case pronouns.
   (See Instructional Appendix: Composite Writing Matrix.)

3-4.5   Revise the organization and development of content and the quality of voice in written works. (*See Instructional Appendix: Composite Writing Matrix.*)

3-4.6   Edit for the correct use of written Standard American English, including
   • capitalization
      – geographic names,
      – holidays, and
      – historical and special events;
   • punctuation
      – commas in addresses,
      – commas in the greeting and closing of letters,
      – commas in compound sentences,
      – apostrophes in contractions and possessive nouns,
      – periods in abbreviations, and
      – indentation of paragraphs; and

- spelling
  - misused homonyms,
  - high-frequency multisyllabic words,
  - words that have blends,
  - contractions,
  - compound words, and
  - orthographic patterns (for example, *qu,* consonant doubling, changing the ending of a word from *-y* to *-ies* when forming the plural).

  (See Instructional Appendix: Composite Writing Matrix.)

3-4.7 Use correct letter formation when using manuscript and cursive writing.

WRITING

Producing Written Communications in a Variety of Form

Standard 3-5   The student will write for a variety of purposes and audiences.

> The teacher should continue to address earlier indicators as they apply to more difficult texts.

Indicators

3-5.1   Create written communications (for example, friendly letters that include a greeting, body, closing, and signature and invitations that include the time, date, and place of the event).

3-5.2   Create narratives that include characters and setting and follow a logical sequence.

3-5.3   Create written descriptions about people, places, or events.

3-5.4   Create written pieces (for example, riddles and jokes) to entertain others.

RESEARCHING

Applying the Skills of Inquiry and Oral Communication

Standard 3-6   The student will access and use information from a variety of sources.

> The teacher should continue to address earlier indicators as they apply to more difficult texts.

Indicators

3-6.1   Generate a topic for inquiry.
3-6.2   Use print sources (for example, books, magazines, charts, graphs, diagrams, dictionaries, encyclopedias, atlases, and thesauri) and nonprint sources (for example, pictures, photographs, video, and television) to access information.
3-6.3   Organize information by classifying or sequencing.
3-6.4   Paraphrase research information accurately and meaningfully.
3-6.5   Use the Internet as a source of information.
3-6.6   Use vocabulary (including Standard American English) that is appropriate for the particular audience or purpose.
3-6.7   Use appropriate visual aids (for example, pictures, objects, and charts) to support oral presentations.

Grade 4
Overview

In the fourth grade, students continue using the reading skills they have acquired in the earlier grades to comprehend more challenging texts. They read a variety of informational texts as well as four major types of literary texts: fiction, literary nonfiction, poetry, and drama. Students respond to literary and informational texts in a variety of ways. They begin to examine how an author uses words to convey meaning, how the structure of a text supports meaning, and how the graphic features included in a text aid the reader's understanding. Students make connections among their personal experiences, the texts they read, and the world.

Fourth graders continue to develop vocabulary strategies and word analysis skills. The vocabulary students acquire through reading transfers to their oral and written communication. They write for various audiences to inform, to describe, and to entertain. They continue to plan, draft, revise, and edit narrative, descriptive, and informational writing. Students pay attention to the content and development, the organization, the quality of voice, and the correct use of Standard American English in their written works.

Students in the fourth grade are actively involved in gathering information about topics that are relevant to their lives through reading, oral communication, and research. They access information by using print and electronic reference materials. Students create a list of the sources they use and demonstrate in their writing a clear distinction between their own ideas and the ideas of others.

Grade 4

READING

Understanding and Using Literary Texts

Standard 4-1   The student will read and comprehend a variety of literary texts in print and nonprint formats.

Students in grade four read four major types of literary texts: **fiction**, **literary nonfiction**, **poetry**, and **drama**. In the category of **fiction**, they read the following specific types of texts: chapter books, adventure stories, historical fiction, contemporary realistic fiction, picture books, folktales, legends, fables, tall tales, and myths. In the category of **literary nonfiction**, they read personal essays, autobiographical and biographical sketches, and speeches. In the category of **poetry**, they read narrative poems, lyrical poems, humorous poems, and free verse.

The teacher should continue to address earlier indicators as they apply to more difficult texts.

Indicators

4-1.1   Analyze the details that support the expression of the main idea in a given literary text.

4-1.2   Analyze literary texts to draw conclusions and make inferences.

4-1.3   Distinguish between first-person and third-person points of view.

4-1.4   Distinguish among devices of figurative language (including simile, metaphor, personification, and hyperbole) and sound devices (including onomatopoeia and alliteration).

4-1.5   Analyze the impact of characterization and conflict on plot.

4-1.6   Interpret the effect of the author's craft (for example, word choice, sentence structure, the use of figurative language, and the use of dialogue) on the meaning of literary texts.

4-1.7   Create responses to literary texts through a variety of methods (for example, writing, creative dramatics, and the visual and performing arts).

4-1.8   Classify works of fiction (including fables, tall tales, and folktales) and works of nonfiction (including biographies and personal essays) by characteristics.

4-1.9   Recognize the characteristics of poetry (including stanza, rhyme, and repetition).

4-1.10   Analyze cause-and-effect relationships in literary texts.

4-1.11   Read independently for extended periods of time for pleasure.

Grade 4

READING

Understanding and Using Informational Texts

Standard 4-2   The student will read and comprehend a variety of informational texts in print and nonprint formats.

> Students in grade four read **informational** (**expository**/**persuasive**/**argumentative**) **texts** of the following types: essays, historical documents, informational trade books, textbooks, news and feature articles, magazine articles, advertisements, encyclopedia entries, reviews (for example, book, movie, product), journals, and speeches. They also read directions, maps, time lines, graphs, tables, charts, schedules, recipes, and photos embedded in informational texts. In addition, they examine commercials, documentaries, and other forms of **nonprint informational texts**.
>
> The teacher should continue to address earlier indicators as they apply to more difficult texts.

Indicators

4-2.1   Summarize evidence that supports the central idea of a given informational text.

4-2.2   Analyze informational texts to draw conclusions and make inferences.

4-2.3   Analyze informational texts to locate and identify facts and opinions.

4-2.4   Create responses to informational texts through a variety of methods (for example, drawings, written works, and oral presentations).

4-2.5   Use headings, subheadings, print styles, white space, captions, and chapter headings to gain information.

4-2.6   Use graphic features (including illustrations, graphs, charts, maps, diagrams, and graphic organizers) as sources of information.

4-2.7   Use functional text features (including tables of contents, glossaries, indexes, and appendixes) as sources of information.

4-2.8   Analyze informational texts to identify cause-and-effect relationships.

4-2.9   Read independently for extended periods of time to gain information.

Grade 4
READING

Building Vocabulary

Standard 4-3   The student will use word analysis and vocabulary strategies to read fluently.

> The teacher should continue to address earlier indicators as they apply to more difficult texts.

Indicators

4-3.1   Generate the meaning of unfamiliar and multiple-meaning words by using context clues (for example, those that provide an example or a definition).

4-3.2   Use base words and affixes to determine the meanings of words.

4-3.3   Interpret the meaning of idioms encountered in texts.

4-3.4   Spell correctly
- words with prefixes and suffixes and
- multisyllabic words.

Grade 4
WRITING

Developing Written Communications

Standard 4-4   The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions of written Standard American English.

> The teacher should continue to address earlier indicators as they apply to more difficult texts.
>
> Instructional appendixes are provided as the baseline expectations for instruction and are not intended to be all-inclusive documents.

Indicators

4-4.1   Generate and organize ideas for writing using prewriting techniques (for example, creating lists, having discussions, and examining literary models)*.*

4-4.2   Use complete sentences in a variety of types (including simple and compound sentences) in writing.

4-4.3   Create multiple-paragraph compositions that include a central idea with supporting details and use appropriate transitions between paragraphs.

4-4.4   Use grammatical conventions of written Standard American English, including
   • subject-verb agreement;
   • past, present, and future verb tenses;
   • conjunctions (*although, while, neither, nor*);
   • adverbs of time, place, manner, and degree; and
   • pronoun-antecedent agreement.
   (See Instructional Appendix: Composite Writing Matrix.)

4-4.5   Use revision strategies to improve the organization and development of content and the quality of voice in written works. *(See Instructional Appendix: Composite Writing Matrix.)*

4-4.6   Edit for the correct use of written Standard American English, including
   • capitalization
     – titles of works of art,
     – titles of magazines and newspapers,
     – brand names,
     – proper adjectives, and
     – names of organizations;

- punctuation
  - quotation marks to indicate direct quotations or dialogue,
  - quotation marks to indicate titles of works (for example, articles, reports, chapters, and other short pieces) published within separately published works,
  - between main clauses, and
  - underlining or italics to indicate titles of separately published works (for example, books and magazines); and
- spelling
  - words with suffixes and prefixes and
  - multisyllabic words.

(See Instructional Appendix: Composite Writing Matrix.)

WRITING

Producing Written Communications in a Variety of Forms

Standard 4-5   The student will write for a variety of purposes and audiences.

> The teacher should continue to address earlier indicators as they apply to more difficult texts.

Indicators

4-5.1   Create informational pieces (for example, postcards, flyers, letters, and e-mails) that use language appropriate for the specific audience.

4-5.2   Create narratives containing details and a sequence of events that develop a plot.

4-5.3   Create written descriptions using language that appeals to the readers' senses.

4-5.4   Create written pieces (for example, skits and plays) to entertain others.

RESEARCHING

Applying the Skills of Inquiry and Oral Communication

Standard 4-6   The student will access and use information from a variety of sources.

> The teacher should continue to address earlier indicators as they apply to more difficult texts.

Indicators

4-6.1   Clarify and refine a research topic.

4-6.2   Use print sources (for example, books, magazines, charts, graphs, diagrams, dictionaries, encyclopedias, atlases, thesauri, newspapers, and almanacs) and nonprint sources to access information.

4-6.3   Organize information by classifying or sequencing.

4-6.4   Paraphrase research information accurately and meaningfully.

4-6.5   Create a list of sources that contains information (including the author and title of a publication) necessary to properly credit and document the work of others.

4-6.6   Use the Internet as a source of information.

4-6.7   Use vocabulary (including Standard American English) that is appropriate for the particular audience or purpose.

4-6.8   Select appropriate graphics, in print or electronic form, to support written works and oral and visual presentations.

Grade 5
Overview

Fifth-grade students continue to use the skills they have acquired in the earlier grades to comprehend more challenging texts. They read a variety of informational texts as well as four major types of literary texts: fiction, literary nonfiction, poetry, and drama. Students respond to literary and informational texts in a variety of ways. They begin to examine how an author uses words to convey meaning. Fifth graders learn how the structure of a text supports meaning and how the graphic features included in a text aid the reader's understanding. Students make connections among their personal experiences, the texts they read, and the world.

Fifth graders develop vocabulary strategies and word analysis skills. Students construct meaning in context through a knowledge of Greek and Latin roots and various affixes. The vocabulary students acquire through reading transfers to their oral and written communication.

Students write for various audiences to inform, to describe, and to entertain. In the fifth grade, students plan, draft, revise, and edit narrative and informational writing. They pay attention to the content and development, the organization, the quality of voice, and the correct use of Standard American English in their written works.

Students in the fifth grade are actively involved in gathering information through reading, oral communication, and research about topics that are relevant to their lives. They access information using print and electronic reference materials. Students create a list of the sources they use and demonstrate in their writing a clear distinction between their own ideas and the ideas of others.

Grade 5

READING

Understanding and Using Literary Texts

Standard 5-1   The student will read and comprehend a variety of literary texts in print and nonprint formats.

> Students in grade five read four major types of literary texts: **fiction**, **literary nonfiction**, **poetry**, and **drama**. In the category of **fiction**, they read the following specific types of texts: chapter books, adventure stories, historical fiction, contemporary realistic fiction, science fiction, picture books, folktales, legends, tall tales, and myths. In the category of **literary nonfiction**, they read personal essays, autobiographical and biographical sketches, and speeches. In the category of **poetry**, they read narrative poems, lyrical poems, humorous poems, and free verse.
>
> The teacher should continue to address earlier indicators as they apply to more difficult texts.

Indicators

5-1.1   Analyze literary texts to draw conclusions and make inferences.
5-1.2   Differentiate among the first-person, limited-omniscient (third person), and omniscient (third person) points of view.
5-1.3   Interpret devices of figurative language (including simile, metaphor, personification, and hyperbole) and sound devices (including onomatopoeia and alliteration).
5-1.4   Analyze literary texts to distinguish between direct and indirect characterization.
5-1.5   Interpret the effect of the author's craft (for example, tone, figurative language, dialogue, and imagery) on the meaning of literary texts.
5-1.6   Analyze the details that support the expression of the main idea in a given literary text.
5-1.7   Create responses to literary texts through a variety of methods (for example, writing, creative dramatics, and the visual and performing arts).
5-1.8   Analyze works of fiction (including legends and myths) and works of nonfiction (including speeches and personal essays) by characteristics.
5-1.9   Understand the characteristics of poetry (including stanza, rhyme scheme, repetition, and refrain).
5-1.10   Predict events in literary texts on the basis of cause-and-effect relationships.
5-1.11   Read independently for extended periods of time for pleasure.

Grade 5

READING

Understanding and Using Informational Texts

Standard 5-2   The student will read and comprehend a variety of informational texts in print and nonprint formats.

> Students in grade five read **informational** (**expository**/**persuasive**/**argumentative**) **texts** of the following types: essays, historical documents, informational trade books, textbooks, news and feature articles, magazine articles, advertisements, encyclopedia entries, reviews (for example, book, movie, product), journals, and speeches. They also read directions, maps, time lines, graphs, tables, charts, schedules, recipes, and photos embedded in informational texts. In addition, they examine commercials, documentaries, and other forms of **nonprint informational texts**.
>
> The teacher should continue to address earlier indicators as they apply to more difficult texts.

Indicators

5-2.1   Summarize the central idea and supporting evidence of a given informational text.

5-2.2   Analyze informational texts to draw conclusions and make inferences.

5-2.3   Analyze a given text to detect author bias (for example, unsupported opinions).

5-2.4   Create responses to informational texts through a variety of methods (for example, drawings, written works, and oral presentations).

5-2.5   Use titles, print styles, chapter headings, captions, subheadings, and white space to gain information.

5-2.6   Use graphic features (including illustrations, graphs, charts, maps, diagrams, and graphic organizers) as sources of information.

5-2.7   Use functional text features (including tables of contents, glossaries, indexes, and appendixes).

5-2.8   Predict events in informational texts on the basis of cause-and-effect relationships.

5-2.9   Read independently for extended periods of time to gain information.

Building Vocabulary

Standard 5-3   The student will use word analysis and vocabulary strategies to read fluently.

The teacher should continue to address earlier indicators as they apply to more difficult texts.

Instructional appendixes are provided as the baseline expectations for instruction and are not intended to be all-inclusive documents.

Indicators

5-3.1   Use context clues (for example, those that provide an example, a definition, or a restatement) to generate the meanings of unfamiliar and multiple-meaning words.

5-3.2   Use base words and affixes to determine the meanings of words within texts. *(See Instructional Appendix: Greek and Latin Roots and Affixes.)*

5-3.3   Interpret the meaning of idioms and euphemisms encountered in texts.

5-3.4   Spell correctly
           • multisyllabic constructions,
           • double consonant patterns, and
           • irregular vowel patterns in multisyllabic words.

WRITING

Developing Written Communications

Standard 5-4   The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions of written Standard American English.

> The teacher should continue to address earlier indicators as they apply to more difficult texts.

Indicators

5-4.1   Generate and organize ideas for writing using prewriting techniques (for example, creating lists, having discussions, and examining literary models).

5-4.2   Use complete sentences in a variety of types (including simple, compound, and complex) in writing.

5-4.3   Create multiple-paragraph compositions that include a central idea with supporting details and use appropriate transitions between paragraphs.

5-4.4   Use grammatical conventions of written Standard American English, including
- irregular comparative and superlative adjectives,
- irregular adverbs,
- interjections,
- past participles of commonly misused verbs, and
- subject-verb and pronoun-antecedent agreement with collective nouns.

(See Instructional Appendix: Composite Writing Matrix.)

5-4.5   Use revision strategies to improve the organization and development of content and the quality of voice in written works. *(See Instructional Appendix: Composite Writing Matrix.)*

5-4.6   Edit for the correct use of written Standard American English, including
- capitalization
  - ethnic groups,
  - national groups, and
  - established religions and languages;
- punctuation
  - colons and
  - hyphens; and
- spelling
  - commonly confused words,
  - multisyllabic constructions,
  - double consonant patterns, and
  - irregular vowel patterns in multisyllabic words.

(See Instructional Appendix: Composite Writing Matrix.)

WRITING

Producing Written Communications in a Variety of Forms

Standard 5-5   The student will write for a variety of purposes and audiences.

> The teacher should continue to address earlier indicators as they apply to more difficult texts.

Indicators

5-5.1   Create informational pieces (for example, book reviews and newsletter articles) that use language appropriate for the specific audience.

5-5.2   Create narratives that have a fully developed plot and a consistent point of view.

5-5.3   Create written descriptions using precise language and vivid details.

5-5.4   Create written pieces (for example, picture books, comic books, and graphic novels) to entertain a specific audience.

Grade 5

RESEARCHING

Applying the Skills of Inquiry and Oral Communication

Standard 5-6   The student will access and use information from a variety of sources.

> The teacher should continue to address earlier indicators as they apply to more difficult texts.

Indicators

5-6.1   Clarify and refine a research topic.
5-6.2   Use print sources (for example, books, magazines, charts, graphs, diagrams, dictionaries, encyclopedias, atlases, thesauri, newspapers, and almanacs) and nonprint sources to access information.
5-6.3   Select information appropriate for the research topic.
5-6.4   Paraphrase research information accurately and meaningfully.
5-6.5   Create a list of sources that contains information (including author, title, and full publication details) necessary to properly credit and document the work of others.
5-6.6   Use the Internet as a source of information.
5-6.7   Use vocabulary (including Standard American English) that is appropriate for the particular audience or purpose.
5-6.8   Use appropriate organizational strategies to prepare written works and oral and visual presentations.
5-6.9   Select appropriate graphics, in print or electronic form, to support written works and oral and visual presentations.

Grade 6
Overview

During the middle-grade years, students refine their reading preferences and lay the groundwork for being lifelong readers. Sixth-grade students apply skills they have acquired in the earlier grades to read and interpret more challenging texts. Both on their own and with their peers, they read a variety of informational texts as well as four major types of literary texts: fiction, literary nonfiction, poetry, and drama. They also learn to respond to texts in a variety of ways. Students examine facets of an author's craft (for example, the way a particular style of writing can elicit emotion from the reader or create vivid images in the reader's mind).

Possessing a rich and authentic vocabulary allows any individual to be a skillful and appreciative reader. In order to read fluently, adolescent students must be able to use word analysis and other interpretive strategies. As they learn to master texts that use complex vocabulary, they transfer that knowledge of language into their own writing and speaking.

In the sixth grade, students use writing to entertain, to inform, to describe, and to persuade. They plan, draft, revise, edit, and publish narrative and expository writing. They pay careful attention to the author's craft—examining the content and development, the organization, the quality of voice, and the correct use of Standard American English conventions in their own writing and in the writings of others. They also learn to use a variety of sentence structures to express their thoughts in both oral and written form.

The research process offers adolescents the opportunity to be actively involved in learning about topics that are relevant to their lives and that appeal to their interests. Sixth graders access information in print and electronic forms and use both primary and secondary sources as reference materials. They distinguish between their own ideas and the ideas of others in their research and in their writing. Using evidence to support the ideas they examine, they properly credit the work of others by documenting the sources they have used.

READING

Understanding and Using Literary Texts

Standard 6-1   The student will read and comprehend a variety of literary texts in print and nonprint formats.

Students in grade six read four major types of literary texts: **fiction**, **literary nonfiction**, **poetry**, and **drama**. In the category of **fiction**, they read the following specific types of texts: chapter books, adventure stories, historical fiction, contemporary realistic fiction, science fiction, folktales, tall tales, and myths. In the category of **literary nonfiction**, they read personal essays, classical essays, memoirs, autobiographical and biographical sketches, character sketches, and speeches. In the category of **poetry**, they read narrative poems, lyrical poems, humorous poems, and free verse.

The teacher should continue to address earlier indicators as they apply to more difficult texts.

Indicators

6-1.1   Analyze literary texts to draw conclusions and make inferences.
6-1.2   Differentiate among the first-person, limited-omniscient (third person), and omniscient (third person) points of view.
6-1.3   Interpret devices of figurative language (including simile, metaphor, personification, and hyperbole) and sound devices (including onomatopoeia and alliteration).
6-1.4   Analyze an author's development of characters, setting, and conflict in a given literary text.
6-1.5   Interpret the effect of the author's craft (including tone and the use of flashback and foreshadowing) on the meaning of literary texts.
6-1.6   Compare/contrast main ideas within and across literary texts.
6-1.7   Create responses to literary texts through a variety of methods (for example, written works, oral and auditory presentations, discussions, media productions, and the visual and performing arts).
6-1.8   Understand the characteristics of poetry (including stanza, rhyme scheme, repetition, and refrain) and drama (including stage directions and the use of monologues).
6-1.9   Analyze works of fiction (including legends and myths) and works of nonfiction (including speeches and personal essays) by characteristics.
6-1.10   Predict events in literary texts on the basis of cause-and-effect relationships.
6-1.11   Read independently for extended periods of time for pleasure.

READING

Understanding and Using Informational Texts

Standard 6-2   The student will read and comprehend a variety of informational texts in print and nonprint formats.

Students in grade six read **informational** (**expository**/**persuasive**/**argumentative**) **texts** of the following types: essays, historical documents, informational trade books, textbooks, news and feature articles, magazine articles, advertisements, encyclopedia entries, reviews (for example, book, movie, product), journals, and speeches. They also read directions, maps, time lines, graphs, tables, charts, schedules, recipes, and photos embedded in informational texts. In addition, they examine commercials, documentaries, and other forms of **nonprint informational texts**.

The teacher should continue to address earlier indicators as they apply to more difficult texts.

Indicators

6-2.1	Analyze central ideas within and across informational texts.
6-2.2	Analyze informational texts to draw conclusions and make inferences.
6-2.3	Summarize author bias based on the omission of relevant facts and statements of unsupported opinions.
6-2.4	Create responses to informational texts through a variety of methods (for example, drawings, written works, oral and auditory presentations, discussions, and media productions).
6-2.5	Interpret information that text elements (for example, print styles and chapter headings) provide to the reader.
6-2.6	Interpret information from graphic features (for example, illustrations, graphs, charts, maps, diagrams, and graphic organizers).
6-2.7	Interpret information from functional text features (for example, tables of contents and glossaries).
6-2.8	Predict events in informational texts on the basis of cause-and-effect relationships.
6-2.9	Identify propaganda techniques (including testimonials and bandwagon) in informational texts.
6-2.10	Read independently for extended periods of time to gain information.

READING

Building Vocabulary

Standard 6-3   The student will use word analysis and vocabulary strategies to read fluently.

> The teacher should continue to address earlier indicators as they apply to more difficult texts.
>
> Instructional appendixes are provided as the baseline expectations for instruction and are not intended to be all-inclusive documents.

Indicators

6-3.1   Use context clues (for example, those that provide an example, a definition, or restatement) to generate the meanings of unfamiliar and multiple-meaning words.

6-3.2   Analyze the meaning of words by using Greek and Latin roots and affixes within texts. (S*ee Instructional Appendix: Greek and Latin Roots and Affixes.*)

6-3.3   Interpret the meaning of idioms and euphemisms encountered in texts.

6-3.4   Distinguish between the denotation and the connotation of a given word.

6-3.5   Spell new words using Greek and Latin roots and affixes. *(See Instructional Appendix: Greek and Latin Roots and Affixes.)*

WRITING

Developing Written Communications

Standard 6-4   The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions of written Standard American English.

> The teacher should continue to address earlier indicators as they apply to more difficult texts.
>
> Instructional appendixes are provided as the baseline expectations for instruction and are not intended to be all-inclusive documents.

Indicators

6-4.1   Organize written works using prewriting techniques, discussions, graphic organizers, models, and outlines.

6-4.2   Use complete sentences in a variety of types (including simple, compound, and complex sentences) in writing.

6-4.3   Create multiple-paragraph compositions that include a central idea with supporting details and use appropriate transitions between paragraphs.

6-4.4   Use grammatical conventions of written Standard American English, including
- main and subordinate clauses,
- indefinite pronouns,
- pronoun-antecedent agreement, and
- consistent verb tenses.

    (See Instructional Appendix: Composite Writing Matrix.)

6-4.5   Revise writing to improve clarity, tone, voice, content, and the development of ideas. (*See Instructional Appendix: Composite Writing Matrix.*)

6-4.6   Edit for the correct use of written Standard American English, including
- punctuation
    - semicolon,
    - commas to enclose appositives, and
    - commas to separate introductory clauses and phrases.

    (*See Instructional Appendix: Composite Writing Matrix.*)

6-4.7   Spell correctly using Standard American English.

Grade 6

WRITING

Producing Written Communications in a Variety of Form

Standard 6-5   The student will write for a variety of purposes and audiences.

> The teacher should continue to address earlier indicators as they apply to more difficult texts.

Indicators

6-5.1   Create informational pieces (for example, brochures, pamphlets, and reports) that use language appropriate for the specific audience.

6-5.2   Create narratives that have a fully developed plot and a consistent point of view.

6-5.3   Create written descriptions using precise language and vivid details.

6-5.4   Create persuasive writings (for example, print advertisements and commercial scripts) that develop a central idea with supporting evidence and use language appropriate for the specific audience.

Grade 6

RESEARCHING

Applying the Skills of Inquiry and Oral Communication

Standard 6-6   The student will access and use information from a variety of sources.

> The teacher should continue to address earlier indicators as they apply to more difficult texts.

Indicators

6-6.1   Clarify and refine a research topic.

6-6.2   Use direct quotations, paraphrasing, or summaries to incorporate into written, oral, auditory, or visual works the information gathered from a variety of research sources.

6-6.3   Use a standardized system of documentation (for example, a list of sources with full publication information and the use of in-text citations) to properly credit the work of others.

6-6.4   Use vocabulary (including Standard American English) that is appropriate for the particular audience or purpose.

6-6.5   Use appropriate organizational strategies to prepare written works, oral and auditory presentations, and visual presentations.

6-6.6   Select appropriate graphics, in print or electronic form, to support written works, oral presentations, and visual presentations.

6-6.7   Use a variety of print and electronic reference materials.

6-6.8   Design and carry out research projects by selecting a topic, constructing inquiry questions, accessing resources, and organizing information.

Grade 7
Overview

Seventh-grade students continue to apply and expand their skills in reading and writing. Both on their own and with their peers, they read a variety of informational texts and four major types of literary texts: fiction, literary nonfiction, poetry, and drama. In reading informational texts, students analyze the development and support of a central idea, create a variety of responses to what they read, and examine the ways that bias is revealed in those texts. In reading literary texts, students examine how an author's craft influences readers. They describe how an author's style elicits emotion from the reader, how an author uses character and plot development to support a theme, and how an author creates visual images through the use of language.

Possessing a rich and authentic vocabulary allows any individual to be a skillful and appreciative reader. In order to read fluently, adolescent students must be able to use word analysis and other interpretive strategies. They identify and interpret devices of figurative language, idioms, and euphemisms they encounter in texts. As they learn to master texts that use complex vocabulary, they transfer that knowledge of language into their own writing and speaking.

Middle school students write for a variety of purposes and audiences. Seventh graders begin blending elements of descriptive writing into other modes of written works (for example, narrative, expository, and persuasive). The writing process allows for planning, drafting, revising, editing, and publishing student works. Students proofread and edit for the correct use of Standard American English, improving the content and development, the organization, and the quality of voice in their writing through the use of revision strategies.

Students in the middle grades learn that reading and writing can not only give them pleasure but can also serve them as tools for expanding their knowledge. The research process gives adolescents the opportunity to be actively involved in learning about topics that are relevant to their lives and that appeal to their interests. Seventh graders access information in print and electronic forms and use both primary and secondary sources as reference materials. They distinguish between their own ideas and the ideas of others in their research and in their writing. Using evidence to support the ideas they examine, they properly credit the work of others by documenting the sources they have used. They deliver oral presentations about issues and provide evidence to support their views and solutions. Through research, students learn how to access, to analyze, and to evaluate information and thus equip themselves for a lifetime of learning.

READING

Understanding and Using Literary Texts

Standard 7-1   The student will read and comprehend a variety of literary texts in print and nonprint formats.

Students in grade seven read four major types of literary texts: **fiction**, **literary nonfiction**, **poetry**, and **drama**. In the category of **fiction**, they read the following specific types of texts: chapter books, adventure stories, historical fiction, contemporary realistic fiction, science fiction, folktales, tall tales, and myths. In the category of **literary nonfiction**, they read personal essays, classical essays, memoirs, autobiographical and biographical sketches, character sketches, and speeches. In the category of **poetry**, they read narrative poems, lyrical poems, humorous poems, free verse, odes, songs/ballads, and epics.

The teacher should continue to address earlier indicators as they apply to more difficult texts.

Indicators

7-1.1   Analyze literary texts to draw conclusions and make inferences.
7-1.2   Explain the effect of point of view on a given narrative text.
7-1.3   Interpret devices of figurative language (including extended metaphor and oxymoron).
7-1.4   Analyze an author's development of the conflict and the individual characters as either static, dynamic, round, or flat in a given literary text.
7-1.5   Interpret the effect of an author's craft (including tone and the use of imagery, flashback, foreshadowing, symbolism, and irony) on the meaning of literary texts.
7-1.6   Analyze a given literary text to determine its theme.
7-1.7   Create responses to literary texts through a variety of methods (for example, written works, oral and auditory presentations, discussions, media productions, and the visual and performing arts).
7-1.8   Compare/contrast literary texts from various genres (for example, poetry, drama, novels, and short stories).
7-1.9   Read independently for extended periods of time for pleasure.

READING

Understanding and Using Informational Texts

Standard 7-2 The student will read and comprehend a variety of informational texts in print and nonprint formats.

Students in grade seven read **informational** (**expository/persuasive/argumentative**) **texts** of the following types: essays, historical documents, informational trade books, textbooks, news and feature articles, magazine articles, advertisements, encyclopedia entries, reviews (for example, book, movie, product), journals, and speeches. They also read directions, maps, time lines, graphs, tables, charts, schedules, recipes, and photos embedded in informational texts. In addition, they examine commercials, documentaries, and other forms of **nonprint informational texts**.

The teacher should continue to address earlier indicators as they apply to more difficult texts.

Indicators

7-2.1   Analyze central ideas within and across informational texts.
7-2.2   Analyze information within and across texts to draw conclusions and make inferences.
7-2.3   Identify author bias (for example, word choice and the exclusion and inclusion of particular information).
7-2.4   Create responses to informational texts through a variety of methods (for example, drawings, written works, oral and auditory presentations, discussions, and media productions).
7-2.5   Analyze the impact that text elements (for example, print styles and chapter headings) have on the meaning of a given informational text.
7-2.6   Analyze information from graphic features (for example, charts and graphs) in informational texts.
7-2.7   Identify the use of propaganda techniques (including glittering generalities and name calling) in informational texts.
7-2.8   Read independently for extended periods of time to gain information.

Grade 7

READING

Building Vocabulary

Standard 7-3 The student will use word analysis and vocabulary strategies to read fluently.

> The teacher should continue to address earlier indicators as they apply to more difficult texts.
>
> Instructional appendixes are provided as the baseline expectations for instruction and are not intended to be all-inclusive documents.

Indicators

7-3.1 Use context clues (for example, those that provide an example, a definition, a restatement, or a comparison/contrast) to generate the meanings of unfamiliar and multiple-meaning words.

7-3.2 Analyze the meaning of words by using Greek and Latin roots and affixes within texts. (*See Instructional Appendix: Greek and Latin Roots and Affixes.*)

7-3.3 Interpret the meaning of idioms and euphemisms encountered in texts.

7-3.4 Interpret the connotations of words to understand the meaning of a given text.

7-3.5 Spell new words using Greek and Latin roots and affixes. (S*ee Instructional Appendix: Greek and Latin Roots and Affixes.*)

Grade 7

WRITING

Developing Written Communications

Standard 7-4   The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions of written Standard American English.

> The teacher should continue to address earlier indicators as they apply to more difficult texts.
>
> Instructional appendixes are provided as the baseline expectations for instruction and are not intended to be all-inclusive documents.

Indicators

7-4.1   Organize written works using prewriting techniques, discussions, graphic organizers, models, and outlines.

7-4.2   Use complete sentences in a variety of types (including simple, compound, complex, and compound-complex).

7-4.3   Create multiple-paragraph compositions that include a central idea with supporting details and use appropriate transitions between paragraphs.

7-4.4   Use grammatical conventions of written Standard American English, including the reinforcement of conventions previously taught. *(See Instructional Appendix: Composite Writing Matrix.)*

7-4.5   Revise writing to improve clarity, tone, voice, content, and the development of ideas. (S*ee Instructional Appendix: Composite Writing Matrix.*)

7-4.6   Edit for the correct use of written Standard American English, including ellipses and parentheses. *(See Instructional Appendix: Composite Writing Matrix.)*

7-4.7   Spell correctly using Standard American English.

Grade 7

WRITING

Producing Written Communications in a Variety of Forms

Standard 7-5   The student will write for a variety of purposes and audiences.

> The teacher should continue to address earlier indicators as they apply to more difficult texts.

Indicators

7-5.1   Create informational pieces (for example, book, movie, or product reviews and news reports) that use language appropriate for a specific audience.

7-5.2   Create narratives (for example, personal essays or narrative poems) that communicate the significance of an issue of importance and use language appropriate for the purpose and the audience.

7-5.3   Create descriptions for use in other modes of written works (for example, narrative, expository, or persuasive).

7-5.4   Create persuasive pieces (for example, letters to the editor or essays) that include a stated position with supporting evidence for a specific audience.

Grade 7

RESEARCHING

Applying the Skills of Inquiry and Oral Communication

Standard 7-6 The student will access and use information from a variety of sources.

> The teacher should continue to address earlier indicators as they apply to more difficult texts.

Indicators

7-6.1 Clarify and refine a research topic.
7-6.2 Use direct quotations, paraphrasing, or summaries to incorporate into written, oral, auditory, or visual works the information gathered from a variety of research sources.
7-6.3 Use a standardized system of documentation (including a list of sources with full publication information and the use of in-text citations) to properly credit the work of others.
7-6.4 Use vocabulary (including Standard American English) that is appropriate for the particular audience or purpose.
7-6.5 Use appropriate organizational strategies to prepare written works, oral and auditory presentations, and visual presentations.
7-6.6 Select appropriate graphics, in print or electronic form, to support written works, oral presentations, and visual presentations.
7-6.7 Use a variety of print and electronic reference materials.
7-6.8 Design and carry out research projects by selecting a topic, constructing inquiry questions, accessing resources, and selecting and organizing information.

Grade 8
Overview

Eighth-grade students apply and expand the skills they have acquired in the earlier grades as they become increasingly more sophisticated readers and writers. Both on their own and with their peers, they read a variety of informational texts as well as four major types of literary texts: fiction, literary nonfiction, poetry, and drama. Adolescents continue to develop their own areas of reading interest. Informational text is analyzed for the purpose of discovering how texts reflect the backgrounds, attitudes, and beliefs of the authors. Students compare/contrast different perspectives on similar topics or themes. They evaluate elements of the author's craft (for example, the use of tone and imagery) to create emotional responses in the reader.

Possessing a rich and authentic vocabulary allows any individual to be a skillful and appreciative reader. In order to read fluently, adolescent students use word analysis and other interpretive strategies. As they learn to master texts that use complex vocabulary, they transfer that knowledge of language into their own writing and speaking.

Writing for a variety of purposes and audiences, eighth graders increase their control over the written language. They blend elements of description into other modes of written works (for example, narrative, expository, and persuasive). They plan, draft, revise, edit, and publish their writings. They learn to pay careful attention to the author's craft—examining the content and development, the organization, the quality of voice, and the use of language conventions in their own writing and the writings of others. They also learn to use a variety of sentence structures to express their thoughts in both oral and written form.

In the eighth grade, students continue to read and write for pleasure and to expand their knowledge. The research process offers them the opportunity to be actively involved in learning about topics that are relevant to their lives and that appeal to their interests. Eighth graders access information in print and electronic forms and use both primary and secondary sources as reference materials. They distinguish between their own ideas and the ideas of others in their research and in their writing. Using evidence to support the ideas they examine, they properly credit the work of others by documenting the sources they use. They deliver oral presentations about issues and show evidence to support their views and solutions. Through research, students learn how to access, to analyze, and to evaluate information and thus equip themselves for a lifetime of learning.

READING

Understanding and Using Literary Texts

Standard 8-1 The student will read and comprehend a variety of literary texts in print and nonprint formats.

Students in grade eight read four major types of literary texts: **fiction**, **literary nonfiction**, **poetry**, and **drama**. In the category of **fiction**, they read the following specific types of texts: chapter books, adventure stories, historical fiction, contemporary realistic fiction, science fiction, folktales, tall tales, and myths. In the category of **literary nonfiction**, they read personal essays, classical essays, memoirs, autobiographical and biographical sketches, character sketches, and speeches. In the category of **poetry**, they read narrative poems, lyrical poems, humorous poems, free verse, odes, songs/ballads, and epics.

The teacher should continue to address earlier indicators as they apply to more difficult texts.

Indicators

8-1.1   Compare/contrast ideas within and across literary texts to make inferences.

8-1.2   Explain the effect of point of view on a given literary text.

8-1.3   Interpret devices of figurative language (including extended metaphor, oxymoron, and paradox).

8-1.4   Analyze a given literary text to determine its theme.

8-1.5   Analyze the effect of the author's craft (including tone and the use of imagery, flashback, foreshadowing, symbolism, irony, and allusion) on the meaning of literary texts.

8-1.6   Create responses to literary texts through a variety of methods (for example, written works, oral and auditory presentations, discussions, media productions, and the visual and performing arts).

8-1.7   Compare/contrast literary texts from various genres (for example, poetry, drama, novels, and short stories).

8-1.8   Read independently for extended periods of time for pleasure.

READING

Understanding and Using Informational Texts

Standard 8-2   The student will read and comprehend a variety of informational texts in print and nonprint formats.

Students in grade eight read **informational** (**expository/persuasive/argumentative**) **texts** of the following types: essays, historical documents, research reports, contracts, position papers (for example, persuasive brochures, campaign literature), editorials, letters to the editor, informational trade books, textbooks, news and feature articles, magazine articles, advertisements, encyclopedia entries, reviews (for example, book, movie, product), journals, and speeches. They also read directions, schedules, and recipes embedded in informational texts. In addition, they examine commercials, documentaries, and other forms of **nonprint informational texts**.

The teacher should continue to address earlier indicators as they apply to more difficult texts.

Indicators

8-2.1   Compare/contrast central ideas within and across informational texts.
8-2.2   Compare/contrast information within and across texts to draw conclusions and make inferences.
8-2.3   Analyze informational texts for author bias (for example, word choice and the exclusion and inclusion of particular information).
8-2.4   Create responses to informational texts through a variety of methods (for example, drawings, written works, oral and auditory presentations, discussions, and media productions).
8-2.5   Analyze the impact that text elements (for example, print styles and chapter headings) have on the meaning of a given informational text.
8-2.6   Analyze information from graphic features (for example, charts and graphs) in informational texts.
8-2.7   Identify the use of propaganda techniques (including card stacking, plain folks, and transfer) in informational texts.
8-2.8   Read independently for extended periods of time to gain information.

READING

Building Vocabulary

Standard 8-3   The student will use word analysis and vocabulary strategies to read fluently.

> The teacher should continue to address earlier indicators as they apply to more difficult texts.
>
> Instructional appendixes are provided as the baseline expectations for instruction and are not intended to be all-inclusive documents.

Indicators

8-3.1   Use context clues (for example, those that provide an example, a definition, a restatement, or a comparison/contrast) to generate the meanings of unfamiliar and multiple-meaning words.

8-3.2   Analyze the meaning of words by using Greek and Latin roots and affixes within texts. (*See Instructional Appendix: Greek and Latin Roots and Affixes.*)

8-3.3   Interpret the meaning of idioms and euphemisms encountered in texts.

8-3.4   Interpret the connotations of words to understand the meaning of a given text.

8-3.5   Spell new words using Greek and Latin roots and affixe*s*. (*See Instructional Appendix: Greek and Latin Roots and Affixes.*)

Grade 8

WRITING

Developing Written Communication

Standard 8-4   The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions of written Standard American English.

> The teacher should continue to address earlier indicators as they apply to more difficult texts.
>
> Instructional appendixes are provided as the baseline expectations for instruction and are not intended to be all-inclusive documents.
>
> By the end of eighth grade, students should have mastered the concepts listed below. Review and/or reteaching may be necessary.

Conventions of Grammar	Mechanics of Editing
Parts of Speech	**Capitalization**
nouns (common and proper nouns, singular and plural nouns, collective nouns, agreement of nouns and their modifiers)	first word of a sentence; the names of people; the pronoun *I*; proper nouns; the initials of a person's name; courtesy titles (for example, Mr. and Ms.); days of the week; months of the year; titles of books, poems, and songs; geographic names; holidays; historical and special events; titles of works of art; titles of publications; brand names; proper adjectives; names of organizations; names of ethnic and national groups; names of established religions and languages
pronouns (personal pronouns, nominative and objective-case pronouns, pronoun-antecedent agreement, indefinite pronouns, pronoun case)	
verbs (past, present, and future verb tenses; past participles of commonly misused verbs; subject-verb agreement; consistent verb tenses; verb formation)	**Punctuation**
	end punctuation (periods, exclamation points, question marks)
adverbs (adverbs of time, place, manner, and degree; irregular adverbs; formation of comparative and superlative adverbs)	***commas*** (to enclose appositives; to separate items in a series; in dates, addresses, and greetings and closings in letters; in compound sentences; between main clauses; to separate introductory clauses and long introductory phrases from the main body of sentences)
adjectives (comparative and superlative adjectives, proper adjectives, irregular comparative and superlative adjectives, formation of comparative and superlative adjectives)	
	periods in abbreviations
conjunctions (*and, but, or, because, since, yet, until, although, while, neither, nor*)	***apostrophes*** (contractions, possessive nouns)
prepositions and prepositional phrases	

interjections **<u>Usage</u>** • subject-verb agreement • subject-verb and pronoun-antecedent agreement with collective nouns • main and subordinate clauses • idiomatic usage • placement of modifiers • shifts in construction	***quotation marks*** (to show dialogue, in direct quotations, to indicate titles of short pieces within longer pieces, underlining or italics of titles of separately published works) ***colons*** ***hyphens*** ***semicolons*** ***ellipses*** ***parentheses*** **<u>Spelling</u>** high-frequency words; three- and four-letter short-vowel words; words that do not fit regular spelling patterns; basic short-vowel, long-vowel, *r-* controlled, and consonant-blend patterns; misused homonyms; commonly confused words; words that have blends; contractions; compound words; words with orthographic patterns; words with suffixes and prefixes; multisyllabic words; commonly confused words; double consonant patterns; irregular vowel patterns in multisyllabic words; and words with Greek and Latin roots and affixes

Indicators

8-4.1   Organize written works using prewriting techniques, discussions, graphic organizers, models, and outlines.

8-4.2   Use complete sentences in a variety of types (including simple, compound, complex, and compound-complex).

8-4.3   Create multiple-paragraph compositions that include a central idea with supporting details and use appropriate transitions between paragraphs.

8-4.4   Use grammatical conventions of written Standard American English, including the reinforcement of conventions previously taught. *(See Instructional Appendix: Composite Writing Matrix.*)

8-4.5   Revise writing to improve clarity, tone, voice, content, and the development of ideas. (*See Instructional Appendix: Composite Writing Matrix.)*

8-4.6   Edit for the correct use of written Standard American English, including ellipses and parentheses. (*See Instructional Appendix: Composite Writing Matrix.*)

8-4.7   Spell correctly using Standard American English.

WRITING

Producing Written Communications in a Variety of Form

Standard 8-5   The student will write for a variety of purposes and audiences.

> The teacher should continue to address earlier indicators as they apply to more difficult texts.

Indicators

8-5.1   Create informational pieces (for example, reports and letters of request, inquiry, or complaint) that use language appropriate for the specific audience.

8-5.2   Create narratives (for example, memoirs) that communicate the significance of particular personal relationships.

8-5.3   Create descriptions for use in other modes of written works (for example, narrative, expository, and persuasive).

8-5.4   Create persuasive pieces (for example, editorials, essays, or speeches) that support a clearly stated position with concrete evidence.

RESEARCHING

Applying the Skills of Inquiry and Oral Communication

Standard 8-6   The student will access and use information from a variety of sources.

> The teacher should continue to address earlier indicators as they apply to more difficult texts.

Indicators

8-6.1   Clarify and refine a research topic.

8-6.2   Use direct quotations, paraphrasing, or summaries to incorporate into written, oral, auditory, or visual works the information gathered from a variety of research sources.

8-6.3   Use a standardized system of documentation (including a list of sources with full publication information and the use of in-text citations) to properly credit the work of others.

8-6.4   Use vocabulary (including Standard American English) that is appropriate for the particular audience or purpose.

8-6.5   Use appropriate organizational strategies to prepare written works, oral and auditory presentations, and visual presentations.

8-6.6   Select appropriate graphics, in print or electronic form, to support written works, oral presentations, and visual presentations.

8-6.7   Use a variety of print and electronic reference materials.

8-6.8   Design and carry out research projects by selecting a topic, constructing inquiry questions, accessing resources, evaluating credibility, and selecting and organizing information.

High School Course Standards

English 1
Overview

In English 1, students continue to develop skills through structured study and independent reading of literary and informational texts. A variety of informational texts as well as four major types of literary texts—fiction, literary nonfiction, poetry, and drama—are read and viewed both inside and outside of class. Through literary texts, students study the author's craft by making inferences, determining point of view, and analyzing theme and figurative language. By reading a variety of informational texts, students analyze an author's development and support of a thesis, create a variety of responses to texts, and examine the ways that bias is revealed in texts. In addition, students continue to develop and use in reading, writing, and oral communication, a knowledge of vocabulary that includes roots, affixes, euphemisms, and idioms.

High school students are a great deal more sophisticated in their use of language than they were in the lower grades. They now produce coherent and well-organized writing that includes a thesis and supporting evidence. In implementing the writing process, students compose various types of texts including informational (expository/persuasive/argumentative) pieces and narratives. They proofread and edit for the correct use of the conventions of written Standard American English, and they improve the content and development, the organization, and the quality of voice in their writing through the use of revision strategies. The ability to develop an idea thoughtfully is a skill that students will use in college and in the workplace.

In carrying out the research process, students in English 1 identify a topic, collect information from primary and secondary sources, and present their findings and conclusions in oral, written, and visual formats. In today's technological world, with the amount of information expanding at an unparalleled rate, students must be adept at accessing information in order to become critical, independent learners, thinkers, and writers. They must be able to determine what particular type of information they need for a specific topic, and they must know how to locate that information efficiently. Students must also be able to evaluate the validity of their sources. In addition, after incorporating their own ideas with the information they have chosen from those sources, they must be able to clearly distinguish that information from their own ideas by providing accurate and complete documentation of the sources they have used.

READING

Understanding and Using Literary Texts

Standard E1-1   The student will read and comprehend a variety of literary texts in print and nonprint formats.

> Students in English 1 read four major types of literary texts: **fiction**, **literary nonfiction**, **poetry**, and **drama**. In the category of **fiction**, they read the following specific types of texts: chapter books, adventure stories, historical fiction, contemporary realistic fiction, young adult novels, science fiction, folktales, myths, satires, parodies, allegories, and monologues. In the category of **literary nonfiction**, they read classical essays, memoirs, autobiographical and biographical sketches, and speeches. In the category of **poetry**, they read narrative poems, lyrical poems, humorous poems, free verse, odes, songs/ballads, and epics.
>
> The teacher should continue to address earlier indicators as they apply to more difficult texts.

Indicators

E1-1.1   Compare/contrast ideas within and across literary texts to make inferences.

E1-1.2   Analyze the impact of point of view on literary texts.

E1-1.3   Interpret devices of figurative language (including extended metaphor, oxymoron, pun, and paradox).

E1-1.4   Analyze the relationship among character, plot, conflict, and theme in a given literary text.

E1-1.5   Analyze the effect of the author's craft (including tone and the use of imagery, flashback, foreshadowing, symbolism, irony, and allusion) on the meaning of literary texts.

E1-1.6   Create responses to literary texts through a variety of methods (for example, written works, oral and auditory presentations, discussions, media productions, and the visual and performing arts).

E1-1.7   Compare/contrast literary texts from various genres (for example, poetry, drama, novels, and short stories).

E1-1.8   Read independently for extended periods of time for pleasure.

English 1

READING

Understanding and Using Informational Texts

Standard E1-2   The student will read and comprehend a variety of informational texts in print and nonprint formats.

Students in English 1 read **informational** (**expository/persuasive/argumentative**) **texts** of the following types: historical documents, research reports, essays (for example, social, political, scientific, historical, natural history), position papers (for example, persuasive brochures, campaign literature), editorials, letters to the editor, informational trade books, textbooks, news and feature articles, magazine articles, advertisements, journals, speeches, reviews (for example, book, movie, product), contracts, government documents, business forms, instruction manuals, product-support materials, and application forms. They also read directions, schedules, and recipes embedded in informational texts. In addition, they examine commercials, documentaries, and other forms of **nonprint informational texts**.

The teacher should continue to address earlier indicators as they apply to more difficult texts.

Indicators

E1-2.1   Compare/contrast theses within and across informational texts.
E1-2.2   Compare/contrast information within and across texts to draw conclusions and make inferences.
E1-2.3   Analyze informational texts for author bias (including word choice, the exclusion and inclusion of particular information, and unsupported opinions).
E1-2.4   Create responses to informational texts through a variety of methods (for example, drawings, written works, oral and auditory presentations, discussions, and media productions).
E1-2.5   Analyze the impact that text elements have on the meaning of a given informational text.
E1-2.6   Analyze information from graphic features (for example, charts and graphs) in informational texts.
E1-2.7   Analyze propaganda techniques in informational texts.
E1-2.8   Read independently for extended periods of time to gain information.

English 1

READING

Building Vocabulary

Standard E1-3   The student will use word analysis and vocabulary strategies to read fluently.

> The teacher should continue to address earlier indicators as they apply to more difficult texts.
>
> Instructional appendixes are provided as the baseline expectations for instruction and are not intended to be all-inclusive documents.

Indicators

E1-3.1   Use context clues to determine the meaning of technical terms and other unfamiliar words.

E1-3.2   Analyze the meaning of words by using Greek and Latin roots and affixes. (*See Instructional Appendix: Greek and Latin Roots and Affixes.*)

E1-3.3   Interpret euphemisms and connotations of words to understand the meaning of a given text.

E1-3.4   Spell new words using Greek and Latin roots and affixes. (*See Instructional Appendix: Greek and Latin Roots and Affixes.*)

English 1

WRITING

Developing Written Communications

Standard E1-4 The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions of written Standard American English.

> The teacher should continue to address earlier indicators as they apply to more difficult texts.
>
> Instructional appendixes are provided as the baseline expectations for instruction and are not intended to be all-inclusive documents.
>
> By the beginning of high school, students should have mastered the concepts listed below. Review and/or reteaching may be necessary.

Conventions of Grammar	Mechanics of Editing
Parts of Speech	**Capitalization**
nouns (common and proper nouns, singular and plural nouns, collective nouns, agreement of nouns and their modifiers)	first word of a sentence; the names of people; the pronoun *I*; proper nouns; the initials of a person's name; courtesy titles (for example, Mr. and Ms.); days of the week; months of the year; titles of books, poems, and songs; geographic names; holidays; historical and special events; titles of works of art; titles of publications; brand names; proper adjectives; names of organizations; names of ethnic and national groups; names of established religions and languages
pronouns (personal pronouns, nominative and objective-case pronouns, pronoun-antecedent agreement, indefinite pronouns, pronoun case)	
verbs (past, present, and future verb tenses; past participles of commonly misused verbs; subject-verb agreement; consistent verb tenses; verb formation)	**Punctuation**
	end punctuation (periods, exclamation points, question marks)
adverbs (adverbs of time, place, manner, and degree; irregular adverbs; formation of comparative and superlative adverbs)	
	commas (to enclose appositives; to separate items in a series; in dates, addresses, and greetings and closings in letters; in compound sentences; between main clauses; to separate introductory clauses and long introductory phrases from the main body of sentences)
adjectives (comparative and superlative adjectives, proper adjectives, irregular comparative and superlative adjectives, formation of comparative and superlative adjectives)	
conjunctions (*and, but, or, because, since, yet, until, although, while, neither, nor*)	**periods** in abbreviations

89

prepositions and prepositional phrases ***interjections*** **<u>Usage</u>** • subject-verb agreement • subject-verb and pronoun-antecedent agreement with collective nouns • main and subordinate clauses • idiomatic usage • placement of modifiers • shifts in construction	***apostrophes*** (contractions, possessive nouns) ***quotation marks*** (to show dialogue, in direct quotations, to indicate titles of short pieces within longer pieces, underlining or italics of titles of separately published works) ***colons*** ***hyphens*** ***semicolons*** ***ellipses*** ***parentheses*** **<u>Spelling</u>** (high-frequency words; three- and four-letter short-vowel words; words that do not fit regular spelling patterns; basic short-vowel, long-vowel, *r-* controlled, and consonant-blend patterns; misused homonyms; commonly confused words; words that have blends; contractions; compound words; words with orthographic patterns; words with suffixes and prefixes; multisyllabic words; commonly confused words; double consonant patterns; irregular vowel patterns in multisyllabic words; and words with Greek and Latin roots and affixes)

Indicators

E1-4.1   Organize written works using prewriting techniques, discussions, graphic organizers, models, and outlines.

E1-4.2   Use complete sentences in a variety of types (including simple, compound, complex, and compound-complex).

E1-4.3   Create multiple-paragraph compositions that have an introduction and a conclusion, include a coherent thesis, and use support (for example, definitions and descriptions).

E1-4.4   Use grammatical conventions of written Standard American English, including
   - subject-verb agreement,
   - pronoun-antecedent agreement,
   - agreement of nouns and their modifiers,
   - verb formation,
   - pronoun case,
   - formation of comparative and superlative adjectives and adverbs, and
   - idiomatic usage.

   (*See Instructional Appendix: Composite Writing Matrix.*)

E1-4.5   Revise writing to improve clarity, tone, voice, content, and the development of ideas. (*See Instructional Appendix: Composite Writing Matrix.)*

E1-4.6   Edit written pieces for correct use of Standard American English, including the reinforcement of the mechanics previously taught. (*See Instructional Appendix: Composite Writing Matrix.*)

WRITING

Producing Written Communications in a Variety of Forms

Standard E1-5   The student will write for a variety of purposes and audiences.

> The teacher should continue to address earlier indicators as they apply to more difficult texts.

Indicators

E1-5.1   Create informational pieces (for example, letters of request, inquiry, or complaint) that use language appropriate for the specific audience.

E1-5.2   Create narratives (for example, personal essays, memoirs, or narrative poems) that use descriptive language to create tone and mood.

E1-5.3   Create descriptions for use in other modes of written works (for example, narrative, expository, and persuasive).

E1-5.4   Create persuasive pieces (for example, editorials, essays, speeches, or reports) that develop a clearly stated thesis and use support (for example, facts, statistics, and firsthand accounts).

E1-5.5   Create technical pieces (for example, proposals, instructions, and process documentation) that use clear and precise language appropriate for the purpose and audience.

English 1

RESEARCHING

Applying the Skills of Inquiry and Oral Communication

Standard E1-6   The student will access and use information from a variety of sources.

> The teacher should continue to address earlier indicators as they apply to more difficult texts.

Indicators

E1-6.1   Clarify and refine a research topic.

E1-6.2   Use direct quotations, paraphrasing, or summaries to incorporate into written, oral, auditory, or visual works the information gathered from a variety of research sources.

E1-6.3   Use a standardized system of documentation (including a list of sources with full publication information and the use of in-text citations) to properly credit the work of others.

E1-6.4   Use vocabulary (including Standard American English) that is appropriate for the particular audience or purpose.

E1-6.5   Create written works, oral and auditory presentations, and visual presentations that are designed for a specific audience and purpose.

E1-6.6   Select appropriate graphics, in print or electronic form, to support written works, oral presentations, and visual presentations.

E1-6.7   Use a variety of print and electronic reference materials.

E1-6.8   Design and carry out research projects by selecting a topic, constructing inquiry questions, accessing resources, evaluating credibility, and organizing information.

English 2 Overview

Students in English 2 continue to develop their skills through the structured study and independent reading of literary and informational texts. With the focus on world literature, they read a variety of fiction, poetry, drama, and nonfiction literary texts both in class and on their own. They study the author's craft by making inferences about meaning and the use of language, determining point of view, and analyzing theme and figurative language in literary texts. By reading informational texts, students analyze the development of a thesis. They create a variety of responses to texts and critique how bias is revealed. Students understand, interpret, analyze, and evaluate aspects of literary and informational texts. In addition, students continue to develop and use in their reading, writing, and oral communication a knowledge of vocabulary that includes roots, affixes, euphemisms, and idioms.

Students produce essays that are coherent and well organized with a thesis and supporting evidence. In implementing the writing process, students compose various types of writing including narrative, persuasive, expository, technical, and analytical. They proofread and edit for the correct use of the conventions of Standard American English, and they use revision strategies to improve the content and development, the organization, and the quality of voice in their written works.

The ability to locate, use, and evaluate information is the basis of lifelong learning. High school students are faced with unprecedented amounts of information—in school, the workplace, and at home. They must develop skills and strategies to evaluate information critically. Students learn to question the authenticity, validity, and reliability of sources of information. In carrying out the research process, students identify a topic, collect information from primary and secondary sources, and present the information in oral, written, and visual formats. Students evaluate the validity of sources and incorporate their own ideas with the ideas of others. They also paraphrase and summarize information they have gathered from their research. They properly credit the work of others by using a standardized system of documentation.

English 2

READING

Understanding and Using Literary Texts

Standard E2-1   The student will read and comprehend a variety of literary texts in print and nonprint formats.

Students in English 2 read four major types of literary texts: **fiction**, **literary nonfiction**, **poetry**, and **drama**. In the category of **fiction**, they read the following specific types of texts: chapter books, adventure stories, historical fiction, contemporary realistic fiction, young adult novels, science fiction, folktales, myths, satires, parodies, allegories, and monologues. In the category of **literary nonfiction**, they read classical essays, memoirs, autobiographical and biographical sketches, and speeches. In the category of **poetry**, they read narrative poems, lyrical poems, humorous poems, free verse, odes, songs/ballads, and epics.

The teacher should continue to address earlier indicators as they apply to more difficult texts.

Indicators

E2-1.1   Compare/contrast ideas within and across literary texts to make inferences.
E2-1.2   Analyze the impact of point of view on literary texts.
E2-1.3   Analyze devices of figurative language (including extended metaphor, oxymoron, pun, and paradox).
E2-1.4   Analyze the relationship among character, plot, conflict, and theme in a given literary text.
E2-1.5   Analyze the effect of the author's craft (including tone and the use of imagery, flashback, foreshadowing, symbolism, irony, and allusion) on the meaning of literary texts.
E2-1.6   Create responses to literary texts through a variety of methods (for example, written works, oral and auditory presentations, discussions, media productions, and the visual and performing arts).
E2-1.7   Compare/contrast literary texts from various genres (for example, poetry, drama, novels, and short stories).
E2-1.8   Read independently for extended periods of time for pleasure.

READING

Understanding and Using Informational Texts

Standard E2-2   The student will read and comprehend a variety of informational texts in print and nonprint formats.

> Students in English 2 read **informational** (**expository**/**persuasive**/**argumentative**) **texts** of the following types: historical documents, research reports, essays (for example, social, political, scientific, historical, natural history), position papers (for example, persuasive brochures, campaign literature), editorials, letters to the editor, informational trade books, textbooks, news and feature articles, magazine articles, advertisements, journals, speeches, reviews (for example, book, movie, product), contracts, government documents, business forms, instruction manuals, product-support materials, and application forms. They also read directions, schedules, and recipes embedded in informational texts. In addition, they examine commercials, documentaries, and other forms of **nonprint informational texts**.
>
> The teacher should continue to address earlier indicators as they apply to more difficult texts.

Indicators

E2-2.1   Compare/contrast theses within and across informational texts.

E2-2.2   Compare/contrast information within and across texts to draw conclusions and make inferences.

E2-2.3   Analyze informational texts for author bias (including word choice, the exclusion and inclusion of particular information, and unsupported opinions).

E2-2.4   Create responses to informational texts through a variety of methods (for example, drawings, written works, oral and auditory presentations, discussions, and media productions).

E2-2.5   Analyze the impact that text elements have on the meaning of a given informational text.

E2-2.6   Analyze information from graphic features (for example, charts and graphs) in informational texts.

E2-2.7   Analyze propaganda techniques in informational texts.

E2-2.8   Read independently for extended periods of time to gain information.

English 2

READING

Building Vocabulary

Standard E2-3   The student will use word analysis and vocabulary strategies to read fluently.

> The teacher should continue to address earlier indicators as they apply to more difficult texts.
>
> Instructional appendixes are provided as the baseline expectations for instruction and are not intended to be all-inclusive documents.

Indicators

E2-3.1   Use context clues to determine the meaning of technical terms and other unfamiliar words.

E2-3.2   Analyze the meaning of words by using Greek and Latin roots and affixes. *(See Instructional Appendix: Greek and Latin Roots and Affixes.)*

E2-3.3   Interpret euphemisms and the connotations of words to understand the meaning of a given text.

E2-3.4   Spell new words using Greek and Latin roots and affixes (*See Instructional Appendix: Greek and Latin Roots and Affixes.*)

English 2

WRITING

Developing Written Communications

Standard E2-4   The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions of written Standard American English.

> The teacher should continue to address earlier indicators as they apply to more difficult texts.
>
> Instructional appendixes are provided as the baseline expectations for instruction and are not intended to be all-inclusive documents.
>
> By the beginning of high school, students should have mastered the concepts listed below. Review and/or reteaching may be necessary.

Conventions of Grammar	Mechanics of Editing
Parts of Speech	**Capitalization**
nouns (common and proper nouns, singular and plural nouns, collective nouns, agreement of nouns and their modifiers)	first word of a sentence; the names of people; the pronoun *I*; proper nouns; the initials of a person's name; courtesy titles (for example, Mr. and Ms.); days of the week; months of the year; titles of books, poems, and songs; geographic names; holidays; historical and special events; titles of works of art; titles of publications; brand names; proper adjectives; names of organizations; names of ethnic and national groups; names of established religions and languages
pronouns (personal pronouns, nominative and objective-case pronouns, pronoun-antecedent agreement, indefinite pronouns, pronoun case)	
verbs (past, present, and future verb tenses; past participles of commonly misused verbs; subject-verb agreement; consistent verb tenses; verb formation)	**Punctuation**
	end punctuation (periods, exclamation points, question marks)
adverbs (adverbs of time, place, manner, and degree; irregular adverbs; formation of comparative and superlative adverbs)	**commas** (to enclose appositives; to separate items in a series; in dates, addresses, and greetings and closings in letters; in compound sentences; between main clauses; to separate introductory clauses and long introductory phrases from the main body of sentences)
adjectives (comparative and superlative adjectives, proper adjectives, irregular comparative and superlative adjectives, formation of comparative and superlative adjectives)	
conjunctions (*and, but, or, because, since, yet, until, although, while, neither, nor*)	**periods** in abbreviations
	apostrophes (contractions, possessive nouns)
prepositions and prepositional phrases	

interjections **<u>Usage</u>** • subject-verb agreement • subject-verb and pronoun-antecedent agreement with collective nouns • main and subordinate clauses • idiomatic usage • placement of modifiers • shifts in construction	***quotation marks*** (to show dialogue, in direct quotations, to indicate titles of short pieces within longer pieces, underlining or italics of titles of separately published works) ***colons*** ***hyphens*** ***semicolons*** ***ellipses*** ***parentheses*** **<u>Spelling</u>** (high-frequency words; three- and four-letter short-vowel words; words that do not fit regular spelling patterns; basic short-vowel, long-vowel, *r-* controlled, and consonant-blend patterns; misused homonyms; commonly confused words; words that have blends; contractions; compound words; words with orthographic patterns; words with suffixes and prefixes; multisyllabic words; commonly confused words; double consonant patterns; irregular vowel patterns in multisyllabic words; and words with Greek and Latin roots and affixes)

Indicators

E2-4.1   Organize written works using prewriting techniques, discussions, graphic organizers, models, and outlines.

E2-4.2   Use complete sentences in a variety of types (including simple, compound, complex, and compound-complex).

E2-4.3   Create multiple-paragraph compositions that have an introduction and a conclusion, include a coherent thesis, and use support (for example, definitions and descriptions).

E2-4.4   Use grammatical conventions of written Standard American English, including

- subject-verb agreement,
- pronoun-antecedent agreement,
- agreement of nouns and their modifiers,
- verb formation,
- pronoun case,
- formation of comparative and superlative adjectives and adverbs, and
- idiomatic usage.

(*See Instructional Appendix: Composite Writing Matrix.*)

E2-4.5   Revise writing to improve clarity, tone, voice, content, and the development of ideas. (*See Instructional Appendix: Composite Writing Matrix.)*

E2-4.6   Edit written pieces for the correct use of Standard American English, including the reinforcement of conventions previously taught. (*See Instructional Appendix: Composite Writing Matrix.)*

WRITING

Producing Written Communications in a Variety of Forms

Standard E2-5   The student will write for a variety of purposes and audiences.

> The teacher should continue to address earlier indicators as they apply to more difficult texts.

Indicators

E2-5.1   Create informational pieces (for example, resumes, memos, letters of request, inquiry, or complaint) that use language appropriate for the specific audience.

E2-5.2   Create narrative pieces (for example, personal essays, memoirs, or narrative poems) that use figurative language and word choice to create tone and mood.

E2-5.3   Create descriptive pieces (for example, personal essays, travel writing, or restaurant reviews) that use sensory images and vivid word choice.

E2-5.4   Create persuasive pieces (for example, editorials, essays, speeches, or reports) that develop a clearly stated thesis and use support (for example, facts, statistics, and first-hand accounts).

E2-5.5   Create technical pieces (for example, proposals, instructions, and process documentation) that use clear and precise language suitable for the purpose and audience.

RESEARCHING

Applying the Skills of Inquiry and Oral Communication

Standard E2-6   The student will access and use information from a variety of sources.

> The teacher should continue to address earlier indicators as they apply to more difficult texts.

Indicators

E2-6.1   Clarify and refine a research topic.

E2-6.2   Use direct quotations, paraphrasing, or summaries to incorporate into written, oral, auditory, or visual works the information gathered from a variety of research sources.

E2-6.3   Use a standardized system of documentation (including a list of sources with full publication information and the use of in-text citations) to properly credit the work of others.

E2-6.4   Use vocabulary (including Standard American English) that is appropriate for the particular audience or purpose.

E2-6.5   Create written works, oral and auditory presentations, and visual presentations that are designed for a specific audience and purpose.

E2-6.6   Select appropriate graphics, in print or electronic form, to support written works, oral presentations, and visual presentations.

E2-6.7   Use a variety of print and electronic reference materials.

E2-6.8   Design and carry out research projects by selecting a topic, constructing inquiry questions, accessing resources, evaluating credibility, and organizing information.

English 3
Overview

In English 3, students refine their knowledge of language through a focused study of American literature. They read and view a variety of informational texts as well as four major types of literary texts—fiction, literary nonfiction, poetry, and drama—both inside and outside of class. Through literary texts, students study the author's craft by making inferences, determining point of view, and analyzing theme and figurative language. By reading a variety of informational texts, students analyze an author's development and support of a thesis and create a variety of responses to texts. English 3 students analyze propaganda techniques and critique how bias is revealed in texts. In addition, students continue to develop and use in their reading, writing, and oral communication a knowledge of vocabulary that includes roots, affixes, euphemisms, and idioms.

In writing, students produce essays that are coherent and well organized with a thesis and supporting evidence. In implementing the writing process, students compose various types of written works, including narratives and informational (expository/persuasive/argumentative) pieces. They proofread and edit their work for the correct use of the conventions of written Standard American English, and they use revision strategies to improve such elements as voice, content and development, and organization.

Students in English 3 are more sophisticated and self-directed in their learning. In carrying out the research process, they identify a topic, collect information from primary and secondary sources, and present their findings and conclusions in oral, written, and visual formats. Students must determine the particular type of information they need for a specific topic, and they must know how to locate that information efficiently. Students must also evaluate the validity of their sources. In addition, after incorporating their own ideas with information from other sources, they must clearly distinguish their own ideas from those of others by providing accurate and complete documentation.

English 3

READING

Understanding and Using Literary Texts

Standard E3-1   The student will read and comprehend a variety of literary texts in print and nonprint formats.

> Students in English 3 read four major types of literary texts: **fiction**, **literary nonfiction**, **poetry**, and **drama**. In the category of **fiction**, they read the following specific types of texts: chapter books, adventure stories, historical fiction, contemporary realistic fiction, folktales, myths, satires, parodies, allegories, and monologues. In the category of **literary nonfiction**, they read classical essays, memoirs, autobiographical and biographical sketches, and speeches. In the category of **poetry**, they read narrative poems, lyrical poems, humorous poems, free verse, odes, songs/ballads, and epics.
>
> The teacher should continue to address earlier indicators as they apply to more difficult texts.

Indicators

E3-1.1   Compare/contrast ideas within and across literary texts to make inferences.

E3-1.2   Evaluate the impact of point of view on literary texts.

E3-1.3   Evaluate devices of figurative language (including extended metaphor, oxymoron, pun, and paradox).

E3-1.4   Evaluate the relationship among character, plot, conflict, and theme in a given literary text.

E3-1.5   Analyze the effect of the author's craft (including tone and the use of imagery, flashback, foreshadowing, symbolism, motif, irony, and allusion) on the meaning of literary texts.

E3-1.6   Create responses to literary texts through a variety of methods (for example, written works, oral and auditory presentations, discussions, media productions, and the visual and performing arts).

E3-1.7   Evaluate an author's use of genre to convey theme.

E3-1.8   Read independently for extended periods of time for pleasure.

English 3

READING

Understanding and Using Informational Texts

Standard E3-2   The student will read and comprehend a variety of informational texts in print and nonprint formats.

Students in English 3 read **informational** (**expository/persuasive/argumentative**) **texts** of the following types: historical documents, research reports, essays (for example, social, political, scientific, historical, natural history), position papers (for example, persuasive brochures, campaign literature), editorials, letters to the editor, informational trade books, textbooks, news and feature articles, magazine articles, advertisements, journals, speeches, reviews (for example, book, movie, product), contracts, government documents, business forms instruction manuals, product-support materials, and application forms. They also read directions, schedules, and recipes embedded in informational texts. In addition, they examine commercials, documentaries, and other forms of **nonprint informational texts**.

The teacher should continue to address earlier indicators as they apply to more difficult texts.

Indicators

E3-2.1   Evaluate theses within and across informational texts.

E3-2.2   Compare/contrast information within and across texts to draw conclusions and make inferences.

E3-2.3   Analyze informational texts for author bias (including word choice, the exclusion and inclusion of particular information, and unsupported opinion).

E3-2.4   Create responses to informational texts through a variety of methods (for example, drawings, written works, oral and auditory presentations, discussions, and media productions).

E3-2.5   Evaluate the impact that text elements have on the meaning of a given informational text.

E3-2.6   Evaluate information from graphic features (for example, charts and graphs) in informational texts.

E3-2.7   Evaluate propaganda techniques and rhetorical devices in informational texts.

E3-2.8   Read independently for extended periods of time to gain information.

READING

Building Vocabulary

Standard E3-3   The student will use word analysis and vocabulary strategies to read fluently.

> The teacher should continue to address earlier indicators as they apply to more difficult texts.
>
> Instructional appendixes are provided as the baseline expectations for instruction and are not intended to be all-inclusive documents.

Indicators

E3-3.1   Use context clues to determine the meaning of technical terms and other unfamiliar words.

E3-3.2   Analyze the meaning of words by using Greek and Latin roots and affixes. *(See Instructional Appendix: Greek and Latin Roots and Affixes.)*

E3-3.3   Explain how American history and culture have influenced the use and development of the English language.

E3-3.4   Spell new words using Greek and Latin roots and affixes. (*See Instructional Appendix: Greek and Latin Roots and Affixes.*)

WRITING

Developing Written Communications

Standard E3-4   The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, correct use of the conventions of written Standard American English.

> The teacher should continue to address earlier indicators as they apply to more difficult texts.
>
> Instructional appendixes are provided as the baseline expectations for instruction and are not intended to be all-inclusive documents.
>
> By the beginning of high school, students should have mastered the concepts listed below. Review and/or reteaching may be necessary.

Conventions of Grammar	Mechanics of Editing
Parts of Speech	**Capitalization**
nouns (common and proper nouns, singular and plural nouns, collective nouns, agreement of nouns and their modifiers)	first word of a sentence; the names of people; the pronoun *I*; proper nouns; the initials of a person's name; courtesy titles (for example, Mr. and Ms.); days of the week; months of the year; titles of books, poems, and songs; geographic names; holidays; historical and special events; titles of works of art; titles of publications; brand names; proper adjectives; names of organizations; names of ethnic and national groups; names of established religions and languages
pronouns (personal pronouns, nominative and objective-case pronouns, pronoun-antecedent agreement, indefinite pronouns, pronoun case)	
verbs (past, present, and future verb tenses; past participles of commonly misused verbs; subject-verb agreement; consistent verb tenses; verb formation)	
	Punctuation
adverbs (adverbs of time, place, manner, and degree; irregular adverbs; formation of comparative and superlative adverbs)	**end punctuation** (periods, exclamation points, question marks)
adjectives (comparative and superlative adjectives, proper adjectives, irregular comparative and superlative adjectives, formation of comparative and superlative adjectives)	**commas** (to enclose appositives; to separate items in a series; in dates, addresses, and greetings and closings in letters; in compound sentences; between main clauses; to separate introductory clauses and long introductory phrases from the main body of sentences)
conjunctions (and, but, or, because, since, yet, until, although, while, neither, nor)	**periods** in abbreviations
prepositions and prepositional phrases	**apostrophes** (contractions, possessive nouns)

interjections **Usage** • subject-verb agreement • subject-verb and pronoun-antecedent agreement with collective nouns • main and subordinate clauses • idiomatic usage • placement of modifiers • shifts in construction	***quotation marks*** (to show dialogue, in direct quotations, to indicate titles of short pieces within longer pieces, underlining or italics of titles of separately published works) ***colons*** ***hyphens*** ***semicolons*** ***ellipses*** ***parentheses*** **Spelling** (high-frequency words; three- and four-letter short-vowel words; words that do not fit regular spelling patterns; basic short-vowel, long-vowel, *r-* controlled, and consonant-blend patterns; misused homonyms; commonly confused words; words that have blends; contractions; compound words; words with orthographic patterns; words with suffixes and prefixes; multisyllabic words; commonly confused words; double consonant patterns; irregular vowel patterns in multisyllabic words; and words with Greek and Latin roots and affixes)

Indicators

E3-4.1   Organize written works using prewriting techniques, discussions, graphic organizers, models, and outlines.

E3-4.2   Use complete sentences in a variety of types (for example, simple, compound, complex, and compound-complex).

E3-4.3   Create multiple-paragraph compositions that have an introduction and a conclusion, include a coherent thesis, and use support (for example, definitions and descriptions).

E3-4.4   Use grammatical conventions of written Standard American English to clarify and enhance meaning including
- subject-verb agreement,
- pronoun-antecedent agreement,
- agreement of nouns and their modifiers,
- verb formation,
- pronoun case,
- formation of comparative or superlative adjectives and adverbs, and
- idiomatic usage.

    (*See Instructional Appendix: Composite Writing Matrix.*)

E3-4.5   Revise writing to improve clarity, tone, voice, content, and the development of ideas. (*See Instructional Appendix: Composite Writing Matrix.*)

E3-4.6   Edit written pieces for the correct mechanics and usage of written Standard American English including
- internal and end of sentence punctuation,
- commas to indicate appositives,
- word placement to avoid ambiguity,
- appropriate coordination and subordination,
- relationship between and among clauses,
- placement of modifiers, and
- shifts in construction.

    (*See Instructional Appendix: Composite Writing Matrix.*)

English 3

WRITING

Producing Written Communications in a Variety of Forms

Standard E3-5   The student will write for a variety of purposes and audiences.

> The teacher should continue to address earlier indicators as they apply to more difficult texts.

Indicators

E3-5.1   Create informational pieces (for example, resumes, memos, letters of request, inquiry, or complaint) that use language appropriate for the specific audience.

E3-5.2   Create narrative pieces (for example, personal essays, memoirs, or narrative poems) that use figurative language and word choice to create tone and mood.

E3-5.3   Create descriptive pieces (for example, personal essays, travel writing, or restaurant reviews) that use sensory images and vivid word choice.

E3-5.4   Create persuasive pieces (for example, editorials, essays, speeches, or reports) that develop a clearly stated thesis and use support (for example, facts, statistics, and firsthand accounts).

E3-5.5   Create technical pieces (for example, proposals, instructions, and process documentation) that use clear and precise language appropriate for the purpose and audience.

E3-5.6   Compose effective pieces of writing to respond to prompts in "on-demand" situations.

RESEARCHING

Applying the Skills of Inquiry and Oral Communication

Standard E3-6   The student will access and use information from a variety of sources.

> The teacher should continue to address earlier indicators as they apply to more difficult texts.

Indicators

E3-6.1   Clarify and refine a research topic.

E3-6.2   Use direct quotations, paraphrasing, or summaries to incorporate into written, oral, auditory, or visual works the information gathered from a variety of research sources.

E3-6.3   Use a standardized system of documentation (including a list of sources with full publication information and the use of in-text citations) to properly credit the work of others.

E3-6.4   Use vocabulary (including Standard American English) that is appropriate for the particular audience or purpose.

E3-6.5   Create written works, oral and auditory presentations, and visual presentations that are designed for a specific audience and purpose.

E3-6.6   Select appropriate graphics, in print or electronic form, to support written works, oral presentations, and visual presentations.

E3-6.7   Use a variety of print and electronic reference materials.

E3-6.8   Design and carry out research projects by selecting a topic, constructing inquiry questions, accessing resources, evaluating credibility, and organizing information.

English 4 Overview

Focusing on British literature, English 4 students refine and expand their skills in language through structured study and independent reading of literary and informational works. Both inside and outside of class, they read and view a variety of informational texts as well as four major types of literary texts: fiction, literary nonfiction, poetry, and drama. Through literary texts, students study the author's craft by making inferences, determining point of view, analyzing theme, and figurative language. In reading a variety of informational texts, students analyze an author's development of a thesis and examine the ways that bias is revealed in texts. In addition, English 4 students continue to create a variety of responses to what they read and to develop and use in their reading, writing, and oral communication a knowledge of vocabulary that includes roots, affixes, euphemisms, and idioms.

As these students increase the sophistication of their writing, they produce coherent and well-organized writing that includes a thesis and supporting evidence. In implementing the writing process, they create various types of written works, including informational (expository/persuasive/argumentative) pieces and narratives. They proofread and edit their work for the correct use of the conventions of written Standard American English, and they use revision strategies to improve such elements as voice, content and development, and organization.

In carrying out the research process, students identify a topic, collect information from primary and secondary sources, and present their findings and conclusions in oral, written, and visual formats. They must determine what particular type of information they need for a specific topic, and they must know how to locate that information efficiently. Students must also evaluate the validity of their sources. In addition, after incorporating their own ideas with ideas from other sources, they must distinguish their own ideas from those of others by providing accurate and complete documentation. In this capstone English course, high school students assimilate and strengthen the reading, writing, communicating, and researching skills they have acquired in previous courses as solid preparation for entering college or the workplace.

English 4

READING

Understanding and Using Literary Texts

Standard E4-1   The student will read and comprehend a variety of literary texts in print and nonprint formats.

> Students in English 4 read four major types of literary texts: **fiction**, **literary nonfiction**, **poetry**, and **drama**. In the category of **fiction**, they read the following specific types of texts: adventure stories, historical fiction, contemporary realistic fiction, myths, satires, parodies, allegories, and monologues. In the category of **literary nonfiction**, they read classical essays, memoirs, autobiographical and biographical sketches, and speeches. In the category of **poetry**, they read narrative poems, lyrical poems, humorous poems, free verse, odes, songs/ballads, and epics.
>
> The teacher should continue to address earlier indicators as they apply to more difficult texts.

Indicators

E4-1.1   Compare/contrast ideas within and across literary texts to make inferences.

E4-1.2   Evaluate the impact of point of view on literary texts.

E4-1.3   Evaluate devices of figurative language (including extended metaphor, oxymoron, pun, and paradox).

E4-1.4   Evaluate the relationship among character, plot, conflict, and theme in a given literary text.

E4-1.5   Analyze the effect of the author's craft (including tone and the use of imagery, flashback, foreshadowing, symbolism, motif, irony, and allusion) on the meaning of literary texts.

E4-1.6   Create responses to literary texts through a variety of methods, (for example, written works, oral and auditory presentations, discussions, media productions, and the visual and performing arts).

E4-1.7   Evaluate an author's use of genre to convey theme.

E4-1.8   Read independently for extended periods of time for pleasure.

READING

Understanding and Using Informational Texts

Standard E4-2   The student will read and comprehend a variety of informational texts in print and nonprint formats.

Students in English 4 read **informational** (**expository**/**persuasive**/**argumentative**) **texts** of the following types: historical documents, research reports, essays (for example, social, political, scientific, historical, natural history), position papers (for example, persuasive brochures, campaign literature), editorials, letters to the editor, informational trade books, textbooks, news and feature articles, magazine articles, advertisements, journals, speeches, reviews (for example, book, movie, product), contracts, government documents, business forms instruction manuals, product-support materials, and application forms. They also read directions, schedules, and recipes embedded in informational texts. In addition, they examine commercials, documentaries, and other forms of **nonprint informational texts**.

The teacher should continue to address earlier indicators as they apply to more difficult texts.

Indicators

E4-2.1   Evaluate theses within and across informational texts.
E4-2.2   Compare/contrast information within and across texts to draw conclusions and make inferences.
E4-2.3   Analyze informational texts for author bias (including word choice, the exclusion and inclusion of particular information, and unsupported opinion).
E4-2.4   Create responses to informational texts through a variety of methods (for example, drawings, written works, oral and auditory presentations, discussions, and media productions).
E4-2.5   Evaluate the impact that text elements have on the meaning of a given informational text.
E4-2.6   Evaluate information from graphic features (for example, charts and graphs in informational texts).
E4-2.7   Evaluate propaganda techniques and rhetorical devices in informational texts.
E4-2.8   Read independently for extended periods of time to gain information.

READING

Building Vocabulary

Standard E4-3   The student will use word analysis and vocabulary strategies to read fluently.

> The teacher should continue to address earlier indicators as they apply to more difficult texts.
>
> Instructional appendixes are provided as the baseline expectations for instruction and are not intended to be all-inclusive documents.

Indicators

E4-3.1   Use context clues to determine the meaning of technical terms and other unfamiliar words.

E4-3.2   Analyze the meaning of words by using Greek and Latin roots and affixes. *(See Instructional Appendix: Greek and Latin Roots and Affixes.)*

E4-3.3   Explain how British history and culture have influenced the use and development of the English language.

E4-3.4   Spell new words using Greek and Latin roots and affixes. (*See Instructional Appendix: Greek and Latin Roots and Affixes.*)

WRITING

Developing Written Communications

Standard E4-4   The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions of written Standard American English.

The teacher should continue to address earlier indicators as they apply to more difficult texts.

Instructional appendixes are provided as the baseline expectations for instruction and are not intended to be all-inclusive documents.

By the beginning of high school, students should have mastered the concepts listed below. Review and/or reteaching may be necessary.

Conventions of Grammar	Mechanics of Editing
Parts of Speech	**Capitalization**
nouns (common and proper nouns, singular and plural nouns, collective nouns, agreement of nouns and their modifiers)	first word of a sentence; the names of people; the pronoun *I*; proper nouns; the initials of a person's name; courtesy titles (for example, Mr. and Ms.); days of the week; months of the year; titles of books, poems, and songs; geographic names; holidays; historical and special events; titles of works of art; titles of publications; brand names; proper adjectives; names of organizations; names of ethnic and national groups; names of established religions and languages
pronouns (personal pronouns, nominative and objective-case pronouns, pronoun-antecedent agreement, indefinite pronouns, pronoun case)	
verbs (past, present, and future verb tenses; past participles of commonly misused verbs; subject-verb agreement; consistent verb tenses; verb formation)	
	Punctuation
adverbs (adverbs of time, place, manner, and degree; irregular adverbs; formation of comparative and superlative adverbs)	**end punctuation** (periods, exclamation points, question marks)
adjectives (comparative and superlative adjectives, proper adjectives, irregular comparative and superlative adjectives, formation of comparative and superlative adjectives)	**commas** (to enclose appositives; to separate items in a series; in dates, addresses, and greetings and closings in letters; in compound sentences; between main clauses; to separate introductory clauses and long introductory phrases from the main body of sentences)
conjunctions (and, but, or, because, since, yet, until, although, while, neither, nor)	**periods** in abbreviations
prepositions and prepositional phrases	**apostrophes** (contractions, possessive nouns)

interjections **Usage** • subject-verb agreement • subject-verb and pronoun-antecedent agreement with collective nouns • main and subordinate clauses • idiomatic usage • placement of modifiers • shifts in construction	***quotation marks*** (to show dialogue, in direct quotations, to indicate titles of short pieces within longer pieces, underlining or italics of titles of separately published works) ***colons*** ***hyphens*** ***semicolons*** ***ellipses*** ***parentheses*** **Spelling** (high-frequency words; three- and four-letter short-vowel words; words that do not fit regular spelling patterns; basic short-vowel, long-vowel, *r-* controlled, and consonant-blend patterns; misused homonyms; commonly confused words; words that have blends; contractions; compound words; words with orthographic patterns; words with suffixes and prefixes; multisyllabic words; commonly confused words; double consonant patterns; irregular vowel patterns in multisyllabic words; and words with Greek and Latin roots and affixes)

Indicators

E4-4.1   Organize written works using prewriting techniques, discussions, graphic organizers, models, and outlines.

E4-4.2   Use complete sentences in a variety of types (including simple, compound, complex, and compound-complex).

E4-4.3   Create multiple-paragraph compositions that have an introduction and a conclusion, include a coherent thesis, and use support (for example, definitions and descriptions).

E4-4.4   Use grammatical conventions of written Standard American English to clarify and enhance meaning including
- subject-verb agreement,
- pronoun-antecedent agreement,
- agreement of nouns and their modifiers,
- verb formation,
- pronoun case,
- formation of comparative or superlative adjectives and adverbs, and
- idiomatic usage.

(*See Instructional Appendix: Composite Writing Matrix.*)

E4-4.5   Revise writing to improve clarity, tone, voice, content, and the development of ideas. (*See Instructional Appendix: Composite Writing Matrix.*)

E4-4.6   Edit for the correct mechanics and usage of written Standard American English including
- internal and end of sentence punctuation,
- commas to indicate appositives,
- word placement to avoid ambiguity,
- appropriate coordination and subordination,
- relationship between and among clauses,
- placement of modifiers, and
- shifts in construction.

(*See Instructional Appendix: Composite Writing Matrix.*)

English 4

WRITING

Producing Written Communications in a Variety of Forms

Standard E4-5   The student will write for a variety of purposes and audiences.

> The teacher should continue to address earlier indicators as they apply to more difficult texts.

Indicators

E4-5.1   Create clear and concise career-oriented and technical writings (for example, memos, business letters, résumés, technical reports, and information analyses).

E4-5.2   Create narratives (for example, personal essays, memoirs, and narrative poems) that use descriptive language to enhance voice and tone.

E4-5.3   Create descriptive pieces (for example, personal essays, travel writing, or restaurant reviews) that use sensory images and vivid word choice.

E4-5.4   Create persuasive writings (for example, editorials, essays, speeches, or reports) that address a specific audience and use logical arguments supported by facts or expert opinions.

E4-5.5   Create technical pieces (for example, proposals, instructions, and process documentation) that use clear and precise language appropriate for the purpose and audience.

E4-5.6   Compose effective pieces of writing to respond to prompts in "on-demand" situations.

English 4

RESEARCHING

Applying the Skills of Inquiry and Oral Communication

Standard E4-6   The student will access and use information from a variety of sources.

> The teacher should continue to address earlier indicators as they apply to more difficult texts.

Indicators

E4-6.1   Clarify and refine a research topic.

E4-6.2   Use direct quotations, paraphrasing, or summaries to incorporate into written, oral, auditory, or visual works the information gathered from a variety of research sources.

E4-6.3   Use a standardized system of documentation (including a list of sources with full publication information and the use of in-text citations) to properly credit the work of others.

E4-6.4   Use vocabulary (including Standard American English) that is appropriate for the particular audience or purpose.

E4-6.5   Create written works, oral and auditory presentations, and visual presentations that are designed for a specific audience and purpose.

E4-6.6   Select appropriate graphics, in print or electronic form, to support written works, oral presentations, and visual presentations.

E4-6.7   Use a variety of print and electronic reference materials.

E4-6.8   Design and carry out research projects by selecting a topic, constructing inquiry questions, accessing resources, evaluating credibility, and organizing information.

Instructional Appendixes

Appendix A

Alignment
of
Indicator Concepts
Matrix

Alignment of Indicator Concepts within Standards

Standard 1	The student will read and comprehend a variety of literary texts in print and nonprint formats.

Make predictions, draw conclusions, make inferences	
Grade/ Course	Indicator
K	Use pictures and words to make predictions regarding a story read aloud.
1	Use pictures and words to make and revise predictions about a given literary text.
2	Analyze a given literary text to make, revise, and confirm predictions.
3	Analyze a given literary text to make, revise, and confirm predictions and draw conclusions.
4	Analyze literary texts to draw conclusions and make inferences.
5	Analyze literary texts to draw conclusions and make inferences.
6	Analyze literary texts to draw conclusions and make inferences.
7	Analyze literary texts to draw conclusions and make inferences.
8	Compare/contrast ideas within and across literary texts to make inferences.
E1	Compare/contrast ideas within and across literary texts to make inferences.
E2	Compare/contrast ideas within and across literary texts to make inferences.
E3	Compare/contrast ideas within and across literary texts to make inferences.
E4	Compare/contrast ideas within and across literary texts to make inferences.

Narration and Point of View	
Grade/ Course	Indicator
K	Understand that a narrator tells the story.
1	Analyze a narrative text to determine the narrator.
2	Analyze the text to determine the narrator.
3	Analyze the text to determine first-person point of view.
4	Distinguish between first-person and third-person points of view.
5	Differentiate among the first-person, limited-omniscient (third person), and omniscient (third person) points of view.
6	Differentiate among the first-person, limited-omniscient (third person), and omniscient (third person) points of view.
7	Explain the effect of point of view on a given narrative text.
8	Explain the effect of point of view on a given literary text.
E1	Analyze the impact of point of view on literary texts.
E2	Analyze the impact of point of view on literary texts.
E3	Evaluate the impact of point of view on literary texts.
E4	Evaluate the impact of point of view on literary texts.

Sound Devices and Figurative Language	
Grade/ Course	Indicator
K	Find examples of sound devices (including onomatopoeia and alliteration) in texts read aloud.
1	Find an example of sound devices (including onomatopoeia and alliteration) in texts read aloud.
2	Find examples of figurative language (including simile) and sound devices (including onomatopoeia and alliteration).
3	Distinguish among devices of figurative language (including simile, metaphor, personification, and hyperbole) and sound devices (including onomatopoeia and alliteration).

4	Distinguish among devices of figurative language (including simile, metaphor, personification, and hyperbole) and sound devices (including onomatopoeia and alliteration).
5	Interpret devices of figurative language (including simile, metaphor, personification, and hyperbole) and sound devices (including onomatopoeia and alliteration).
6	Interpret devices of figurative language (including simile, metaphor, personification, and hyperbole) and sound devices (including onomatopoeia and alliteration).
7	Interpret devices of figurative language (including extended metaphor and oxymoron).
8	Interpret devices of figurative language (including extended metaphor, oxymoron, and paradox).
E1	Interpret devices of figurative language (including extended metaphor, oxymoron, pun, and paradox).
E2	Analyze devices of figurative language (including extended metaphor, oxymoron, pun, and paradox).
E3	Evaluate devices of figurative language (including extended metaphor, oxymoron, pun, and paradox).
E4	Evaluate devices of figurative language (including extended metaphor, oxymoron, pun, and paradox).

Literary Elements (Character, setting, plot, theme)	
Grade/ Course	**Indicator**
K	Generate a retelling that identifies the characters and the setting in a story and relates the important events in sequential order.
1	Generate a retelling that identifies the characters and the setting in a story and relates the important events in sequential order.
2	Analyze a narrative text to identify characters, setting, and plot.
3	Analyze the relationship among characters, setting, and plot in a given literary text.
4	Analyze the impact of characterization and conflict on plot.
5	Analyze literary texts to distinguish between direct and indirect characterization.
6	Analyze an author's development of characters, setting, and conflict in a given literary text.
7	• Analyze an author's development of the conflict and the individual characters as either static, dynamic, round, or flat in a given literary text. • Analyze a given literary text to determine its theme.
8	Analyze a given literary text to determine its theme.
E1	Analyze the relationship among character, plot, conflict, and theme in a given literary text.
E2	Analyze the relationship among character, plot, conflict, and theme in a given literary text.
E3	Evaluate the relationship among character, plot, conflict, and theme in a given literary text.
E4	Evaluate the relationship among character, plot, conflict, and theme in a given literary text.

Author's Craft	
Grade/ Course	**Indicator**
K	Discuss how the author's choice of words affects the meaning of the text (for example, *yell* rather than *said*).
1	Explain how elements of author's craft (for example, word choice) affect the meaning of a given literary text.
2	Explain the effect of the author's craft (for example, word choice and the use of repetition) on the meaning of a given literary text.
3	Analyze the effect of the author's craft (for example, word choice and sentence structure) on the meaning of a given literary text.
4	Interpret the effect of the author's craft (for example, word choice, sentence structure, the use of figurative language, and the use of dialogue) on the meaning of literary texts.
5	Interpret the effect of the author's craft (for example, tone, figurative language, dialogue, and imagery) on the meaning of literary texts.

6	Interpret the effect of the author's craft (including tone and the use of flashback and foreshadowing) on the meaning of literary texts.
7	Interpret the effect of the author's craft (including tone and the use of imagery, flashback, foreshadowing, symbolism, and irony) on the meaning of literary texts.
8	Analyze the effect of the author's craft (including tone and the use of imagery, flashback, foreshadowing, symbolism, irony, and allusion) on the meaning of literary texts.
E1	Analyze the effect of the author's craft (including tone and the use of imagery, flashback, foreshadowing, symbolism, irony, and allusion) on the meaning of literary texts.
E2	Analyze the effect of the author's craft (including tone and the use of imagery, flashback, foreshadowing, symbolism, irony, and allusion) on the meaning of literary texts.
E3	Analyze the effect of the author's craft (including tone and the use of imagery, flashback, foreshadowing, symbolism, motif, irony, and allusion) on the meaning of literary texts.
E4	Analyze the effect of the author's craft (including tone and the use of imagery, flashback, foreshadowing, symbolism, motif, irony, and allusion) on the meaning of literary texts.

Responding to Literary Texts	
Grade/ Course	**Indicator**
K	Create responses to literary texts through a variety of methods (for example, writing, creative dramatics, and the visual and performing arts).
1	Create responses to literary texts through a variety of methods (for example, writing, creative dramatics, and the visual and performing arts).
2	Create responses to literary texts through a variety of methods (for example, writing, creative dramatics, and the visual and performing arts).
3	Create responses to literary texts through a variety of methods (for example, writing, creative dramatics, and the visual and performing arts).
4	Create responses to literary texts through a variety of methods (for example, writing, creative dramatics, and the visual and performing arts).
5	Create responses to literary texts through a variety of methods (for example, writing, creative dramatics, and the visual and performing arts).
6	Create responses to literary texts through a variety of methods (for example, written works, oral and auditory presentations, discussions, media productions, and the visual and performing arts).
7	Create responses to literary texts through a variety of methods (for example, written works, oral and auditory presentations, discussions, media productions, and the visual and performing arts).
8	Create responses to literary texts through a variety of methods (for example, written works, oral and auditory presentations, discussions, media productions, and the visual and performing arts).
E1	Create responses to literary texts through a variety of methods (for example, written works, oral and auditory presentations, discussions, media productions, and the visual and performing arts).
E2	Create responses to literary texts through a variety of methods (for example, written works, oral and auditory presentations, discussions, media productions, and the visual and performing arts).
E3	Create responses to literary texts through a variety of methods (for example, written works, oral and auditory presentations, discussions, media productions, and the visual and performing arts).
E4	Create responses to literary texts through a variety of methods (for example, written works, oral and auditory presentations, discussions, media productions, and the visual and performing arts).

Independent Reading	
Grade/ Course	**Indicator**
K	Read independently for pleasure.
1	Read independently for extended periods of time for pleasure.
2	Read independently for extended periods of time for pleasure.
3	Read independently for extended periods of time for pleasure.

4	Read independently for extended periods of time for pleasure.
5	Read independently for extended periods of time for pleasure.
6	Read independently for extended periods of time for pleasure.
7	Read independently for extended periods of time for pleasure.
8	Read independently for extended periods of time for pleasure.
E1	Read independently for extended periods of time for pleasure.
E2	Read independently for extended periods of time for pleasure.
E3	Read independently for extended periods of time for pleasure.
E4	Read independently for extended periods of time for pleasure.

Details and Main Idea	
Grade/ Course	**Indicator**
K	• Summarize the main idea and details from literary texts read aloud. • Use relevant details in summarizing stories read aloud.
1	• Summarize the main idea and supporting evidence in literary text during classroom discussion. • Use relevant details in summarizing stories read-aloud.
2	Analyze the details that support the expression of the main idea in a given literary text.
3	Analyze the details that support the expression of the main idea in a given literary text.
4	Analyze the details that support the expression of the main idea in a given literary text.
5	Analyze the details that support the expression of the main idea in a given literary text.
6	Compare/contrast main ideas within and across literary texts.
7-E4	***No indicator at this grade level.***

Characteristics of Texts	
Grade/ Course	**Indicator**
K	Recall the characteristics of fantasy.
1	Classify a text as either fiction or nonfiction.
2	Classify works of fiction (including fables, tall tales, and folktales) and works of nonfiction (including biographies) by characteristics.
3	Classify works of fiction (including fables, tall tales, and folktales) and works of nonfiction (including biographies) by characteristics.
4	Classify works of fiction (including fables, tall tales, and folktales) and works of nonfiction (including biographies and personal essays) by characteristics.
5	Analyze works of fiction (including legends and myths) and works of nonfiction (including speeches and personal essays) by characteristics.
6	Analyze works of fiction (including legends and myths) and works of nonfiction (including speeches and personal essays) by characteristics.
7	Compare/contrast literary texts from various genres (for example, poetry, drama, novels, and short stories).
8	Compare/contrast literary texts from various genres (for example, poetry, drama, novels, and short stories).
E1	Compare/contrast literary texts from various genres (for example, poetry, drama, novels, and short stories).
E2	Compare/contrast literary texts from various genres (for example, poetry, drama, novels, and short stories).
E3	Evaluate an author's use of genre to convey theme.
E4	Evaluate an author's use of genre to convey theme.

Characteristics of Poetry and Drama	
Grade/ Course	**Indicator**
K-2	***No indicator at this grade level.***
3	Recognize the characteristics of poetry (including stanza, rhyme, and repetition).
4	Recognize the characteristics of poetry (including stanza, rhyme, and repetition).

5	Understand the characteristics of poetry (including stanza, rhyme scheme, repetition, and refrain).
6	Understand the characteristics of poetry (including stanza, rhyme scheme, repetition, and refrain) and drama (including stage directions and the use of monologues).
7-E4	***No indicator at this grade level.***

Cause and Effect

Grade/ Course	Indicator
K	Explain the cause of an event described in stories read aloud.
1	Explain cause-and-effect relationships presented in literary text.
2	Explain cause-and-effect relationships in literary texts.
3	Analyze cause-and-effect relationships in literary texts.
4	Analyze cause-and-effect relationships in literary texts.
5	Predict events in literary texts on the basis of cause-and-effect relationships.
6	Predict events in literary texts on the basis of cause-and-effect relationships.
7-E4	***No indicator at this grade level.***

> **Standard 2** The student will read and comprehend a variety of informational texts in print and nonprint formats.

Central Idea and Thesis
Details and Supporting Evidence

Grade/ Course	Indicator
K	Summarize the central idea and details from informational texts read aloud.
1	Summarize the central idea and supporting evidence in an informational text during classroom discussion.
2	Analyze the central idea and supporting evidence in an informational text during classroom discussion.
3	Summarize evidence that supports the central idea of a given informational text.
	Summarize evidence that supports the central idea of a given informational text.
5	Summarize the central idea and supporting evidence of a given informational text.
6	Analyze central ideas within and across informational texts.
7	Analyze central ideas within and across informational texts.
8	Compare/contrast central ideas within and across informational texts.
E1	Compare/contrast theses within and across informational texts.
E2	Compare/contrast theses within and across informational texts.
E3	Evaluate theses within and across informational texts.
E4	Evaluate theses within and across informational texts.

Drawing Conclusions and Making Inferences

Grade/ Course	Indicator
K	Analyze texts during classroom discussions to make inferences.
1	Analyze informational texts to draw conclusions and make inferences during classroom discussions
2	Analyze informational texts to draw conclusions and make inferences during classroom discussions.
3	Analyze informational texts to draw conclusions and make inferences.
4	Analyze informational texts to draw conclusions and make inferences.
5	Analyze informational texts to draw conclusions and make inferences.
6	Analyze informational texts to draw conclusions and make inferences.
7	Analyze information within and across texts to draw conclusions and make inferences.
8	Compare/contrast information within and across texts to draw conclusions and make

	inferences.
E1	Compare/contrast information within and across texts to draw conclusions and make inferences.
E2	Compare/contrast information within and across texts to draw conclusions and make inferences.
E3	Compare/contrast information within and across texts to draw conclusions and make inferences
E4	Compare/contrast information within and across texts to draw conclusions and make inferences.

Author's Bias (Fact and Opinion; Propaganda Techniques)	
Grade/ Course	**Indicator**
K	Find facts in texts read aloud.
1	Distinguish between facts and opinions.
2	Distinguish between facts and opinions in informational texts.
3	Distinguish between facts and opinions in informational texts.
4	Analyze informational texts to locate and identify facts and opinions.
5	Analyze a given text to detect author bias (for example, unsupported opinions).
6	• Summarize author bias based on the omission of relevant facts and statements of unsupported opinions). • Identify propaganda techniques (including testimonials and bandwagon) in informational texts.
7	• Identify author bias (for example, word choice and the exclusion and inclusion of particular information). • Identify the use of propaganda techniques (including glittering generalities and name calling) in informational texts.
8	• Analyze informational texts for author bias (for example, word choice and the exclusion and inclusion of particular information). • Identify the use of propaganda techniques (including card stacking, plain folks, and transfer) in informational texts.
E1	• Analyze informational texts for author bias (including word choice, the exclusion and inclusion of particular information, and unsupported opinions). • Analyze propaganda techniques in informational texts.
E2	• Analyze informational texts for author bias (including word choice, the exclusion and inclusion of particular information, and unsupported opinion). • Analyze propaganda techniques in informational texts.
E3	• Analyze informational texts for author bias (including word choice, the exclusion and inclusion of particular information, and unsupported opinion). • Evaluate propaganda techniques and rhetorical devices in informational texts.
E4	• Analyze informational texts for author bias (including word choice, the exclusion and inclusion of particular information, and unsupported opinion). • Evaluate propaganda techniques and rhetorical devices in informational texts.

Responding to Informational Texts	
Grade/ Course	**Indicator**
K	Create responses to informational texts through a variety of methods (for example, drawings, written works, and oral presentations).
1	Create responses to informational texts through a variety of methods (for example, drawings, written works, and oral presentations).
2	Create responses to informational texts through a variety of methods (for example, drawings, written works, and oral presentations).
3	Create responses to informational texts through a variety of methods (for example, drawings, written works, and oral presentations).
4	Create responses to informational texts through a variety of methods (for example, drawings, written works, and oral presentations).

5	Create responses to informational texts through a variety of methods (for example, drawings, written works, and oral presentations).
6	Create responses to informational texts through a variety of methods (for example, drawings, written works, oral and auditory presentations, discussions, and media productions).
7	Create responses to informational texts through a variety of methods (for example, drawings, written works, oral and auditory presentations, discussions, and media productions).
8	Create responses to informational texts through a variety of methods (for example, drawings, written works, oral and auditory presentations, discussions, and media productions).
E1	Create responses to informational texts through a variety of methods (for example, drawings, written works, oral and auditory presentations, discussions, and media productions).
E2	Create responses to informational texts through a variety of methods (for example, drawings, written works, oral and auditory presentations, discussions, and media productions).
E3	Create responses to informational texts through a variety of methods (for example, drawings, written works, oral and auditory presentations, discussions, and media productions).
E4	Create responses to informational texts through a variety of methods (for example, drawings, written works, oral and auditory presentations, discussions, and media productions).

Independent Reading	
Grade/ Course	**Indicator**
K	Read independently to gain information.
1	Read independently for extended periods of time to gain information.
2	Read independently for extended periods of time to gain information.
3	Read independently for extended periods of time to gain information.
4	Read independently for extended periods of time to gain information.
5	Read independently for extended periods of time to gain information.
6	Read independently for extended periods of time to gain information.
7	Read independently for extended periods of time to gain information.
8	Read independently for extended periods of time to gain information.
E1	Read independently for extended periods of time to gain information.
E2	Read independently for extended periods of time to gain information.
E3	Read independently for extended periods of time to gain information.
E4	Read independently for extended periods of time to gain information.

Text Elements (Headings, print styles, subheadings, captions, chapter headings, white space)	
Grade/ Course	**Indicator**
K	Understand that headings and print styles (for example, italics, bold, larger type) provide information to the reader.
1	Understand that headings, subheadings, and print styles (for example, italics, bold, larger type) provide information to the reader.
2	Use headings, subheadings, and print styles (for example, italics, bold, larger type) to gain information.
3	Use headings, subheadings, print styles, captions, and chapter headings to gain information.
4	Use headings, subheadings, print styles, white space, captions, and chapter headings to gain information.
5	Use titles, print styles, chapter headings, captions, subheadings, and white space to gain information.

6	Interpret information that text elements (for example, print styles and chapter headings) provide to the reader.
7	Analyze the impact that text elements (for example, print styles and chapter headings) have on the meaning of a given informational text.
8	Analyze the impact that text elements (for example, print styles and chapter headings) have on the meaning of a given informational text.
E1	Analyze the impact that text elements have on the meaning of a given informational text.
E2	Analyze the impact that text elements have on the meaning of a given informational text.
E3	Evaluate the impact that text elements have on the meaning of a given informational text.
E4	Evaluate the impact that text elements have on the meaning of a given informational text.

Graphic Features in Text (Illustrations, graphs, charts, maps, diagrams, graphic organizers)	
Grade/ Course	**Indicator**
K	Understand graphic features (for example, illustrations and graphs).
1	Use graphic features (for example, illustrations, graphs, charts, and maps) as sources of information.
2	Use graphic features (for example, illustrations, graphs, charts, maps, and diagrams) as sources of information.
3	Use graphic features (including illustrations, graphs, charts, maps, diagrams, and graphic organizers) as sources of information.
4	Use graphic features (for example, illustrations, graphs, charts, maps, diagrams, and graphic organizers) as sources of information.
5	Use graphic features (including illustrations, graphs, charts, maps, diagrams, and graphic organizers) as sources of information.
6	Interpret information from graphic features (for example, illustrations, graphs, charts, maps, diagrams, and graphic organizers).
7	Analyze information from graphic features (for example, charts and graphs) in informational texts.
8	Analyze information from graphic features (for example, charts and graphs) in informational texts.
E1	Analyze information from graphic features (for example, charts and graphs) in informational texts.
E2	Analyze information from graphic features (for example, charts and graphs) in informational texts.
E3	Evaluate information from graphic features (for example, charts and graphs) in informational texts.
E4	Evaluate information from graphic features (for example, charts and graphs) in informational texts.

Text Features (Tables of contents, glossaries, indexes, appendixes)	
Grade/ Course	**Indicator**
K	Recognize tables of contents.
1	Use functional text features (including tables of contents).
2	Use functional text features (including tables of contents and glossaries) as sources of information.
3	Use functional text features (including tables of contents, glossaries, and indexes) as sources of information.
4	Use functional text features (including tables of contents, glossaries, indexes, and appendixes) as sources of information.
5	Use functional text features (including tables of contents, glossaries, indexes, and appendixes).
6	Interpret information from functional text features (for example, tables of contents and glossaries).
7-E4	*No indicator at this grade level.*

Cause and Effect Relationships	
Grade/ Course	**Indicator**
K	Explain the cause of an event described in a text read aloud.
1	Explain cause-and-effect relationships in informational texts.
2	Explain cause-and-effect relationships presented in informational texts.
3	Analyze informational texts to identify cause-and-effect relationships.
4	Analyze informational texts to identify cause-and-effect relationships.
5	Predict events in informational texts on the basis of cause-and-effect relationships.
6	Predict events in informational texts on the basis of cause-and-effect relationships.
7-E4	***No indicator at this grade level.***

Standard 3
The student will learn to read by applying appropriate skills and strategies.
(Grades K and 1)

The student will use word analysis and vocabulary strategies to read fluently.
(Grades 2–E4)

Context Clues	
Grade/ Course	**Indicator**
K	*See Oral Language and Vocabulary Development.*
1	*See Oral Language and Vocabulary Development.*
2	Use context clues to determine the meaning of unfamiliar words.
3	Generate the meaning of unfamiliar and multiple-meaning words by using context clues.
4	Generate the meaning of unfamiliar and multiple-meaning words by using context clues (for example, those that provide an example or a definition).
5	Use context clues (for example, those that provide an example, a definition, or a restatement) to generate the meanings of unfamiliar and multiple-meaning words.
6	Use context clues (for example, those that provide an example, a definition, or a restatement) to generate the meanings of unfamiliar and multiple-meaning words.
7	Use context clues (for example, those that provide an example, a definition, a restatement, or a comparison/contrast) to generate the meanings of unfamiliar and multiple-meaning words.
8	Use context clues (for example, those that provide an example, a definition, a restatement, or a comparison/contrast) to generate the meanings of unfamiliar and multiple-meaning words.
E1	Use context clues to determine the meaning of technical terms and other unfamiliar words.
E2	Use context clues to determine the meaning of technical terms and other unfamiliar words.
E3	Use context clues to determine the meaning of technical terms and other unfamiliar words.
E4	Use context clues to determine the meaning of technical terms and other unfamiliar words.

Base Words and Affixes Greek and Latin Roots and Affixes	
Grade/ Course	**Indicator**
K	*See Oral Language and Vocabulary Development.*
1	*See Oral Language and Vocabulary Development.*
2	Construct meaning through a knowledge of base words, prefixes (including *un-, re-, pre-, bi-, mis-, dis-*), and suffixes (including *-er, -est, -ful*) in context.
3	Use base words and affixes to determine the meanings of words.
4	Use base words and affixes to determine the meanings of words.
5	Use base words and affixes to determine the meanings of words within texts.
6	Analyze the meaning of words by using Greek and Latin roots and affixes within texts.

7	Analyze the meaning of words by using Greek and Latin roots and affixes within texts.
8	Analyze the meaning of words by using Greek and Latin roots and affixes within texts.
E1	Analyze the meaning of words by using Greek and Latin roots and affixes.
E2	Analyze the meaning of words by using Greek and Latin roots and affixes.
E3	Analyze the meaning of words by using Greek and Latin roots and affixes.
E4	Analyze the meaning of words by using Greek and Latin roots and affixes.

Idioms and Euphemisms	
Grade/ Course	**Indicator**
K-2	*No indicator at this grade level.*
3	Interpret the meaning of idioms encountered in texts.
4	Interpret the meaning of idioms encountered in texts.
5	Interpret the meaning of idioms and euphemisms encountered in texts.
6	Interpret the meaning of idioms and euphemisms encountered in texts.
7	Interpret the meaning of idioms and euphemisms encountered in texts.
8	Interpret the meaning of idioms and euphemisms encountered in texts.
E1-E4	*No indicator at this grade level.*

Denotation and Connotation of Words	
Grade/ Course	**Indicator**
K-5	*No indicator at this grade level.*
6	Distinguish between the denotation and the connotation of a given word.
7	Interpret the connotations of words to understand the meaning of a given text.
8	Interpret the connotations of words to understand the meaning of a given text.
E1	Interpret euphemisms and connotations of words to understand the meaning of a given text.
E2	Interpret euphemisms and connotations of words to understand the meaning of a given text.
E3	Explain how American history and culture have influenced the use and development of the English language.
E4	Explain how British history and culture have influenced the use and development of the English language.

Spelling	
Grade/ Course	**Indicator**
K	*No indicator at this grade level.*
1	*No indicator at this grade level.*
2	Spell high frequency words.
3	Spell high frequency words. Spell correctly - words that have blends, - contractions, - compound words, - orthographic patterns (for example, *qu*, consonant doubling, changing the ending of a word fro –*y* to –*ies* when forming the plural), and - common homophones (for example, *hair*/*hare*).
4	Spell correctly - words with suffixes and prefixes, and - multisyllabic words.
5	Spell correctly - multisyllabic constructions, - double consonant patterns, and - irregular vowel patterns in multisyllabic words.
6	Spell new words using Greek and Latin roots and affixes.
7	Spell new words using Greek and Latin roots and affixes.
8	Spell new words using Greek and Latin roots and affixes.

E1	Spell new words using Greek and Latin roots and affixes.
E2	Spell new words using Greek and Latin roots and affixes.
E3	Spell new words using Greek and Latin roots and affixes.
E4	Spell new words using Greek and Latin roots and affixes.

The following classifications of concepts in the areas of oral language development and vocabulary acquisition, fluency, phonemic awareness, phonics, oral language acquisition and comprehension development, and concepts about prints apply only to grades K–3 as indicated.

Oral Language Development and Vocabulary Acquisition	
Grade/ Course	**Indicator**
K	• Use vocabulary acquired from a variety of sources (including conversations, texts read aloud, and the media). • Create a different form of a familiar word by adding an –*s* or –*ing* ending. • Use pictures and context to construct the meaning of unfamiliar words in texts read aloud. • Recognize high-frequency words. • Understand that multiple small words can make compound words.
1	• Use vocabulary acquired from a variety of sources (including conversations, texts read aloud, and the media). • Identify base words and their inflectional endings (including –*s*, -*es*, -*ing*, -*ed*, -*er*, and –*est)*. • Use pictures, context, and letter-sound relationships to read unfamiliar words. • Recognize high-frequency words encountered in texts. • Understand the relationship between two or more words (including synonyms, antonyms, and homonyms). • Use structural analysis to determine the meaning of compound words and contractions.
2	• Recognize high-frequency words in context. • Recognize synonyms, antonyms, and homonyms in context. • Use knowledge of individual words to determine the meaning of compound words.
3	• Read high-frequency words in texts. • Use context clues to determine the relationship between two or more words (including synonyms, antonyms, and homonyms).

Fluency	
Grade/ Course	**Indicator**
K	• Use oral rhymes, poems, and songs to build fluency. • Use appropriate voice level when speaking.
1	• Use appropriate rate, word automaticity, phrasing, intonation, and expression to read fluently. • Use appropriate voice level and intonation when speaking and reading aloud.
2	• Use appropriate rate, word automaticity, phrasing, and expression to read fluently.

Phonemic Awareness	
Grade/ Course	**Indicator**
K	• Use beginning sounds, ending sounds, and onsets and rimes to generate words orally. • Create rhyming words in response to an oral prompt. • Create words by orally adding, deleting, or changing sounds. • Use blending to generate words orally.
1	• Create rhyming words in response to an oral prompt. • Create words by orally adding, deleting, or changing sounds. • Use blending to generate words orally.

Phonics	
Grade/ Course	**Indicator**
K	• Identify beginning and ending sounds in words. • Classify words by categories (for example, beginning and ending sounds). • Match consonant and short-vowel sounds to the appropriate letters. • Recognize uppercase and lowercase letters and their order in the alphabet. • Use blending to begin reading words. • Begin to spell high-frequency words. • Use letters and relationships to sounds to write words.
1	• Use onsets and rimes to decode and generate words. • Use knowledge of letter names and their corresponding sounds to spell words independently. • Organize a series of words by alphabetizing to the first letter. • Classify words by categories (for example, beginning and ending sounds). • Identify beginning, middle, and ending sounds in single-syllable words. • Use blending to read. • Spell three- and four-letter short-vowel words and high-frequency words correctly. • Use known words to spell new words.
2	• Use knowledge of spelling patterns and high-frequency words to read fluently. • Analyze spelling patterns in context and parts of multisyllabic words (for example, onsets and rimes). • Spell frequently used irregular words correctly (for example, *was*, *were*, *says*, *said*, *who*, *what*, *why*). • Spell basic short-vowel, long-vowel, *r*-controlled, and consonant-blend patterns correctly. • Apply knowledge of alphabetizing a series of words to the second and third letters.

Oral Language Acquisition and Comprehension Development	
Grade/ Course	**Indicator**
K	• Use prior knowledge and life experiences to construct meaning from texts. • Recognize environmental print in such forms as signs in the school, road signs, restaurant and store signs, and logos.
1	• Use pictures and words to construct meaning. • Recognize environmental print (for example, signs in the school, road signs, restaurant and store signs, and logos).

Concepts About Print	
Grade/ Course	**Indicator**
K	• Distinguish between letters and words. • Know the parts of a book (including the front and back covers, the title, and the author's name). • Carry out left-to-right and top-to-bottom directionality on the printed page.
1	• Know the parts of a book (including the front and back covers, the title, and the names of the author and the illustrator). • Carry out left-to-right, top-to-bottom, and return-sweep directionality on the printed page. • Distinguish among letters, words, and sentences.

Standard 4	The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions of written Standard American English.

Generating and Organizing Ideas (Prewriting)

Grade/ Course	Indicator
K	Generate ideas for writing by using techniques (for example, participating in conversations and looking at pictures).
1	Generate ideas for writing by using techniques (for example, participating in conversations and looking at pictures).
2	Generate ideas for writing using prewriting techniques (for example, creating lists, having discussions, and examining literary models).
3	Generate and organize ideas for writing using prewriting techniques (for example, creating lists, having discussions, and examining literary models).
4	Generate and organize ideas for writing using prewriting techniques (for example, creating lists, having discussions, and examining literary models).
5	Generate and organize ideas for writing using prewriting techniques (for example, creating lists, having discussions, and examining literary models).
6	Organize written works using prewriting techniques, discussions, graphic organizers, models, and outlines.
7	Organize written works using prewriting techniques, discussions, graphic organizers, models, and outlines.
8	Organize written works using prewriting techniques, discussions, graphic organizers, models, and outlines.
E1	Organize written works using prewriting techniques, discussions, graphic organizers, models, and outlines.
E2	Organize written works using prewriting techniques, discussions, graphic organizers, models, and outlines.
E3	Organize written works using prewriting techniques, discussions, graphic organizers, models, and outlines.
E4	Organize written works using prewriting techniques, discussions, graphic organizers, models, and outlines.

Sentence Structure and Variety

Grade/ Course	Indicator
K	Generate complete sentences orally.
1	Use simple sentences in writing.
2	Use complete sentences (including simple sentences with compound subjects and predicates) in writing.
3	Use complete sentences (including compound sentences) in writing.
4	Use complete sentences in a variety of types (including simple and compound sentences) in writing.
5	Use complete sentences in a variety of types (including simple, compound, and complex sentences) in writing.
6	Use complete sentences in a variety of types (including simple, compound, and complex sentences) in writing.
7	Use complete sentences in a variety of types (including simple, compound, complex, and compound-complex).
8	Use complete sentences in a variety of types (including simple, compound, complex, and compound-complex).
E1	Use complete sentences in a variety of types (including simple, compound, complex, and compound-complex).

E2	Use complete sentences in a variety of types (including simple, compound, complex, and compound-complex).
E3	Use complete sentences in a variety of types (including simple, compound, complex, and compound-complex).
E4	Use complete sentences in a variety of types (for example, simple, compound, complex, and compound-complex).

Organizing Writing	
Grade/ Course	**Indicator**
K	Use pictures, letters, or words to tell a story from beginning to end.
1	Use pictures, letters, or words to tell a story from beginning to end.
2	Create a paragraph that follows a logical sequence (including a beginning, middle, and end) and uses transitional words.
3	Create paragraphs that include a topic sentence with supporting details and logical transitions.
4	Create multiple-paragraph compositions that include a central idea with supporting details and use appropriate transitions between paragraphs.
5	Create multiple-paragraph compositions that include a central idea with supporting details and use appropriate transitions between paragraphs.
6	Create multiple-paragraph compositions that include a central idea with supporting details and use appropriate transitions between paragraphs.
7	Create multiple-paragraph compositions that include a central idea with supporting details and use appropriate transitions between paragraphs.
8	Create multiple-paragraph compositions that include a central idea with supporting details and use appropriate transitions between paragraphs.
E1	Create multiple-paragraph compositions that have an introduction and a conclusion, include a coherent thesis, and use support (for example, definitions and descriptions).
E2	Create multiple-paragraph compositions that have an introduction and a conclusion, include a coherent thesis, and use support (for example, definitions and descriptions).
E3	Create multiple-paragraph compositions that have an introduction and a conclusion, include a coherent thesis, and use support (for example, definitions and descriptions).
E4	Create multiple-paragraph compositions that have an introduction and a conclusion, include a coherent thesis, and use support (for example, definitions and descriptions).

Using Conventions of Grammar	
Grade/ Course	**Indicator**
K	Understand that a person's name is a proper noun.
1	Use grammatical conventions of written Standard American English including • personal pronouns, • common and proper nouns, • singular and plural noun, and • conjunctions (*and*, *but*, *or*).
2	Use grammatical conventions of written Standard American English including • personal pronouns, • common and proper nouns, and • singular and plural nouns.
3	Use grammatical conventions of written Standard American English including • comparative and superlative adjectives (good, better, best); • prepositional phrases; • conjunctions (*because, since, yet,* and *until)*; and • nominative and objective case pronouns.

4	Use grammatical conventions of written Standard American English including • subject-verb agreement; • past, present, and future verb tenses; • conjunctions (*although, while, neither*, and *nor)*; • adverbs of time, place, manner, and degree; and • pronoun-antecedent agreement.
5	Use grammatical conventions of written Standard American English including • irregular comparative and superlative adjectives, • irregular adverbs, • interjections, • past participles of commonly misused verbs, and • subject-verb and pronoun-antecedent agreement with collective nouns.
6	Use grammatical conventions of written Standard American English including • main and subordinate clauses, • indefinite pronouns, • pronoun-antecedent agreement, and • consistent verb tenses.
7	Use grammatical conventions of written Standard American English including the reinforcement of conventions previously taught.
8	Use grammatical conventions of written Standard American English including the reinforcement of conventions previously taught.
E1	Use grammatical conventions of written Standard American English including the reinforcement of conventions previously taught).
E2	Use grammatical conventions of written Standard American English including the reinforcement of conventions previously taught.
E3	Use the conventions of written Standard American English to clarify and enhance meaning including • internal and end of sentence punctuation, • commas to indicate appositives, • word placement to avoid ambiguity, • appropriate coordination and subordination, • relationship between/among clauses, • placement of modifiers, and • shifts in construction.
E4	Use the conventions of written Standard American English to clarify and enhance meaning including • internal and end of sentence punctuation, • commas to indicate appositives, • word placement to avoid ambiguity, • appropriate coordination and subordination, • relationship between/among clauses, • placement of modifiers, and • shifts in construction.

Proofreading Mechanics	
Grade/ Course	**Indicator**
K	• Edit writing with teacher support. • Use letters and relationships to sounds to write words. • Identify sounds orally by segmenting words. • Begin to spell high-frequency words.

1	Edit for the correct use of written Standard American English including
	   • capitalization
	       o first word of a sentence
	       o names of people
	       o pronoun *I*
	   • punctuation
	       o periods
	       o exclamation points
	       o question marks
	   • spelling
	       o high-frequency words
	       o three- and four-letter short-vowel words
	Identify sounds orally and in writing by segmenting words.

2	Edit for the correct use of written Standard American English including
	   • capitalization
	       o proper nouns
	       o initials of a person's name
	       o courtesy titles (Mr., Ms.)
	       o days of the week
	       o months of the year
	       o titles of books, poems, and songs
	   • punctuation
	       o apostrophes in contractions
	       o commas in a series
	       o commas in dates
	       o quotation marks to show someone is speaking
	   • spelling
	       o words that do not fit a regular spelling patterns (for example, *was*, *were*, *says*, *said*)
	       o high-frequency words
	       o basic short-vowel, long-vowel, *r*-controlled, and consonant-blend patterns

3	Edit for the correct use of written Standard American English including
	   • capitalization
	       o geographic names
	       o holidays
	       o historical and special events
	   • punctuation
	       o commas in addresses
	       o commas in the greeting and closing in letters
	       o commas in compound sentences
	       o apostrophes in contractions and possessive nouns
	       o periods in abbreviations
	       o indention of paragraphs
	   • spelling
	       o misused homonyms
	       o high-frequency multisyllabic words
	       o words that have blends
	       o contractions
	       o compound words
	       o orthographic patterns (for example, *qu*, consonant doubling, changing the ending of a word from *–y* to *–ies* when forming the plural)

4	Edit for the correct use of written Standard American English including
	• capitalization
	    o titles of works of art
	    o titles of magazines and newspapers
	    o brand names
	    o proper adjectives
	    o names of organizations
	• punctuation
	    o quotation marks to indicate direct quotations or dialogue
	    o quotation marks to indicate the titles of works (for example, articles, reports, chapters, and other short pieces published *within* separately published works)
	    o between main clauses
	    o underlining or italics to indicate the titles of separately published works (for example, books and magazines)
	• spelling
	    o base words with suffixes and prefixes
	    o multisyllabic words

5	Edit for the correct use of written Standard American English including
	• capitalization
	    o ethnic groups
	    o national groups
	    o established religions and languages
	• punctuation
	    o colons
	    o hyphens
	• spelling
	    o commonly confused words
	    o multisyllabic constructions
	    o double consonant patterns
	    o irregular vowel patterns in multisyllabic words

6	Edit for the correct use of Standard American English including
	• punctuation
	    o semicolon
	    o commas to enclose appositives
	    o commas to separate introductory clauses and phrases
	Spell correctly using Standard American English.

7	Edit for the correct use of written Standard American English including • ellipses • parentheses Spell correctly using Standard American English.
8	Edit for the correct use of written Standard American English including • ellipses • parentheses Spell correctly using Standard American English.
E1	Edit written pieces for the correct use of written Standard American English including • subject-verb agreement • pronoun-antecedent agreement • agreement of nouns and their modifiers • verb formation • pronoun case • formation of comparative and superlative adjectives and adverbs • idiomatic usage • correct spelling

E2	Edit written pieces for the correct use of written Standard American English including • subject-verb agreement • pronoun-antecedent agreement • agreement of nouns and their modifiers • verb formation • pronoun case • formation of comparative and superlative adjectives and adverbs • idiomatic usage • correct spelling
E3	Edit written pieces for the correct use of written Standard American English including • subject-verb agreement • pronoun-antecedent agreement • agreement of nouns and their modifiers • verb formation • pronoun case • formation of comparative and superlative adjectives and adverbs • idiomatic usage • correct spelling
E4	Edit written pieces for the correct use of written Standard American English including • subject-verb agreement • pronoun-antecedent agreement • agreement of nouns and their modifiers • verb formation • pronoun case • formation of comparative and superlative adjectives and adverbs • idiomatic usage • correct spelling

Revising Writing	
Grade/ Course	**Indicator**
K	Revise writing with teacher support.
1	Revise for word choice and simple sentence structure in written works.
2	Revise the organization and development of content and the quality of voice in written works.
3	Revise the organization and development of content and the quality of voice in written works.
4	Use revision strategies to improve the organization and development of content and the quality of voice in written works.
5	Use revision strategies to improve the organization and development of content and the quality of voice in written works.
6	Revise writing to improve clarity, tone, voice, and the development of ideas.
7	Revise writing to improve clarity, tone, voice, content, and the development of ideas.
8	Revise writing to improve clarity, tone, voice, content, and the development of ideas.
E1	Revise writing to improve clarity, tone, voice, content, and the development of ideas.
E2	Revise writing to improve clarity, tone, voice, content, and the development of ideas.
E3	Revise writing to improve clarity, tone, voice, content, and the development of ideas.
E4	Revise writing to improve clarity, tone, voice, content, and the development of ideas.

Handwriting/Letter Formation	
Grade/ Course	**Indicator**
K	• Use appropriate letter formation when printing. • Use uppercase and lowercase letters.
1	• Use appropriate spacing between words. • Use appropriate word formation by writing from left to right the letters that spell a word.
2	• Use appropriate spacing between words when writing on a page. • Use correct letter formation when using manuscript or cursive writing.

3	Use correct letter formation when using manuscript and cursive writing.
4-E4	***No indicator at this grade level.***

Standard 5   The student will write for a variety of audiences and purposes.

Informational Writing	
Grade/ Course	**Indicator**
K	Use symbols (drawings, letters, and words) to create written communications (for example notes, messages, and lists) for a specific audience.
1	Create written communications (for example, thank you notes) for a specific audience.
2	Create written communications (for example, directions and instructions) to inform a specific audience.
3	Create written communications (for example, friendly letters that include a greeting, body, closing, and signature and invitations that include the time, date, and place of the event).
4	Create informational pieces (for example, postcards, flyers, letters, and e-mails) that use language appropriate for the specific audience.
5	Create informational pieces (for example, book reviews and newsletter articles) that use language appropriate for the specific audience.
6	Create informational pieces (for example, brochures, pamphlets, and reports) that use language appropriate for the specific audience.
7	Create informational pieces (for example, books, movies, product reviews, and news reports) that use language appropriate for a specific audience.
8	Create informational pieces (for example, reports and letters of request, inquiry, or complaint) that use language appropriate for the specific audience.
E1	• Create informational pieces (for example, letters of request, inquiry, or complaint) that use language appropriate for the specific audience. • Create technical pieces (for example, proposals, instructions, and process documentation) that use clear and precise language appropriate for purpose and audience.
E2	• Create informational pieces (for example, résumés, memos, letters of request, inquiry, or complaint) that use language appropriate for the specific audience. • Create technical pieces (for example, proposals, instructions, and process documentation) that use clear and precise language appropriate for purpose and audience.
E3	• Create informational pieces (for example, résumés, memos, letters of request, inquiry, or complaint) that use language appropriate for the specific audience. • Create technical pieces (for example, proposals, instructions, and process documentation) that use clear and precise language appropriate for purpose and audience. • Compose effective pieces of writing to respond to prompts in "on-demand" situations.
E4	• Create clear and concise career-oriented and technical writings (for example, memos, business letters, résumés, technical reports, and information analyses). • Create technical pieces (for example, proposals, instructions, and process documentation) that use clear and precise language appropriate for purpose and audience. • Compose effective pieces of writing to respond to prompts in "on-demand" situations.

Narrative Writing	
Grade/ Course	**Indicator**
K	Use symbols (drawings, letters, and words) to create narratives (for example, stories and journal entries) about people, places, or things.
1	Create narratives (for example, stories and journal entries) about people, places, actions, or things.
2	Create narratives (for example, stories and journal entries) that follow a logical sequence of events.
3	Create narratives that include characters and setting and follow a logical sequence.
4	Create narratives containing details and a sequence of events that develop a plot.
5	Create narratives that have a fully developed plot and a consistent point of view.
6	Create narratives that have a fully developed plot and a consistent point of view.
7	Create narratives (for example, personal essays or narrative poems) that communicate the significance of an issue of importance and use language appropriate for the purpose and the audience.
8	Create narratives (for example, memoirs) that communicate the significance of particular personal relationships.
E1	Create narratives (for example, personal essays, memoirs, or narrative poems) that use descriptive language to create tone and mood.
E2	Create narrative pieces (for example, personal essays, memoirs, and narrative poems) that use figurative language and word choice to create tone and mood.
E3	Create narrative pieces (for example, personal essays, memoirs, and narrative poems) that use figurative language and word choice to create tone and mood.
E4	Create narratives (for example, personal essays, memoirs, and narrative poems) that use descriptive language to enhance voice and tone.

Descriptive Writing	
Grade/ Course	**Indicator**
K	Use symbols (drawings, letters, and words) to create descriptions of personal experiences, people, places, or things.
1	Create written pieces that describe personal experiences, people, places, or things and that use words that appeal to the senses.
2	Create written pieces that describe objects, people, places, or events and that use words that appeal to the senses.
3	Create written descriptions about people, places, or events.
4	Create written descriptions using language that appeals to the readers' senses.
5	Create written descriptions using precise language and vivid details.
6	Create written descriptions using precise language and vivid details.
7	Create descriptions for use in other modes of written works (for example, narrative, expository, or persuasive).
8	Create descriptions for use in other modes of written works (for example, narrative, expository, and persuasive).
E1	Create descriptions for use in other modes of written works (for example, narratives and expository, and persuasive).
E2	Create descriptive pieces (for example, personal essays, travel writing, or restaurant reviews) that use sensory images and vivid word choice.
E3	Create descriptive pieces (for example, personal essays, travel writing, or restaurant reviews) that use sensory images and vivid word choice.
E4	Create descriptive pieces (for example, personal essays, travel writing, or restaurant reviews) that use sensory images and vivid word choice.

Writing to Entertain	
Grade/ Course	**Indicator**
K	Use symbols (drawings, letters, and words) to create written pieces (for example, simple rhymes) to entertain others.
1	Create written pieces *(for example, simple rhymes and poems)* to entertain others.
2	Create written pieces (for example, rhymes, poems, and songs) to entertain others).
3	Create written pieces (for example, riddles and jokes to entertain others).
4	Create written pieces (for example, skits and plays) to entertain others.
5	Create written pieces (for example, picture books, comic books, and graphic novels) to entertain a specific audience.
6-E4	*No indicator at this grade level.*

Persuasive Writing	
Grade/ Course	**Indicator**
K-5	*No indicator at this grade level.*
6	Create persuasive writings (for example, print advertisements and commercial scripts) that develop a central idea with supporting evidence and use language appropriate for the specific audience.
7	Create persuasive pieces (for example, letters to the editor or essays) that include a stated position with supporting evidence for a specific audience.
8	Create persuasive pieces (for example, editorials, essays, or speeches) that support a clearly stated position with concrete evidence.
E1	Create persuasive pieces (for example, editorials, essays, speeches, or reports) that develop a clearly stated thesis and use support (for example, facts, statistics, and firsthand accounts).
E2	Create persuasive pieces (for example, editorials, essays, speeches, or reports) that develop a clearly stated thesis and use support (for example, facts, statistics, and first-hand accounts).
E3	Create persuasive pieces (for example, editorials, essays, speeches, or reports) that develop a clearly stated thesis and use support (for example, facts, statistics, and first-hand accounts).
E4	Create persuasive writings (for example, editorials, essays, speeches, or reports) that address a specific audience and use logical arguments supported by facts or expert opinions.

Standard 6	The student will access and use information from a variety of sources.

Developing Topics for Research	
Grade/ Course	**Indicator**
K	Generate *how* and *why* questions about a topic of interest.
1	Generate *how* and *why* questions about a topic of interest.
2	Generate *how* and *why* questions about a topic of interest.
3	Generate a topic for inquiry.
4	Clarify and refine a research topic.
5	Clarify and refine a research topic.
6	Clarify and refine a research topic.
7	Clarify and refine a research topic.
8	Clarify and refine a research topic.
E1	Clarify and refine a research topic.
E2	Clarify and refine a research topic.

E3	Clarify and refine a research topic.
E4	Clarify and refine a research topic.

Using and Accessing Print and Nonprint Sources of Information	
Grade/ Course	**Indicator**
K	Recognize that information can be found in print sources (for example, books, pictures, simple graphs, and charts) and nonprint sources (for example, videos, television, films, radio, and the Internet).
1	• Use print sources of information (for example, books, newspapers, pictures, charts, and graphs) and nonprint sources to access information. • Use the Internet with the aid of a teacher.
2	• Use a variety of print sources (for example, books, pictures, charts, graphs, diagrams, and picture dictionaries) and nonprint sources to access information. • Use the Internet with the aid of a teacher.
3	• Use print sources (for example, books, magazines, charts, graphs, diagrams, dictionaries, encyclopedias, atlases, and thesauri) and nonprint sources (for example, pictures, photographs, video, and television) to access information. • Use the Internet as a source of information.
4	• Use print sources (for example, books, magazines, charts, graphs, diagrams, dictionaries, encyclopedias, atlases, thesauri, newspapers, and almanacs) and nonprint sources to access information. • Use the Internet as a source of information.
5	• Use print sources (for example, books, magazines, charts, graphs, diagrams, dictionaries, encyclopedias, atlases, thesauri, newspapers, and almanacs) and nonprint sources to access information. • Use the Internet as a source of information.
6	Use a variety of print and electronic reference materials.
7	Use a variety of print and electronic reference materials.
8	Use a variety of print and electronic reference materials.
E1	Use a variety of print and electronic reference materials.
E2	Use a variety of print and electronic reference materials.
E3	Use a variety of print and electronic reference materials.
E4	Use a variety of print and electronic reference materials.

Oral Communication and Vocabulary	
Grade/ Course	**Indicator**
K	• Use complete sentences when orally communicating with others. • Follow one- and two-step oral directions.
1	• Use complete sentences when orally presenting information. • Follow one- and two-step oral directions.
2	• Use Standard American English when appropriate in conversations and discussions. • Follow multistep directions.
3	Use vocabulary (including Standard American English) that is appropriate for the particular audience or purpose.
4	Use vocabulary (including Standard American English) that is appropriate for the particular audience or purpose.
5	Use vocabulary (including Standard American English) that is appropriate for the particular audience or purpose.
6	Use vocabulary (including Standard American English) that is appropriate for the particular audience or purpose.
7	Use vocabulary (including Standard American English) that is appropriate for the particular audience or purpose.
8	Use vocabulary (including Standard American English) that is appropriate for the particular audience or purpose.
E1	Use vocabulary (including Standard American English) that is appropriate for the particular audience or purpose.

E2	Use vocabulary (including Standard American English) that is appropriate for the particular audience or purpose.
E3	Use vocabulary (including Standard American English) that is appropriate for the particular audience or purpose.
E4	Use vocabulary (including Standard American English) that is appropriate for the particular audience or purpose.

Paraphrasing and Summarizing Information	
Grade/ Course	**Indicator**
K-2	*No indicator at this grade level.*
3	Paraphrase research information accurately and meaningfully.
4	Paraphrase research information accurately and meaningfully.
5	Paraphrase research information accurately and meaningfully.
6	Use direct quotations, paraphrasing, or summaries to incorporate into written, oral, auditory, and visual works the information gathered from a variety of research sources.
7	Use direct quotations, paraphrasing, or summaries to incorporate into written, oral, auditory, and visual works the information gathered from a variety of research sources.
8	Use direct quotations, paraphrasing, or summaries to incorporate into written, oral, auditory, and visual works the information gathered from a variety of research sources.
E1	Use direct quotations, paraphrasing, or summaries to incorporate into written, oral, auditory, and visual works the information gathered from a variety of research sources.
E2	Use direct quotations, paraphrasing, or summaries to incorporate into written, oral, auditory, and visual works the information gathered from a variety of research sources.
E3	Use direct quotations, paraphrasing, or summaries to incorporate into written, oral, auditory, and visual works the information gathered from a variety of research sources.
E4	Use direct quotations, paraphrasing, or summaries to incorporate into written, oral, auditory, and visual works the information gathered from a variety of research sources.

Visual Aids in Presentations	
Grade/ Course	**Indicator**
K-2	*No indicator at this grade level.*
3	Use appropriate visual aids (for example, pictures, objects, and charts) to support oral presentations.
4	Select appropriate graphics, in print or electronic form, to support written works and oral presentations.
5	Select appropriate graphics, in print or electronic form, to support written works and oral and visual presentations.
6	Select appropriate graphics, in print or electronic form, to support written works, oral presentations, and visual presentations.
7	Select appropriate graphics, in print or electronic form, to support written works, oral presentations, and visual presentations.
8	Select appropriate graphics, in print or electronic form, to support written works, oral presentations, and visual presentations.
E1	Select appropriate graphics, in print or electronic form, to support written works, oral presentations, and visual presentations.
E2	Select appropriate graphics, in print or electronic form, to support written works, oral presentations, and visual presentations.
E3	Select appropriate graphics, in print or electronic form, to support written works, oral presentations, and visual presentations.
E4	Select appropriate graphics, in print or electronic form, to support written works, oral presentations, and visual presentations.

Documenting Sources of Information	
Grade/ Course	**Indicator**
K-3	*No indicator at this grade level.*
4	Create a list of sources that contains information (including the author and title of a publication) necessary to properly credit and document the work of others.
5	Create a list of sources that contains information (including author, title, and full publication details) necessary to properly credit and document the work of others.
6	Use a standardized system of documentation (for example, a list of sources with full publication information and the use of in-text citations) to properly credit the work of others.
7	Use a standardized system of documentation (for example, a list of sources with full publication information and the use of in-text citations) to properly credit the work of others.
8	Use a standardized system of documentation (for example, a list of sources with full publication information and the use of in-text citations) to properly credit the work of others.
E1	Use a standardized system of documentation (including a list of sources with full publication information and the use of in-text citations) to properly credit the work of others.
E2	Use a standardized system of documentation (including a list of sources with full publication information and the use of in-text citations) to properly credit the work of others.
E3	Use a standardized system of documentation (including a list of sources with full publication information and the use of in-text citations) to properly credit the work of others.
E4	Use a standardized system of documentation (including a list of sources with full publication information and the use of in-text citations) to properly credit the work of others.

Organizing Information for Presentations	
Grade/ Course	**Indicator**
K	Classify information by constructing categories (for example, living and nonliving things).
1	Create categories (for example, plants and animals) to classify information.
2	Create categories (for example, solids and liquids) to classify information.
3	Organize information by classifying or sequencing.
4	Organize information by classifying or sequencing.
5	Use appropriate organizational strategies to prepare written works and oral and visual presentations.
6	Use appropriate organizational strategies to prepare written works, oral and auditory presentations, and visual presentations.
7	Use appropriate organizational strategies to prepare written works, oral and auditory presentations, and visual presentations.
8	Use appropriate organizational strategies to prepare written works, oral and auditory presentations, and visual presentations.
E1	Create written works, oral and auditory presentations, and visual presentations that are designed for a specific audience and purpose.
E2	Create written works, oral and auditory presentations, and visual presentations that are designed for a specific audience and purpose.
E3	Create written works, oral and auditory presentations, and visual presentations that are designed for a specific audience and purpose.
E4	Create written works, oral and auditory presentations, and visual presentations that are designed for a specific audience and purpose.

Developing Research Projects	
Grade/ Course	**Indicator**
K-5	*No indicator at this grade level.*
6	Design and carry out research projects by selecting a topic, constructing inquiry questions, accessing resources, and organizing information.

7	Design and carry out research projects by selecting a topic, constructing inquiry questions, accessing resources, and selecting and organizing information.
8	Design and carry out research projects by selecting a topic, constructing inquiry questions, accessing resources, evaluating credibility, and selecting and organizing information.
E1	Design and carry out research projects by selecting a topic, constructing inquiry questions, accessing resources, evaluating credibility, and organizing information.
E2	Design and carry out research projects by selecting a topic, constructing inquiry questions, accessing resources, evaluating credibility, and organizing information.
E3	Design and carry out research projects by selecting a topic, constructing inquiry questions, accessing resources, evaluating credibility, and organizing information.
E4	Design and carry out research projects by selecting a topic, constructing inquiry questions, accessing resources, evaluating credibility, and organizing information.

Appendix B

Composite Writing Matrix

Composite Matrix for the Conventions of Grammar, Mechanics of Editing, Revision and Organizational Strategies, and Writing Products

All grade levels should reinforce the grammatical conventions, mechanics of editing, revision and organization strategies, and writing products taught in previous grades. The writing products listed are provided as examples for a particular type of writing students should produce and should also be reinforced from grade to grade.

Grade Level	Conventions of Grammar	Mechanics of Editing	Revision and Organizational Strategies	Writing Products (Examples)
1	• personal pronouns • common and proper nouns • singular and plural nouns • conjunctions *(and, but, or)*	**Capitalization** • first word of a sentence • names of people • pronoun *I* **Punctuation** • periods • exclamation points • question marks **Spelling** • high-frequency words • three- and four-letter short-vowel words	• word choice • use of simple sentences	**Narrative writing** • stories • journal entries **Writing to describe** • personal experiences • people • places • things **Writing to entertain** • rhymes • poems **Writing to communicate** • thank you notes
2	• personal pronouns • common and proper nouns • singular and plural nouns • proper adjectives • conjunctions *(and, but, or)*	**Capitalization** • proper nouns • initials of a person's name • courtesy titles (Mr., Ms.) • days of the week • months of the year • titles of books, poems, and songs **Punctuation** • apostrophes in contractions • commas in a series • commas in dates	• word choice • logical progression of ideas • use of simple sentences with compound subjects and predicates • paragraphs that follow a logical sequence (beginning, middle, and end)	**Narrative writing** • stories • journal entries **Writing to describe** • objects • people • places • events **Writing to entertain** • rhymes • poems • songs

		quotation marks to show someone is speaking **Spelling** • words that do not fit regular spelling patterns (for example, *was*, *were*, *says*, *said*) • high-frequency words • basic short-vowel, long-vowel, r-controlled, and consonant-blend patterns	• use of transitional words • quality of voice	**Writing to communicate** • directions • instructions
3	• comparative and superlative adjectives • prepositions • prepositional phrases • conjunctions (*because*, *since*, *yet*, *until*) • nominative and objective case pronouns	**Capitalization** • geographic names • holidays • historical and special events **Punctuation** • commas in addresses • commas in the greetings and closings of letters • commas in compound sentences • apostrophes in contractions • apostrophes in possessive nouns • periods in abbreviations • indentation of paragraphs **Spelling** • misused homonyms • high-frequency multisyllabic words • words that have blends • contractions • compound words • orthographic patterns (for example, *qu,* consonant doubling, changing the ending of a word from –*y* to –*ies* when forming the plural)	• word choice • logical progression of ideas • use of compound sentences • paragraphs that include topic sentences with supporting details and logical transitions • quality of voice	**Narrative writing** that includes • characters • setting • logical sequence **Writing to describe** • people • places • events **Writing to entertain** • riddles • jokes **Writing to communicate** • friendly letters that include a greeting, body, closing, and signature • invitations that include the time, date, and place of the event

| 4 | • subject-verb agreement
• past, present, and future verb tenses
• conjunctions (*although, while, neither, nor*)
• adverbs of time, place, manner, and degree
• pronoun-antecedent agreement | **Capitalization**
• titles of works of art
• titles of magazines and newspapers
• brand names
• proper adjectives
• names of organizations
Punctuation
• quotation marks to indicate direct quotations or dialogue
• quotation marks to indicate titles of works (for example, articles, reports, chapters, and other short pieces) published within separately published works
• between main clauses
• underlining/italics to indicate titles of separately published works such as books and magazines
Spelling
• words with suffixes and prefixes
• multisyllabic words | • word choice
• organization and development of ideas
• use of simple and compound sentences
• multiple-paragraph compositions that include a central idea with supporting details and appropriate transitions
• quality of voice | **Narrative writing** that includes
• details
• sequence of events
• development of plot
Descriptive writing that
• appeals to the readers' senses
Writing to entertain
• skits
• plays
Writing to communicate
• postcards
• flyers
• letters
• e-mails |
| 5 | • irregular comparative and superlative adjectives
• irregular adverbs
• interjections
• past participles of commonly misused verbs
• subject-verb and pronoun-antecedent agreement with collective nouns | **Capitalization**
• ethnic groups
• national groups
• established religions and languages
Punctuation
• colons
• hyphens
Spelling
• commonly confused words
• multisyllabic constructions
• double consonant patterns
• irregular vowel patterns in multisyllabic words | • word choice
• organization and development of ideas and voice
• use of simple, compound, and complex sentences
• multiple-paragraph compositions that include a central idea with supporting details with appropriate transitions | **Narrative writing** that includes
• fully developed plot
• consistent point of view
Descriptive writing that uses
• precise language
• vivid details
Writing to entertain
• picture books
• comic books
• graphic novels |

				Writing to inform • book reviews • newsletter articles
6	• main and subordinate clauses • indefinite pronouns • pronoun-antecedent agreement • consistent verb tenses	**Punctuation** • semicolon • commas to enclose appositives • commas to separate introductory clauses and phrases **Spelling** • spell correctly using Standard American English	• use of revision strategies to improve clarity, tone, voice, content, and the development of ideas • use of simple, compound, and complex sentences • multiple-paragraph compositions that include a central idea with supporting details with appropriate transitions	**Narrative writing** that includes • fully developed plot • consistent point of view **Descriptive writing** that uses • precise language • vivid details **Writing to inform** • brochures • pamphlets • reports **Writing to persuade** • print advertise-ments • commercial scripts
7	**Reinforcement of the grammatical conventions previously taught**	**Punctuation** • ellipses • parentheses **Spelling** • spell correctly using Standard American English	• use of revision strategies to improve clarity, tone, voice, content, and the development of ideas • use of simple, compound, complex, and compound-complex sentences • multiple-paragraph compositions that include a central idea with supporting details with appropriate transitions	**Narrative writing** • personal essays • narrative poems **Descriptive writing** in other modes • narrative • expository • persuasive **Writing to inform** • book, movie, or product reviews • news reports **Writing to persuade** • letters to the editor • essays

8	**Reinforcement of the grammatical conventions previously taught**	**Punctuation** • ellipses • parentheses **Spelling** • spell correctly using Standard American English	• use of revision strategies to improve clarity, tone, voice, and the development of ideas • use of simple, compound, complex, and compound-complex sentences • multiple-paragraph compositions that include a central idea with supporting details with appropriate transitions	**Narrative writing** • memoirs **Descriptive writing** in other modes • narrative • expository • persuasive **Writing to inform** • letters of request, inquiry, or complaint • reports **Writing to persuade** • speeches • editorials • essays
E1	• subject-verb agreement • pronoun-antecedent agreement • agreement of nouns and their modifiers • verb formation • pronoun case • formation of comparative and superlative adjectives and adverbs • idiomatic usage	**Reinforcement of the mechanics of editing previously taught**	• use of simple, compound, complex, and compound-complex sentences • multiple-paragraph compositions that have an introduction and conclusion, include a coherent thesis and use support such as definitions and descriptions • use of revision strategies to improve clarity, tone, voice, content, and the development of ideas	**Narrative writing** • memoir • personal essays • narrative poems **Descriptive writing** in other modes • narrative • expository • persuasive **Writing to inform:** • letters of request, inquiry, or complaint **Persuasive writing** • speeches • editorials • essays • reports

E2	• subject-verb agreement • pronoun antecedent agreement • agreement of nouns and their modifiers • verb formation • pronoun case • formation of comparative and superlative adjectives and adverbs • idiomatic usage	**Reinforcement of the mechanics of editing previously taught**	• use of simple, compound, complex, and compound-complex sentences • multiple paragraph compositions that have an introduction and conclusion, include a coherent thesis, and use support (for example, definitions and descriptions) • use of revision strategies to improve clarity, tone, voice, content, and the development of ideas	**Narrative writing** • memoirs • personal essays • narrative poems **Descriptive writing** in other modes • narrative • expository • persuasive **Persuasive writing** • speeches • editorials • essays • reports **Technical Writing** • proposals • instructions • process documentation **Writing to inform** • resumes • memos • letters of request, inquiry, or complaint
E3	• subject-verb agreement • pronoun-antecedent agreement • agreement of nouns and their modifiers • verb formation • pronoun case • formation of comparative and superlative adjectives and adverbs • idiomatic usage	• internal and end of sentence punctuation • commas to indicate appositives • word placement to avoid ambiguity • appropriate coordination and subordination • relationship between and among clauses • placement of modifiers • shifts in construction.	• use of simple, compound, complex, and compound-complex sentences • multiple paragraph compositions that have an introduction and conclusion, include a coherent thesis, and use support (for example, definitions and descriptions) • use of revision strategies to improve clarity, tone, voice, content, and the development of ideas	**Narrative writing** • memoirs • personal essays • narrative poems **Descriptive writing** • personal essays • travel writing • restaurant reviews **Persuasive writing** • speeches • editorials • essays • reports **Technical Writing** • proposals • instructions

			• process documentation **Writing to inform** • résumés • memos • letters of request, inquiry, or complaint **"On-demand" writing**
E4	• subject-verb agreement • pronoun-antecedent agreement • agreement of nouns and their modifiers • verb formation • pronoun case • formation of comparative and superlative adjectives and adverbs • idiomatic usage	• internal and end of sentence punctuation • commas to indicate appositives • word placement to avoid ambiguity • appropriate coordination and subordination • relationship between and among clauses • placement of modifiers • shifts in construction.	• use of simple, compound, complex, and compound-complex sentences • multiple paragraph compositions that have an introduction and conclusion, include a coherent thesis, and use support (for example, definitions and descriptions) • use of revision strategies to improve clarity, tone, voice, content, and the development of ideas	**Narrative writing** • memoirs • personal essays • narrative poems **Descriptive writing** • personal essays • travel writing • restaurant reviews **Persuasive writing** • speeches • editorials • essays • reports **Career-oriented and technical writing** • memos • business letters • résumés • technical reports • information analyses • proposals • instructions • process documentation **"On-demand" writing**

Appendix C

Prefixes and Suffixes
and
Greek and Latin
Roots and Affixes
Matrix

Prefixes and Suffixes
Kindergarten through Grade 4

K-3.2   Create a different form of a familiar word by adding an *-s* or *-ing* ending.

1-3.2   Identify base words and their inflectional endings.

2-3.2   Construct meaning through knowledge of base words, prefixes, and suffixes in context.

3-3.2   Use base words and affixes to determine the meanings of words.

4-3.2   Use base words and affixes to determine the meanings of words.

	Kindergarten	Grade 1	Grade 2
Prefixes			un-, re-, pre-, bi-, mis-, dis-
Use any base word students are studying.			
Suffixes	-s, -ing	-s, -es, -ing, -ed, -er, -est	-er, -est, -ful

	Grade 3	Grade 4
Prefixes		non-, over-, port-, struct-, tri-
Use any base word students are studying.		
Suffixes	-less, -ar, -or, -en, -ful, -ly, -y	-able, -ible, -al, -ance, -il, -ir

Greek and Latin Roots and Affixes
Grade 5 through English 4

A study of Greek and Latin roots and affixes provides students with an understanding of word parts so that they can determine the meanings of unfamiliar words thereby increasing their spoken and written vocabularies. The study of word parts should not be taught in isolation by having student's memorize lists of roots and affixes. Rather teachers should immerse students in rich oral language, fostering an interest of how words are developed and their meanings thus fostering an interest in vocabulary exploration. Students should remember and use roots and affixes previously learned as they read and write.

Indicator: **Analyze the meanings of words using Greek and Latin roots and affixes within texts.**

	Grade 5	Grade 6	Grade 7
Prefixes	co-, en-, em-,extra-, inter-, mis-, semi-	ambi-, con-/com-, ex-, fore-, multi-, sub-, sym/sys/syn-, ultra-	anti-, epi-, eu-, ex-, intra/intro-, macro-, micro-, peri-, pseudo-, super-
Greek and Latin Roots	G: geo, human, hydro, meter, port, sphere L: aqua, audi, dict, fac/fec/fic, spec/spect, terra, tri	G: arch, auto, bio, cycle, ethno, graph, phone, photo, port, tele, therm/thermo L: duct, lumen/luc/lum, magna, miss/mitt, mov/mot/mobil, reg, scrib, tempo, tend/tens/tenu, video/vis, viv/vict	G: demos, ec/eco, gen, logy, meter, mono, phyt, poly, proto, scope, zo/zoa L: cide, corp/corpus, cred, dorm, frater, liber, mar/mari, mater/matri, mut, omni, pater/patri, ver
Suffixes	-age, -ate, -ation, -ous, -tion/sion, -ual	-able/-ible, -fy, -ity, -ship	-cian/-ician, -ic/-ical, -ness, -ure
	Grade 8	English 1	English 2
Prefixes	ad-, bin-, cata-, de-, mal-, omni-, under-	ante-, dyn-, im/in-, post-, sur-	circum-, equi-, per-
Greek and Latin Roots	G: astro, chron, helio, hetero, homo, neo, paleo, syn/sym L: bene, fer, flex/flect, ject, pend, rupt, sol, stella, temp/tempo, voc	G: agog, alter, chron, cracy, hyper, morph, polis, theo L: cede, clud, duct, greg, hab, jur, nomen/nym, nov, prim/prime, sent/sens, solv/solute, trac/tract, vol, volu/volut/volv	G: anthro, archy, gamy, gyn/gyno, mania, path, phobia, psych, scope, soph L: annus, cap/capit, cent, cor/cord, homo, manu, milli, ped/pod, sect
Suffixes	-al, -ism, -ive, -ize	-ish, -less, -ment	-ary, -ence/ance, -some,

	English 3	**English 4**
Prefixes	counter-, pro-, trans-	hyper-, hypo-, para-
Greek and Latin Roots	G: aci/acri, dyna, gram, meta, nomy, phil, phor, pyro, taxis L: ambul, amo/amat, cur/curs, fort/forc, gress, mem, muta, ortho, sequ, sol	G: algia, biblio, cata, cosmo, erg, gno/gnos, holo, mega, thesis, trop L: log, mag, mort, mot/mob, nat, sci, struct, vert, vore
Suffixes	-dom, -ine, -tude	-ate, -ist, -lent

Greek and Latin Roots and Affixes Matrix

Grade 5

Prefixes	Roots		Suffixes
	Greek	Latin	
extra- (beyond)	geo (earth)	aqua (water)	-ation (n)
inter- (between)	human (man)	audi (hear)	-ous (adj)
semi- (half)	hydro (water)	dict (speak)	-tion/-sion (n)
co- (together)	meter (measure)	fac/fec/fic (make; do)	-age (n)
en-,.em- (into/onto)	port (carry)	spec/spect (look)	-ate (v)
mis- (bad/wrong)	sphere (round)	terra (earth)	-ual (adj)
		tri (three)	

Grade 6

Prefixes	Roots		Suffixes
	Greek	Latin	
con/com- (with)	auto (self)	lumen/luc/lum (light)	-able/-ible (adj)
multi- (many)	bio (life)	magna (large)	-fy (v)
sub- (under)	ethno (race; culture)	miss/mitt (send)	-ity (n)
ambi- (both)	graph (write)	mov/mot/mobil (move)	-ship (n)
ex- (out)	phone (sound)	reg (king)	
fore- (front)	photo (light)	scrib (write)	
sym-, sys-, syn- (together)	port (carry)	tend/tens/tenu (stretch)	
ultra- (beyond)	tele (far)	video/vis (see)	
	therm/thermo (heat)	viv/vict (live)	
	cycle (circle)	duct (lead)	
	arch (rule)	tempo (time)	

Grade 7

Prefixes	Roots		Suffixes
	Greek	Latin	
ex- (out)	demos (people)	cide (kill)	-cian/-ician (n)
intra/intro- (into)	Ec/eco (house; habitat)	corp/corpus (body)	-ic/-ical (adj)
super- (over)	gen (birth; origin)	cred (believe)	-ness (n)
anti- (against)	logy (study)	frater (brother)	-ure (n)
eu- (good/pleasing)	meter (measure)	liber (free)	
macro- (large)	mono (one)	mater/matri (mother)	
micro- (small)	phyt (plant)	mut (change)	
peri- (around)	poly (many)	omni (all)	
pseudo- (false)	proto (first)	pater/patri (father)	
epi (on)	scope (look)	ver (true)	
	zo/zoa (animal)	mar, mari (sea)	
		dorm (dorm)	

Grade 8

Prefixes	Roots		Suffixes
	Greek	**Latin**	
ad- (toward)	astro (star)	bene (good)	-al (adj)
de- (down)	chron (time)	fer (carry)	-ism (n)
mal- (bad)	helio (sun)	flex/flect (bend)	-ize (v)
bin- (two)	hetero (different)	ject (thow)	-ive (adj)
cata- (down)	homo (same)	pend (hang)	
under- (below)	neo (new)	rupt (break)	
omni- (all)	paleo (old)	sol (sun)	
	syn/sym (with)	stella (star)	
		temp/tempo (time)	
		voc (call)	

English 1

Prefixes	Roots		Suffixes
	Greek	**Latin**	
ante- (before)	agog (leader)	cede (go)	-ish (adj)
in-/im- (in)	alter (change)	clud (close)	-less (adj)
post- (after)	chron (time)	duct (lead)	-ment (n)
dyn- (power)	cracy (rule)	greg (flock; group)	
sur- (over)	hyper (more)	nomen/nym (name)	
	morph (shape)	nov (new)	
	polis (city)	prim/prime (first)	
	theo (god)	sent/sens (feel)	
		solv/solute (free; loosen)	
		trac/tract (pull; drag)	
		vol (will)	
		volu/volut/volv (roll)	
		hab (customary)	
		jur (swear)	
		prim, prime (first)	

English 2

Prefixes	Roots		Suffixes
	Greek	**Latin**	
circum- (around)	anthro (man)	annus (year)	-ary (adj)
equi- (equal)	archy (government)	cap/capit (head)	-ence/-ance (n)
per- (through)	gamy (marriage)	cent (hundred)	-some (adj)
	gyn/gyno (woman)	cor/cord (heart)	
	mania (madness)	homo (man)	
	path (feeling; suffering)	manu (hand)	
	phobia (fear)	milli (thousand)	
	psych (mind; soul)	ped/pod (foot)	
	scope (look)	sect (cut)	
	soph (wise)		

English 3

Prefixes	Roots		Suffixes
	Greek	**Latin**	
counter- (against)	aci/acri (sharp)	ambul (walk)	-dom (n)
pro- (forward)	dyna (power)	amo/amat (love)	-ine (adj)
trans- (across)	gram (writing)	cur/curs (run)	-tude (n)
	meta (change)	fort/forc (power)	
	nomy (law; study)	gress (step)	
	phil (love)	mem (remember)	
	phor (carry)	muta (change)	
	pyro (fire)	ortho (straight)	
	taxis (arrangement)	sequ (follow)	
		sol (alone)	

English 4

Prefixes	Roots		Suffixes
	Greek	**Latin**	
hyper- (above)	algia (pain)	log (word; reason)	-ate (v)
hypo- (below)	biblio (book)	mag (great)	-ist (n)
para- (beside; related to)	cata (down)	mort (death)	-lent (adj)
	cosmo (world; universe)	mot/mob (move)	
	erg (work)	nat (birth)	
	gno/gnos (know)	sci (know)	
	holo (whole)	struct (build)	
	mega (large)	vert (turn)	
	thesis (put; place)	vore (eat)	
	trop (turn)		

Appendix D

High-Frequency Words Matrix

High-Frequency Words

High-frequency words, often times referred to as sight words, are words that students encounter frequently in reading and writing. It is critical that readers and writers develop automatic recognition of these words. Comprehension begins to break down when students focus on trying to decode or sound out individual words. Learning to recognize high-frequency words by sight is critical to developing fluency in reading.

Some high-frequency words do not follow regular phonetic rules. They do not follow easy spelling patterns. For example, the words *cave, Dave, save, wave,* and *gave* follow the vowel-consonant-silent e pattern but the word *have* does not. Asking students to "sound out" words such as these may cause increased frustration for struggling readers. In order for students to remember words and for them to become automatic, they need many opportunities to experience and manipulate them.

Much of the English language has been adapted from other languages during its development. One sixth of English words survived from old English and almost all of those words are high-frequency words. High-frequency words are often classified in one of three groups. They may be

- non-phonetic words—those needing to be recognized by sight because they can't be sounded out (for example, *was, through*).
- frequently occurring words—those needing to be recognized easily because they occur so often.
- high-interest words—those recognized by sight because they have special interest and/or emotional overtones for a child (for example, mom, dad, love, birthday, McDonald's, Target, dinosaur).

When students have a thorough understanding and mastery of high-frequency or sight words, independent reading typically improves because this knowledge

- enables students to use context clues,
- increases students fluency and ease of reading,
- enables students to read greater amounts of material and for longer periods of time, and
- allows students to focus on comprehension of a text rather than on the decoding of individual words.

HIGH FREQUENCY WORDS CHART

In addition to these lists, words related to student interests (for example, Nintendo, Barbie) or surroundings such as names of family members, friends, familiar places (for example, McDonald's, BiLo) or things (for example, Cheerios, HiC) should be included in a student's high-frequency or sight word vocabulary. Vocabulary used in the currently adopted reading series should also be added to these lists.

These word lists should not be memorized or taught in isolation. High-frequency or sight words are developed through extensive exposure to texts and a student's surroundings. High-frequency words should be recognized and read automatically. Students should remember and use the high-frequency words previously learned.

KINDERGARTEN
K-3.4   Recognize high-frequency words.

a	come	go	jump	not	the	you
and	dad	help	little	one	three	
away	dog	hers	look	play	to	
big	down	I	make	red	two	
blue	find	in	me	run	up	
can	for	is	mom	said	we	
cat	funny	it	my	see	yellow	

GRADE ONE
1-3.4   Recognize high-frequency words encountered in texts.

after	came	good	live	one	she	walk
again	car	got	love	open	so	want
all	could	had	make	our	some	was
am	day	has	may	out	soon	well
an	did	have	more	over	stop	went
any	do	he	mother	pet	take	were
are	don't	her	must	play	thank	what
as	eat	here	name	please	that	when
ask	every	how	new	pretty	them	where
at	father	house	no	put	then	white
ate	fly	if	now	ran	there	who
be	four	into	not	ride	they	will
black	friend	jump	of	round	think	with
brown	from	just	off	said	time	yes
bug	get	know	old	saw	this	
but	give	let	on	say	too	
by	going	like	once	school	under	

GRADE TWO
2–3.3   Recognize high-frequency words in context.

always	call	first	many	sister	thing	why
around	children	five	off	sit	trip	wish
because	cold	found	only	sleep	truck	won't
been	dear	gave	or	small	upon	work
before	didn't	goes	pull	sunny	us	would
best	does	green	rain	teacher	use	write
both	don't	his	read	tell	very	your
brother	family	its	right	their	wash	
buy	fast	made	sing	these	which	

GRADE THREE
3–3.4   Read high-frequency words in texts.

about	done	full	if	much	pretty	start
better	draw	got	keep	myself	seven	ten
bring	drink	grow	kind	never	shall	today
carry	eight	hold	laugh	only	show	together
clean	fall	hot	light	own	six	try
cut	far	hurt	long	pick	small	warm

Appendix E

Suggested Reading
Materials

Instructional Appendix
Suggested Reading Materials

Designed as a companion piece to the *South Carolina English Language Arts Academic Standards 2008*, the selections on the South Carolina Reading Materials List illustrate the quality and complexity of the materials to be read by students. The South Carolina Reading List should not be perceived as a required reading list for students nor is it meant to be an all-inclusive list.

The South Carolina Reading List was adapted from the Indiana Department of Education. The titles included on this list are reflective of the diversity of the students in our state and the cultures and eras from which students should read. The titles represent many genres, including the classics. Additional titles will be added to this list, especially those reflecting the genre of informational text.

Districts that are currently using additional curriculum resource materials such as the Anderson School District 5 Curriculum or the Janet Allen Curriculum Resource for English 1 or 2 should follow individual district policy regarding reading materials.

Teachers and parents should always carefully review titles on any list for suitability of content, reading level, and interest before a book is read. This applies for all levels of readers including young children, adolescents, or young adults.

Suggested Reading Materials
Grades K–2

Fiction: Picture Books and General Fiction

Amelia Bedelia (series) – Parish, Peggy

Anno's Journey – Anno, Mitsumasa

Arthur (series) – Brown, Marc

Baseball in the Barrio – Horenstein, Henry

A Bear Called Paddington (series) – Bond, Michael

Brown Bear, Brown Bear, What Do You See? – Martin, Bill, Jr.

Caps for Sale – Slobodkina, Esphyr

The Cat in the Hat – Dr. Seuss

Corduroy – Freeman, Don

The Doorbell Rang – Hutchins, Pat

Flossie and the Fox – McKissack, Patricia

Frog and Toad Are Friends (series) – Lobel, Arnold

The Gingerbread Man – Aylesworth, Jim

The Giving Tree – Silverstein, Shel

Goodnight Moon – Brown, Margaret Wise

Grandfather's Journey – Say, Allen

Harold and the Purple Crayon – Johnson, Crockett

Hattie and the Fox – Fox, Mem

Henry and Mudge (series) - Rylant, Cynthia

If You Give a Mouse a Cookie (series) – Numeroff, Laura

Just So Stories – Kipling, Rudyard

Lilly's Purple Plastic Purse – Henkes, Kevin

The Little Engine That Could - Piper, Watty

Lyle, Lyle Crocodile – Waber, Bernard

Make Way for Ducklings – McCloskey, Robert

The Mitten – Brett, Jan

The Mouse and the Motorcycle – Cleary, Beverly

The Polar Express – Van Allsburg, Chris

Rosie's Walk – Hutchins, Pat

Song of the Swallows – Politi, Leo

Stone Soup – McGovern, Ann

Sylvester and the Magic Pebble – Steig, William

The Tale of Peter Rabbit – Potter, Beatrice

Ten Black Dots – Crews, Donald

There's an Alligator Under My Bed – Mayer, Mercer

The Three Little Pigs – Kellogg, Steven

The Ugly Duckling – Andersen, Hans Christian

The Very Hungry Caterpillar – Carle, Eric

Where the Wild Things Are - Sendak, Maurice

Winnie the Pooh – Milne, A. A.

Folklore/Mythology

The Golden Goose – Grimm, Jacob and Wilhelm

Goldilocks and the Three Bears – Brett, Jan

La Cucaracha Martina: A Caribbean Folktale – Moreton, David

Lon Po Po: A Red Riding Hood Story from China – Young, Ed

Mufaro's Beautiful Daughters - Steptoe, John

The Story of Johnny Appleseed - Aliki

Three Billy Goats Gruff – Asbjrnsen, Peter Christen

Poetry

The Big Red Barn – Brown, Margaret Wise

Chicken Soup with Rice – Sendak, Maurice

Child's Garden of Verses – Stevenson, Robert Lewis

The Dragons Are Singing Tonight – Prelutsky, Jack

I Know an Old Lady Who Swallowed a Fly – Rounds, Glen

Orchard Book of Nursery Rhymes – Sutherland, Zena

Owl Moon – Yolen, Jane

Sheep in a Jeep – Shaw, Nancy

The Wheels on the Bus – Zelinsky, Paul

You Read to Me, I'll Read to You – Ciardi, John

Biography/Autobiography

If Only I Had a Horn: Young Louis Armstrong – Jenkins, Leonard

A Picture Book of George Washington Carver – Adler, David

Duke Ellington – Pinkney, Andrea

Galileo and the Magic Numbers – Rosen, Sidney

Honest Abe – Kunhardt, Edith

If a Bus Could Talk: The Story of Rosa Parks – Ringgold, Faith

Wilma Unlimited – Krull, Kathleen

Mark Twain? What Kind of Name Is That? – Quakenbush, Robert

Nonfiction *About Reptiles: A Guide for Children* – Sill, Cathryn P. *Anno's Math Games* – Anno, Mitsumasa *Around the World: Who's Been Here* – George, Lindsay Barrett *Baby Whale's Journey* – London, Jonathon *Building a House* – Barton, Byron *Check It Out!: The Book about Libraries* – Gibbons, Gail *A Child's Book of Art: Discover Great Paintings* – Micklethwait, Lucy *Corn Is Maize: The Gift of the Indians* – Aliki *Digging Up Dinosaurs* – Aliki *Gorilla Walk* – Lewin, Ted and Betsy *Hello, Fish! Visiting the Coral Reef* – Earle, Sylvia *Here Is the African Savanna* - Dunphy, Madeleine *Hottest, Coldest, Highest, Deepest* – Jenkins, Steve *How Big Is a Foot?* – Myllar, Rolf *How Tall, How Short, How Far Away* – Adler, David *Math Counts* (series) – Pluckrose, Henry *My Cheetah Family* – Barfuss, Matto H. *Once a Wolf* – Swinburne, Stephen *Outside and Inside Kangaroos* - Markle, Sandra *Pumpkin Circle: Story of a Garden* – Levenson, George *Sharks* – Gibbons, Gail *Tornadoes* – Simon, Seymour		

Suggested Reading Materials
Grades 3–5

Fiction: Classic and Contemporary	Historical Fiction	Folklore/Tall Tales

Fiction: Classic and Contemporary

The Best Bad Thing – Uchida, Yoshiko
The Best Christmas Pageant Ever – Robinson, Barbara
Bill and Pete Go Down the Nile – de Paola, Tomie
A Boy of Old Prague – Ish-Kishor, Shulamith
Cam Jansen (series) – Adler, David
Charlotte's Web – White, E.B.
Class Clown – Hurwitz, Johanna
Felita – Mohr, Nicholessa
Freckle Juice – Blume, Judy
From the Mixed-Up Files of Mrs.Basil E. Frankweiler - Konigsburg, E.L.
The Hundred Dresses – Estes, Eleanor
In the Year of the Boar and Jackie Robinson – Lord, Bette Bao
Maniac Magee – Spinelli, Jerry
Misty of Chincoteague – Henry, Marguerite
Molly's Pilgrim – Cohen, Barbara
Poppy – Avi
Ramona (series) – Cleary, Beverly
Shiloh (trilogy) – Naylor, Phyllis Reynolds
Sounder – Armstrong, William
Stone Fox – Gardiner, John Reynolds
Tales of a Fourth Grade Nothing – Blume, Judy
Trumpet of the Swan – White, E.B.
Wayside School (series) – Sachar, Louis
Where the Red Fern Grows - Rawls, Wilson

Historical Fiction

The Courage of Sarah Noble - Dalgliesh, Alice
Journey to Topaz – Uchida, Yoshiko
Lily's Crossing – Giff, Patricia Reilly
Little House in the Big Woods (series) – Wilder, Laura Ingalls
Number the Stars – Lowry, Lois
Prairie Songs – Conrad, Pam
Sadako and the 1,000 Paper Cranes – Coerr, Eleanor
Sarah, Plain and Tall – MacLachlan, Patricia

Science Fiction/Fantasy

20,000 Leagues Under the Sea – Verne, Jules
Alice in Wonderland – Carroll, Lewis
Bridge to Terabithia – Paterson, Katherine
The Court of the Stone Children – Cameron, Eleanor
The Cricket in Times Square - Selden, George
James and the Giant Peach - Dahl, Roald
Mrs. Frisby and the Rats of Nimh – O'Brien, Robert C.
The Secret Garden – Burnett, Frances
This Place Has No Atmosphere – Danziger, Paula
The Wind in the Willows – Grahame, Kenneth
A Wrinkle in Time – L' Engle, Madeleine

Folklore/Tall Tales

John Henry: An American Legend – Keats, Ezra Jack
Paul Bunyon – Kellogg, Steven
Pecos Bill – Kellogg, Steven
The First Strawberries: A Cherokee Story – Bruchac, Joseph
How the Leopard Got His Spots – Kipling, Rudyard
The Olympians: Great Gods and Goddesses of Ancient Greece – Fisher, Leonard Everett
Saint George and the Dragon - Hodges, Margaret

Poetry

Beat the Story-Drum, Pum-Pum – Bryan, Ashley
From Sea to Shining Sea: A Treasury of American Folklore and Folk Songs – Cohn, Amy
Hand in Hand: An American History Through Poetry – Hopkins, Lee Bennett
Joyful Noise: Poems for Two Voices – Fleischman, Paul
Nathaniel Talking – Greenfield, Eloise
The New Kid on the Block - Prelutsky, Jack
Sing a Song of Popcorn: Every Child's Book of Poems – White, M.
Snow Toward Evening: A Year in a River Valley – Frank, Josette

Nonfiction	Biography/Autobiography	
African Beginnings – Haskins, James	*The First Woman Doctor* – Baker, Rachel	
Animal Defenses: How Animals Protect Themselves – Kaner, Etta	*Through My Eyes* – Bridges, Ruby	
Black Whiteness: Admiral Byrd Alone in the Antarctic – Burleigh, Robert	*Where Do You Think You're Going ,Christopher Columbus?* - Fritz, Jean	
Buddy: The First Seeing Eye Dog – Moore, Eva	*Frederick Douglass: The Black Lion* – McKissack, Patricia	
Castle – Macaulay, David	*Albert Einstein: Young Thinker* - Hammontree, Marie	
Caves and Caverns – Gibbons, Gail	*Benjamin Franklin* – D'Aulaire, Ingri	
Come Back, Salmon – Cone, Molly	*Ben and Me* – Lawson, Robert	
Counting on Frank: Level 4 – Clement, Rod	*Prince Henry the Navigator* – Fisher, Angela	
Dive! My Adventures in the Deep Frontier – Earle, Sylvia	*The Land I Lost: Adventures of a Boy in Vietnam* – Huynh, Qhang Nhuong	
DK Guide to Space: A Photographic Journey Through the Universe – Bond, Peter	*Helen Keller: Courage in the Dark* –Hurwitz, Johanna	
Dolphin Man: Exploring the World of Dolphins – Pringle, Laurence	*Lives of the Presidents* – Krull, Kathleen	
Exploding Ants: Amazing Facts About How Animals Adapt – Settel, Joanne	*Abe Lincoln's Hat* – Brenner, Martha	
An Extraordinary Life: Story of a Monarch Butterfly – Pringle, Laurence	*Charles Lindbergh: A Human Hero* – Giblin, James	
Fire! Fire! – Gibbons, Gail	*Commodore Perry in the Land of the Shogun* – Blumberg, Rhoda	
How Much Is a Million? – Schwartz, David	*The Story of Sacajawea, Guide to Lewis and Clark* – Rowland, Della	
The Magic School Bus (series) - Cole, Joanna	*The Secret Soldier: The Story of Deborah Sampson* - McGovern, Ann	
Mapping the World – Johnson, Sylvia	*Clara Schumann: Piano Virtuoso* – Reich, Susanna	
Pyramid – Macaulay, David	*Inspirations: Stories About Women Artists* – Sills, Leslie	
Reaching for Dreams: A Ballet from Rehearsal to Opening Night – Kuklin, Susan	*Squanto: Friend of the Pilgrim* - Bulla, Clyde Robert	
Shh! We're Writing the Constitution – Fritz, Jean		
Top of the World: Climbing Mount Everest – Jenkins, Steve		

Suggested Reading Materials
Grades 6–8

Fiction: Classic and Contemporary
The Adventures of Tom Sawyer – Twain, Mark
Anne of Green Gables – Montgomery, Lucy Maud
The Cat Ate My Gymsuit – Danziger, Paula
The Cay – Taylor, Theodore
Child of the Owl – Yep, Laurence
A Christmas Carol – Dickens, Charles
Durango Street – Bonham, Frank
Eyes of Darkness - Highwater, Jamake
Firefly Summer – Bulpre, Pura
Flowers for Algernon - Keyes, Daniel
Ganesh – Bosse, Malcolm
The Glory Field – Myers, Walter Dean
Holes – Sachar, Louis
Homecoming – Voigt, Cynthia
Island of the Blue Dolphins - O'Dell, Scott
The Islander – Rylant, Cynthia
The Journey Home – Uchida, Yoshiko
Lisa, Bright and Dark – Neufield, John
M.C. Higgins, the Great – Hamilton, Virginia
The Moves Make the Man – Brooks, Bruce
My Side of the Mountain - George, Jean Craighead
Park's Quest – Paterson, Katherine
The Pearl – Steinbeck, John
Roll of Thunder, Hear My Cry – Taylor, Mildred D.
Summer of My German Soldier – Greene, Bette
Summer of the Swans – Byars, Betsy

The True Confessions of Charlotte Doyle – Avi
Year of Impossible Goodbyes – Choi, Sook Nyui
The Yearling – Rawlings, Marjorie Kinnan

Historical Fiction
Across Five Aprils – Hunt, Irene
After the Dancing Days – Rostkowski, Margaret
Bull Run – Fleischman, Paul
Catherine, Called Birdy – Cushman, Karen
Johnny Tremain – Forbes, Esther
Lyddie – Paterson, Katherine
The Night Journey – Lasky, Kathryn
Out of the Dust – Hesse, Karen
The Slave Dancer – Fox, Paula
The Watsons Go to Birmingham 1963 – Curtis, Christopher Paul
The Witch of Blackbird Pond - Speare, Elizabeth George

Mystery/Adventure
The Adventures of Sherlock Holmes – Doyle, Arthur Conan
And Then There Were None - Christie, Agatha
Call of the Wild – London, Jack
Hatchet – Paulsen, Gary
Motel of the Mysteries – Macauley, David
Stranded – Mikaelsen, Ben
Treasure Island – Stevenson, Robert Louis
The Westing Game – Raskin, Ellen

Science Fiction/Fantasy
Abel's Island – Steig, William
The Book of Three - Alexander, Lloyd.
Phantom Tollbooth – Juster, Norton
The Shepherd Moon - Hoover, H.M.
Swiftly Tilting Planet – L' Engle, Madeleine
The Time Machine – Wells, H.G.
Tuck Everlasting – Babbitt, Natalie
A Wizard of Earthsea – LeGuin, Ursula
Z for Zachariah – O'Brien, Robert C.

Short Stories
Selections from *Baseball in April and Other Stories* - Soto, Gary
"Boys and Girls" – Munro, Alice
"The Celebrated Jumping Frog of Calaveras County" - Twain, Mark
"Charles" – Jackson, Shirley
"A Day's Wait" - Hemingway, Ernest
Selections from *Eight Plus One* – Cormier, Robert
"The Legend of Sleepy Hollow" – Irving, Washington
"The Night the Bed Fell" – Thurber, James
"Raymond's Run" – Bambara, Toni Cade
Selections from *Somehow Tenderness Survives: Stories of Southern Africa* – Rochman
"The Storyteller" – Saki
"The Tell-Tale Heart" – Poe, Edgar Allan
"Thank You Ma'am" - Hughes, Langston
"Zlateh the Goat" – Singer, Isaac Bashevis

Drama
Brian's Song – Blinn, William
Inherit the Wind – Lawrence, Jerome and Robert Lee
The Miracle Worker – Gibson, William
The Mousetrap and Other Plays – Christie, Agatha
Our Town – Wilder, Thornton

Folklore/Mythology
American Tall Tales – Osborne, Mary Pope
The Crest and the Hide (and other African stories) - Courlander, Harold
D'Aulaire's Norse Gods and Giants – D'Aulaire, Ingri and Edgar
Favorite Folktales from Around the World – Yolen, Jane
Jason and the Argonauts Osborne, Mary Pope (ed.)
The People Could Fly: American Black Folktales - Hamilton, Virginia
Three Strong Women – Stamm, Claus and Kazue Mizumura

Poetry
Selections from *Been to Yesterdays* – Hopkins, Lee Bennet
Selections from *The Collected Poems of John Ciardi* – Ciardi, John
Selections from *Custard and Company* – Nash, Ogden
Selections from *The Dream Keeper and Other Poems* – Hughes, Langston
Selections from *Ego Tripping and Other Poems for Young People* - Giovanni, Nikki
Selections from Four Ancestors: Stories, Songs, and Poems from Native North America – Bruchac, Joseph
Selections from *Inner Chimes* – Goldstein, Bobbye

"The Midnight Ride of Paul Revere" – Longfellow, Henry Wadsworth
"Odes to Common Things" - Neruda, Pablo

Nonfiction
Across America on an Emigrant Train – Murphy, Jim
The American Revolutionaries – Meltzer, Milton
Bound for America: Forced Migration of Africans – Haskins, James
The Brooklyn Bridge: They Said It Couldn't be Built – St. George, Judith
Cathedral: The Story of its Construction – Macaulay, David
Digger: The Tragic Fate of the California Indians – Stanley, Jerry
Farewell to Manzanar – Houston, Jeanne Watkazuki
Girls Think of Everything: Stories of Ingenious Inventions by Women – Thimmesh, Catherine
The Great Fire – Murphy, Jim
Hiroshima – Hersey, John
History of Women in Science for Young People – Epstein, Vivian
How the Future Began: Communications – Wilson, Anthony
The I Hate Mathematics! Book – Burns, Marilyn
Kennedy Assassinated! The World Mourns – Hampton, William
Living Up the Street – Soto, Gary
A Night to Remember – Lord, Walter
Orphan Train Rider – Warren, Andrea
Rosie the Riveter: Women Working on the Homefront in World War II – Colman, Penny

Safari Beneath the Sea: The Wonder of the Pacific Northwest – Swanson, Diane
Space Station Science: Life in Free Fall – Dyson, Marianne
The Way Things Work – Macaulay, David
When Justice Failed: The Fred Korematsu Story – Chin, Steven A.

Biography/Autobiography
King of the World: Muhammed Ali and the Rise of an American Hero – Remnick, David
The Life and Death of Crazy Horse – Freedman, Russell
Amelia Earhart: Courage in the Sky – Kerby, Mona
The Story of Thomas Alva Edison – Cousins, Margaret
Zlata's Diary: A Child's Life in Sarajevo – Filipovic, Zlata
The Diary of a Young Girl - Frank, Anne
Benjamin Franklin: The New American – Meltzer, Milton
Homesick: My Own Story - Fritz, Jean
The Children of Willesden Lane: Beyond the Kindertransport – Golabek, Mona and Lee Cohen
My Life with the Chimpanzees – Goodall, Jane
All Creatures Great and Small – Herriot, James
Thomas Jefferson: The Revolutionary Aristocrat – Meltzer, Milton
On the Court with Michael Jordan – Christopher, Matt
Lives of the Writers – Krull, Kathleen *Eleanor Roosevelt: A Life of Discovery* – Freedman, Russell
Bully for You, Teddy Roosevelt – Fritz, Jean
Sojourner Truth: Ain't I a Woman? – McKissack, Patricia

Biography/Autobiography (cont'd.) *Leonardo da Vinci: Artist, Inventor, and Scientist of the Renaissance* – Romei, Francesca *Ryan White: My Own Story* – White, Ryan		

Suggested Reading Materials
High School

Fiction: Classic and Contemporary

The Adventures of Augie March – Bellow, Saul
The Adventures of Huckleberry Finn – Twain, Mark
The Age of Innocence – Wharton, Edith
Animal Farm – Orwell, George
The Assistant – Malamud, Bernard
Autobiography of Miss Jane Pittman – Gaines, Ernest J.
The Bean Trees – Kingsolver, Barbara
Bless Me, Ultima – Anaya, Rudolfo
Buried Onions – Soto, Gary
Catcher in the Rye – Salinger, J.D.
Ceremony – Silko, Leslie Marmon
The Contender – Lipsyte, Robert
Davita's Harp – Potok, Chaim
Frankenstein – Shelley, Mary
The Great Gatsby – Fitzgerald, F. Scott
House on Mango Street – Cisneros, Sandra
If Beale Street Could Talk - Baldwin, James
In the Time of the Butterflies - Alvarez, Julia
The Joy Luck Club – Tan, Amy
Of Mice and Men – Steinbeck, John
A Portrait of the Artist as a Young Man – Joyce, James
Pride and Prejudice – Austen, Jane
The Return of the Native - Hardy, Thomas
The Scarlet Letter – Hawthorne, Nathaniel
Sense and Sensibility – Austen, Jane

A Separate Peace – Knowles, John
Shoeless Joe – Kinsella, W. P.
Silas Marner – Eliot, George
The Sound and the Fury - Faulkner, William
Things Fall Apart – Achebe, Chinua
To Kill a Mockingbird – Lee, Harper
To the Lighthouse – Woolf, Virginia
Typical American – Jen, Gish

Historical Fiction

All Quiet on the Western Front - Remarque, Erich Maria
Beyond the Burning Time – Lasky, Kathryn
A Farewell to Arms - Hemingway, Ernest
Freedom Road – Fast, Howard
The Grapes of Wrath – Steinbeck, John
The Jungle – Sinclair, Upton
My Antonia – Cather, Willa
The Red Badge of Courage – Crane, Stephen
A Tale of Two Cities – Dickens, Charles
This Strange New Feeling – Lester, Julius

Science Fiction/Fantasy

1984 – Orwell, George
2001: A Space Odyssey – Clarke, Arthur C.
Brave New World – Huxley, Aldus
Fahrenheit 451 – Bradbury, Ray
Foundation – Asimov, Issac
The Lord of the Rings – Tolkien, J. R. R.
The Martian Chronicles – Bradbury, Ray

Folklore/Mythology

The Acts of King Arthur and His Noble Knights – Steinbeck, John
Beowulf – author unknown
Greek Mythology – Hamilton, Edith
The Iliad – Homer
Le Morte D'Arthur – Malory, Sir Thomas
Mules and Men – Hurston, Zora Neale
North American Indian Mythology – Burland, Cottie Arthur
The Odyssey – Homer
The Once and Future King - White, T.H.
The Power of Myth – Campbell, Joseph
Treasury of Irish Folklore – Colum, Padriac (ed.)

Short Stories

"Bartleby the Scrivner" – Melville, Herman
Selections from *The Best Short Stories* – Drieser, Theodore
Selections from *The Collected Short Stories* – Welty, Eudora
"The Egg" – Anderson, Sherwood
"Gift of the Magi" – Henry, O.
"The Life You Save May Be Your Own" – O'Conner, Flannery
"The Lottery" – Jackson, Shirley
"The Red Convertible" - Erdich, Louise
Selections from *Short Stories* – Chekov, Anton
Selections from *Tales and Poems of Edgar Allan Poe* – Poe, Edgar Allan
"Where Have You Been, Where Are You Going?" – Oates, Joyce Carol
"The White Heron" – Jewett, Sarah Orne
"Young Goodman Brown" – Hawthorne, Nathaniel

Poetry

"The Bean Eaters" – Brooks, Gwendolyn

The Canterbury Tales – Chaucer, Geoffrey

"Chicago" – Sandburg, Carl

Selections from *Collected Poems* – Eliot, T. S.

Selections from *The Collected Poems* – Plath, Sylvia

The Complete Poems of Emily Dickinson – Dickinson, Emily

"Easter 1916" and "Sailing to Byzantium" – Yeats, William Butler

"I Hear America Singing" and "O Captain! My Captain!" – Whitman, Walt"

I Wandered Lonely as a Cloud" – Wordsworth, William

"In Memoriam" – Tennyson, Alfred Lord

"One More Round" and "Human Family" - Angelou, Maya

Selections from *Poems of Pablo Neruda* –Neruda, Pablo

Selections from *The Poetical Works* – Shelley, Percy Bysshe

Selections from *The Poetry of Robert Frost* – Frost, Robert

"The Raven" and "Annabel Lee" – Poe, Edgar Allan

"The Rime of the Ancient Mariner" – Coleridge, Samuel Taylor

Selections from *Selected Poems of Langston Hughes* – Hughes, Langston

Selections from *Sonnets* – Keats, John

Selections from *Sonnets*– Shakespeare, William

Selections from *Spoon River Anthology* – Masters, Edgar Lee

"The Tiger" and "The Lamb" - Blake, William

Essays and Speeches

"Choice: A Tribute to Martin Luther King, Jr." – Walker, Alice

"Day of Infamy" – Roosevelt, Franklin D.

"Declaration of Independence" – Jefferson, Thomas

"Floyd Patterson: The Essence of a Competitor" – Oates, Joyce Carol

"The Gettysburg Address" – Lincoln, Abraham

"House Divided" – Lincoln, Abraham

"I Have a Dream" – King, Martin Luther, Jr.

"I Will Fight No More Forever" – Chief Joseph

"Inaugural Address, 1961" – Kennedy, John F.

"Letter from Birmingham Jail" – King, Martin Luther, Jr.

Nobel Prize Acceptance Speech, 1950 – Faulkner, William

"Self-Reliance" – Emerson, Ralph Waldo

"Sharing the American Dream" – Powell, Colin

Selections from *A Small Place* – Kincaid, Jamaica

"Straw Into Gold" – Cisneros, Sandra

"We Will Never Surrender" – Churchill, Winston

Drama

Antigone – Sophocles

The Crucible – Miller, Arthur

Death of a Salesman – Miller, Arthur

A Doll's House – Ibsen, Henrik

The Glass Menagerie – Williams, Tennessee

Hamlet – Shakespeare, William

Julius Caesar – Shakespeare, William

Macbeth – Shakespeare, William

Oedipus Rex – Sophocles

Pygmalion – Shaw, George Bernard

A Raisin in the Sun – Hansberry, Lorraine

Romeo and Juliet – Shakespeare, William

The Tempest – Shakespeare, William

Twelve Angry Men – Rose, Reginald

Waiting for Godot – Beckett, Samuel

Biography/Autobiography

Alexander Graham Bell: Making Connections – Pasachoff, Naomi

John Wilkes Booth: A Sister's Memoir – Clarke, Asia Booth

Out of Darkness: the Story of Louis Braille – Freedman, Russell

The Childhood Story of Christy Brown [previously *My Left Foot*] – Brown, Christy

Madame Curie – Curie, Eve

Narrative of the Life of Frederick Douglass – Douglass, Frederick

Barrio Boy – Galarza, Ernesto

The Story of My Life – Keller, Helen

The Woman Warrior – Kingston, Maxine Hong

Winning Ways: A Photohistory of Women in Sports – Macy, Sue

Nonfiction

Americans: The National Experience - Boorstin, Daniel

Coming of Age in the Milky Way – Ferris, Timothy

Connections – Burke, James

Cosmos – Sagan, Carl

Constitution of the United States of America: The Preamble The Creators – Boorstin, Daniel

The Day the Universe Changed – Burke, James

The Einstein Paradox and Other Mysteries Solved by Sherlock Holmes – Bruce, Colin

Full Steam Ahead: The Race to Build the Transcontinental Railroad - Blumberg, Rhoda

Her Story: Women Who Changed the World – Ashby, Ruth (ed.)

A Hoosier Holiday – Dreiser, Theodore

The Immense Journey – Eisley, Loren

Lisa and David – Rubin, Theodore

The Mathematical Tourist: Snapshots of Modern Mathematics - Peterson, Ivars

The Mismeasure of Man – Gould, Steven Jay

New Kids in Town: Oral Histories of Immigrant Teens – Bode, Janet

Now Is Your Time! The African American Struggle for Freedom – Myers, Walter Dean

Riding the Rails: Teenagers on the Move During the Great Depression – Uys, Errol Lincoln

Roots – Haley, Alex

The Seven Habits of Highly Effective People – Covey, Stephen

Silent Spring – Carson, Rachel

Tell Them We Remember: Story of the Holocaust – Bachrach, Susan D.

Thursday's Universe – Bartusiak, Marcia

Time's Arrows – Morris, Richard

To Be a Slave – Lester, Julius

The World of Mathematics – Newman, James

Glossary

Glossary

Terms in the glossary are defined as they relate to the content of this document. It is important to note that some terms may have several definitions or explanations.

Sources used in the formulation of definitions for this glossary include *A Dictionary of Reading and Related Terms,* edited by Theodore L. Harris and Richard E. Hodges (Newark, DE: International Reading Association, 1981); *The Literacy Dictionary: The Vocabulary of Reading and Writing,* edited by Theodore L. Harris and Richard E. Hodges (Newark, DE: International Reading Association, 1995); *NTC's Dictionary of Literary Terms*, by Kathleen Morner and Ralph Rausch (Lincolnwood, IL: National Textbook, 1991); and the Web site http://www.sourcewatch.org.

affix	A word element such as a prefix or suffix that functions only when it is attached to a base word (for example, *re-* in *rename* and the *-ing* in *naming*).
alliteration	The repetition of the initial sounds or stressed syllables in neighboring words (for example, *she sells seashells*).
allusion	A brief reference to a historical, mythological, or literary person, place, thing, or event.
antonym	A word meaning the opposite of another word.
argument	The logical, systematic presentation of reasoning and supporting evidence that attempts to prove a statement or position.
audience	The specific person or group for whom a piece of writing, a spoken message, or a visual representation is intended.
author's craft	The specific techniques that an author chooses to relay an intended message (for example, the use of figurative language, tone, flashback, imagery, irony, word choice, and dialogue).
base word	A word to which affixes have been added to create related words (for example, *group* in *regroup* or *grouping*).
bandwagon	*See* **propaganda***.*
bias	A personal and largely unreasoned judgment either for or against a particular person, position, or thing; a prejudice.
biography	An account of a person's life written by another person.
card stacking	*See* **propaganda***.*

central idea (main idea)	The central thought or meaning. *See* **thesis**.
character	A figure in a literary work that either is a human being or possesses human qualities and is portrayed in human terms. There are four basic types of characters: • **dynamic**—one who changes in a significant way during the course of the story, • **static**—one who remains the same throughout the story, • **round**—one who is presented in a complex, three-dimensional portrait, and • **flat**—one who is presented as having a single trait.
characterization	The way in which an author presents a character. • **direct characterization**—the author literally tells what a character is like. This may be done by the narrator, another character, or by the character himself. • **indirect characterization**—the reader must infer what the character is like through the character's thoughts, actions, words, and interactions with other characters, including other characters' reactions.
compound word	A combination of two or more words, which may be hyphenated (*merry-go-round*), written as separate words (*school bus*), or written as a single word (*flowerpot*).
concepts about print	The concepts that students need to learn about the conventions and characteristics of written language such as directional movement, one-to-one matching of spoken and printed words, the concept of a letter and a word, book conventions (for example, the book's title, the name of the author), and the proper way to hold and open a book.
conflict	A struggle or clash between opposing characters or forces (external conflict) or the character's emotions (internal conflict).
connotation	The implicit, rather than explicit, meaning of a word, consisting of the suggestions, associations, and emotional overtones attached to a word such as *cheap* and *inexpensive*. *See* **denotation.**
consonant blends	Two or more consonant letters that often appear together in words and represent sounds that are smoothly joined although each of the sounds can be heard (for example, *bl, cl, tr, str*).

consonant digraphs	Two consonant letters that appear together and represent a single sound that is different from either letter (for example, *th, sh*).
context clues	The words or sentences that help a reader comprehend the meaning of an unfamiliar portion of text.
creative dramatics	Informal dramatization using simple staging and few, if any, set properties and costumes.
denotation	The most specific or literal meaning of a word. *See* **connotation**.
dialogue	The conversation between characters in a literary work.
direct characterization	*See* **characterization**.
drama	A literary work written in dialogue to be performed before an audience by actors on a stage.
dynamic character	*See* **character**.
edit	To correct the conventions of writing (for example, spelling, punctuation, and capitalization) in order to prepare written material for presentation or publication.
environmental print	Text and other graphic symbols that are part of the physical environment such as street signs, billboards, television commercials, or store signs.
etymology	The origin and development of a word and its meaning.
euphemism	The substitution of a mild and pleasant expression for a harsh and blunt one (for example, saying *to pass away* for *to die).*
expository text	Text written to explain or convey information about a specific topic.
extended metaphor	*See* **metaphor**.
fable	A brief story told in poetry or prose that contains a moral or a practical lesson about life.
fiction	An imaginative literary work representing inventive rather than actual persons, places, or events.

figurative language	Language enriched by word images and figures of speech (for example, similes and metaphors).
first person point of view	*See* **point of view**.
flashback	The technique of disrupting the chronological flow of a narrative by interjecting events that have occurred at an earlier time.
flat character	*See* **character**.
fluency	The accuracy, phrasing, intonation, and expression with which an individual speaks, writes, or reads a particular language.
folktale	A story that has no known author and was originally passed on from one generation to another by word of mouth. Unlike myths, which are about gods and heroes, folktales are usually about ordinary people or animals that act like people.
foreshadowing	The use of hints or clues in a narrative to suggest future action.
functional text features	Any information that is part of a larger text that assists a reader in finding information (for example, tables of contents, glossaries, indexes, appendixes).
glittering generalities	*See* **propaganda**.
graphic novel	A book–length narrative that tells a story, through a combination of words and sequential art, which often resembles a comic strip.
graphic organizer	A visual representation of information such as a map, web, chart, or diagram.
graphic features	Sources of information included in texts, such as charts, graphs, pictures, or graphic organizers that assist in comprehension.
high-frequency words	Words that appear many more times than most other words in spoken or written language. These words may also include words familiar to a child such as a family member's name, the name of a pet, or a favorite activity or place.
homonym	Words that are spelled and pronounced the same but have different meanings (for example, *bear,* the noun, meaning an animal and *bear,* the verb, meaning "to support").

	Words that are spelled the same but which differ in sound and meaning (for example, *tear*, the verb, meaning "to separate or pull apart" and *tear*, the noun, meaning a secretion from the eye) are technically homographs. Words that are pronounced the same but differ in spelling and meaning (for example, *cite*, *sight*, and *site*) are technically homophones. For purposes of this document, the term homonym is used as the overarching term for homonyms, homographs, and homophones.
hyperbole	Overstatement; the figure of speech that is a conscious exaggeration for the purpose of making a point (for example, the statement *the backpack weighs a ton*.)
idiom	Words used in a special way that may be different from their literal meaning (for example, *it's raining cats and dogs* does not mean that cats and dogs are falling from the sky, but that it is raining heavily.)
imagery	Language that creates a sensory impression within the reader's mind.
indirect characterization	*See* **characterization**.
inference	The act or process of drawing a conclusion or making a prediction based on what one already knows either from prior knowledge, observations, or evidence found in the text. When making an inference, ideas and facts are implied or suggested rather than stated outright.
inflectional endings	Suffixes that change either the case and number of a noun, the tense and number of a verb, or the degree of an adjective and an adverb.
intonation	The distinctive pattern in the pitch of the voice that contributes to the meaning of a spoken phrase or sentence (for example, *Cut it out!* is a command and *Cut it out?* is a question).
irony	The discrepancy between what one says and what one means, what a character believes and what a reader knows, or what occurs and what one expects to occur in a text. Some common types of irony include • **verbal irony**—a contrast between what is said or written and what is actually meant, • **situational irony**—when what happens is very different from what is expected to happen, and

	- **dramatic irony**—when the audience or the reader knows something a character does not know.
legend	A traditional, historical tale that is handed down from one generation to the next, first orally and later in written form.
limited omniscient point of view	*See* **point of view**.
literary model	The work of an accomplished author that one uses as a model for one's own writing.
main idea (central idea)	The major topic of a passage or work that may be stated directly or inferred. *See* **theme**.
metaphor	A device of figurative language that compares two unlike objects. An **extended metaphor** is a metaphor that is carried throughout the text.
monologue	A long speech by a character in a play, spoken either to others or as if the character is alone.
motive	A character's conscious or unconscious reason for behaving in a particular way.
multiple-meaning words	Words that have more than one meaning and can be used as more than one part of speech.
myth	A traditional story of anonymous origin that deals with gods, heroes, or supernatural events. Myths explain a belief, custom, or force of nature.
name calling	*See* **propaganda**.
narrative writing	Writing that tells a story and usually contains a plot, setting, and characters.
nonfiction	Writing that is based on actual persons, places, things, or events.
nonprint sources	Sources of information that are not primarily in written form (for example, pictures and photographs, television and radio productions, the Internet, films, movies, videotapes, and live performances). Some nonprint sources (for example, the Internet) may also contain print information.
onomatopoeia	The formation and use of words to imitate sounds (for example, *rattle*, *murmur*, *crash*, *bog*, *buzz*, *boink*, and *grr*).

omniscient point of view	*See **point of view**.*
onset	The first part of a syllable or the consonants that precede the first vowel in a word. In the word "flat," /fl/ is the onset, and /at/ is the **rime**. In the word "greed," /gr/ is the onset, and /eed/ is the **rime**. *See **rime**.*
oxymoron	A figure of speech that places two contradictory words together for a special effect (for example, *jumbo shrimp* or *old news*).
paradox	A contradictory statement that has an element of truth (for example, *one must be cruel to be kind*).
parody	A literary work written for comic effect or ridicule.
parallelism	The use of a series of words, phrases, or sentences that have similar grammatical structures.
personification	The figurative device in which animals, objects, or abstractions are represented as being human or as having human attributes.
persuasive writing	A form of writing whose purpose is to convince or to prove or refute a point of view or issue.
plagiarism	Using someone's writing or ideas as if they are your own.
plain folk	*See **propaganda**.*
plot	The deliberate sequence of events or actions that presents and resolves a conflict in a literary work.
point of view	The perspective or vantage point from which a literary work is told. • **first person point of view**—a story told by a character using the pronoun *I* or sometimes *we* • **second person point of view**—rarely used except in interactive fiction • **omniscient point of view**—a third-person narrator functioning as an all-seeing, all-hearing, all-knowing speaker who reads the thoughts and feelings of any and all characters • **limited omniscient point of view**—a story told by a third-person narrator whose omniscience is limited, or restricted, to a single character
primary source	An original source—such as a work of literature, a historical manuscript, material in archival collections, or an interview—that is used as part of research.
print styles	Ways that symbols, letters, or words may be presented in a text (for example, bold, italics, larger size).

propaganda techniques	An extreme form of persuasion intended to prejudice and incite the reader or listener to action either for or against a particular cause or position, usually by means of a one-sided argument or an appeal to the emotions. • **bandwagon**—an appeal to others to join the crowd in order to be on the winning side (for example, *Four out of five doctors recommend… .)* • **card stacking**—presenting only the information that is positive to an idea or proposal and omitting information that is contrary to that idea • **glittering generality**—emotionally appealing words that are applied to a product or idea, but that present no concrete argument or analysis (for example, a person who is asked to do something "in defense of democracy" is more likely to agree to do that something) • **name calling**—the use of derogatory language or words that carry a negative connotation (for example, calling a policeman a pig) • **plain folks**—attempting to convince the public that one's views reflect those of the common person (for example, using the accent or dialect of a specific audience) • **testimonial**—the use of a quotation or endorsement, in or out of context, that attempts to connect a famous or respectable person with a product or item (for example, Tiger Woods, a famous golfer, endorsing a particular kind of cereal promoting the product as part of a balanced breakfast) • **transfer**—projecting positive or negative qualities of a person, entity, object, or value to another to make the second more acceptable or to discredit it (For example, using an American flag as a backdrop for a political event implies that the event is patriotic and good for the United States.)
refrain	A passage repeated at regular intervals, usually in a poem or song.
repetition	The recurrence of sounds, words, phrases, lines, or stanzas used for emphasis.
revise	Reworking a written draft to improve it by adding or taking out information, combining and reordering words, sentences, or paragraphs, and/or improving word choice.
rhyming words	Words that have identical or very similar final sounds.

rhyme scheme	The pattern in rhyme or verse which represents identical or highly familiar final sounds in lines of verse (for example, *aabba* in a limerick).
rime	The second part of a syllable or the vowel and any consonants that follow. In the word "grand," /and/ is the rime, which follows the onset /gr/. In the word "slight," /ight/ is the rime, which follows the onset /sl/. *See* **onset**.
root	The element of a word that is the basis of its meaning.
round character	*See* **character**.
secondary source	Any source other than a primary source that is used in researching a particular subject.
self-correct	The correction of an error or miscue in reading without prompting.
sentence types	There are a variety of sentence types. • **simple sentence—**contains only one subject and one predicate (for example, *John likes pizza.)* The subject or the predicate may be compound (for example, the compound subject *John and Luis* in the sentence *John and Luis like pizza.)* • **compound sentence**—two or more simple sentences joined together (for example, *My friend gave me a book and I read it from beginning to end.)* • **complex sentence**—a sentence that contains one main clause and one or more subordinate clauses (for example, *We left before you came to school. We left* is the main clause and *before you came to school* is the subordinate clause.) • **compound-complex sentence**—two or more simple sentences combined with a subordinate clause (for example, *Before I went on vacation, my friend gave me a book and I read it.)*
setting	The time and place where the action in a literary work occurs.
sight words	Words that are intended to be learned visually.
simile	A device of figurative language that is a stated comparison between two unlike things using the words "like" or "as."
stage directions	Directions in a play that explain how a character should look, speak, move, or behave.

Standard American English	The version of the English language that is regarded as the model in America for writers and speakers.
stanza	A group of lines forming a unit in a poem or song, similar to a paragraph in prose.
static character	*See* **character**.
symbolism	The author's use of an object, person, place, or event that has both a meaning in itself and stands for something larger than itself.
synonym	A word whose meaning is the same or almost the same as that of another word.
tall tale	An exaggerated story that is obviously untrue but is told as though it should be believed.
testimonials	*See* **propaganda**.
text	A source of information, print or nonprint, that provides meaning to the reader. Text may be read or viewed.
text elements	Parts of a text that provide information, in addition to words, to guide a reader in understanding a text (for example, headings, captions, print styles).
theme	The major idea of an entire work of literature. A theme may be stated or implied. *See* **main idea**.
thesis	The central thought or meaning. *See* **central idea**.
tone	The writer's or speaker's attitude toward a subject, character, or audience conveyed through the choice of words and details.
transfer	*See* **propaganda**.
visual aid	A teaching device that aids in comprehension (for example, pictures, models, charts, videotapes).
voice	The distinctive style or manner of expression used in writing.
Web log	A Web site where entries are made in journal style and displayed in reverse chronological order.
word choice	The effective use of words to enhance style, tone, or clarity in writing or speaking.