

**SOUTH CAROLINA  
ENGLISH LANGUAGE ARTS  
ACADEMIC STANDARDS**



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# Introduction

*South Carolina English Language Arts Academic Standards* contains the revised academic standards in English language arts for South Carolina students from kindergarten through English 4. A field review of the first draft of these standards was conducted September 9, 2006 through October 29, 2006. Feedback from that review has been incorporated into this document. The revised final draft was presented to the State Board of Education (SBE) on December 12, 2006.

The State Department of Education (SDE) in partnership with Mid-Continent Research for Education and Learning (McREL) developed these standards and the indicators utilizing the following sources:

- *South Carolina English Language Arts Curriculum Standards 2002*, published by the SDE.
- *South Carolina Social Studies Academic Standards 2005*, published by the SDE,
- *South Carolina Science Academic Standards 2005*, published by the SDE,
- *The State of the State English Standards*, by Sandra Stotsky. (Washington, DC: Thomas Fordham Foundation, 2005),
- *Understanding University Success*, produced by Center for Educational Policy Research. (Eugene, OR, 2003),
- *Reading Framework for the 2009 National Assessment of Educational Progress*, American Institutes for Research. (Washington, DC, 2005).
- The national standards documents for English language arts published jointly by the International Reading Association (IRA) and the National Council of Teachers of English (NCTE), and
- The published English language arts standards of other states, including Alabama, California, Indiana, Louisiana, and Massachusetts.

Standard operating procedures for the review of South Carolina standards agreed upon by the SDE and the EOC were used as the basis for this review of the English language arts standards. These procedures are also used as standards for other subject areas are revised.

## Academic Standards

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 Educational 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 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. Each standard carries equal weight and all six standards should be taught in an integrated manner. These standards do not prescribe classroom activities, materials, instructional strategies, approaches, or practices. These practices should be determined based on the needs of individual students, schools, and districts. The *South Carolina English Language Arts Academic Standards 2007* is not a curriculum.

## Revised Organization of the English Language Arts Standards Document

The organization of the South Carolina English language arts standards document has been modified in several ways.

- An overview outlining the philosophy behind the development of these standards is provided along with guiding principles that support the standards and indicators.
- An overview describing specific subject matter is provided for each grade level or high school course.
- 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 are no longer organized by strand; however, a heading indicating the English language arts strand and the objective for each standard is included. The core information and ideas from each strand have been incorporated into the standards and indicators.
- Standards are provided for nine grade levels, kindergarten through grade eight) and four high school courses, English 1, English 2, English 3, and English 4.

## English Language Arts Curriculum Support Document

The SDE will develop a standards support document after SBE approval of these standards. Local districts, schools, and teachers can use the document to construct a standards-based curriculum, adding or expanding topics they feel are important and organizing the content to fit their students' needs. The support document will include materials and resources such as

- sample units which incorporate literacy elements,
- resources including those accessed through technology,
- recommended modifications for instruction to meet the needs of diverse groups such as special education and/or gifted and talented students,
- connections to other disciplines, and
- lists of literary and informational texts related to each grade level to encourage diversity in reading based on student interests and abilities.

In addition, several matrices which provide an overview of expectations for identified indicators across grade levels is included in this document. A matrix that lists the various literary and informational text types students read at each grade level based on what students may be asked to read on the National Assessment of Educational Progress (NAEP) is also included.

## Definitions of Key Terms

- **Academic standards.** Statements of the most important, consensually determined expectations for student learning in a particular discipline. In South Carolina, standards are provided for each grade from kindergarten through grade eight and for high school courses.
- **Indicators.** Specific statements of the content (knowledge and skills) and cognitive processes needed to meet a grade-level or high school course standard.

The verbs in the indicators identify specific aspects of a cognitive process as described in the Revised Bloom's Taxonomy as shown in Appendix C. Use of the taxonomy will allow teachers to identify the kind of knowledge addressed in the indicators and will help teachers better understand the intent of each indicator and how it should be taught.

- **Statewide assessment.** The English language arts standards in grades three through high school will be the basis for the development of test questions for the Palmetto Achievement Challenge Tests (PACT), the High School Assessment Program (HSAP) and the End of Course (EOC) test for English 1.

These assessments will be based on the standards at each grade level with test items developed from the indicators. Indicators from previous grade levels may also be assessed.

## Philosophical Background

The ultimate goal of the English language arts academic standards is to teach students the literacy skills and strategies needed to communicate as an individual and as a productive member of society. Reading, writing, speaking, listening, and viewing are fundamental tools for learning, success in the workplace, enriching and expanding our lives, and responsible citizenship.

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 and technological world, literacy demands are intensifying and require more advanced levels of proficiency than ever before. Students need to become highly skilled and independent users of information to be productive citizens. The ability to communicate well—to read, write, listen, and speak—is at the core of the human experience. Language skills are essential tools not only because they serve as the basis for future learning and citizenship but also because they enrich students' lives as people.

The *South Carolina English Language Arts Academic Standards 2007* 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 local school district personnel in the development of effective English 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 ample opportunities for innovation and creativity essential to teaching and learning. Standards are to be addressed frequently in a variety of ways with increasingly difficult texts over extended periods of time to promote deeper understanding.

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

## Guiding Principles

The following guiding principles are philosophical statements that create the foundation of the *South Carolina English Language Arts Academic Standards 2007*. They guide the construction and evaluation of English language arts curricula in our state.

### Guiding Principle 1

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

Classrooms are 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 create spaces where learners come together in a community—a community where young people interact, explore, take risks, and inquire about the world around them. Students are able to let teachers know who they are, how they think, and what unique perspectives they bring. Every student has a voice that is an expression of self. Students' voices develop when teachers provide opportunities for interaction, exploration, and communication. Students also learn about their classmates as unique individuals, contributing distinct ideas and talents to the class. Learning communities have time to wonder, question, celebrate, and enjoy literacy together.

### Guiding Principle 2

***Learning in English language arts is recursive.***

Students at every grade level apply similar language skills, strategies, and concepts as they use increasingly more complex text. It is a spiraling curriculum in the sense that many of the same skills and strategies develop over time. For example, students make predictions and draw conclusions in kindergarten through English 4. Many of the reading and writing strategies do not change, but the difficulty and complexity of the text provide the differentiation. As a result, students refine their knowledge, gaining sophistication and independence, as they grow as readers, writers, and learners.

### Guiding Principle 3

***Reading, writing, communication, and inquiry are interdependent.***

Reading, writing, speaking, listening, viewing, and inquiry are not discrete skills. Each literacy strand intertwines with and supports the others, creating a tapestry of language. Effective language requires and extends thinking. As learners listen, view, discuss, or write, they engage in thinking. Successful literacy instruction also rests upon the integration of the language arts with other content areas, weaving together skills and concepts from several strands to support student learning. When students undertake increasingly challenging assignments that require them to write or speak in response to what they are learning in English language arts and all other disciplines, 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 need, carried out in an organized manner, and clearly communicated to students. Quality instruction is responsive and authentic, connecting to student need and relating to real-world purposes. Students at all levels (elementary, middle, and high school) need opportunities for read alouds, shared reading, and independent reading/writing experiences as well as reading/writing conferences, literature discussion groups, and strategy-based mini-lessons.

## **Guiding Principle 5**

***An effective English language arts curriculum develops students' oral language and literacy through appropriately challenging learning.***

Language acquisition and expression is foundational to literacy learning and development, therefore students need many opportunities to speak and listen. As they grow in vocabulary and concept development, the use of language as a tool to convey meaning increases. In recognition that written and spoken language develops together, students need to be exposed to a language and print-rich environment.

Students need opportunities for collaboration and discussion that is fostered through meaningful contexts and concrete experiences. They develop their understanding of graphic, text, and structural features of print language through exposure to fiction, non-fiction, poetry, and drama. Students progress from oral to written language through an understanding of phonics and phonemic awareness and vocabulary. As they listen to stories read aloud, they develop comprehension and fluency. Beyond the primary grades, students continue to refine oral language and literacy through speaking, listening, and viewing.

## **Guiding Principle 6**

***An effective English language arts curriculum uses literature from a variety of genres, time periods, and cultures, featuring works that reflect our literary heritage.***

Students have broad exposure to classic and contemporary literary works representing communities and cultures in the United States and throughout the world. Reading allows students to experience the world and also provides a bridge to other times and places. Through literature, students experience the unique history of our nation, encounter other cultures that exist beyond our country's borders, and imagine the world of tomorrow. In order to foster a love of reading, teachers encourage independent reading within and outside of class. School media specialists and local librarians play a critical role in matching books to students' interests.

## **Guiding Principle 7**

***An effective English language arts curriculum emphasizes writing as an essential way to develop, clarify, and communicate ideas.***

Writing is thinking. In order to learn to write, students must write. They need opportunities to study the craft of writing, ranging from the poetic to the technical. Teachers in all content areas provide experiences for students to write every day in and out of school. Common expectations about writing are developed across the curriculum. As students attempt to write cohesively about increasingly complex ideas, their writing serves to enhance academic achievement and intellectual growth.

## **Guiding Principle 8**

***An effective English language arts curriculum provides for literacy in all forms of media.***

Students are prepared to live in an information-rich and changing society. Like literary genres, media has its unique characteristics. Proficient students apply critical techniques in order to evaluate the validity and accuracy of information. In a culture where media is pervasive and invasive, students need to think critically about what they see, hear, and read. The challenge is for students to respond to these media personally, critically, and creatively. The inclusion of media literacy and viewing in South Carolina's academic standards recognizes the powerful force of visual media in the 21<sup>st</sup> century.

The skills needed by students to navigate their visual culture are similar to those of traditional print literacy and just as important as reading and writing. One key element is "critical inquiry" or the ability to analyze and question visual messages. Another key element is student production of visual media, thus demonstrating their understanding

of advertising, aesthetic techniques, audience, bias, propaganda, and purpose, to name a few.

Today's emerging technologies include the many multi-media devices and programs which depend on the appropriate application of technology and media literacy skills. Technology includes digital photography, Digital Video Discs (DVDs), CD-ROMs, HDTV (digital TV), Internet streaming, MP3 players, non-linear (computer/video) editing, Personal Digital Assistants (PDAs), PowerPoint presentations, Web logs (blogs), and more.

Integrating strategies through various media into instruction extends students' vocabulary and experiences and helps them develop lifelong critical thinking and viewing skills. Though standards including indicators which refer to viewing and media literacy are not tested on state assessments, these standards are crucial to the quality of life in a society permeated by media and technology.

### **Guiding Principle 9**

***An effective English language arts curriculum emphasizes informational text, which 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 non-print presentations. Information literacy—the ability to recognize when information is needed and to locate, evaluate, and effectively use the needed information—is a basic skill essential in today's world. In many instances, information comes in unfiltered formats, raising questions about its authenticity, validity, and reliability. More than ever, students need to be prepared to absorb, comprehend, analyze, reflect upon, and challenge what they read and hear from the real world before making assumptions. Real-world text is an integral part of the curriculum and relevant to students' lives.

### **Guiding Principle 10**

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

Students need a repertoire of learning strategies that they consciously practice and apply in increasingly challenging contexts. When students are able to articulate their own learning strategies, evaluate their effectiveness, and use those that work best for them, they have become independent learners. For example, students independently determine unfamiliar words through context clues or automatically make predictions while reading as well as monitor their own writing by spontaneously asking, "Does this organization work?" or "Is my tone appropriate for my audience?" As students become independent thinkers, they are free to pursue life-long learning.

*Guiding principles 6 and 10 were adapted from the 2001 Massachusetts English Language Arts Curriculum Frameworks.*

# Grade-Level Standards Kindergarten

Kindergarten students are beginning to learn to read and write. They develop oral language and literacy simultaneously in a print-rich environment. They listen to a variety of fiction and non-fiction picture books, rhymes, songs, poems, plays, biographies, and autobiographies read aloud and through shared reading opportunities. They use information from literary text read aloud to make predictions and orally identify story elements such as characters, settings, and important events. They draw conclusions and make inferences from informational text.

Through many opportunities for conversation and discussion centered around personal experiences, kindergarten students construct meaning. They begin to understand how print works through concepts about print.

Kindergarten students use and develop reading, writing, speaking, and listening and vocabulary from a variety of sources including conversations, stories read aloud, and the media. They develop phonemic awareness by creating rhyming words and orally identifying beginning and ending sounds in words. Kindergarten students develop fluency by recalling and reciting rhymes, poems, and songs.

They generate ideas orally or in writing. Kindergarten students use upper and lower case letters when writing. They begin creating writing about a topic that follows a logical sequence using pictures, letters, or words. They begin to use revision and proofreading strategies with teacher support. Kindergarten students create lists, notes, messages, and rhymes. They also create descriptions of experiences, people, places, actions, and things.

Kindergarten students classify information presented in graphs, maps, and charts by constructing categories. They identify print and non-print sources of information. They generate how and why questions from observations, texts, and topics of interest and they use appropriate voice level when speaking.

## KINDERGARTEN

### Reading: Accessing Literary Text

**Standard K-1**      **The student begins to read and comprehend print and non-print literary texts from a variety of cultures and eras.**

*At this grade level, students begin to read rhymes, fantasy, songs, poetry, and drama. In addition, students begin to read non-fiction picture books, biographies, and autobiographies.*

#### **Indicators**

- K-1.1      Use information from text to make predictions.
- K-1.2      Identify sound devices including **onomatopoeia**.
- K-1.3      Identify, orally, **characters**, **settings**, and important events in a story.
- K-1.4      Identify conversations among **characters**.
- K-1.5      Create responses to text through a variety of methods such as writing, **creative dramatics**, and visual and performing arts.
- K-1.6      Carry out **independent reading** for extended periods of time for pleasure.
- K-1.7      Identify fantasy and reality.
- K-1.8      Understand that text has **main ideas** and details.

## Reading: Accessing Informational Text

**Standard K-2**      **The student begins to read and comprehend print and non-print informational text.**

*At this grade level, students begin to read books, magazines, newspapers, procedural directions, recipes, and graphs.*

### Indicators

- K-2.1      Identify the **central idea** in text.
- K-2.2      Use information from text to make inferences.
- K-2.3      Recognize text features such as title and print style (italics, bold, larger print).
- K-2.4      Create responses to text through writing, **creative dramatics**, and visual and performing arts.
- K-2.5      Recognize tables of contents.
- K-2.6      Recognize **graphic features** such as illustrations and graphs.
- K-2.7      Carry out **independent reading** for extended periods of time to gain information.
- K-2.8      Identify facts from text read aloud.
- K-2.9      Identify types of **environmental print** such as signs in the school, road signs, restaurant and store signs, and logos.

## Reading: Learning to Read (The Reading Process)

**Standard K-3**      **The student understands and uses skills and strategies to read.**

*Indicators for this standard in kindergarten through grade two focus on beginning reading skills and strategies and support the five components of reading including comprehension, fluency, phonemic awareness, phonics, and vocabulary as outlined by the National Reading Panel. These indicators will be assessed by the classroom teacher or at the school or district level.*

### Indicators

#### Oral Language Acquisition and Comprehension Development

- K-3.1      Use pictures and words to make and revise predictions.
- K-3.2      Use pictures and words to construct meaning.
- K-3.3      Understand the **main idea** and details from conversations and discussions.
- K-3.4      **Summarize** personal experiences.
- K-3.5      **Retell** stories orally including a beginning, middle, and end.
- K-3.6      Use prior knowledge and life experiences to construct meaning in text.
- K-3.7      Use pictures and context to construct meaning of unfamiliar words from text read aloud.

#### Concepts about Print

- K-3.8      Identify the front and back cover, title, and author of a book.
- K-3.9      Carry out left-to-right and top-to-bottom directionality on the printed page.

#### Oral Language Acquisition and Vocabulary Development

- K-3.10     Use vocabulary from a variety of sources including conversations, read-aloud, and the media.
- K-3.11     Identify and sort words by category.
- K-3.12     Understand and follow one- and two-step oral directions.

## Phonemic Awareness and Phonics

- K-3.13 Create **rhyming words** in response to an oral prompt.
- K-3.14 Identify orally beginning and ending sounds in words.
- K-3.15 Use visual information including beginning sounds, ending sounds, and **onsets** and **rimes**.
- K-3.16 Create new words by adding, deleting, or changing sounds orally.
- K-3.17 Use sound combinations such as consonant-vowel-consonant to make and decode words orally.
- K-3.18 Match consonant and short vowel sounds to appropriate letters.

## Fluency

- K-3.19 Recall and recite rhymes, poems, and songs.

## Writing: Developing Written Communication

**Standard K-4**      **The student begins to create writing that includes a clear focus, coherent organization, sufficient detail, and effective voice.**

### Indicators

#### Oral Language Expression

- K-4.1      Generate ideas orally or in writing using strategies such as drawing, using pictures, and **literary models**.
- K-4.2      Generate complete sentences orally and in writing.

#### Early Writing Development

- K-4.3      Create writing about a topic that follows a logical sequence using pictures, letters, and/or words.
- K-4.4      Use **revision** strategies with teacher support.
- K-4.5      Use proofreading strategies with teacher support.
- K-4.6      Integrate expanding vocabulary from reading, speaking, and listening into writing.
- K-4.7      Create documents using emerging technology.
- K-4.8      Use upper and lowercase letters.
- K-4.9      Use appropriate letter formation to communicate by writing letters and words from left-to-right and top-to-bottom.

## **Writing: Producing Written Communication**

**Standard K-5**      **The student begins to write for a variety of purpose and audiences.**

### **Indicators**

- K-5.1      Create communications such as lists, notes, and messages.
- K-5.2      Create descriptions of experiences, people, places, actions, and things.
- K-5.3      Create reflective writing including journals.
- K-5.4      Create simple rhymes.

## Research: Inquiry and Communication

**Standard K-6**      **The student begins to access and use information for a variety of purposes.**

*Reference materials for this grade level include those found in print or electronic formats.*

### **Indicators**

- K-6.1      Identify print and **non-print** sources of information including books, pictures, charts, and media, such as videos, television, films, music and the Internet.
- K-6.2      Generate how and why questions from observations, texts, and topics of interest.
- K-6.3      Use information presented in graphs, maps, and charts.
- K-6.4      Classify information by constructing categories.
- K-6.5      Understand and follow one- and two-step oral directions.
- K-6.6      Use appropriate voice level when speaking.

# Grade-Level Standards

## Grade One

First-grade students apply skills learned in kindergarten as they read and view a variety of literary and informational text. They identify literary elements such as the main idea and recall important events within the plot of a story. They begin to identify different points of view by comparing and contrasting different versions of the same story.

In informational text, first grade students identify text features such as tables of contents. They recognize cause and effect relationships, facts and opinions, and the central idea in text. First-grade students interpret graphic features such as charts and maps.

First-grade students use meaning, sentence structure, or letter/sound relationships to make self-corrections on text and use knowledge of concepts of print to understand how print works. They recognize high frequency words and use vocabulary from a variety of sources in a variety of contexts.

First-grade students use spelling patterns and knowledge of onsets and rimes to decode unfamiliar words. They use an understanding of the sounds of the alphabet and knowledge of letter names to spell words independently when writing. They use letter/sound correspondences including consonant blends and digraphs and a knowledge of base words and their inflectional endings. They identify and use compound words and contractions.

When reading familiar text, first grade students demonstrate an understanding of fluency by using phrasing, intonation, and punctuation.

First grade students generate ideas for writing by creating lists, participating in discussions, and using literary models. They use revision strategies to improve word choice and sentence formation. They proofread to edit for conventions. They integrate expanding vocabulary into reading and writing. They write for a variety of purposes including communications, descriptions, and personal narratives. They also create rhymes and poems.

First grade students access information by using the Internet with the aid of a teacher. They use a variety of print and non-print sources to locate information. When participating in conversations and discussions, they generate appropriate responses and use appropriate voice level and intonation when speaking.

# GRADE 1

## Reading: Accessing Literary Text

**Standard 1-1**      **The student reads and comprehends print and non-print literary text from a variety of cultures and eras.**

*At this grade level, students read fiction such as picture books, fantasy, rhymes, songs, fables, poetry, drama, and biographies. In addition, students read nonfiction such as autobiographies.*

**Continue to address earlier indicators as needed and as they apply to more difficult text.**

### Indicators

- 1-1.1      Use information from text to make and confirm predictions about story elements such as **characters**.
- 1-1.2      Compare/contrast versions of the same story to determine **point of view**.
- 1-1.3      Identify devices of figurative language including **similes** and sound devices including **onomatopoeia** and **alliteration**.
- 1-1.4      Understand that **characters, setting, and plot** are elements of text.
- 1-1.5      Understand how elements of **author's craft**, including word choice, influence meaning.
- 1-1.6      Create responses to text through a variety of methods such as writing, **creative dramatics**, and visual and performing arts.
- 1-1.7      Carry out **independent reading** for extended periods of time for pleasure.
- 1-1.8      Distinguish between fantasy and reality.
- 1-1.9      Identify **fiction** and **non-fiction** text.
- 1-1.10     Identify the **main idea** in text.

## Reading: Accessing Informational Text

**Standard 1-2**      **The student reads and comprehends print and non-print informational text.**

*At this grade level, students read textbooks, magazines, newspapers, procedural directions, graphs, and recipes.*

**Continue to address earlier indicators as needed and as they apply to more difficult text.**

### **Indicators**

- 1-2.1      Identify the **central idea** in text.
- 1-2.2      Use information from text to make inferences.
- 1-2.3      Identify **text features** such as print styles and titles.
- 1-2.4      Interpret text structures such as tables of contents.
- 1-2.5      Understand **graphic features** such as illustrations, graphs, charts, and maps.
- 1-2.6      Create responses to text through writing, **creative dramatics**, and visual and performing arts
- 1-2.7      Carry out **independent reading** for extended periods of time to gain information.
- 1-2.8      Identify cause and effect relationships.

## Reading: Learning to Read (The Reading Process)

**Standard 1-3**      **The student understands and uses skills and strategies to read.**

*Indicators for this standard in kindergarten through grade two focus on beginning reading skills and strategies and support the five components of reading including comprehension, fluency, phonemic awareness, phonics, and vocabulary as outlined by the National Reading Panel. These indicators will be assessed by the classroom teacher or at the school or district level.*

**Continue to address earlier indicators as needed and as they apply to more difficult text.**

### Indicators

#### Oral Language Acquisition and Comprehension Development

- 1-3.1      Use pictures and words to make and revise predictions.
- 1-3.2      Use pictures and words to construct meaning.
- 1-3.3      Use pictures, contexts, and letter/sound relationships to confirm unfamiliar words.
- 1-3.4      Use meaning, sentence structure, and/or letter/sound relationships to **self-correct**.

#### Concepts about Print

- 1-3.5      Identify the front and back cover, title, author, and illustrator.
- 1-3.6      Carry out left to right, top to bottom, and return sweep directionality on the printed page.
- 1-3.7      Identify letters, words, and sentences.

#### Oral Language and Vocabulary

- 1-3.8      Use vocabulary from a variety of sources including conversations, read-aloud, and the media.
- 1-3.9      Classify words by categories.
- 1-3.10     Recognize **high frequency words** in a variety of contexts.

#### Phonemic Awareness and Phonics

- 1-3.11     Create **rhyming words** in response to an oral prompt.
- 1-3.12     Identify **onsets** and **rimes** to decode and generate words orally.
- 1-3.13     Apply simple spelling patterns and **onsets** and **rimes** to decode unfamiliar words.
- 1-3.14     Create new words by adding, deleting, or changing letters.
- 1-3.15     Use an understanding of the sounds of the alphabet and knowledge of letter names to spell words independently.
- 1-3.16     Identify beginning, middle, and ending sounds in single-syllable words.
- 1-3.17     Apply letter or sound correspondences including **consonant blends** and **consonant digraphs**.
- 1-3.18     Identify **base words** and their **inflectional endings** including –s, -es, -ing, -ed, -est and –er.
- 1-3.19     Recognize compound words and contractions.
- 1-3.20     Apply knowledge of alphabetizing a series of words to the first letter.

#### Fluency

- 1-3.21     Use **phrasing, intonation**, and punctuation when reading familiar text.

## Writing: Developing Written Communication

**Standard 1-4**      **The student writes with a clear focus, coherent organization, sufficient elaboration, effective voice, and appropriate use of conventions.**

**Continue to address earlier indicators as needed and as they apply to more difficult text.**

### Indicators

- 1-4.1      Generate ideas for writing by using strategies such as creating lists, participating in discussions, and using **literary models**.
- 1-4.2      Create writing about a topic with a beginning and end.
- 1-4.3      Use common and proper nouns, singular and plural subjects, personal pronouns, and common conjunctions (but, and) in writing.
- 1-4.4      Use **revision** strategies to improve **word choice** and sentence structure.
- 1-4.5      Use proofreading to **edit** for conventions including
- capitalization of the first word of a sentence, names of people, and the pronoun "I";
  - periods, exclamation points, and question marks at the end of sentences; and
  - correct spelling of high frequency words.
- 1-4.6      Integrate expanding vocabulary from reading and listening into writing.
- 1-4.7      Create documents using emerging technology.
- 1-4.8      Use appropriate spacing between words.
- 1-4.9      Use appropriate letter formation to communicate by writing letters and words from left-to-right and top-to-bottom.

## **Writing: Producing Written Communication**

**Standard 1-5**      **The student writes for a variety of purposes and audiences.**

**Continue to address earlier indicators as needed and as they apply to more difficult text.**

### **Indicators**

- 1-5.1      Create communications such as thank-you notes to specific people.
- 1-5.2      Create descriptions of experiences, people, places, actions, and things.
- 1-5.3      Create reflective writing such as diaries and journals.
- 1-5.4      Create writing such as simple rhymes and poems.
- 1-5.5      Create personal narratives about experiences, people, places, actions, and things.

## Research: Inquiry and Communication

**Standard 1-6**      **The student accesses and uses information for a variety of purposes.**

*Reference materials for this grade level include those found in print or electronic formats.*

**Continue to address earlier indicators as needed and as they apply to more difficult text.**

### Indicators

- 1-6.1      Use a variety of print and **non-print** sources such as books, pictures, charts, and media to locate information.
- 1-6.2      Generate how and why questions from observations, topics of interest, and text.
- 1-6.3      Classify information by constructing categories.
- 1-6.4      Use the Internet with the aid of a teacher.
- 1-6.5      Identify sources of information such as books, newspapers, pictures, and charts.
- 1-6.6      Generate appropriate responses when participating in conversations and discussions.
- 1-6.7      Generate one- and two-step oral directions.
- 1-6.8      Use appropriate voice level and **intonation** when speaking.
- 1-6.9      Use complete sentences when responding to others.

# Grade-Level Standards

## Grade Two

Second grades students apply skills learned in earlier grades to make sense of progressively more difficult text. They read literary and informational text. They identify elements of literary text including the main idea and supporting details. They also identify and analyze figurative language and sound devices. In informational text, second grade students use text features such as headings, captions, titles, and key words to make predictions. They recognize the sequence and logical order used to organize informational text. They begin to understand how element's of author's craft influence meaning.

Second grade students identify the meaning of unknown words by using context clues. They continue to create responses to literary and informational text. Strategies such as changes in voice, phrasing, and expression further develop fluency I reading and speaking.

They identify common prefixes and suffixes and recognize high frequency words and choose appropriate synonyms, antonyms, and homonyms to build vocabulary. They identify beginning, middle, and ending sounds in words and apply knowledge of onsets and rimes to decode multi-syllabic words. They alphabetize words to the second and third letter.

Second grade students create writing with a beginning, middle and end about a topic. They use revision strategies to improve organization and development of ideas and proofreading to edit for conventions. Second graders write friendly letters, poems, jokes and riddles. They create expository and narrative writing.

Second grade students summarize conversations and discussions. They understand the importance of using Standard American English in formal speaking situations and in the classroom and respond appropriately when participating in conversations and discussions including interviews. They understand the purpose of various print and electronic references materials such as dictionaries and encyclopedias.

## GRADE 2

### Reading: Accessing Literary Text

**Standard 2-1**      **The student reads and comprehends print and non-print literary text from a variety of cultures and eras.**

*At this grade level, students read fiction picture books, fantasy, fables, tall tales, folktales, poetry, and drama. In addition, students read biographies, and autobiographies.*

**Continue to address earlier indicators as needed and as they apply to more difficult text.**

#### **Indicators**

- 2-1.1      Use information from text to make, revise, and confirm predictions about story elements such as **character, setting, and plot**.
- 2-1.2      Compare and contrast versions of the same story to determine point of view.
- 2-1.3      Analyze devices of figurative language including **simile** and sound devices including **onomatopoeia** and **alliteration**.
- 2-1.4      Understand the relationship among **character, setting, and plot** in text.
- 2-1.5      Understand the affect of **author's craft**, such as **word choice** and repetition on meaning.
- 2-1.6      Create responses to text through a variety of methods such as writing, **creative dramatics**, and visual and performing arts.
- 2-1.7      Carry out **independent reading** for extended periods of time for pleasure.
- 2-1.8      Distinguish between **fiction** and **non-fiction** text.
- 2-1.9      Identify the details that support **main idea**.

## Reading: Accessing Informational Text

**Standard 2-2**      **The student reads and comprehends print and non-print informational text.**

*At this grade level, students read textbooks, magazines, newspapers, photographs, procedural directions, graphs, recipes, charts, maps, schedules, tables, and timelines.*

**Continue to address earlier indicators as needed and as they apply to more difficult text.**

### **Indicators**

- 2-2.1 Identify the **central idea** and supporting evidence in text.
- 2-2.2 Use information from text to draw conclusions and make inferences.
- 2-2.3 Use text features such as print styles and titles.
- 2-2.4 Use text structures such as tables of contents and glossary.
- 2-2.5 Use **graphic features** such as illustrations, graphs, charts, maps and diagrams.
- 2-2.6 Create responses to text through writing, **creative dramatics**, and visual and performing arts
- 2-2.7 Carry out **independent reading** for extended periods of time to gain information.
- 2-2.8 Recognize facts and opinions.
- 2-2.9 Recognize cause and effect relationships.

## Reading: Building Vocabulary

**Standard 2-3**      **The student uses word analysis and vocabulary strategies to read fluently.**

*Indicators for this standard in kindergarten through grade two focus on beginning reading skills and strategies and support the five components of reading including comprehension, fluency, phonemic awareness, phonics, and vocabulary as outlined by the National Reading Panel. These indicators will be assessed by the classroom teacher or at the school or district level.*

**Continue to address earlier indicators as needed and as they apply to more difficult text.**

### Indicators

#### Vocabulary

- 2-3.1      Construct meaning of unfamiliar words using context clues.
- 2-3.2      Construct meaning through knowledge of **base words**, prefixes, such as un-, re-, pre-, bi-, mis-, dis-, and suffixes, such as er, -est, -ful, in context.
- 2-3.3      Recognize **high frequency words** in context.
- 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.

#### Phonics

- 2-3.7      Use knowledge of spelling patterns and **high frequency words**.
- 2-3.8      Analyze parts of **multi-syllabic** words, such as **onsets** and **rimes**, and spelling patterns, in context.
- 2-3.9      Apply knowledge of alphabetizing a series of words to the second and third letter.

#### Fluency

- 2-3.10      Use strategies to read **fluently** such as changes in voice, **phrasing**, and expression.

## Writing: Developing Written Communication

**Standard 2-4**      **The student creates writing that includes a clear focus, coherent organization, sufficient elaboration, effective voice, and appropriate use of conventions.**

**Continue to address earlier indicators as needed and as they apply to more difficult text.**

### Indicators

- 2-4.1      Generate ideas for writing by using strategies such as lists, discussions, and **literary models**.
- 2-4.2      Create writing about a topic with a beginning, middle, and end.
- 2-4.3      Use complete sentences, simple and compound sentences, correct subject verb agreement, and conjunctions (and, but, either-or, yet) to improve writing.
- 2-4.3      Use **revision** strategies to improve organization and development of ideas.
- 2-4.4      Use proofreading to **edit** for conventions, including those learned at previous grade levels, and
- capitalization of proper nouns, greetings, months and days, titles of people and books, and initials in names;
  - punctuation such as commas in a series, dates, greetings and closings of letters, and apostrophes in contractions;
  - quotation marks to show that someone is speaking;
  - spelling **high frequency words** and words that do not fit spelling patterns (e.g. was, were, says, said, who, what, and why).
- 2-4.5      Integrate expanding vocabulary from reading, speaking, and listening into writing.
- 2-4.6      Create documents using emerging technology.
- 2-4.7      Use appropriate spacing between words and on a page.
- 2-4.8      Use appropriate letter formation including print or cursive.

## Writing: Producing Written Communication

**Standard 2-5**      The student writes for a variety of purposes and audiences.

Continue to address earlier indicators as needed and as they apply to more difficult text.

### Indicators

- 2-5.1      Create communications such as friendly letters.
- 2-5.2      Create descriptions of familiar objects, people, places or events.
- 2-5.3      Create reflective writing such as diaries and journals.
- 2-5.4      Create writing such as poems, riddles, and jokes.
- 2-5.5      Create narratives, such as autobiographies, that include **setting** and **characters** and follow a logical sequence of events.
- 2-5.6      Create expository writing such as directions and instructions.

## Research: Inquiry and Communication

**Standard 2-6**      **The student accesses and uses information for a variety of purposes.**

*Reference materials for this grade level include those found in print or electronic formats.*

**Continue to address earlier indicators as needed and as they apply to more difficult text.**

### Indicators

- 2-6.1      Use a variety of print and **non-print** sources, such as books, pictures, charts, diagrams, and media, to locate information.
- 2-6.2      Understand the purposes of various print and electronic reference materials such as dictionaries and encyclopedias.
- 2-6.3      Create questions to guide topic selection.
- 2-6.4      Create **visual aids**, such as pictures, to support topics of interest.
- 2-6.5      Use multiple categories to organize information.
- 2-6.6      Use the Internet with the aid of a teacher.
- 2-6.7      Generate appropriate responses when participating in conversations and discussions such as interviews.
- 2-6.8      Understand and follow multi-step directions.
- 2-6.9      Use appropriate voice level, **intonation**, **phrasing**, and sentence structure when speaking.
- 2-6.10     Understand the importance of using **Standard American English (SAE)** in formal speaking situations and in the classroom.
- 2-6.11     **Summarize** conversations and discussions.

# Grade-Level Standards

## Grade Three

During the third grade students begin to make sense of their reading preferences and lay the groundwork for becoming lifelong readers. They begin the process of using reading skills learned in earlier grades to make sense of more challenging texts. A variety of classical and contemporary literature, nonfiction, poetry, plays, and autobiographies is read and viewed independently and with peers. After reading informational and literary texts, students respond in a variety of ways to better understand the topic. Students begin to examine how an author uses words to convey a specific meaning, how the structure of the text supports that meaning, and how the graphic features of the text help readers make connections between their personal experiences, the text, and the world.

As third graders begin to read fluently, development of vocabulary strategies and the ability to analyze words must be present. Constructing meaning in context through knowledge of base words and affixes, students are better able to understand texts. Students must learn a love of words and recognize the power of language. As students encounter more complex vocabulary in their reading, these words can transfer to their speaking and writing.

Students use writing in countless ways: to communicate, question, and explain. It takes time and skill to master control over the written language. In the third grade, students begin to plan, draft, revise, and edit narrative and expository writing. Students begin to pay attention to the content and development, organization, voice, and conventions used in their own writing. Students begin to write for a variety of purposes and audiences as they make connections between what they read and their own writing.

Students at the third grade need opportunities to be actively involved in research, reading, conversing, and thinking about topics that are relevant to their lives. Information is accessed through emerging technology and primary source references. Students create lists of sources used, demonstrating a distinction between their own ideas and the ideas of others. Through inquiry, students learn how to access information and become life-long learners.

## GRADE 3

### Reading: Accessing Literary Text

**Standard 3-1**      **The student reads and comprehends print and non-print literary text from a variety of cultures and eras.**

*At this grade level, students read picture books, fantasy, fables, tall tales, folktales, legends, chapter books, short stories, poetry, and drama. In addition, students read biographies, autobiographies, speeches, and personal essays.*

**Continue to address earlier indicators as needed and as they apply to more difficult text.**

#### Indicators

- 3-1.1      Use information from text to make, revise, and confirm predictions and draw conclusions.
- 3-1.2      Identify the narrator to determine **point of view**.
- 3-1.3      Identify devices of figurative language including **metaphor, personification** and **hyperbole**.
- 3-1.4      Compare/contrast **characters, settings, and plots** in multiple texts.
- 3-1.5      Identify **conflict** and **resolution**.
- 3-1.6      Understand the effect of **author's craft** including **word choice** and exaggeration on meaning.
- 3-1.7      Create responses to text through a variety of methods such as writing, **creative dramatics**, and visual and performing arts.
- 3-1.8      Carry out **independent reading** for extended periods of time to derive pleasure.
- 3-1.9      **Summarize** the **main idea** in text.

## Reading: Accessing Informational Text

**Standard 3-2**      **The student reads and comprehends print and non-print informational text.**

*At this grade level, students read textbooks, magazines,, newspapers, photographs, advertisements, commercials, encyclopedia entries, speeches, historical documents, procedural directions, graphs, recipes, charts, maps, schedules, tables, and timelines.*

**Continue to address earlier indicators as needed and as they apply to more difficult text.**

### Indicators

- 3-2.1      **Summarize** evidence that supports the **central idea**.
- 3-2.2      Use information from text to draw conclusions and make inferences.
- 3-2.3      Use text features including titles, print size, chapter headings, captions, and subheadings.
- 3-2.4      Use text structures such as tables of contents, glossaries, and indices.
- 3-2.5      Use **graphic features** including illustrations, graphs, charts, maps, diagrams, and graphic organizers.
- 3-2.6      Create responses to text through a variety of methods such as writing, **creative dramatics**, and visual and performing arts.
- 3-2.7      Carry out **independent reading** for extended periods of time to gain information.
- 3-2.8      Distinguish between facts and opinions.
- 3-2.9      Explain cause and effect relationships.

## Reading: Building Vocabulary

**Standard 3-3**      **The student uses word analysis and vocabulary strategies to read fluently.**

**Continue to address earlier indicators as needed and as they apply to more difficult text.**

### **Indicators**

- 3-3.1      Construct meaning of unfamiliar and multiple-meaning words using context clues, such as definition.
- 3-3.2      Construct meaning in context through knowledge of **base words** and **affixes**.
- 3-3.3      Recognize **high frequency words** in context.
- 3-3.4      Explain **idioms** in context.
- 3-3.5      Recognize **synonyms**, **antonyms**, and **homonyms** in context.

## Writing: Developing Written Communication

**Standard 3-4**      **The student creates writing which includes a clear focus, coherent organization, sufficient elaboration, effective voice, and appropriate use of conventions.**

**Continue to address earlier indicators as needed and as they apply to more difficult text.**

### Indicators

- 3-4.1      Generate ideas for writing by using strategies such as **graphic organizers**, discussion, and **literary models**.
- 3-4.2      Create writing that includes details that support a **central idea**.
- 3-4.3      Use a variety of words to make writing interesting.
- 3-4.4      Use complete sentences, present and past verb tenses, comparative and superlative adjectives, prepositional phrases, and conjunctions (neither-nor, yet, because, until, since) to improve writing.
- 3-4.5      Use previously learned **revision** strategies to improve organization and development of ideas.
- 3-4.6      Use proofreading to **edit** for previously learned conventions, including
- capitalization (e.g. geographical names, holidays, historical and special events, and the first word within quotations);
  - punctuation such as periods for abbreviations, commas in compound sentences and in addresses, and apostrophes in singular possessive nouns and pronouns, and contractions;
  - appropriate abbreviations;
  - spelling of commonly used **homonyms**; and
  - paragraph indentation.
- 3-4.7      Integrate expanding vocabulary from reading and listening into writing.
- 3-4.8      Create documents using emerging technology.
- 3-4.9      Use appropriate letter formation including print or cursive.

## Writing: Producing Written Communication

**Standard 3-5**      **The student writes for a variety of purposes and audiences.**

**Continue to address earlier indicators as needed and as they apply to more difficult text.**

### **Indicators**

- 3-5.1      Create communications such as friendly letters (greeting, body, closing, and signature) and invitations.
- 3-5.2      Create descriptions of objects, people, places, or events, such as those related to South Carolina.
- 3-5.3      Create reflective writing such as entries in diaries and journals.
- 3-5.4      Create narratives with action and detail that develop a **plot**.
- 3-5.5      Create expository writing such as summaries and class notes.
- 3-5.6      Create writing such as poems, riddles, and jokes.

## Research: Inquiry and Communication

**Standard 3-6**      **The student accesses and uses information for a variety of purposes.**

*Reference materials for this grade level include those found in print or electronic formats.*

**Continue to address earlier indicators as needed and as they apply to more difficult text.**

### Indicators

- 3-6.1      Use a variety of print and **non-print** sources, such as books, magazines, charts, diagrams, and media
- 3-6.2      Use a variety of print and electronic reference materials including dictionaries, encyclopedias, atlases, and thesauruses
- 3-6.3      Identify ideas other than your own and put them in your own words.
- 3-6.4      Construct questions about a topic to guide inquiry.
- 3-6.5      Create aids such as pictures, objects, and charts to support presentations.
- 3-6.6      Create multiple categories to organize information.
- 3-6.7      Use the Internet independently.
- 3-6.8      Use interviewing techniques to gather information from **primary sources**.
- 3-6.9      Use **Standard American English (SAE)** when appropriate.

# Grade-Level Standards

## Grade Four

In fourth grade, students continue the process of using reading skills learned in earlier grades to make sense of more challenging texts. A variety of classical and contemporary literature, nonfiction, poetry, plays, autobiographies and speeches is read and viewed independently and with peers. After reading informational and literary texts, students respond in a variety of ways to better understand the topic. Students begin to examine how an author uses words to convey a specific meaning, how the structure of the text supports that meaning, and how the graphic features of the text help readers make connections between their personal experiences, the text, and the world.

As fourth graders continue to read fluently, development of vocabulary strategies and the ability to analyze words in context becomes important as they explore increasingly difficult text. Students learn author's craft through denotation, connotation, and euphemisms. As students encounter more complex vocabulary in their reading, these words can transfer to their speaking and writing.

Students use writing in countless ways: to communicate, question, and explain. It takes time and skill to master control over the written language. In the fourth grade, students continue to plan, draft, revise, and edit narrative, descriptive, and expository writing. Students begin to pay attention to the content and development, organization, voice, and conventions used in their own writing. Students begin to write for a variety of purposes and audiences as they make connections between what they read and their own writing.

Students in fourth grade need opportunities to be actively involved in research, reading, conversing, and thinking about topics that are relevant to their lives. Information is accessed through emerging technology and primary source references. Students create lists of sources used, demonstrating a distinction between their own ideas and the ideas of others. Through inquiry, students learn how to access information and become life-long learners.

## GRADE 4

### Reading: Accessing Literary Text

**Standard 4-1**      **The student reads and comprehends print and non-print literary text from a variety of cultures and eras.**

*At this grade level, students read fiction and/or non-fiction picture books, fantasy, fables, tall tales, folktales, legends, myths, chapter books, short stories, poetry, drama, biographies, autobiographies, speeches, and personal essays.*

**Continue to address earlier indicators as needed and as they apply to more difficult text.**

#### **Indicators**

- 4-1.1      Use information from text to draw conclusions and make inferences.
- 4-1.2      Distinguish between different **points of view** including **first person** and **third person**.
- 4-1.3      Analyze devices of figurative language including **metaphor**, **personification** and **hyperbole**.
- 4-1.4      Understand **character traits** and **motives, theme**, and **conflict** in texts.
- 4-1.6      Understand the effect of **author's craft** including **word choice**, figurative language, and **dialogue** on meaning.
- 4-1.7      Create responses to text through a variety of methods such as writing, **creative dramatics**, and visual and performing arts.
- 4-1.8      Carry out **independent reading** for extended periods of time to derive pleasure.
- 4-1.9      **Paraphrase** text to demonstrate understanding of the **main idea**.

## Reading: Accessing Informational Text

**Standard 4-2**      **The student reads and comprehends print and non-print informational text.**

*At this grade level, students read textbooks, magazines, newspapers, photographs, advertisements, commercials, reviews (book, movie, and product), encyclopedia entries, speeches, historical documents, procedural directions, graphs, recipes, charts, maps, schedules, tables, and timelines.*

**Continue to address earlier indicators as needed and as they apply to more difficult text.**

### **Indicators**

- 4-2.1      Analyze evidence which supports the **central idea**.
- 4-2.2      Use information within and across texts to draw conclusions and make inferences.
- 4-2.3      Use text features including titles, print styles, chapter headings, captions, subheadings, and **white space**.
- 4-2.4      Use text structures such as tables of contents, glossary, index, and appendices.
- 4-2.5      Interpret **graphic features**.
- 4-2.6      Create responses to text through a variety of methods such as writing, **creative dramatics**, and visual and performing arts.
- 4-2.7      Carry out **independent reading** for extended periods of time to gain information.
- 4-2.8      Analyze text to locate facts and opinions.
- 4-2.9      Analyze text to locate cause and effect relationships.

## Reading: Building Vocabulary

**Standard 4-3**      **The student uses word analysis and vocabulary strategies to read fluently.**

**Continue to address earlier indicators as needed and as they apply to more difficult text.**

### **Indicators**

- 4-3.1      Construct meaning of unfamiliar and multiple-meaning words using context clues, such as example.
- 4-3.2      Construct meaning in context through knowledge of **roots** and **affixes**.
- 4-3.3      Understand the difference between **denotation** and **connotation**
- 4-3.4      Recognize **high frequency words** in context.
- 4-3.5      Recognize **euphemisms** such as “passed away” instead of “died.”

## Writing: Developing Written Communication

**Standard 4-4**      **The student creates writing which includes a clear focus, coherent organization, sufficient elaboration, effective voice, and appropriate use of conventions.**

**Continue to address earlier indicators as needed and as they apply to more difficult text.**

### Indicators

- 4-4.1      Use pre-writing strategies such as **graphic organizers**, brainstorming, and **literary models**.
- 4-4.2      Create paragraphs that include **central ideas** and supporting details.
- 4-4.3      Create writing that maintains focus across multiple paragraphs.
- 4-4.4      Use a variety of words to make writing precise and vivid.
- 4-4.5      Use transitional devices; future verb tenses; adverbs of time, place, manner, and degree; conjunctions (while, although, when); nominative and objective pronoun case; and pronoun-antecedent agreement in writing.
- 4-4.6      Use organizational structures such as chronological order and posing and answering questions.
- 4-4.7      Use previously learned **revision** strategies to enhance meaning, clarity, tone, and progression of ideas.
- 4-4.8      Use proofreading to **edit** for previously learned conventions and
- capitalization in titles of publications such as magazines, newspapers, and song titles;
  - capitalization in brand names, proper adjectives, works of art, and organizations;
  - capitalization in direct quotations;
  - commas in direct quotations and apostrophes in plural possessive nouns and pronouns;
  - punctuation in titles of books, magazines, chapters, songs, and poems;
  - punctuation to avoid run-on sentences; and
  - word parts, word segmentation, and syllabication to monitor and correct spelling.
- 4-4.9      Integrate expanding vocabulary from reading and listening into writing.
- 4-4.10     Create documents using emerging technology.

## Writing: Producing Written Communication

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

**Continue to address earlier indicators as needed and as they apply to more difficult text.**

### **Indicators**

- 4-5.1      Create communications such as email, **Web log entries (blogs)**, post cards, and flyers.
- 4-5.2      Create descriptive writing.
- 4-5.3      Create reflective writing.
- 4-5.4      Create narratives using dialogue and a specific **point of view (first and third person)**.
- 4-5.5      Create expository writing such as biographies and content-area reports.
- 4-5.6      Create writing such as plays and songs.

## Research: Inquiry and Communication

**Standard 4-6**      **The student accesses and uses information for a variety of purposes.**

*Reference materials for this grade level include those found in print or electronic formats.*

**Continue to address earlier indicators as needed and as they apply to more difficult text.**

### Indicators

- 4-6.1      Use a variety of print and **non-print** sources, such as newspapers, books, magazines, charts, diagrams and media.
- 4-6.2      Use a variety of print and electronic reference materials including dictionaries, thesauruses, atlases, encyclopedias, almanacs, newspapers, and magazines.
- 4-6.3      **Paraphrase** information gathered from various sources.
- 4-6.4      Evaluate the appropriateness of questions about a topic to guide inquiry.
- 4-6.5      Select appropriate pictures, charts, diagrams, or technology to support oral, written, or visual presentations.
- 4-6.6      Organize information for oral, written, or visual presentations by classifying, categorizing, and sequencing.
- 4-6.7      Use the Internet independently.
- 4-6.8      Use interviewing techniques to gather information from **primary sources**.
- 4-6.9      Create a list of sources that includes proper documentation of authors and titles.
- 4-6.10     Use **Standard American English (SAE)** when appropriate.

# Grade-Level Standards

## Grade Five

Fifth-grade students continue the process of using reading skills learned in earlier grades to make sense of more challenging texts. A variety of classical and contemporary literature, nonfiction, poetry, plays, autobiographies and speeches is read and viewed independently and with peers. After reading informational and literary texts, students respond in a variety of ways to better understand the topic. Students begin to examine how an author uses words to convey a specific meaning, how the structure of the text supports that meaning, and how the graphic features of the text help a reader make connections between their personal experiences, the text, and the world.

As fifth graders continue to read fluently, development of vocabulary strategies and the ability to analyze words in context becomes important as they explore increasingly difficult text. Students learn to construct meaning in context through Greek and Latin roots and various affixes. As students encounter more complex vocabulary in their reading, these words can transfer to their speaking and writing.

Students use writing in countless ways: to communicate, question, and explain. In the fifth grade, students continue to plan, draft, revise, and edit narrative, descriptive, expository, and persuasive writing. Students continue to pay attention to the content and development, organization, voice, and conventions used in their own writing. Students begin to write for a variety of purposes and audiences as they make connections between what they read and their own writing.

Students in the fifth grade need opportunities to be actively involved in research, reading, conversing, and thinking about topics that are relevant to their lives. Information is accessed through emerging technology and primary source references. Students create lists of sources used, demonstrating a distinction between their own ideas and the ideas of others. Through inquiry, students learn how to access information and become life-long learners.

## GRADE 5

### Reading: Accessing Literary Text

**Standard 5-1**      **The student reads and comprehends print and non-print literary text from a variety of cultures and eras.**

*At this grade level, students read fiction and/or non-fiction picture books, fantasy, tall tales, folktales, legends, myths, novels, short stories, poetry, drama, biographies, autobiographies, speeches, and personal essays.*

**Continue to address earlier indicators as needed and as they apply to more difficult text.**

#### Indicators

- 5-1.1      Use information from text to make inferences.
- 5-1.2      Use information from the text to determine **points of view** including **first person** and **third person**.
- 5-1.3      Analyze figurative language including **simile, metaphor, personification,** and **hyperbole** and sound devices including **onomatopoeia** and **alliteration**.
- 5-1.4      Compare **settings, characters,** events and ideas in a variety of text.
- 5-1.5      **Summarize conflict** and **resolution**.
- 5-1.6      Understand the effect of **author's craft** including **word choice,** sentence structure, **dialogue,** and **imagery**.
- 5-1.7      Create responses to text through a variety of methods such as writing, **creative dramatics,** and visual and performing arts.
- 5-1.8      Carry out **independent reading** for extended periods of time to derive pleasure.
- 5-1.9      **Summarize** and **paraphrase** text to demonstrate understanding of the **main idea**.

## Reading: Accessing Informational Text

**Standard 5-2**      **The student reads and comprehends print and non-print informational text.**

*At this grade level, students read textbooks, magazines, newspapers, photographs, advertisements, commercials, reviews (book, movie, or product), encyclopedia entries, speeches, historical documents, procedural directions, graphs, recipes, charts, maps, schedules, tables, and timelines.*

**Continue to address earlier indicators as needed and as they apply to more difficult text.**

### Indicators

- 5-2.1      **Paraphrase** the **central idea** and supporting evidence.
- 5-2.2      Compare/contrast information within and across texts to draw conclusions and make inferences.
- 5-2.3      Use text features.
- 5-2.4      Use text structures such as tables of contents, glossary, index, and appendices.
- 5-2.5      Interpret **graphic features**.
- 5-2.6      Create responses to text through a variety of methods such as writing, **creative dramatics**, and visual and performing arts.
- 5-2.7      Carry out **independent reading** for extended periods of time to gain information.
- 5-2.8      Recognize facts and opinions that are not supported.
- 5-2.9      Create predictions based on cause and effect relationships.

## Reading: Building Vocabulary

**Standard 5-3**      **The student uses word analysis and vocabulary strategies to read fluently.**

**Continue to address earlier indicators as needed and as they apply to more difficult text.**

### **Indicators**

- 5-3.1      Construct meaning of unfamiliar and multiple-meaning words using context clues, such as definition and example.
- 5-3.2      Construct meaning in context through knowledge of **roots**, such as Greek and Latin, and **affixes**.
- 5-3.3      Understand the difference between **denotation** and **connotation**.
- 5-3.4      Recognize **high frequency words** in context.
- 5-3.5      Explain **euphemisms** in context.

## Writing: Developing Written Communication

**Standard 5-4**      **The student creates writing which includes a clear focus, coherent organization, sufficient elaboration, effective voice, and appropriate use of conventions.**

**Continue to address earlier indicators as needed and as they apply to more difficult text.**

### Indicators

- 5-4.1      Use pre-writing strategies such as **graphic organizers**, brainstorming, and **literary models**.
- 5-4.2      Create multiple paragraphs which focus on a **central idea** and include supporting details.
- 5-4.3      Use organizational structures such as cause and effect and comparison and contrast.
- 5-4.3      Use complex sentences, present and past participle verb tenses, and comparative and superlative forms of irregular adjectives and adverbs (good, better, best) in writing.
- 5-4.4      Use varied **word choice** to make writing precise and vivid.
- 5-4.5      Use **revision** techniques, including those learned at previous grade levels, to enhance meaning, clarity, **tone**, and progression of ideas.
- 5-4.6      Use proofreading to **edit** for conventions, including those learned at previous grade levels, and
- capitalization for races, religions, nationalities, languages, and school courses;
  - punctuation (e.g. hyphens in **compound words** and colons to introduce a list)
  - correct use of commonly confused words such as affect-effect; too, two, to; and their, they're, there;
  - collective and abstract noun-verb and pronoun-antecedent agreement.
- 5-4.7      Integrate expanding vocabulary from reading and listening into writing.
- 5-4.8      Create documents using emerging technology.

## Writing: Producing Written Communication

**Standard 5-5**      The student writes for a variety of purposes and audiences.

**Continue to address earlier indicators as needed and as they apply to more difficult text.**

### Indicators

- 5-5.1      Create communications such as email and **Web log entries (blogs)**.
- 5-5.2      Create descriptive writing.
- 5-5.3      Create reflective writing.
- 5-5.4      Create narratives that include **conflict** and **resolution**.
- 5-5.5      Create expository writing such as lab reports, field observation notes, and interviews.
- 5-5.6      Create writing to persuade such as letters and advertisements.
- 5-5.7      Create writing such as poems, plays, and tall tales.

## Research: Inquiry and Communication

**Standard 5-6**      **The student accesses and uses information for a variety of purposes.**

*Reference materials for this grade level include those found in print or electronic formats.*

**Continue to address earlier indicators as needed and as they apply to more difficult text.**

### Indicators

- 5-6.1      Compare/contrast a variety of print and electronic reference materials including encyclopedias and atlases.
- 5-6.2      **Paraphrase** information gathered from various sources to avoid **plagiarism**.
- 5-6.3      Generate questions from various viewpoints to investigate all aspects of a topic.
- 5-6.4      Select appropriate pictures, charts, diagrams, or technology to support oral, written, or visual presentations.
- 5-6.5      Use effective organizational strategies to prepare oral, written, or visual presentations.
- 5-6.6      Use the Internet independently.
- 5-6.7      Use interviewing techniques to gather information from **primary sources**.
- 5-6.8      Create a list of sources including author, title, and publication information.
- 5-6.9      Identify effective communication techniques including appropriate language and vocabulary in oral, written, or visual presentations.
- 5-6.10     Use **Standard American English (SAE)** when appropriate.

# Grade-Level Standards

## Grade Six

During the middle years most students refine their reading preferences and lay the groundwork for becoming lifelong readers. Sixth-grade students apply skills learned in earlier grades to make sense of more challenging texts. A variety of classical and contemporary literature, nonfiction, poetry, plays, and autobiographies is read and viewed independently and with peers. After reading informational and literary texts, students respond in a variety of ways to better understand the topic. Students examine how an author's style elicits emotion, how character and plot development are used to support a central story line, and how visual images are created through the use of language.

In order to read fluently, word analysis and vocabulary strategies must be present. By understanding the etymology of frequently used words and words with multiple meanings, adolescents are better able to understand texts. Students must learn a love of words and recognize the power of language. As students encounter more complex vocabulary in their reading, these words can transfer to their speaking and writing.

Students use writing in countless ways: to communicate, question, persuade. It takes time and skill to master control over the written language. During sixth grade, students plan, draft, revise, and edit narrative, persuasive, and expository writing. Careful attention is paid to the content and development, organization, voice, and conventions used in their own writing. Students should use a variety of sentences, simple, compound, and complex, to express their thoughts orally and in writing. By identifying ways in which authors use craft to influence readers, they begin to use these crafting techniques themselves. Students who have learned to write well have one of the most powerful tools available to them.

Adolescents need opportunities to be actively involved in research, reading, conversing, and thinking about topics that are relevant to their lives. Information is accessed through emerging technology and references such as primary and secondary sources. Students create lists of sources used, demonstrating a distinction between their own ideas and the ideas of others. Oral presentations are created regarding various issues or topics, showing evidence to support their views. Through inquiry, students learn how to access information and become life-long learners.

## GRADE 6

### Reading: Accessing Literary Text

**Standard 6-1**      **The student reads and comprehends print and non-print literary text from a variety of cultures and eras.**

*At this grade level, students read fiction such as science fiction, tall tales, folktales, myths, novels, short stories, poetry (lyrical, free verse), and drama. In addition, students read nonfiction such as biographies, autobiographies, speeches, personal essays, and classical essays.*

**Continue to address earlier indicators as needed and as they apply to more difficult text.**

#### **Indicators**

- 6-1.1      Use information from text to draw conclusions, make predictions, and inferences.
- 6-1.2      Compare/contrast various **points of view** including **first** and **third person** using evidence from the text.
- 6-1.3      Analyze the relationship among **character traits** and **motives**, **plot**, **theme**, **setting**, and **conflict** in text.
- 6-1.4      Analyze figurative language including **simile**, **metaphor**, **personification**, and **hyperbole** and sound devices including **onomatopoeia** and **alliteration**.
- 6-1.5      Understand the effect of **author's craft** including **imagery**, **tone**, **flashback** and **foreshadowing** on meaning.
- 6-1.6      Create responses to text through a variety of methods such as writing, oral presentations, media production, **creative dramatics**, and visual and performing arts.
- 6-1.7      Carry out **independent reading** for extended periods of time to derive pleasure.
- 6-1.8      **Summarize** and **paraphrase** text to demonstrate understanding of the **main idea**.

## Reading: Accessing Informational Text

**Standard 6-2**      **The student will read and comprehend print and non-print informational text.**

*At this grade level, students read textbooks, magazines, newspapers, photographs, advertisements, commercials, reviews (book, movie, product), encyclopedia entries, informational essays, editorials, speeches, historical documents, reports (historical and research), procedural directions, graphs, recipes, charts, maps, schedules, tables, and timelines.*

**Continue to address earlier indicators as needed and as they apply to more difficult text.**

### Indicators

- 6-2.1      **Paraphrase** the **central idea (thesis)** and supporting evidence.
- 6-2.2      Compare/contrast information within and across text to draw conclusions and make inferences.
- 6-2.3      Use text features and structures.
- 6-2.4      Interpret **graphic features**.
- 6-2.5      Create responses to text through a variety of methods such as writing, **creative dramatics**, oral presentations, media production, and visual and performing arts.
- 6-2.6      Carry out **independent reading** for extended periods of time to gain information.
- 6-2.7      Recognize indicators of author's **bias** such as facts and opinions.
- 6-2.8      Determine the impact of cause and effect relationships.
- 6-2.9      Identify persuasive and **propaganda techniques** such as **bandwagon** and **testimonials**.

## Reading: Building Vocabulary

**Standard 6-3**      **The student uses word analysis and vocabulary strategies to read fluently.**

**Continue to address earlier indicators as needed and as they apply to more difficult text.**

### **Indicators**

- 6-3.1      Construct meaning of unfamiliar and multiple-meaning words using context clues including definition and example.
- 6-3.2      Construct meaning in context through knowledge of Greek and Latin **roots** and **affixes**.
- 6-3.3      Understand the influence of **connotation** on meaning.
- 6-3.4      Construct meaning in context through knowledge of **idioms** and **euphemisms**.

## Writing: Developing Written Communication

**Standard 6-4**      **The student creates writing which includes a clear focus, coherent organization, sufficient elaboration, effective voice, and appropriate use of conventions.**

**Continue to address earlier indicators as needed and as they apply to more difficult text.**

### Indicators

- 6-4.1      Use pre-writing strategies such as **graphic organizers**, discussion, brainstorming, making lists, and **literary models**.
- 6-4.2      Create multi-paragraph writing that includes multiple paragraphs which focuses on a **central idea** and includes supporting details.
- 6-4.3      Use subject-verb agreement in compound constructions; consistent verb tenses; and transitional devices in writing.
- 6-4.4      Use a variety of effective organizational patterns such as cause and effect, comparison and contrast, and classification.
- 6-4.5      Develop **voice** by using vivid and precise language.
- 6-4.6      Use previously learned **revision** techniques to enhance meaning, clarity, **tone**, and progression of ideas.
- 6-4.7      Use proofreading to **edit** for previously learned conventions and
  - semi-colons
  - commas in appositives; and
  - comma after introductory phrases and clauses.
- 6-4.8      Integrate expanding vocabulary from reading, speaking, and listening into writing.
- 6-4.9      Create documents using emerging technology.

## Writing: Producing Written Communication

**Standard 6-5**      The student writes for a variety of purposes and audiences.

**Continue to address earlier indicators as needed and as they apply to more difficult text.**

### Indicators

- 6-5.1      Create narratives or plays (drama) including **plot, setting, conflict**, types of **characters (dynamic and static)**, **point of view**, and **dialogue**.
- 6-5.2      Create persuasive writing such as advertisements or commercials using common techniques of persuasion.
- 6-5.3      Create expository (technical) writing such as flyers, pamphlets, and reports.
- 6-5.4      Create writing such as autobiographical sketches, children's books, poems, and cartoons.

## Research: Inquiry and Communication

**Standard 6-6**      **The student accesses and uses information for a variety of purposes.**

*Reference materials for this grade level include those found in print or electronic formats.*

**Continue to address earlier indicators as needed and as they apply to more difficult text.**

### Indicators

- 6-6.1      Design inquiry projects that include a **central idea** by constructing research questions, accessing resources, and organizing information.
- 6-6.2      Generate questions from various viewpoints to investigate all aspects of a topic.
- 6-6.3      **Paraphrase** information gathered from various sources.
- 6-6.4      Use a variety of reference materials.
- 6-6.5      Distinguish between **primary** and **secondary sources**.
- 6-6.6      Use electronic text such as bulletin boards, databases, keyword searches, and e-mail addresses to locate information.
- 6-6.7      Analyze sources for accuracy, **bias**, and purpose.
- 6-6.8      Distinguish one's ideas from the ideas and discoveries of others.
- 6-6.9      Create a list of sources including author, title, and publication information.
- 6-6.10     Use effective organizational strategies to prepare oral, written, or visual presentations such as advertisements and commercials.
- 6-6.11     Identify effective communication techniques for a specific audience or purpose in oral, written, or visual presentations.
- 6-6.12     Select appropriate charts, diagrams, tables, or technology to support oral, written, or visual presentations.
- 6-6.13     Use **Standard American English (SAE)** when appropriate.

# Grade-Level Standards

## Grade Seven

Seventh-grade students develop more advanced skills in reading and writing. An expanding variety of classical and contemporary literature, nonfiction, poetry, plays, and autobiographies are read independently and with peers. Students begin to critique both informational and literary texts. Responses to informational text support the analysis of texts in content areas as well as language arts. Students examine how author's craft influences readers. They describe how an author's style elicits emotion from the reader, how character and plot development are used to support a central conflict or story line, and how visual images are created through the use of language.

Students use word analysis and vocabulary strategies to read fluently. They identify and interpret figurative language. They begin to use their knowledge of Greek and Latin roots and word parts to understand science, social studies, and mathematics vocabulary and to use that vocabulary when writing.

Middle school students write for a variety of purposes and audiences. They develop voice by using consistent and appropriate tone. The writing process should allow for planning, drafting, revising, and editing student writing. Students use crafting techniques such as dialect and figurative language in their own writing. Attention is focused on content and development, organization, voice, and the correct use of conventions. Writing is also used as a tool for learning academic concepts as they apply research skills.

Adolescents need opportunities to be actively involved in research about topics relevant to their lives. Students develop research questions and access information by using emerging technology and references such as primary and secondary sources. Sources are evaluated for accuracy, bias, and purpose. Adolescents apply research skills by writing or delivering presentations that take a position on a topic and are supported by citing a variety of references. By creating lists of sources, students demonstrate an understanding of copyright issues and plagiarism. They deliver oral presentations about problems and show evidence to support their views and solutions. Through inquiry, students learn how to access information and become life-long learners.

## GRADE 7

### Reading: Accessing Literary Text

**Standard 7-1**      **The student reads and comprehends print and non-print literary text from a variety of cultures and eras.**

*At this grade level, students read fiction such as science fiction, tall tales, folktales, myths, novels, short stories, poetry (songs, ballads, odes, epics), drama, and character sketches. In addition, students read non-fiction such as biographies, autobiographies, speeches, memoirs, personal essays, and classical essays.*

**Continue to address earlier indicators as needed and as they apply to more difficult text.**

#### **Indicators**

- 7-1.1      Use information within and across text to make and/or revise predictions and inferences and draw conclusions about literary elements.
- 7-1.2      Distinguish between **limited omniscient** and **omniscient points of view** using evidence from the text.
- 7-1.3      Understand an author's development of **characters** such as **static, dynamic, round, and flat**; and **internal** and **external conflict**.
- 7-1.4      Analyze figurative language including **extended metaphor, paradox, and oxymoron**.
- 7-1.5      Understand the effect of **author's craft** including **irony, imagery, symbolism, tone, mood, flashback, and foreshadowing** on meaning.
- 7-1.6      Create responses to text through a variety of methods such as writing, oral presentations, media production, **creative dramatics**, and visual and performing arts.
- 7-1.7      Carry out **independent reading** for extended periods of time to derive pleasure.
- 7-1.8      **Summarize** and **paraphrase** text to demonstrate understanding of the **main idea**.

## Reading: Accessing Informational Text

**Standard 7-2**      **The student reads and comprehends print and non-print informational text.**

*At this grade level, students read textbooks, magazines, newspapers, photographs, advertisements, commercials, reviews (book, movie, product), encyclopedia entries, essays (informational, analytical, persuasive, argumentative), editorials, speeches, historical documents, research reports, procedural directions, schedules, recipes, documentaries, and films.*

**Continue to address earlier indicators as needed and as they apply to more difficult text.**

### Indicators

- 7-2.1      Explain the **thesis** and supporting evidence.
- 7-2.2      Analyze information within and across text to draw conclusions and make inferences.
- 7-2.3      Analyze the author's use of text features and graphic features.
- 7-2.4      Analyze **author's craft** and its impact on meaning.
- 7-2.5      Create responses to text through a variety of methods such as writing, oral presentations, media production, **creative dramatics**, media productions and visual and performing arts.
- 7-2.6      Carry out **independent reading** for extended periods of time to gain information.
- 7-2.7      Analyze indicators of author's **bias** such as inclusion and exclusion of information.
- 7-2.8      Determine the impact of cause and effect relationships.
- 7-2.9      Identify persuasive and **propaganda techniques** such as **glittering generalities** and **name calling**.

## Reading: Building Vocabulary

**Standard 7-3**      **The student uses word analysis and vocabulary strategies to read fluently.**

**Continue to address earlier indicators as needed and as they apply to more difficult text.**

### **Indicators**

- 7-3.1      Construct meaning of unfamiliar and **multiple-meaning words** using context clues including definition and restatement.
- 7-3.2      Construct meaning in context through the knowledge Greek and Latin **roots, affixes, allusions** to mythology, and culture.
- 7-3.3      Analyze **connotations** to understand meaning.
- 7-3.4      Construct meaning in context through knowledge of **euphemisms** and **etymologies**.

## Writing: Developing Written Communication

**Standard 7-4**      **The student creates writing which includes a clear focus, coherent organization, sufficient elaboration, effective voice, and appropriate use of conventions.**

**Continue to address earlier indicators as needed and as they apply to more difficult text.**

### **Indicators**

- 7-4.1      Use pre-writing strategies such as taking notes, making lists, and using **literary models**.
- 7-4.2      Create writing that includes an introduction and conclusion that relate to a **central idea** with supporting details such as facts and opinions.
- 7-4.3      Use a variety of effective organizational patterns such as classification and definition.
- 7-4.4      Use active and passive voice and figurative language in writing.
- 7-4.5      Develop **voice** by using effective phrasing and consistent **tone**.
- 7-4.6      Use previously learned **revision** techniques to improve progression of ideas and **tone**.
- 7-4.7      Use proofreading to **edit** for conventions, including those learned at previous grade levels and ellipses and parentheses.
- 7-4.8      Integrate expanding vocabulary from reading, speaking, and listening into writing.
- 7-4.9      Create documents using emerging technology.

## Writing: Producing Written Communication

**Standard 7-5**      **The student writes for a variety of purposes and audiences.**

**Continue to address earlier indicators as needed and as they apply to more difficult text.**

### **Indicators**

- 7-5.1      Create narrative writing from varied points of view such as letters, journals, diaries, or speeches.
- 7-5.2      Create persuasive writing, such as letters to the editor and essays, that include a stated position with supporting evidence that address counter **arguments.**
- 7-5.3      Create expository (technical) writing such as travel brochures, memos, news stories, obituaries, and want ads.
- 7-5.4      Create writing such as personal essays, commercial scripts, reviews (book, movie, product), and poems.

## Research: Inquiry and Communication

**Standard 7-6**      **The student accesses and uses information for a variety of purposes.**

*Reference materials for this grade level include those found in print or electronic formats.*

**Continue to address earlier indicators as needed and as they apply to more difficult text.**

### Indicators

- 7-6.1      Design inquiry projects including a **central idea (thesis)** by constructing questions, accessing resources, and organizing information.
- 7-6.2      Clarify and refine topics by asking additional questions.
- 7-6.3      Use effective organizational strategies to prepare oral, written, or visual presentations such as letters to the editor and essays.
- 7-6.4      Use a variety of reference materials.
- 7-6.5      Distinguish between **primary** and **secondary sources**.
- 7-6.6      Use electronic text such as bulletin boards, databases, keyword searches, and e-mail addresses to locate information.
- 7-6.7      Evaluate sources for accuracy, **bias** and purpose.
- 7-6.8      **Paraphrase** information gathered from various sources.
- 7-6.9      Create a **works cited list** crediting quoted and **paraphrased** sources.
- 7-6.10     Understand copyright issues such as **plagiarism**.
- 7-6.11     Use effective communication techniques for a specific **audience** or purpose in oral, written, or visual presentations.
- 7-6.12     Use appropriate charts, diagrams, tables, or technology to support oral, written, or visual presentations.
- 7-6.13     Use **Standard American English (SAE)** when appropriate.

# Grade-Level Standards

## Grade Eight

Eighth-grade students develop advanced skills in reading and writing. A variety of classical and contemporary literature, nonfiction, poetry, plays, autobiographies, reviews, and critiques of both informational and literary texts is read and viewed independently and with peers. Adolescents continue to develop their own areas of reading interest. Reviews and critiques of both informational and literary texts are added to reading selections. Informational text is analyzed for the purpose of discovering how text reflects the backgrounds, attitudes, and beliefs of the authors. Students compare and contrast different perspectives on similar topics or themes by looking at different authors' perspectives on similar topics. They evaluate the craft authors use to create emotional responses in the reader, and how character and plot development are used to support a central conflict or story line.

Students use word analysis and vocabulary strategies to read fluently. They identify and interpret figurative language. Students must learn a love of words and recognize the power of language. As students encounter more complex vocabulary in their reading, these words can transfer to their speaking and writing.

Eighth-graders should have greater control over the written language and use of the written word. Students write for a variety of purposes and audiences, developing voice by using consistent and appropriate tone. Writing is developed through the process of planning, drafting, revising, and editing, while focusing on content and development, organization, voice, and correct use of conventions. Thoughts are expressed using a variety of sentence structures and modifiers to create a student's unique style as a writer. Multi-paragraph writing continues in narrative, persuasive, and expository writing. Writing continues to be used as a tool for learning academic concepts by applying research skills.

Middle school students access information through emerging technology to support research questions. They evaluate sources for accuracy, bias, and purpose. Through a variety of presentations, students effectively respond to questions and concerns. By citing references, they demonstrate their understanding of copyright issues as they support their positions. Through inquiry, students learn how to access information and become life-long learners.

## GRADE 8

### Reading: Accessing Literary Text

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**Standard 8-1**      **The student reads and comprehends print and non-print literary text from a variety of cultures and eras.**

*At this grade level, students read fiction such as science fiction, tall tales, folktales, myths, novels, short stories, poetry (songs, ballads, odes, epics), drama, and character sketches. In addition, students read non-fiction such as biographies, autobiographies, speeches, memoirs, personal essays, and classical essays.*

**Continue to address earlier indicators as needed and as they apply to more difficult text.**

#### Indicators

- 8-1.1      Interpret information within and across text to make inferences about literary elements.
- 8-1.2      Explain how different **points of view** including **first person, third person, limited omniscient**, and **omniscient** affect text.
- 8-1.3      Understand an author's development of **characters** and **conflict** and the impact on **theme**.
- 8-1.4      Interpret figurative language and sound devices.
- 8-1.5      Analyze how **author's craft** affects meaning.
- 8-1.8      Create responses to text through a variety of methods such as writing, oral presentations, media production, **creative dramatics**, and visual and performing arts.
- 8-1.9      Carry out **independent reading** for extended periods of time to derive pleasure.
- 8-1.10     **Summarize** and **paraphrase** text to demonstrate understanding.

## Reading: Accessing Informational Text

**Standard 8-2**      **The student reads and comprehends print and non-print informational text.**

*At this grade level, students read textbooks, magazines, newspapers, photographs, advertisements, commercials, reviews (book, movie, product), encyclopedia entries, essays (informational, analytical, persuasive, argumentative), editorials, speeches, historical documents, research reports, procedural directions, schedules, recipes, documentaries, and films.*

**Continue to address earlier indicators as needed and as they apply to more difficult text.**

### Indicators

- 8-2.1      Analyze an author's development of a **thesis** and supporting evidence.
- 8-2.2      Analyze information within and across text to draw conclusions and make inferences.
- 8-2.3      Analyze information from **graphic representations**.
- 8-2.4      Create responses to text through a variety of methods such as writing, oral presentations, media productions, **creative dramatics**, and visual and performing arts.
- 8-2.5      Carry out **independent reading** for extended periods of time to gain information.
- 8-2.6      Identify indicators of author's **bias** such as inclusion and exclusion of information and **word choice**, within and across text.
- 8-2.7      Analyze the impact of cause and effect relationships.
- 8-2.8      Identify persuasive and **propaganda techniques** such as **card stacking**, **plain folks**, and **transfer**.

## Reading: Building Vocabulary

**Standard 8-3**      **The student uses word analysis and vocabulary strategies to read fluently.**

**Continue to address earlier indicators as needed and as they apply to more difficult text.**

### **Indicators**

- 8-3.1      Construct meaning of unfamiliar and **multiple-meaning words** using context clues including comparison/contrast and example.
- 8-3.2      Construct meaning in context through the knowledge of mythology, cultures, and **roots**, such as Greek and Latin, and **affixes**.
- 8-3.3      Analyze text to determine the influence of **connotations**.
- 8-3.4      Analyze word **connotations** to understand meaning.
- 8-3.5      Construct meaning in context through knowledge of **idioms, euphemisms, and etymologies**.

## Writing: Developing Written Communication

**Standard 8-4**      **The student creates writing which includes a clear focus, coherent organization, sufficient elaboration, effective voice, and appropriate use of conventions.**

**Continue to address earlier indicators as needed and as they apply to more difficult text.**

### **Indicators**

- 8-4.1      Use pre-writing strategies such as asking questions, taking notes, making lists, and using **literary models**.
- 8-4.2      Create writing focused on a **central idea** that includes an introduction and conclusion and is developed with supporting details such as examples, explanations, and statistics.
- 8-4.3      Use parallel modifiers, phrases, and clauses in writing.
- 8-4.4      Develop **voice** by using effective phrasing, varied **word choice**, and consistent **tone**.
- 8-4.5      Use previously learned **revision** techniques to enhance meaning, clarity, **tone**, and progression of ideas.
- 8-4.6      Use proofreading to **edit** for previously learned conventions.
- 8-4.7      Integrate expanding vocabulary from reading, speaking, and listening into writing.
- 8-4.8      Create documents using emerging technology.

## **Writing: Producing Written Communication**

**Standard 8-5**      **The student writes for a variety of purposes and audiences.**

**Continue to address earlier indicators as needed and as they apply to more difficult text.**

### **Indicators**

- 8-5.1      Create narrative writing such as memoir and descriptions of historical people or events.
- 8-5.2      Create persuasive writing, such as editorials, that include a clearly stated position on an issue with relevant evidence.
- 8-5.3      Create expository (technical) writing such as letters of request, inquiry or complaint, and process reports.
- 8-5.4      Create writing such as journals, songs, advertisements, and poems.

## Research: Inquiry and Communication

**Standard 8-6**      **The student accesses and uses information for a variety of purposes.**

*Reference materials for this grade level include those found in print or electronic formats.*

**Continue to address earlier indicators as needed and as they apply to more difficult text.**

### Indicators

- 8-6.1      Design inquiry projects including a **central idea (thesis)** by constructing questions, accessing resources, and organizing information.
- 8-6.2      Clarify and refine topics by asking additional questions.
- 8-6.3      Use **paraphrases**, direct quotations, **summaries** and anecdotes to integrate one's own ideas with those of others.
- 8-6.4      Use a variety of reference materials including **primary** and **secondary sources**.
- 8-6.5      Use interviewing techniques to gather information from **primary sources**.
- 8-6.6      Evaluate sources for accuracy, **bias**, and purpose.
- 8-6.7      Understand copyright issues such as **plagiarism**.
- 8-6.8      Create a **works cited list** crediting **primary** and **secondary sources**.
- 8-6.9      Use effective organizational strategies to prepare oral, written, or visual presentations such as editorials, historical accounts, and technical writing.
- 8-6.10     Use effective communication techniques for a specific **audience** or purpose in oral, written, or visual presentations.
- 8-6.11     Use appropriate charts, diagrams, tables, or technology to support oral, written, or visual presentations.
- 8-6.12     Use **Standard American English (SAE)** when appropriate.

# Grade-Level Standards

## English 1

Students in English 1 continue to develop skills in language through structured study and independent reading of literary and informational texts. Students identify the elements of an author's craft and the characteristics of various genres in both literary and informational text. Through these standards and indicators, students are expected to understand, interpret, analyze, and evaluate literary and informational text. In addition, students continue to develop and use knowledge of vocabulary in reading, writing, and oral communication.

Students produce essays that are coherent, well-organized, and demonstrate a command of Standard American English. Using the writing process, students compose various types of writing: narrative, persuasive, expository, technical, reflective, and analytical.

In the research process, students identify a topic, collect information from primary and secondary sources, and present information in oral, written, or visual presentations.

# ENGLISH 1

## Reading: Accessing Literary Text

**Standard E1-1**     **The student reads and comprehends print and non-print literary text from a variety of cultures and eras.**

*In this course, students read fiction, such as science fiction, historical fiction, myths, satire, parody, novels, short stories, poetry (narrative, lyrical, free verse, odes, epics, songs, ballads), and drama. In addition, students read nonfiction, such as biographies, autobiographies, speeches, memoirs, and classical essays.*

**Continue to address earlier indicators as needed and as they apply to more difficult texts.**

### Indicators

- E1-1.1     Interpret information within and across texts to make inferences about the impact of **character** and **setting** on **plot**.
- E1-1.2     Analyze the impact of various **points of view** including **first person**, **limited omniscient**, and **omniscient** on text.
- E1-1.3     Understand an author's development of **characters** and **conflict** and the impact on **theme**.
- E1-1.4     Interpret figurative language.
- E1-1.5     Analyze the effect of **author's craft** on meaning.
- E1-1.6     Create responses to text through a variety of methods such as writing, **creative dramatics**, oral presentations, media productions, and visual and performing arts.
- E1-1.7     Carry out **independent reading** for extended periods of time to derive pleasure.
- E1-1.8     **Summarize** and **paraphrase** text to demonstrate understanding.

## Reading: Accessing Informational Text

**Standard E1-2**     **The student reads and comprehends print and non-print informational text.**

*In this course, students read textbooks, magazines, newspapers, advertisements, commercials, reviews (book, movie, product), essays (analytical, informational, persuasive), editorials, speeches, historical documents, research reports, procedural directions, instructional manuals, applications, and films (documentaries).*

**Continue to address earlier indicators as needed and as they apply to more difficult texts.**

### Indicators

- E1-2.1     Analyze an author's development of **thesis** and supporting evidence.
- E1-2.2     Interpret information within and across texts to draw conclusions and make inferences.
- E1-2.3     Create responses to text through a variety of methods such as writing, oral presentations, media productions, and visual and performing arts.
- E1-2.4     Carry out **independent reading** for extended periods of time to gain information.
- E1-2.5     Critique text for indicators of **bias** such as **word choice** and inclusion and/or exclusion of facts and opinions.
- E1-2.6     Analyze text for **propaganda techniques**.

## Reading: Building Vocabulary

**Standard E1-3**     **The student uses word analysis and vocabulary strategies to read fluently.**

**Continue to address earlier indicators as needed and as they apply to more difficult texts.**

### **Indicators**

- E1-3.1     Construct meaning of unfamiliar and **multiple-meaning** words using context clues including definition, restatement, example, and comparison or contrast.
- E1-3.2     Construct meaning in context through knowledge of Greek and Latin **roots, affixes**, mythology, and cultures.
- E1-3.3     Analyze **connotations** to understand meaning.
- E1-3.4     Construct meaning in context through knowledge of **idioms** and **euphemisms**.
- E1-3.5     Use context to determine the meaning of technical vocabulary.

## Writing: Developing Written Communication

**Standard E1-4**     **The student creates writing which includes a clear focus, coherent organization, sufficient elaboration, effective voice, and appropriate use of conventions.**

**Continue to address earlier indicators as needed and as they apply to more difficult texts.**

### **Indicators**

- E1-4.1     Use pre-writing strategies such as asking questions, taking notes, making lists, and using **literary models**.
- E1-4.2     Create writing with a coherent **thesis**, an introduction and conclusion, and support such as reasons, anecdotes, and first-person accounts.
- E1.4.3     Use sentence structures, such as subordination, coordination, and apposition, to indicate relationships among ideas in writing.
- E1-4.4     Use effective phrasing and vivid, precise language to develop **voice** and enhance meaning.
- E1-4.5     Use previously learned **revision** strategies to improve content, development, organization, and **voice**.
- E1-4.6     Use proofreading to **edit** for previously learned conventions.
- E1-4.7     Integrate expanding vocabulary from reading, speaking, and listening.
- E1-4.8     Create documents using emerging technology.

## Writing: Producing Written Communication

**Standard E1-5**     The student writes for a variety of purposes and audiences.

**Continue to address earlier indicators as needed and as they apply to more difficult texts.**

### Indicators

- E1-5.1     Create narrative writing, such as memoirs, that use descriptive language to create **tone** and **mood**.
- E1-5.2     Create persuasive writing that develops a **thesis** and uses support such as facts, statistics, first-hand accounts.
- E1-5.3     Use technical writing to complete applications and write résumés.
- E1-5.4     Create expository writing using organizational structures including process analysis (how to) and example.
- E1-5.5     Create expository writing to analyze literary text.
- E1-5.6     Create reflective writing that explores the significance of an issue or personal experience.

## Research: Inquiry and Communication

**Standard E1-6**     **The student accesses and uses information for a variety of purposes.**

*Reference materials for this grade level include those found in print or electronic formats.*

**Continue to address earlier indicators as needed and as they apply to more difficult texts.**

### Indicators

- E1-6.1     Design inquiry projects by constructing questions, accessing resources, and organizing information.
- E1-6.2     Clarify and refine **thesis** to guide inquiry.
- E1-6.3     Use interviewing techniques to gather information from **primary sources**.
- E1-6.4     Use valid **primary** and **secondary sources** of information.
- E1-6.5     Use **paraphrases**, direct quotations, and **summaries** to integrate other's ideas with the writer's and to avoid **plagiarism**.
- E1-6.6     Use **parenthetical citations** to document sources.
- E1-6.7     Create oral, written, or visual presentations for a specific **audience** and purpose using effective organizational strategies and communication techniques.
- E1-6.8     Use appropriate charts, diagrams or tables to support oral, written, or visual presentations.
- E1-6.9     Produce a **works cited list** crediting **primary** and **secondary sources**.
- E1-6.10    Use **Standard American English (SAE)** when appropriate.

# Grade-Level Standards

## English 2

Students in English 2 continue to develop skills in language through structured study and independent reading of literary and informational texts. Students identify the elements of an author's craft and the characteristics of various genres in both literary and informational text. Through these standards and indicators, students are expected to understand, interpret, analyze, and evaluate literary and informational text. In addition, students continue to develop and use knowledge of vocabulary in reading, writing, and oral communication.

Students produce essays that are coherent, well-organized, and demonstrate a command of Standard American English. Using the writing process, students compose various types of writing: narrative, persuasive, expository, technical, reflective, and analytical.

In the research process, students identify a topic, collect information from primary and secondary sources, and present information in oral, written, or visual presentations.

## ENGLISH 2

### Reading: Accessing Literary Text

**Standard E2-1**     **The student reads and comprehends print and non-print literary text from a variety of cultures and eras.**

*In this course, students read fiction, such as science fiction, historical fiction, myths, satire, parody, novels, short stories, poetry (odes, epics, songs, ballads), and drama. In addition, students read nonfiction, such as biographies, autobiographies, speeches, memoirs, and classical essays.*

**Continue to address earlier indicators as needed and as they apply to more difficult texts.**

#### Indicators

- E2-1.1     Interpret information within and across texts to make inferences about **theme**.
- E2-1.2     Analyze the impact of various **points of view** on text.
- E2-1.3     Analyze an author's development of **characters** and **conflict** and the impact on **theme**.
- E2-1.4     Interpret figurative language.
- E2-1.5     Analyze the effect of **author's craft** on meaning.
- E2-1.6     Create responses to literary text through a variety of methods such as writing, **creative dramatics**, oral presentations, media productions, and visual and performing arts.
- E2-1.7     Carry out **independent reading** for extended periods of time to derive pleasure.
- E2-1.8     **Summarize** and **paraphrase** text to demonstrate understanding.

## Reading: Accessing Informational Text

**Standard E2-2**     **The student reads and comprehends print and non-print informational text.**

*In this course, students read textbooks, magazines, newspapers, advertisements, commercials, reviews (book, movie, product), essays (analytical, informational, persuasive), editorials, speeches, historical documents, research reports, instructional manuals, applications, procedural directions, and films (documentaries).*

**Continue to address earlier indicators as needed and as they apply to more difficult texts.**

### Indicators

- E2-2.1     Analyze an author's development of a **thesis** and supporting evidence.
- E2-2.2     Interpret information within and across texts to draw conclusions and make inferences.
- E2-2.3     Create responses to informational text through a variety of methods such as writing, oral presentations, media productions, and or visual and performing arts.
- E2-2.4     Carry out **independent reading** for extended periods of time to gain information.
- E2-2.5     Critique texts for indicators of **bias** such as **word choice** and inclusion and/or exclusion of facts and opinions.
- E2-2.6     Analyze text for **propaganda techniques**.

## Reading: Building Vocabulary

**Standard E2-3**     **The student uses word analysis and vocabulary strategies to read fluently.**

**Continue to address earlier indicators as needed and as they apply to more difficult texts.**

### **Indicators**

- E2-3.1     Construct meaning of unfamiliar and **multiple-meaning** words using context clues including definition, restatement, example, and comparison or contrast.
- E2-3.2     Construct meaning in context through knowledge of Greek and Latin **roots, affixes**, mythology, and cultures.
- E2-3.3     Analyze word **connotations** to understand meaning.
- E2-3.4     Construct meaning in context through knowledge of **idioms** and **euphemisms**.
- E2-3.5     Use context to determine the meaning of technical vocabulary.

## Writing: Developing Written Communication

**Standard E2-4**     **The student creates writing which includes a clear focus, coherent organization, sufficient elaboration, effective voice, and appropriate use of conventions.**

**Continue to address earlier indicators as needed and as they apply to more difficult texts.**

### **Indicators**

- E2-4.1     Use pre-writing strategies such as asking questions, taking notes, making lists, and using **literary models**.
- E2-4.2     Create writing with a coherent **thesis**, an introduction and conclusion, and support such as reasons, anecdotes, and first-person accounts.
- E2-4.3     Use sentence structures, such as subordination, coordination, and apposition, to indicate relationships among ideas in writing.
- E2-4.4     Use effective phrasing and vivid, precise language to develop **voice** and enhance meaning.
- E2-4.5     Use previously learned **revision** strategies to improve content and development, organization, and **voice**.
- E2-4.6     Use proofreading to **edit** for previously learned conventions.
- E2-4.7     Integrate expanding vocabulary from reading, speaking, and listening.
- E2-4.8     Create documents using emerging technology.

## Writing: Producing Written Communication

**Standard E2-5**     **The student writes for a variety of purposes and audiences.**

**Continue to address earlier indicators as needed and as they apply to more difficult texts.**

### **Indicators**

- E2-5.1     Create narrative writing, such as memoirs, that uses descriptive language to enhance **setting** and **characterization**
- E2-5.2     Create persuasive writing that develops a **thesis** and uses support such as facts, statistics, first-hand accounts.
- E2-5.3     Use technical writing to create memoranda and business letters.
- E2-5.4     Create expository writing using organizational structures including comparison and contrast.
- E2-5.5     Create expository writing to analyze literary text.
- E2-5.6     Create reflective writing that explores the significance of an issue or personal experience.

## Research: Inquiry and Communication

**Standard E2-6**     **The student accesses and uses information for a variety of purposes.**

*Reference materials for this grade level include those found in print or electronic formats.*

**Continue to address earlier indicators as needed and as they apply to more difficult texts.**

### Indicators

- E2-6.1     Design inquiry projects by constructing questions, accessing resources, and organizing information.
- E2-6.2     Clarify and refine **thesis** to guide inquiry.
- E2-6.3     Use interviewing techniques to gather information from **primary sources**.
- E2-6.4     Use valid **primary** and **secondary sources** of information.
- E2-6.5     Use **paraphrases**, direct quotations and **summaries** to integrate other's ideas with the writer's and to avoid **plagiarism**.
- E2-6.6     Use **parenthetical citations** to document sources.
- E2-6.7     Create oral, written, or visual presentations for a specific **audience** and purpose using effective organizational strategies and communication techniques.
- E2-6.8     Use appropriate charts, diagrams or tables to support oral, written, or visual presentations.
- E2-6.9     Produce a **works cited list** crediting **primary** and **secondary sources**.
- E2-6.10    Use **Standard American English (SAE)** when appropriate.

# Grade-Level Standards

## English 3

Students in English 3 continue to develop skills in language through structured study and independent reading of literary and informational texts. Students identify the elements of an author's craft and the characteristics of various genres in both literary and informational text. Through these standards and indicators, students are expected to understand, interpret, analyze, and evaluate literary and informational text. In addition, students continue to develop and use knowledge of vocabulary in reading, writing, and oral communication.

Students produce essays that are coherent, well-organized, and demonstrate a command of Standard American English. Using the writing process, students compose various types of writing: narrative, persuasive, expository, technical, reflective, and analytical.

In the research process, students identify a topic, collect information from primary and secondary sources, and present information in oral, written, or visual presentations.

# ENGLISH 3

## Reading: Accessing Literary Text

**Standard E3-1**     **The student reads and comprehends print and non-print literary text from a variety of cultures and eras.**

*In this course focusing on American Literature, students read fiction, such as historical fiction, novels, folktales, myths, satire, allegory, parody, monologue, short stories, and poetry (odes, epics, songs, ballads, sonnets), and drama. In addition, students read nonfiction, such as biographies, autobiographies, speeches, memoirs, and classical essays.*

**Continue to address earlier indicators as needed and as they apply to more difficult texts.**

### Indicators

- E3-1.1     Analyze information within and across texts to make inferences.
- E3-1.2     Evaluate the effectiveness of various **points of view** on text.
- E3-1.3     Evaluate an author's development of **characters** and **conflict** and the impact on **theme**.
- E3-1.4     Evaluate an author's use of figurative language to create meaning.
- E3-1.5     Evaluate the effect of **author's craft** on meaning.
- E3-1.6     Create responses to literary text through a variety of methods such as writing, **creative dramatics**, oral presentations, media productions, and visual and performing arts.
- E3-1.7     Carry out **independent reading** for extended periods of time to derive pleasure.
- E3-1.8     **Summarize** and **paraphrase** text to demonstrate understanding.

## Reading: Accessing Informational Text

**Standard E3-2**     **The student reads and comprehends print and non-print informational text.**

*In this course, students read textbooks, magazines, newspapers, reviews (book, movie, product), essays (analytical, informational, persuasive, social, political, historical), editorials, speeches, historical documents, research reports procedural directions, applications, instructional manuals, contracts, and films (documentaries).*

**Continue to address earlier indicators as needed and as they apply to more difficult texts.**

### Indicators

- E3-2.1     Compare/contrast the development of **thesis** and supporting details across texts.
- E3-2.2     Analyze information within and across texts to draw conclusions and make inferences.
- E3-2.3     Create responses to informational text through a variety of methods such as writing, oral presentations, media productions, and visual and performing arts.
- E3-2.4     Carry out **independent reading** for extended periods of time to gain information.
- E3-2.5     Analyze indicators of an author's **bias**.
- E3-2.6     Evaluate **propaganda techniques**.
- E3-2.7     Identify **faulty reasoning devices** such as **hasty generalization, rationalizing, and begging the question**.

## Reading: Building Vocabulary

**Standard E3-3**     **The student uses word analysis and vocabulary strategies to read fluently.**

**Continue to address earlier indicators as needed and as they apply to more difficult text.**

### **Indicators**

E3-3.1     Construct meaning of unfamiliar words and concepts using context clues.

E3-3.2     Construct meaning in context through knowledge of Greek and Latin **roots.**

E3-3.3     Apply knowledge of American culture and history to understand the development and use of language.

E3-3.4     Use context to determine the meaning of technical vocabulary.

## Writing: Developing Written Communication

**Standard E3-4**     **The student creates writing which includes a clear focus, coherent organization, sufficient elaboration, effective voice, and appropriate use of conventions.**

**Continue to address earlier indicators as needed and as they apply to more difficult text.**

### Indicators

- E3-4.1     Use pre-writing strategies.
- E3-4.2     Create writing with a coherent **thesis**, an introduction and conclusion, and support such as definitions and descriptions.
- E3-4.3     Use sentence structures, such as subordination, coordination, and apposition, to indicate relationships among ideas in writing.
- E3-4.4     Use devices, such as rhetorical questions and repetition, to develop **voice** and enhance meaning.
- E3-4.5     Use previously learned **revision** strategies to improve content and development, organization, and **voice**.
- E3-4.6     Use proofreading to **edit** for previously learned conventions.
- E3-4.7     Integrate expanding vocabulary from reading, speaking, and listening.
- E3-4.8     Create documents using emerging technology.

## Writing: Producing Written Communication

**Standard E3-5**     **The student writes for a variety of purposes and audiences.**

**Continue to address earlier indicators as needed and as they apply to more difficult texts.**

### **Indicators**

- E3-5.1     Create narrative writing that uses **point of view** to shape **voice, tone** and purpose.
- E3-5.2     Create persuasive writing including **arguments** supported by facts, expert opinions, quotations, and logical reasoning.
- E3-5.3     Create technical documents, such as reports and cover letters for applications and résumés, in the appropriate format.
- E3-5.4     Create expository writing using organizational structures including cause and effect and classification.
- E3-5.5     Create expository writing to interpret literary text.
- E3-5.6     Create reflective writing that explores the significance of an issue or personal experience.

## Research: Inquiry and Communication

**Standard E3-6**     **The student accesses and uses information for a variety of purposes.**

*Reference materials for this grade level include those found in print or electronic formats.*

**Continue to address earlier indicators as needed and as they apply to more difficult text.**

### Indicators

- E3-6.1     Design inquiry projects by constructing questions, accessing resources, and organizing information.
- E3-6.2     Clarify and refine **thesis** to guide inquiry.
- E3-6.3     Use interviewing techniques to gather information from **primary sources**.
- E3-6.4     Use valid **primary** and **secondary sources** of information.
- E3-6.5     Use **paraphrases**, direct quotations, **summaries** to integrate other's ideas with the writer's and to avoid **plagiarism**.
- E3-6.6     Use **parenthetical citations** to document sources.
- E3-6.7     Create presentations for a specific **audience** and purpose that combine texts, images, or sounds from various sources.
- E3-6.8     Use appropriate charts, diagrams, **or** tables, to support oral, written, or visual presentations.
- E3-6.9     Produce a **works cited list** crediting **primary** and **secondary sources**.
- E3-6.10    Use **Standard American English (SAE)** when appropriate.

# Grade-Level Standards

## English 4

Students in English 4 continue to develop skills in language through structured study and independent reading of literary and informational texts. Students identify the elements of an author's craft and the characteristics of various genres in both literary and informational text. Through these standards and indicators, students are expected to understand, interpret, analyze, and evaluate literary and informational text. In addition, students continue to develop and use knowledge of vocabulary in reading, writing, and oral communication.

Students produce essays that are coherent, well-organized, and demonstrate a command of Standard American English. Using the writing process, students compose various types of writing: narrative, persuasive, expository, technical, reflective, and analytical.

In the research process, students identify a topic, collect information from primary and secondary sources, and present information in oral, written, or visual presentations.

# ENGLISH 4

## Reading: Accessing Literary Text

**Standard E4-1**     **The student reads and comprehends print and non-print literary text from a variety of cultures and eras.**

*In this course focusing on British literature, students read fiction, such as historical fiction, novels, myths, satire, allegory, parody, short stories, poetry (songs, ballads, odes, epics, sonnets, elegies), and drama. In addition, students read nonfiction, such as biographies, autobiographies, speeches, memoirs, and classical essays.*

**Continue to address earlier indicators as needed and as they apply to more difficult text.**

### Indicators

- E4-1.1     Analyze information within and across texts to make inferences.
- E4-1.2     Evaluate the effectiveness of various **points of view** on text.
- E4-1.3     Evaluate an author's development of **characters** and **conflict** and the impact on **theme**.
- E4-1.4     Evaluate an author's use of figurative language to create meaning.
- E4-1.5     Evaluate the effect of **author's craft** on meaning
- E4-1.6     Create responses to literary text through a variety of methods such as writing, **creative dramatics**, oral presentations, media productions, and visual and performing arts.
- E4-1.7     Carry out **independent reading** for extended periods of time to derive pleasure.
- E4-1.8     **Summarize** and **paraphrase** text to demonstrate understanding.

## Reading: Accessing Informational Text

**Standard E4-2**     **The student reads and comprehends print and non-print informational text from a variety of cultures and eras.**

*In this course, students read textbooks, magazines, newspapers, reviews (book, movie, product), essays (analytical, informational, persuasive, social, political, historical), editorials, speeches, historical documents, research reports, procedural directions, applications, instructional manuals, contracts, and films (documentaries).*

**Continue to address earlier indicators as needed and as they apply to more difficult text.**

### Indicators

- E4-2.1     Compare/contrast the development of **thesis** and supporting details across texts.
- E4-2.2     Analyze information within and across texts to draw conclusions and make inferences.
- E4-2.3     Create responses to informational text through a variety of methods such as writing, oral presentations, media productions, and visual and performing arts.
- E4-2.4     Carry out **independent reading** for extended periods of time to gain information.
- E4-2.5     Analyze indicators of an author's **bias**.
- E4-2.6     Evaluate the effectiveness of **propaganda techniques**.
- E4-2.7     Evaluate **faulty reasoning devices** such as **ignoring the issue** and **either-or fallacies**.

## Reading: Building Vocabulary

**Standard E4-3**     **The student uses word analysis and vocabulary strategies to read fluently.**

**Continue to address earlier indicators as needed and as they apply to more difficult text.**

### **Indicators**

- E4-3.1     Construct meaning of unfamiliar words and concepts using context clues.
- E4-3.2     Construct meaning in context through knowledge of Greek and Latin **roots**.
- E4-3.3     Apply knowledge of British culture and history to understand the development and use of language.
- E4-3.4     Use context to determine the meaning of technical vocabulary.

## Writing: Developing Written Communication

**Standard E4-4** The student creates writing which includes a clear focus, coherent organization, sufficient elaboration, effective voice, and appropriate use of conventions.

Continue to address earlier indicators as needed and as they apply to more difficult text.

### Indicators

- E4-4.1 Use pre-writing strategies.
- E4-4.2 Create writing with a coherent **thesis**, an introduction and conclusion, and support such as definitions and descriptions.
- E4-4.3 Use sentence structures, such as subordination, coordination, and apposition, to indicate relationships among ideas in writing.
- E4-4.4 Use devices, such as rhetorical questions or repetition, to develop **voice** and enhance meaning.
- E4-4.5 Use previously learned **revision** strategies, to improve content and development, organization, and **voice**.
- E4-4.6 Use proofreading to **edit** for previously learned conventions.
- E4-4.7 Integrate expanding vocabulary from reading, speaking, and listening.
- E4-4.8 Create documents using emerging technology.

## Writing: Producing Written Communication

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

Continue to address earlier indicators as needed and as they apply to more difficult texts.

### Indicators

- E4-5.1 Create narrative writing using transitional words to emphasize chronological order.
- E4-5.2 Create persuasive writing including **arguments** supported by facts, expert opinions, quotations, and logical reasoning.
- E4-5.3 Create technical documents such as reports and cover letters for applications and résumés, in the appropriate format.
- E4-5.4 Create expository writing using organizational structures including definition.
- E4-5.5 Create expository writing to interpret literary text.
- E4-5.6 Create reflective writing that explores the significance of an issue or personal experience.

## Research: Inquiry and Communication

**Standard E4-6**     **The student accesses and uses information for a variety of purposes.**

*Reference materials for this grade level include those found in print or electronic formats.*

**Continue to address earlier indicators as needed and as they apply to more difficult texts.**

### Indicators

- E4-6.1     Design inquiry projects by constructing questions, accessing resources, and organizing information.
- E4-6.2     Clarify and refine **thesis** to guide inquiry.
- E4-6.3     Use interviewing techniques to gather information from **primary sources**.
- E4.6.4     Use valid **primary** and **secondary sources** of information.
- E4-6.5     Use **paraphrases**, direct quotations, and **summaries** to integrate other's ideas with the writer's and to avoid **plagiarism**.
- E4-6.6     Use **parenthetical citations** to document sources.
- E4-6.7     Create presentations for a specific **audience** and purpose that combine text, images, or sound from various sources.
- E4-6.8     Use appropriate charts, diagrams, or tables, to support oral, written, or visual presentations.
- E4-6.9     Produce a **works cited list** crediting **primary** and **secondary sources**.
- E4-6.10    Use **Standard American English (SAE)** when appropriate.

# Glossary

Terms are defined here as they relate to the content of this document. It is important to note that some terms may have several definitions or explanations.

The following sources have been used in the formulation of definitions for this glossary: *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); and NTC's *Dictionary of Literary Terms*, by Kathleen Morner and Ralph Rausch (Lincolnwood, IL: National Textbook, 1991).

| Term                               | Definition   |
|------------------------------------|--|
| <b>affix</b>                       | A word element such as a prefix or suffix than can function only when it is attached to a <b>base word</b> —for example, the re- in “rename” and the -ing in “naming.”   |
| <b>alliteration</b>                | The repetition of the initial sounds or stressed syllables in neighboring words.   |
| <b>allusion</b>                    | A passing reference to historical or fictional <b>characters</b> , places, or event, or to other works that the writer assumes there reader will recognize.  |
| <b>antonym</b>                     | A word meaning the opposite of another word.   |
| <b>argument</b>                    | The logical, systematic presentation of reasoning and supporting evidence that proves the validity of a statement or position. See <b>thesis</b> .   |
| <b>audience</b>                    | The specific person or group for whom a piece of writing, a spoken message, or a visual representation is intended. Awareness of audience affects important decisions that the writer or speaker makes about a piece of work (word choice, details, tone). |
| <b>author’s craft</b>              | The intentional use of words, grammar, punctuation, and structure in writing. The author’s use of techniques (ways to fashion things), strategies (ways to do things), questions (ways to think about things), and relationships (way to connect them).    |
| <b>base word</b>                   | A word to which <b>affixes</b> may be added to create related words (group in “regroup” or “grouping”).  |
| <b>bandwagon</b>                   | See <b>propaganda</b> .  |
| <b>begging the question</b>        | See <b>faulty reasoning</b> .  |
| <b>bias</b>                        | A personal and largely unreasoned judgment either for or against a particular person, position, or thing; a prejudice.   |
| <b>blog</b>                        | See <b>Web log</b> .   |
| <b>card stacking</b>               | See <b>propaganda</b> .  |
| <b>central idea</b>                | See <b>main idea</b> .   |
| <b>character, characterization</b> | A personage in a literary work that is either a human being or a figure that possesses human qualities and is portrayed in human terms. Unlike a person in real life, a literary character’s qualities and actions are limited to those                    |

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|                             | <p>required for his or her function in the story, whether the character seems designed to fit the plot or the plot is derived from the character. At the center of the <b>plot</b> is the hero, or the protagonist. The protagonist may or may not be an admirable figure. The antagonist is the character or the force working against the protagonist. The conflict between the protagonist and the antagonist is the essence of <b>plot</b>.</p> <p><b>dynamic</b>—characters that change in a significant way during the course of the story.</p> <p><b>static</b>—characters that remain the same throughout the story.</p> <p><b>round</b>—a character that is presented in a complex, three-dimensional portrait is called a round character. Generally, major characters in works of fiction are presented as fully developed, or rounded, personalities.</p> <p><b>flat</b>—a character with a single dominant trait.</p> |
| <b>character traits</b>     | What characters say, think, feel, and do and what other characters say about the character.  |
| <b>compound word</b>        | A combination of two or more words (flowerpot). They may be hyphenated (merry-go-round) or written as separate words (school bus).   |
| <b>concepts about print</b> | 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 letter and word, book conventions (title, name of author), and the proper way to hold and open a book.   |
| <b>conflict</b>             | <p>The opposing forces of the protagonist and antagonist that create <b>plot</b> in literary works that tell a story (drama, novel, short story, narrative poem).</p> <p><b>external conflict</b>—the protagonist is in opposition with the environment (nature, society as a whole, townspeople, family, religious tradition) or another character as the antagonist.</p> <p><b>internal conflict</b>—the protagonist is in opposition with some element within him- or herself as the antagonist.</p>  |
| <b>connotation</b>          | The idea suggested by a particular word or thing; the set of associative implications constituting the general sense of a word in addition to its literal meaning; the emotional coloring of a word. See <b>denotation</b> .   |
| <b>consonant blends</b>     | 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 in the word (bl, cl, tr, str).   |
| <b>consonant digraphs</b>   | Two consonant letters that appear together and represent a single sound that is different from either letter (th, sh).   |
| <b>context clues</b>        | Information surrounding a word, such as other words or illustrations, which helps the reader determine the meaning of the word.  |
| <b>creative dramatics</b>   | Informal dramatization using simple staging and few, if any, set properties and costumes.  |
| <b>denotation</b>           | The most specific or literal meaning of a word. See <b>denotation</b> .  |

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| <b>dialogue</b>            | Conversation carried on between characters in a literary work.   |
| <b>dynamic character</b>   | See <i>character</i> .   |
| <b>edit, editing</b>       | Preparing written material for publication or presentation. The term editing more narrowly refers to the correction of the conventions of writing, such as spelling, punctuation, and capitalization, while the term <b>revising</b> refers to making structural and content changes in a manuscript.  |
| <b>either-or fallacies</b> | See <i>faulty reasoning</i> .  |
| <b>environmental print</b> | Text and other graphic symbols that are part of the physical environment such as street signs, billboards, television commercials, or store signs. Environmental print affords opportunities for learners in the early phases of literacy to discover and explore the nature and functions of graphic symbols as conveyors of meaning, even when they are not able to read in a formal sense.  |
| <b>etymology</b>           | The origin and development of a word and its meaning.  |
| <b>euphemism</b>           | The substitution of a mild and pleasant expression for a harsh and blunt one, such as “to pass away” for “to die.”   |
| <b>extended metaphor</b>   | See <i>metaphor</i> .  |
| <b>external conflict</b>   | See <i>conflict</i> .  |
| <b>faulty reasoning</b>    | Reasoning that lacks logic or solid substantiation.<br><b>hasty generalization</b> —the scope of evidence is too small to support the conclusion.<br><b>rationalizing</b> —a dishonest substitute for reasoning where ideas are defended rather than finding out the truth.<br><b>begging the question</b> —what one does in an argument when one assumes what one claims to be proving.<br><b>ignoring the issue</b> --<br><b>either-or fallacies</b> —a claim that presents an artificially limited range of choices.  |
| <b>fiction</b>             | (1) The literary genre that is written in the narrative mode and contains the five central elements of <b>plot, character, point of view, setting, and theme</b> . Its three forms are the novel, the novella, and the short story. (2) The form of writing that is distinguished from <b>nonfiction</b> as being creative, rather than logical, in its approach; imaginative, rather than factual, in its content; and artistic, rather than expository, in its method and effect. Fiction, or a fictional element, is found in many literary forms, such as historical fiction, fables, fairytales, folklore, legends, and picture books. Fictional elements may also be found in some biographies, autobiographies, and works in other types of nonfiction. See <i>nonfiction</i> . |
| <b>flashback</b>           | The technique of disrupting the chronological flow of a narrative by interjecting events that have occurred at an earlier time.  |
| <b>flat character</b>      | See <i>character</i> .   |
| <b>fluency</b>             | The accuracy, phrasing, intonation, and expression with which an individual speaks, writes, or reads a particular  |

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|   | language.  |
| <b>foreshadowing</b>                    | The technique of giving clues to coming events in a narrative or a drama.  |
| <b>glittering generalities</b>          | See <i>propaganda</i> .  |
| <b>graphic organizer</b>                | A visual organizer such as a map, web, chart, or diagram that shows relationships.   |
| <b>graphic features/representations</b> | Charts, graphs, pictures, <b>graphic organizers</b> , and the like; included in texts to serve as a source of information, to assist in comprehension, and to aid in organizing information.   |
| <b>hasty generalization</b>             | See <i>faulty reasoning</i> .  |
| <b>high frequency words</b>             | A word that appears more times than most other words in spoken or written language.  |
| <b>homonym</b>                          | A word with a different origin and meaning but the same spelling and pronunciation as one or more other words.   |
| <b>hyperbole</b>                        | The figure of speech that is overstatement; an exaggeration that is done to make a point.  |
| <b>idiom</b>                            | An expression in a given language that is unique in its expression and meaning and that cannot, therefore, be analyzed or understood on the basis of what it actually says. For example, the statement "It looks like rain" must be read as in fact saying that a certain unnamed object ("it") resembles ("looks like") precipitation ("rain"). However, the idiomatic meaning of the statement is that weather conditions at the moment suggest that precipitation will soon begin to fall. Similarly, the common idiomatic English greeting "How do you do?" might elicit from a foreigner the response "How do I do what?" |
| <b>ignoring the issue</b>               | See <i>faulty reasoning</i> .  |
| <b>imagery</b>                          | The use of language that creates a sensory impression within the reader's mind; an "image" of something that can be perceived by one of the five senses such as a smell (olfactory), a sound (auditory), or an object (visual).  |
| <b>independent reading</b>              | Reading students choose to do on their own. It reflects a reader's personal choice of the material to be read, as well as the time and place to read it.   |
| <b>inflectional endings</b>             | A suffix that changes either the case and number of a noun, the tense and number of a verb, or the degree of an adjective and an adverb.   |
| <b>internal conflict</b>                | See <i>conflict</i> .  |
| <b>intonation</b>                       | The distinctive pattern in the pitch of the voice that contributes to the meaning of a spoken phrase or sentence. For example, intonation produces the distinction between a command ("Cut it out!") and a question ("Cut it out?").   |
| <b>irony</b>                            | (1) The figure of speech in which the speaker or writer consciously intends to be understood to mean the complete opposite of what he or she is actually saying in a single word or phrase. (2) The literary technique of creating the impression, through plot or character, that the appearance and the reality of the given situation are the same, when  |

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|   | actually (as the reader or audience will ultimately learn) there is a vast discrepancy between the two. This technique is called irony of situation.   |
| <b>limited omniscient point of view</b> | See <i>point of view</i> .   |
| <b>literary model</b>                   | The work of an accomplished author that one uses as a model for one's own writing.   |
| <b>main idea</b>                        | The major topic of a passage or work.  |
| <b>metaphor</b>                         | The device of figurative language where one thing is represented as actually being another, wholly dissimilar thing; an implied comparison that equates one thing with another thing that is completely unlike it by imaginatively identifying in it the qualities of that unlike thing. |
| <b>motive</b>                           | A character's conscious or unconscious reason for behavior.  |
| <b>multiple meaning words</b>           | Words that have more than one meaning and can be used as more than one part of speech.   |
| <b>multi-syllabic</b>                   | More than one syllable, particularly in words.   |
| <b>name calling</b>                     | See <i>propaganda</i> .  |
| <b>nonfiction</b>                       | (1) Prose written with the primary purpose of explaining, arguing, or describing in an objective, straightforward manner. (2) The form of factual prose that includes such genres as biography and autobiography.  |
| <b>non-print sources</b>                | Sources of information such as pictures, photographs, television, radio, films, movies, videotapes, live performances, and the Internet.   |
| <b>onomatopoeia</b>                     | (1) The use of words when the sound of the word suggests the meaning, such as "rattle," "murmur," "crash," "bog." (2) The use or coining of words specifically in order to imitate or reproduce a particular sound ("buzz," "purr," "honk," "bong," "boink," "grrr").                    |
| <b>omniscient point of view</b>         | See <i>point of view</i> .   |
| <b>onset</b>                            | The first part of a syllable or any consonants that precede the vowel. In the word "flat," /f/ is the onset, and /at/ is the <b>rime</b> . In the word "greed," /gr/ is the onset, and /eed/ is the <b>rime</b> . See <i>rime</i> .  |
| <b>oxymoron</b>                         | A figure of speech that combines incongruous and apparently contradictory words and meanings for a special effect.   |
| <b>paradox</b>                          | An apparently self-contradictory (even absurd) statement, which, on closer inspection, is found to contain a truth reconciling the conflicting opposites. e.g., Hamlet's line: 'I must be cruel only to be kind.'  |
| <b>paraphrase, paraphrasing</b>         | Stating in one's own words the meaning of something that someone else has spoken or written.   |
| <b>parenthetical citation</b>           | A reference to a source that is placed in parenthesis at the end of a sentence. The citation includes the author and publication date of the reference being cited.  |

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| <b>personification</b>       | The figurative device where nonhumans (animals, objects, abstractions) are represented as being human or as having human attributes.   |
| <b>phrasing</b>              | Grouping words such as prepositional phrases as a student reads.   |
| <b>plagiarism</b>            | Wrongful appropriation and publication as one's own.   |
| <b>plain folk</b>            | See <i>propaganda</i> .  |
| <b>plot</b>                  | The sequence of events that comprise the internal structure of a literary work that tells a story such as a novel or drama.  |
| <b>point of view</b>         | <p>In fiction, the single vantage point from which the reader is told the story; the eyes through which the entire narrative is filtered.</p> <p><b>omniscient point of view</b>—a third-person narrator functions as an all-seeing, all-hearing, all-knowing speaker who reads the thoughts and feelings of any and all characters. An omniscient narrator may or may not be the author speaking in his or her own voice.</p> <p><b>limited omniscient point of view</b>—the story is told by a third-person narrator whose omniscience is limited, or restricted, to a single character. The narrator reads the thoughts and feelings of only one particular character. Because this character, like all human beings, knows no more than what he or she sees, hears, feels, thinks, and believes, the reader can sometimes have a mistaken impression about what the situation actually is.</p>   |
| <b>primary source</b>        | An original document, such as a work of literature, a historical manuscript, material in archival collections, or interviews that is used as part of research into a particular subject.   |
| <b>propaganda techniques</b> | <p>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 and an appeal to the emotions.</p> <p><b>bandwagon</b>—language that appeals to loyalty and a desire to be on the winning side.</p> <p><b>glittering generality</b>—a word or phrase with a positive connotation attached to a highly prized concept.</p> <p><b>testimonial</b>—a reference to a personal experience to persuade.</p> <p><b>plain folks</b>—language implying that one shares the values of ordinary people.</p> <p><b>name calling</b>—an attack that draws vague equivalence between and concept and a person, group, or idea.</p> <p><b>card stacking</b>—deliberately biasing an argument, with opposing evidence being buried or discredited.</p> <p><b>transfer</b>—carrying out the authority, sanction, and prestige of something respected and revered to something the speaker or writer wants accepted.</p> |
| <b>rationalizing</b>         | See <i>faulty reasoning</i> .  |
| <b>resolution</b>            | The final unwinding, or resolving, of a <b>conflict</b> or complications in the <b>plot</b> of <b>fiction</b> or drama.  |
| <b>retell, retelling</b>     | The process in which the student, after having read or listened to a story, describes what happens in it. The purpose of retelling is to allow the teacher to gain insight into the student's ability to interact with, interpret, and draw  |

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|  | conclusions from a text.   |
| <b>revise, revising, revision</b>      | Reworking a written draft to improve it by adding or taking out information; combining and reordering words, sentences, or paragraphs; and/or changing word choice according to the particular purpose and audience. See <i>edit</i> , <i>editing</i> .  |
| <b>rhyming words</b>                   | Words that have identical or very similar final sounds.  |
| <b>rime</b>                            | 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 <b>onset</b> /sl/. See <b>onset</b> .   |
| <b>root</b>                            | In the analysis of word composition, the element that is the basis of the word’s meaning and that cannot be divided without the loss of that meaning.  |
| <b>round character</b>                 | See <i>character</i> .   |
| <b>secondary source</b>                | Any source other than a primary source that is used in researching a particular subject. In the study of an author’s ideas, for example, that author’s works are the primary sources, and materials such as works of literary criticism, biography, and history are secondary sources.   |
| <b>self-correct</b>                    | The correction of an error or miscue in reading without a prompting.   |
| <b>setting</b>                         | The time and place when and where the action in a literary work occurs.  |
| <b>sight words</b>                     | Words that needed to be learned visually.  |
| <b>simile</b>                          | The device of figurative language that is a stated comparison, using the words “like” or “as”, between two wholly dissimilar things.   |
| <b>Standard American English (SAE)</b> | The version of the English language that is regarded as the model in America for writers and speakers who are considered to be educated. SAE is used in most educational, government, and news publications.   |
| <b>static character</b>                | See <i>character</i> .   |
| <b>structural analysis</b>             | The process of using knowledge of <b>roots</b> , <b>affixes</b> , compound words, and <b>inflection</b> to pronounce a word and/or to understand its meaning.  |
| <b>summary, summarize, summarizing</b> | Formulating a brief statement that contains the essential ideas of a particular passage, an entire work, or a body of research material.   |
| <b>symbolism</b>                       | The use or existence of the device of figurative language in which a concrete thing represents an abstraction. A literary symbol can be anything that has a real, physical presence in the imaginary world of the particular literary work and that is perceivable by one of the senses. A character, and even a character’s name, can function as a symbol. |
| <b>synonym</b>                         | A word whose meaning is the same or almost the same as that of another word.   |
| <b>testimonials</b>                    | See <i>propaganda</i> .  |

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| <b>theme</b>                  | The major idea of an entire work of literature; the theme may be stated or implied.   |
| <b>thesis</b>                 | The subject or main argument of a piece of writing.   |
| <b>third-person narration</b> | See <i>point of view</i> .  |
| <b>tone</b>                   | The attitude a writer reveals toward his or her subject or audience in a particular work; the emotional state of mind expressed by an author in a particular work.  |
| <b>transfer</b>               | See <i>propaganda</i> .   |
| <b>visual aid</b>             | A teaching device that uses visual perception: pictures, models, charts, videotapes, and so forth.  |
| <b>voice</b>                  | Words in writing that capture the sound of an individual on the page.   |
| <b>Web log</b>                | A website where entries are made in journal style and displayed in reverse chronological order.   |
| <b>white space</b>            | Open spaces between design elements such as letters, words, or paragraphs of text. It is essential for providing spatial relationships between visual items, and guides the reader's eye from one point in text to another. |
| <b>word choice</b>            | The element of style and tone in writing and speaking that relates to correctness, clarity, or effectiveness in the use of the words.   |
| <b>works cited list</b>       | An alphabetical list, by author's last name, of all of the reference materials used in a piece of writing that supports the thesis.   |

# Sample Support Documents

## Literary Texts

| Text Type   | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | E1 | E2 | E3 | E4 |
|---|---|---|---|---|---|---|---|---|---|----|----|----|----|
| rhymes  | X | X |   |   |   |   |   |   |   |    |    |    |    |
| songs   | X | X |   |   |   |   |   |   |   |    |    |    |    |
| picture books   | X | X | X | X | X | X |   |   |   |    |    |    |    |
| poetry<br>(narrative,<br>lyrical,<br>humorous, free<br>verse) | X | X | X | X | N | X | X | X | X | X  | X  | X  | X  |
| drama   | X | X | X | X | X | X | X | X | X | X  | X  | X  | X  |
| biographies   | X | X | X | X | N | X | X | X | X | X  | X  | X  | X  |
| autobiographies   | X | X | X | X | N | X | X | X | X | X  | X  | X  | X  |
| fables  |   | X | X | X | N |   |   |   |   |    |    |    |    |
| contemporary<br>realistic fiction                             |   |   | X | X | N | X | X | X | X | X  | X  | X  | X  |
| historical fiction  |   |   | X | X | N | X | X | X | X | X  | X  | X  | X  |
| short chapter<br>books  |   |   | X | X | X | X |   |   |   |    |    |    |    |
| tall tales  |   |   | X | X | N | X | X | X | X |    |    |    |    |
| folktales   |   |   | X | X | N | X | X | X | X | X  | X  | X  |    |
| speeches  |   |   |   | X | X | X | X | X | N | X  | X  | X  | X  |
| short stories<br>(adventure)                                  |   |   |   | X | N | X | X | X | X | X  | X  | X  | X  |
| personal<br>essays  |   |   |   | X | N | X | X | X | X |    |    |    |    |
| legends   |   |   |   | X | N | X |   |   |   |    |    |    |    |
| chapter books   |   |   |   | X | X | X | X | X | X | X  | X  | X  |    |
| myths   |   |   |   | X | N | X | X | X | X | X  | X  | X  | X  |
| short novels  |   |   |   | X | X | X | X | X | X | X  | X  | X  | X  |
| novels  |   |   |   |   | X | X | X | X | X | X  | X  | X  | X  |
| science fiction   |   |   |   |   |   | X | X | X | N | X  | X  |    |    |
| memoir  |   |   |   |   |   |   | X | X | N | X  | X  | X  | X  |
| classical<br>essays   |   |   |   |   |   |   | X | X | X | X  | X  | X  | N  |
| character<br>sketches   |   |   |   |   |   |   | X | X | N |    |    |    |    |
| poetry (odes,<br>songs/ballads,<br>epics)                     |   |   |   |   |   |   |   | X | N | X  | X  | X  | X  |
| satire  |   |   |   |   |   |   |   |   |   | X  | X  | X  | N  |
| parody  |   |   |   |   |   |   |   |   |   | X  | X  | X  | N  |
| allegory  |   |   |   |   |   |   |   |   |   | X  | X  | X  | N  |
| monologue   |   |   |   |   |   |   |   |   |   | X  | X  | X  | N  |

## Informational Texts

| Text Type   | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | E1 | E2 | E3 | E4 |
|---|---|---|---|---|---|---|---|---|---|----|----|----|----|
| books   | X | X | X | X | N | X | X | X | X | X  | X  | X  | X  |
| newspapers  | X | X | X | X | X | X | X | X | X | X  | X  | X  | X  |
| magazines   | X | X | X | X | X | X | X | X | X | X  | X  | X  | X  |
| procedural directions   | X | X | X | X | N | X | X | X | X | X  | X  | X  | X  |
| graphs  | X | X | X | X | N | X | X |   |   |    |    |    |    |
| recipes   | X | X | X | X | X | X | X | X | N |    |    |    |    |
| textbooks   |   | X | X | X | N | X | X | X | X | X  | X  | X  | X  |
| schedules   |   |   | X | X | X | X | X | X | N |    |    |    |    |
| photographs   |   |   | X | X | X | X | X | X |   |    |    |    |    |
| tables  |   |   | X | X | N | X | X |   |   |    |    |    |    |
| charts  |   |   | X | X | N | X | X |   |   |    |    |    |    |
| maps  |   |   | X | X | N | X | X |   |   |    |    |    |    |
| timelines   |   |   | X | X | N | X | X |   |   |    |    |    |    |
| speeches  |   |   |   | X | N | X | X | X | X | X  | X  | X  | X  |
| historical documents  |   |   |   | X | X | X | X | X | N | X  | X  | X  | X  |
| advertisements  |   |   |   | X | X | X | X | X | X | X  |    |    |    |
| encyclopedia entries  |   |   |   | X | N | X | X | X | X |    |    |    |    |
| book reviews  |   |   |   | X | N | X | X | X | X | X  | X  | X  | X  |
| news-articles   |   |   |   | X | N | X | X | X | X | X  | X  | X  | X  |
| feature articles  |   |   |   | X | N | X | X | X | X | X  | X  | X  | X  |
| journals  |   |   |   | X | N | X | X | X | X | X  | X  | X  |    |
| simple persuasive essays  |   |   |   | X | N | X | X |   |   |    |    |    |    |
| movie reviews   |   |   |   |   | X | X | X | X | X | X  | X  | X  | X  |
| product reviews   |   |   |   |   | X | X | X | X | X | X  | X  | X  | X  |
| commercials   |   |   |   |   | X | X | X | X | X | X  | X  | X  | X  |
| editorials  |   |   |   |   |   |   | X | X | N | X  | X  | X  | X  |
| research reports  |   |   |   |   |   |   | X | X | N | X  | X  | X  | X  |
| essays (informational, persuasive, argumentative, analytical)       |   |   |   |   |   |   |   | X | N | X  | X  | X  | X  |
| documentaries   |   |   |   |   |   |   |   | X | X | X  | X  | X  | X  |
| films   |   |   |   |   |   |   |   | X | X | X  | X  | X  | X  |
| letters to the editor   |   |   |   |   |   |   | X | X | N | X  | X  | X  | X  |
| instructional manuals   |   |   |   |   |   |   |   |   |   | X  | X  | X  | N  |
| applications  |   |   |   |   |   |   |   |   |   | X  | X  | X  | N  |
| essays (social, political, scientific, historical, natural history) |   |   |   |   |   |   |   |   |   | X  | X  | X  | N  |
| contracts   |   |   |   |   |   |   |   |   | X | X  | X  | X  | N  |
| literary analyses   |   |   |   |   |   |   |   |   |   |    |    | X  | N  |
| position papers (persuasive brochure, campaign literature)          |   |   |   |   |   |   |   |   | X | X  | X  | X  | N  |

|                                  |  |  |  |   |   |   |   |   |   |   |   |   |   |
|----------------------------------|--|--|--|---|---|---|---|---|---|---|---|---|---|
| <b>historical accounts</b>       |  |  |  | X | X | X | X | X | X | X | X | X | N |
| <b>product support materials</b> |  |  |  |   |   |   |   |   |   | X | X | X | N |

## Elements of Language and Conventions

Students should demonstrate knowledge of all previously learned elements of language in writing.

| Grade 1  | Grade 2   | Grade 3   | Grade 4   |
|--|---|---|---|
| common and proper nouns  | complete sentences                                      | sentence structure (complete, fragments, run on)        | transitional devices  |
| singular and plural subjects   | simple and compound sentences                           | present and past verb tenses                            | future verb tenses  |
| personal pronouns  | subject verb agreement                                  | comparative and superlative adjectives                  | adverbs of time, place, manner, degree  |
| common conjunctions (but, and)   | conjunctions (but, and, either-or, yet)                 | prepositional phrases                                   | conjunctions (while, although, when)  |
|  |   | conjunctions (neither-nor, yet, because, until, since)  | nominative and objective pronoun case   |
|  |   |   | pronoun-antecedent agreement  |
| Grade 5  | Grade 6   | Grade 7   | Grade 8   |
| complex sentences  | modifiers, phrases, and clauses to embed content        | active and passive voice                                | transitional devices to show relationships, to create unity, and to maintain coherence. |
| present and past participle verb tenses  | parallelism   | transitional devices in multi-paragraph organization    | parallelism   |
| correct use of confused words (affect-effect; too, two, to; their, they're, there) | subject-verb agreement in compound sentence structures  |   | modifiers, phrases, and clauses to embed context  |
| collective and abstract noun-verb; pronoun-antecedent agreement                    | verb tense consistency                                  |   |   |
| comparative and superlative irregular adjectives (good, better, best)              |   |   |   |
| English 1  | English 2   | English 3   | English 4   |
| previously learned elements of language and conventions                            | previously learned elements of language and conventions | previously learned elements of language and conventions | previously learned elements of language and conventions                                 |

## Proofreading Conventions

Students should demonstrate knowledge of previously learned proofreading conventions in writing.

| Grade 1  | Grade 2  | Grade 3   | Grade 4   |
|--|--|---|---|
| capitalization of the first word of a sentence, names of people, and the pronoun "I" | capitalization of proper nouns, greetings, months and days, titles of people and books, and initials in names        | capitalization of geographical names, holidays, historical and special events, and the first word within quotations   | capitalization in publications such as magazines, newspapers, and song titles       |
| periods, exclamation points, and question marks at the end of sentences              | punctuation including commas in a series, dates, greetings and closings of letters, and apostrophes in contractions  | punctuation including periods for abbreviations, commas in compound sentences and in addresses, and apostrophes in singular possessive nouns and pronouns, and contractions | capitalization in brand names, proper adjectives, works of art, and organizations   |
| correct spelling of commonly used words  | quotation marks to show that someone is speaking   | abbreviations used appropriately  | capitalization in direct quotations   |
|  | spelling commonly used words and words that do not fit spelling patterns (was, were, says, said, who, what, and why) | spelling of commonly used homonyms  | commas in direct quotations and apostrophes in plural possessive nouns and pronouns |
|  |  | paragraph indentation   | punctuation in titles of books, magazines, chapters, songs, and poems               |
|  |  |   | punctuation to avoid run-on sentences   |
|  |  |   | word parts, word segmentation, and syllabication to monitor and correct spelling    |
| Grade 5  | Grade 6  | Grade 7   | Grade 8   |
| capitalization of races, religions, nationalities, languages, and school courses     | punctuation of commas in appositives and after introductory phrases and clauses                                      | ellipses and parentheses  | previously learned proofreading conventions   |
| hyphens in compound words and colons to introduce a list                             | semi-colons  |   |   |
| English 1  | English 2  | English 3   | English 4   |
| previously learned proofreading conventions  | previously learned proofreading conventions  | previously learned proofreading conventions   | previously learned proofreading conventions   |

## Figurative Language and Sound Devices

| Grade Level/Course | Figurative Language  | Sound Devices                        |
|--------------------|--|--------------------------------------|
| Kindergarten       |  | onomatopoeia (I)                     |
| First              | simile (I)   | onomatopoeia (I)<br>alliteration (I) |
| Second             | simile (A)   | onomatopoeia (A)<br>alliteration (A) |
| Third              | metaphor (I)<br>personification (I)<br>hyperbole (I)               |                                      |
| Fourth             | metaphor (A)<br>personification (A)<br>hyperbole (A)               |                                      |
| Fifth              | simile (A)<br>metaphor (A)<br>personification (A)<br>hyperbole (A) | onomatopoeia (A)<br>alliteration (A) |
| Sixth              | simile (A)<br>metaphor (A)<br>personification (A)<br>hyperbole (A) | onomatopoeia (A)<br>alliteration (A) |
| Seventh            | extended metaphor (A)<br>paradox (A)<br>oxymoron (A)               |                                      |
| Eighth             | Interpret figurative language.                                     |                                      |
| English 1          | Interpret figurative language.                                     |                                      |
| English 2          | Interpret figurative language.                                     |                                      |
| English 3          | Evaluate an author's use of figurative language.                   |                                      |
| English 4          | Evaluate an author's use of figurative language.                   |                                      |

## Writing Formats

The student creates writing to ...

| Grade Level  | Describe (Narrative)   | Communicate (Informational)                        | Explain (Expositor/ Technical)                              | Persuade (Persuasion)         | Entertain (Creative Writing)      | Reflect (Reflective)             |
|--------------|--|--|---|-------------------------------|-----------------------------------|----------------------------------|
| Kindergarten | experiences, people, places, actions, things   | lists, notes, messages                             |   |                               | simple rhymes                     | journals                         |
| First        | experiences, people, places, actions, things   | thank you notes                                    |   |                               | simple rhymes, poems              | diaries, journals                |
| Second       | familiar objects, people, places, events; autobiography                                    | friendly letters                                   | directions, instructions                                    |                               | poems, riddles, jokes             | autobiography                    |
| Third        | objects, people, places, events such as those related to South Carolina                    | friendly letters, invitations                      |   |                               | poems, riddles, jokes             |                                  |
| Fourth       | with dialogue and a specific point of view   | email, Web log entries (Blogs), post cards, flyers | biographies, content area reports                           |                               | plays, songs                      |                                  |
| Fifth        | with conflict and resolution   | email, Web log entries (Blogs)                     | lab reports, field observation notes, interviews            | letters, advertisements       | poems, plays, tall tales          |                                  |
| Sixth        | plays, drama which include plot, setting, characters, conflict, point of view and dialogue | pamphlets, flyers, reports                         | pamphlets, reports, flyers                                  | advertisements, commercials   | children's books, cartoons, poems | autobiographical sketches, poems |
| Seventh      | letters, journals, diaries, speeches, poems  | reviews (book, movie, product)                     | travel brochures, want ads, news stories, memos, obituaries | letters to the editor, essays | commercial scripts                | personal essays, poems           |
| Eighth       | memoir, descriptions of historical people or events, poems                                 |  | letters of request, inquiry or complaint, process reports   | editorials, advertisements    | songs, poems                      | journals, poems                  |

| Course    | Describe (Narrative)  | Communicate (Informational) | Explain (Expository Technical)   | Persuade (Persuasion)  | Entertain (Creative Writing) | Reflect (Reflective)   |
|-----------|---|-----------------------------|--|--|------------------------------|--|
| English 1 | memoirs with descriptive language to create tone and mood                 |                             | applications and resumes; with organizational structures and examples; analysis of literary text   | which develops a thesis and focuses on emotional appeal  |                              | which explores the significance of an issue or personal experience |
| English 2 | memoirs with descriptive language to enhance setting and characterization |                             | memoranda and business letters; organizational structures including comparison and contrast examples; analysis of literary text                        | which develops a thesis and focuses on emotional appeal  |                              | which explores the significance of an issue or personal experience |
| English 3 | which uses point of view to shape voice, tone, and purpose                |                             | cover letters for applications, and resumes, reports; organizational structures including cause and effect and classification; interpret literary text | which include arguments supported by facts, expert opinions, quotations, and logical reasoning |                              | which explores the significance of an issue or personal experience |
| English 4 | which emphasizes chronological order using transitional words             |                             | cover letters for applications, and resumes, reports; organizational structures including definition; interpret literary text                          | which include arguments supported by facts, expert opinions, quotations, and logical reasoning |                              | which explores the significance of an issue or personal experience |