

Kindergarten Language Arts Curriculum At-A-Glance

Purpose: The students will learn and apply reading, writing, speaking and listening skills and strategies and identify, locate and evaluate information to comprehend text and communicate

FOCUS: Reading and Comprehension

Outcome 1: Knowledge of Print: Students will demonstrate knowledge of the concepts of print **(0.1.1)**

Outcome 2: Phonological Awareness: Students will demonstrate phonological awareness through oral activities **(0.1.2)**

Outcome 3: Word Analysis: Students will acquire phonetic knowledge as they learn to read, write, and spell grade level text **(0.1.3)**

Outcome 4: Fluency: Students will develop accuracy, phrasing, and expression during grade level reading experiences **(0.1.4)**

Outcome 5: Vocabulary: Students will build literary, general academic, and content specific grade level vocabulary **(0.1.5)**

Outcome 6: Comprehension: Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text **(0.1.6)**

FOCUS: Writing

Outcome 7: Writing Process: Students will use writing to communicate **(0.2.1)**

Outcome 8: Writing Genres: Students will write for a variety of purposes and audiences in multiple genres **(0.2.2)**

FOCUS: Speaking and Listening

Outcome 9: Speaking: Students will develop and demonstrate speaking skills to communicate key ideas in a variety of situations **(0.3.1)**

Outcome 10: Listening: Students will develop and demonstrate active listening skills across a variety of situations **(0.3.2)**

Outcome 11: Reciprocal Communication: Students will demonstrate reciprocal communication skills **(0.3.3)**

FOCUS: Multiple Literacies

Outcome 12: Students will gain knowledge, identify main idea, and communicate information in a variety of media and formats. (textual, visual, and digital) **(0.4.1)**

Kindergarten

The students will learn and apply reading, writing, speaking and listening skills and strategies and identify, locate and evaluate information to comprehend text and communicate.

FOCUS: Reading

Outcome 1: Knowledge of Print: Students will demonstrate knowledge of the concepts of print. (0.1.1)

- Identify variations in print (e.g., font, size, bold, italic, upper/lower case)
- Explain that the purpose of print is to carry information (e.g., environmental print, names)
- Demonstrate voice to print match (e.g., student points to print as someone reads)
- Demonstrate understanding that words are made up of letters
- Identify parts of a book (e.g., cover, pages, title, author, illustrator)
- Demonstrate knowledge that print reads from left to right and top to bottom
- Identify punctuation (e.g., period, exclamation mark, question mark)

Outcome 2: Phonological Awareness: Students will demonstrate phonological awareness through oral activities. (0.1.2)

- Blend and segment phonemes in spoken words (e.g., initial, medial vowel, and final sounds [phonemes]; recognize same sounds in different words).
 - Segment spoken sentences into words.
 - Identify and produce oral rhymes.
 - Identify, blend and segment syllable sounds in spoken words (e.g., cupcake, birthday).
 - Blend and segment spoken onsets and rimes to form simple words (e.g., v-an, gr-ab).
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Outcome 3: Word Analysis: Students will acquire phonetic knowledge as they learn to read, write, and spell grade level text. (0.1.3)

- Match individual consonant and short vowel sounds to appropriate letters when reading, writing, and spelling grade level text.
- Identify similarities and differences in written words (e.g., word endings, onsets, rimes)
- Recognize and read grade level (phonetic and non-phonetic) words in text

Outcome 4: Fluency: Students will develop accuracy, phrasing, and expression during grade level reading experiences. (0.1.4)

- Listen to text of increasing length and/or complexity to

develop stamina.

- Use appropriate expression to reflect meaning while reading emergent -reader text

Outcome 5: Vocabulary: Students will build literary, general academic, and content specific grade level vocabulary. (0.1.5)

- Examine word structure elements and word patterns to determine meaning (e.g., plural forms, simple compounds)
- Develop awareness of context clues (e.g., predictions, word and sentence clues) and text features (e.g., titles, bold print, illustrations) that may be used to infer the meaning of unknown words
- Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.
- Identify semantic relationships (e.g., conceptual categories) to determine word relationships.
- With adult guidance, determine word meaning using reference materials and classroom resources

Outcome 6: Comprehension: Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text. (0.1.6)

- With adult guidance, identify author's purpose (e.g., explain,
 - Identify elements of literary text (e.g., characters, setting, events).
 - With adult guidance, identify an author's use of literary devices (e.g., rhyme, rhythm, repetition, alliteration).
 - With adult guidance, retell major events and key details from a literary text and/or media.
 - With adult guidance, retell main ideas from informational text and/or
 - Identify text features in print and digital informational text.
 - Identify the basic characteristics of literary and informational text.
 - Make connections between own life and/or other cultures in literary and informational text.
 - Construct and/or answer clarifying questions (who, what, when, where, why, how) and support answers with evidence from the text or additional sources.
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- Identify the characteristics of organizational patterns found in informational text (e.g., sequence, compare/contrast).
 - Identify different purposes for reading (e.g., inform, enjoy).
 - Build background knowledge and activate prior knowledge to identify text-to- self, text-to-text, and text-to-world connections.
 - With adult guidance, monitor comprehension by recognizing when meaning is disrupted

- Make predictions about a text using prior knowledge, pictures, illustrations, and titles.
- Respond to text (e.g., verbally, in writing, or artistically)
- Make connections between a print text and an audio, video, or live version of the text

FOCUS: Writing

Outcome 7: Writing Process: Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level. (0.2.1)

- Use prewriting activities and inquiry tools to generate ideas.
- Generate representations of ideas (e.g., pictures, labels, letter strings, words, simple sentences); select and organize ideas relevant to a topic
- With adult guidance, use relevant information and evidence to support ideas.
- Compose simple, grammatically correct sentences.
- With adult guidance, revise to improve and clarify writing through self-monitoring strategies and feedback from others.
- Provide oral descriptive feedback to other writers.
- With adult guidance, persevere in writing tasks.
- With adult guidance, proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation).
- Use own words to relate information.
- With adult guidance, publish a legible document with appropriate spaces between letters, words, and sentences in a variety of formats.

Outcome 8: Writing Modes: Student will write in multiple modes for a variety of purposes and audiences across disciplines.(0.2.2)

- Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media
- With adult guidance, provide evidence from literary or informational text to support ideas or opinions.
- With adult guidance, conduct and publish research to answer questions or solve problems.
- Use precise word choice and domain-specific vocabulary to write in a variety of modes.
- With adult guidance, compare mentor texts and examples to create similar pieces.

FOCUS: Speaking and Listening

Outcome 9: Speaking Skills: Students will develop, apply and refine speaking skills and strategies to communicate key ideas in a variety of situations. (0.3.1)

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- Communicate ideas clearly to others within structured classroom activities and routines using appropriate word choice, proper grammar, and complete sentences.
 - Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation) for a variety of purposes
 - Utilize appropriate visual and/or digital tools to support verbal communication.
 - Convey a personal perspective with clear reasons.
 - Ask pertinent questions to acquire or confirm information.
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Outcome 10: Listening Skills: Students will develop and demonstrate active listening skills across a variety of situations. (0.3.2)

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- Develop active and attentive listening skills (e.g., eye contact, nonverbal cues, recalling) for multiple situations and modalities.
 - With adult guidance, discuss the purpose and credibility of information being presented in diverse media and formats.
 - Complete a task following one/two-step directions.
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Outcome 11: Reciprocal Communication: Students will develop, apply, and adapt reciprocal communication skills. (0.3.3)

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- Practice appropriate classroom etiquette and recognize social cues when communicating.
 - Demonstrate awareness of and sensitivity to the appropriate use of words
 - Apply conversation strategies to recognize new information presented by others in relationship to one's own ideas.
 - Listen, ask clarifying questions, and respond to information being communicated about a topic, text, or
 - Collaboratively converse with peers and adults on grade-appropriate topics and texts, building on others' ideas to clearly express one's own views while respecting diverse perspectives.

FOCUS: Multiple Literacies

Multiple Literacies: Students will gain knowledge, identify main idea, and communicate information in a variety of media and formats (textual, visual, and digital). (0.4.1)

Outcome 12: Information Fluency: Students will evaluate, create, and communicate information in a variety of media and formats (textual, visual, and digital).

- With guidance, use provided print and digital resources to gather information, answer questions, and demonstrate understanding of valid information (e.g., fiction vs. nonfiction).
- With guidance, demonstrate ethical use of information and copyright guidelines by appropriately quoting or paraphrasing from a text and citing the source using available resources
- Use or decipher multiple formats of print and digital text (e.g., manuscript, font, graphics, symbols).

Outcome 13: Digital Citizenship: Students will practice the norms of appropriate and responsible technology use.

- Practice safe behaviors when communicating and interacting with others digitally (e.g., safe information to share, utilize
- Use appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information, gathering opinions, and solving problems.

First Grade Language Arts Curriculum At-A-Glance

Purpose : The students will learn and apply speaking, and listening skills and strategies and identify, locate, and evaluate information to comprehend text and communicate.

FOCUS: Reading and Comprehension

Outcome 1: Knowledge of Print: Students will demonstrate knowledge of the concepts of print. **(1.1.1)**

Outcome 2: Phonological Awareness: Students will demonstrate phonological awareness through oral activities.**(1.1.2)**

Outcome 3: Word Analysis: Students will use phonetic analysis to read write, and spell grade level text. **(1.1.3)**

Outcome 4: Fluency: Students will develop accuracy, phrasing, and expression while reading grade level text. **(1.1.4)**

Outcome 5: Vocabulary: Students will build literary, general academic, and content specific grade level vocabulary. **(1.1.5)**

Outcome 6: Comprehension: Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text. **(1.1.6)**

FOCUS: Writing Skills and Strategies to Communicate

Outcome 7: Writing Process: Students will apply the writing process to plan, draft, revise, edit and publish writing using correct spelling, grammar, punctuation and other standard conventions appropriate for grade level. **(1.2.1)**

Outcome 8: Writing Genres: Students will write for a variety of purposes and audiences in multiple genres. **(1.2.2)**

FOCUS: Speaking and Listening Skills and Strategies to Communicate

Outcome 9: Students will develop and demonstrate speaking skills to communicate key ideas in a variety of situations. **(1.3.1)**

Outcome 10: Students will develop and demonstrate active listening skills across a variety of situations. **(1.3.2)**

Outcome 11: Students will develop reciprocal communication skills. **(1.3.3)**

Outcome 12: Students will research, summarize, and communicate information in a variety, of media and formats (textual, visual, and digital). **(1.4.1)**

Grade 1

The students will learn and apply reading, writing, speaking, and listening skills and strategies and identify, locate, and evaluate information to comprehend text and communicate.

FOCUS: Reading and Comprehension

Outcome 1: Knowledge of Print: Students will demonstrate knowledge of the concepts of print. (1.1.1)

- Identify variations in text (e.g., font, size, bold, italic, upper/lower case).
- Identify punctuation (e.g., period, exclamation mark, question mark, quotation marks).
- Identify parts of a book (e.g., title page, author, illustrator, table of contents)

Outcome 2: Phonological Awareness: Students will demonstrate phonological awareness through oral activities. (1.1.2)

- Blend, segment and manipulate phonemes orally.

Outcome 3: Word Analysis: Students will use phonetic analysis to read, write, and spell grade level text. (1.1.3)

- Know and apply common letter sound correspondences (e.g., consonant blends, long and short vowel patterns, digraphs, inflectional endings) when reading, writing, and spelling grade level text.
- Use word structure to read words (e.g., onsets, rimes, digraphs, contractions, common compound words).
- Recognize and read grade level (phonetic and non phonetic) words in text.

Outcome 4: Fluency: Students will develop accuracy, phrasing, and expression while reading grade level text. (1.1.4)

- Listen to and read text of increasing length and/or complexity to support reader stamina.
- Use appropriate pace, expression, and intonation to reflect the meaning of text (e.g., character voices, emotions)
- Read along with others and independently practice keeping an appropriate pace for a text

Outcome 5: Vocabulary: Students will build literary, general academic, and content specific grade level vocabulary. (1.1.5)

- Relate new grade level vocabulary to prior knowledge and use in new situations Use word structure elements, known words, and word patterns to determine meaning (e.g., plural forms, simple compounds, base words).
- Demonstrate understanding that context clues (e.g., word and sentence clues), and text features exist and may be used to help infer the meaning of unknown words.
- Acquire new academic and content specific grade level vocabulary, relate to prior knowledge, and apply in new situations.

- Identify semantic relationships (e.g., conceptual categories, synonyms, antonyms) to determine word relationships.
- Locate words and determine word meaning using reference materials and classroom resources.

Outcome 6: Comprehension: Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text. (1.1.6)

- Identify elements of literary text (e.g., characters, setting, events).
- Identify an author's use of literary devices (e.g., simile, alliteration, onomatopoeia, imagery, rhythm, personification).
- Retell major events and key details from a literary text and/or media.
- Retell main ideas and supporting details from informational text and/or media.
- Identify text features in print and digital informational text.
- Identify the basic characteristics of a variety of literary and informational texts.
- Make connections between own life and/or other cultures in literary and informational text.
- Construct and/or answer clarifying questions (who, what, when, where, why, how) and support answers with evidence from the text or additional sources.
- Identify the characteristics of organizational patterns found in informational text (e.g., sequence, compare/contrast).
- Identify and explain purpose for reading (e.g., answer a question, enjoy).
- Build background knowledge and activate prior knowledge to identify text to self, text to text, and text to world connections.
- Self monitor comprehension by recognizing when meaning is disrupted and apply strategies to clarify, confirm, or correct.
- Make predictions about literary, informational, digital text, and/or media using prior knowledge, pictures, illustrations and titles.
- Demonstrate an understanding of text via multiple mediums (e.g., writing, artistic representation, video, other media).
- Make connections between a print text and an audio, video, or live version of the text.

FOCUS: Writing

Outcome 7: Writing Process: Students will apply the writing process to plan, draft, revise, edit and publish writing using correct spelling, grammar, punctuation, and other standard conventions appropriate for grade level. (1.2.1)

- Use prewriting activities and inquiry tools to generate ideas.
- Generate a draft that selects and organizes ideas relevant to topic, purpose, and audience, including a clear beginning, middle, and end.
- Gather and use relevant information and evidence to support ideas.
- Compose simple paragraphs with grammatically correct sentences of varying length, complexity, and type.
- With adult guidance, revise to improve and clarify writing through self monitoring strategies and feedback from others.
- Provide oral descriptive feedback to other writers.
- Persevere in writing tasks of various length and complexity.
- With adult guidance, proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation).
- Use own words to relate information.
- Publish a legible document with appropriate spaces between letters, words, and sentences in a variety of formats.

Outcome 8: Writing Modes: Students will write for a variety of purposes and audiences in multiple genres. (1.2.1)

- Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.
- With adult guidance, provide evidence from literary or informational text to support ideas or opinions.
- With adult guidance, conduct and publish research to answer questions or solve problems using resources.
- Use precise word choice and domain specific vocabulary to write in a variety of modes.
- Compare various mentor texts and/or exemplars to create similar pieces.

FOCUS: Speaking

Outcome 9: Speaking Skills: Students will develop, apply and refine speaking skills and strategies to communicate key ideas in a variety of situations. (1.3.1)

- Communicate ideas clearly in a manner suited to the purpose and setting, using appropriate word choice, proper grammar, and complete sentences.
- Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting text.
- Utilize appropriate visual and/or digital tools to support verbal communication.
- Convey a personal perspective with clear reasons.

- Ask pertinent questions to acquire or confirm information.

Outcome 10: Listening Skills: Students will develop and demonstrate active listening skills across a variety of situations. (1.3.2)

- Develop active and attentive listening skills (e.g., eye contact, nonverbal cues, recalling) for multiple situations and modalities.
- With adult guidance, discuss the purpose and credibility of information being presented in diverse media and formats.
- Complete a task following one/two step directions.

Outcome 11: Reciprocal Communication: Students will develop, apply, and adapt reciprocal communication skills. (1.3.3)

- Practice appropriate classroom etiquette and recognize social cues when communicating.
- Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., helpful/hurtful words) in conversation.
- Apply conversation strategies to recognize new information presented by others in relationship to one's own ideas.
- Listen, ask clarifying questions, and respond to information being communicated about a topic, text, or issue under study.
- Collaboratively converse with peers and adults on grade appropriate topics and texts, building on others' ideas to clearly express one's own views while respecting diverse perspectives.

Outcome 12: Information Fluency: Students will evaluate, create, and communicate information in a variety of media and formats (textual, visual, and digital). (1.4.1)

- Use provided print and digital resources to gather information, answer questions, and demonstrate understanding of valid information (e.g., fiction vs. nonfiction, real vs. not real).
- With guidance, demonstrate ethical use of information and copyright guidelines by appropriately quoting or paraphrasing from a text and citing the source using available resources (e.g., online citation tools).
- Use or decipher multiple formats of print and digital text (e.g., manuscript, font, graphics, symbols).

Outcome 13: Digital Citizenship: Students will practice the norms of appropriate and responsible technology use. (1.4.2)

- Practice safe behaviors when communicating and interacting with others digitally (e.g., safe information to share, utilize appropriate sites and materials).
- Use appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information, gathering opinions, and solving problems.

Second Grade Language Arts Curriculum At-A-Glance

Purpose: The students will learn and apply reading, writing, speaking and listening skills and strategies and identify, locate and evaluate information to comprehend text and communicate.

FOCUS: Reading and Comprehension

Outcome 1: Word Analysis: Students will use phonetic analysis to read, write, and spell grade level text. **(2.1.3)**

Outcome 2: Fluency: Students will develop accuracy, phrasing, and expression while reading grade level text. **(2.1.4)**

Outcome 3: Vocabulary: Students will build literary, general academic, and content specific grade level vocabulary. **(2.1.5)**

Outcome 4: Comprehension: Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text. **(2.1.6)**

FOCUS: Writing

Outcome 5: Writing Process: Students will apply the writing process to plan, draft, revise, edit and publish writing using correct spelling, grammar, punctuation, and other standard conventions appropriate for grade level. **(2.2.1)**

Outcome 6: Writing Genres: Students will write for a variety of purposes and audiences in multiple genres. **(2.2.2)**

FOCUS: Speaking and Listening

Outcome 7: Speaking Skills: Students will develop and demonstrate speaking skills to communicate key ideas in a variety of situations. **(2.3.1)**

Outcome 8: Listening Skills: Students will develop and demonstrate active listening skills across a variety of situations. **(2.3.2)**

Outcome 9: Reciprocal Communication: Students will develop reciprocal communication skills. **(2.3.3)**

Outcome 10: Multiple Literacies: Students will research, summarize, and communicate information in a variety of media and formats (textual, visual, digital). **(2.4.1)**

Outcome 11: Digital Citizenship: Students will practice appropriate and responsible use of technology **(2.4.2)**

GRADE 2

The students will learn and apply reading, writing, speaking and listening skills and strategies and identify, locate and evaluate information to comprehend text and communicate.

FOCUS: Reading and Comprehension

Outcome 1: Word Analysis: Students will use phonetic analysis to read, write, and spell grade level text. (2.1.3)

- Use knowledge of letter/sound correspondence and spelling patterns to read, write, and spell (e.g., consonant and vowel digraphs, diphthongs)
- Read, write, and spell sight words
- Blend sounds to form words
- Read words in connected text
- Use word structure to read text (e.g., onset and rime, prefixes/suffixes, compound words, contractions, syllabication, derivation)
- Monitor the accuracy of decoding

Outcome 2: Fluency: Students will develop accuracy, phrasing, and expression while reading grade level text. (2.1.4)

- Read phrases, clauses, and sentences that sound like natural language to support comprehension
- Read high-frequency words and phrases accurately and automatically
- Vary voice intonation (e.g., volume, tone) to reflect meaning of text
- Use appropriate pace while reading to gain and enhance the meaning of text and to increase reader stamina

Outcome 3: Vocabulary: Students will build literary, general academic, and content specific grade level vocabulary. (2.1.5)

- Use word structure elements, known words, and word patterns to determine meaning (e.g., contractions, plurals, possessives, basic parts of speech, compounds, syllables)
- Relate new grade level vocabulary to prior knowledge and use in new situations
- Identify and use context clues (e.g., word and sentence clues, re-reading) and text features (e.g., illustrations, graphs, titles, bold print) to help infer meaning of unknown words
- Identify semantic relationships (e.g., patterns and categories, synonyms, antonyms, multiple meanings)
- Identify meaning using print and digital reference materials (e.g., dictionary, glossary)
- Locate words in reference materials (e.g., alphabetical order, guide words)

Outcome 4: Comprehension: Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text. (2.1.6)

- Identify author's purpose(s) (e.g., explain, entertain, inform, persuade) to support text comprehension
- Identify elements of narrative text (e.g., characters, setting, plot)
- Retell information from narrative text/media including characters, setting, and plot
- Explain the ways authors use words (e.g., rhythm, repeating line, simile, alliteration, onomatopoeia)
- Retell and summarize the main idea from informational text/media
- Identify organizational patterns found in informational text (e.g., sequence, description, compare/contrast)
- Use text features to locate information and gain meaning from a text/media (e.g., table of contents, maps, charts, illustrations, titles, bold print, captions)
- Identify the basic characteristics of familiar narrative and informational text genres (e.g., fairy tales, nursery rhymes, picture books, how-to books)
- Compare and contrast connections between characters or events in narrative or informational text, to own life or other cultures
- Generate and/or answer literal, inferential, and critical questions, supporting answers using prior knowledge and literal and inferential information from the text
- Identify and explain purpose for reading from text/media (e.g., information, pleasure, understanding)
- Build and activate prior knowledge in order to identify text to self, text to text, and text to world connections before, during, and after reading
- Self-monitor comprehension by applying appropriate strategies to self-correct when errors detract from meaning
- Make and confirm/modify predictions before, during, and after reading from text/media (e.g., illustrations, personal experience, events, character traits)
- Respond to text/media verbally, in writing, or artistically

Outcome 5: Writing Process: Students will apply the writing process to plan, draft, revise, edit and publish writing using correct spelling, grammar, punctuation, and other standard conventions appropriate for grade level. (2.2.1)

- Use prewriting activities and inquiry tools to generate ideas (e.g., brainstorm, map, free write, graphic organizer)
- Generate a draft by:
 - -Selecting and organizing ideas relevant to topic, purpose, and genre
 - -Composing complete sentences of varying length, and complexity, and type (e.g., dictation, labeling, simple sentences declarative, interrogative, exclamatory)
 - -Developing a coherent beginning, middle, and end
- Revise to improve writing (e.g., quality of ideas, organization, sentence fluency, word choice, voice)

- Provide oral feedback to other writers; utilize others' feedback to improve own writing
- Edit writing for format and conventions (e.g., spelling, capitalization, grammar, basic punctuation)
- Publish a legible document (e.g., handwritten or electronic)
- Print legibly (e.g., letter formation, letter size, spacing, alignment)

FOCUS: Writing

Outcome 6: Writing Genres: Students will write for a variety of purposes and audiences in multiple genres. (2.2.2)

- Write for a specific purpose (e.g., story with pictures, factual book, alphabet book, poem, letter)
- Write to known audience or specific reader (e.g. letter to familiar person)
- Write considering typical characteristics of a selected genre (e.g., variety of poems, friendly letter, how-to books)
- Use Apply an organizational structure that includes a central idea or focus
- Compare models and examples (own and others) of various genres to create a similar piece
- Gather and use information and evidence from one or more print and/or digital sources to support ideas in a paragraph.
- Provide oral or written feedback to other peers/writers

FOCUS: Speaking and Listening

Outcome 7: Speaking Skills: Students will develop and demonstrate speaking skills to communicate key ideas in a variety of situations. (2.3.1)

- Communicate ideas orally in a manner appropriate for the purpose and setting (e.g., language, word choice, sequence, relevance)
- Demonstrate speaking techniques for a variety of purposes and situations

Outcome 8: Listening Skills: Students will develop and demonstrate active listening skills across a variety of situations. (2.3.2)

- Demonstrate listening skills needed for multiple situations and modalities (e.g., electronic, one-to-one, small/large group, teacher presentation, collaboration)
- Use information in order to complete a task (e.g., follow multi-step directions, responding to questions)
- Listen and retell specific details of information heard
- Listen to and ask questions about thoughts, ideas, and information being communicated

Outcome 9: Reciprocal Communication: Students will develop reciprocal communication skills. (2.3.3)

- Demonstrate awareness of and sensitivity to the use of words (e.g., helpful and hurtful words, stereotypes, multiple meanings of words)
- Apply conversation strategies (e.g., face the speaker, listen while others are talking, take turns talking, eye contact, stay on topic, non-verbal cues)
- Participate actively with others in learning situations by contributing questions, information, opinions, and ideas (e.g., book share, literature circle, field trip share, cooperative problem solving)

FOCUS: Multiple Literacies

Outcome 10: Multiple Literacies: Students will research, summarize, and communicate information in a variety of media and formats (textual, visual, and digital). (2.4.1)

- Use resources to answer guiding questions (e.g., print, electronic)
- Discuss ethical and legal use of information (online citation tools)
- Practice safe behaviors when communicating and interacting with others (e.g., safe information to share online)
- Engage in activities with learners from a variety of cultures through electronic means (e.g., podcasts, video chats, distance learning, e-pals)
- Gather and share information and opinions as a result of communication with others (e.g., video/audio chat, interview, podcast, multi-media presentations)
- Use social networks and information tools to gather and share information (e.g., social bookmarking, online collaborative tools)

Outcome 11: Digital Citizenship: Students will practice appropriate and responsible use of technology (2.4.2)

- Practice safe and ethical behavior when communicating and interacting digitally (e.g., safe information to share online, appropriate language use, appropriate sites and materials, respectful diverse perspectives).
- Use appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate information, opinions, and ideas with others.

Third Grade Language Arts Curriculum At-A-Glance

Purpose: The students will learn and apply speaking, and listening skills and strategies and identify, locate, and evaluate information to comprehend text and communicate.

FOCUS: Reading and Comprehension

Outcome 1: Word Analysis: Students will use knowledge of phonetic and structural analysis to read write, and spell grade level text. **(3.1.3)**

Outcome 2: Fluency: Students will develop accuracy, phrasing, and expression while reading grade level text. **(3.1.4)**

Outcome 3: Vocabulary: Students will build literary, general academic, and content specific grade level vocabulary. **(3.1.5)**

Outcome 4: Comprehension: Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text. **(3.1.6)**

FOCUS: Writing Skills and Strategies to Communicate

Outcome 5: Writing Process: Students will apply the writing process to plan, draft, revise, edit and publish writing using correct spelling, grammar, punctuation and other standard conventions appropriate for grade level. **(3.2.1)**

Outcome 6: Writing Genres: Students will write for a variety of purposes and audiences in multiple genres. **(3.2.2)**

FOCUS: Speaking and Listening Skills and Strategies to Communicate

Outcome 7: Students will develop and apply speaking skills to communicate key ideas in a variety of situations. **(3.3.1)**

Outcome 8: Students will develop and apply active listening skills across a variety of situations. **(3.3.2)**

Outcome 9: Students will develop and apply reciprocal communication skills. **(3.3.3)**

Outcome 10: Students will research, analyze, and communicate information in a variety, of media and formats (textual, visual, and digital). **(3.4.1)**

GRADE 3

The students will learn and apply reading, writing, speaking and listening skills and strategies and identify, locate and evaluate information to comprehend text and communicate.

FOCUS: Reading and Comprehension

Outcome 1: Word Analysis: Students will use phonetic analysis to read and write grade level text. (3.1.3)

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- Know and apply advanced sound/spelling patterns (e.g., Anglo-Saxon common roots and affixes, special vowel spellings [ough, ion], multi-syllable words) when reading, writing, and spelling grade-level text.
 - Use word structure to read text (e.g., prefixes/suffixes contractions, syllabication, derivation).
 - Recognize and read grade-level (phonetic and non-phonetic) words in text.
-

Outcome 2: Fluency: Students will develop accuracy, phrasing, and expression while reading a variety of grade level print/digital text to support comprehension.(3.1.4)

-
- Listen to and read text of increasing length and/or complexity to increase reader stamina.
 - Use context to adjust pace and prosody based on purpose, text complexity, form, and style.
-

Outcome 3: Vocabulary: Students will build and use conversational, academic, and content-specific grade level vocabulary. (3.1.5)

-
- Determine meaning of words through the knowledge of word structure elements, known words, and word patterns (e.g., contractions, plurals, possessives, parts of speech, syllables, affixes, base and root words, abbreviations).
 - Apply context clues (e.g., word, phrase, and sentence clues) and text features to help infer meaning of unknown words.
 - Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.
 - Identify semantic relationships (e.g., synonyms, antonyms, homographs, homophones, multiple-meaning words) to determine the meaning of words, aid in comprehension, and improve writing.
 - Locate words and determine meaning using reference materials.
-

Outcome 4: Comprehension: Students will construct meaning by using prior knowledge and text information, while reading grade level literary and informational text. (3.1.6)

-
- Identify author's purpose(s) (e.g., explain, entertain, inform, persuade) to support

text comprehension.

- Identify and describe elements of literary text (e.g., characters, setting, plot, point of view).
- Identify and explain why authors use literary devices (e.g., simile, alliteration, onomatopoeia, imagery, rhythm, personification, hyperbole, idioms).
- Summarize a literary text and/or media, using key details to identify the theme.
- Determine main ideas and supporting details from informational text and/or media.
- Use text features to locate information and explain how the information contributes to an understanding of print and digital text.
- Compare and contrast the characteristics that distinguish a variety of literary and informational texts.
- Compare and contrast similar themes, topics, and/or patterns of events in literary and informational texts to develop a multicultural perspective.
- Construct and/or answer literal and inferential questions and support answers with specific evidence from the text or additional sources.
- Identify and apply knowledge of organizational patterns to comprehend informational text (e.g., sequence, description, cause and effect, compare/contrast).
- Select text and explain the purpose (e.g., answer a question, solve problems, enjoy, form an opinion, understand a specific viewpoint, predict outcomes, discover models for own writing, accomplish a task).
- Build background knowledge and activate prior knowledge to identify text-to-self, text-to-text, and text-to-world connections before, during, and after reading.
- Self-monitor comprehension by recognizing when meaning is disrupted and apply strategies to clarify, confirm, or correct.
- Make and confirm/modify predictions and inferences before, during, and after reading literary, informational, digital text, and/or media.
- Demonstrate an understanding of text via multiple mediums (e.g., writing, artistic representation, video, other media).
- Make connections between the text of a story, drama, or poem and a visual or oral presentation of the text.

Outcome 5: Writing Process: Students will apply the writing process to plan, draft, revise, edit and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade level. (3.2.1)

- Use prewriting activities and inquiry tools to generate ideas and organize information.

- Generate a draft that develops a clear topic suited to the purpose and intended audience and organizational pattern, including a clear introduction, body, and conclusion with appropriate transitions.
 - Gather and use relevant information and evidence from one or more authoritative print and/or digital sources to support claims or theses.
 - Compose paragraphs with grammatically correct sentences of varying length, complexity, and type.
 - Revise to improve and clarify writing through self-monitoring strategies and feedback from others.
 - Provide oral and/or written descriptive feedback to other writers.
 - Adjust writing processes to persevere in short and long-term writing tasks of increasing length and complexity.
 - Proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics).
 - Display academic honesty and integrity by avoiding plagiarism and/or overreliance on any one source and by following a standard format for citation.
 - Publish a legible document in manuscript, cursive, or digital format, and apply formatting techniques (e.g., indenting paragraphs, title).
-

Outcome 6: Writing Modes: Students will write in multiple modes for a variety of purposes and audiences across disciplines. (3.2.2)

- Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.
- Provide evidence from literary or informational text to support ideas or opinions.
- Conduct and publish research to answer questions or solve problems using multiple resources to support theses.
- Use precise word choice and domain-specific vocabulary to write in a variety of modes.
- Compare various mentor texts and/or exemplars to create a similar piece.

Outcome 7: Speaking Skills: Students will develop, apply and refine speaking skills and strategies to communicate key ideas in a variety of situations. (3.3.1)

- Communicate ideas and information in a clear and concise manner suited to the purpose, setting, and audience (formal voice or informal voice), using appropriate word choice, grammar, and sentence structure.
- Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting text.

- Utilize appropriate visual and/or digital tools to enhance verbal communication and add interest.
- Convey a perspective with clear reasoning and support.
- Ask pertinent questions to acquire or confirm information.

Outcome 8: Listening: Students will develop and demonstrate active listening skills across a variety of situations. (3.3.2)

- Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, recalling, questioning) for multiple situations and modalities.
 - Identify the purpose and credibility of information being presented in diverse media and formats.
 - Complete a task following multi-step directions.
-

Outcome 9: Reciprocal Communication: Students will develop, apply, and adapt reciprocal communication skills. (3.3.3)

- Demonstrate appropriate social etiquette and apply social cues when communicating.
- Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, multiple meanings of words) in conversation.
- Apply conversation strategies to recognize and consider new information presented by others in relationship to one's own ideas.
- Listen, ask clarifying questions, summarize, and respond to information being communicated and consider its contribution to a topic, text, or issue under study.
- Collaboratively converse with peers and adults on grade-appropriate topics and texts, building on others' ideas to clearly express one's own views while respecting diverse perspectives.

Outcome 10: Informational Fluency: Students will evaluate, create, and communicate information in a variety of media and formats (textual, visual, and digital). (3.4.1)

- Locate, organize, and evaluate information from print and digital resources to generate and answer questions and create new understandings.
- With guidance, demonstrate ethical use of information and copyright guidelines by appropriately quoting or paraphrasing from a text and citing the source using available resources (e.g., online citation tools).

- Use or decipher multiple formats of print and digital text (e.g., cursive, manuscript, font, graphics, symbols).

Outcome 11: Digital Citizenship: Students will practice the norms of appropriate and responsible technology use.

- Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, appropriate language use, utilize appropriate sites and materials, respect diverse perspectives).
- Use appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information, gathering opinions, and solving problems.

Fourth Grade Language Arts Curriculum At-A-Glance

Purpose: The students will learn and apply reading, writing, speaking and listening skills and strategies and identify, locate and evaluate information to comprehend text and communicate.

FOCUS: Reading and Comprehension

Outcome 1: Word Analysis: Students will use phonetic analysis to read and write grade level text. **(4.1.3)**

Outcome 2: Fluency: Students will read with accuracy, phrasing, and expression while reading a variety of grade level print/digital text to support comprehension. **(4.1.4)**

Outcome 3: Vocabulary: Students will build and use conversational, academic, and content specific grade level vocabulary. **(4.1.5)**

Outcome 4: Comprehension: Students will construct meaning using prior knowledge and text information while reading grade level literary and informational text. **(4.1.6)**

FOCUS: Writing Skills and Strategies to Communicate

Outcome 5: Writing Process: Students will apply the writing process to plan, draft, revise, edit and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade level. **(4.2.1)**

Outcome 6: Writing Genres: Students will write in a multiple modes for a variety of purposes and audiences across disciplines. **(4.2.2)**

FOCUS: Speaking Skills and Listening Skills and Strategies to Communicate

Outcome 7: Speaking Skills: Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations. **(4.3.1)**

Outcome 8: Listening Skills: Students will develop demonstrate active listening skills across a variety of situations. **(4.3.2)**

Outcome 9: Reciprocal Communication: Students will develop, apply, and adapt reciprocal communication skills. **(4.3.3)**

FOCUS: Applying information fluency and digital citizenship

Outcome 10: Information Fluency: Students will evaluate, create, and communicate information in a variety of media and formats (textual, visual, and digital). **(4.4.1)**

Outcome 11: Digital Citizenship: Students will practice the norms of appropriate and responsible technology use. **(4.4.2)**

Grade 4

The students will learn and apply reading, writing, speaking and listening skills and strategies and identify, locate and evaluate information to comprehend text and communicate.

FOCUS: Reading and Comprehension

Outcome 1: Word Analysis: Students will use knowledge of phonetic analysis to read and write grade level text. (4.1.3)

- Know and apply advanced sound/spelling patterns (e.g., Anglo-Saxon common roots and affixes, vowel variance, multi-syllable words) when reading, writing, and spelling grade level text
- Use word structure to read text (e.g., prefixes/suffixes, compound words, contractions, syllabication, derivation)

Outcome 2: Fluency: Students will develop accuracy, phrasing, and expression while reading a variety of grade-level print/digital text to support comprehension. (4.1.4)

- Listen to and read text of increasing length and /or complexity to increase reader stamina
- Use context to adjust pace and prosody based on purpose, text complexity, form, and style

Outcome 3: Vocabulary Students will build and use conversational, academic, and content specific grade level vocabulary. (4.1.5)

- *Apply knowledge of word structure elements, known words, and word patterns to determine meaning (e.g., parts of speech, plurals, possessives, suffixes, prefixes, base and root words)
- Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge and apply in new situations
- *Apply context clues (e.g., word, phrase, sentence, and paragraph clues, re-reading) and text features (e.g., glossary, headings, subheadings, captions) to infer meaning of unknown words
- *Identify semantic relationships (e.g., homographs, homophones, synonyms, antonyms, multiple meanings)
- Determine meaning using reference materials

Outcome 4: Comprehension: Students will construct meaning using prior knowledge and text information while reading grade level literary and informational text. (4.1.6)

- Examine text to determine author's purpose(s) and describe how author's perspective (e.g., beliefs, assumptions, biases) influences text
- *Identify and describe elements of literary text (e.g., character, setting, plot, theme, point of view)
- *Summarize a literary text and/or media using key details to identify the theme
- *Identify and explain why authors use literary devices (e.g., simile, metaphor, alliteration, onomatopoeia, imagery, rhythm, personification, hyperbole, idioms)
- *Determine main ideas and supporting details from informational text and/or media
- *Identify and apply knowledge of organizational patterns to comprehend informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion)
- *Use text features to locate information and explain how the information contributes to an understand of print and digital text
- *Compare and contrast the characteristics that distinguish a variety of literary and information texts
- Compare and contrast similar themes, topics, and/or patterns of events in literary and informational texts to develop a multicultural perspective
- *Construct and/or answer literal, inferential, and critical questions and support answers with explicit evidence from the text or additional sources
- Select text and explain the purpose (e.g., answer a question, solve problems, enjoy, form an opinion, understand a specific viewpoint, predict outcomes, discover models for own writing, accomplish a task)
- Build background knowledge and activate prior knowledge to identify text to self, text to text, and text to world connections before, during, and after reading
- Self-monitor comprehension by recognizing when meaning is disrupted and apply strategies to clarify, confirm, or correct
- Make and confirm/modify predictions and inferences before, during, and after reading literary, informational, digital text, and/or media
- Construct and/or answer literal, inferential, and critical questions and support answers with explicit evidence from the text or additional sources
- Demonstrate an understanding of text via multiple mediums (e.g., writing, artistic representation, video, other media)

FOCUS: Writing

Outcome 5: Writing Process: Students will apply the writing process to plan, draft, revise, edit and publish writing using correct spelling, grammar, punctuation, and other standard conventions appropriate for grade level. (4.2.1)

- .Use prewriting activities and inquiry tools to generate ideas, organize information, guide writing, and answer questions
- Generate a draft that develops a clear topic suited to the purpose and intended audience and organizational pattern, including a clear introduction, body, and conclusion with appropriate transitions

- Gather and use relevant information and evidence from multiple authoritative print and/or digital sources to support claims and theses
- Composing paragraphs with grammatically correct sentences of varying length, and complexity, and type
 - Adjust writing processes to preserve in short and long-term writing tasks of increasing length and complexity
 - Revise to improve and clarify writing through self-monitoring strategies and feedback from others
 - Provide oral, written, and/or digital descriptive feedback to other writers
 - Proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics)

Outcome 6: Writing Modes: Students will write in multiple modes for a variety of purposes and audiences across disciplines

- Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.
- Provide evidence from literary or informational text to support analysis, reflection, and research.
- Conduct and publish research projects to answer questions or solve problems using multiple resources to support theses.
- Use precise word choice and domain-specific vocabulary to write in a variety of modes.
- Compare various mentor texts and/or exemplars to create a similar piece.

FOCUS: Speaking Skills and Listening Skills and Strategies to Communicate for a variety of purposes

Outcome 7: Speaking Skills: Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations. (4.3.1)

- Communicate ideas and information in a clear and concise manner suited to the purpose, setting, and audience (formal voice or informal voice), using appropriate word choice, grammar, and sentence structure.
- Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation, word choice) for a variety of purposes and situations, including interpreting text.
- Utilize appropriate visual and/or digital tools to enhance verbal communication and add interest.
- Convey a perspective with clear reasoning and support.
- Ask pertinent questions to acquire or confirm information.

Outcome 8: Listening Skills: Students will develop and demonstrate active listening skills across a variety of situations. (4.3.2)

- Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, recalling, questioning) for multiple situations and modalities.
- Identify the purpose and credibility of information being presented in diverse media and formats.
- Complete a task following multi-step directions.

Outcome 9: 4.3.3 Reciprocal Communication: Students will develop, apply, and adapt reciprocal communication skills. (4.3.3)

- Demonstrate appropriate social etiquette and apply social cues when communicating.
- Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, multiple meanings of words) in conversation.
- Apply conversation strategies to recognize and consider new information presented by others in relationship to one's own ideas.
- Listen, ask clarifying questions, summarize, and explain information being communicated and consider its contribution to a topic, text, or issue under study.
- Collaboratively converse with peers and adults on grade-appropriate topics and texts, building on others' ideas to clearly express one's own views while respecting diverse perspectives.

Focus: Applying information fluency and digital citizenship

Outcome 10: 4.4.1 Information Fluency: Students will evaluate, create, and communicate information in a variety of media and formats (textual, visual, and digital).

- Locate, organize, analyze, and evaluate information from print and digital resources to generate and answer questions and create new understandings.
- Demonstrate ethical use of information and copyright guidelines by appropriately quoting or paraphrasing from a text and citing the source using available resources (e.g., online citation tools).

- Use or decipher multiple formats of print and digital text (e.g., cursive, manuscript, font, graphics, symbols).

Outcome 11: Digital Citizenship: Students will practice the norms of appropriate and responsible technology use.

- Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, appropriate language use, utilize appropriate sites and materials, respect diverse perspectives).
- Use appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information, gathering opinions, and solving problems

Fifth Grade Language Arts Curriculum At-A-Glance

Purpose: The students will learn and apply reading, writing, speaking and listening skills and strategies and identify, locate and evaluate information to comprehend text and communicate.

FOCUS: Reading and Comprehension

Outcome 1: Word Analysis: Students will use phonetic analysis to read and write grade level text. **(5.1.3)**

Outcome 2: Fluency: Students will develop accuracy, phrasing, and expression while reading grade level text/digital text to support comprehension. **(5.1.4)**

Outcome 3: Vocabulary: Students will build and use conversational, academic, and content specific grade level vocabulary. **(5.1.5)**

Outcome 4: Comprehension: Students will construct meaning using prior knowledge, and text information, while reading grade level literary and informational text. **(5.1.6)**

FOCUS: Writing Skills and Strategies to Communicate

Outcome 5: Writing Process: Students will apply the writing process to plan, draft, revise, edit and publish writing using correct spelling, grammar, punctuation, and other standard conventions appropriate for grade level. **(5.2.1)**

Outcome 6: Writing Genres: Students will write in multiple modes for a variety of purposes and audiences across disciplines. **(5.2.2)**

FOCUS: Speaking Skills and Listening Skills and Strategies to Communicate

Outcome 7: Speaking Skills: Students will develop, apply and refine speaking skills and strategies to communicate key ideas in a variety of situations. **(5.3.1)**

Outcome 8: Listening Skills: Students will develop and demonstrate active listening skills across a variety of situations. **(5.3.2)**

Outcome 9: Reciprocal Communication: Students will develop, apply and adapt reciprocal communication skills. **(5.3.3)**

Outcome 10: Multiple Literacies: Students will research, synthesize, and communicate information in a variety of media and formats and practice the norms of appropriate and responsible technology use. (textual, visual, digital). **(5.4.1)**

GRADE 5

The students will learn and apply reading, writing, speaking, and listening skills and strategies, and identify, locate, and evaluate information to comprehend text and communicate.

FOCUS: Reading and Comprehension

Outcome 1: Word Analysis: Students will use knowledge of phonetic and structural analysis to read, write, and spell grade level text. (5.1.3)

- Use knowledge of phonetic and structural analysis (common roots and affixes, multiple syllable words)

Outcome 2: Fluency: Students will read a variety of grade level texts fluently with accuracy, appropriate pace, phrasing, and expression. (5.1.4)

- Read phrases, clauses, and sentences that sound like natural language to support comprehension
- Read words and phrases accurately and automatically by preserving through text of increasing length and complexity
- Recognize and practice elements of oral prosodic reading to reflect meaning of text (e.g., poem read slowly, conversational narrative, emphasis on key points of information)
- Adjust oral or silent reading pace based on purpose, text difficulty, form, and style

Outcome 3: Vocabulary: Students will build literary, general academic, and content specific grade level vocabulary. (5.1.5)

- Apply knowledge of word structure elements, known words, and word patterns to determine meaning (e.g., abbreviations, parts of speech, word origins: Greek Latin and Anglo-Saxon affixes and roots)
- Relate new grade level vocabulary to prior knowledge and use in new situations
- Select and apply knowledge of context clues (e.g., word, phrase, sentence, and paragraph clues, re-reading) and text features (e.g., glossary, headings, subheadings, captions, maps) to determine meaning of unknown words in a variety of text structures
- Identify semantic relationships (e.g., multiple meanings, metaphors, similes, idioms, analogies)
- Determine meaning using print and digital reference materials (e.g., dictionary, thesaurus, glossary)

Outcome 4: Comprehension: Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text. (5.1.6)

- Identify author's purpose(s) (e.g., explain, entertain, inform, persuade) and recognize how author perspective (e.g., beliefs, assumptions, biases) influences text
- Identify and analyze elements of narrative text (e.g., character development, setting, plot, theme)
- Summarize narrative text including characters, setting, plot, and theme with supporting details
- Identify literary devices and explain the ways in which language is used (e.g., simile, metaphor, alliteration, onomatopoeia, imagery, rhythm)
- Summarize and analyze the main idea from informational text using supporting details
- Summarize and analyze a literary text and /or media, using key details to explain the theme
- Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in literary and informational texts, citing textual evidence to develop a national and international multicultural perspective
- Understand and apply knowledge of organizational patterns found in informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion)
- Apply knowledge of text features to locate information and gain meaning from a text (e.g., index, maps, charts, tables, graphs, headings, subheadings)
- Describe the defining characteristics of narrative and informational genres (e.g., textbooks, myths, fantasies, science fiction, drama, periodicals, essays)
- Recognize the social, historical, cultural, and biographical influences in a variety of genres
- Use narrative and informational text to develop a national and global multicultural perspective
- Generate and/or answer literal, inferential, critical, and interpretive questions, supporting answers using prior knowledge, explicit evidence, and literal and inferential information from the text and additional sources
- Select text for a particular purpose (e.g., information, pleasure, answer a specific question)
- Build and activate prior knowledge in order to identify text to self, text to text, and text to world connections before, during, and after reading
- Self-monitor comprehension by recognizing when meaning is disrupted and apply strategies to clarify, confirm, or correct
- Use examples and details to make inferences or logical predictions while previewing and reading text
- Demonstrate understanding of text via multiple mediums (writing artistic representation, video and other media)

FOCUS: Writing Skills and Strategies to Communicate

Outcome 5: Writing Process: Students will apply the writing process to plan, draft, revise, edit and publish writing using correct spelling, grammar, punctuation, and other standard conventions appropriate for grade level. (5.2.1)

- Use prewriting activities and inquiry tools to generate and organize information, guide writing, and answer questions (e.g., sketch, brainstorm, map, outline, diagram, free write, graphic organizer, digital idea mapping tool)
- Generate a draft by:
 - Selecting and organizing ideas relevant to topic, purpose, and genre –
 - Composing paragraphs with simple and compound sentences of varying length, and complexity, and type (e.g., declarative, interrogative, exclamatory, and imperative)
 - Developing details and transitional phrases that link one paragraph to another
- Revise to improve writing (e.g., quality of ideas, organization, sentence fluency, word choice, voice)
- Provide oral, written, and/or electronic feedback to other writers; utilize others' feedback to improve own writing
- Edit writing for format and conventions (e.g., spelling, capitalization, grammar, punctuation)
- Publish a legible document (e.g. report, digital story) applying formatting techniques (e.g., indenting paragraphs, titles)
- Display academic honesty and integrity by avoiding plagiarism and /or overreliance on any one source and by following a standard format for citation

Outcome 6: Writing Genres: Students will write for a variety of purposes and audiences in multiple genres. (5.2.2)

- Communicate information and ideas effectively in analytic, descriptive, informative, narrative ,poetic, persuasive and reflective modes to multiple audiences using a variety of media and formats (e.g., inform, entertain, persuade, instruct)
- Write to a specified audience considering interests, background knowledge, and expectations (e.g., known or unknown individual, business, organization)
- Write considering tone/voice and typical characteristics of a selected genre (e.g., memoir, biography, report, persuasive letter, poem, essay)
- Select and apply an organizational structure appropriate to the task (e.g., logical, sequential order, description)
- Use precise word choice and domain-specific vocabulary to write in a variety of modes
- Analyze models and examples (own and others') of various genres to create a similar piece

FOCUS: Speaking Skills and Listening Skills and Strategies to Communicate

Outcome 7: Speaking Skills: Students will develop and apply speaking skills to communicate key ideas in a variety of situations. (5.3.1)

- Communicate ideas and information in a clear and concise manner appropriate for the purpose, setting, and audience
- Demonstrate speaking techniques for a variety of purposes and situations (appropriate eye contact, volume, pronunciation, word choice)
- Utilize appropriate visual and/or digital tools to enhance communication
- Convey a perspective with clear reasoning and support
- Ask pertinent questions to acquire and confirm information

Outcome 8: Listening Skills: Students will develop and apply active listening skills across a variety of situations. (5.3.2)

- Demonstrate active and attentive listening skills needed for multiple situations and modalities (eye contact, nonverbal cues, taking notes, recalling and questioning) for multiple situations and modalities
- Identify the purpose and credibility of information being presented in diverse media and formats
- Complete a task following multi-step directions

Outcome 9: Reciprocal Communication: Students will develop and apply reciprocal communication skills. (5.3.3)

- Demonstrate appropriate social etiquette and apply social cues when communicating and sensitivity to the use of words in general as well as to a particular audience (e.g., stereotypes, connotations, subtleties of language)
- Apply conversation strategies (e.g., face the speaker, listen while others are talking, gain the floor, eye contact, tone, stay on topic, non-verbal cues)
- Interact and collaborate with others in learning situations by contributing questions, information, opinions, and ideas using a variety of media and formats
- Listen, ask clarifying questions, summarize, and explain information being communicated and consider its contribution to a topic, text, or issue under study

Outcome 10: Multiple literacies: Students will research, synthesize, evaluate and communicate information in a variety of media and formats (textual, visual, and digital). (5.4.1)

- Locate, organize, analyze, and evaluate information from print and digital sources to generate and answer questions and create new understandings
- Demonstrate ethical and legal use of information and copyright guidelines by appropriately quoting or paraphrasing from a text and citing sources using available resources (online citation tools, etc.)
- Practice safe and ethical behaviors when communicating and interacting with others (e.g., safe information to share online, appropriate language use, utilizing appropriate sites and materials, respecting diverse perspectives)

- Use appropriate digital tools (social media, online collaborative tools, apps) to communicate with others for conveying information, gathering opinions, and solving problems
- Evaluate the message for bias and commercialism (e.g., product placement, advertising, body image)
- Gather and share information and opinions as a result of communication with others (e.g., video/audio chat, interview, podcast, multi-media presentations)
- Use social networks and information tools to gather and share information (e.g., social bookmarking, online collaborative tools)

Sixth Grade Language Arts Curriculum At-A-Glance

Purpose: The students will learn and apply reading, writing, speaking and listening skills and strategies and identify, locate and evaluate information to comprehend text and communicate.

FOCUS: Reading: *Students will learn and apply reading skills and strategies to comprehend text.*

Outcome 1: Word Analysis: Students will use phonetic analysis to read, write grade level text. (6.1.3)

Outcome 2: Fluency: Students will develop accuracy, phrasing, and expression while reading a variety of grade-level print/digital text to support comprehension. (6.1.4)

Outcome 3: Vocabulary: Students will build and use conversational, academic, and content-specific grade-level vocabulary. (6.1.5)

Outcome 4: Comprehension: Students will construct meaning by using prior knowledge and text information while reading grade-level literary and informational text... (6.1.6)

FOCUS: Writing: *Students will learn and apply writing skills and strategies to communicate.*

Outcome 5: Writing Process: Students will apply the writing process to plan, draft, revise, edit and publish writing using correct spelling, grammar, punctuation, and other conventions of Standard English appropriate for grade level. (6.2.1)

Outcome 6: Writing Modes: Students will write in multiple modes for a variety of purposes and audiences across disciplines. (6.2.2)

FOCUS: Speaking and Listening:

Outcome 7: Speaking: Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations. (6.3.1)

Outcome 8: Listening Skills: Students will develop, apply and refine active listening skills across a variety of situations. (6.3.2)

Outcome 9: Reciprocal Communication: Students will develop, apply and adapt reciprocal communication skills. (6.3.3)

FOCUS: Multiple Literacies: *Students will apply information fluency and practice digital citizenship. (6.4.1)*

Sixth Grade Language Arts Curriculum At-A-Glance

Purpose: The students will learn and apply reading, writing, speaking and listening skills and strategies and identify, locate and evaluate information to comprehend text and communicate.

FOCUS: *Reading: Students will learn and apply reading skills and strategies to comprehend text.*

Outcome 1: Word Analysis: Students will use phonetic analysis to read, write grade level text. (6.1.3)

Outcome 2: Fluency: Students will develop accuracy, phrasing, and expression while reading a variety of grade-level print/digital text to support comprehension. (6.1.4)

Outcome 3: Vocabulary: Students will build and use conversational, academic, and content-specific grade-level vocabulary. (6.1.5)

Outcome 4: Comprehension: Students will construct meaning by using prior knowledge and and text information while reading grade-level literary and informational text.. (6.1.6)

FOCUS: *Writing: Students will learn and apply writing skills and strategies to communicate.*

Outcome 5: Writing Process: Students will apply the writing process to plan, draft, revise, edit and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade level. (6.2.1)

Outcome 6: Writing Modes: Students will write in multiple modes for a variety of purposes and audiences across disciplines. (6.2.2)

FOCUS: Speaking and Listening:

Outcome 7: Speaking: Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations. (6.3.1)

Outcome 8: Listening Skills: Students will develop, apply and refine active listening skills across a variety of situations. (6.3.2)

Outcome 9: Reciprocal Communication: Students will develop, apply and adapt reciprocal communication skills. (6.3.3)

FOCUS: *Multiple Literacies: Students will apply information fluency and practice digital citizenship. (6.4.1)*

Outcome 10: Information Fluency: Students will evaluate, create, and communicate information in a variety of media and formats (textual, visual, and digital).

Outcome 11: Digital Citizenship: Students will practice the norms of appropriate and responsible technology use.

GRADE 6

The students will learn and apply reading, writing, speaking and listening skills and strategies and identify, locate and evaluate information to comprehend text and communicate.

FOCUS: Reading: Students will learn and apply reading skills and strategies to comprehend text.

Outcome 1: Word Analysis: Students will use phonetic analysis to read, write grade level text. (6.1.3)

*Know and apply phonetic and structural analysis (e.g. Greek and Latin roots and affixes, multi-syllable words) when reading, writing, and spelling grade-level text.

Outcome 2: Fluency: Students will develop accuracy, phrasing, and expression while reading a variety of grade-level print/digital text to support comprehension. (6.1.4)

*Use reading strategies to persevere through text of increasing length and/or complexity.

Outcome 3: Vocabulary: Students will build and use conversational, academic, and content-specific grade-level vocabulary. (6.1.5)

*Apply knowledge of Greek, Latin, and Anglo-Saxon roots, prefixes, and suffixes to understand complex words, including words across content areas.

*Select and apply knowledge of context clues (e.g., word, phrase, sentence, and paragraph clues) and text features to determine meaning of unknown words.

*Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.

*Identify and use semantic relationships (e.g., multiple meanings, metaphors, similes, idioms, analogies, synonyms, antonyms,) to determine the meaning of words, aid in comprehension, and improve writing.

*Verify meaning and pronunciation of words or phrases using reference material.

Outcome 4: Comprehension: Students will construct meaning by using prior knowledge and text information while reading grade-level literary and informational text.. (6.1.6)

*Analyze text to determine author's purpose(s) and describe how author's perspective influences text.

*Analyze and explain the relationships between elements of literary text (e.g., character development, setting, plot, conflict, point of view, theme).

*Identify and explain why authors use literary devices (e.g., simile, metaphor, alliteration, onomatopoeia, imagery, rhythm, personification, hyperbole, idioms, analogy, tone, mood).

*Summarize and analyze a literary text and/or media, using key details to explain the theme.

*Summarize and analyze an informational text and/or media, using supporting details to explain the main idea.

*Apply knowledge of text features to locate information and explain how the information contributes to an understanding of print and digital text.

*Use textual evidence to compare and contrast the characteristics that distinguish a variety of literary and informational texts.

*Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in literary and informational texts, citing textual evidence to develop a regional, national, and international multicultural perspective.

*Construct and/or answer literal, inferential, critical, and interpretive questions and support answers with explicit evidence from the text or additional sources.

*Apply knowledge of organizational patterns to comprehend informational text (e.g., sequence/chronological, description, cause and effect, compare/contrast, fact/opinion).

*Select text for a particular purpose (e.g., answer a question, solve problems, enjoy, form an opinion, understand a specific viewpoint, predict outcomes, discover models for own writing, accomplish a task), citing evidence to support analysis, reflection, or research.

*Build background knowledge and activate prior knowledge to clarify text, deepen understanding, and make text-to-self, text-to-text, and text-to-world connections while reading complex text.

*Self-monitor comprehension and independently apply appropriate strategies to understand text.

*Make and confirm/modify predictions and inferences with text evidence while previewing and reading literary, informational, digital text, and/or media.

*Demonstrate an understanding of complex text using textual evidence via multiple mediums (e.g., writing, artistic representation, video, other media).

*Analyze the extent to which a filmed or live production of a story, drama, or poem resembles or differs from the text or script.

FOCUS: Writing: Students will learn and apply writing skills and strategies to communicate.

Outcome 5: Writing Process: Students will apply the writing process to plan, draft, revise, edit and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade level. (6.2.1)

*Use prewriting activities and inquiry tools to recursively generate ideas, organize information, guide writing and answer questions.

*Generate a draft that develops a clear topic suited to the purpose and intended audience and organizational pattern, including a strong thesis, body, conclusion, and appropriate transitions linked to the purpose of the composition.

*Gather and use relevant information and evidence from multiple authoritative print and/or digital sources including primary and secondary sources to support claims or theses.

*Compose paragraphs with grammatically correct simple, compound, and complex sentences of varying length and complexity.

*Revise to improve and clarify writing through self-monitoring strategies and feedback from others.

*Provide oral, written, and/or digital descriptive feedback to other writers.

*Adjust writing processes to persevere in short and long-term writing tasks of increasing length and complexity.

*Proofread and edit writing recursively for format and conventions of standard English(e.g., spelling, capitalization, grammar, punctuation, syntax, semantics).

*Display academic honesty and integrity by avoiding plagiarism and/or overreliance on any one source and by following a standard format for citation.

*Publish a legible document using a variety of media, and apply formatting techniques to enhance the readability and impact of the document (e.g., fonts, spacing, design,images, citations).

Outcome 6: Writing Modes: Students will write in multiple modes for a variety of purposes and audiences across disciplines. (6.2.2)

*Communicate information and ideas effectively in analytic, argumentative, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.

*Provide evidence from literary or informational text to support analysis, reflection, and research.

*Conduct and publish research projects to answer questions or solve problems using multiple resources to support theses.

*Use precise word choice and domain-specific vocabulary to write in a variety of modes.

*Compare various mentor texts and/or exemplars to create a similar piece.

FOCUS: Speaking and Listening:

Outcome 7: Speaking: Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations. (6.3.1)

*Communicate ideas and information in a clear and concise manner suited to the purpose, setting, audience (formal voice or informal voice), using the appropriate word choice, grammar, and sentence structure.

*Demonstrate and adjust speaking techniques (e.g., appropriate eye contact, pacing, nonverbal cues, word choice) for a variety of purposes and situations, including interpreting text.

*Utilize appropriate visual and/or digital tools to enhance verbal communication and add interest.

*Convey a perspective with clear reasoning and support.

*Ask pertinent questions to acquire or confirm information.

*Address alternative or opposing perspectives when appropriate to the mode of speaking.

Outcome 8: Listening Skills: Students will develop, apply and refine active listening skills across a variety of situations. (6.3.2)

*Utilize active and attentive listening skills (e.g., eye contact, nonverbal cues, taking notes, summarizing, questioning) for multiple situations and modalities.

*Analyze and evaluate the purpose and credibility of information being presented in diverse media and formats.

*Complete a task following multi-step directions.

Outcome 9: Reciprocal Communication: Students will develop, apply and adapt reciprocal communication skills. (6.3.3)

*Apply appropriate social etiquette and practice social protocols when communicating.

*Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, connotations, subtleties of language) in conversation.

*Apply conversation strategies to recognize, consider, and explain new information presented by others in relationship to one's own ideas.

*Listen, ask probing questions, summarize, and explain information being communicated and consider its contribution to a topic, text, or issue under study.

*Collaboratively converse with peers and adults on grade-appropriate topics and texts, building on others' ideas to clearly and persuasively express one's own views while respecting diverse perspectives.

FOCUS: Multiple Literacies: Students will apply information fluency and practice digital citizenship. (6.4.1)

Outcome 10: Information Fluency: Students will evaluate, create, and communicate information in a variety of media and formats (textual, visual, and digital).

*Locate, organize, analyze, evaluate, and synthesize information from print and digital resources to generate and answer questions and create new understandings.

*Demonstrate ethical use of information and copyright guidelines by appropriately quoting or paraphrasing from a text and citing the source using available resources (e.g., online citation tools, publication guidelines).

*Use or decipher multiple formats of print and digital text (e.g., cursive, manuscript, font, graphics, symbols).

Outcome 11: Digital Citizenship: Students will practice the norms of appropriate and responsible technology use.

*Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, appropriate language use, utilize appropriate sites and materials, respect diverse perspectives).

*Use appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information, gathering opinions, and solving problems.

Seventh Grade Language Arts Curriculum At-A-Glance

Purpose: Students will read, write, speak and listen at an appropriate level to demonstrate communication in the English language. They will combine communication skills using standard English grammatical conventions to apply English to real-life applications.

FOCUS: Reading and Comprehension

Outcome 1: The student will identify and interpret the different elements of the literary text through written and oral discussion in terms of the elements' effect on the meaning of the literature. **(7.1.5.d, 7.1.6.b-c)**

Outcome 2: The student will identify and interpret the different elements of informational (nonfictional) text. **(7.1.5 c, 7.1.6. d-f)**

Outcome 3: The student will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text. **(7.1.4, 7.1.5, 7.1.6.a, g-o)**

FOCUS: Writing Skills and Strategies to Communicate

Outcome 4: The student will use, learn and apply the 6+1 Traits Model writing skills and strategies to communicate. **(7.2.1 ,7.2.2)**

FOCUS: Speaking and Listening Skills and Strategies to Communicate

Outcome 5: The student will write in multiple modes for a variety of purposes and audiences across disciplines. **(7.3.1, 7.3.2, 7.3.3)**

Outcome 6: The student will learn, refine and apply speaking skills and strategies to communicate key ideas in a variety of situations. **(7.3.1, 7.3.2, 7.3.3)**

Outcome 7: The student will develop and demonstrate active listening skills across a variety of situations. **(7.3)**

Outcome 8: The students will develop, apply, and adapt reciprocal communication skills. **(7.3.3)**

Outcome 9: Students will evaluate, create, and communicate information in a variety of media and formats (textual, visual, and digital) **(7.4)**

Outcome 10: Students will practice the norms of appropriate and responsible technology use. **(7.4)**

7th Grade Curriculum

Purpose: Students will read, write, speak and listen at an appropriate level to demonstrate communication in the English language. They will combine communication skills using standard English grammatical conventions to apply English to real-life applications.

FOCUS: Reading and Comprehension: Students will learn and apply reading skills and strategies to comprehend text.

Outcome 1: The student will identify and interpret the different elements of the literary text through written and oral discussion in terms of the elements' effect on the meaning of the literature. **(7.1.5.d, 7.1.6.b-c)**

- Identify and analyze the five elements of fiction—character, theme, setting, point of view and plot in literature.
- Identify and analyze literary devices such as alliteration, assonance, onomatopoeia, etc.
- Identify and analyze figures of speech such as metaphor, simile, hyperbole, oxymoron, personification, etc.

Outcome 2: The student will identify and interpret the different elements of informational (nonfictional) text. **(7.1.5 c, 7.1.6. d-f)**

- Summarize, analyze, and informational text using main idea and supporting details.
- Apply knowledge of organizational patterns found in informational text (e.g. sequences, description, cause and effect, compare/contrast, fact/opinion, proposition/support).
- Apply knowledge of text features to locate information and gain meaning from a text (e.g., index, annotations, maps, charts, tables, graphs, headings, subheadings).
- Select and apply knowledge of context clues and text features appropriate to a particular text to determine meaning of unknown words.

Outcome 3: Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text. **(7.1.4, 7.1.5, 7.1.6.a, g-o)**

- Analyze the meaning, reliability, and validity of the text considering author's purpose and perspective.
- Analyze and explain the relationships between elements of literary text (e.g., character development, setting, plot, conflict, point of view, theme).
- Analyze the author's use of literary devices (e.g., simile, metaphor, personification, idiom, oxymoron, hyperbole, alliteration, onomatopoeia, analogy, tone, mood).
- Summarize, analyze, and synthesize a literary text and/or media, using key details to support interpretation of the theme.
- Summarize, analyze, and synthesize an informational text and/or media, using supporting details to formulate the main idea.

- Apply knowledge of text features to locate information and explain how the information contributes to an understanding of print and digital text.
- Cite specific textual evidence to analyze and make inferences based on the characteristics of a variety of literary and informational texts.
- Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in literary and informational texts, citing textual evidence to develop a regional, national, and international multicultural perspective.
- Construct and/or answer literal, inferential, critical, and interpretive questions and support answers with explicit evidence from the text or additional sources.
- Apply knowledge of organizational patterns to comprehend informational text (e.g., sequence/chronological, description, spatial, cause and effect, compare/contrast, fact/opinion, proposition/support).
- Select text for a particular purpose (e.g., answer a question, solve problems, enjoy, form an opinion, understand a specific viewpoint, predict outcomes, discover models for own writing, accomplish a task), citing evidence to support analysis, reflection, or research.
- Build background knowledge and activate prior knowledge to clarify text, deepen understanding, and make text-to-self, text-to-text, and text-to-world connections while reading complex text.
- Self-monitor comprehension and independently apply appropriate strategies to understand text.
- Make and confirm/modify inferences with text evidence while previewing and reading literary, informational, digital text, and/or media.
- Demonstrate an understanding of complex text using textual evidence via multiple mediums (e.g., writing, artistic representation, video, other media).
- Analyze the extent to which a filmed or live production of a story, drama, or poem resembles or differs from the text or script.

FOCUS: Writing Skills and Strategies to Communicate

Outcome 4: The student will use, learn and apply the 6+1 Traits writing skills and strategies to communicate. **(7.2.1 ,7.2.2)**

- Identify and use the 6+1 Trait Writing Model
- Identify and use the writing process (prewriting, drafting, revising, editing [self &peer], proofreading, and publishing.
- Identify standard English grammar and conventions and incorporate those skills into their writing.
- Identify and write a variety of simple, compound, and complex sentence structures utilizing a variety of sentence beginnings.

- Generate a draft that conveys complex ideas through analysis and use of organizational patterns that are suited to the purpose and intended audience, and includes a strong thesis, body, conclusion, and appropriate transitions linked to the purpose of the composition.
- Publish a legible document using a variety of media, and apply formatting techniques to enhance the readability and impact of document (e.g., fonts, spacing, design, images, citations).

Outcome 5: Students will write in multiple modes for a variety of purposes and audiences across disciplines.

- Communicate information and ideas effectively in analytic, argumentative, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.
- Provide evidence from literary or informational text to support analysis, reflection, and research.
- Conduct and publish both short and sustained research projects to answer questions or solve problems using multiple primary and/or secondary sources to support theses.
- Use precise word choice and domain-specific vocabulary to write in a variety of modes.
- Analyze various mentor texts and/or exemplars in order to create a similar piece.

Focus: Speaking and Listening Skills and Strategies to Communicate

Outcome 6: The student will learn, refine and apply speaking skills and strategies to communicate key ideas in a variety of situations. **(7.3.1, 7.3.2, 7.3.3)**

- Students will develop and apply speaking skills to communicate key ideas in a variety of situations.
- Students will develop, apply, and refine active listening skills across a variety of situations.
- Students will develop, apply, and adapt reciprocal communication skills.

Outcome 7: The student will develop and demonstrate active listening skills across a variety of situations. **(7.3)**

- Utilize active and attentive listening skills (e.g., eye contact, nonverbal cues, taking notes, summarizing, questioning) for multiple situations and modalities.
- Analyze and evaluate the purpose and credibility of information being presented in diverse media and formats.
- Complete a task following multi-step directions.

Outcome 8: The students will develop, apply, and adapt reciprocal communication skills. **(7.3.3)**

Apply appropriate social etiquette and practice social protocols when communicating.

- Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, connotations, subtleties of language) in conversation.
- Apply conversation strategies to recognize, consider, and explain new information presented by others in relationship to one's own ideas.
- Listen, ask probing questions, and interpret information being communicated and consider its contribution to a topic, text, or issue under study.
- Collaboratively converse with peers and adults on grade-appropriate topics and texts, building on others' ideas to clearly and persuasively express one's own views while respecting diverse perspectives.

Focus: Multiple Literacies

Outcome 9: Students will evaluate, create, and communicate information in a variety of media and formats (textual, visual, and digital) **(7.4)**

- Locate, organize, analyze, evaluate, and synthesize information from print and digital resources to generate and answer questions and create new understandings.
- Demonstrate ethical use of information and copyright guidelines by appropriately quoting or paraphrasing from a text and citing the source using available resources (e.g., online citation tools, publication guidelines).
- Use or decipher multiple formats of print and digital text (e.g., cursive, manuscript, font, graphics, symbols).

Outcome 10: Students will practice the norms of appropriate and responsible technology use.

(7.4)

- Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, appropriate language use, utilize appropriate sites and materials, respect diverse perspectives).
- Use appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information, gathering opinions, and solving problems.

Eighth Grade Language Arts Curriculum At-A-Glance

Purpose: Students will learn and apply reading, writing, speaking, and listening skills and strategies and identify, locate, and evaluate information to comprehend text and communicate.

FOCUS: Reading: *Students will learn and apply reading skills and strategies to comprehend text.*

Outcome 1: Word Analysis: Students will use phonetic analysis to read and write grade level text. **(8.1.3)**

Outcome 2: Fluency: Students will develop accuracy, phrasing, and expression while reading a variety of grade-level print/digital text to support comprehension. **(8.1.4)**

Outcome 3: Vocabulary: Students will build and use conversational, academic, and content-specific grade-level vocabulary. **(8.1.5)**

Outcome 4: Comprehension: Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text. **(8.1.6)**

FOCUS: Writing: *Students will learn and apply writing skills and strategies to communicate.*

Outcome 5: Writing Process : Students will apply the writing process and the 6 + 1 Writing model to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade level. **(8.2.1)**

Outcome 6: Writing Modes: Students will write in multiple modes for a variety of purposes and audiences across disciplines. **(8.2.2)**

FOCUS: Speaking and Listening

Outcome 7: Speaking: Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations. **(8.3.1)**

Outcome 8: Listening: Students will develop, apply, and adapt active listening skills across a variety of situations. **(8.3.2)**

Outcome 9: Reciprocal Communication: Students will develop, apply, and adapt reciprocal communication skills. **(8.3.3)**

FOCUS: Multiple Literacies: Students will apply information fluency and practice digital citizenship.

Outcome 10: Information Fluency: Students will evaluate, create, and communicate information in a variety of media formats (textual, visual, and digital). (8.4.1)

Outcome 11: Digital Citizenship: Students will practice the norms of appropriate and responsible technology use.

8th Grade Curriculum

Purpose: Students will read, write, speak and listen at an appropriate level to demonstrate communication in the English language. They will combine communication skills using standard English grammatical conventions to apply English to real-life applications.

FOCUS: Reading and Comprehension: Students will learn and apply reading skills and strategies to comprehend text.

Outcome 1: Students will use phonetic analysis to read and write grade level text. **(8.1.3)**

- Know and apply phonetic and structural analysis when reading, writing, and spelling grade-level text.

Outcome 2: Students will develop accuracy, phrasing, and expression while reading a variety of grade-level print/digital text to support comprehension. **(8.1.4)**

- Use reading strategies to persevere through text of increasing length and/or complexity.

Outcome 3: Students will build and use conversational, academic, and content-specific grade-level vocabulary. **(8.1.5)**

- Apply knowledge of roots, prefixes, and suffixes to understand complex words, including words across content areas.
- Select and apply knowledge of context clues and text features to determine meaning of unknown words.
- Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.
- Analyze and use semantic relationship (multiple meanings, synonyms, antonyms, figurative language, connotations, subtle distinctions) to determine the meaning of words, aid in comprehension, and improve writing.
- Verify meaning a pronunciation of words or phrases using reference materials.

Outcome 4: Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text. **(8.1.6)**

- Analyze the meaning, reliability, and validity of the text considering author's purpose and perspective.
- Analyze and explain the relationships between elements of literary text (e.g., character development, setting, plot, conflict, point of view, and theme).
- Analyze the author's use of literary devices (e.g., simile, metaphor, personification, idiom, oxymoron, hyperbole, alliteration, onomatopoeia, analogy, tone, and mood).
- Summarize, analyze, and synthesize a literary text and/or media, using key details to

support interpretation of the theme.

- Summarize, analyze, and synthesize an informational text and/or media, using supporting details to formulate the main idea.
- Apply knowledge of text features to locate information and explain how the information contributes to an understanding of print and digital text.
- Cite specific textual evidence to analyze and make inferences based on the characteristics of a variety of literary and informational texts.
- Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in literary and informational texts, citing textual evidence to develop a regional, national, and international multicultural perspective.
- Construct and/or answer literal, inferential, critical, and interpretive questions and support answers with explicit evidence from the text or additional sources.
- Apply knowledge of organizational patterns to comprehend informational text (e.g., sequence/chronological, description, spatial, cause and effect, compare/contrast, fact/opinion, proposition/support).
- Select text for a particular purpose (e.g., answer a question, solve problems, enjoy, form an opinion, understand a specific viewpoint, predict outcomes, discover models for own writing, accomplish a task), citing evidence to support analysis, reflection, or research.
- Build background knowledge and activate prior knowledge to clarify text, deepen understanding, and make text-to-self, text-to-text, and text-to-world connections while reading complex text.
- Self-monitor comprehension and independently apply appropriate strategies to understand text.
- Make and confirm/modify inferences with text evidence while previewing and reading literary, informational, digital text, and/or media.
- Demonstrate an understanding of complex text using textual evidence via multiple mediums (e.g., writing, artistic representation, video, other media).
- Analyze the extent to which a filmed or live production of a story, drama, or poem resembles or differs from the text or script.

FOCUS: Writing Skills and Strategies to Communicate

Outcome 5: Students will apply the writing process and the 6 + 1 Writing model to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade level. **(8.2.1)**

- Identify and use the 6+1 Trait Writing Model
- Identify and use the writing process (prewriting, drafting, revising, editing [self & peer], proofreading, and publishing).
- Identify standard English grammar and conventions and incorporate those skills into their writing.

- Identify and write a variety of simple, compound, and complex sentence structures utilizing a variety of sentence beginnings.
- Generate a draft that conveys complex ideas through analysis and use of organizational patterns that are suited to the purpose and intended audience, and includes a strong thesis, body, conclusion, and appropriate transitions linked to the purpose of the composition.
- Display academic honesty and integrity by avoiding plagiarism and/or overreliance on any one source and by following a standard format for citation.
- Publish a legible document using a variety of media, and apply formatting techniques to enhance the readability and impact of document (e.g., fonts, spacing, design, images, citations).

Outcome 6: Students will write in multiple modes for a variety of purposes and audiences across disciplines. **(8.2.2)**

- Communicate information and ideas effectively in analytic, argumentative, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.
- Provide evidence from literary or informational text to support analysis, reflection, and research.
- Conduct and publish both short and sustained research projects to answer questions or solve problems using multiple primary and/or secondary sources to support theses.
- Use precise word choice and domain-specific vocabulary to write in a variety of modes.
- Analyze various mentor texts and/or exemplars in order to create a similar piece.

Focus: Speaking and Listening Skills and Strategies to Communicate

Outcome 7: Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations. **(8.3.1)**

- Communicate ideas and information in a clear and concise manner suited to the purpose, setting, and audience, using appropriate word choice, grammar, and sentence structure.
- Demonstrate and adjust speaking techniques across a variety of purposes and situations.
- Select and utilize appropriate visual and/or digital tools to enhance understanding.
- Convey perspective with clear reasoning and valid evidence.
- Ask pertinent questions to acquire or confirm information.

Outcome 8: Students will develop , apply and adapt active listening skills across a variety of situations. **(8.3.2)**

-
- Utilize active and attentive listening skills (e.g., eye contact, nonverbal cues, taking notes, summarizing, questioning) for multiple situations and modalities.
 - Analyze and evaluate the purpose and credibility of information being presented in diverse media and formats.
 - Complete a task following multi-step directions.

Outcome 9: Students will develop, apply, and adapt reciprocal communication skills. **(8.3.3)**

- Apply appropriate social etiquette and practice social protocols when communicating.
- Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, connotations, subtleties of language) in conversation.
- Apply conversation strategies to recognize, consider, and explain new information presented by others in relationship to one's own ideas.
- Listen, ask probing questions, and interpret information being communicated and consider its contribution to a topic, text, or issue under study.
- Collaboratively converse with peers and adults on grade-appropriate topics and texts, building on others' ideas to clearly and persuasively express one's own views while respecting diverse perspectives.

Focus: Multiple Literacies

Outcome 10: Students will evaluate, create, and communicate information in a variety of media and formats (textual, visual, and digital) **(8.4.1)**

- Locate, organize, analyze, evaluate, and synthesize information from print and digital resources to generate and answer questions and create new understandings.
- Demonstrate ethical use of information and copyright guidelines by appropriately quoting or paraphrasing from a text and citing the source using available resources (e.g., online citation tools, publication guidelines).
- Use or decipher multiple formats of print and digital text (e.g., cursive, manuscript, font, graphics, symbols).

Outcome 11: Students will practice the norms of appropriate and responsible technology use. **(8.4.2)**

- Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, appropriate language use, utilize appropriate sites and materials, respect diverse perspectives).

- Use appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information, gathering opinions, and solving problems.

9-12 Language Arts Curriculum At-A-Glance

Purpose: The students will learn and apply reading, writing, speaking and listening skills and strategies and identify, locate, and evaluate information to comprehend text and communicate.

FOCUS: Reading & Comprehension

Outcome 1: Fluency: Students will read a variety of grade level print/digital texts fluently with accuracy, appropriate pace, phrasing, and expression to support comprehension. **(12.1.4)**

Outcome 2: Vocabulary: Student will build and use conversational, literary, general academic, content specific grade level vocabulary. **(12.1.5)**

Outcome 3: Comprehension: Student will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text. **(12.1.6)**

FOCUS: Writing Skills and Strategies to Communicate

Outcome 4: Writing Process: Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other standard conventions appropriate for grade level. **(12.2.1)**

Outcome 5: Writing Genres: Students will write in multiple modes for a variety of purposes and audiences across disciplines. **(12.2.2).**

FOCUS: Speaking & Listening Skills and Strategies to Communicate

Outcome 6: Speaking Skills: Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations. **(12.3.1)**

Outcome 7: Listening Skills: Students will develop, apply, refine, and demonstrate listening skills across a variety of situations. **(12.3.2)**

Outcome 8: Reciprocal Communication: Students will develop, apply, and adapt reciprocal communication skills. **(12.3.3)**

FOCUS: Multiple Literacies: Identify, Locate, & Evaluate Information

Outcome 9: Information Fluency: Students will research, synthesize, evaluate, communicate information in a variety of media and formats (textual, visual, and digital). **(12.4.1)**

Outcome 10: Digital Citizenship: Students will practice the norms of appropriate and responsible technology use. **(12.4.2)**

Nebraska Unified District #1 9-12 Curriculum

Scope and sequence of curriculum outcomes varies depending upon attendance center.

Curriculum based upon 2014 Nebraska Language Arts Standards for Grades 9-10 & 11-12.

Grades 9-10 LA 10.1 Reading: Students will learn and apply reading skills and strategies to comprehend text.

LA 10.1.1 Concepts of Print: Students will demonstrate knowledge of the concepts of print. Mastered in Grade 1 and blended with other skills at this grade level.

LA 10.1.2 Phonological Awareness: Students will demonstrate phonological awareness through oral activities. Mastered in Grade 1 and blended with other skills at this grade level.

LA 10.1.3 Word Analysis: Students will use phonetic analysis to read and write grade-level text.

LA 10.1.3.a Know and apply phonetic and structural analysis (e.g., Greek and Latin roots and affixes, multisyllabic words) when reading, writing, and spelling grade-level text.

LA 10.1.4 Fluency: Students will develop accuracy, phrasing, and expression while reading a variety of grade-level print/digital text to support comprehension.

LA 10.1.4.a Adjust reading strategies to persevere through text of increasing length and/or complexity.

LA 10.1.5 Vocabulary: Students will build and use conversational, academic, and content-specific grade-level vocabulary.

LA 10.1.5.a Apply word analysis strategies to determine the meaning of unknown and multiple-meaning words across content areas to aid in comprehension and improve writing.

LA 10.1.5.b Skills blended with 10.1.5.a at this level.

LA 10.1.5.c Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.

LA 10.1.5.d Use semantic relationships (e.g., figurative language, connotations, technical and multiple-meaning words) to analyze the impact of specific word choices on meaning and tone, aid in comprehension, and improve writing.

LA 10.1.5.e Verify meaning and pronunciation of words or phrases using print and/or digital reference materials when appropriate.

LA 10.1.6 Comprehension: Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text.

LA 10.1.6.a Evaluate the meaning, reliability, and validity of text considering author's purpose, perspective, and contextual influences.

LA 10.1.6.b Analyze and evaluate the relationships between elements of literary text (e.g., characterization, setting, plot development, internal and external conflict, inferred and recurring themes, point of view, tone, mood).

LA 10.1.6.c Analyze the function and critique the effects of the author's use of literary devices (e.g., simile, metaphor, personification, idiom, oxymoron, hyperbole, alliteration, onomatopoeia, analogy, dialect, tone, mood).

LA 10.1.6.d Summarize, analyze, and synthesize the themes and main ideas between a literary and informational work (print, digital, and/or other media).

LA 10.1.6.e Skills blended with 10.1.6.d at this level. 50 Approved by the Nebraska State Board of Education 9/5/14 Updated 9/30/14

LA 10.1.6.f Interpret and evaluate information from print and digital text features to support comprehension.

LA 10.1.6.g Cite specific textual evidence to analyze and evaluate the effects of historical, cultural, biographical, and political influences of literary and informational text written by culturally diverse authors, to develop a regional, national, and international multicultural perspective.

LA 10.1.6.h Skills blended with 10.1.6.g at this level.

LA 10.1.6.i Construct and/or answer literal, inferential, critical, and interpretive questions, analyzing and synthesizing evidence from the text and additional sources to support answers.

LA 10.1.6.j Apply knowledge of organizational patterns to comprehend informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion, proposition/support, concept definition, question/answer).

LA 10.1.6.k Select text for a particular purpose (e.g., answer a question, solve problems, enjoy, form an opinion, understand a specific viewpoint, predict outcomes, discover models for own writing, accomplish a task), citing evidence to support analysis, reflection, or research.

LA 10.1.6.l Build background knowledge and activate prior knowledge to clarify text, deepen understanding, and make connections while reading complex text.

LA 10.1.6.m Self-monitor comprehension and independently apply appropriate strategies to understand complex text.

LA 10.1.6.n Formulate and justify inferences with text evidence while previewing, reading, and analyzing literary and informational text in various formats.

LA 10.1.6.o Demonstrate an understanding of complex text by using textual evidence to support analysis, reflection, and research via multiple mediums (e.g., writing, artistic representation, video, other media).

LA 10.1.6.p Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. 51 Approved by the Nebraska State Board of Education 9/5/14 Updated 9/30/14

LA 10.2 Writing: Students will learn and apply writing skills and strategies to communicate. LA

10.2.1 Writing Process: Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.

LA 10.2.1.a Use multiple writing strategies recursively to investigate and generate ideas, organize information, guide writing, answer questions, and synthesize information.

LA 10.2.1.b Generate a draft that conveys complex ideas and critical thinking through analysis, reflection, and use of effective organizational patterns that are appropriate to the purpose and intended audience.

LA 10.2.1.c Gather and use relevant information and evidence from multiple authoritative print and/or digital sources including primary and secondary sources to support claims or theses.

LA 10.2.1.d Apply standard rules of grammar and paragraph formation, including parallel structure and subordination.

LA 10.2.1.e Revise to improve and clarify writing through self-monitoring strategies and feedback from others.

LA 10.2.1.f Provide oral, written, and/or digital descriptive feedback to other writers.

LA 10.2.1.g Adjust writing processes to persevere in short and long-term writing tasks of increasing length and complexity.

LA 10.2.1.h Proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics).

LA 10.2.1.i Display academic honesty and integrity by avoiding plagiarism and/or overreliance on any one source and by following a standard format for citation.

LA 10.2.1.j Publish a legible document using a variety of media, and apply various formatting techniques to enhance the readability and impact of the document (e.g., fonts, spacing, design, images, style conventions, citations, and manuscript requirements).

LA 10.2.2 Writing Modes: Students will write in multiple modes for a variety of purposes and audiences across disciplines.

LA 10.2.2.a Communicate information and ideas effectively in analytic, argumentative, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.

LA 10.2.2.b Provide evidence from literary or informational text to support analysis, reflection, and research.

LA 10.2.2.c Conduct and publish both short and sustained research projects to answer questions or solve problems using multiple primary and/or secondary sources to support theses.

LA 10.2.2.d Use precise word choice and domain-specific vocabulary to write in a variety of modes.

LA 10.2.2.3 Analyze various mentor texts and/or exemplars in order to create a similar piece. Approved by the Nebraska State Board of Education 9/5/14 Updated 9/30/14

LA 10.3 Speaking and Listening: Students will develop and apply speaking and listening skills and strategies to communicate for a variety of purposes.

LA 10.3.1 Speaking: Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.

LA 10.3.1.a Communicate ideas and information in a clear and concise manner suited to the purpose, setting, and audience (formal voice or informal voice), using appropriate word choice, grammar, and sentence structure.

LA 10.3.1.b Demonstrate and adjust speaking techniques (e.g., appropriate eye contact, pacing, nonverbal cues, word choice, intonation) for a variety of purposes and situations, including interpreting text.

LA 10.3.1.c Select and utilize appropriate visual and/or digital tools to enhance understanding for specific audiences.

LA 10.3.1.d Convey a perspective with clear reasoning and valid evidence.

LA 10.3.1.e Ask pertinent questions to acquire or confirm information.

LA 10.3.1.f Anticipate and address alternative or opposing perspectives when appropriate to the mode of speaking.

LA 10.3.2 Listening: Students will develop and demonstrate active listening skills across a variety of situations.

LA 10.3.2.a Select and utilize active and attentive listening skills (e.g., eye contact, nonverbal cues, questioning, summarizing) for multiple situations and modalities (e.g., small/large group, presentation, one-to-one, digital).

LA 10.3.2.b Analyze the purpose of information presented in diverse media and formats, evaluate its motives (e.g., social, commercial, political), and determine its credibility.

LA 10.3.2.c Complete a task following complex multi-step directions.

LA 10.3.3 Reciprocal Communication: Students will develop, apply, and adapt reciprocal communication skills.

LA 10.3.3.a Integrate professional etiquette and social protocols when communicating.

LA 10.3.3.b Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, connotations, subtleties of language) in conversation.

LA 10.3.3.c Apply conversation strategies to recognize, consider, and evaluate new information presented by others in relationship to one's own ideas.

LA 10.3.3.d Listen, ask probing questions, and consider information to generate new ideas and challenge assumptions to a topic, text, or issue under study.

LA 10.3.3.e Collaboratively converse with peers and adults on grade-appropriate topics and texts, building on others' ideas to clearly and persuasively express one's own views while respecting diverse perspectives.

LA 10.4 Multiple Literacies: Students will apply information fluency and practice digital citizenship.

LA 10.4.1 Information Fluency: Students will evaluate, create, and communicate information in a variety of media and formats (textual, visual, and digital).

LA 10.4.1.a Locate, organize, analyze, evaluate, and synthesize information from print and digital resources to create new understandings and defend conclusions.

LA 10.4.1.b Demonstrate ethical use of information and copyright guidelines by appropriately quoting or paraphrasing from a text and citing the source using available resources (e.g., online citation tools, publication guidelines).

LA 10.4.1.c Use or decipher multiple formats of print and digital text (e.g., cursive, manuscript, font, graphics, symbols).

LA 10.4.2 Digital Citizenship: Students will practice the norms of appropriate and responsible technology use.

LA 10.4.2.a Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, appropriate language use, utilize appropriate sites and materials, respect diverse perspectives).

LA 10.4.2.b Use appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information, gathering opinions, and solving problems

Grades 11-12 LA 12.1 Reading: Students will learn and apply reading skills and strategies to comprehend text.

LA 12.1.1 Concepts of Print: Students will demonstrate knowledge of the concepts of print. Mastered in Grade 1 and blended with other skills at this grade level.

LA 12.1.2 Phonological Awareness: Students will demonstrate phonological awareness through oral activities. Mastered in Grade 1 and blended with other skills at this grade level.

LA 12.1.3 Word Analysis: Students will use phonetic analysis to read and write grade-level text.

LA 12.1.3.a Know and apply phonetic and structural analysis (e.g., Greek and Latin roots and affixes, multisyllabic words) when reading, writing, and spelling grade-level text.

LA 12.1.4 Fluency: Students will develop accuracy, phrasing, and expression while reading a variety of grade-level print/digital text to support comprehension.

LA 12.1.4.a Adjust reading strategies to persevere through text of increasing length and/or complexity.

LA 12.1.5 Vocabulary: Students will build and use conversational, academic, and content-specific grade-level vocabulary.

LA 12.1.5.a Apply word analysis strategies to determine the meaning of unknown and multiple-meaning words across content areas to aid in comprehension and improve writing.

LA 12.1.5.b Skills blended with 10.1.5.a at this level.

LA 12.1.5.c Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.

LA 12.1.5.d Use semantic relationships (e.g., figurative language, connotations, technical and multiple-meaning words, and key terms or phrases) to analyze the impact of specific word choices on meaning and tone, aid in comprehension, and improve writing.

LA 12.1.5.e Verify meaning and pronunciation of words or phrases using print and/or digital reference materials when appropriate.

LA 12.1.6 Comprehension: Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text.

LA 12.1.6.a Evaluate the meaning, reliability, and validity of text considering author's purpose, perspective, rhetorical style, and contextual influences.

LA 12.1.6.b Analyze and evaluate the relationships between elements of literary text (e.g., characterization, setting, plot development, internal and external conflict, inferred and recurring themes, point of view, tone, mood).

LA 12.1.6.c Analyze the function and critique the effects of the author's use of literary devices (e.g., allusion, symbolism, metaphor, personification, epiphany, oxymoron, dialect, tone, mood).

LA 12.1.6.d Summarize, analyze, and synthesize the themes and main ideas between multiple literary and informational works (print, digital, and/or other media). 55 Approved by the Nebraska State Board of Education 9/5/14 Updated 9/30/14

LA 12.1.6.e Skills blended with 12.1.6.d at this level.

LA 12.1.6.f Interpret and evaluate information from print and digital text features to support comprehension.

LA 12.1.6.g Cite specific textual evidence to analyze and evaluate the effects of historical, cultural, biographical, and political influences of literary and informational text written by culturally diverse authors, to develop a regional, national, and international multicultural perspective. **LA 12.1.6.h** Skills blended with 12.1.6.g at this level.

LA 12.1.6.i Construct and/or answer literal, inferential, critical, and interpretive questions, analyzing and synthesizing evidence from the text and additional sources to support answers.

LA 12.1.6.j Apply knowledge of organizational patterns to comprehend informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion, proposition/support, concept definition, question/answer).

LA 12.1.6.k Select text for a particular purpose (e.g., answer a question, solve problems, enjoy, form an opinion, understand a specific viewpoint, predict outcomes, discover models for own writing, accomplish a task), citing evidence to support analysis, reflection, or research.

LA 12.1.6.l Build background knowledge and activate prior knowledge to clarify text, deepen understanding, and make connections while reading complex text.

LA 12.1.6.m Self-monitor comprehension and independently apply appropriate strategies to understand complex text.

LA 12.1.6.n Formulate and justify inferences with text evidence while previewing, reading, and analyzing literary and informational text in various formats.

LA 12.1.6.o Demonstrate an understanding of complex text by using textual evidence to support analysis, reflection, and research via multiple mediums (e.g., writing, artistic representation, video, other media).

LA 12.1.6.p Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.

LA 12.2 Writing: Students will learn and apply writing skills and strategies to communicate.

LA 12.2.1 Writing Process: Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.

LA 12.2.1.a Use multiple writing strategies recursively to investigate and generate ideas, organize information, guide writing, answer questions, and synthesize information.

LA 12.2.1.b Generate a draft that interprets complex ideas, raises relevant questions, solves problems, or evaluates ideas through synthesis, analysis, reflection, and use of effective organizational patterns that are appropriate to the purpose and intended audience.

LA 12.2.1.c Gather and use relevant information and evidence from multiple authoritative print and/or digital sources including primary and secondary sources to support claims or theses.

LA 12.2.1.d Apply standard rules of grammar and paragraph formation, including parallel structure and subordination.

LA 12.2.1.e Revise to improve and clarify writing through self-monitoring strategies and feedback from others.

LA 12.2.1.f Provide oral, written, and/or digital descriptive feedback to other writers.

LA 12.2.1.g Adjust writing processes to persevere in short and long-term writing tasks of increasing length and complexity.

LA 12.2.1.h Proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics).

LA 12.2.1.i Display academic honesty and integrity by avoiding plagiarism and/or overreliance on any one source and by following a standard format for citation.

LA 12.2.1.j Publish a legible document using a variety of media, and apply various formatting techniques to enhance the readability and impact of the document (e.g., fonts, spacing, design, images, style conventions, citations, and manuscript requirements).

LA 12.2.2 Writing Modes: Students will write in multiple modes for a variety of purposes and audiences across disciplines.

LA 12.2.2.a Communicate information and ideas effectively in analytic, argumentative, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.

LA 12.2.2.b Provide evidence from literary or informational text to support analysis, reflection, and research. 57 Approved by the Nebraska State Board of Education 9/5/14 Updated 9/30/14

LA 12.2.2.c Conduct and publish both short and sustained research projects to answer questions or solve problems using multiple primary and/or secondary sources to support theses.

LA 12.2.2.d Use precise word choice and domain-specific vocabulary to write in a variety of modes.

LA 12.2.2.e Analyze various mentor texts and/or exemplars in order to create a similar piece.

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LA 12.3.1 Speaking: Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.

LA 12.3.1.a Communicate ideas and information in a clear and concise manner suited to the purpose, setting, and audience (formal voice or informal voice), using appropriate word choice, grammar, and sentence structure.

LA 12.3.1.b Demonstrate and adjust speaking techniques (e.g., appropriate eye contact, pacing, nonverbal cues, word choice, intonation) for a variety of purposes and situations, including interpreting text.

LA 12.3.1.c Make strategic use of appropriate visual and/or digital tools to enhance understanding of findings, reasoning, and evidence for specific audiences.

LA 12.3.1.d Convey a perspective with clear reasoning and valid evidence.

LA 12.3.1.e Ask pertinent questions to acquire or confirm information.

LA 12.3.1.f Anticipate and address alternative or opposing perspectives when appropriate to the mode of speaking.

LA 12.3.2 Listening: Students will develop and demonstrate active listening skills across a variety of situations.

LA 12.3.2.a Select and utilize active and attentive listening skills (e.g., eye contact, nonverbal cues, questioning, summarizing) for multiple situations and modalities (e.g., small/large group, presentation, one-to-one, digital).

LA 12.3.2.b Analyze the purpose of information presented in diverse media and formats, evaluate its motives (e.g., social, commercial, political), and determine its credibility.

LA 12.3.2.c Complete a task following complex multi-step directions.

LA 12.3.3 Reciprocal Communication: Students will develop, apply, and adapt reciprocal communication skills.

LA 12.3.3.a Integrate professional etiquette and social protocols when communicating.

LA 12.3.3.b Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, connotations, subtleties of language) in conversation.

LA 12.3.3.c Apply conversation strategies to recognize, consider, and justify new information presented by others in relationship to one's own ideas.

LA 12.3.3.d Listen, ask probing questions, and consider information to generate new ideas and challenge assumptions to a topic, text, or issue under study.

LA 12.3.3.e Collaboratively converse with peers and adults on grade-appropriate topics and texts, building on others' ideas to clearly and persuasively express one's own views while

respecting diverse perspectives. 59 Approved by the Nebraska State Board of Education 9/5/14
Updated 9/30/14

LA 12.4 Multiple Literacies: Students will apply information fluency and practice digital citizenship.

LA 12.4.1 Information Fluency: Students will evaluate, create, and communicate information in a variety of media and formats (textual, visual, and digital).

LA 12.4.1.a Locate, organize, analyze, evaluate, and synthesize information from print and digital resources to create new understandings and defend conclusions.

LA 12.4.1.b Demonstrate ethical use of information and copyright guidelines by appropriately quoting or paraphrasing from a text and citing the source using available resources (e.g., online citation tools, publication guidelines).

LA 12.4.1.c Use or decipher multiple formats of print and digital text (e.g., cursive, manuscript, font, graphics, symbols).

LA 12.4.2 Digital Citizenship: Students will practice the norms of appropriate and responsible technology use.

LA 12.4.2.a Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, appropriate language use, utilize appropriate sites and materials, respect diverse perspectives).

LA 12.4.2.b Use appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information, gathering opinions, and solving problems.

