

**ENGLISH LANGUAGE ARTS SCOPE & SEQUENCE 2017-2018**  
**Carl Junction R-1 School District**

Communication Arts	Speaking & Writing Standard English	Reading Fiction, Poetry, Drama	Reading Nonfiction Works	Writing Formally	Oral & Visual Presentations	Formal & Informal Presentations & Discussions	Relationships Between Language & Culture
Kindergarten	<ul style="list-style-type: none"> <li>• Speak &amp; express thoughts, feelings, &amp; ideas clearly</li> <li>• Form letters correctly</li> <li>• Capitalize name</li> <li>• Use periods at end of sentence</li> <li>• Use semi-phonetic spelling</li> <li>• Write sentences w/assistance</li> <li>• Participate in collaborative conversations</li> <li>• Ask &amp; answer questions in order to seek help</li> <li>• Describe familiar people, places, things, &amp; events</li> <li>• Add drawings for detail</li> <li>• Determine the meaning on unknown words</li> <li>• Explore word relationships (walk, strut, march, prance)</li> </ul>	<ul style="list-style-type: none"> <li>• Engage in group reading activities</li> <li>• Produce rhymes</li> <li>• Isolate consonant sounds</li> <li>• Blend sounds to read words</li> <li>• Apply alphabet knowledge</li> <li>• Apply phonics knowledge</li> <li>• Name letters &amp; sounds</li> <li>• Write letters that go with sound</li> <li>• Read simple text with high frequency words &amp; environmental print</li> <li>• Apply vocabulary</li> <li>• Apply pre-read skills</li> <li>• Use reading strategies</li> <li>• Post-reading skills</li> <li>• ID nonfiction/fiction</li> <li>• ID connections b/w text ideas &amp; own experiences</li> <li>• ID author, illustrator</li> <li>• ID front cover, back cover, &amp; title page of books</li> <li>• Respond to rhythm, rhyme</li> <li>• ID main characters &amp; problem</li> <li>• Find resources</li> </ul>	<ul style="list-style-type: none"> <li>• Apply awareness that text &amp; pictures provide information</li> <li>• Answer questions to clarify meaning</li> <li>• Discuss text</li> <li>• ID support details</li> <li>• Know &amp; apply grade-level phonics &amp; word analysis in decoding word</li> <li>• Demonstrate understanding of spoken words, syllables, &amp; sounds (phonemes)</li> </ul>	<ul style="list-style-type: none"> <li>• Plan &amp; retell stories</li> <li>• Plan &amp; tell an idea through pictures &amp; words using factual information</li> <li>• Use a digital tool to produce &amp; publish writing.</li> <li>• Demonstrate the understanding of using plural nouns, question words, &amp; expanding your sentences.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate listening behaviors</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in shared reading/writing projects.</li> </ul>	

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Grade 1	<ul style="list-style-type: none"> <li>• Uses the writing process by: -Recording ideas -Revising &amp; editing punctuation, capitalization -Prints letters legibly -Uses correct spacing</li> <li>• Uses phonetic spelling</li> <li>• Write sentences</li> <li>• Speak clearly when sharing with class</li> <li>• Use nouns, verbs, adjectives, frequently occurring conjunctions &amp; prepositions correctly</li> </ul>	<ul style="list-style-type: none"> <li>• Concepts of print</li> <li>• Letter word order</li> <li>• Punctuation</li> <li>• Application of sounds in words through blends, &amp; ending sounds to form words</li> <li>• Decode words</li> <li>• Read at grade level using expression &amp; correctness high frequency words</li> <li>• Develop &amp; use reading strategies</li> <li>• Preview, predict, set a purpose</li> <li>• Identify character, setting, problem, solution, &amp; key details</li> </ul>	<ul style="list-style-type: none"> <li>• Explain information in text, pictures, titles &amp; charts</li> <li>• Use details to ask questions, recognize important information, identify main idea identify supporting details</li> <li>• Follow directions to perform a task</li> <li>• Research topic of interest w/help</li> </ul>	<ul style="list-style-type: none"> <li>• Write narrative text</li> <li>• Write expository text</li> <li>• Write informative text</li> <li>• Participate in a shared research project</li> </ul>	<ul style="list-style-type: none"> <li>• Listen for enjoyment, information &amp; to follow direction</li> <li>• Shows proper listening behaviors</li> <li>• Summarize information from oral &amp; visual media</li> </ul>	<ul style="list-style-type: none"> <li>• Credit others' ideas with assistance</li> <li>• Build on other talk in conversation</li> <li>• Add drawings or other visual display to clarify ideas, thoughts, &amp; feelings</li> </ul>	<ul style="list-style-type: none"> <li>• Make connections using text to text, text to self, &amp; text to world</li> <li>• Sort words to make categories</li> </ul>

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Grade 2	<ul style="list-style-type: none"> <li>• Use collective nouns, irregular plural nouns, reflexive pronouns,</li> <li>• Use irregular verbs</li> <li>• Use adjectives &amp; adverbs</li> <li>• Write simple &amp; compound sentences</li> <li>• Capitalize holidays, product names, &amp; geographic names</li> <li>• Use commas in greetings &amp; closings of letters</li> <li>• Use an apostrophe to form contractions &amp; possessives</li> <li>• Generalize learned spelling patterns when writing</li> <li>• Consult reference materials, including beginning dictionaries &amp; glossaries to correct spelling &amp; clarify meaning of words</li> <li>• Compare formal &amp; informal uses of English</li> <li>• Use context clues</li> <li>• Use prefixes &amp; suffixes, &amp; compound words to predict meaning</li> <li>• Identify real-life connections between words &amp; their use</li> <li>• Distinguish shades of meaning between closely related verbs &amp; adjectives</li> <li>• Use words &amp; phrase to describe</li> </ul>	<ul style="list-style-type: none"> <li>• Ask &amp; answer questions, infer, draw conclusions (5-W's)</li> <li>• Recount multi-genre stories &amp; determine central message, lesson or moral</li> <li>• Describe characters &amp; their response to events</li> <li>• Describe how words &amp; phrases supply rhythm &amp; meaning</li> <li>• Describe story structure, including beginning &amp; end</li> <li>• Acknowledge differences in points of view of characters</li> <li>• Use information from illustrations &amp; words, print &amp; digital, to demonstrate understanding of characters, setting, or plot</li> <li>• Compare &amp; contrast versions of the same story from different authors or different cultures</li> <li>• Read &amp; comprehend literature in the grade 2 text complexity band proficiently</li> <li>• Know &amp; apply grade-level phonics &amp; word analysis skills in decoding</li> <li>• Read with sufficient accuracy, expression &amp; fluency to support comprehension</li> <li>• Use context to confirm or self-</li> </ul>	<ul style="list-style-type: none"> <li>• Ask &amp; answer questions, infer, draw conclusions (5-W's)</li> <li>• Identify main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text</li> <li>• Describe the connection between a series of historical events, scientific ideas or concepts</li> <li>• Determine meaning of words &amp; phrases in a text relevant to grade 2 topic or subject area</li> <li>• Know &amp; use various text features (captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently</li> <li>• Identify the main purpose of the text, including what the author wants to answer, explain, or describe</li> <li>• Explain how specific images (diagrams) contribute to &amp; clarify a text</li> <li>• Describe how reasons support specific points the author makes in a text</li> <li>• Compare &amp; contrast the most important points presented by two texts on the same topic</li> </ul>	<ul style="list-style-type: none"> <li>• Write opinion pieces in which they introduce the topic, state an opinion, supply reasons that support the opinion, use linking words, &amp; provide a concluding statement</li> <li>• Write informative / explanatory texts in which they introduce a topic, use facts &amp; definitions to develop points, &amp; provide a concluding statement or section</li> <li>• Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, &amp; feelings, use temporal words to signal event order, &amp; provide a sense of closure</li> <li>• With guidance &amp; support from adults &amp; peers, focus on a topic &amp; strengthen writing as needed by revising &amp; editing</li> <li>• With guidance &amp; support from adults, use a variety of digital tools to produce &amp; publish writing</li> <li>• Participate in shared research &amp; writing projects</li> <li>• Recall information from experiences or gather information from provided sources to answer a question</li> </ul>	<ul style="list-style-type: none"> <li>• Recount or describe key ideas or details from a text read aloud or information presented or through other media</li> <li>• Ask &amp; answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in collaborative conversation with diverse partners about grade 2 topics &amp; texts with peers &amp; adults in small &amp; larger groups</li> <li>• Follow agreed-upon rules for discussions</li> <li>• Build on others' talk in conversations by linking their comments to the remarks of others</li> <li>• Ask for clarification &amp; further explanation about topics &amp; texts under discussion</li> <li>• Tell a story or recount an experience with appropriate facts &amp; relevant descriptive details, speaking audibly in coherent, complete sentences</li> <li>• Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts &amp; feelings</li> </ul>	Will be taught through Content Standard II & III

		correct, rereading as necessary	<ul style="list-style-type: none"> <li>Read &amp; comprehend information texts, including social studies &amp; science, in the grade 2 text complexity band proficiently</li> </ul>				
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<b>Grade 3</b>	<ul style="list-style-type: none"> <li>Conventions : capitalization in titles, commas in addresses, commas/quotation marks in dialogue, possessives, spelling patterns</li> <li>Grammar: regular/irregular/plural nouns, pronouns, simple verbs, comparative/superlative adjectives &amp; adverbs, conjunctions, simple/compound/complex sentences</li> <li>Word Meaning Strategies</li> </ul>	<ul style="list-style-type: none"> <li>Read &amp; comprehend grade-level text (fiction)</li> <li>Determine literal vs. nonliteral language</li> <li>Compare/contrast stories from the same author</li> <li>Read with fluency</li> </ul>	<ul style="list-style-type: none"> <li>Read &amp; comprehend grade-level text (nonfiction)</li> <li>Vocabulary through text</li> <li>Information from text features</li> </ul>	<ul style="list-style-type: none"> <li>Write informative/explanatory text</li> <li>Develop &amp; strengthen the writing process with guidance/support from peers &amp; adults appropriate to task</li> <li>Write an opinion piece</li> <li>Write a narrative with effective technique, descriptive details, dialogue, &amp; temporal words</li> </ul>	<ul style="list-style-type: none"> <li>Asking/answering questions of a speaker</li> </ul>	<ul style="list-style-type: none"> <li>Engage effectively in collaborative discussions</li> <li>Oral presentations (a report, recounting of an experience, or telling a story)</li> </ul>	<ul style="list-style-type: none"> <li>Identifying &amp; evaluation relationships between language &amp; culture</li> </ul>

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<b>Grade 4</b>	<ul style="list-style-type: none"> <li>Capitalization</li> <li>Use of commas</li> <li>Quotation marks</li> <li>Word Study</li> <li>Discussions with rules, questions, key ideas, &amp; paraphrasing</li> <li>Poetry</li> </ul>	<ul style="list-style-type: none"> <li>Meaning of unknown words</li> <li>Context clues</li> <li>Affixes/roots</li> <li>References</li> <li>Text details</li> <li>Story theme</li> <li>Word analysis</li> <li>Accuracy</li> <li>Fluency</li> <li>Prose</li> <li>Self-correcting</li> <li>Word recognition</li> <li>Rereading</li> <li>Post-reading: predicting, paraphrasing, cause &amp; effect, author's purpose</li> </ul>	<ul style="list-style-type: none"> <li>Meaning of unknown words</li> <li>Context clues</li> <li>Affixes/roots</li> <li>References</li> <li>Text details</li> <li>Word analysis</li> <li>Accuracy</li> <li>Fluency</li> <li>Self-correcting</li> <li>Word recognition</li> <li>Rereading</li> <li>Main idea</li> <li>Structure</li> <li>Domain-specific words</li> <li>Post-reading: predicting, paraphrasing, sequencing events, making inferences</li> </ul>	<ul style="list-style-type: none"> <li>Conventions</li> <li>Convey ideas through words &amp; phrases</li> <li>Punctuate for effect</li> <li>Formal &amp; informal writing</li> <li>Short &amp; extended time frames for writing</li> <li>Informative, opinion, &amp; narrative writings</li> <li>Research projects: explain, interpret, gather information, draw evidence</li> </ul>	<ul style="list-style-type: none"> <li>Engage in discussions: rules, questions, key ideas, paraphrasing</li> <li>Use domain-specific words &amp; phrases</li> </ul>		
<b>Grade 5</b>	Use: <ul style="list-style-type: none"> <li>Capitalization</li> <li>Parts of speech</li> <li>Correct spelling</li> <li>Use commas</li> <li>Underlining</li> <li>Italics</li> <li>Complex sentences</li> </ul>	<ul style="list-style-type: none"> <li>Support answers with details from text</li> <li>Locate parts of books</li> <li>Figurative language</li> <li>Decoding</li> <li>Vocabulary development</li> <li>Use details to summarize</li> <li>Read text fluently</li> <li>Self-question when reading</li> <li>Read at 4-5 grade level</li> <li>Compare &amp; contrast story elements</li> </ul>	<ul style="list-style-type: none"> <li>Apply information to clarify concepts using maps, charts &amp; graphs</li> <li>Follow multi-step directions</li> <li>Read grade level text accurately</li> <li>Main Idea &amp; supporting detail</li> <li>Author's purpose</li> </ul>	<ul style="list-style-type: none"> <li>Write reports, essays, outlines &amp; notes</li> <li>Use writing process</li> <li>Develop research questions</li> <li>Note taking</li> <li>Write for targeted audience</li> <li>Personal narratives</li> <li>Summary writing</li> <li>Give credit for others' ideas</li> <li>Write complete paragraphs</li> <li>Info./expl. writing</li> <li>Opinion writing</li> </ul>	<ul style="list-style-type: none"> <li>Analyze visual forms for messages</li> <li>Adapt speech for presentations</li> </ul>	<ul style="list-style-type: none"> <li>Give formal &amp; informal presentations</li> <li>Give multi-step directions</li> <li>Use multimedia &amp; visuals in presentations</li> </ul>	<ul style="list-style-type: none"> <li>Compare, contrast, analyze literature that reflects cultural or historical times</li> </ul>

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Grade 6	<ul style="list-style-type: none"> <li>• Use vocabulary to clarify the meaning of unknown &amp; multiple-meaning words &amp; phrases</li> <li>• Use context as a clue to the meaning of a word or phrase</li> <li>• Use common, grade-level Greek &amp; Latin affixes &amp; roots as clues to the meaning of a word</li> <li>• Verify the preliminary determination of the meaning of a word or phrase (e.g. by checking the inferred meaning in context or in a dictionary)</li> <li>• Use commas, parentheses, dashes to set off nonrestrictive elements</li> <li>• Ensure that pronouns are in the proper case</li> <li>• Use intensive pronouns</li> <li>• Recognize &amp; correct inappropriate shifts in pronoun number &amp; person</li> <li>• Recognize &amp; correct vague pronouns (i.e. ones with unclear or ambiguous antecedents)</li> <li>• Recognize variations from standard English in their own &amp; others' writing &amp; speaking, &amp; identify &amp; use strategies to improve expression in conventional language</li> <li>• Spell correctly</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze the impact of specific word choice on meaning &amp; tone</li> <li>• Interpret figures of speech (e.g. Personification) in context</li> <li>• Use the relationship between particular words (e.g. Cause/effect, part/whole, item/category) to better understand each of the words</li> <li>• Distinguish among the connotations (associations) of words with similar denotations (definition) (e.g. Stingy, scrimping, economical, un wasteful, thrifty)</li> <li>• Demonstrate ability to cite text evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</li> <li>• Explain how an author develops the point of view of the narrator or speaker in a text</li> <li>• Describe how a story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves towards a resolution</li> <li>• Determine a theme or central idea of a text &amp; how it's conveyed through details</li> </ul>	<ul style="list-style-type: none"> <li>• Understand figurative, connotative, &amp; technical meanings.</li> <li>• Include figurative &amp; connotative meanings</li> <li>• Analyze the impact of specific word choice on meaning &amp; tone</li> <li>• Interpret figures of speech (e.g. Personification) in context</li> <li>• Use the relationship between particular words (e.g. Cause/effect, part/whole, item/category) to better understand each of the words</li> <li>• Distinguish among the connotations (associations) of words with similar denotations (definition) (e.g. Stingy, scrimping, economical, un wasteful, thrifty)</li> <li>• Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</li> <li>• Determine an author's point of view or purpose &amp; explain how it is conveyed in the text</li> <li>• Determine a central idea of a text &amp; how it is conveyed through details</li> <li>• Provide a summary of the text free from</li> </ul>	<ul style="list-style-type: none"> <li>• Produce clear &amp; coherent writing in which the development, organization, &amp; style are appropriate to task, purpose, &amp; audience</li> <li>• Use headings, graphics, &amp; multimedia</li> <li>• Introduce a topic with organized ideas, concepts, &amp; information</li> <li>• Develop the topic with relevant facts, definitions, concrete details, &amp; quotations</li> <li>• Use precise language to inform about the topic</li> <li>• Establish &amp; maintaining a formal style</li> <li>• Use appropriate transitions to clarify the relationships among ideas &amp; concepts</li> <li>• Provide a concluding statement or section that follows form &amp; supports the information or explanation presented</li> <li>• Use credible sources &amp; demonstrate an understanding of the topic or text</li> <li>• Use words, phrases, &amp; clauses to clarify the relationships among claim(s) &amp; reasons</li> <li>• Use narrative techniques such as dialogue, pacing, &amp; description to develop experiences, events, &amp;/or characters</li> <li>• Engage &amp; orient the reader by establishing a</li> </ul>	<ul style="list-style-type: none"> <li>• Present claims &amp; findings, sequencing ideas logically &amp; using relevant descriptions, facts, &amp; details to accentuate main ideas or themes</li> <li>• Use appropriate eye contact, adequate volume, &amp; clear pronunciation</li> <li>• Adapt speech to a variety of contexts &amp; tasks, demonstrating command of formal English when indicated or appropriate</li> <li>• Include multimedia components (e.g. graphics, images, music, sound) &amp; visual displays in presentations to clarify information</li> </ul>	<ul style="list-style-type: none"> <li>• Come to discussions prepared, having read or studied required materials</li> <li>• Explicitly draw on their preparation by referring to evidence on the topic, text, or issue to reflect on ideas under discussion</li> <li>• Follow rules for collegial discussions, students set specific goals &amp; deadlines, &amp; define individual roles as needed</li> <li>• Pose &amp; respond to questions with elaboration &amp; detail by making comments that contribute to the topic</li> <li>• Review the key ideas expressed &amp; demonstrate understanding of multiple perspectives through reflection &amp; paraphrasing</li> <li>• Compare &amp; contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text including contrasting what they "see" &amp; "hear" when reading the text to what they perceive when they listen or watch</li> <li>• Interpret information presented in diverse media &amp; format (e.g. Visually, quantitatively, orally) &amp; explain</li> </ul>	<ul style="list-style-type: none"> <li>• Compare &amp; contrast one author's presentation of events with that of another (e.g. A memoir written by &amp; a biography on the same person)</li> </ul>

	<ul style="list-style-type: none"> <li>Plan, revise, edit, rewrite, or try a new approach to express ideas precisely &amp; concisely</li> <li>Recognize &amp; eliminate wordiness &amp; redundancy vary sentence patterns for meaning, reader/listener interest, &amp; style</li> <li>Maintain consistency in style &amp; tone</li> <li>Write routinely over extended time frames &amp; shorter time frames for a range of discipline-specific tasks, purposes, &amp; audiences</li> <li>Use technology to produce &amp; publish writing</li> </ul>	<ul style="list-style-type: none"> <li>Provide a summary of the text free from personal opinions or judgments</li> <li>Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text &amp; contributes to the development of theme, setting, or plot</li> <li>Compare &amp; contrast texts in different forms or genres (e.g. Stories &amp; poems; historical novels &amp; fantasy stories) in terms of their approaches to similar themes &amp; topics</li> </ul>	<p>personal opinions or judgments</p> <ul style="list-style-type: none"> <li>Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of the text &amp; contributes to the development of the ideas</li> <li>Analyze in detail how a key individual, event, or idea is introduced, illustrated, &amp; elaborated in a text (e.g. Through examples or anecdotes)</li> <li>Compare &amp; contrast one author's presentation of events with that of another (e.g. A memoir written by &amp; a biography on the same person)</li> </ul>	<p>context &amp; introducing a narrator &amp;/or characters</p> <ul style="list-style-type: none"> <li>Organize an event sequence that unfolds naturally &amp; logically</li> <li>Use precise words &amp; phrases, relevant descriptive details, &amp; sensory language to convey experiences &amp; events</li> <li>Provide a conclusion that follows from the narrated experiences or events</li> <li>Conduct short research projects to answer a question</li> <li>Gather relevant information from multiple sources to assess the credibility of each source</li> <li>Use quote or paraphrase the data &amp; conclusions of others while avoiding plagiarism &amp; providing basic bibliographic information for sources</li> </ul>		<p>how it contributes to a topic, text, or issue</p> <ul style="list-style-type: none"> <li>Describe a speaker's argument &amp; specific claims, distinguishing claims that are supported by reasons &amp; evidence from claims that are not</li> </ul>	
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<b>Grade 7 RWC</b>	<ul style="list-style-type: none"> <li>Acquire &amp; use accurately grade appropriate general academic &amp; domain-specific words &amp; phrases</li> <li>-Demonstrate vocabulary knowledge as they clarify the meanings of unknown &amp; multiple meaning words using context clues, Greek &amp; Latin roots &amp; affixes &amp; pronunciations</li> <li>-Use the dictionary for comprehension or expression</li> <li>Demonstrate the command of the conventions of standard English</li> <li>-Use a comma to separate a coordinate adjective</li> <li>-Spell correctly</li> <li>With guidance &amp; support from peers &amp; adults, develop &amp; strengthen writing</li> <li>-Plan</li> <li>-Revise</li> <li>-Edit</li> <li>-Rewrite</li> <li>-Try a new approach to express ideas precisely &amp; concisely</li> <li>-Recognize &amp; eliminate wordiness &amp; redundancy</li> <li>-Focus on how well purpose &amp; audience have been addressed</li> </ul>	<ul style="list-style-type: none"> <li>Determine the meanings of words &amp; phrases as they are used in a text</li> <li>-Analyze the impact of rhymes &amp; other repetitions of sounds</li> <li>-Demonstrate an understanding of</li> <li>-Figurative language</li> <li>-Nuances in word meanings using the relationship between particular words to better understand words</li> <li>-Interpret figures of speech</li> <li>-Distinguish among the connotations of words with similar denotations</li> <li>Demonstrate ability to cite several pieces of evidence to support analysis of what the text says explicitly, as well as inferences drawn from the text</li> <li>Analyze grade appropriate written language</li> <li>-Analyze</li> <li>-how the author develops &amp; contrasts the points of view of different characters &amp; narrators in a text</li> <li>-how a drama or poem's form structure contributes to its meaning</li> <li>-the main ideas &amp; supporting details presented in diverse</li> </ul>	<ul style="list-style-type: none"> <li>Determine the meanings of words &amp; phrases as they are used in a text.</li> <li>-Understand figurative, connotative, &amp; technical meanings</li> <li>-Demonstrate &amp; understanding of</li> <li>-figurative language</li> <li>-word relationships</li> <li>-nuances in word meanings using the relationship between particular words to better understand words</li> <li>-Interpret figures of speech</li> <li>-Distinguish among the connotations of words with similar denotations</li> <li>-Analyze the impact of a specific words choice on meaning &amp; tone to interpret figures of speech in context</li> <li>Demonstrate an ability to determine an author's point of view or purpose in a text</li> <li>Analyze grade appropriate non-fiction text</li> <li>-Analyze</li> <li>-how the author distinguishes his or her position from that of others</li> <li>-how ideas influence individuals or events or vice versa</li> <li>-the structure an author uses to organize a text</li> <li>-how the major sections contribute to the whole &amp; to the</li> </ul>	<ul style="list-style-type: none"> <li>Write organized , well-developed texts</li> <li>-Examine a topic &amp; convey ideas, concepts, &amp; information in a formal style by introducing a topic clearly</li> <li>-Prewrite to organize</li> <li>-ideas</li> <li>-concepts</li> <li>-information</li> <li>-Use</li> <li>-relevant facts</li> <li>-definitions</li> <li>-concrete details</li> <li>-quotations</li> <li>-other information &amp; examples</li> <li>-Use</li> <li>-precise language</li> <li>-phrases &amp; clauses that create cohesion</li> <li>-domain specific vocabulary</li> <li>-Write routinely over extended time frames &amp; shorter time frames for a range of discipline specific tasks, purposes, &amp; audiences</li> <li>Write to inform or explain the topic using strategies such as definition, classification, comparison &amp; contrast, &amp; cause &amp; effect</li> <li>-Use appropriate transitions to create cohesion</li> <li>-Clarify relationships among ideas &amp; concepts</li> <li>-Provide a conclusion statement that</li> </ul>	<ul style="list-style-type: none"> <li>Students can effectively participate in debates</li> <li>-Explicitly draw on preparation by referring to evidence on that topic or text as they present claims &amp; findings</li> <li>-Present claims &amp; findings, emphasizing salient points in a focus, coherent manner with pertinent descriptions, facts, details, &amp; examples</li> <li>-Use appropriate eye contact, adequate volume, &amp; clear pronunciation</li> <li>-Adapt speech to a variety of contexts &amp; tasks, demonstrating command of formal English when indicated or appropriate</li> <li>-Include multimedia components &amp; visual displays in presentations to clarify claims &amp; findings</li> <li>-Pose questions that elicit elaboration</li> <li>-Delineate a speaker's argument &amp; specific claims, evaluating the soundness of the reasoning &amp; the sufficiency of the evidence while they respond to others' questions using comments with relevant observations &amp; ideas that bring the discussion back on topic as needed</li> <li>-Build on other's ideas as they acknowledge new</li> </ul>	<ul style="list-style-type: none"> <li>Compare &amp; contrast a text to an audio, video, or multimedia version of the text.</li> <li>-Analyze</li> <li>-each mediums portrayal of the subject</li> <li>-the main ideas &amp; supporting details presented in diverse media formats</li> <li>Engage effectively in a range of collaborative discussions with diverse partners</li> <li>-follow rules for collegial discussions</li> <li>-demonstrate command of formal English when indicated or appropriate while engaging effectively in a range of collaborative discussions with diverse partners</li> <li>-come to discussions prepared, having read or researched material under study</li> <li>-track their own progress toward specific goals &amp; deadlines</li> </ul>	<ul style="list-style-type: none"> <li>Compare &amp; contrast grade appropriate written language</li> <li>-A fictional portrayal of a time, place or character &amp; a historical account of the same meaning as a means of understanding how authors of fiction use or alter history</li> <li>-A written story, drama, or poem to its audio, filmed, staged, or multimedia version</li> <li>-Analyze the effects of techniques unique to each medium</li> <li>Analyze two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretation of facts</li> </ul>



		<p>media &amp; formats -how the ideas</p> <p>clarify a topic, text, or issue under study -Compare &amp; contrast grade appropriate written language</p> <ul style="list-style-type: none"> <li>• Compare &amp; contrast grade appropriate written language -A fictional portrayal of a time, place or character &amp; a historical account of the same meaning as a means of understanding how authors of fiction use or alter history -A written story, drama, or poem to its audio, filmed, staged, or multimedia version -Analyze the effects</li> </ul> <p>of</p> <p>techniques unique to each medium -Draw evidence from literary or information texts to support analysis, reflection, &amp; research</p>	<p>development of ideas -two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretation of facts</p>	<p>follows &amp; supports the information presented</p> <ul style="list-style-type: none"> <li>• Write argumentatively to introduce, support, &amp; conclude claims -Clarify the relationships among claims, reasons, &amp; evidence -Acknowledge alternate or opposing claims -Give clear &amp; logical reasoning &amp; sound evidence -Use accurate credible sources -Demonstrate an understanding of the topic or text</li> <li>• Write narratives to develop &amp; convey real or imagined experiences -Use techniques such as -dialogue -pacing -descriptions to engage &amp; orient the reader -Use descriptive details to -capture action -establish context -point of view -Introduce a narrator &amp;/or characters in well –structured event sequences that unfold naturally &amp; logically -Shift seamlessly from one time frame or setting to another -Reach a conclusion that follows from &amp; reflects on the narrated experiences or events</li> <li>• Engage appropriately in</li> </ul>	<p>information expressed by others -Clearly express, defend, &amp;/or modify their own ideas as needed to prove &amp; reflect on ideas under discussion</p>		
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				<p>collaborative &amp; independent inquiry to conduct short research projects</p> <p>answering a question</p> <p>-draw on several sources</p> <p>-generate additional, related, focused questions for further research</p> <p>-investigation on topics by tracing &amp; evaluating the argument &amp; specific claims in a text</p> <p>-pose questions</p> <p>-gather relevant information from multiple print &amp; digital sources</p> <p>-use search terms effectively</p> <p>-Assess the credibility &amp; accuracy of each source</p> <p>-quote or paraphrase the data &amp; conclusions of others to avoid plagiarism</p> <p>-follow a standard format for citation using technology</p> <ul style="list-style-type: none"><li>• -Utilize the Internet to produce &amp; publish writing that is linked to &amp; cites sources</li></ul>			
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Communication Arts	Speaking & Writing Standard English	Reading Fiction, Poetry, Drama	Reading Nonfiction Works	Writing Formally	Oral & Visual Presentations	Formal & Informal Presentations & Discussions	Relationships Between Language & Culture
<b>Grade 8</b>	<p>a. Explain the function of verbals (gerunds, participles, infinitives) &amp; their function in sentences.</p> <p>b. Form &amp; use verbs in the active &amp; passive voice.</p> <p>c. Form &amp; use verbs in the indicative, imperative, interrogative, conditional &amp; subjunctive mood.</p> <p>d. Recognize &amp; correct inappropriate shifts in verb voice &amp; mood.</p> <p>e. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.</p> <p>f. Use an ellipsis to indicate an omission.</p> <p>g. Use knowledge of language &amp; its conventions when writing, speaking, reading or listening.</p> <p>a. Use context clues to determine the meaning of a word or phrase.</p> <p>b. Use common Greek or Latin affixes &amp; roots as clues to the meaning of a word.</p> <p>c. Consult general &amp; specialized references materials to find pronunciation of a word, determine meaning, or part of speech.</p> <p>d. Interpret figures of speech such as verbal irony, puns, etc. in context.</p> <p>e. Use the relationship between particular words to better understand each of the words.</p> <p>f. Distinguish among the connotations of</p>	<p>a. Determine the meaning of figurative language &amp; connotative meanings</p> <p>b. Analyze the impact of specific words choices on meaning &amp; tone, including analogies or allusions to other texts.</p> <p>a. Analyze the text says explicitly as well as draw inferences from the text.</p> <p>b. Determine a theme or central idea of a text &amp; analyze its development over the course of the text, including its relationship to the characters, setting, &amp; plot; provide an objective summary of the text.</p> <p>c. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p> <p>d. Compare &amp; contrast the structure of two or more texts &amp; analyze how the differing structure of each text contributes to its meaning &amp; style.</p> <p>e. Analyze how differences in the points of view of the characters &amp; the audience or reader create such effects as suspense or humor.</p> <p>f. Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the</p>	<p>a. Determine the meaning of words &amp; phrases as used in a text, including figurative, connotative, &amp; technical meanings.</p> <p>b. Analyze the impact of specific word choices on meaning &amp; tone, including analogies or allusions to other texts.</p> <p>a. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as draw inferences.</p> <p>b. Determine a central idea of a text &amp; analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p> <p>c. Analyze how a text makes connections among &amp; distinctions between individuals, ideas, or events through comparisons, analogies, or categories.</p> <p>d. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing &amp; refining a key concept.</p> <p>e. Determine an author's point of view or purpose in a text &amp; analyze how the author acknowledges &amp; responds to conflicting evidence or viewpoints.</p> <p>f. Evaluate the advantages &amp; disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to</p>	<p>a. Examine a topic &amp; convey ideas, concepts, &amp; information through the selection, organization, &amp; analysis of relevant content, maintaining a formal style using formatting, graphics, &amp; multimedia.</p> <p>b. Pre-write to organize ideas, concepts, &amp; information</p> <p>c. Include relevant, well-chosen facts, definitions, concrete details, quotations, or other information &amp; examples</p> <p>d. Use appropriate &amp; varied transitions to create cohesion &amp; clarify the relationships among ideas &amp; concepts providing a concluding statement.</p> <p>e. Use precise language &amp; domain-specific vocabulary, with words, phrases, &amp; clauses that create cohesion &amp; clarify relationships, to inform about or explain the topic.</p> <p>f. Introduce claims &amp; support the claims with logical reasoning, relevant evidence, using accurate, credible sources &amp; demonstrating an understanding of the topic.</p> <p>g. Provide a concluding statement that supports the argument.</p> <p>a. Establish context &amp; point of view, introduce a narrator, characters, &amp; an event sequence.</p> <p>b. Use narrative techniques, such as</p>		<p>a. Prepare for discussions by researching &amp; reading material, refer to evidence, probe &amp; reflect on ideas, pose questions that connect the ideas of several speakers, &amp; respond to them with relevant questions &amp; comments.</p> <p>b. Follow rules for collegial discussions &amp; decision-making, track progress toward specific goals &amp; deadlines, &amp; define individual roles as needed.</p> <p>c. Acknowledge new information expressed by others, &amp; when warranted, qualify or justify their own views in light of the evidence presented.</p> <p>d. Analyze the purpose of information presented in diverse media &amp; formats &amp; evaluate the motives behind its presentation.</p> <p>e. Delineate a speaker's argument &amp; specific claims, evaluating the soundness of the reasoning &amp; relevance &amp; sufficiency of the evidence &amp; identifying when irrelevant evidence is introduced.</p> <p>f. Present claims &amp; findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, well-chosen details; appropriate eye contact, adequate volume, &amp; clear pronunciation.</p>	

	<p>words with similar denotations.</p>	<p>choices made by the director or actors.</p> <p>g. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.</p> <p>h. By the end of the year, read &amp; comprehend literature, including stories, dramas, &amp; poems, at the high end of grade 8 text complexity independently &amp; proficiently.</p>	<p>present a particular topic or idea.</p> <p>g. Delineate &amp; evaluate the argument &amp; specific claims in a text, assessing whether the reasoning is sound &amp; the evidence is relevant &amp; sufficient; recognize when irrelevant evidence is introduced.</p> <p>h. Analyze a case in which two or more texts provide conflicting information on the same topic &amp; identify where the texts disagree on matter of fact or interpretation.</p> <p>i. By the end of the year, read &amp; comprehend literary nonfiction at the high end of grade 8 independently &amp; proficiently.</p>	<p>dialogue, pacing, description, &amp; reflection, to develop experiences, events, &amp;/or characters</p> <p>c. Use a variety of transition words, phrases, &amp; clauses to convey sequence, signal shifts from one time frame or setting to another, &amp; show the relationships among experiences &amp; events.</p> <p>d. Use precise words &amp; phrases, relevant descriptive details, &amp; sensory language to capture the action &amp; convey experiences &amp; events.</p> <p>e. Provide a conclusion that follows from &amp; reflects on the narrated experiences.</p> <p>f. With guidance &amp; support, develop &amp; strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>a. Conduct short research projects to answer a question, drawing on several sources &amp; generating additional related, focused questions.</p> <p>b. Gather relevant information from multiple print &amp; digital sources, using search terms effectively; assess the credibility &amp; accuracy of each source; &amp; quote or paraphrase the data &amp; conclusions of others while avoiding plagiarism &amp; following a standard format for citation.</p> <p>c. Draw evidence from literary or informational texts to support analysis, reflection, &amp; research.</p>			
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				d. Write routinely over extended time frames & shorter time frames for a range of discipline-specific tasks, purposes, & audiences.			
<b>Communication Arts</b>	<b>Speaking &amp; Writing Standard English</b>	<b>Reading Fiction, Poetry, Drama</b>	<b>Reading Nonfiction Works</b>	<b>Writing Formally</b>	<b>Oral &amp; Visual Presentations</b>	<b>Formal &amp; Informal Presentations &amp; Discussions</b>	<b>Relationships Between Language &amp; Culture</b>
<b>DC Oral Comm</b>				<ul style="list-style-type: none"> <li>• Produce an appropriate outline for a speech.</li> <li>• Write &amp; present a persuasive speech.</li> <li>• Write &amp; present an informative speech.</li> <li>• Participate in formal small-group discussion.</li> </ul>	<ul style="list-style-type: none"> <li>• Produce an appropriate outline for a speech.</li> <li>• Write &amp; present a persuasive speech.</li> <li>• Write &amp; present an informative speech.</li> <li>• Participate in formal small-group discussion.</li> </ul>	<ul style="list-style-type: none"> <li>• Write &amp; present a persuasive speech.</li> <li>• Write &amp; present an informative speech.</li> <li>• Participate in formal small-group discussion.</li> </ul>	
<b>Oral Comm.</b>				<ul style="list-style-type: none"> <li>• Produce an appropriate outline for a speech.</li> <li>• Write &amp; present a persuasive speech.</li> <li>• Write &amp; present an informative speech.</li> <li>• Participate in formal small-group discussion.</li> </ul>	<ul style="list-style-type: none"> <li>• Produce an appropriate outline for a speech.</li> <li>• Write &amp; present a persuasive speech.</li> <li>• Write &amp; present an informative speech.</li> <li>• Participate in formal small-group discussion.</li> </ul>	<ul style="list-style-type: none"> <li>• Write &amp; present a persuasive speech.</li> <li>• Write &amp; present a persuasive speech.</li> <li>• Participate in formal small-group discussion.</li> </ul>	
<b>Speech &amp; Debate</b>				<ul style="list-style-type: none"> <li>• Prepare persuasive works for Debate &amp; Congressional Debate competitions.</li> <li>• Create &amp; present a theatrical performance of a script for an audience.</li> <li>• Use critical thinking skills &amp; vocabulary to synthesize information into an oral presentation.</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare persuasive works for Debate &amp; Congressional Debate competitions.</li> <li>• Create &amp; present a theatrical performance of a script for an audience.</li> <li>• Use critical thinking skills &amp; vocabulary to synthesize information into an oral presentation.</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare persuasive works for Debate &amp; Congressional Debate competitions.</li> <li>• Create &amp; present a theatrical performance of a script for an audience.</li> <li>• Use critical thinking skills &amp; vocabulary to synthesize information into an oral presentation.</li> </ul>	

Communication Arts	Speaking & Writing Standard English	Reading Fiction, Poetry, Drama	Reading Nonfiction Works	Writing Formally	Oral & Visual Presentations	Formal & Informal Presentations & Discussions	Relationships Between Language & Culture
Elements of Literacy	<p><b>Elaboration Techniques</b></p> <ul style="list-style-type: none"> <li>Clarify &amp; support spoken ideas with evidence, elaboration, &amp; examples</li> <li>Employ Standard English usage in writing for audience</li> <li>Revise selective drafts</li> <li>Select &amp; use reference materials &amp; resources</li> <li>Collaborate with other writers to compose, organize, &amp; revise work</li> <li>Use literary devices effectively</li> </ul> <p><b>Note-taking &amp; Graphic Organizers</b></p> <ul style="list-style-type: none"> <li>Represent text information in different ways</li> <li>Generate ideas &amp; plans for writing</li> <li>Use available technology to support aspects of creating, revising, editing, &amp; publishing texts</li> </ul>	<p><b>Reading Fluency</b></p> <ul style="list-style-type: none"> <li>Listen to fluent models of oral reading</li> <li>Read regularly in independent level materials</li> <li>Read regularly in instructional level materials that are challenging but manageable</li> <li>Demonstrate characteristics of fluent &amp; effective reading</li> <li>Read aloud in selected texts (reflects understanding, engages listeners)</li> <li>Read silently for longer periods</li> </ul> <p><b>Reading Purposes</b></p> <ul style="list-style-type: none"> <li>Read classic &amp; contemporary works</li> <li>Read varied sources (novels, textbooks, etc)</li> <li>Read for varied purposes (inform, entertain, appreciate writer's craft)</li> <li>Read to find out, understand, interpret, &amp; enjoy</li> <li>Determine common &amp; distinctive characteristics of cultures</li> <li>Identify the purpose of different texts</li> </ul> <p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>Eliminate barriers to effective listening</li> </ul>	<p><b>Reading Fluency</b></p> <ul style="list-style-type: none"> <li>Listen to fluent models of oral reading</li> <li>Read regularly in independent level materials</li> <li>Read regularly in instructional level materials that are challenging but manageable</li> <li>Demonstrate characteristics of fluent &amp; effective reading</li> <li>Read aloud in selected texts (reflects understanding, engages listeners)</li> <li>Read silently for longer periods</li> </ul> <p><b>Reading Purposes</b></p> <ul style="list-style-type: none"> <li>Read speeches &amp; contemporary works</li> <li>Read varied sources (nonfiction, biographies, textbooks, newspapers, &amp; magazines)</li> <li>Read for varied purposes (inform, entertain, appreciate writer's craft)</li> <li>Read to find out, understand, interpret, &amp; enjoy</li> <li>Determine common &amp; distinctive characteristics of cultures</li> <li>Identify the purpose of different texts</li> </ul>	<p><b>Writing Techniques</b></p> <ul style="list-style-type: none"> <li>Determine the purpose for writing to gain information to solve problems or to enjoy &amp; appreciate</li> <li>Use language of literature to affect the reader</li> <li>Recognize &amp; implement organization in specific ways</li> <li>Recognize &amp; employ an author's perspective or point of view to affect the text</li> <li>Choose the appropriate form for his or her purpose for writing</li> </ul> <p><b>Elaboration Techniques</b></p> <ul style="list-style-type: none"> <li>Clarify &amp; support spoken ideas with evidence, elaboration, &amp; examples</li> <li>Write to inform, persuade, &amp;/or entertain</li> <li>Employ Standard English usage in writing for audience</li> <li>Revise selective drafts</li> <li>Select &amp; use reference materials &amp; resources</li> <li>Collaborate with other writers to compose, organize, &amp; revise work</li> <li>Use literary devices effectively</li> </ul>	<p><b>Presentation</b></p> <ul style="list-style-type: none"> <li>Evaluate oral &amp; visual presentations such as multi-media</li> <li>Implement listening skills</li> <li>Implement active listening behaviors</li> <li>Use effective rate, volume, pitch, &amp; tone for the audience &amp; setting</li> <li>Interpret speaker's messages, purposes, &amp; perspectives</li> <li>Determine proper organization</li> <li>Describe how the presenter's perspective or point of view affects the presentation</li> <li>Use available technology to support aspects of creating, revising, editing, &amp; publishing works</li> </ul>	<p><b>Presentation</b></p> <ul style="list-style-type: none"> <li>Present oral &amp; visual presentations such as multi-media</li> <li>Implement listening skills</li> <li>Implement active listening behaviors</li> <li>Use effective rate, volume, pitch, &amp; tone for the audience &amp; setting</li> <li>Interpret speaker's messages, purposes, &amp; perspectives</li> <li>Recognize the presenter's organization</li> <li>Describe how the presenter's perspective or point of view affects the presentation</li> <li>Use available technology to support aspects of creating, revising, editing, &amp; publishing works</li> </ul>	<p><b>Author's Purpose</b></p> <ul style="list-style-type: none"> <li>Interpret speaker's messages, purposes, &amp; perspectives</li> <li>Describe how language of literature affects the listener</li> <li>Describe how the author's perspective or point of view affects the text &amp; relates to a specific time period or historical event</li> <li>Determine common &amp; distinctive characteristics of cultures</li> <li>Identify the use of regional dialect or slang in text</li> </ul>

		<ul style="list-style-type: none"> <li>• Give precise directions &amp; instructions</li> <li>• Monitor his/her own comprehension &amp; make modifications when understanding breaks down</li> <li>• Judge the internal consistency or logic of stories &amp; texts</li> </ul> <p><b>Context Clues</b></p> <ul style="list-style-type: none"> <li>• Apply knowledge of letter/sound correspondence, language structure, &amp; context to recognize words</li> <li>• Draw on experiences to bring meaning to words (Figurative language &amp; multi-meaning words)</li> <li>• Develop vocabulary by listening to selections read out loud</li> </ul> <p><b>Unfamiliar Words</b></p> <ul style="list-style-type: none"> <li>• Apply knowledge of letter/sound correspondence, language structure, &amp; context to recognize words</li> <li>• Use structural analysis to identify root words (Prefix, Suffix)</li> <li>• Locate the meanings &amp; punctuation of unfamiliar words using dictionaries, glossaries, &amp; other sources</li> <li>• Draw on experiences to bring meaning to words (Figurative language &amp; multi-meaning words)</li> </ul> <p><b>Multiple Meaning Words</b></p>	<ul style="list-style-type: none"> <li>• Eliminate barriers to effective listening</li> <li>• Give precise directions &amp; instructions</li> <li>• Monitor his/her own comprehension &amp; make modifications when understanding breaks down</li> <li>• Judge the internal consistency or logic of stories &amp; texts</li> </ul> <p><b>Context Clues</b></p> <ul style="list-style-type: none"> <li>• Apply knowledge of letter/sound correspondence, language structure, &amp; context to recognize words</li> <li>• Draw on experiences to bring meaning to words (Figurative language &amp; multi-meaning words)</li> <li>• Develop vocabulary by listening to selections read out loud</li> </ul> <p><b>Unfamiliar Words</b></p> <ul style="list-style-type: none"> <li>• Apply knowledge of letter/sound correspondence, language structure, &amp; context to recognize words</li> <li>• Use structural analysis to identify root words (Prefix, Suffix)</li> <li>• Locate the meanings &amp; punctuation of unfamiliar words using dictionaries, glossaries, &amp; other sources</li> <li>• Draw on experiences to bring meaning to</li> </ul>	<p><b>Personal Voice</b></p> <ul style="list-style-type: none"> <li>• Connect his or her experiences, information, insights, &amp; ideas with the experience of others</li> <li>• Compare oral traditions across regions &amp; cultures</li> <li>• Demonstrate effective communications skills that reflect demands</li> <li>• Exhibit an identifiable voice in personal narratives &amp; stories</li> <li>• Analyze published examples as models for writing</li> </ul> <p><b>Note-taking &amp; Graphic Organizers</b></p> <ul style="list-style-type: none"> <li>• Represent text information in different ways</li> <li>• Generate ideas &amp; plans for writing</li> <li>• Use available technology to support aspects of creating, revising, editing, &amp; publishing texts</li> </ul> <p><b>Reading Response</b></p> <ul style="list-style-type: none"> <li>• Interpret texts, ideas, through such varied means as journal writing discussion, &amp; media</li> <li>• Support responses by referring to relevant aspects of text &amp; his or her experiences</li> </ul> <p><b>Classificatory Writing</b></p> <ul style="list-style-type: none"> <li>• Write to express, discover, record, develop, reflect on</li> </ul>			
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		<ul style="list-style-type: none"> <li>• Apply knowledge of letter/sound correspondence, language structure, &amp; context to recognize words</li> <li>• Draw on experiences to bring meaning to words (Figurative language &amp; multi-meaning words)</li> <li>• Use multiple reference aids including thesaurus, synonym finder, dictionary, &amp; software to clarify meanings &amp; usage</li> <li>• Study word meaning systematically (across curriculum content areas)</li> </ul> <p><b>Setting</b></p> <ul style="list-style-type: none"> <li>• Recognize &amp; analyze story plot, setting, &amp; problem/resolution</li> </ul> <p><b>Author's Purpose</b></p> <ul style="list-style-type: none"> <li>• Determine the purpose for listening to gain information to solve problems or to enjoy &amp; appreciate</li> <li>• Interpret speaker's messages, purposes, &amp; perspectives</li> <li>• Describe how language of literature affects the listener</li> <li>• Recognize the author's organization in specific ways</li> <li>• Identify the purpose of different texts</li> <li>• Describe how the author's perspective or point of view affects the text</li> </ul> <p><b>Character Analysis</b></p>	<p>words (Figurative language &amp; multi-meaning words)</p> <p><b>Multiple Meaning Words</b></p> <ul style="list-style-type: none"> <li>• Apply knowledge of letter/sound correspondence, language structure, &amp; context to recognize words</li> <li>• Draw on experiences to bring meaning to words (Figurative language &amp; multi-meaning words)</li> <li>• Use multiple reference aids including thesaurus, synonym finder, dictionary, &amp; software to clarify meanings &amp; usage</li> <li>• Study word meaning systematically (across curriculum content areas)</li> </ul> <p><b>Author's Purpose</b></p> <ul style="list-style-type: none"> <li>• Determine the purpose for listening to gain information to solve problems or to enjoy &amp; appreciate</li> <li>• Interpret speaker's messages, purposes, &amp; perspectives</li> <li>• Describe how language of literature affects the listener</li> <li>• Recognize the author's organization in specific ways</li> <li>• Identify the purpose of different texts</li> <li>• Describe how the author's perspective or point of view affects the text</li> </ul> <p><b>Sequence</b></p>	<p>ideas &amp; problem solve</p> <ul style="list-style-type: none"> <li>• Write to inform such as to explain, describe, report, &amp; narrate</li> <li>• Evaluate how well his or her writing achieves its purpose</li> </ul>			
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		<ul style="list-style-type: none"> <li>Analyze characters</li> <li>Determine the author's intent in creating the character</li> <li>Identify character's physical &amp; personal characteristics</li> <li>Draw inferences such as conclusions or generalizations &amp; support them with text evidence &amp; experience</li> </ul> <p><b>Sequence</b></p> <ul style="list-style-type: none"> <li>Use the text structure of progression of ideas such as cause &amp; effect or chronological order</li> <li>Draw inferences such as conclusions or generalizations</li> <li>Answer different types &amp; levels of questions</li> </ul> <p><b>Cause &amp; Effect</b></p> <ul style="list-style-type: none"> <li>Use the text structure of progression of ideas such as cause &amp; effect or chronological order</li> <li>Compare &amp; Contrast</li> <li>Draw inferences such as conclusions or generalizations</li> <li>Find similarities &amp; differences across the texts</li> <li>Answer different types &amp; levels of questions</li> </ul> <p><b>Fact &amp; Opinion</b></p> <ul style="list-style-type: none"> <li>Distinguish between the speaker's opinion &amp; verifiable fact</li> <li>Draw inferences such as conclusions or generalizations</li> <li>Distinguish fact &amp; opinion in various texts</li> </ul> <p><b>Summarization</b></p> <ul style="list-style-type: none"> <li>Monitor his or her understanding of the spoken message &amp; seek clarification</li> <li>Paraphrase &amp; summarize text to recall, inform, or organize ideas</li> </ul> <p><b>Theme</b></p> <ul style="list-style-type: none"> <li>Offer observations, make connections, react, speculate, interpret, &amp; raise questions in response to texts</li> </ul>	<ul style="list-style-type: none"> <li>Use the text structure of progression of ideas such as cause &amp; effect or chronological order</li> <li>Draw inferences such as conclusions or generalizations</li> <li>Answer different types &amp; levels of questions</li> </ul> <p><b>Cause &amp; Effect</b></p> <ul style="list-style-type: none"> <li>Use the text structure of progression of ideas such as cause &amp; effect or chronological order</li> <li>Compare &amp; Contrast</li> <li>Draw inferences such as conclusions or generalizations</li> <li>Find similarities &amp; differences across the texts</li> <li>Answer different types &amp; levels of questions</li> </ul> <p><b>Fact &amp; Opinion</b></p> <ul style="list-style-type: none"> <li>Distinguish between the speaker's opinion &amp; verifiable fact</li> <li>Draw inferences such as conclusions or generalizations</li> <li>Distinguish fact &amp; opinion in various texts</li> </ul> <p><b>Summarization</b></p> <ul style="list-style-type: none"> <li>Monitor his or her understanding of the spoken message &amp; seek clarification</li> <li>Paraphrase &amp; summarize text to recall, inform, or organize ideas</li> </ul> <p><b>Theme</b></p>				
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		<ul style="list-style-type: none"> <li>Recognize the distinguishing features of genre</li> <li>Articulate &amp; discuss themes &amp; connections that cross cultures</li> </ul> <p><b>Summarization</b></p> <ul style="list-style-type: none"> <li>Monitor his or her understanding of the spoken message &amp; seek clarification</li> <li>Paraphrase &amp; summarize text to recall, inform, or organize ideas</li> </ul> <p><b>Text Structure</b></p> <ul style="list-style-type: none"> <li>Use the text structure of progression of ideas such as cause &amp; effect or chronological order</li> <li>Determine the text's main or major ideas</li> </ul> <p><b>Literary Elements</b></p> <ul style="list-style-type: none"> <li>Identify how language use such as labels &amp; saying reflect regions &amp; cultures</li> <li>Understand &amp; identify literary terms</li> <li>Understand literary form by recognizing &amp; distinguishing among various genres</li> </ul> <p><b>Inference</b></p> <ul style="list-style-type: none"> <li>Draw inferences such as conclusions or generalizations &amp; support them with text evidence &amp; experience</li> </ul> <p><b>Generalizations</b></p> <ul style="list-style-type: none"> <li>Uses his or her knowledge &amp;</li> </ul>	<ul style="list-style-type: none"> <li>Offer observations, make connections, react, speculate, interpret, &amp; raise questions in response to texts</li> <li>Recognize the distinguishing features of genre</li> <li>Articulate &amp; discuss themes &amp; connections that cross cultures</li> </ul> <p><b>Text Structure</b></p> <ul style="list-style-type: none"> <li>Determine the text's main or major ideas</li> <li>Use text structure for progression of ideas such as cause &amp; effect or chronological order to locate &amp; recall information</li> </ul> <p><b>Literary Elements</b></p> <ul style="list-style-type: none"> <li>Identify how language use such as labels &amp; saying reflect regions &amp; cultures</li> <li>Understand &amp; identify literary terms</li> <li>Understand literary form by recognizing &amp; distinguishing among various genres</li> </ul> <p><b>Inference</b></p> <ul style="list-style-type: none"> <li>Draw inferences such as conclusions or generalizations &amp; support them with text evidence &amp; experience</li> </ul> <p><b>Generalizations</b></p> <ul style="list-style-type: none"> <li>Uses his or her knowledge &amp;</li> </ul>				
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		<p>experience to comprehend</p> <ul style="list-style-type: none"> <li>Find similarities &amp; differences across texts</li> </ul> <p><b>Main Idea</b></p> <ul style="list-style-type: none"> <li>Understand the major ideas &amp; supporting evidence in spoken messages</li> <li>Determine a texts main or major ideas &amp; how those ideas are supported with details</li> </ul> <p><b>Compare &amp; Contrast</b></p> <ul style="list-style-type: none"> <li>Find similarities &amp; differences across texts</li> <li>Offer observations, make connections, react, speculate, interpret, &amp; raise questions in response to texts</li> <li>Connect, compare, &amp; contrast ideas, themes, &amp; issues across texts</li> <li>Compare communications in different forms</li> <li>Compare text events with his or her own &amp; other readers experiences</li> <li>Use media to compare ideas &amp; points of view</li> <li>Compare &amp; contrast print, visual, &amp; electronic media</li> </ul> <p><b>Plot</b></p> <ul style="list-style-type: none"> <li>Recognize &amp; analyze story plot, setting, &amp; problem resolution</li> </ul> <p><b>Visualizing</b></p>	<p>experience to comprehend</p> <ul style="list-style-type: none"> <li>Find similarities &amp; differences across texts</li> </ul> <p><b>Main Idea</b></p> <ul style="list-style-type: none"> <li>Understand the major ideas &amp; supporting evidence in spoken messages</li> <li>Determine a texts main or major ideas &amp; how those ideas are supported with details</li> </ul> <p><b>Compare &amp; Contrast</b></p> <ul style="list-style-type: none"> <li>Find similarities &amp; differences across texts</li> <li>Offer observations, make connections, react, speculate, interpret, &amp; raise questions in response to texts</li> <li>Connect, compare, &amp; contrast ideas, themes, &amp; issues across texts</li> <li>Compare communications in different forms</li> <li>Compare text events with his or her own &amp; other readers experiences</li> <li>Use media to compare ideas &amp; points of view</li> <li>Compare &amp; contrast print, visual, &amp; electronic media</li> </ul> <p><b>Visualizing</b></p> <ul style="list-style-type: none"> <li>Describe mental images that text descriptions evoke</li> <li>Describe how illustrator's choice of style elements in media helps to</li> </ul>				
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		<ul style="list-style-type: none"> <li>• Describe mental images that text descriptions evoke</li> <li>• Describe how illustrator's choice of style elements in media helps to represent or extend the text's meanings</li> <li>• Interpret important events &amp; ideas gleaned from maps, charts, graphic video segments, or technology presentations</li> <li>• Interpret &amp; evaluate the various ways visual image makers such as graphic artists, illustrators, &amp; news photographers represent meanings</li> <li>• Select, organize, or produce visuals to complement &amp; extend meanings</li> <li>• Produce communications, use technology for appropriate media</li> </ul> <p><b>Style, Tone, &amp; Mood</b></p> <ul style="list-style-type: none"> <li>• Assess how language, choice, &amp; delivery affect the tone of the message</li> </ul>	<ul style="list-style-type: none"> <li>• represent or extend the text's meanings</li> <li>• Interpret important events &amp; ideas gleaned from maps, charts, graphic video segments, or technology presentations</li> <li>• Interpret &amp; evaluate the various ways visual image makers such as graphic artists, illustrators, &amp; news photographers represent meanings</li> <li>• Select, organize, or produce visuals to complement &amp; extend meanings</li> <li>• Produce communications, use technology for appropriate media</li> </ul> <p><b>Style, Tone, &amp; Mood</b></p> <ul style="list-style-type: none"> <li>• Assess how language, choice, &amp; delivery affect the tone of the message</li> </ul>				
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Communication Arts	Speaking & Writing Standard English	Reading Fiction, Poetry, Drama	Reading Nonfiction Works	Writing Formally	Oral & Visual Presentations	Formal & Informal Presentations & Discussions	Relationships Between Language & Culture
Freshman Reading	<p><b>Elaboration Techniques</b></p> <ul style="list-style-type: none"> <li>Clarify &amp; support spoken ideas with evidence, elaboration, &amp; examples</li> <li>Employ Standard English usage in writing for audience</li> <li>Revise selective drafts</li> <li>Select &amp; use reference materials &amp; resources</li> <li>Collaborate with other writers to compose, organize, &amp; revise work</li> <li>Use literary devices effectively</li> </ul> <p><b>Note-taking &amp; Graphic Organizers</b></p> <ul style="list-style-type: none"> <li>Represent text information in different ways</li> <li>Generate ideas &amp; plans for writing</li> <li>Use available technology to support aspects of creating, revising, editing, &amp; publishing texts</li> </ul>	<p><b>Reading Fluency</b></p> <ul style="list-style-type: none"> <li>Listen to fluent models of oral reading</li> <li>Read regularly in independent level materials</li> <li>Read regularly in instructional level materials that are challenging but manageable</li> <li>Demonstrate characteristics of fluent &amp; effective reading</li> <li>Read aloud in selected texts (reflects understanding, engages listeners)</li> <li>Read silently for longer periods</li> </ul> <p><b>Reading Purposes</b></p> <ul style="list-style-type: none"> <li>Read classic &amp; contemporary works</li> <li>Read varied sources (novels, textbooks, etc)</li> <li>Read for varied purposes (inform, entertain, appreciate writer's craft)</li> <li>Read to find out, understand, interpret, &amp; enjoy</li> <li>Determine common &amp; distinctive characteristics of cultures</li> <li>Identify the purpose of different texts</li> </ul> <p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>Eliminate barriers to effective listening</li> </ul>	<p><b>Reading Fluency</b></p> <ul style="list-style-type: none"> <li>Listen to fluent models of oral reading</li> <li>Read regularly in independent level materials</li> <li>Read regularly in instructional level materials that are challenging but manageable</li> <li>Demonstrate characteristics of fluent &amp; effective reading</li> <li>Read aloud in selected texts (reflects understanding, engages listeners)</li> <li>Read silently for longer periods</li> </ul> <p><b>Reading Purposes</b></p> <ul style="list-style-type: none"> <li>Read speeches &amp; contemporary works</li> <li>Read varied sources (nonfiction, biographies, textbooks, newspapers, &amp; magazines)</li> <li>Read for varied purposes (inform, entertain, appreciate writer's craft)</li> <li>Read to find out, understand, interpret, &amp; enjoy</li> <li>Determine common &amp; distinctive characteristics of cultures</li> <li>Identify the purpose of different texts</li> </ul>	<p><b>Writing Techniques</b></p> <ul style="list-style-type: none"> <li>Determine the purpose for writing to gain information to solve problems or to enjoy &amp; appreciate</li> <li>Use language of literature to affect the reader</li> <li>Recognize &amp; implement organization in specific ways</li> <li>Recognize &amp; employ an author's perspective or point of view to affect the text</li> <li>Choose the appropriate form for his or her purpose for writing</li> </ul> <p><b>Elaboration Techniques</b></p> <ul style="list-style-type: none"> <li>Clarify &amp; support spoken ideas with evidence, elaboration, &amp; examples</li> <li>Write to inform, persuade, &amp;/or entertain</li> <li>Employ Standard English usage in writing for audience</li> <li>Revise selective drafts</li> <li>Select &amp; use reference materials &amp; resources</li> <li>Collaborate with other writers to compose, organize, &amp; revise work</li> <li>Use literary devices effectively</li> </ul>	<p><b>Presentation</b></p> <ul style="list-style-type: none"> <li>Evaluate oral &amp; visual presentations such as multi-media</li> <li>Implement listening skills</li> <li>Implement active listening behaviors</li> <li>Use effective rate, volume, pitch, &amp; tone for the audience &amp; setting</li> <li>Interpret speaker's messages, purposes, &amp; perspectives</li> <li>Determine proper organization</li> <li>Describe how the presenter's perspective or point of view affects the presentation</li> <li>Use available technology to support aspects of creating, revising, editing, &amp; publishing works</li> </ul>	<p><b>Presentation</b></p> <ul style="list-style-type: none"> <li>Present oral &amp; visual presentations such as multi-media</li> <li>Implement listening skills</li> <li>Implement active listening behaviors</li> <li>Use effective rate, volume, pitch, &amp; tone for the audience &amp; setting</li> <li>Interpret speaker's messages, purposes, &amp; perspectives</li> <li>Recognize the presenter's organization</li> <li>Describe how the presenter's perspective or point of view affects the presentation</li> <li>Use available technology to support aspects of creating, revising, editing, &amp; publishing works</li> </ul>	<p><b>Author's Purpose</b></p> <ul style="list-style-type: none"> <li>Interpret speaker's messages, purposes, &amp; perspectives</li> <li>Describe how language of literature affects the listener</li> <li>Describe how the author's perspective or point of view affects the text &amp; relates to a specific time period or historical event</li> <li>Determine common &amp; distinctive characteristics of cultures</li> <li>Identify the use of regional dialect or slang in text</li> </ul>

		<ul style="list-style-type: none"> <li>• Give precise directions &amp; instructions</li> <li>• Monitor his/her own comprehension &amp; make modifications when understanding breaks down</li> <li>• Judge the internal consistency or logic of stories &amp; texts</li> </ul> <p><b>Context Clues</b></p> <ul style="list-style-type: none"> <li>• Apply knowledge of letter/sound correspondence, language structure, &amp; context to recognize words</li> <li>• Draw on experiences to bring meaning to words (Figurative language &amp; multi-meaning words)</li> <li>• Develop vocabulary by listening to selections read out loud</li> </ul> <p><b>Unfamiliar Words</b></p> <ul style="list-style-type: none"> <li>• Apply knowledge of letter/sound correspondence, language structure, &amp; context to recognize words</li> <li>• Use structural analysis to identify root words (Prefix, Suffix)</li> <li>• Locate the meanings &amp; punctuation of unfamiliar words using dictionaries, glossaries, &amp; other sources</li> <li>• Draw on experiences to bring meaning to words (Figurative language &amp; multi-meaning words)</li> </ul> <p><b>Multiple Meaning Words</b></p>	<ul style="list-style-type: none"> <li>• Eliminate barriers to effective listening</li> <li>• Give precise directions &amp; instructions</li> <li>• Monitor his/her own comprehension &amp; make modifications when understanding breaks down</li> <li>• Judge the internal consistency or logic of stories &amp; texts</li> </ul> <p><b>Context Clues</b></p> <ul style="list-style-type: none"> <li>• Apply knowledge of letter/sound correspondence, language structure, &amp; context to recognize words</li> <li>• Draw on experiences to bring meaning to words (Figurative language &amp; multi-meaning words)</li> <li>• Develop vocabulary by listening to selections read out loud</li> </ul> <p><b>Unfamiliar Words</b></p> <ul style="list-style-type: none"> <li>• Apply knowledge of letter/sound correspondence, language structure, &amp; context to recognize words</li> <li>• Use structural analysis to identify root words (Prefix, Suffix)</li> <li>• Locate the meanings &amp; punctuation of unfamiliar words using dictionaries, glossaries, &amp; other sources</li> <li>• Draw on experiences to bring meaning to</li> </ul>	<p><b>Personal Voice</b></p> <ul style="list-style-type: none"> <li>• Connect his or her experiences, information, insights, &amp; ideas with the experience of others</li> <li>• Compare oral traditions across regions &amp; cultures</li> <li>• Demonstrate effective communications skills that reflect demands</li> <li>• Exhibit an identifiable voice in personal narratives &amp; stories</li> <li>• Analyze published examples as models for writing</li> </ul> <p><b>Note-taking &amp; Graphic Organizers</b></p> <ul style="list-style-type: none"> <li>• Represent text information in different ways</li> <li>• Generate ideas &amp; plans for writing</li> <li>• Use available technology to support aspects of creating, revising, editing, &amp; publishing texts</li> </ul> <p><b>Reading Response</b></p> <ul style="list-style-type: none"> <li>• Interpret texts, ideas, through such varied means as journal writing discussion, &amp; media</li> <li>• Support responses by referring to relevant aspects of text &amp; his or her experiences</li> </ul> <p><b>Classificatory Writing</b></p> <ul style="list-style-type: none"> <li>• Write to express, discover, record, develop, reflect on</li> </ul>			
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		<ul style="list-style-type: none"> <li>• Apply knowledge of letter/sound correspondence, language structure, &amp; context to recognize words</li> <li>• Draw on experiences to bring meaning to words (Figurative language &amp; multi-meaning words)</li> <li>• Use multiple reference aids including thesaurus, synonym finder, dictionary, &amp; software to clarify meanings &amp; usage</li> <li>• Study word meaning systematically (across curriculum content areas)</li> </ul> <p><b>Setting</b></p> <ul style="list-style-type: none"> <li>• Recognize &amp; analyze story plot, setting, &amp; problem/resolution</li> </ul> <p><b>Author's Purpose</b></p> <ul style="list-style-type: none"> <li>• Determine the purpose for listening to gain information to solve problems or to enjoy &amp; appreciate</li> <li>• Interpret speaker's messages, purposes, &amp; perspectives</li> <li>• Describe how language of literature affects the listener</li> <li>• Recognize the author's organization in specific ways</li> <li>• Identify the purpose of different texts</li> <li>• Describe how the author's perspective or point of view affects the text</li> </ul> <p><b>Character Analysis</b></p>	<p>words (Figurative language &amp; multi-meaning words)</p> <p><b>Multiple Meaning Words</b></p> <ul style="list-style-type: none"> <li>• Apply knowledge of letter/sound correspondence, language structure, &amp; context to recognize words</li> <li>• Draw on experiences to bring meaning to words (Figurative language &amp; multi-meaning words)</li> <li>• Use multiple reference aids including thesaurus, synonym finder, dictionary, &amp; software to clarify meanings &amp; usage</li> <li>• Study word meaning systematically (across curriculum content areas)</li> </ul> <p><b>Author's Purpose</b></p> <ul style="list-style-type: none"> <li>• Determine the purpose for listening to gain information to solve problems or to enjoy &amp; appreciate</li> <li>• Interpret speaker's messages, purposes, &amp; perspectives</li> <li>• Describe how language of literature affects the listener</li> <li>• Recognize the author's organization in specific ways</li> <li>• Identify the purpose of different texts</li> <li>• Describe how the author's perspective or point of view affects the text</li> </ul> <p><b>Sequence</b></p>	<p>ideas &amp; problem solve</p> <ul style="list-style-type: none"> <li>• Write to inform such as to explain, describe, report, &amp; narrate</li> <li>• Evaluate how well his or her writing achieves its purpose</li> </ul>			
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		<ul style="list-style-type: none"> <li>Analyze characters</li> <li>Determine the author's intent in creating the character</li> <li>Identify character's physical &amp; personal characteristics</li> <li>Draw inferences such as conclusions or generalizations &amp; support them with text evidence &amp; experience</li> </ul> <p><b>Sequence</b></p> <ul style="list-style-type: none"> <li>Use the text structure of progression of ideas such as cause &amp; effect or chronological order</li> <li>Draw inferences such as conclusions or generalizations</li> <li>Answer different types &amp; levels of questions</li> </ul> <p><b>Cause &amp; Effect</b></p> <ul style="list-style-type: none"> <li>Use the text structure of progression of ideas such as cause &amp; effect or chronological order</li> <li>Compare &amp; Contrast</li> <li>Draw inferences such as conclusions or generalizations</li> <li>Find similarities &amp; differences across the texts</li> <li>Answer different types &amp; levels of questions</li> </ul> <p><b>Fact &amp; Opinion</b></p> <ul style="list-style-type: none"> <li>Distinguish between the speaker's opinion &amp; verifiable fact</li> <li>Draw inferences such as conclusions or generalizations</li> <li>Distinguish fact &amp; opinion in various texts</li> </ul> <p><b>Summarization</b></p> <ul style="list-style-type: none"> <li>Monitor his or her understanding of the spoken message &amp; seek clarification</li> <li>Paraphrase &amp; summarize text to recall, inform, or organize ideas</li> </ul> <p><b>Theme</b></p> <ul style="list-style-type: none"> <li>Offer observations, make connections, react, speculate, interpret, &amp; raise questions in response to texts</li> </ul>	<ul style="list-style-type: none"> <li>Use the text structure of progression of ideas such as cause &amp; effect or chronological order</li> <li>Draw inferences such as conclusions or generalizations</li> <li>Answer different types &amp; levels of questions</li> </ul> <p><b>Cause &amp; Effect</b></p> <ul style="list-style-type: none"> <li>Use the text structure of progression of ideas such as cause &amp; effect or chronological order</li> <li>Compare &amp; Contrast</li> <li>Draw inferences such as conclusions or generalizations</li> <li>Find similarities &amp; differences across the texts</li> <li>Answer different types &amp; levels of questions</li> </ul> <p><b>Fact &amp; Opinion</b></p> <ul style="list-style-type: none"> <li>Distinguish between the speaker's opinion &amp; verifiable fact</li> <li>Draw inferences such as conclusions or generalizations</li> <li>Distinguish fact &amp; opinion in various texts</li> </ul> <p><b>Summarization</b></p> <ul style="list-style-type: none"> <li>Monitor his or her understanding of the spoken message &amp; seek clarification</li> <li>Paraphrase &amp; summarize text to recall, inform, or organize ideas</li> </ul> <p><b>Theme</b></p>				
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		<ul style="list-style-type: none"> <li>Recognize the distinguishing features of genre</li> <li>Articulate &amp; discuss themes &amp; connections that cross cultures</li> </ul> <p><b>Summarization</b></p> <ul style="list-style-type: none"> <li>Monitor his or her understanding of the spoken message &amp; seek clarification</li> <li>Paraphrase &amp; summarize text to recall, inform, or organize ideas</li> </ul> <p><b>Text Structure</b></p> <ul style="list-style-type: none"> <li>Use the text structure of progression of ideas such as cause &amp; effect or chronological order</li> <li>Determine the text's main or major ideas</li> </ul> <p><b>Literary Elements</b></p> <ul style="list-style-type: none"> <li>Identify how language use such as labels &amp; saying reflect regions &amp; cultures</li> <li>Understand &amp; identify literary terms</li> <li>Understand literary form by recognizing &amp; distinguishing among various genres</li> </ul> <p><b>Inference</b></p> <ul style="list-style-type: none"> <li>Draw inferences such as conclusions or generalizations &amp; support them with text evidence &amp; experience</li> </ul> <p><b>Generalizations</b></p> <ul style="list-style-type: none"> <li>Uses his or her knowledge &amp;</li> </ul>	<ul style="list-style-type: none"> <li>Offer observations, make connections, react, speculate, interpret, &amp; raise questions in response to texts</li> <li>Recognize the distinguishing features of genre</li> <li>Articulate &amp; discuss themes &amp; connections that cross cultures</li> </ul> <p><b>Text Structure</b></p> <ul style="list-style-type: none"> <li>Determine the text's main or major ideas</li> <li>Use text structure for progression of ideas such as cause &amp; effect or chronological order to locate &amp; recall information</li> </ul> <p><b>Literary Elements</b></p> <ul style="list-style-type: none"> <li>Identify how language use such as labels &amp; saying reflect regions &amp; cultures</li> <li>Understand &amp; identify literary terms</li> <li>Understand literary form by recognizing &amp; distinguishing among various genres</li> </ul> <p><b>Inference</b></p> <ul style="list-style-type: none"> <li>Draw inferences such as conclusions or generalizations &amp; support them with text evidence &amp; experience</li> </ul> <p><b>Generalizations</b></p> <ul style="list-style-type: none"> <li>Uses his or her knowledge &amp;</li> </ul>				
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		<p>experience to comprehend</p> <ul style="list-style-type: none"> <li>Find similarities &amp; differences across texts</li> </ul> <p><b>Main Idea</b></p> <ul style="list-style-type: none"> <li>Understand the major ideas &amp; supporting evidence in spoken messages</li> <li>Determine a texts main or major ideas &amp; how those ideas are supported with details</li> </ul> <p><b>Compare &amp; Contrast</b></p> <ul style="list-style-type: none"> <li>Find similarities &amp; differences across texts</li> <li>Offer observations, make connections, react, speculate, interpret, &amp; raise questions in response to texts</li> <li>Connect, compare, &amp; contrast ideas, themes, &amp; issues across texts</li> <li>Compare communications in different forms</li> <li>Compare text events with his or her own &amp; other readers experiences</li> <li>Use media to compare ideas &amp; points of view</li> <li>Compare &amp; contrast print, visual, &amp; electronic media</li> </ul> <p><b>Plot</b></p> <ul style="list-style-type: none"> <li>Recognize &amp; analyze story plot, setting, &amp; problem resolution</li> </ul> <p><b>Visualizing</b></p>	<p>experience to comprehend</p> <ul style="list-style-type: none"> <li>Find similarities &amp; differences across texts</li> </ul> <p><b>Main Idea</b></p> <ul style="list-style-type: none"> <li>Understand the major ideas &amp; supporting evidence in spoken messages</li> <li>Determine a texts main or major ideas &amp; how those ideas are supported with details</li> </ul> <p><b>Compare &amp; Contrast</b></p> <ul style="list-style-type: none"> <li>Find similarities &amp; differences across texts</li> <li>Offer observations, make connections, react, speculate, interpret, &amp; raise questions in response to texts</li> <li>Connect, compare, &amp; contrast ideas, themes, &amp; issues across texts</li> <li>Compare communications in different forms</li> <li>Compare text events with his or her own &amp; other readers experiences</li> <li>Use media to compare ideas &amp; points of view</li> <li>Compare &amp; contrast print, visual, &amp; electronic media</li> </ul> <p><b>Visualizing</b></p> <ul style="list-style-type: none"> <li>Describe mental images that text descriptions evoke</li> <li>Describe how illustrator's choice of style elements in media helps to</li> </ul>				
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		<ul style="list-style-type: none"> <li>Describe mental images that text descriptions evoke</li> <li>Describe how illustrator's choice of style elements in media helps to represent or extend the text's meanings</li> <li>Interpret important events &amp; ideas gleaned from maps, charts, graphic video segments, or technology presentations</li> <li>Interpret &amp; evaluate the various ways visual image makers such as graphic artists, illustrators, &amp; news photographers represent meanings</li> <li>Select, organize, or produce visuals to complement &amp; extend meanings</li> <li>Produce communications, use technology for appropriate media</li> </ul> <p><b>Style, Tone, &amp; Mood</b></p> <ul style="list-style-type: none"> <li>Assess how language, choice, &amp; delivery affect the tone of the message</li> </ul>	<ul style="list-style-type: none"> <li>represent or extend the text's meanings</li> <li>Interpret important events &amp; ideas gleaned from maps, charts, graphic video segments, or technology presentations</li> <li>Interpret &amp; evaluate the various ways visual image makers such as graphic artists, illustrators, &amp; news photographers represent meanings</li> <li>Select, organize, or produce visuals to complement &amp; extend meanings</li> <li>Produce communications, use technology for appropriate media</li> </ul> <p><b>Style, Tone, &amp; Mood</b></p> <ul style="list-style-type: none"> <li>Assess how language, choice, &amp; delivery affect the tone of the message</li> </ul>				
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