Title 7: Education K-12

Part 33

2006 Mississippi Language Arts Curriculum Framework - Revised

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ACKNOWLEDGEMENTS

The Mississippi Department of Education gratefully acknowledges the hard work and dedication of the following educators for developing a quality framework document to improve language arts instruction in Mississippi's classrooms.

Martha Abadie
Hattie Barnes
Leigh Bein
Janet Berry
Lucy Britton
Linda Brown
Marty Clark
Bobbie Clifton
Trudy Cook
Sandra Fletcher
Janet Fortner
Jason Frazier
Marcia French
Patrick Gray
Cindy Hale
Julia Harrington
Amy Kent
Allison Kittrell
Sharon Long
Rebecca McCaleb
Carolyn Miller
Alice Mitchell
Renee Moore
Melissa Ortego
Gaylynn Parker
Carol Rawlings
Ron Rodenmeyer
Theresa Schultz
Lisa Smith
Steven Sullivan
Jennifer Templeton
Linda Thames
Shelia Thompson
Sylvia Thornton

Special thanks to those individuals who served on the Language Arts Advisory Team and provided feedback in developing this document.

Joanna Bailey
Dr. Devon Brenner
Bobbie Clifton Vicki
Davidson Coretta
Doss Winona
Dykes Sally
Edwards Miranda
Freeman Dr. Mary
Grant
Elizabeth Hadaway
Marilyn Ishee
Nira Coleman-Johnson
Elease Lee
Carmen Malone
Robin Miles
Candace Mize
Jackie Mockbee
Emily Mulhollen
Dr. Kim Patterson
Nancy Pickering
Shemica Pitts
Dr. Bonita Coleman-Potter
Kathy Sellers
Cindy Simmons
Mary Ellen Szuwalski
Katie Tonore
Sonja Truesdell

Additional help for the creation of teaching strategies was provided to the Revision Team by the Mississippi Writing Thinking Institute. The Language Arts Curriculum Revision Team extends sincere thanks to this organization for their valuable contributions to this document.

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MISSION STATEMENT

The primary purpose of the *2006 Mississippi Language Arts Framework-Revised* is to promote an understanding of the principles, concepts, and processes of the language arts curriculum in Mississippi. The content of the framework is centered on the areas of reading, writing, listening, speaking, viewing, research, and inquiry. In teaching each of these key areas of the language arts curriculum, teachers should work to ensure students are actively engaged in meaningful activities that emphasize the importance of language arts in daily life; enhance students' confidence in their ability to read, write, speak, listen, view, and conduct research; and help students learn to communicate and reason more effectively. The framework provides teachers with a guide to assist in instructing students with the essential language arts concepts students should learn as they pursue a career or continue their education.

PURPOSE

The *2006 Mississippi Language Arts Framework-Revised* is the basis for curriculum development for K-12 language arts teachers in Mississippi. The framework provides an outline of what students should know and be able to do through competencies and objectives (previously identified as benchmarks and benchmark items), as well as curriculum guides that include teaching strategies and student activities. The framework replaces the previous document, the *Mississippi Language Arts Framework 2006* that was implemented in 2006.

CYCLE

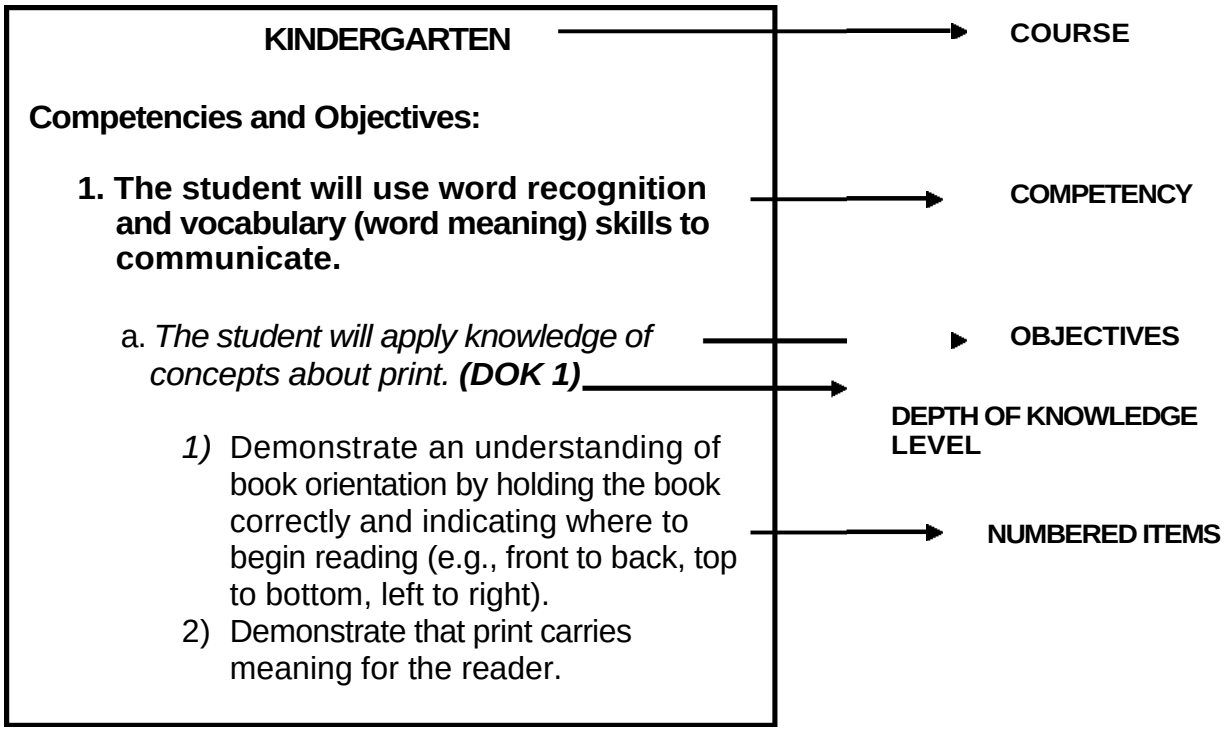
All Mississippi content area frameworks are reviewed on a six (6) year cycle. Approximately three years after a framework is implemented, a team is chosen to review the current framework and recommend changes and modifications based on research and best practices in the teaching of language arts as reflected in state and national trends.

The pilot year (optional) for the *Mississippi Language Arts Framework 2006* was school year 2005-2006. The implementation year for the framework was school year 2006-2007. The implementation year for the *2006 Mississippi Language Arts Framework–Revised* is school year 2007-2008.

ORGANIZATION

The framework is organized by grade level (K-12) and by course at the secondary level. A general description that includes the purpose, overview, and suggested prerequisites is found preceding each Curriculum Outline for the grade level or course. To enhance the implementation of the framework, a Glossary and Appendix are included at the end of the framework. The

Curriculum Outline for the Mississippi Language Arts Framework is formatted as follows:



STRANDS

The *2006 Mississippi Language Arts Framework-Revised* is comprised of five strands: Reading, Writing, Speaking, Listening, and Viewing. The five interrelated strands combine to provide continuity to the teaching of K-12 language arts. These strands overlap and should be integrated and embedded throughout teachers' daily lesson plans. This continuity provides the necessary foundation for successful completion of high school language arts requirements. The five strands help to assure that appropriate processes are used and important concepts are learned throughout each grade level and secondary course. Even though the process strands are not listed throughout the framework, these strands should be incorporated when presenting the content of the curriculum.

COMPETENCIES

The competencies, printed in boldface type, are the required learning standards for all students. The Mississippi Curriculum Test, 2nd Edition and English II Subject Area Tests are aligned to the competencies. While competencies for grades K-12 are similar, and in some cases identical,

objectives require an extension of knowledge and broader, deeper application of skills. A critical component at each grade level is text complexity. Text complexity is indicated by such elements as sophistication of language, content, and syntax. As students move from kindergarten to grade twelve, texts should require a greater cognitive involvement by the student in order for the student to appreciate and comprehend the meaning and beauty inherent in language. Text composed by students should also reflect this increasing complexity.

Competencies are intentionally broad in order to allow school districts and teachers the flexibility to create a curriculum that meets the needs of their individual students. They may relate to one, many, or all of the language arts curriculum strands and may be combined and taught with other competencies throughout the school year. Competencies do not have to be taught in the order presented in the framework. The competencies are presented in outline form for consistency and for easy reference throughout the framework. Competencies may be taught throughout the year in any order and combined with other competencies. They are not ranked in order of importance. Competencies provide a general guideline of on-going instruction, not isolated units, activities, or skills. The competencies are not intended to be a list of content skills that are taught, assessed, and recorded as "mastered."

OBJECTIVES

Objectives (previously identified as benchmarks and benchmark items), indicate skills that enable fulfillment of competencies, describe competencies in further detail, or show the progression of concepts throughout the grades. Objectives require an extension of knowledge and broader and deeper application of skills. A listing of numbered items further defines objectives. Many of the objectives are interrelated rather than sequential. Objectives are not intended to be taught in the specific order in which they are presented. Multiple objectives can and should be taught at the same time.

The Mississippi Curriculum Tests 2nd Edition (MCT2) will be developed based on the objectives found in the framework. At least fifty percent (50%) of the test items on the MCT2 must match the Depth of Knowledge level assigned to the objectives for each competency. The Depth of Knowledge (DOK) level is indicated at the end of each objective.

DEPTH OF KNOWLEDGE

Each objective for the *2006 Mississippi Language Arts Framework-Revised* has been assigned a depth-of-knowledge (DOK) level based on the work of Norman L. Webb. DOK levels help administrators, teachers, and parents understand the objective in terms of the complexity of what students are expected to know and do. Standards (i.e., competencies and objectives) vary in terms of complexity. Some objectives expect

students to reproduce a fact or complete a sequence of steps, while others expect students to reason, extend their thinking, synthesize information from multiple sources, and produce significant work over time. Teachers must know what level of complexity is required by an objective in order to ensure that students have received prior instruction or have had an opportunity to learn content at the level students will be expected to demonstrate or perform. Assessment items must be created to ensure that what is elicited from students on the assessment is as demanding cognitively as what students are expected to know and do as stated in the objectives.

Four levels of depth of knowledge are used in the *2006 Mississippi Language Arts Framework-Revised*. The levels represent a hierarchy based on two main factors. (1) One factor is sophistication and complexity. Sophistication will depend on the abstractness of the activity, the degree to which simple knowledge and skills have to be recalled or drawn upon, the amount of cognitive processing required, the complexity of the content concepts used, the amount of content that has to be recalled or drawn upon, the lack of routine, and the need to extend knowledge meaningfully or produce novel findings. (2) The other factor is that students at the grade level tested have received prior instruction or have had an opportunity to learn the content. Objectives and assessment items that address complex knowledge can still have a low DOK level if the required knowledge is commonly known and students with normal instruction at a grade level should have had the opportunity to learn how to routinely (habitually) perform what is being asked. The four levels of depth of knowledge (DOK) are described below.

Level 1. Recall and Reproduction

Level 1 is the recall of information such as a fact, definition, term, or a simple procedure, as well as performing a **simple** process or procedure. Level 1 only requires students to demonstrate a rote response, use a well-known formula, follow a set procedure (like a recipe), or perform a clearly defined series of steps. A “simple” procedure is well-defined and typically involves only **one step**. Verbs such as “identify” work at the recall and reproduction level. Simple word problems that can be directly translated into and solved by a formula are considered Level 1. Verbs such as “describe” and “explain” could be classified at different DOK levels, depending on the complexity of what is to be described and explained. Items that require students to recognize or identify specific information contained in maps, charts, tables, graphs or drawings are generally Level 1.

A student answering a Level 1 item either knows the answer or does not: that is, the answer does not need to be “figured out” or “solved.” In other words, if the knowledge necessary to answer an item automatically provides the answer to the item, then the item is at Level 1. If the knowledge necessary to answer the item does not automatically provide the answer, the item is at least at Level 2. Some

examples that represent but do not constitute all of Level 1 performance are as follows:

- Recall or recognize a fact, term, concept, trend, generalization, theory, or property.
- Represent in words or diagrams a concept or relationship.
- Provide or recognize or identify a standard representation for simple phenomenon or specific information contained in graphics.
- Perform a routine procedure such as measuring length.

Level 2. Basic Reasoning, Using Skills and Concepts

Level 2 includes the engagement of some mental processing beyond recalling or reproducing a response. The content knowledge or process involved is **more complex** than in level 1. Items require students to make some decisions as to how to approach the question or problem. In science and mathematics, keywords that generally distinguish a Level 2 item include "classify," "organize," "estimate," "make observations," "collect and display data," and "compare data." These actions imply **more than one step**. For example, to compare data requires first identifying characteristics of the objects or phenomenon and grouping or ordering the objects. Level 2 activities include making observations and collecting data; classifying organizing, and comparing data; and organizing and displaying data in tables, graphs, and charts. In social studies, this level generally requires students to contrast or compare people, places, events and concepts; convert information from one form to another; give an example; classify or sort items into meaningful categories; describe, interpret or explain issues and problems, patterns, reasons, cause and effect, significance or impact, relationships, points of view or processes.

Some action verbs, such as "explain," "describe," or "interpret," could be classified at different DOK levels, depending on the complexity of the action. For example, interpreting information from a simple graph, requiring reading information from the graph, is a Level 2. An item that requires interpretation from a complex graph, such as making decisions regarding features of the graph that need to be considered and how information from the graph can be aggregated, is at Level 3. Some examples that represent, but do not constitute all of Level 2 performance, are as follows:

- Specify and explain the relationship between facts, terms, properties, or variables
- Select a procedure according to specified criteria and perform it
- Formulate a routine problem given data and conditions
- Organize, represent and interpret data
- Identify and summarize the major events in a narrative.
- Predict a logical outcome based on information in a reading selection.

Level 3. Complex or Strategic Thinking

Level 3 requires reasoning, planning, using evidence, and a higher level of thinking than the previous two levels. Students would go beyond explaining or describing "how and why" to justifying the "how and why" through application and evidence. The cognitive demands at Level 3 are **complex and abstract**. The complexity does not result only from the fact that there could be multiple answers, a possibility for both Levels 1 and 2, but because the multi-step task requires **more demanding reasoning**. In most instances, requiring students to explain their thinking is at Level 3; requiring a very simple explanation or a word or two should be at Level 2. An activity that has more than one possible answer and requires students to justify the response they give would most likely be a Level 3. Experimental designs in Level 3 typically involve more than one dependent variable. Other Level 3 activities include drawing conclusions from observations; citing evidence and developing a logical argument for concepts; explaining phenomena in terms of concepts; and using concepts to solve non-routine problems. Some examples that represent, but do not constitute all of Level 3 performance, are as follows:

- Identify research questions and design investigations for a scientific problem,
- Solve non-routine problems,
- Develop a model for a complex situation
- Form conclusions from experimental data,
- Determine the author's purpose and describe how it affects the interpretation of a reading selection, and
- Analyze and describe the characteristics of various types of literature.

Level 4. Extended Thinking or Reasoning

Tasks at Level 4 have high cognitive demands and are very complex. Students are required to make several connections—relate ideas within the content area or among content areas—and have to select or devise one approach among many alternatives on how the situation can be solved. Many on-demand assessment instruments will not include any assessment activities that could be classified as Level 4. However, standards, goals, and objectives can be stated in such a way as to expect students to perform extended thinking. "Develop generalizations of the results obtained and the strategies used and apply them to new problem situations," is an example of a Grade 8 objective that is a Level 4. Many, but not all, performance assessments and open-ended assessment activities requiring significant thought will be Level 4.

Level 4 requires complex reasoning, experimental design and planning, and probably will require an extended period of time either for the investigation required by an objective, for accessing and investigating multiple sources, or for

carrying out the multiple steps of an assessment item. However, the extended time period is not a distinguishing factor if the required work is only repetitive and does not require applying significant conceptual understanding and higher-order thinking. For example, if a student has to take the water temperature from a river each day for a month and then construct a graph, this would be classified as a Level 2 activity. However, if the student conducts a river study that requires taking into consideration a number of variables, this would be a Level 4. Some examples that represent but do not constitute all of a Level 4 performance are as follows:

- Based on provided data from a complex experiment that is novel to the student, deduct the fundamental relationship between several controlled variables,
- Conduct an investigation, from specifying a problem to designing and carrying out an experiment, to analyzing its data and forming conclusions,
- Describe and illustrate how common themes are found across texts from different cultures, and
- Analyze and synthesize information from multiple sources.

THE REVISION PROCESS FOR THE MLAF 2000

The Language Arts Curriculum Revision Team was selected in March 2004. The purpose of the team was to revise the existing language arts framework as a part of the ongoing curriculum review cycle. The team was charged with ensuring the revised framework reflects current scientifically-based reading research, reflects the mandates of the *No Child Left Behind Act*, addresses increased rigor through the use of Norman Webb's Depth of Knowledge model, resembles the other content area frameworks in format, and is user friendly for teachers and administrators. The team met regularly from the spring of 2004 through the summer of 2005. Professional analysis of the competencies and objectives was conducted by Norman Webb and John Fortier. Revisions were made based upon the comments of this group. Additional help for the creation of teaching strategies was provided to the Revision Team by the Mississippi Writing Thinking Institute. The Language Arts Curriculum Revision Team extends sincere thanks to this organization for their valuable contributions to this document.

In revising the *2006 Mississippi Language Arts Framework-Revised*, the teacher committees worked to accomplish two major goals. First, the framework was revised to ensure close alignment between competencies, objectives, and assessment items. Secondly, the framework was reorganized to make the document similar in design to other subject area frameworks. In order to accomplish these goals, competencies were condensed and reworded. All revised competencies are assessable as required by USDE Standards and Assessment Guidance, 2004. Benchmarks from the Reading and Writing Instructional Intervention Supplements are now represented as objectives. District personnel accustomed to using benchmarks in preparing for state level

assessments will now focus on objectives. The new format simplifies the curriculum so that only one framework document is needed for reference.

The Refinement Process for the Language Arts Framework

Through the process of developing performance level descriptors and test item specifications with teacher committees, areas in the framework needing additional clarity or specificity were identified. In addition, feedback was requested and received from over 400 practitioners through survey responses on the Mississippi Language Arts Framework 2006. These resources were used to refine the document. This revised edition provides more information for teachers, administrators, and parents regarding implementation of the new framework and should help teachers be better prepared for the implementation of the Mississippi Curriculum Test, 2nd Edition (MCT2).

KINDERGARTEN

COURSE DESCRIPTION
Grade K; one-year course

KINDERGARTEN

The term "text," as it is used throughout the Language Arts Framework, is defined as "a segment of spoken or written language available for description or analysis." For the purposes of this document, text may include written materials, teacher read or taped passages, visual images, or film.

While competencies for grades K-3 remain identical, objectives require an extension of knowledge and broader, deeper application of skills. A critical component at each grade level is text complexity. Text complexity is indicated by such elements as sophistication of language, content, and syntax. As students move from kindergarten to grade three, texts should require a greater cognitive involvement by the student in order for the student to appreciate and comprehend the meaning and beauty inherent in language.

In kindergarten, students are presented with a wide, rich variety of texts that are read to, listened to, or viewed by students and then discussed. Although students are expected to engage actively in activities involving text, kindergarten students will participate in language activities as pre-emergent and emergent readers and writers.

Priority objectives are underlined for grades K - 3.

Competencies and Objectives

1. The student will use word recognition and vocabulary (word meaning) skills to communicate.

a. The student will apply knowledge of concepts about print. ***(DOK 1)***

1) Demonstrate an understanding of correct book orientation by holding the book correctly and indicating where to begin reading (e.g., front to back, top to bottom, left to right).
2) Demonstrate that print carries meaning for the reader.
3) Identify front cover, back cover, and title page of a book.
4) Point to words in a text when reading aloud, matching spoken words to print.
5) Track words from left to right and top to bottom on a printed page.
6) Recognize that sentences in print are made up of separate words.
7) Distinguish letters from words.
8) Distinguish between uppercase and lowercase letters.

b. The student will apply knowledge of phonological and phonemic awareness. ***(DOK 2)***

(Phonological and phonemic awareness skills are **oral** skills. Once the skills are paired with print, they become phonics activities. Research indicates that over the course of a year no more than 20 hours should be spent in phonemic awareness instruction. Priority items are underlined.)

1) Break spoken sentences into individual words (e.g., claps, taps, speaks).
2) Identify and produce rhyming words in response to an oral prompt (e.g., fat/cat, wig/pig, hid/kid).
3) Recognize the beginning, final, and some medial sounds in spoken words (e.g., /k/ in cat, /t/ in fat, /ŏ/ in hop).
4) Generate a group of spoken words that begin or end with the same sound (e.g., pig, party, penguin and cat, hot, sit).
5) Identify, blend, and segment syllables within spoken words (e.g., clap the syllables in "letter," sum + mer = summer, and football = foot +ball).
6) Blend and segment the onset and rime of spoken one-syllable words (e.g., /h/ + at = hat, big = /b/+ ig).
7) Articulate phonemes correctly.
8) Blend phonemes orally to make a word (e.g., /p/ /ă/ /t/ = pat, /b/ /ŭ / /g/ = bug).
9) Segment phonemes orally within a spoken word (e.g., sit = /s/ /ĭ/ /t/, rap = /r/ /ă/ /p/).

c. The student will use word recognition skills. ***(DOK 1)***

1) Match all consonant and short vowel sounds to the appropriate letters.
2) Understand the alphabetic principle, which means as letters in words change, so do the sounds in the words.
3) Blend letter sounds in one syllable words.
4) Begin to recognize common word families.
5) Read some words derived from common word families (e.g., -at, -ig, -ot).
6) Recognize some high frequency words in text (e.g., the, has, an, can, run, color words, and number words).
7) Read some sight words (e.g., high frequency words, logos and/or signs in environmental print, and words in language experience text).

d. The student will understand and explain the meaning of common affixes (e.g., un-, re-, -s, -es, -ed, -ing). ***(DOK 1)***

e. The student will develop and apply knowledge of words and word meanings to communicate. ***(DOK 1)***

1) Name pictures of common objects and concepts.
2) Use words to describe location, size, color, and shape.
3) Identify and sort pictures of common words into basic categories (e.g., animals, foods, toys).
4) Begin to recognize word relationships.

f. The student will name commonly used synonyms and antonyms (e.g., big/huge, tiny/small, hot/cold, happy/sad). ***(DOK 1)***

g. The student will use pictures and context to understand the meaning of a word. ***(DOK 2)***

h. The student will use reference materials to find, to confirm the meaning of, to pronounce, or to spell unknown words with assistance (e.g., picture dictionary, teacher and/or peer as resource). ***(DOK 1)***

2. The student will apply strategies and skills to comprehend, respond to, interpret, or evaluate a variety of texts of increasing levels of length, difficulty, and complexity.

a. The student will use text features, parts of a book, text structures, and genres to analyze text. ***(DOK 2)***

1) Text features – titles, illustrations, etc.
2) Parts of a book – title page, title, author, illustrator, etc.
3) Text structures – sequential order
4) Genres – fiction, nonfiction, and poetry (nursery rhymes)

b. The student will understand and make simple inferences about text. ***(DOK 2)***

1) Answer literal who, what, and where questions.
2) Identify and discuss main characters, settings, and major events.
3) Use illustrations to discuss the main idea of a simple story.
4) Make simple inferences about narrative and/or informational text.

c. The student will recognize or generate an appropriate summary or paraphrase of the events or ideas in text. ***(DOK 2)***

1) Retell a familiar story with the book as a reference.
2) Retell a familiar story without the book including a beginning, middle, and end.

Kindergarten

3) Retell two to three steps in the sequence of events in text shared with

the student.

d. The student will respond to narrative and informational texts in a variety of ways that reflect understanding and interpretation. ***(DOK 2)***

1) Interpret text through moving, drawing, speaking, acting, or singing.
2) Make connections between self and text after shared reading.
3) Compose visual images (e.g., draw a picture based on something in the text).
4) Identify favorite passages.

3. The student will express, communicate, evaluate, or exchange ideas effectively.

a. The student will use an appropriate composing process (e.g., planning, drafting, revising, editing, and publishing/sharing). ***(DOK 3)***

1) Planning
   - Begin to use graphic organizers to generate and organize ideas.
2) Drafting
   - Begin to put thoughts on paper through use of scribbling, symbols, pictures, or words. [**Writing for kindergarten students is defined as making marks and/or symbols on a page that possess meaning for the author.]*
3) Revising
   - Begin to add details to compositions.
4) Editing
   - Begin to edit for capitalization and end punctuation in written compositions.
5) Publishing/Sharing
   - Share compositions with others by displaying and retelling ideas.

b. The student will compose a description of a person, place, or thing. ***(DOK 3)***

1) Compose drawings/visual images and orally describe compositions.
2) Compose oral descriptions of a familiar person, place, or thing.

c. The student will compose a personal story or narrative. ***(DOK 3)***

1) Compose dictated narratives relating a personal story.
2) Compose drawings/visual images and use to dictate a personal story or narrative.

families, animals, etc.). ***(DOK 3)***

1) Compose class reports/charts about a familiar topic.
2) Functional texts (e.g., labels, notes, etc.).

4. The student will apply Standard English to communicate.

a. The student will use Standard English grammar. ***(DOK 1)***

1) Begin to recognize the use of nouns, verbs, and adjectives.
2) Begin to recognize the use of articles and conjunctions.

b. The student will use Standard English mechanics. ***(DOK 1)***

1) Begin to recognize and use end punctuation (e.g., period, question mark, exclamation mark) in shared writing.
2) Begin to recognize and use capital letters (e.g., first word in a sentence, name) in shared writing.
3) Begin to use developmentally appropriate spelling.
   - Recognize and record some beginning and ending sounds in words.
   - Spell first and last name.
   - Spell some sight words.
4) Develop handwriting skills
   - Position paper in order to write in a left to right progression moving from top to bottom on the page
   - Trace/draw recognizable shapes.
   - Reproduce a visual pattern.
   - Trace, copy, and generate letters.
   - Write first and last name legibly.

c. The student will begin to use a variety of sentence structures. ***(DOK 1)***

1) Speak in complete sentences.
2) Initiate questions in conversation using age-appropriate words, phrases, and sentences.

FIRST GRADE

COURSE DESCRIPTION
Grade 1; one-year course

FIRST GRADE

Each competency and objective assumes the student has mastered the competencies and objectives in kindergarten. New skills and objectives are bold-faced throughout the K-8 portion of the document; however, teachers should review previously taught skills and objectives with a focus on increasing complexity

The term "text," as it is used throughout the Language Arts Framework, is defined as "a segment of spoken or written language available for description or analysis." For the purposes of this document, text may include written materials, teacher read or taped passages, visual images, or film.

While competencies for grades K-3 remain identical, objectives require an extension of knowledge and broader, deeper application of skills. A critical component at each grade level is text complexity. Text complexity is indicated by such elements as sophistication of language, content, and syntax. As students move from kindergarten to grade three, texts should require a greater cognitive involvement by the student in order for the student to appreciate and comprehend the meaning and beauty inherent in language.

In first grade, students are presented with a wide, rich variety of texts that are read to, listened to, read by, or viewed by students and then discussed. First grade students are expected to engage actively in language activities involving text as they move from emergent to developing readers and writers.

Priority objectives are underlined for grades K – 3.

Competencies and Objectives

Each competency and objective assumes the student has mastered the competencies and objectives in kindergarten. New skills and objectives are bold-faced throughout the K-8 portion of the document; however, teachers should review previously taught skills and objectives with a focus on increasing complexity

1. The student will use word recognition and vocabulary (word meaning) skills to communicate.

a. The student will apply knowledge of concepts about print. ***(DOK 1)***

1) Point to words in text when reading aloud, matching spoken words to print.
2) Distinguish between uppercase and lowercase letters.
3) Identify **and use** title page, **title, author, illustrator, and table of contents of a book.**
4) **Identify dialogue in connected text.**

b. The student will apply knowledge of phonological and phonemic awareness. ***(DOK 2)***

(Phonological and phonemic awareness skills are oral skills. Once the skills are paired with print, they become phonics activities.)

1) Identify and produce rhyming words orally **that include consonant blends and digraphs** (e.g., flat/splat, trap/snap, sing/ring).
2) Identify, blend, and segment syllables within compound, two, and **three** syllable spoken words (e.g., clap the syllables in "bi-cy-cle," bas + ket + ball = basketball, telephone = tel + e + phone).
3) **Identify and count the number of syllables in a spoken word**.
4) Identify orally beginning, final, and medial sounds in one syllable words (e.g., /ch/ in chat, /sh/ in wish, /ē/ in read).
5) **Distinguish short and long vowel sounds in spoken one syllable words (e.g., bĭt/bīte, hŏp/hōpe).**
6) Blend and segment the phonemes in words **containing two to four phonemes** (e.g., /b/ /ă/ /t/ = bat, treat = /t/ /r/ /ē/ /t/).
7) Blend and segment sounds in spoken words containing initial and final blends.
8) Add or delete a phoneme to change a spoken word (e.g., Add /b/ to "at" = bat or take /k/ from "cat"=at).

c. The student will use word recognition skills. ***(DOK 2)***

1) **Generate the sounds from all the letters and letter patterns (including consonant blends, consonant digraphs, short and long vowel patterns), and blend those sounds into recognizable words.**

Examples:
Consonant blends: /fl/, /tr/, /sl/, /sm/, /sn/, /bl/, /gr/, and /str/
Consonants digraphs: /sh/, /wh/, /ch/, /th/, /ng/, /ck/
Short vowel patterns: CVC = pat, sit, mug
Long vowel patterns: CV=me, be, no
CVCV(final e)=make, hide, cute

2) **Begin to use knowledge of vowel digraphs, diphthongs, and r-controlled letter-sound correspondences to decode unknown words**.

Examples:

Vowel digraphs:	/oa/ in road, /ea/ in read
Diphthongs:	/oi/, /oy/, /ou/, /ow/, /ew/
R-controlled:	er = /r/ in fern
	ir = /r/ in bird
	ur = /r/ in turn

3) Read words derived from common word families (e.g., -it, -at, -ite, -ate).
4) Begin to use common spelling patterns to make new words (e.g., make, take, lake, cake, etc.).
5) **Use inflectional endings (e.g., -s, -es, -ed, or -ing) to produce new words.**
6) **Identify simple compound words (e.g., dog + house = doghouse).**
7) **Identify simple contractions correctly (e.g., can + not = can't, has + not = hasn't, did + not = didn't).**
8) **Read 100 to 200 high frequency and/or irregularly spelled words. A first grader should read approximately 40 to 60 words correct per minute by the end of first grade.**

d. The student will use syllabication types (e.g., open, closed, r-controlled, vowel team, vowel consonant +e, consonant plus le) to analyze words. (DOK 1)

e. The student will begin to identify and use roots and affixes (e.g., un-, re-, -s, -es, -ed, -ing) to decode and understand words. (DOK 2)

f. The student will develop and apply knowledge of words and word meanings to communicate. (DOK 1)

1) **Identify and sort pictures and words into basic categories.**
2) **Recognize and explain word relationships within categories of words.**

g. The student will begin to identify and use synonyms, antonyms, and ***homonyms****. (DOK 2)*

h. The student will use context to determine the meanings of ***unfamilia****r or* ***multiple meaning*** *words.* ***(DOK 2)***

i. The student will use reference materials to find, to determine the meaning of, to pronounce, or to spell unknown words (e.g., picture dictionary, ***personal dictionary****,* ***elementary dictionary,*** *teacher and/or peer as a resource).* ***(DOK 1)***

2. The student will apply strategies and skills to comprehend, respond to, interpret, or evaluate a variety of texts of increasing length, difficulty, and complexity.

a. *The student will use text features, parts of a book, text structures, and genres to analyze text.* ***(DOK 2)***

1) Text features – titles, illustrations, **headings**, **graphs,** etc.
2) Parts of a book – title page, title, author, illustrator, **table of contents,** etc.
3) Text structures – sequential order and **description**
4) Genres – Fiction, nonfiction, and poetry

b. *The student will understand, infer, and* ***make simple predictions****.* ***(DOK 2)***

1) Answer and **generate** who, what, when, where, why, and how questions.
2) Answer and **generate** questions about characters, settings, and events.
3) Make simple inferences based on information from narrative and/or informational text.
4) **Identify the main idea of a simple story or topic of an informational text.**
5) **Make a prediction about narrative or informational text and confirm or revise the prediction.**
6) **Use key words in text to justify prediction(s).**

c. The student will recognize or generate an appropriate summary or paraphrase of the events or ideas in text, ***citing text-based evidence****.* ***(DOK 2)***

1) **Retell a story including characters, setting, and important events.**
2) **Retell the correct sequence of events in narrative and/or informational text.**

d. *The student will* ***analyze, interpret, compare,*** *or respond to* ***increasingly complex literary and informational text, citing text-based evidence.*** ***(DOK 3)***

1) Interpret text through moving, drawing, speaking, acting, or singing.
2) Make connections between self and text or **text and text** after sharing text or reading text independently.
3) Compose visual images based on text.
4) Identify favorite passages.

3. The student will express, communicate, or evaluate ideas effectively.

a. The student will use an appropriate composing process (e.g., planning, drafting, revising, editing, publishing/sharing) ***to compose or edit****.* ***(DOK 3)***

1) Planning
   - Use graphic organizers to generate and organize ideas.
2) Drafting
   - Put thoughts on paper using **words and sentences**.
3) Revising
   - **Revise compositions by clarifying and adding details**.
4) Editing
   - Edit for capitalization and punctuation.
5) Publishing/Sharing
   - Share compositions by displaying, retelling, and/or reading ideas.

b. The student will compose a description of a person, place, or thing. ***(DOK 3)***

1) Compose drawings/visual images and orally describe.
2) Compose oral and written descriptions of a familiar person, place, or thing.

c. The student will compose a narrative with a ***beginning, middle, and end****.* ***(DOK 3)***

1) **Compose retellings/stories with a beginning, middle, and end**.
2) Compose drawings/visual images to **tell stories with a beginning, middle, and end.**

d. The student will compose a short informational text based on a familiar topic, including but not limited to: ***(DOK 3)***

1) Reports
2) **Letters, thank you notes, invitations**
3) Functional texts (e.g, labels, **directions, shopping lists**, etc.)

4. The student will apply Standard English to communicate.

a. The student will use Standard English grammar. ***(DOK 1)***

1) Begin to use nouns (e.g., **singular, plural**)
2) Begin to use verbs
3) Begin to use articles and coordinating conjunctions
4) **Begin to use adjectives**

5) Begin to use pronouns

b. The student will use Standard English mechanics. ***(DOK 1)***

1) Begin to use appropriate end punctuation (e.g., period, question mark, exclamation mark).
2) **Begin to use periods in common abbreviations** (e.g., Mr., Mrs., Dr., days of the week, months of the year).
3) **Begin to use commas** (e.g., dates).
4) **Begin to use apostrophes** (e.g., contractions).
5) **Begin to use colon in notation of time.**
6) Begin to use capitalization (e.g., first word in a sentence, proper nouns, days of the week, months of the year, the pronoun "I").
7) **Spell words commonly found in first grade level text**.
8) Develop handwriting skills.
   - *Position paper in order to write in a left to right progression moving from top to bottom on the page.*
   - *Write first and last name legibly.*
   - ***Write lowercase and uppercase letters legibly.***
   - ***Write words and sentences legibly using proper spacing.***

c. The student will use varied sentence structures. ***(DOK 2)***

1) **Analyze sentences to determine purpose (e.g., declarative/telling, interrogative/question, exclamatory/strong feeling).**
2) **Compose sentences with a variety of purposes (e.g., declarative/telling, interrogative/asking a question, exclamatory/showing strong feeling).**
3) **Compose simple sentences**.

SECOND GRADE

COURSE DESCRIPTION
Grade 2; one-year course

SECOND GRADE

Each competency and objective assumes the student has mastered the competencies and objectives in first grade. New skills and objectives are bold-faced throughout the K-8 portion of the document; however, teachers should review previously taught skills and objectives with a focus on increasing complexity.

The term "text," as it is used throughout the Language Arts Framework, is defined as "a segment of spoken or written language available for description or analysis." For the purposes of this document, text may include written materials, teacher read or taped passages, visual images, or film.

While competencies for grades K-3 remain identical, objectives require an extension of knowledge and broader, deeper application of skills. A critical component at each grade level is text complexity. Text complexity is indicated by such elements as sophistication of language, content, and syntax. As students move from kindergarten to grade three, texts should require a greater cognitive involvement by the student in order for the student to appreciate and comprehend the meaning and beauty inherent in language.

In second grade, students are presented with a wide, rich variety of texts, which are read to, listened to, read by, or viewed by students and then discussed. Second grade students are expected to engage actively in language activities involving text as they continue to grow as developing readers and writers.

Priority objectives are underlined for grades K-3.

Competencies and Objectives

Each competency and objective assumes the student has mastered the competencies and objectives in first grade. New skills and objectives are bold-faced throughout the K-8 portion of the document; however, teachers should review previously taught skills and objectives with a focus on increasing complexity.

1. The student will use word recognition and vocabulary (word meaning) skills to communicate.

a. The student will apply knowledge of phonological and phonemic awareness. ***(DOK 2)***

Second Grade

(Phonological and phonemic awareness skills are oral skills. Once the

skills are paired with print, they become phonics activities.)

1) Blend and segment spoken words into syllables and syllables into phonemes.
2) Continue to identify and count the number of syllables in a spoken word.
3) **Add, delete, substitute, or begin to transpose a phoneme to change a spoken word in the initial, medial, and final position (e.g., Add /b/ to "at"= bat; or take /k/ from "cat" = at; change /i/ in hit to /a/ = hat. What happens when you change "spot" to "stop"?).**

b. The student will use word recognition skills ***for multi-syllabic words****.* ***(DOK 2)***

1) Use knowledge of vowel digraphs, diphthongs, and r-controlled letter-sound correspondences to decode unknown words.

Examples:

Vowel digraphs:	/oa/ in road, /ea/ in read
Diphthongs:	/oi/, /oy/, /ou/, /ow/, /ew/
R-controlled:	er = /r/ in fern
	ir = /r/ in bird
	ur = /r/ in turn

2) Read words derived from word families (e.g., -it, -at, -ite, -ate).
3) Use common spelling patterns to make new words (e.g., make, take, lake, cake, etc.).
4) Use inflectional endings (e.g., -s, es, -ed, or -ing) to produce **or analyze** new words.
5) Identify and **create** compound words.
6) Identify and **create** contractions (e.g., can + not = can't) correctly.
7) Read 200 to 300 high frequency and/or irregularly spelled words in connected text. (A second grader should read approximately 90 to 100 words correct per minute in connected text by the end of second grade.)

c. The student will use syllabication types (e.g., open, closed, r-controlled, vowel team, vowel-consonant + e, consonant + le) to decode words. ***(DOK 1)***

d. The student will ***manipulate and analyze*** *roots and affixes (e.g., un-, re-,* ***mis-, pre-****, -s, -es, -ed, -ing,* ***-y, -ly, -er, -est, –ful,*** *and* ***-less****) to understand unfamiliar words.* ***(DOK 2)***

e. The student will develop and apply knowledge of words and word meanings to communicate. ***(DOK 1)***

Second Grade

1) Identify and begin to **generate** words into categories.

2) **Determine the relationship between pairs of words (e.g., icicles/ Popsicle's, oven/heater, friend/enemy, gloves/socks, etc.)**

f. The student will identify and use synonyms, antonyms, and homonyms. ***(DOK 1)***

g. *The student will use context to determine the meanings of unfamiliar or multiple meaning words.* ***(DOK 2)***

h. *The student will use reference materials to determine the meaning or pronunciation of unknown words (e.g., personal dictionary, elementary dictionary,* ***glossary****, teacher, and/or peer as a resource).* ***(DOK 1)***

2. The student will apply strategies and skills to comprehend, respond to, interpret, or evaluate a variety of texts of increasing length, difficulty, and complexity.

a. The student will use text features, parts of a book, text structures, and genres to analyze text. ***(DOK 2)***

1) Text features – titles, headings, illustrations, graphs, **captions, charts**, etc.
2) Parts of a book – title page, title, author, illustrator, table of contents, **glossary**, etc.
3) Text structures – sequential order, description, **simple cause and effect,** etc.
4) Genres – Fiction, nonfiction, and poetry

b. The student will ***analyze*** *texts in order to identify, understand, infer, or* ***synthesize*** *information.* ***(DOK 2)***

1) Answer literal and simple inferential who, what, when, where, why, how, and what if questions.
2) Answer literal and simple inferential questions about main characters, settings, and events.
3) **Answer literal and simple inferential questions about characters' actions, motives, traits, and emotions.**
4) **Identify the main idea and some details in narrative text or the topic and some details in informational text.**
5) **Determine simple cause and effect relationships.**
6) **Identify simple fact and opinion.**
7) **Draw conclusions based on information from narrative and/or informational text.**
8) **Identify and discuss the theme of a text.**

Second Grade

c. The student will recognize or generate an appropriate summary or

paraphrase of the events or ideas in text, citing text-based evidence. ***(DOK 2)***

1) Retell a story **orally and in writing** including characters, setting, **problem**, important events, and **resolution**.
2) Arrange in sequential order a listing of events found in narrative and/or informational text.

d. The student will analyze, interpret, compare, or respond to increasingly complex literary text, literary nonfiction, and informational text, citing text-based evidence. ***(DOK 3)***

1) Interpret text through moving, drawing, speaking, acting, or singing.
2) Make connections between self and characters and events in text.
3) Compose visual images.
4) Identify favorite passages and **explain why the passage is a favorite, citing text-based evidence**.

3. The student will express, communicate, or evaluate ideas effectively.

a. The student will use an appropriate composing process (e.g., planning, drafting, revising, editing, publishing/sharing) to compose or edit. ***(DOK 3)***

1) Planning
   - Use a variety of graphic organizers (e.g., **Venn diagram, bubble maps, story maps, etc**.) to generate and organize ideas.
2) Drafting
   - **Begin to transfer thoughts from graphic organizers into sentences and simple paragraphs**.
3) Revising
   - Begin to revise sentences and/or paragraphs for organization, to add details, and to clarify ideas.
4) Editing
   - Edit for capitalization, punctuation, and **spelling**.
5) Publishing/Sharing
   - Publish writing by displaying, retelling, and/or reading written ideas.

b. ***The student will compose descriptive text containing specific details****.* ***(DOK 3)***

c. The student will compose narrative text with a beginning, middle, and end. ***(DOK 3)***

d. The student will compose informational text with a ***main idea and supporting details****.* ***(DOK 3)***

Second Grade

1. Reports

2. Letters, thank you notes, invitations
3. Functional texts (e.g., labels, directions, shopping lists)

e. The student will generate questions and use one source to locate the answers. ***(DOK 3)***

4. The student will use Standard English to communicate.

a. The student will use Standard English grammar. ***(DOK 1)***

1) Nouns (e.g., singular, plural, **common, proper, possessive**)
2) Verbs, **helping verbs** and **irregular verbs**
3) Verb tense (conjugation and purpose for past, present, and future)
4) Subject-verb agreement
5) Articles and coordinating conjunctions
6) Adjectives (e.g., **possessive, comparative, superlative**)
7) Prepositions
8) Pronouns (e.g., **subject pronouns, singular pronouns, plural pronouns)**
9) Adverbs

b. The student will use Standard English mechanics to compose or edit. ***(DOK 1)***

1) End punctuation (e.g., period, question mark, exclamation mark)
2) Periods in common abbreviations (e.g., **titles of address**, days of the week, months of the year)
3) Commas (e.g., dates, **series, addresses**, **greetings, and closings in a friendly letter**)
4) Quotation marks (e.g., **quotations)**
5) Underlining/Italics (e.g**., titles of books and movies)**
6) Apostrophes (e.g., contractions, **possessives**)
7) Colons (e.g., in notation of time)
8) Capitalization (e.g., first word in a sentence, proper nouns, days of the week, months of the year, the pronoun "I", **holidays, titles, initials**)
9) Spell words commonly found in **second grade** level texts**.**
10) Write words and sentences legibly.

c. The student will use correct and varied sentence structure. ***(DOK 2)***

1) Analyze sentences to determine purpose (e.g., declarative/telling, interrogative/question, exclamatory/strong feeling, **imperative/ command or request**).

Second Grade

2) Compose declarative/telling, interrogative/question, exclamatory/strong feeling, and **imperative/command or request**

sentences.

3) Compose simple and **compound** sentences.

THIRD GRADE

COURSE DESCRIPTION
Grade 3; one-year course

THIRD GRADE

Each competency and objective assumes the student has mastered the competencies and objectives in second grade. New skills and objectives are bold-faced throughout the K-8 portion of the document; however, teachers should review previously taught skills and objectives with a focus on increasing complexity. The Mississippi Curriculum Test, 2nd Edition (MCT2) for third grade is based on the objectives found in the framework. At least fifty percent (50%) of the test items on the MCT2 must match the depth-of-knowledge level assigned to that objective.

The term "text," as it is used throughout the Language Arts Framework, is defined as "a segment of spoken or written language available for description or analysis." For the purposes of this document, text may include written materials, teacher read or taped passages, visual images, or film.

Third graders should read accurately instructional level materials (texts in which no more than approximately 1 in 10 words are difficult for the reader) with an appropriate reading rate. (A third grader should read between 100 and 115 words per minute by the end of third grade.)

While competencies for grades K-3 remain identical, objectives require an extension of knowledge and broader, deeper application of skills. A critical component at each grade level is text complexity. Text complexity is indicated by such elements as sophistication of language, content, and syntax. As students move from kindergarten to grade three, texts should require a greater cognitive involvement by the student in order for the student to appreciate and comprehend the meaning and beauty inherent in language.

In third grade, students are presented with a wide, rich variety of texts that are read to, listened to, read by, or viewed by students and then discussed. Third grade students are expected to engage actively in language activities involving text as they continue to grow as fluent readers and writers.

Priority objectives are underlined for grades K – 3.

Competencies and Objectives

Each competency and objective assumes the student has mastered the competencies and objectives in second grade. New skills and objectives

are bold-faced throughout the K-8 portion of the document; however, teachers should review previously taught skills and objectives with a focus on increasing complexity. The Mississippi Curriculum Test, 2nd Edition (MCT2) for third grade is based on the objectives found in the framework. At least fifty percent (50%) of the test items on the MCT2 must match the depth-of-knowledge level assigned to that objective.

State level assessments may reflect skills and objectives covered in Kindergarten through grade three.

1. The student will use word recognition and vocabulary (word meaning) skills to communicate.

a. The student will use word recognition skills for multi-syllabic words. ***(DOK 2)***

1) Continue to use knowledge of vowel digraphs, diphthongs, and r-controlled letter-sound correspondences to decode unknown words.

Examples:

Vowel digraphs:	/oa/ in road, /ea/ in read
Diphthongs:	/oi/, /oy/, /ou/, /ow/, /ew/
R-controlled:	er = /r/ in fern
	ir = /r/ in bird
	ur = /r/ in turn

2) Continue to use common spelling patterns to make new words (e.g., make, take, lake, cake, etc.).
3) Use inflectional endings (e.g., -s, -es, -ed, or -ing) to produce and analyze new words.
4) Create and **analyze complex** compound words (e.g., sky + scraper = skyscraper).
5) Create and **use complex** contractions (e.g., will + not = won't) correctly.
6) Read 300 to 400 high frequency and/or irregularly spelled words in connected text. (A third grader should read between 100 and 115 words correctly per minute in connected text by the end of third grade.)

b. The student will use syllabication types (e.g., open, closed, r-controlled, vowel team, vowel-consonant + e, consonant + le) to decode words. ***(DOK 1)***

*c. The student will manipulate and analyze root words and affixes (e.g., un-, re-, mis-, pre-, **dis**-, **in-, im-, ir**-, -s, - es, -ed,- ing, -y, -ly, -er, -est, –ful, -less, -**able, -ness, -ish**) to **analyze** words. **(DOK 2)***

*d. The student will develop and apply knowledge of words and word meanings to communicate. **(DOK 2)***

1) Generate words into categories.
2) Determine relationships among words organized in categories.

*e. The student will identify and use synonyms, antonyms, and homonyms. **(DOK 1)***

*f. The student will use context to determine the meanings of unfamiliar or multiple meaning words. **(DOK 2)***

*g. The student will use context to determine the simple figurative meanings (e.g., **simile, metaphor, and personification**) of words. **(DOK 2)***

*h. The student will use reference materials to determine the meaning or pronunciation of unknown words (e.g., elementary dictionary, glossary, **thesaurus, electronic dictionary,** teacher or peer as a resource). [Note**:** These reference materials are not available during the administration of state tests.] **(DOK 1)***

2. The student will apply strategies and skills to comprehend, respond to, interpret, or evaluate a variety of texts of increasing length, difficulty, and complexity.

*a. The student will use text features, parts of a book, text structures, and genres to analyze text. **(DOK 2)***

1) Text features – titles, headings, captions, illustrations, graphs, charts, **diagrams,** etc.
2) Parts of a book – title page, table of contents, glossary, **index,** etc.
3) Text structures – sequential order, description, simple cause and effect, **simple procedure,** etc.
4) Genres – Fiction, nonfiction, and poetry

*b. The student will analyze texts in order to identify, understand, infer, or synthesize information. **(DOK 3)***

1) Answer and **generate questions about purposes for reading**.
2) Answer literal and inferential questions about main characters, setting, plot, and theme.

3) Answer literal and inferential questions about characters' actions, motives, traits, and emotions.
4) Identify the stated main idea of a narrative text or the topic of an informational text.
5) Arrange in sequential order a listing of events found in narrative and/or informational text.
6) Identify cause and effect as stated in text.
7) Identify simple fact and opinion.
8) Synthesize information stated in the text with prior knowledge and experience to draw a conclusion.
9) Predict an outcome based on information stated in text and confirm or revise the prediction based upon subsequent text.
10) Use key words in text to justify prediction(s).
11) Identify important themes from texts and examine from more than one point of view.

c. The student will recognize or generate an appropriate summary or paraphrase of the events or ideas in text, citing text-based evidence. ***(DOK 2)***

1) Retell a story orally and in writing including characters, setting, problem, important events, and resolution.
2) Write summaries that contain the main ideas of the reading selection and the most significant details.

d. The student will analyze, interpret, compare, or respond to increasingly complex literary text, literary nonfiction, and informational text, citing text-based evidence. ***(DOK 3)***

1) Interpret text through moving, drawing, speaking, acting, or singing.
2) Make connections between self and characters, events, and information in text or among texts.
3) Compose visual images based upon text.

3. The student will express, communicate, or evaluate ideas effectively.

a. The student will use an appropriate composing process (e.g., planning, drafting, revising, editing and publishing/sharing) to compose or edit. . [Note: Editing will be tested under competency four.] ***(DOK 3)***

1) Planning
- Use a variety of graphic organizers (e.g., Venn diagrams, bubble maps, story maps, **simple outlines**, etc.) to generate and organize ideas.

2) Drafting
   - Transfer thoughts from graphic organizers and simple outlines into paragraphs.
3) Revising
   - Revise paragraphs for organization, to add details, and to clarify ideas.
4) Editing
   - **Edit paragraphs using a general rubric** (e.g., grammar usage, punctuation, and sentence structure).
   - Edit for correct capitalization, punctuation, spelling and word usage.
5) Publishing/Sharing
   - **Publish writing** formally and informally **using a variety of media.**

*b. The student will compose descriptive text using specific details and **vivid language**. **(DOK 3)***

*c. The student will compose narrative text with a **clear** beginning, middle, and end. **(DOK 3)***

*d. The student will compose informational text and **at least three** supporting details. **(DOK 3)***

1. Reports
2. Letters, thank you notes, invitations
3. Functional texts (e.g., labels, directions, shopping lists)

*e. The student will compose a simple persuasive text. **(DOK 3)***

*f. The student will generate questions and use **multiple** sources to locate answers. **(DOK 3)***

4. The student will use Standard English to communicate.

*a. The student will use Standard English grammar to compose or edit. **(DOK 1)***

1) Nouns (e.g., singular, plural **[including irregular forms]**, common, proper, possessive)
2) Verbs, helping verbs and irregular verbs
3) Verb tense (conjugation and purpose for past, present, and future)
4) Subject-verb agreement
5) Articles and coordinating conjunctions
6) Adjectives (e.g., possessive, comparative, superlative)
7) Prepositions

8) Pronouns (e.g., subject pronouns, singular pronouns, plural pronouns, **singular possessive pronouns, and plural possessive pronouns**)
9) Pronoun-antecedent agreement (number and gender)
10) Adverbs **(avoiding double negatives)**
11) Interjections

b. The student will use Standard English mechanics to compose or edit. ***(DOK 1)***

1) End punctuation (e.g., period, question mark, exclamation mark, comma)
2) Periods in common abbreviations (e.g., titles of address, days of the week, months of the year)
3) Commas (e.g., dates, series, addresses, greetings, closings, quotations)
4) Quotation marks (e.g., quotations**, titles of poems**)
5) Underlining/ Italics (titles of books and movies)
6) Apostrophes (e.g., contractions; possessives)
7) Colons (in notation of time)
8) Capitalization (e.g., first word in a sentence, proper nouns, days of the week, months of the year, holidays, titles, initials, the pronoun "I")
9) Spell words commonly found in **third grade** level text.
10) Write legibly.

c. The student will use correct and varied sentence structures. ***(DOK 2)***

1) Analyze sentences to determine purpose (e.g., declarative, interrogative, exclamatory, imperative).
2) Compose simple sentences **with compound subjects and/or compound predicates**; compound sentences.
3) Avoid sentence fragments and run-on sentences.

FOURTH GRADE

COURSE DESCRIPTION
Grade 4; one-year course

FOURTH GRADE

Each competency and objective assumes the student has mastered the competencies and objectives in third grade. New skills and objectives are bold-faced throughout the K-8 portion of the document; however, teachers should review previously taught skills and objectives with a focus on increasing complexity. The Mississippi Curriculum Test, 2nd Edition (MCT2) for fourth grade is based on the objectives found in the framework. At least fifty percent (50%) of the test items on the MCT2 must match the depth-of-knowledge level assigned to that objective.

The term "text," as it is used throughout the Language Arts Framework, is defined as "a segment of spoken or written language available for description or analysis." For the purposes of this document, text may include written materials, teacher read or taped passages, visual images, or film.

Fourth graders should read accurately instructional level materials (texts in which no more than approximately 1 in 10 words are difficult for the reader) with an appropriate reading rate. (A fourth grader should read between 115 and 140 words per minute by the end of fourth grade.)

Reading rates below 150 minutes might include either oral reading or silent reading. Because ordinary speech does not typically exceed 150 words per minute, rates above 150 minutes should be considered silent reading rates.

While competencies for grades 4 - 8 remain identical, objectives require an extension of knowledge and broader, deeper application of skills. A critical component at each grade level is text complexity. Text complexity is indicated by such elements as sophistication of language, content, and syntax. As students move from grade four to grade eight, texts should require a greater cognitive involvement by the student in order for the student to appreciate and comprehend the meaning and beauty inherent in language.

In fourth grade, students are presented with a wide, rich variety of texts that are read to, listened to, read by, or viewed by students and then discussed. Fourth grade students are expected to engage actively in language activities involving text as they continue to grow as fluent readers and writers.

New language added to objectives or numbered items is printed in bold for grades 4 – 8.

Competency and Objectives

Each competency and objective assumes the student has mastered the competencies and objectives in third grade. New skills and objectives are bold-faced throughout the K-8 portion of the document; however, teachers should review previously taught skills and objectives with a focus on increasing complexity. The Mississippi Curriculum Test, 2nd Edition (MCT2) for fourth grade is based on the objectives found in the framework. At least fifty percent (50%) of the test items on the MCT2 must match the depth-of-knowledge level assigned to that objective.

State level assessments may reflect skills and objectives covered in Kindergarten through grade four.

1. The student will use word recognition and vocabulary (word meaning) skills to communicate.

a. *The student will use syllabication types (e.g., open, closed, r-controlled, vowel team, vowel -consonant + e, consonant + le) for decoding words.* ***(DOK 1)***

b. *The student will identify roots and affixes (e.g.,* ***non-, trans-, over-, anti-, -tion, -or, -ion, -ity, -ment, -ic****) in words.* ***(DOK 2)***

c. *The student will develop and apply* ***expansive*** *knowledge of words and word meanings to communicate.* ***(DOK 1)***

d. *The student will identify and* ***produce*** *grade level appropriate synonyms, antonyms, and homonyms.* ***(DOK 2)***

e. *The student will use* ***definitional, synonym, or antonym*** *context clues to* ***infer*** *the meanings of unfamiliar words.* ***(DOK 2)***

f. *The student will apply knowledge of simple figurative language (e.g., simile, metaphor, personification,* ***hyperbole****) to determine the meaning of words and to* ***communicate****.* ***(DOK 2)***

g. *The student will use reference materials (e.g., dictionary, glossary, teacher or peer [as a resource], thesaurus, electronic dictionary) to determine the meaning, pronunciation,* ***syllabication, synonyms, antonyms, and parts of speech for unknown words****. [Note: These reference materials are not available during the administration of state tests.]* ***(DOK 1)***

2. The student will apply strategies and skills to comprehend, respond to, interpret, or evaluate a variety of texts of increasing levels of length, difficulty, and complexity.

*a. The student will apply knowledge of text features, parts of a book, text structures, and genres **to understand, interpret**, or analyze text. **(DOK 2)***

1) Text features - titles, headings, captions, illustrations, graphs, charts, diagrams, **bold-faced print, italics, maps, icons, pull down menus, key word searches,** etc.
2) Parts of a book - title page, table of contents, glossary, index, **appendix, footnotes,** etc.
3) Text structures - sequential order, description, simple cause and effect, simple procedure**, compare/contrast,** etc.
4) Genres – Fiction, nonfiction, and poetry

*b. The student will analyze texts in order to identify, understand, infer, or synthesize information. **(DOK 2)***

1) Identify the stated main idea or supporting details in a paragraph.
2) Apply knowledge of transitions or cue words to identify and sequence major events in a narrative.
3) Identify stated causes and effect relationships in paragraphs and short passages**.**
4) Synthesize information stated in the text with prior knowledge and experience to draw a conclusion.
5) Predict a **logical** outcome based upon information stated in a paragraph or short passage and confirm or revised based upon subsequent text.

*c. The student will recognize or generate a summary or paraphrase of the events or ideas in text, citing text-based evidence. **(DOK 2)***

*d. The student will interpret increasingly complex literary text, literary nonfiction, and informational text to compare **and contrast** information, citing text-based evidence. **(DOK 3)***

1) Story elements (e.g., setting, characters, character traits, events, resolution, point of view)
2) Literary devices (e.g., imagery, exaggeration, dialogue)
3) Sound devices (e.g., rhyme, rhythm, alliteration, onomatopoeia, assonance)
4) Author's purpose (e.g., inform, entertain, persuade)

*e. The student will identify facts, opinions, or tools of persuasion in text. **(DOK 2)***

1) Distinguish between fact and opinion.
2) Identify tools of persuasion (**e.g. name calling, endorsement, repetition**, **air and rebut the other side's point of view**).

Fourth Grade

3. The student will express, communicate, evaluate, or exchange ideas

effectively.

*a. The student will use **and reflect on an** appropriate composing process (e.g., planning, drafting, revising, editing, publishing/ sharing) **to express, communicate, evaluate, or exchange ideas with a focus on texts increasing complexity and length**. [Note: Editing will be tested under competency four.] **(DOK 3)***

1) Planning
   - Plan for composing using a variety of strategies (e.g., **brainstorming, drawing, graphic organizers, peer discussion, reading, viewing**).

2) Drafting
   - **Draft with increasing fluency**.

3) Revising
   - **Revise selected drafts by adding, elaborating, deleting, and rearranging text based on teacher/peer feedback, writer's checklist, or rubric**.

4) Editing
   - Edit/proofread drafts to ensure standard usage, mechanics, spelling, and varied sentence structure.

5) Publishing/Sharing
   - Share writing with others formally and informally using a variety of media.

*b. The student will compose descriptive texts using specific details and vivid language. **(DOK 3)***

*c. The student will compose narrative text **relating an event** with a clear beginning, middle, and end. **(DOK 3)***

1) **Stories and retellings**
2) **Narrative poems**
3) **PowerPoint presentations**

*d. The student will compose informational text **clearly expressing a main idea with supporting details, including but not limited to, text containing chronological order, cause and effect, compare and contrast, or simple procedure. (DOK 3)***

1. Reports
2. Letters
3. Functional texts
4. **Presentations**
5. **Poems**

e. The student will compose simple persuasive text ***clearly expressing a main idea with supporting details for a specific purpose and audience. (DOK 3)***

1) Letters
2) Speeches
3) Advertisements

f. The student will ***compose text based on inquiry and research. (DOK 3)***

1) Generate questions.
2) Locate sources (e.g., books, interviews, Internet) and gather relevant information.
3) Identify and paraphrase important information from sources.
4) Present the results.

4. The student will apply Standard English to communicate.

a. The student will apply Standard English grammar ***to compose or edit****.* ***(DOK 1)***

1) Nouns (e.g., singular, plural [including irregular forms], common, proper, singular possessive, plural possessive, **appositives**)
2) Verbs (e.g., helping verbs, irregular verbs, **linking verbs**)
3) Verb tense(conjugation and purpose for past, present, future, **present perfect**)
4) Subject-verb agreement
5) Articles and coordinating conjunctions
6) Adjectives (e.g., possessive, comparative, superlative)
7) Prepositions
8) Pronouns (e.g., subject pronouns, singular pronouns, plural pronouns, singular possessive pronouns, plural possessive pronouns, **object pronouns, reflexive pronouns, demonstrative pronouns**)
9) Pronoun-antecedent agreement (number and gender)
10) Adverbs (avoiding double negatives; **comparative forms**)
11) Interjections

b. The student will apply Standard English mechanics ***to compose or edit****.* ***(DOK 1)***

1) End punctuation (e.g., period, question mark, exclamation point)
2) Periods in common abbreviations (e.g., titles of address, days of the week, months of the year)

Fourth Grade

3) Commas (e.g., dates, series, addresses, greetings and closings of friendly letters, quotations, **introductory prepositional phrases,**

and nonessential appositive phrases)

4) Apostrophes (e.g., possessives; contractions)
5) Quotation marks (e.g., quotations; titles of poems, **titles of songs, titles of short stories**)
6) Underlining/Italics (e.g., titles of books and movies)
7) Colons (e.g., time, **before lists introduced by independent clauses**)
8) Capitalization (e.g., first word in a sentence, proper nouns, days of the week, months of the year, holidays, titles, initials, the pronoun "I," **first word in greetings and closings of friendly letters**, **proper adjectives**)
9) Spell words commonly found in **fourth grade** level text.
10) Produce legible text.

*c. The student will apply knowledge of sentence structure in **composing or editing. (DOK 2)***

1) Analyze the structure of sentences (e.g., simple sentences **including those with compound subjects and/or compound predicates**; compound sentences; and **complex sentences, including independent and dependent clauses**).
2) Compose simple sentences with compound subjects and/or compound predicates; compound sentences; and **complex sentences.**
3) Avoid sentence fragments and run-on sentences, and **comma splices.**
4) **Analyze sentences containing descriptive adjectives, adverbs, prepositional phrases, and appositive phrases**.
5) **Compose sentences containing descriptive, adjectives, adverbs, prepositional phrases (functioning as adjectives or adverbs), and appositive phrases**.

FIFTH GRADE

COURSE DESCRIPTION

Grade 5; one-year course

FIFTH GRADE

Each competency and objective assumes the student has mastered the competencies and objectives in fourth grade. New skills and objectives are bold-faced throughout the K-8 portion of the document; however, teachers should review previously taught skills and objectives with a focus on increasing complexity. The Mississippi Curriculum Test, 2nd Edition (MCT2) for fifth grade is based on the objectives found in the framework. At least fifty percent (50%) of the test items on the MCT2 must match the depth-of-knowledge level assigned to that objective.

The term "text," as it is used throughout the Language Arts Framework, is defined as "a segment of spoken or written language available for description or analysis." For the purposes of this document, text may include written materials, teacher read or taped passages, visual images, or film.

Fifth graders should read accurately instructional level materials (texts in which no more than approximately 1 in 10 words are difficult for the reader) with an appropriate reading rate. (A fifth grader should read between 140 and 170 words per minute by the end of fifth grade.)

Reading rates below 150 minutes might include either oral reading or silent reading. Because ordinary speech does not typically exceed 150 words per minute, rates above 150 minutes should be considered silent reading rates.

While competencies for grades 4 - 8 remain identical, objectives require an extension of knowledge and broader, deeper application of skills. A critical component at each grade level is text complexity. Text complexity is indicated by such elements as sophistication of language, content, and syntax. As students move from grade four to grade eight, texts should require a greater cognitive involvement by the student in order for the student to appreciate and comprehend the meaning and beauty inherent in language.

In fifth grade, students are presented with a wide, rich variety of texts that are read to, listened to, read by, or viewed by students and then discussed. Fifth grade students are expected to engage actively in language activities involving text as they continue to grow as fluent readers and writers.

New language added to objectives or numbered items is printed in bold for grades 4 – 8.

Fifth Grade

COMPETENCIES and Objectives

Each competency and objective assumes the student has mastered the competencies and objectives in fourth grade. New skills and objectives are bold-faced throughout the K-8 portion of the document; however, teachers should review previously taught skills and objectives with a focus on increasing complexity. The Mississippi Curriculum Test, 2nd Edition (MCT2) for fifth grade is based on the objectives found in the framework. At least fifty percent (50%) of the test items on the MCT2 must match the depth-of-knowledge level assigned to that objective.

State level assessments may reflect skills and objectives covered in kindergarten through grade five.

1. The student will use word recognition and vocabulary (word meaning) skills to communicate.

a. *The student will apply knowledge of roots and affixes (e.g., non-, trans-, over-, anti-,* ***inter-, super-, semi****-, –tion, -or, -ion, -ity, -ment, -ic,* ***-ian, -ist, -ous, -eous, -ious****) in multi-syllabic words. (DOK 2)*

b. *The student will develop and apply expansive knowledge of words and word meanings to communicate.* ***(DOK 1)***

c. *The student will identify and produce grade level appropriate synonyms, antonyms, and homonyms.* ***(DOK 2)***

d. *The student will use definitional, synonym, antonym, or* ***example*** *clues to infer the meanings of unfamiliar words.* ***(DOK 2)***

e. *The student will apply knowledge of simple figurative language (e.g., simile, metaphor, personification, hyperbole,* ***idiom****) to determine the meaning of* ***text*** *and to communicate.* ***(DOK 2)***

f. *The student will select the appropriate reference materials (e.g., dictionary, glossary, teacher or peer [as a resource], thesaurus, electronic dictionary) to understand or gain information from text regarding the meaning, pronunciation, syllabication, synonyms, antonyms, and parts of speech for words. [Note: These reference materials are not available during the administration of state tests.]* ***(DOK 1)***

g. The student will communicate using vocabulary that is appropriate for the context, purpose, and situation (e.g., formal and informal language). (DOK 2)

Fifth Grade

2. The student will apply strategies and skills to comprehend, respond to, interpret, or evaluate a variety of texts of increasing of length, difficulty,

and complexity.

a. The student will apply knowledge of text features, parts of a book, text structures, and genres to understand, interpret, or analyze text. ***(DOK 2)***

1) Text features - titles, headings, captions, illustrations, graphs, charts, diagrams, bold-faced print, italics, headings, **subheadings, numberings,** captions, illustrations, graphs, diagrams, maps, icons, pull down menus, key word searches, etc.
2) Parts of a book - title page, table of contents, glossary, index, appendix, footnotes, etc.
3) Text structures - sequential order, description, simple cause and effect, procedure**,** compare/contrast, **order of importance, problem/solution,** etc.
4) Genres – Fiction, nonfiction, poetry, **biographies, and autobiographies**

b. The student will analyze text to understand, infer, ***draw conclusions****, or synthesize information.* ***(DOK 2)***

1) Identify and infer the main idea or topic in literary text, literary nonfiction, and informational text of increasing length and difficulty, citing text-based evidence.
2) Apply knowledge of transitions and cue words to identify and sequence events in narrative text **including text containing flashbacks** and **events not in time order**.
3) Identify **and infer cause and effect in texts**.
4) Synthesize information stated in the text with prior knowledge and experience **to draw valid conclusions with supporting evidence including text-based evidence**.
5) Predict a logical outcome based upon information stated in a text and confirm or revise based upon subsequent text.

c. The student will recognize or generate a summary or paraphrase of the events or ideas in ***literary text, literary nonfiction, and informational text of increasing length and difficulty****, citing text-based evidence.* ***(DOK 2)***

d. The student will respond to or interpret increasingly complex literary text, literary nonfiction, and informational text to compare and contrast information, citing text-based evidence. ***(DOK 3)***

1) Story elements (e.g., setting, characters, character traits, plot, resolution, point of view)

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2) Literary devices (e.g., imagery, exaggeration, dialogue)
3) Sound devices (e.g., rhyme, rhythm, alliteration, onomatopoeia,

assonance)
4) Author's purpose (e.g., inform, entertain, persuade)

*e. The student will identify and **interpret facts**, opinions, or tools of persuasion in texts. **(DOK 2)***

1) Distinguish between fact and opinion.
2) Identify and **interpret** tools of persuasion (e.g. name calling, endorsement, repetition, air and rebut the other side's point of view, **association, stereotypes, bandwagon**).

3. The student will express, communicate, evaluate, or exchange ideas effectively.

*a The student will use and reflect on an appropriate composing process (e.g., planning, drafting, revising, editing, publishing) to express, communicate, evaluate, or exchange ideas with a focus on text of increasing complexity and length. [Note: Editing will be tested as a part of competency four.] **(DOK 3)***

1) Planning
   - Plan for composing using a variety of strategies (e.g., brainstorming, drawing, graphic organizers, peer discussion, reading, viewing).
2) Drafting
   - Draft with increasing fluency.
3) Revising
   - Revise selected drafts by adding, elaborating, deleting, and rearranging text based on feedback on teacher/peer feedback, writer's checklist, or rubric.
4) Editing
   - Edit/proofread drafts to ensure standard usage, mechanics, spelling, and varied sentence structure.
5) Publishing/Sharing
   - Share writing with others formally and informally using a variety of media.

*b. The student will compose descriptive texts using specific details and vivid language. **(DOK 3)***

*c. The student will compose narrative text relating an event with a clear beginning, middle, and end **using specific details**. **(DOK 3)***

1) Stories or retellings

Fifth Grade

2) Narrative poems
3) PowerPoint presentations

4) **Plays**
5) **Biographies or autobiographies**
6) **Video narratives**

d. The student will compose informational text clearly expressing a main idea with supporting details, including but not limited to the following: texts containing chronological order; procedural; cause and effect; comparison and contrast; ***order of importance; problem/solution****.* ***(DOK 3)***

1) Reports
2) Letters
3) Functional texts
4) Presentations
5) Poems
6) **Essays**

e. The student will compose simple persuasive text clearly expressing a main idea with supporting details for a specific purpose and audience. ***(DOK 3)***

1) Letters
2) Speeches
3) Advertisements

f. The student will compose text of a ***variety of modes*** *based on inquiry and research.* ***(DOK 3)***

1) Generate questions.
2) Locate sources (e.g., books, interviews, Internet) and gather relevant information.
3) Identify and paraphrase important information from sources.
4) Present the results.

4. The student will apply Standard English to communicate.

a. The student will apply Standard English grammar to compose or edit. ***(DOK 1)***

1) Nouns (e.g., singular; plural [including irregular forms]; common; proper; singular possessive; plural possessive; appositives; **concrete; abstract; compound [one word: bookcase; two or more words: prime number/Yellowstone National Park/George**

Washington; hyphenated words: editor-in-chief]; predicate nominatives)
2) Verbs (e.g., helping verbs, irregular verbs, linking verbs)
3) Verb tense (conjugation and purpose for present, past, future; present perfect and **past perfect**)
4) Subject-verb agreement
5) Articles and coordinating/**subordinating** conjunctions
6) Adjectives (e.g., descriptive, comparative, superlative; **predicate adjectives**)
7) Prepositions
8) Pronouns (e.g., subject, object, reflexive, singular, singular possessive, plural, plural possessive, demonstrative, and **interrogative**)
9) Pronoun-antecedent agreement (number and gender)
10) Adverbs (e.g., comparative forms; avoiding double negatives)
11) Interjections

b. The student will apply Standard English mechanics to compose or edit. ***(DOK 1)***

1) End punctuation (e.g., period, question mark, exclamation point)
2) Periods in common abbreviations (e.g., titles of address, days of the week, months of the year)
3) Commas (e.g., dates, series, addresses, greetings and closings of friendly letters, quotations, introductory prepositional phrases, nonessential appositive phrases, and **interrupters**)
4) Apostrophes (possessives; contractions)
5) Semicolons (compound sentences)
6) Quotation marks (e.g., quotations, titles of poems, titles of songs, titles of short stories**, titles of chapters, titles of magazine articles**)
7) Underlining/Italics (titles of books and movies)
8) Colons (e.g., time, before lists introduced by independent clauses, **business letters**)
9) Capitalization (e.g., first word in a sentence, proper nouns, days of the week, months of the year, holidays, titles, initials, the pronoun "I," first word in greetings and closings of friendly letters, proper adjectives)
10) Spell words commonly found in **fifth grade** level text.
11) Produce legible text.

c. The student will apply knowledge of sentence structure in composing or editing. ***(DOK 2)***

1) Analyze the structure of sentences (e.g., simple sentences including those with compound subjects and/or compound

predicates; compound sentences **including those with compound subjects and/or compound predicates**; and complex sentences, including independent and dependent clauses).

2) Compose simple sentences with compound subjects and/or compound predicates; compound sentences **including those with compound subjects and/or compound predicates**; and complex sentences, including independent and dependent clauses.
3) Avoid sentence fragments, run-on sentences, and comma splices.
4) Analyze sentences containing descriptive adjectives, adverbs, prepositional phrases (functioning as adjectives or adverbs), and appositive phrases.
5) Compose sentences containing descriptive adjectives, adverbs, prepositional phrases (functioning as adjectives or adverbs), and appositive phrases.

SIXTH GRADE

COURSE DESCRIPTION
Grade 6; one-year course

SIXTH GRADE

Each competency and objective assumes the student has mastered the competencies and objectives in fifth grade. New skills and objectives are bold-faced throughout the K-8 portion of the document; however, teachers should review previously taught skills and objectives with a focus on increasing complexity. The Mississippi Curriculum Test, 2nd Edition (MCT2) for sixth grade is based on the objectives found in the framework. At least fifty percent (50%) of the test items on the MCT2 must match the depth-of-knowledge level assigned to that objective.

The term "text," as it is used throughout the Language Arts Framework, is defined as "a segment of spoken or written language available for description or analysis." For the purposes of this document, text may include written materials, teacher read or taped passages, visual images, or film.

Sixth graders should read accurately instructional level materials (texts in which no more than approximately 1 in 10 words are difficult for the reader) with an appropriate reading rate. (A sixth grader should read between 170 and 195 words per minute by the end of sixth grade.)

Reading rates below 150 minutes might include either oral reading or silent reading. Because ordinary speech does not typically exceed 150 words per minute, rates above 150 minutes should be considered silent reading rates.

While competencies for grades 4 - 8 remain identical, objectives require an extension of knowledge and broader, deeper application of skills. A critical component at each grade level is text complexity. Text complexity is indicated by such elements as sophistication of language, content, and syntax. As students move from grade four to grade eight, texts should require a greater cognitive involvement by the student in order for the student to appreciate and comprehend the meaning and beauty inherent in language.

In sixth grade, students are presented with a wide, rich variety of texts that are read to, listened to, read by, or viewed by students and then discussed. Sixth grade students are expected to engage actively in language activities involving text as they continue to grow as fluent readers and writers.

New language added to objectives or numbered items is printed in bold for grades 4 – 8.

Competencies and Objectives

Each competency and objective assumes the student has mastered the competencies and objectives in fifth grade. New skills and objectives are bold-faced throughout the K-8 portion of the document; however, teachers should review previously taught skills and objectives with a focus on increasing complexity. The Mississippi Curriculum Test, 2nd Edition (MCT2) for sixth grade is based on the objectives found in the framework. At least fifty percent (50%) of the test items on the MCT2 must match the depth-of-knowledge level assigned to that objective.

State level assessments may reflect skills and objectives covered in kindergarten through grade six.

1. The student will use word recognition and vocabulary (word meaning) skills to communicate.

a. *The student will apply knowledge of roots and affixes (e.g., non-, trans-, over-, anti-, inter-, super-, semi-,* ***com-, ex-, il-, mid-, under-, sub-,*** *-tion, -or, -ion, -ity, -ment, -ic, -ian, -ist, -ous, -eous, -ious,* ***-ance, -ence, -ive, -en****) to determine the meaning of multi-syllabic words.* ***(DOK 2)***

b. *The student will develop and apply expansive knowledge of words and word meaning to communicate.* ***(DOK 1)***

c. *The student will* ***use*** *grade level appropriate synonyms, antonyms, and homonyms.* ***(DOK 2)***

d. *The student will use context clues to* ***determine*** *the meanings of unfamiliar* ***or multiple meaning words****.* ***(DOK 2)***

e. *The student will use context clues to determine the figurative meanings (e.g., simile, metaphor, personification, hyperbole, idiom) of text and to communicate.* ***(DOK 2)***

f. *The student will* ***apply*** *knowledge of reference materials (e.g., dictionary, glossary, teacher or peer [as a resource], thesaurus****,*** *electronic dictionary)* ***to evaluate word choice in a variety of texts (e.g., revise writing, peer editing****) and to determine meaning. [Note: These reference materials are not available during the administration of state tests.]* ***(DOK 2)***

*g The student will **analyze and evaluate vocabulary usage based on appropriateness for context and purpose** (e.g., formal and informal language). **(DOK 3)***

2. The student will apply strategies and skills to comprehend, respond to, interpret, or evaluate a variety of texts of increasing length, difficulty, and complexity.

*a. The student will apply knowledge of text features, parts of a book, text structures, and genres to understand, **gain information from**, interpret, **respond to**, or analyze text. **(DOK 2)***

1) Text features - titles, headings, captions, illustrations, graphs, charts, diagrams, bold-faced print, italics, headings, subheadings, numberings, captions, illustrations, graphs, diagrams, maps, icons, pull down menus, key word searches, etc.
2) Parts of a book - title page, table of contents, glossary, index, appendix, footnotes, etc.
3) Text structures - sequential order, description, simple cause and effect, procedure, compare/contrast, order of importance, problem/solution, etc.
4) Genres – Fiction, nonfiction, poetry, biographies, autobiographies, and **plays**

*b. The student will analyze text to understand, infer, draw conclusions, or synthesize information. **(DOK 2)***

1) Identify and infer the main idea or topic in literary text, literary nonfiction, and informational text of increasing length and difficulty citing text-based evidence.
2) Apply knowledge of transitions and cue words to identify and sequence events in narrative text including text containing flashbacks and events in non-sequential order.
3) **Infer cause and effect based on sequence of events and to predict outcomes.**
4) Synthesize information stated in the text with prior knowledge and experience to draw valid conclusions with supporting evidence including text-based evidence.
5) Predict a logical outcome based upon information stated in a text and confirm or revise based upon subsequent text.

*c. The student will recognize or generate an appropriate summary or paraphrase of the events or ideas in literary text, literary nonfiction, and informational text citing text-based evidence. **(DOK 2)***

d. The student will respond to, interpret, or compare and contrast increasingly complex literary text, literary nonfiction, and informational text citing text-based evidence. ***(DOK 3)***

1) Story elements (e.g., setting, characters, character traits, plot, resolution, point of view)
2) Literary devices (e.g., imagery, exaggeration, dialogue)
3) Sound devices (e.g., rhyme, rhythm, alliteration, onomatopoeia, assonance)
4) Author's purpose (e.g., inform, entertain, persuade)

e. The student will identify and ***analyze*** *facts, opinions, or tools of persuasion in written and* ***visual texts****.* ***(DOK 2)***

1) Analyze use of and distinguish between fact and opinion.
2) Analyze use of tools of persuasion (e.g. name calling, endorsement, **repetition**, air and rebut the other side's point of view, association, stereotypes, bandwagon, **plain folks, tabloid thinking, shock tactics and fear, intertextual references**).

3. The student will express, communicate, evaluate, or exchange ideas effectively.

a. The student will use and reflect on an appropriate composing process (e.g., planning, drafting, revising, editing, publishing) to express, communicate, evaluate, or exchange ideas with a focus on texts of increasing complexity and length. [Note: Editing will be tested as a part of competency four.] ***(DOK 3)***

1) <u>Planning</u>
- Plan for composing using a variety of strategies (e.g., brainstorming, drawing, graphic organizers, peer discussion, reading, viewing).

2) <u>Drafting</u>
- Draft with increasing fluency.

3) <u>Revising</u>
- Revise selected drafts by adding, elaborating, deleting, and rearranging text based on feedback on teacher/peer feedback, writer's checklist, or rubric.

4) <u>Editing</u>
- Edit/proofread drafts to ensure standard usage, mechanics, spelling, and varied sentence structure.

5) <u>Publishing/Sharing</u>
- Share writing with others formally and informally using a variety of media.

*b. The student will compose descriptive texts using **sensory** details and vivid language. **(DOK 3)***

*c. The student will compose narrative text **utilizing effective organization** and **vivid word choice containing multiple events** with specific details. **(DOK 3)***

1) Stories or retellings
2) Narrative poems
3) PowerPoint presentations
4) Plays
5) Biographies and autobiographies
6) Video narratives

*d. The student will compose informational text clearly expressing a main idea with supporting details, including but not limited to the following: texts containing chronological order; procedural; cause and effect; comparison and contrast; order of importance; problem/solution. **(DOK 3)***

1) Reports
2) Letters
3) Functional texts
4) Presentations
5) Poems
6) Essays

*e. The student will compose persuasive text clearly expressing a main idea with supporting details, **utilizing effective word choice and organization** for a specific purpose and audience. **(DOK 3)***

1) Letters
2) Speeches
3) Advertisement

*f. The student will compose text of a variety of modes based on inquiry and research. **(DOK 4)***

1) Generate questions.
2) Locate sources (e.g., books, interviews, Internet, reference materials, on-line data bases) and gather relevant information from multiple sources.
3) Identify and paraphrase important information from sources.
4) **Compare and contrast important findings and select sources to support central ideas, concepts, and themes.**
5) Present the results using a **variety of communication techniques**.

6) **Reflect on and evaluate the process.**

4. The student will apply Standard English to communicate.

a. The student will apply Standard English grammar to compose or edit. ***(DOK 1)***

1) Nouns (e.g., singular, plural [including irregular forms], common, proper, singular possessive, plural possessive, appositives, concrete, abstract**,** compound [one word: bookcase; two or more words: prime number/Yellowstone National Park/George Washington; hyphenated words: editor-in-chief]; predicate nominatives; **direct and indirect objects**)
2) Verbs (helping verbs, irregular, linking, **transitive,** and **intransitive**)
3) Verb tense [including purpose] (present, past, future; present perfect, past perfect, and **future perfect**)
4) Subject-verb agreement **in sentences containing indefinite pronouns, compound subjects, and prepositional phrases separating subject and verb**
5) Articles; coordinating/subordinating conjunctions
6) Adjectives (e.g., descriptive, comparative, superlative; predicate adjectives)
7) Prepositions
8) Pronouns (e.g., subject, object, reflexive, singular, singular possessive, plural, plural possessive, demonstrative, interrogative, **indefinite, relative**)
9) Pronoun-antecedent agreement (number and gender)
10) Adverbs (avoiding double negatives; comparative forms)
11) Interjections

b. The student will apply Standard English mechanics to compose or edit. ***(DOK 1)***

1) End punctuation (e.g., period, question mark, exclamation mark)
2) Periods in common abbreviations (e.g., titles of address, days of the week, months of the year)
3) Commas (e.g., dates; series; addresses; greetings and closings of letters; quotations; introductory prepositional phrases; appositives; nonessential appositive phrases; interrupters**; introductory clauses; and nonessential clauses**)
4) Apostrophes (possessives; contractions)
5) Semicolons (compound sentences)
6) Quotation marks (e.g., quotations, titles of poems, titles of songs, titles of short stories, titles of chapters, titles of magazine articles)

7) Underlining/Italics (titles of books, movies, **plays, and television shows**)
8) Colons (e.g., time, before lists introduced by independent clauses, and business letters)
9) Capitalization (e.g., first word in a sentence, proper nouns, days of the week, months of the year, holidays, titles, initials, the pronoun "I," first word in greetings and closings of friendly letters, proper adjectives)
10) Spell words commonly found in **sixth grade** level text.
11) Produce legible text.

c. The student will apply knowledge of sentence structure in composing or editing to achieve a purpose. ***(DOK 2)***

1) Analyze the structure of sentences (e.g., simple sentences including those with compound subjects and/or compound predicates; compound sentences including those with compound subjects and/or compound predicates; and complex sentences, including independent and dependent clauses).
2) Compose simple sentences with compound subjects and/or compound predicates; compound sentences including those with compound subjects and/or compound predicates; and complex sentences**,** including independent and dependent clauses.
3) Avoid sentence fragments, run-on sentences, and comma splices.
4) Analyze sentences containing descriptive adjectives, adverbs, prepositional phrases (functioning as adjectives or adverbs), appositive phrases, **adjective clauses, and adverb clauses**
5) Compose sentences using descriptive adjectives, adverbs, prepositional phrases (functioning as adjectives or adverbs), appositive phrases, **adjective clauses, and adverb clauses.**

SEVENTH GRADE
COURSE DESCRIPTION
Grade 7; one-year course

SEVENTH GRADE

Each competency and objective assumes the student has mastered the competencies and objectives in sixth grade. New skills and objectives are bold-faced throughout the K-8 portion of the document; however, teachers should review previously taught skills and objectives with a focus on increasing complexity. The Mississippi Curriculum Test, 2nd Edition (MCT2) for seventh grade is based on the objectives found in the framework. At least fifty percent (50%) of the test items on the MCT2 must match the depth-of-knowledge level assigned to that objective.

The term "text," as it is used throughout the Language Arts Framework, is defined as "a segment of spoken or written language available for description or analysis." For the purposes of this document, text may include written materials, teacher read or taped passages, visual images, or film.

Seventh graders should read accurately instructional level materials (texts in which no more than approximately 1 in 10 words are difficult for the reader) with an appropriate reading rate. (A seventh grader should read 195 and 235 words per minute by the end of seventh grade.)

Reading rates below 150 minutes might include either oral reading or silent reading. Because ordinary speech does not typically exceed 150 words per minute, rates above 150 minutes should be considered silent reading rates.

While competencies for grades 4 - 8 remain identical, objectives require an extension of knowledge and broader, deeper application of skills. A critical component at each grade level is text complexity. Text complexity is indicated by such elements as sophistication of language, content, and syntax. As students move from grade four to grade eight, texts should require a greater cognitive involvement by the student in order for the student to appreciate and comprehend the meaning and beauty inherent in language.

In seventh grade, students are presented with a wide, rich variety of texts which are read to, listened to, read by, or viewed by students and then discussed. Seventh grade students are expected to engage actively in language activities involving text as they continue to grow as fluent readers and writers.

Competencies and Objectives

Each competency and objective assumes the student has mastered the competencies and objectives in sixth grade. New skills and objectives are bold-faced throughout the K-8 portion of the document; however, teachers should review previously taught skills and objectives with a focus on increasing complexity. The Mississippi Curriculum Test, 2nd Edition (MCT2) for seventh grade is based on the objectives found in the framework. At least fifty percent (50%) of the test items on the MCT2 must match the depth-of-knowledge level assigned to that objective.

State level assessments may reflect skills and objectives covered in kindergarten through grade seven.

New language added to objectives or numbered items is printed in bold for grades 4 – 8.

1. The student will use word recognition and vocabulary (word meaning) skills to communicate.

a. *The student will apply knowledge of roots and affixes (e.g., non-, trans-, over-, anti-, inter-, super-, semi-, com-, ex-, il-, mid-, under-, sub-,* ***en-, em-, fore-, de-,*** *–tion, -or, -ion, -ity, -ment, -ic, -ian, -ist, -ous, -eous, -ious, -ance, -ence, -ive, -en,* ***-ative, -tive, -ible, -ty****) **to determine and infer the meaning of unfamiliar words**. **(DOK 2)***

b. *The student will develop and apply expansive knowledge of words and word meanings to communicate.* ***(DOK 1)***

c. *The student will use grade level appropriate synonyms, antonyms, and homonyms.* ***(DOK 2)***

d. *The student will use context clues to determine the meanings of unfamiliar or multiple meaning words.* ***(DOK 2)***

e. *The student will use context clues to determine the figurative meanings (e.g., simile, metaphor, personification, hyperbole, idiom) of text and to communicate.* ***(DOK 2)***

f. *The student will apply knowledge of reference materials (e.g., dictionary, glossary, teacher or peer [as a resource], thesaurus**,** electronic dictionary) to evaluate word choice in a variety of texts (e.g., revise writing, peer editing), and to determine meaning. [Note: These reference materials are not available during the administration of state tests.]* ***(DOK 2)***

g. The student will analyze and evaluate vocabulary usage based on appropriateness for context and purpose (e.g., formal and informal language). ***(DOK 3)***

2. The student will apply strategies and skills to comprehend, respond to, interpret, or evaluate a variety of texts of increasing length, difficulty, and complexity.

a. The student will apply knowledge of text features, parts of a book, text structures, and genres to understand, gain information from, interpret, respond to, or analyze text. ***(DOK 2)***

1) Text features - titles, headings, captions, illustrations, graphs, charts, diagrams, bold-faced print, italics, headings, subheadings, numberings, maps, icons, pull down menus, captions, illustrations, graphs, diagrams, key word searches, etc.
2) Parts of a book - title page, table of contents, glossary, index, appendix, footnotes, etc.
3) Text structures - sequential order, description, simple cause and effect, procedure, compare/contrast, order of importance, problem/solution, etc.
4) Genres – Fiction, nonfiction, poetry, biographies, autobiographies, and plays

b. The student will analyze text to infer, ***justify****, draw conclusions, synthesize, or* ***evaluate*** *information.* ***(DOK 3)***

1) Infer the **implied** main idea **from one or more related texts.**
2) Justify inferences about main idea by providing supporting details.
3) Evaluate author's use of sequence for its effect on the text.
4) Infer how the sequence of events may have contributed to cause and effect relationships in a text.
5) Apply knowledge of cause and effect relationships to infer logical causes and/or effects.
6) Synthesize information stated **in one or more texts** with prior knowledge and experience to draw valid conclusions with supporting evidence including text based-evidence.
7) Predict a logical outcome based upon information stated in a text and confirm or revise based upon subsequent text.

c. The student will recognize or generate an appropriate summary or paraphrase of the events or ideas in literary text, literary nonfiction, and informational text citing text-based evidence. ***(DOK 2)***

d. *The student will analyze, interpret, compare, contrast,* ***or respond to*** *increasingly complex literary text, literary nonfiction, and informational text citing text-based evidence.* ***(DOK 3)***

1) Story Elements (e.g., setting, characters, character traits, plot, resolution, point of view)
2) Literary devices (e.g., imagery, exaggeration, dialogue, **irony (situational and verbal**)
3) Sound devices (e.g., rhyme, rhythm, alliteration, onomatopoeia, assonance)
4) Author's purpose (e.g., inform, entertain, persuade)

e. Evaluate the author's use of facts, opinions, or tools of persuasion in written and visual texts to determine author's purpose and consider the effect of persuasive text on the intended audience. (DOK 3)

1) Evaluate the use of and distinguish between fact and opinion.
2) Evaluate the author's use of tools of persuasion (e.g., name calling, endorsement, repetition, air and rebut the other side's point of view, association, stereotypes, bandwagon, plain folks, tabloid thinking, shock tactics and fear, intertextual references, **card stacking, slanted words,** etc).

3. The student will express, communicate, evaluate, or exchange ideas effectively.

a. The student will use and reflect on an appropriate composing process (e.g., planning, drafting, revising, editing, publishing) to express, communicate, evaluate, or exchange ideas with a focus on texts increasing complexity and length. [Note: Editing will be tested as a part of competency four.] ***(DOK 3)***

1) <u>Planning</u>
   - Plan for composing using a variety of strategies (e.g., brainstorming, drawing, graphic organizers, peer discussion, reading, viewing).
2) <u>Drafting</u>
   - Draft with increasing fluency.
3) <u>Revising</u>
   - Revise selected drafts by adding, elaborating, deleting, and rearranging text based on teacher/peer feedback, writer's checklist, or rubric.
4) <u>Editing</u>
   - Edit/proofread drafts to ensure standard usage, mechanics, spelling, and varied sentence structure.
5) <u>Publishing/Sharing</u>

. Share writing with others formally and informally using a variety of media.

*b. The student will **incorporate descriptive details into texts including but not limited to narrative, expository, or persuasive text**. **(DOK 3)***

*c. The student will compose narrative text utilizing effective organization, **transitions**, vivid word choices, and **specific supporting details,** and containing multiple events. **(DOK 3)***

1) Stories or retellings
2) Narrative poems
3) PowerPoint presentations
4) Plays
5) Biographies and autobiographies
6) Video narratives

*d. The student will compose informational text **utilizing topic sentences, effective organization, transitions, vivid word choices, and specific supporting details,** including but not limited to the following: texts containing chronological order; procedural; cause and effect; comparison and contrast; order of importance; problem and solution. **(DOK 3)***

1) Reports
2) Letters (friendly and **business**)
3) Functional texts
4) Presentations
5) Poems
6) Essays

*e. The student will compose persuasive text with a clear problem and solution, utilizing effective organization, **transitions, vivid word choices,** and **specific supporting details**. **(DOK 3)***

1) Letters
2) Speeches
3) Advertisements

*f. The student will compose texts of a variety of modes based on inquiry and research. **(DOK 4)***

1) Generate questions.
2) Locate sources (e.g., books, interviews, Internet, reference materials, on-line data bases) and gather relevant information from multiple sources.
3) **Take notes on important information from sources.**

4) Synthesize and evaluate important findings and select sources to support central ideas, concepts, and themes.
5) Present the results using a variety of communication techniques.
6) Reflect on and evaluate the process.

4. The student will apply Standard English to communicate.

a. The student will use Standard English grammar to compose or edit. ***(DOK 1)***

1) Nouns (e.g., singular [including irregular forms, i.e., gymnastics], plural [including irregular forms], common, proper, singular possessive, plural possessive, appositives, concrete, abstract, compound [one word: bookcase; two or more words: prime number/Yellowstone National Park/George Washington; hyphenated words: editor-in-chief]; predicate nominatives**;** direct and indirect objects; **collective**)
2) Verbs (helping verbs, irregular, linking, transitive and intransitive verbs)
3) Verb tense [including purpose] (present, past, future; present perfect, past perfect, future perfect; **emphatic [present and past]**)
4) Subject-verb agreement **(in sentences containing collective nouns**, indefinite pronouns, compound subjects, and prepositional phrases separating subject and verb.)
5) Articles; coordinating/subordinating conjunctions; **correlative conjunctions**
6) Adjectives (e.g., descriptive, comparative, superlative; predicate adjectives)
7) Prepositions
8) Pronouns (e.g., subject, object, reflexive, singular, singular possessive, plural, plural possessive, demonstrative interrogative, indefinite, relative)
9) Pronoun-antecedent agreement (number and gender**; with collective nouns; for relative pronouns; for indefinite pronouns; with expressions of amount**)
10) Adverbs (avoiding double negatives; comparative forms)
11) Interjections

b. The student will apply Standard English mechanics to compose or edit. ***(DOK 1)***

1) End punctuation (e.g., period, question mark, exclamation mark)
2) Periods in common abbreviations (e.g., titles of address, days of the week, months of the year)

3) Commas (e.g., dates; series; addresses; greetings and closings of letters; quotations; introductory prepositional phrases; appositives; interrupters **including parenthetical expressions**; nonessential appositive phrases; introductory clauses; and nonessential clauses)
4) Apostrophes (possessives; contractions)
5) Semicolons (compound sentences; **with conjunctive adverbs**)
6) Quotation marks (e.g., quotations, titles of poems, titles of songs, titles of short stories, titles of chapters, titles of magazine articles)
7) Underlining/Italics (titles of books, movies, plays, and television shows)
8) Colons (e.g., time, before lists introduced by independent clauses, **business letters**)
9) Capitalization (e.g., first word in a sentence, proper nouns, days of the week, months of the year, holidays, titles, initials, the pronoun "I," first word in salutations and closings of friendly letters and **business letters**, proper adjectives)
10) Spell words commonly found in **seventh grade** level text
11) Produce legible text

c. The student will apply knowledge of sentence structure in composing or editing to achieve a purpose. ***(DOK 2)***

1) Analyze the structure of sentences (e.g., simple sentences including those with compound subjects and/or compound predicates; compound sentences including those with compound subjects and/or compound predicates; complex sentences, including independent and dependent clauses; and **compound-complex sentences**).
2) Compose simple sentences with compound subjects and/or compound predicates; compound sentences including those with compound subjects and/or compound predicates; complex sentences, including independent and dependent clauses; and **compound-complex sentences**.
3) Avoid sentence fragments, run-on sentences, and comma splices.
4) Analyze sentences containing descriptive adjectives, adverbs, prepositional phrases (functioning as adjectives or adverbs), appositive phrases, adjective clauses, adverb clauses and **noun clauses**.
5) Compose sentences using descriptive adjectives, adverbs, prepositional phrases (functioning as adjectives or adverbs), appositive phrases, adjective clauses, adverb clauses, and **noun clauses**.

EIGHTH GRADE

COURSE DESCRIPTION
Grade 8; one-year course

EIGHTH GRADE

Each competency and objective assumes the student has mastered the competencies and objectives in seventh grade. New skills and objectives are bold-faced throughout the K-8 portion of the document; however, teachers should review previously taught skills and objectives with a focus on increasing complexity. The Mississippi Curriculum Test, 2nd Edition (MCT2) for eighth grade is based on the objectives found in the framework. At least fifty percent (50%) of the test items on the MCT2 must match the depth-of-knowledge level assigned to that objective.

The term "text," as it is used throughout the Language Arts Framework, is defined as "a segment of spoken or written language available for description or analysis." For the purposes of this document, text may include written materials, teacher read or taped passages, visual images, or film.

Eighth graders should read accurately instructional level materials (texts in which no more than approximately 1 in 10 words are difficult for the reader) with an appropriate reading rate. (An eighth grader should read between 235 and 240 words per minute by the end of eighth grade.)

Reading rates below 150 minutes might include either oral reading or silent reading. Because ordinary speech does not typically exceed 150 words per minute, rates above 150 minutes should be considered silent reading rates.

While competencies for grades 4 - 8 remain identical, objectives require an extension of knowledge and broader, deeper application of skills. A critical component at each grade level is text complexity. Text complexity is indicated by such elements as sophistication of language, content, and syntax. As students move from grade four to grade eight, texts should require a greater cognitive involvement by the student in order for the student to appreciate and comprehend the meaning and beauty inherent in language.

In eighth grade, students are presented with a wide, rich variety of texts that are read to, listened to, read by, or viewed by students and then discussed. Eighth grade students are expected to engage actively in language activities involving text as they continue to grow as fluent readers and writers.

New language added to objectives or numbered items is printed in bold for grades 4 – 8.

Competencies and Objectives

Each competency and objective assumes the student has mastered the competencies and objectives in seventh grade. New skills and objectives are bold-faced throughout the K-8 portion of the document; however, teachers should review previously taught skills and objectives with a focus on increasing complexity. The Mississippi Curriculum Test, 2nd Edition (MCT2) for eighth grade is based on the objectives found in the framework. At least fifty percent (50%) of the test items on the MCT2 must match the depth-of-knowledge level assigned to that objective.

State level assessments may reflect skills and objectives covered in kindergarten through grade eight.

1. The student will use word recognition and vocabulary (word meaning) skills to communicate.

a. *The student will apply knowledge of roots and affixes (e.g., non-, trans-, over-, anti-. inter-, super, semi-, com-, ex-, il-, mid-, under-, sub-, en-, em-, fore-, de-,* ***after-, auto-, con-,*** *mid-, –tion, -or, -ion, -ity, -ment, -ic, -ian, -ist, -ous, -eous, -ious, -ance, -ence, -ive, -en, -ative, -tive, -ible, -ty,* ***-ation, -ition, -al, -ial) to infer meaning of unfamiliar words in novel texts****. (DOK 2)*

b. *The student will develop and apply expansive knowledge of words and word meanings to communicate.* ***(DOK 1)***

c. The student will apply knowledge of synonyms, antonyms, and homonyms to evaluate word choices in a variety of texts (e.g., analyzing author's craft, revising writing, peer editing). (DOK 3)

d. *The student will use context clues to infer the meanings of unfamiliar words or* ***phrases in unfamiliar grade level appropriate text. (DOK 2)***

e. *The student will apply knowledge of figurative language (e.g., simile, metaphor, personification, hyperbole, idiom) to* ***evaluate author's intent****.* ***(DOK 3)***

f. *The student will apply knowledge of reference materials (e.g., dictionary, glossary, teacher or peer [as a resource], thesaurus****,*** *electronic dictionary) to evaluate word choice in a variety of texts (e.g., revise writing, peer editing) and to determine and* ***infer*** *meaning. [Note: These reference materials are not available during the administration of state tests.]* ***(DOK 2)***

g. The student will analyze and evaluate vocabulary usage based on appropriateness for context and purpose (e.g., formal and informal language). ***(DOK 3)***

2. The student will apply strategies and skills to comprehend, respond to, interpret, or evaluate a variety of texts of increasing length, difficulty, and complexity.

a. The student will apply knowledge of text features, parts of a book, text structures, and genres to understand, gain information from, respond to, analyze, ***compare, synthesize, or evaluate texts****.* ***(DOK 2)***

1) Text features - titles, headings, captions, illustrations, graphs, charts, diagrams, bold-faced print, italics, headings, subheadings, numberings, captions, illustrations, graphs, diagrams, maps, icons, pull down menus, key word searches, etc.
2) Parts of a book - title page, table of contents, glossary, index, appendix, footnotes, etc.
3) Text structures - sequential order, description, simple cause and effect, procedure, compare/contrast, order of importance, problem/solution, etc.
4) Genres – Fiction, nonfiction, poetry, biographies, autobiographies, and plays

b. The student will infer, justify, evaluate, draw conclusions, ***predict outcomes****, synthesize, and evaluate information.* ***(DOK 3)***

1) Infer the implied main idea from one or more related texts.
2) Justify inferences about main idea by providing supporting details.
3) Evaluate author's use of sequence for its effect on the text.
4) Infer how the sequence of events may have contributed to cause and effect relationships in a text.
5) Apply knowledge of cause and effect relationships to infer logical causes and/or effects.
6) Synthesize information stated in one or more texts with prior knowledge and experience to draw valid conclusions with supporting evidence including text based-evidence.
7) Predict a logical outcome based upon information stated in a text and confirm or revise based upon subsequent text.

c. The student will ***evaluate or revise a summary or paraphrase*** *of the events or ideas in one or more literary texts, literary nonfiction and informational texts of increasing length and difficulty citing text-based evidence.* ***(DOK 3)***

d. The student will respond to, interpret, compare, contrast, ***critique, or evaluate*** *increasingly complex literary text, literary nonfiction, and informational text citing text-based evidence.* ***(DOK 3)***

1) Story Elements (e.g., setting, characters, character traits, plot, resolution, point of view)
2) Literary devices (e.g., imagery, exaggeration, dialogue, irony (situational and verbal), **sarcasm**)
3) Sound devices (e.g., rhyme, rhythm, alliteration, onomatopoeia, assonance)
4) Author's purpose (e.g., inform, entertain, persuade)

e. Evaluate the author's use of facts, opinions, or tools of persuasion in written and visual texts to determine author's purpose and consider the effect of persuasive text on the intended audience. ***(DOK 3)***

1) Evaluate the author's use of and distinguish between fact and opinion.
2) Evaluate the use of tools of persuasion (e.g., name calling, endorsement, repetition, air and rebut the other side's point of view, association, stereotypes, bandwagon, plain folks, tabloid thinking, shock tactics and fear, intertextual references, card stacking, slanted words, **glittering generalities, false syllogisms,** etc).

3. The student will express, communicate, evaluate, or exchange ideas effectively.

a. The student will use and reflect on an appropriate composing process (e.g., planning, drafting, revising, editing, publishing) to express, communicate, evaluate, or exchange ideas with a focus on texts of increasing complexity and length. [Note: Editing will be tested as a part of competency four.] ***(DOK 3)***

1) <u>Planning</u>
- Plan for composing using a variety of strategies (e.g., brainstorming, drawing, graphic organizers, peer discussion, reading, viewing).

2) <u>Drafting</u>
- Draft with increasing fluency.

3) <u>Revising</u>
- Revise selected drafts by adding, elaborating, deleting, and rearranging text based on teacher/peer feedback, writer's checklist, or rubric.

4) Editing
- Edit/proofread drafts to ensure standard usage, mechanics, spelling, and varied sentence structure.

5) Publishing/Sharing
- Share writing with others formally and informally using a variety of media.

b. The student will incorporate descriptive details into texts including, but not limited to, narrative, expository, or persuasive. ***(DOK 3)***

c. The student will compose narrative text utilizing effective organization, transitions, vivid word choices and specific supporting details, and containing multiple events with a clear problem and solution. ***(DOK 3)***

1) Stories or retellings
2) Narrative poems
3) PowerPoint presentations
4) Plays
5) Biographies and autobiographies
6) Video narratives

d. *The student will compose informational text utilizing topic sentences, effective organization, transitions, vivid word choices, and specific supporting details, including but not limited to the following: texts containing chronological order; procedural; cause and effect; comparison and contrast; order of importance; problem and solution.* ***(DOK 3)***

1) Reports
2) Letters (friendly and business)
3) Functional texts
4) Presentations
5) Poems
6) Essays

e. The student will compose persuasive text with a clear problem and solution utilizing effective organization, transitions, vivid word choices, and specific supporting details. ***(DOK 3)***

1) Letters
2) Speeches
3) Advertisements

f. The student will compose texts a variety of modes based on inquiry and research. ***(DOK 4)***

1) Generate questions.
2) Locate sources (e.g., books, interviews, Internet, reference materials, on-line data bases) and gather relevant information from multiple sources.
3) Take notes on important information from sources.
4) Synthesize and evaluate important findings and select sources to support central ideas, concepts, and themes.
5) Present the results using a variety of communication techniques.
6) Reflect on and evaluate the process.

4. The student will apply Standard English to communicate.

a. The student will apply Standard English grammar in composing or editing. ***(DOK 1)***

1) Nouns (e.g., singular [including irregular forms, i.e., gymnastics], plural [including irregular forms], common, proper, singular possessive, plural possessive, appositives, concrete, abstract, compound [one word: bookcase; two or more words: prime number/Yellowstone National Park/George Washington; hyphenated words: editor-in-chief]; predicate nominatives**;** direct and indirect objects; collective)
2) Verbs (e.g., helping verbs; irregular; linking; transitive and intransitive verbs)
3) Verb tense [including purpose] (present, past, future, present perfect, past perfect, future perfect; emphatic [present and past])
4) Subject-verb agreement in sentences containing collective nouns, indefinite pronouns, **compound subjects**, and prepositional phrases separating subject and verb
5) Subordinating and coordinating conjunctions; correlative conjunctions
6) Adjectives (e.g., descriptive, comparative, superlative; predicate adjectives)
7) Prepositions
8) Pronouns (e.g., subject, object, reflexive, singular, singular possessive, plural, plural possessive, demonstrative, interrogative, indefinite, relative)
9) Pronoun-antecedent agreement (number and gender; with collective nouns; for relative pronouns; for indefinite pronouns; with expressions of amount)
10) Use adverbs correctly (avoiding double negatives; comparative forms)

11) **Identify and use infinitives/infinitive phrases (as nouns, adjectives, and adverbs), gerunds/gerund phrases (as nouns), and participles/participial phrases (as adjectives).**

b. The student will apply Standard English mechanics to compose or edit. ***(DOK 1)***

1) End punctuation (e.g., period, question mark, exclamation point)
2) Periods in common abbreviations (e.g., titles of address, days of the week, months of the year)
3) Commas (e.g., dates; series; addresses; greetings and closings of letters; quotations; introductory prepositional phrases; nonessential appositive phrases; interrupters including parenthetical expressions; introductory clauses; nonessential clauses)
4) Apostrophes (possessives; contractions)
5) Semicolons (compound sentences; with conjunctive adverbs)
6) Quotation marks (e.g., quotations, titles of poems, titles of songs, titles of short stories, titles of chapters, titles of magazine articles)
7) Underlining/Italics (titles of books, movies, plays, and television shows)
8) Colons (e.g., time, before lists introduced by independent clauses, business letters)
9) Capitalization (e.g., first word in a sentence, proper nouns, days of the week, months of the year, holidays, titles, initials, the pronoun "I," first word in salutations and closings of friendly letters and business letters, proper adjectives)
10) Spell words commonly found in **eighth grade** level text.
11) Produce legible text.

c. The student will apply knowledge of sentence structure in composing or editing to achieve a purpose. ***(DOK 2)***

1) Analyze the structure of sentences (e.g., simple sentences including those with compound subjects and/or compound predicates; compound sentences including those with compound subjects and/or compound predicates; complex sentences including independent and dependent clauses; and compound-complex sentences).
2) Compose simple sentences including those with compound subjects and/or compound predicates; compound sentences including those with compound subjects and/or compound predicates; complex sentences, including independent and dependent clauses; and compound-complex sentences.
3) Avoid sentence fragments, run-on sentences, and comma splices.
4) Analyze sentences containing descriptive adjectives, adverbs, prepositional phrases (functioning as adjectives or adverbs),

appositive phrases, adjective clauses, adverb clauses, and noun clauses.

5) Compose sentences using descriptive adjectives, adverbs, prepositional phrases (functioning as adjectives or adverbs), appositive phrases, adjective clauses, adverb clauses, and noun clauses.

6) Analyze sentences containing parallel structures to present items in compound subjects and verbs, items in a series, and items juxtaposed for emphasis.

7) Compose sentences containing parallel structures to present items in compound subjects and verbs, items in a series, and items juxtaposed for emphasis.

NINTH GRADE

COURSE DESCRIPTION
Grade 9; one-year course

While competencies for grades 9-12 remain identical, objectives require an extension of knowledge and broader, deeper application of skills. A critical component at each grade level is appropriate text complexity. This complexity is indicated by such elements as sophistication of language, content, and syntax. As students move from grade 9 to grade 12, texts should require a greater cognitive involvement for the student to appreciate and comprehend the literal aspects, along with figurative subtleties and nuances.

The student will read accurately instructional level materials (texts in which no more than approximately 1 in 10 words are difficult to the reader) with an appropriate reading rate. (The high school student should read minimally 250 words per minute).

Reading rates below 150 minutes might include either oral reading or silent reading. Because ordinary speech does not typically exceed 150 words per minute, rates above 150 minutes should be considered silent reading rates.

Competencies and Objectives

Each competency and objective assumes the student has mastered the competencies and objectives in grades K – 8.

With a high-stakes graduation exit exam required of grade 10 students, the Mississippi Language Arts high school framework committee purposefully has designed similar objectives in grades 9 and 10.

Items on the English II (grade 10) Multiple-choice Subject Area Test will assess student mastery of objectives from both grades 9 and 10.

1. The student will develop and apply expansive knowledge of words and word meanings to communicate.

a. *The student will analyze the relationships of pairs of words in analogical statements (e.g., synonyms and antonyms) and infer word meanings from these relationships.* ***(DOK 2)***

b. *The student will analyze figurative language (e.g., metaphor, simile, hyperbole, personification, oxymoron, idiom, etc.) in multiple texts to evaluate the effect on setting, tone, theme, and mood.* ***(DOK 3)***

c. *The student will analyze word choice and diction, including formal and informal language, to determine the author's purpose.* ***(DOK 3)***

d. The student will analyze text to determine how the author's (or authors') use of connotative words reveals and/or affects the purpose of the text. ***(DOK 3)***

2. The student will comprehend, respond to, interpret, or evaluate a variety of texts of increasing length, difficulty, and complexity.

a. The student will apply understanding of text features (e.g., introduction, bibliography, prologue, charts, graphics, footnotes, preface, afterword, sidebars, etc.) to verify, support, or clarify meaning. ***(DOK 2)***

b. The student will recognize text structures (e.g., description, comparison and contrast, sequential order, cause and effect, order of importance, spatial order, process/procedural, problem/solution) and analyze their effect on theme, author's purpose, etc. ***(DOK 3)***

c. The student will make inferences based on textual evidence of details, organization, and language to predict, draw conclusions, or determine author's purpose. ***(DOK 3)***

d. The student will analyze or evaluate texts to synthesize responses for summary, précis, explication, etc. ***(DOK 3)***

e. The student will analyze (e.g., interpret, compare, contrast, evaluate, etc.) literary elements in multiple texts from a variety of genres and media for their effect on meaning. ***(DOK 3)***

1) Literary Text and Literary Non-fiction

-**Short stories, novels, biographies, autobiographies, narrative essays** (e.g., character, setting, plot, conflict, theme, mood, tone, point of view, allusion, figurative language, stylistic devices, dramatic irony, symbolism, imagery, language/word choice, foreshadowing, flashback, etc.)

-**Poetry** (e.g., structure, language, theme, setting, persona, conflict, dramatic irony, symbolism, allusion, figurative language, stylistic devices, imagery, language/word choice, etc.)

-**Drama** (e.g., character, structure, techniques [e.g., soliloquy], mood, tone, conflict, imagery, allusion, figurative language**,** stylistic devices, dramatic irony, language/word choice, foreshadowing, etc.)

NOTE: Figurative language includes simile, metaphor, personification, hyperbole, symbolism, imagery, irony, oxymoron, paradox, etc. Stylistic devices include alliteration, assonance, onomatopoeia, rhyme, rhythm, repetition, etc. Both are to be used with appropriate (or specific) mode/audience.

2) Informational Texts

-**Exposition, argumentation** (e.g., language, point of view, structure, irony, symbolism, allusion, figurative language, imagery, language/word choice, etc.)

f. The student will distinguish fact from opinion in different media. ***(DOK 2)***

1) TV ads
2) Billboards
3) Essays
4) Literary non-fiction
5) TV commentary

g. The student will apply understanding of electronic text features to gain information or research a topic using electronic libraries (e.g., MAGNOLIA). ***(DOK 2)***

3. The student will produce, analyze, and evaluate effective communication.

a. The student will utilize, analyze, or evaluate the composing process (e.g., planning, drafting, revising, editing, publishing). ***(DOK 3)***

1) Planning:
- Determine audience
- Determine purpose
- Generate ideas
- Address prompt/topic
- Organize ideas
- Compose a clearly stated thesis

2) Drafting:
- Formulate introduction, body, and conclusion
- Create paragraphs (minimally five paragraphs)
- Use various sentence structures
- Use paraphrasing for reports and documented text

3) Revising:
- Revise for clarity and coherence [consistent point of view (first person, third person), tone, transition, etc.]
- Add and delete information and details (for audience, for purpose, for unity, etc.)
- Use precise language (appropriate vocabulary, concise wording, action verbs, sensory details, colorful modifiers, etc.)
- Use available resources (reference materials, technology, etc.)

4) Editing:
- Proofread to correct errors
- Apply tools to judge quality (rubric, checklist, feedback, etc.)

5) Publishing:
- Proofread final text

- Prepare final text (PowerPoint, paper, poster, display, oral presentation, writing portfolio, personal journal, classroom wall, etc.)

b. The student will compose text in the narrative mode clearly relating an event, telling what happened within a time frame defined by the event. ***(DOK 3)***

c. The student will compose responses to literature, position papers, and expository essays in the informative mode clearly expressing a main idea thoroughly developed by relevant supporting details, which are well elaborated and sufficient in number. ***(DOK 3)***

d. The student will compose persuasive texts for different audiences using facts and opinions. ***(DOK 3)***

1) Newspaper ads
2) Commercials
3) Billboards
4) Catalog descriptions
5) Editorials

e. The student will research a topic comparing and/or contrasting information from a variety of sources to present findings. ***(DOK 4)***

4. The student will use Standard English grammar, mechanics, and sentence structure to communicate.

a. *The student will analyze text to determine the appropriate use of advanced grammar in composing or editing.* ***(DOK 2)***

1) Verb tenses [including purpose] (present perfect, past perfect, future perfect; emphatic [present and past])
2) Active and passive voice
3) Pronoun-antecedent agreement
4) Objective complements
5) Subject-verb agreement (in sentences containing collective nouns, indefinite pronouns, compound subjects, and prepositional phrases separating subject and verb.)

b. The student will analyze text to determine the appropriate use of advanced mechanics in composing or editing. ***(DOK 1)***

1) Capitalize regions of countries
2) Semicolons to separate items in a series when items include commas
3) Commas to avoid misreading
4) Coordinate adjectives
5) Single quotation marks to identify quotes-within-quotes.

c. The student will manipulate sentence structure to achieve a purpose such as clarification, definition, or emphasis in composing or editing. ***(DOK 2)***

1) Parallel structure of sentences
   i) Using participial and infinitive phrases and adverb and adjective clauses as modifiers; noun clauses as subjects, direct and indirect objects, predicate nominatives, or objects of the preposition;
   ii) Presenting items in compound subjects and verbs, items in a series, and items juxtaposed for emphasis.
2) Avoiding misplaced modifiers to ensure clarity
3) Using subordination to express the relationship between two unequal ideas within a single sentence.

TENTH GRADE

COURSE DESCRIPTION
Grade 10; one-year course

While competencies for grades 9-12 remain identical, objectives require an extension of knowledge and broader, deeper application of skills. A critical component at each grade level is appropriate text complexity. This complexity is indicated by such elements as sophistication of language, content, and syntax. As students move from grade 9 to grade 12, texts should require a greater cognitive involvement for the student to appreciate and comprehend the literal aspects, along with figurative subtleties and nuances.

The student will read accurately instructional level materials (texts in which no more than approximately 1 in 10 words are difficult to the reader) with an appropriate reading rate. (The high school student should read minimally 250 words per minute).

Reading rates below 150 minutes might include either oral reading or silent reading. Because ordinary speech does not typically exceed 150 words per minute, rates above 150 minutes should be considered silent reading rates.

Competencies and Objectives

Each competency and objective assumes the student has mastered the competencies and objectives in grades K – 9.

With a high-stakes graduation exit exam required of grade 10 students, the Mississippi Language Arts high school framework committee purposefully has designed similar objectives in grades 9 and 10.

Items on the English II (grade 10) Multiple-choice Subject Area Test will assess student mastery of objectives from both grades 9 and 10.

1 The student will develop and apply expansive knowledge of words and word meanings to communicate.

a. *The student will analyze the relationships of pairs of words in analogical statements (e.g., synonyms and antonyms) and infer word meanings from these relationships.* ***(DOK 2)***

b. *The student will analyze author's (or authors)' uses of figurative language (e.g., metaphor, simile, hyperbole, personification, oxymoron, idiom, etc.) in multiple texts in the creation of setting, tone, atmosphere, characterization, and mood.* ***(DOK 3)***

c. *The student will analyze word choice and diction, including formal and informal language, to determine the author's purpose.* ***(DOK 3)***

d. The student will analyze text to determine how the author's (or authors') use of connotative words reveals and/or affects the purpose of the text. **(DOK 3)**

2 The student will comprehend, respond to, interpret, or evaluate a variety of texts of increasing length, difficulty, and complexity.

a. The student will apply understanding of text features (e.g., introduction, foreword, bibliography, prologue, charts, graphics, footnotes, preface, afterword, sidebars, etc.) to verify, support, or clarify meaning. ***(DOK 2)***

b. The student will recognize text structures (e.g., description, comparison and contrast, sequential order, cause and effect, order of importance, spatial order, process/procedural, problem/solution) and analyze their effect on theme, author's purpose, etc. ***(DOK 3)***

c. The student will make inferences based on textual evidence of details, organization, and language to predict, draw conclusions, or determine author's purpose. ***(DOK 3)***

d. The student will analyze or evaluate texts to synthesize responses for summary, précis, explication, etc. ***(DOK 3)***

e. The student will analyze (e.g., interpret, compare, contrast, evaluate, etc.) literary elements in multiple texts from a variety of genres and media for their effect on meaning. ***(DOK 3)***

1) Literary Text and Literary Non-fiction

-**Short stories, novels, biographies, autobiographies, narrative essays** (e.g., character, setting, plot, conflict, theme, mood, tone, point of view, allusion, figurative language, stylistic devices, dramatic irony, symbolism, imagery, language/word choice, foreshadowing, flashback, etc.)

-**Poetry** (e.g., structure, language, theme, setting, persona, conflict, dramatic irony, symbolism, allusion, figurative language, stylistic devices, imagery, language/word choice, etc.)

-**Drama** (e.g., character, structure, techniques [e.g., soliloquy], mood, tone, conflict, imagery, allusion, figurative language, stylistic devices, dramatic irony, language/word choice, foreshadowing, etc.)

NOTE: Figurative language includes simile, metaphor, personification, hyperbole, symbolism, imagery, irony, oxymoron, paradox, etc. Stylistic devices include alliteration, assonance, onomatopoeia, rhyme, rhythm, repetition, etc. Both are to be used with appropriate (or specific) mode/audience.

2) Informational Texts

-**Exposition, argumentation** (e.g., language, point of view, structure, irony, symbolism, allusion, figurative language, imagery, language/word choice, etc.)

f. The student will distinguish fact from opinion in different media. ***(DOK 2)***

1) TV ads
2) Billboards
3) Essays
4) Literary non-fiction
5) TV commentary
6) Editorials
7) Political speeches
8) Letters to the Editor

g. The student will apply understanding of electronic text features to gain information or research a topic using electronic libraries (e.g., MAGNOLIA) to produce or present a summary of findings from multiple sources. ***(DOK 3)***

3. The student will produce, analyze, and evaluate effective communication.

a. The student will utilize, analyze, or evaluate the composing process (e.g., planning, drafting, revising, editing, publishing). ***(DOK 3)***

1) <u>Planning:</u>
- Determine audience
- Determine purpose
- Generate ideas
- Address prompt/topic
- Organize ideas
- Compose a clearly stated thesis

2) <u>Drafting:</u>
- Formulate introduction, body, and conclusion
- Create paragraphs (minimally five paragraphs)
- Use various sentence structures
- Use paraphrasing for reports and documented text

3) <u>Revising:</u>
- Revise for clarity and coherence [consistent point of view (first person, third person), tone, transition, etc.]
- Add and delete information and details (for audience, for purpose, for unity)
- Use precise language (appropriate vocabulary, concise wording, action verbs, sensory details, colorful modifiers, etc.)

- Use available resources (reference materials, technology, etc.)

4) <u>Editing:</u>
- Proofread to correct errors

- Apply tools to judge quality (rubric, checklist, feedback, etc.)

5) Publishing:
   - Proofread final text
   - Prepare final text (PowerPoint, paper, poster, display, oral presentation, writing portfolio, personal journal, classroom wall, etc.)

b. The student will compose text in the narrative mode clearly relating an event, telling explicitly what happened within a time frame defined by the event. ***(DOK 3)***

c. The student will compose responses to literature, position papers, and expository essays in the informative mode clearly expressing a main idea thoroughly developed by relevant supporting details, which are well elaborated and sufficient in number. ***(DOK 3)***

d. The student will compose persuasive texts for different audiences using facts and opinions. ***(DOK 3)***

1) Newspaper ads
2) Commercials
3) Billboards
4) Catalog descriptions
5) Editorials

e. The student will research a topic comparing and/or contrasting information from a variety of sources to present findings. ***(DOK 4)***

4. The student will use Standard English grammar, mechanics, and sentence structure to communicate.

a. *The student will analyze text to determine the appropriate use of advanced grammar in composing or editing.* ***(DOK 2)***

1) Verb tenses [including purpose] (present perfect, past perfect, future perfect; emphatic [present and past)
2) Active and passive voice
3) Avoiding ambiguous pronoun reference
4) Objective complements
5) Subject-verb agreement (in sentences containing collective nouns, indefinite pronouns, compound subjects, and prepositional phrases separating subject and verb)

b. The student will analyze text to determine the appropriate use of advanced mechanics in composing or editing. ***(DOK 1)***

1) Capitalize regions of countries
2) Semicolons to separate items in a series when items include commas

3) Commas to avoid misreading
4) Coordinate adjectives
5) Single quotation marks to identify quotes-within-quotes

c. The student will manipulate sentence structure to achieve a purpose such as clarification, definition, or emphasis in composing or editing. ***(DOK 2)***

1) Parallel structure of sentences
   i.) Using participial and infinitive phrases and adverb and adjective clauses as modifiers; noun clauses as subjects, direct and indirect objects, predicate nominatives, or objects of the preposition;
   ii.) Presenting items in compound subjects and verbs, items in a series, and items juxtaposed for emphasis.
2) Avoiding misplaced modifiers to ensure clarity
3) Using subordination to express the relationship between two unequal ideas within a single sentence.

ELEVENTH GRADE
COURSE DESCRIPTION
Grade 11; one-year course

While competencies for grades 9-12 remain identical, objectives require an extension of knowledge and broader, deeper application of skills. A critical component at each grade level is appropriate text complexity. This complexity is indicated by such elements as sophistication of language, content, and syntax. As students move from grade 9 to grade 12, texts should require a greater cognitive involvement for the student to appreciate and comprehend the literal aspects, along with figurative subtleties and nuances.

The student will read accurately instructional level materials (texts in which no more than approximately 1 in 10 words are difficult to the reader) with an appropriate reading rate. (The high school student should read minimally 250 words per minute).

Reading rates below 150 minutes might include either oral reading or silent reading. Because ordinary speech does not typically exceed 150 words per minute, rates above 150 minutes should be considered silent reading rates.

Competencies and Objectives

Each competency and objective assumes the student has mastered the competencies and objectives in grades K – 10.

Although the competencies and objectives for grades 11 and 12 are very similar, subtle differences do exist; therefore, teachers should pay careful attention to the differences between the objectives for the two grades.

1. The student will develop and apply expansive knowledge of words and word meanings to communicate.

a. *The student will analyze the effect of the relationships between and/or among words to infer the author's purpose.* ***(DOK 3)***

b. *The student will examine the author's (or authors') use (or uses) of figurative language (e.g., metaphor, simile, hyperbole, personification, oxymoron, idiom, etc.) in multiple texts to analyze its effect on theme.* ***(DOK 3)***

c. *The student will analyze author's (or authors') use (or uses) of word choice and diction in multiple texts as stylistic devices and/or the author's (or authors') use (or uses) of formal and informal language in multiple texts to determine author's purpose (or authors' purposes).* ***(DOK 3)***

d. *The student will analyze text to determine how the author's (or authors') use of connotative words reveals and/ or affects the purpose of the text.* ***(DOK 3)***

Eleventh Grade

2. The student will comprehend, respond to, interpret, or evaluate a variety of texts of increasing length, difficulty, and complexity.

a. The student will recognize text structures (e.g., episodic and

generalization/principle) and analyze their effect on theme, author's purpose, etc.) ***(DOK 3)***

b. *The student will interpret textual evidence of details, organization, and language to predict, draw conclusions, or determine author's purpose.* ***(DOK 3)***

c. *The student will analyze or evaluate text, including but not limited to textual criticism, to synthesize responses for summary, précis, and explication.* ***(DOK 3)***

d. The student will analyze (e.g., interpret, compare, contrast, evaluate, etc.) literary elements in multiple texts from a variety of genres to recognize patterns and connections. ***(DOK 4)***

1) Literary Text and Literary Non-fiction

-**Short stories, novels, biographies, autobiographies, narrative essays** (e.g., character, setting, plot, conflict, theme, mood, tone, point of view, allusion, synecdoche, figurative language, stylistic devices, cosmic irony, symbolism, imagery, language/word choice, foreshadowing, flashback, etc.)

-**Poetry** (e.g., structure, language, theme, setting, persona, conflict, cosmic irony, symbolism, allusion, synecdoche, figurative language, stylistic devices, imagery, language/word choice, etc.)

-**Drama** (e.g., character, structure, techniques [e.g., soliloquy], mood, tone, conflict, imagery, allusion, synecdoche, figurative language, stylistic devices, cosmic irony, language/word choice, foreshadowing, etc.)

NOTE: Figurative language includes simile, metaphor, personification, hyperbole, symbolism, imagery, irony, oxymoron, paradox, etc. Stylistic devices include alliteration, assonance, onomatopoeia, rhyme, rhythm, repetition, etc. Both are to be used with appropriate (or specific) mode/audience.

2) Informational Texts

-**Exposition, argumentation** (e.g., language, point of view, structure, irony, symbolism, allusion, figurative language, imagery, language/word choice, etc.)

e. The student will analyze works of literature to evaluate them as responses to the events of the historical period in which they were written. ***(DOK 3)***

f. The student will recognize and evaluate persuasive techniques such as propaganda and bias in different media. ***(DOK 3)***

Eleventh Grade

g. The student will apply understanding of text and electronic text features to assess the validity and to determine the appropriateness of sources (e.g., MAGNOLIA). ***(DOK 3)***

3. The student will produce, analyze, or evaluate effective communication.

a. The student will utilize, analyze, or evaluate the composing process (e.g., planning, drafting, revising, editing, publishing). ***(DOK 3)***

1) Planning:
- Determine audience
- Determine purpose
- Generate ideas
- Address prompt/topic
- Organize ideas
- Compose a clearly stated thesis

2) Drafting:
- Formulate introduction, body, and conclusion
- Create paragraphs
- Use various sentence structures
- Use paraphrasing for reports and documented papers

3) Revising:
- Revise for clarity and coherence [consistent point of view (first person, third person), tone, transition, etc.]
- Add and delete information and details (for audience, for purpose, for unity)
- Use precise language (e.g., appropriate vocabulary, concise wording, action verbs, sensory details, colorful modifiers, etc.)
- Use available resources (reference materials, technology, etc.)

4) Editing:
- Proofread to correct errors
- Apply tools to judge quality (e.g., rubric, checklist, feedback, etc.)

5) Publishing:
- Proofread final document
- Prepare final document (e.g., PowerPoint, paper, poster, display, oral presentation, writing portfolio, personal journal, classroom wall, etc.)

b. The student will produce a personal composition in the narrative mode. ***(DOK 3)***

c. The student will compose responses to literature in the informative mode clearly expressing a main idea thoroughly developed by relevant supporting details, which are well elaborated and sufficient in number. ***(DOK 3)***

d. The student will compose formal persuasive texts, providing evidence as support. ***(DOK 3)***

e. The student will compose documented texts (e.g., MLA, APA). ***(DOK 2)***

Eleventh Grade

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f. The student will compose functional documents (e.g., college applications, resumes, PowerPoint presentations). ***(DOK 3)***

g. The student will compose personal statements. ***(DOK 2)***

4. The student will use Standard English grammar, mechanics, and sentence structure to communicate.

a. *The student will analyze text(s) to evaluate the appropriate use of advanced grammar techniques in composing or editing.* ***(DOK 2)***

1) Verb tenses [including purpose] (e.g., present, past, and future progressive; indicative, imperative, and subjunctive mood)
2) Pronouns (e.g., agreement, case, and reference)
3) Subject-verb agreement (in sentences containing adjective clauses separated by intervening words from the word(s) they modify; [**One** of our state's most influential *politicians*, **who** typically **wins** his district's elections easily, trails in the most recent public opinion polls.] [e.g., *One* of our state's many influential **politicians who** typically **win** their districts' elections currently serves as the chairperson of the Intelligence Committee.])

b. *The student will analyze text(s) to evaluate the appropriate use of advanced mechanics in composing or editing.* ***(DOK 2)***

1) Colons to separate sentences when the second sentence explains the first sentence
2) Parentheses vs. Dashes

c. The student will analyze advanced sentence structure in multiple texts in composing or editing to achieve a purpose. ***(DOK 2)***

TWELFTH GRADE

COURSE DESCRIPTION
Grade 12; one-year course

While competencies for grades 9-12 remain identical, objectives require an extension of

knowledge and broader, deeper application of skills. A critical component at each grade level is appropriate text complexity. This complexity is indicated by such elements as sophistication of language, content, and syntax. As students move from grade 9 to grade 12, texts should require a greater cognitive involvement for the student to appreciate and comprehend the literal aspects, along with figurative subtleties and nuances.

The student will read accurately instructional level materials (texts in which no more than approximately 1 in 10 words are difficult to the reader) with an appropriate reading rate. (The high school student should read minimally 250 words per minute).

Reading rates below 150 minutes might include either oral reading or silent reading. Because ordinary speech does not typically exceed 150 words per minute, rates above 150 minutes should be considered silent reading rates.

Competencies and Objectives

Each competency and objective assumes the student has mastered the competencies and objectives in grades K – 11.

Although the competencies and objectives for grades 11 and 12 are very similar, subtle differences do exist; therefore, teachers should pay careful attention to the differences between the objectives for the two grades.

1. The student will develop and apply expansive knowledge of words and word meanings to communicate.

a. The student as reader will critique the author's choice and placement of words (diction and style) in an analysis of the reader's response to the text. ***(DOK 3)***

b. The student will contrast the author's (or authors') use (or uses) of figurative language (e.g., metaphors, similes, hyperboles, personification, oxymoron, idioms, etc.) in multiple texts to evaluate the author's (or authors') style (or styles). ***(DOK 3)***

c. The student will compare and contrast authors' uses of word choice and diction as stylistic devices. ***(DOK 3)***

d. The student will analyze text(s) to determine how the author's (or authors') use of connotative words reveals and/or affects the purpose of the text(s) in relation to the historical period that the text(s) addresses. ***(DOK 3)***

Twelfth Grade

2. The student will comprehend, respond to, interpret, or evaluate a variety of texts of increasing levels of difficulty.

a. The student will analyze text structures (e.g., concept/definition) in multiple texts and evaluate their effects on theme, author's purpose, etc. ***(DOK 3)***

b. The student will interpret textual evidence of details, organization, and language to predict, draw conclusions or determine author's purpose. ***(DOK 3)***

c. The student will analyze or evaluate text, including but not limited to textual criticism, to synthesize responses for annotated bibliography. ***(DOK 3)***

d. The student will analyze (e.g., interpret, compare, contrast, evaluate, etc.) literary elements in multiple texts from a variety of genres to assess the effectiveness of patterns and connections. ***(DOK 4)***

1) Literary Text and Literary Non-fiction

-**Short stories, novels, biographies, autobiographies, narrative essays** (e.g., character, setting, plot, conflict, theme, mood, tone, point of view, allusion, synecdoche, metonymy, figurative language, stylistic devices, cosmic irony, symbolism, imagery, language/word choice, foreshadowing, flashback, etc.)

-**Poetry** (e.g., structure, language, theme, setting, persona, conflict, cosmic irony, symbolism, allusion, synecdoche, metonymy, figurative language, stylistic devices, imagery, language/word choice, etc.)

-**Drama** (e.g., character, structure, techniques [e.g., soliloquy], mood, tone, conflict, imagery, allusion, synecdoche, metonymy, figurative language, stylistic devices, cosmic irony, language/word choice, foreshadowing, etc.)

NOTE: Figurative language includes simile, metaphor, personification, hyperbole, symbolism, imagery, irony, oxymoron, paradox, etc. Stylistic devices include alliteration, assonance, onomatopoeia, rhyme, rhythm, repetition, etc. Both are to be used with appropriate (or specific) mode/audience.

2) Informational Texts

-**Exposition, argumentation** (e.g., language, point of view, structure, irony, symbolism, allusion, figurative language, imagery, language/word choice, etc.)

e. The student will compare multiple texts in different media to analyze persuasive techniques such as propaganda and to evaluate for bias. ***(DOK 4)***

f. The student will compare texts to distinguish between a deductive argument and an inductive argument. ***(DOK 3)***

Twelfth Grade

g. The student will use electronic text features to gain information or research a topic, integrating multiple sources to synthesize information. ***(DOK 4)***

3. The student will produce, analyze, or evaluate effective communication.

Objectives:

a. The student will produce, analyze, or evaluate the composing process (e.g., planning, drafting, revising, editing, publishing). ***(DOK 3)***

1) Planning:
   - Determine audience
   - Determine purpose
   - Generate ideas
   - Address prompt/topic
   - Organize ideas
   - Compose a clearly stated thesis

2) Drafting:
   - Formulate introduction, body, and conclusion
   - Create paragraphs
   - Use various sentence structures
   - Use paraphrasing for reports and documented papers

3) Revising:
   - Revise for clarity and coherence [consistent point of view (first person, third person), tone, transition, etc.]
   - Add and delete information and details (for audience, for purpose, for unity)
   - Use precise language (e.g., appropriate vocabulary, concise wording, action verbs, sensory details, colorful modifiers, etc.)
   - Use available resources (e.g., reference materials, technology, etc.)

4) Editing:
   - Proofread to correct errors
   - Apply tools to judge quality (e.g., rubric, checklist, feedback, etc.)

5) Publishing:
   - Proofread final document
   - Prepare final document (e.g., PowerPoint, paper, poster, display, oral presentation, writing portfolio, personal journal, classroom wall, etc.)

b. The student will produce a reflective composition in the narrative mode. ***(DOK 3)***

c. The student will compose responses to literature in the informative mode clearly expressing a main idea thoroughly developed by relevant supporting details, which are well elaborated and sufficient in number. ***(DOK 3)***

d. The student will compose formal persuasive texts, providing evidence as support. ***(DOK 3)***

Twelfth Grade

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e. The student will compose research or I-SEARCH papers and documented texts (e.g., MLA, APA). ***(DOK 4)***

f. The student will compose functional documents (e.g., college applications, resumes, scholarship applications). ***(DOK 3)***

g. The student will compose personal statements. ***(DOK 2)***

4. The student will use Standard English grammar, mechanics, and sentence structure to communicate.

a. *The student will analyze text(s) to evaluate the appropriate use of advanced grammar techniques in composing or editing.* ***(DOK 2)***

1) Verbs tenses [including purpose] (e.g., present, past, and future perfect progressive tense; indicative, imperative, and subjunctive mood)
2) Pronouns (e.g., agreement, case, and reference)
3) Subject-verb agreement (in sentences containing adjective clauses separated by intervening words from the word(s) they modify; [**One** of our state's most influential *politicians*, **who** typically **wins** his district's elections easily, trails in the most recent public opinion polls.] [e.g., *One* of our state's many influential **politicians who** typically **win** their districts' elections currently serves as the chairperson of the Intelligence Committee.]

b. *The student will analyze text(s) to evaluate the appropriate use of advanced mechanics in composing or editing.* ***(DOK 2)***

c. *The student will analyze the use of advanced sentence structure in composing or editing passages to enhance style.* ***(DOK 2)***

ACCELERATED ENGLISH
COURSE DESCRIPTION
Grades 9-12; One Year Course

Districts wishing to offer Accelerated English in any of the grades 9-12 should follow the curriculum for the grade level as described in this Framework. The main distinguishing feature between, for example, Accelerated Ninth Grade English and Ninth Grade English is that the accelerated course will require much more literature to be read with an emphasis on breadth and depth, and writing to be produced with more complexity and sophistication. Students will be expected to perform at an even more demanding level because of the accelerated nature of the course. Thoughtful discussion and critical analysis should accompany the reading and writing. Students should develop a sharpened sensitivity to vocabulary, syntax, and prose style – all of which complement their knowledge of literature and the power of expression.

ADVANCED PLACEMENT: ENGLISH LANGUAGE AND COMPOSITION

COURSE DESCRIPTION

One Year Course

The College Board, a national organization, sponsors this course, through which college credit may be earned if the student chooses to take and passes the AP examination and if the college in question accepts the credit. To teach this course for the first time or for information, teachers should contact their principal, guidance counselor, or AP coordinator at their school. If further assistance or an order form for the teacher's guide and other helpful materials is needed, contact

The College Board
45 Columbus Avenue
New York, NY 10023
Phone: (212) 713-8000

According to the College Board, "[t]he AP English Language and Composition course is designed to help students become skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts and to become skilled writers who can compose for a variety of purposes. By their writing and reading in this course, students should become aware of the interactions among a writer's purposes, audience expectations, and subjects, as well as the way generic conventions and the resources of language contribute to effective writing.

The college composition course that the AP English Language and Composition course is intended to parallel is one of the most varied in the curriculum. The college course often allows students to write in a variety of forms—narrative, exploratory, expository, argumentative—and on a variety of subjects from personal experiences to public policies, from imaginative literature to popular culture. But the main objective in most first-year writing courses is to enable students to write effectively and confidently in all their college courses and in their professional and personal lives. Therefore, most composition courses emphasize the expository, analytical, and argumentative writing that forms the basis of academic and professional communication, as well as the personal and reflective writing that fosters the ability to write in any context. As in the college course, the purpose of the AP English Language and Composition course is to enable students to read complex texts with understanding and to write prose that is rich enough and complex enough for mature readers. An AP English Language and Composition course should help students move beyond such programmatic responses as the five-paragraph essay that provides an introduction with a thesis and three reasons, body paragraphs on each reason, and a conclusion that restates the thesis. Although such formulaic approaches may provide minimal organization, they often encourage unnecessary repetition and fail to engage the reader. Students should be encouraged to place their emphasis on content, purpose, and audience and to allow this focus to guide their organization.

College writing programs recognize that skill in writing follows from students' awareness of their own composing processes: the way they explore ideas, reconsider strategies,

and revise their work. This process is the essence of the first-year writing course, and should be emphasized in the AP English Language and Composition course. For example, students can write essays that proceed through several stages or drafts, with revision aided by teacher and peers. Although these extended, revised essays cannot be part of the AP examination, the writing experience may help make students more self-aware and flexible writers and thus may help their performance on the exam itself."

ADVANCED PLACEMENT: ENGLISH LITERATURE AND COMPOSITION

COURSE DESCRIPTION

One Year Course

The College Board, a national organization, sponsors this course, through which college credit may be earned if the student chooses to take and passes the AP examination and if the college in question accepts the credit. To teach this course for the first time or for information, teachers should contact their principal, guidance counselor, or AP coordinator at their school. If further assistance or an order form for the teacher's guide and other helpful materials is needed, contact

The College Board
45 Columbus Avenue
New York, NY 10023
Phone: (212) 713-8000

The AP English Literature and Composition course is designed to engage students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students can deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students should consider a work's structure, style, and themes, as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone.

Reading

The course should include intensive study of representative works from various genres and periods, concentrating on works of recognized literary merit. The works chosen should invite and gratify rereading.

Reading in an AP course should be both wide and deep. This reading necessarily builds upon the reading done in previous English courses. These courses should include the in-depth reading of texts drawn from multiple genres, periods, and cultures. In their AP course, students should also read works from several genres and periods -- from the sixteenth to the twenty-first century -- but, more importantly, they should get to know a few works well. They should read deliberately and thoroughly, taking time to understand a work's complexity, to absorb its richness of meaning, and to analyze how that meaning is embodied in literary form. In addition to considering a work's literary artistry, students should consider the social and historical values it reflects and embodies. Careful attention to both textual detail and historical context should provide a foundation for interpretation, whatever critical perspectives are brought to bear on the literary works studied.

Writing

Such close reading involves the experience of literature, the interpretation of literature, and the evaluation of literature. All these aspects of reading are important for an AP course in English Literature and Composition, and each corresponds to an approach to writing about literary works. Writing to understand a literary work may involve writing response and reaction papers along with annotation, freewriting, and keeping some

form of a reading journal. Writing to explain a literary work involves analysis and interpretation, and may include writing brief focused analyses on aspects of language and structure. Writing to evaluate a literary work involves making and explaining judgments about its artistry and exploring its underlying social and cultural values through analysis, interpretation, and argument.

Writing should be an integral part of the AP English Literature and Composition course, for the AP Examination is weighted toward student writing about literature. Writing assignments should focus on the critical analysis of literature and should include expository, analytical, and argumentative essays. Although critical analysis should make up the bulk of student writing for the course, well-constructed creative writing assignments may help students see from the inside how literature is written. The goal of both types of writing assignments is to increase students' ability to explain clearly, cogently, even elegantly, what they understand about literary works and why they interpret them as they do.

Writing instruction should include attention to developing and organizing ideas in clear, coherent, and persuasive language; a study of the elements of style; and attention to precision and correctness as necessary. Throughout the course, emphasis should be placed on helping students develop stylistic maturity, which, for AP English, is characterized by the following:

- Wide-ranging vocabulary used with denotative accuracy and connotative resourcefulness
- A variety of sentence structures, including appropriate use of subordinate and coordinate constructions
- A logical organization, enhanced by specific techniques of coherence such as repetition, transitions, and emphasis
- A balance of generalization with specific illustrative detail
- An effective use of rhetoric, including controlling tone, maintaining a consistent voice, and achieving emphasis through parallelism and antithesis

It is important to distinguish among the different kinds of writing produced in an AP English Literature and Composition course. Any college-level course in which serious literature is read and studied should include numerous opportunities for students to write. Some of this writing should be informal and exploratory, allowing students to discover what they think in the process of writing about their reading. Some of the course writing should involve research, perhaps negotiating differing critical perspectives. Much writing should involve extended discourse in which students can develop an argument or present an analysis at length. In addition, some writing assignments should encourage students to write effectively under the time constraints they encounter on essay examinations in college courses in many disciplines, including English.

AFRICAN-AMERICAN LITERATURE

COURSE DESCRIPTION
One Semester Elective

The African-American Literature course is a survey course that draws upon a compilation of genres, themes, styles, and language used by various writers of African-American descent. The student will recognize and appreciate contributions of selected authors through reading, speaking, and viewing selected works and by researching and writing.

COMPETENCIES and Suggested Objectives:

1. The student will analyze (e.g. interpret, compare, contrast, evaluate, etc.) literary elements in multiple texts from a variety of genres and media to include: oral tradition, slave narratives, post Civil War literature, the Harlem Renaissance, protest literature, the Black Arts Movement, and the Contemporary period.

- Literary Text and Literary Non-fiction
  - Short stories, novels, biographies, autobiographies, narrative essays (e.g., character, setting, plot, conflict, theme, mood, tone, point of view, allusion, figurative language, irony, symbolism, imagery, language/word choice, foreshadowing, flashback, etc.)
  - Poetry (e.g., structure, language, theme, setting, persona, conflict, irony, symbolism, allusion, figurative language, imagery, language/word choice, etc.)
  - Drama (e.g., character, structure, techniques [e.g., soliloquy], mood, tone, conflict, imagery, allusion, figurative language, language/word choice, foreshadowing, etc.)
- Informational Texts
  - Exposition, argumentation (e.g., language, point of view, structure, irony, symbolism, allusion, figurative language, imagery, language/word choice, etc.)

2. The student will compose responses to literature, position papers, and expository essays, clearly expressing a main idea thoroughly developed by relevant supporting details, which are well elaborated and sufficient in number.

THE AMERICAN NOVEL

COURSE DESCRIPTION

One Semester Elective

The American Novel course is an examination of literary works that have contributed significantly to the culture and literary heritage of the United States. In this course, students will read a variety of influential works representing the late 1700's to the present to gain a sense of the evolution and current direction of the American novel. The course allows students to analyze, evaluate, and interpret literature by considering such influences as other literature, economics, politics, and aspects of culture including the arts and entertainment.

The course may be organized thematically or chronologically. Excerpts or entire novels may be read to show the scope and variety of the American novel, but it is recommended that at least three entire novels be read during this course although more are strongly encouraged.

COMPETENCIES and Suggested Objective:

1. **The student will student will analyze (e.g. interpret, compare, contrast, evaluate, etc.) literary elements in multiple American novels to include: Romanticism, Transcendentalism, Realism, Naturalism, and Modernism.**

   Novels - character, setting, plot, conflict, theme, mood, tone, point of view, allusion, figurative language, irony, symbolism, imagery, language/word choice, foreshadowing, flashback, etc.

2. **The student will compose responses to literature, position papers, and expository essays, clearly expressing a main idea thoroughly developed by relevant supporting details, which are well elaborated and sufficient in number.**

BROADCAST JOURNALISM

COURSE DESCRIPTION
Grades 9-12; One Year Elective
(Pre-requisite: Introduction to Journalism)

The Broadcast Journalism course provides the student with quality academic instruction in television/radio/video production by providing training in equipment operation, reporting, and scriptwriting, as well as planning, directing, and producing video projects. The Broadcast Journalism course is one Carnegie unit credit. Journalism labs may be used to extend this course.

COMPETENCIES and Suggested Objectives:

1. Operate basic video/audio production equipment (e.g., camera, microphone, tripod, editing VCR's, audio mixer and character generator).

a. Explain the function of each type of production equipment.
b. Operate and exhibit the correct use of camcorder or camera deck system on a tripod, hand-held and/or lavaliere microphones, and audio mixer and character/graphic generator.
c. Name and describe three main parts of the camera.
d. Explain the difference between a camcorder and a camera deck system.
e. Name and describe the two types of imaging.
f. Describe the function of the macro lens and name real-world uses.
g. Frame and focus a subject using a macro lens.
h. White-balance and manually focus a camera.
i. Identify and describe several camera angles.
j. Understand and demonstrate the correct use of automatic gain control, iris, white-balance, and other camera features.
k. Explain the need for a tripod.
l. Understand and execute basic camera movements using a tripod.
m. Operate a camcorder or a camera deck system on a tripod.
n. Identify the different types of microphones available to the interviewer.
o. Identify and describe the different types of pick-up patterns on microphones.
p. Exhibit the correct use of hand-held and lavaliere microphones.
q. Understand and apply the basic structure of small studio lighting.

2. Acquire and use broadcast terminology for appropriate situations and purposes.

a. Express new concepts and words in verbal and written form in all video/audio production situations.

3. Demonstrate continuous progress toward recognizing and creating various kinds of camera shots used in video production.

a. Create standardized camera shots, such as long shots, medium shots, close-ups, bust shots, and over-the-shoulder shots.
b. Demonstrate the concepts of headroom, noseroom, and leadroom.

4. Write quality scripts for a variety of audiences and video/radio production purposes through planning, writing, revising, and editing.

a. Use short, simple, conversational narration that employs proper usage of Standard English.
b. Identify people by title and full name.
c. Develop a conversational easy-to-understand style.
d. Demonstrate skills in specialized writing, such as features and hard news stories.
e. Distinguish between newspaper/magazine writing and broadcast writing (writing to be read vs. writing to be heard).
f. Develop advanced editing skills.

5. Speak coherently, verbally as well as non-verbally, in order to express ideas and opinions for a variety of purposes and audiences.

a. Use Standard English orally in live and taped presentations of video/audio scripts.
b. Show increased proficiency in self and peer evaluation of presentation skills such as voice quality, articulation, body language, and stage presence.

6. Plan and produce a video project which reflects increasing proficiency in storyboarding, shooting video footage, editing video footage, writing a script, and using audio mixer for audio dubbing techniques and graphic design specific to audience and purpose.

a. Use planning skills, such as presenting and discussing project information and format, brainstorming, researching, and storyboarding.
b. Demonstrate continuous progress toward recognizing and creating various kinds of camera shots used in video production.
c. Select creative shots and interesting sound bites.
d. Edit raw footage into a meaningful sequence of events that complements the spoken narration.
e. Use audio insert editing to produce sound tracks for video.
f. Compose graphics and special effects for video project.
g. Identify steps in planning a video project.

h. Complete a project proposal.
i. Log the video, audio, and time of simple video program.
j. Write quality scripts for video production.
k. Plan for an on-camera interview.
l. Identify possible topics for an on-camera interview.
m. Choose a topic from "1" and conduct the necessary on-camera interviews, following an established format.
n. Videotape the necessary shots.
o. Write an effective introduction and conclusion.
p. Understand concepts of basic set design for a small studio news show.
q. List and describe equipment needed for ENG reports.
r. Identify videographer tasks to complete ENG reports.
s. Identify reporter tasks for ENG reports.
t. Write script, record, and produce an ENG report.
u. List and describe postproduction techniques.
v. Explain equipment checks prior to ENG videotaping,
w. Select an appropriate topic.
x. Plan, shoot, edit, and audio-dub an instructional video.
y. Connect the equipment for a talk show.
z. Select a guest and formulate thought-provoking questions for the guest.

7. Work individually and as a member of a team to research, analyze, and interpret information, to make decisions, to solve problems, and to evaluate, using increasingly complex and abstract thinking to produce video/radio presentations.

a. Develop competency in critical thinking, leadership skills, consensus building, and self-confidence.
b. Initiate peer interaction to examine production issues and ideas.
c. Evaluate completed projects to identify areas of growth and needed improvement.
d. Assume a given role in a group, such as reporter/writer, videographer, director/editor, producer, etc.
e. Assess and monitor individual contributions to the group's effort.
f. Identify the director's role in a production.

8. Exhibit knowledge of the history of television/radio and its role in the mass media.

a. Recognize the history of TV production and mass media.
b. Identify television-related careers.
c. Write a report about a chosen career and present it on camera.

9. Understand the knowledge of videography and design for communciations media.

a. Develop skills in using photography and/or videography.

10. Understand the role of electronic publishing, Electronic News Gathering (ENG), and other uses of technology in the communications media.

a. Develop skills in desktop publishing and other communications technologies, such as video or audio production.

COMPENSATORY READING, COURSE I

COURSE DESCRIPTION

Grades 8-12; One Semester or One Year Elective

This course is designed to give intensive, specialized reading instruction adjusted to the needs of a student who does not perform satisfactorily with regular reading instruction. Developmental reading instruction should be set at a different pace and designed for an individual student or selected group. The course must allow flexible adjustment of materials and methods for individual differences. This course is to be taken in addition to the required language arts or English course.

COMPETENCIES:

1. **The student will develop and apply an expansive knowledge of words and word meanings to communicate.**

    a. *The student will apply knowledge of roots and affixes to infer meaning of unfamiliar words in novel texts.*

    b. *The student will develop and apply expansive knowledge of words and word meaning to communicate.*

    c. *The student will apply knowledge of synonyms, antonyms, and homonyms to evaluate word choices in a variety of texts (e.g., analyzing author's craft, revising writing, peer editing).*

    d. *The student will use context clues to infer the meanings of unfamiliar words or phrases in unfamiliar grade level appropriate text.*

    e. *The student will apply knowledge of figurative language (e.g., simile, metaphor, personification, hyperbole, idiom, humor) to evaluate author's intent.*

    f. *The student will apply knowledge of reference materials (e.g., dictionary, glossary, thesaurus, electronic dictionary, teacher or peer as a resource) to evaluate word choice in a variety of texts (e.g., revise writing, peer editing) and to determine and infer meaning.*

    g. *The student will analyze and evaluate vocabulary usage based on appropriateness for context and purpose (e.g., formal and informal language).*

2. **The student will comprehend, respond to, interpret, or evaluate a variety of texts of increasing length, difficulty, or complexity.**

a. *The student will apply knowledge of text features, parts of a book, and text structures to understand, gain information from, respond to, analyze, compare, synthesize, or evaluate texts.*

b. *The student will infer, justify, evaluate, draw conclusions, predict outcomes, synthesize, and evaluate information.*

- Infer the implied main idea from one or more related texts.
- Justify inferences about main idea by providing supporting details.
- Evaluate author's use of sequence for its effect on the text.
- Infer how the sequence of events may have contributed to cause and effect relationships in a text.
- Apply knowledge of cause and effect relationships to infer logical causes and/or effects.
- Synthesize information stated in one or more texts with prior knowledge and experience to draw valid conclusions with supporting evidence including text based-evidence.
- Predict a logical outcome based upon information stated in a text and confirm or revise based upon subsequent text.

c. *The student will evaluate or revise a summarization or paraphrasing of the events or ideas in one or more literary texts, literary nonfiction and informational texts of increasing length and difficulty citing text-based evidence.*

d. *The student will respond to, interpret, compare, critique, or evaluate increasingly complex literary text, literary nonfiction, and informational text citing text-based evidence.*

- Story Elements (e.g., setting, characters, character traits, plot, resolution, point of view),
- Text structures (e.g., description, sequential order, procedural, cause/effect, compare/contrast, order of importance),
- Literary devices (e.g., imagery, exaggeration, dialogue, irony, **sarcasm**),
- Sound devices (e.g., rhyme, rhythm, alliteration, onomatopoeia, assonance), and
- Author's purpose (e.g., inform, entertain, persuade).

e. *Evaluate the author's use of facts, opinions, or tools of persuasion to determine author's purpose and consider the effect of persuasive text on the intended audience.*

COMPENSATORY READING, COURSE II

COURSE DESCRIPTION

Grades 8-12; One Semester or One Year Elective

This course should be an extension of the competence and objectives addressed in Compensatory Reading Course I, and should be designed to meet the needs of students who need further assistance upon their completion of Course I.

COMPETENCIES:

1. **The student will develop and apply an expansive knowledge of words and word meanings to communicate.**

   a. *The student will apply knowledge of roots and affixes to infer meaning of unfamiliar words in novel texts.*

   b. *The student will develop and apply expansive knowledge of words and word meaning to communicate.*

   c. *The student will apply knowledge of synonyms, antonyms, and homonyms to evaluate word choices in a variety of texts (e.g., analyzing author's craft, revising writing, peer editing).*

   d. *The student will use context clues to infer the meanings of unfamiliar words or phrases in unfamiliar grade level appropriate text.*

   e. *The student will apply knowledge of figurative language (e.g., simile, metaphor, personification, hyperbole, idiom, humor) to evaluate author's intent.*

   f. *The student will apply knowledge of reference materials (e.g., dictionary, glossary, thesaurus, electronic dictionary, teacher or peer as a resource) to evaluate word choice in a variety of texts (e.g., revise writing, peer editing) and to determine and infer meaning.*

   g. *The student will analyze and evaluate vocabulary usage based on appropriateness for context and purpose (e.g., formal and informal language).*

2. **The student will comprehend, respond to, interpret, or evaluate a variety of texts of increasing length, difficulty, or complexity.**

   a. *The student will apply knowledge of text features, parts of a book, and text structures to understand, gain information from, respond to, analyze, compare, synthesize, or evaluate texts.*

b. The student will infer, justify, evaluate, draw conclusions, predict outcomes, synthesize, and evaluate information.

- Infer the implied main idea from one or more related texts.
- Justify inferences about main idea by providing supporting details.
- Evaluate author's use of sequence for its effect on the text.
- Infer how the sequence of events may have contributed to cause and effect relationships in a text.
- Apply knowledge of cause and effect relationships to infer logical causes and/or effects.
- Synthesize information stated in one or more texts with prior knowledge and experience to draw valid conclusions with supporting evidence including text based-evidence.
- Predict a logical outcome based upon information stated in a text and confirm or revise based upon subsequent text.

c. The student will evaluate or revise a summarization or paraphrasing of the events or ideas in one or more literary texts, literary nonfiction and informational texts of increasing length and difficulty citing text-based evidence.

d. The student will respond to, interpret, compare, critique, or evaluate increasingly complex literary text, literary nonfiction, and informational text citing text-based evidence.

- Story Elements (e.g., setting, characters, character traits, plot, resolution, point of view),
- Text structures (e.g., description, sequential order, procedural, cause/effect, compare/contrast, order of importance),
- Literary devices (e.g., imagery, exaggeration, dialogue, irony, **sarcasm**),
- Sound devices (e.g., rhyme, rhythm, alliteration, onomatopoeia, assonance), and
- Author's purpose (e.g., inform, entertain, persuade).

e. Evaluate the author's use of facts, opinions, or tools of persuasion to determine author's purpose and consider the effect of persuasive text on the intended audience.

COMPENSATORY WRITING, COURSE I
COURSE DESCRIPTION
Grades 8-12; One Semester or One Year Elective

This course is designed to give extra writing experience and assistance to those who desire or need it. Compensatory Writing is to be taken in addition to the required English course. Compensatory Writing should be designed around the needs of the students in order to develop their ability to express thoughts, ideas, actions, events, and feelings in written form. Assistance should be focused on their ability to control sentences, paragraphs, and multi-paragraph pieces in a well organized, detailed, interesting, accurate, and grammatically correct manner. The use of literature is suggested to stimulate the imagination, focus students' attention, and prompt writing activities.

COMPETENCIES and Suggested Objectives:

1. The student will produce, analyze, and evaluate effective communication.

a. The student will utilize, analyze, or evaluate the composing process (planning, drafting, revising, editing, publishing).

<u>Planning:</u>

- *Determine audience*
- *Determine purpose*
- *Generate ideas*
- *Address prompt/topic*
- *Organize ideas*
- *Compose a clearly stated thesis*

<u>Drafting:</u>

- *Formulate introduction, body, and conclusion*
- *Create paragraphs (minimally five paragraphs)*
- *Use various sentence structures*
- *Use paraphrasing for reports and documented text*

<u>Revising:</u>

- *Revise for clarity and coherence [consistent point of view (first person, third person), tone, transition, etc.]*
- *Add and delete information and details (for audience, for purpose, for unity)*
- *Use precise language (appropriate vocabulary, concise wording, action verbs, sensory details, colorful modifiers, etc.) [**NOTE**: figurative language (simile, metaphor, personification, hyperbole, symbolism, imagery, irony, oxymoron, paradox, etc.), stylistic devices (alliteration, assonance, onomatopoeia, rhyme, rhythm, repetition, etc.) used with appropriate (or specific) mode/audience].*
- *Use available resources (reference materials, technology, etc.)*

<u>Editing:</u>

- *Proofread to correct errors*
- *Apply tools to judge quality (rubric, checklist, feedback, etc.)*

Publishing:

- *Proofread final text*
- *Prepare final text (PowerPoint, paper, poster, display, oral presentation, writing portfolio, personal journal, classroom wall, etc.)*

2. The student will use Standard English grammar, mechanics, and sentence structure to communicate.

COMPENSATORY WRITING, COURSE II

COURSE DESCRIPTION

Grades 8-12; One Semester or One Year Elective

This course should be an extension of the competencies and objectives addressed in the Compensatory Writing, Course I and should be designed to meet the needs of students who need further assistance upon their completion of Course I.

COMPETENCIES and Suggested Objectives:

1. The student will produce, analyze, and evaluate effective communication.

b. The student will utilize, analyze, or evaluate the composing process (planning, drafting, revising, editing, publishing).

Planning:

- *Determine audience*
- *Determine purpose*
- *Generate ideas*
- *Address prompt/topic*
- *Organize ideas*
- *Compose a clearly stated thesis*

Drafting:

- *Formulate introduction, body, and conclusion*
- *Create paragraphs (minimally five paragraphs)*
- *Use various sentence structures*
- *Use paraphrasing for reports and documented text*

Revising:

- *Revise for clarity and coherence [consistent point of view (first person, third person), tone, transition, etc.]*
- *Add and delete information and details (for audience, for purpose, for unity)*
- *Use precise language (appropriate vocabulary, concise wording, action verbs, sensory details, colorful modifiers, etc.) [**NOTE**: figurative language (simile, metaphor, personification, hyperbole, symbolism, imagery, irony, oxymoron, paradox, etc.), stylistic devices (alliteration, assonance, onomatopoeia, rhyme, rhythm, repetition, etc.) used with appropriate (or specific) mode/audience].*
- *Use available resources (reference materials, technology, etc.)*

Editing:

- *Proofread to correct errors*
- *Apply tools to judge quality (rubric, checklist, feedback, etc.)*

Publishing:

- *Proofread final text*
- *Prepare final text (PowerPoint, paper, poster, display, oral presentation, writing portfolio, personal journal, classroom wall, etc.)*

2. The student will use Standard English grammar, mechanics, and sentence structure to communicate.

CREATIVE WRITING

COURSE DESCRIPTION

One Semester Elective

The Creative Writing course will provide the student practices in the processes of composing poems, personal descriptive and narrative essays, and short fiction. If time allows, the writing of drama may be pursued. The course affords an opportunity for self-expression, promotes critical thinking, expands the imagination, and develops the use of figurative and literal language. The student will pursue an independent project in creative writing. The student will become a critical reader and editor of his/her own work and of the work of his/her classmates. The student will be encouraged to submit works for publication.

COMPETENCIES:

1. **The student will produce, analyze, and evaluate effective creative communication to include poems, novellas, autobiographies, plays, short stories, essays, etc.**

2. **The student will use Standard English grammar, mechanics, and sentence structure to communicate.**

DEBATE I

COURSE DESCRIPTION
Grades 9-12; One Semester or One Year Elective

The Debate I course, a one-semester course for one-half Carnegie unit credit or a two-semester course for one credit, builds important communication skills that will enhance all aspects of the individual's life. This course provides instruction in how to acquire, analyze, and evaluate information in order to organize effective arguments, and it provides practice in making those arguments. Skill in debate helps the individual to think logically, clearly, and quickly; and it makes a student able to identify flawed reasoning and argue persuasively. It also contributes to the student's understanding of himself and his confidence in his own ability to analyze issues. This oral communication course is designed to help a student see himself as a whole person with a proper understanding of himself as a communicator as both a source and a receiver.

COMPETENCIES and Suggested Objectives:

1. Develop proficient speaking skills.

a. Practice both prepared and extemporaneous delivery.
b. Expand personal vocabulary.

2. Develop listening skills.

a. Identify the main points of an opponent's speech.
b. Recognize fallacies when used in an opponent's speech.

3. Gain self-confidence and self-esteem as a result of participating in debate.

a. Recognize the contribution that skill in debate provides for the adult world.

4. Use human-relations skills when communicating with different audiences.

a. Identify the components underlying the communication process.
b. Control and guide the concentration of the audience upon the message produced by the speaker.
c. Analyze an audience and adapt speaking to the situation.

5. Understand the role of nonverbal communication.

a. Identify nonverbal barriers to communication.
b. Acquire, interpret, and evaluate nonverbal messages.

6. Research, analyze, and compile data to prepare and deliver effective speeches.

a. Apply effective research skills to find the best available information.
b. Critically analyze factual material toward resolving conflict.

c. Organize data effectively through sound reasoning.

NOTE: Students earning a full credit will participate in more of these strategies and do research and case writing for more topics.

DEBATE II

COURSE DESCRIPTION
Grades 10-12; One Semester or One Year Elective

Debate II, a one-semester course for one-half Carnegie unit credit or a two-semester course for one credit, builds important communication skills that will enhance all aspects of the individual's life. This course provides instruction in how to acquire, analyze, and evaluate information in order to organize effective arguments, and it provides practice in making those arguments. Skill in debate helps the individual to think logically, clearly, and quickly; and it makes a student able to identify flawed reasoning and argue persuasively. It also contributes to the student's understanding of himself and his confidence in his own ability to analyze issues. This oral communication course is designed to help a student see himself as a whole person with a proper understanding of himself as a communicator as both a source and a receiver.

COMPETENCIES and Suggested Objectives:

1. Develop proficient speaking skills.

a. Practice extemporaneous delivery without note cards.
b. Practice polished, memorized delivery of oratory.
c. Practice persuasive delivery of both constructive and rebuttal speeches.
d. Expand personal vocabulary.

2. Develop listening skills.

a. Identify the main points of an opponent's speech.
b. Recognize fallacies when used in an opponent's speech.
c. Identify the underlying purpose of a question in cross-examination.

3. Gain self-confidence by demonstrating a faculty for presenting a sustained, reasoned argument.

a. Recognize the contribution that skill in debate provides for the adult world.

4. Use human relations skills when communicating with different audiences.

a. Identify the components underlying the communication process.
b. Control and guide the concentration of the audience upon the message produced by the speaker.
c. Analyze an audience and adapt speaking to the situation.

5. Determine the meaning of nonverbal communication.

a. Identify nonverbal barriers to communication.
b. Acquire, interpret, and evaluate nonverbal messages.

6. Research, analyze, and compile data to prepare and deliver effective speeches.

a. Apply effective research skills to find the best available information.
b. Critically analyze factual material toward resolving conflict.
c. Organize data effectively through sound reasoning.

NOTE: Students earning a full credit will participate in more of these strategies and do research and case writing for more topics.

DEBATE III

COURSE DESCRIPTION
One Year Elective

The Debate III course, for one Carnegie unit credit, builds important communication skills that will enhance all aspects of the individual's life. This course provides instruction in how to acquire, analyze, and evaluate information in order to organize effective arguments, and it provides practice in making those arguments. Skill in debate helps the individual to think logically, clearly, and quickly; and it makes a student able to identify flawed reasoning and argue persuasively. It also contributes to the student's understanding of himself and his confidence in his own ability to analyze issues. This oral communication course is designed to help a student see himself as a whole person with a proper understanding of himself as a communicator as both a source and a receiver.

COMPETENCIES and Suggested Objectives:

1. Develop proficient speaking skills.

a. Polish extemporaneous delivery without note cards.
b. Practice persuasive delivery of both constructive and rebuttal speeches.
c. Expand personal vocabulary.

2. Develop listening skills.

a. Identify the main points of an opponent's speech.
b. Identify the underlying purpose of a question in cross-examination.

3. Gain self-confidence by demonstrating a facility for presenting a sustained, reasoned argument.

a. Recognize the contribution that skill in debate provides for the adult world.

4. Use human-relations skills when communicating with different audiences.

a. Identify the components underlying the communication process.
b. Control and guide the concentration of the audience upon the message produced by the speaker.
c. Analyze an audience and adapt speaking to the situation.
d. Practice working with a partner in formulation and delivery of arguments.

5. Determine the meaning and use of nonverbal communication.

a. Identify nonverbal barriers to communication.
b. Acquire, interpret, and evaluate nonverbal messages.

6. Research, analyze, and compile data to prepare and deliver effective speeches.

a. Apply effective research skills to find the best available information.
b. Critically analyze factual material toward resolving conflict.
c. Organize data effectively through sound reasoning.
d. Practice participating in policy debate by researching, organizing a case and arguments, and delivering the arguments under the time restraints established for the activity.

DEVELOPMENTAL READING

COURSE DESCRIPTION

Grades K-8; One Semester Elective or One Year Elective

This course provides additional reading instruction, except remedial, for students in K-8 grade levels. The instruction should be all-inclusive, incorporating reading, writing, listening, speaking, and viewing. Diverse plans, media technology, and approaches for the provision of a wide range of individual differences should be considered when planning the course.

This course is to be taken in addition to the required English or language arts course. The Framework curriculum for the appropriate grade level should be used as the basis for this course.

INTRODUCTION TO JOURNALISM
COURSE DESCRIPTION
Grades 9-12; One Year Elective

Introduction to Journalism, an elective course for one Carnegie unit credit, is intended as a general course to enhance the students' skills as communicators and as informed users of the communications media. It is a prerequisite for subsequent journalism lab courses. Units of study can be designed from the objectives list in varying combinations and intensities to produce basic levels of proficiency or concepts tailored to school publication needs.

COMPETENCIES and Suggested Objectives:

1. Develop an awareness of the history and role of journalism in our society.

a. Define responsibilities and role of the communications media, identifying the legal and ethical restrictions.
b. Identify the relationship of a free press to a democratic society, tracing the historical development of newspapers and/or other media.
c. Identify careers related to the field of journalism, such as advertising, reporting, editing, public relations, photography, radio/television production, commercial art, graphic art.

2. Develop skills in evaluating journalistic reports.

a. Differentiate between fact and opinion.
b. Detect inaccuracies and bias in news coverage.
c. Classify the content of newspapers/broadcast news.

3. Develop journalistic writing skills.

a. Identify news, elements of news, news sources, and beats.
b. Develop effective interview techniques.
c. Develop techniques in researching and "backgrounding" written reports.
d. Present facts without editorializing.
e. Write effective leads.
f. Identify the five W's (who, what, when, where, why or how) of news writing.
g. Identify and write the basic inverted pyramid structure of a news story.
h. Identify and compose the elements of feature writing—structure, topics, and sources.
i. Recognize and develop categories of specialized writing including opinion, captions, broadcast reports, headlines, and yearbook copy.

4. Develop proficient editing skills.

a. Use copy symbols and stylebook to proofread/copyedit writing for errors in content, organization, grammar, and accuracy.

5. Understand the role of advertising.

a. Recognize the role of advertising in the communications media.
b. Develop techniques in designing advertisements.

6. Demonstrate knowledge of art, photography, and design for communications media.

a. Recognize basic rules of layout and page design, including typography.
b. Identify uses of photography in publication and develop skills in using photography for publication.

7. Understand the role of electronic publishing.

a. Students will be introduced to electronic publishing and other uses of technology in the communications media.

JOURNALISM LABORATORY I, II, III

COURSE DESCRIPTION

Grades 10-12; One Year Elective (for each)
(Pre-requisite: Introduction to Journalism)

In Journalism Laboratory, students will perform specific duties with leadership functions to be outlined, assigned, and evaluated by the advisor/teacher according to the nature of the publication and staff organization. Development and evaluation of skills will be individualized and performance-based, varying in publication style and content and in nature of assigned duties. By the Laboratory II level, individual skills should be developed to marketable levels with decision-making capabilities for entry-level positions in the field or on college publication staffs. The publications from these classes should be distributed for critical appraisal and enjoyment of others and entered for critical review by a rating service outside the school. In Laboratory III, students assume management/editorial positions for the publications staff in addition to duties acquired in previous laboratories. Each Journalism Laboratory Course is a one Carnegie unit credit.

COMPETENCIES and Suggested Objectives:

1. Develop an awareness of the history and role of journalism in our society.

a. Demonstrate knowledge of skills, training and aptitude for journalism careers.
b. Demonstrate management/editorial competencies for school publications.
c. Develop standards for school publications.

2. Develop journalistic writing and editing skills.

a. Demonstrate skills in specialized writing, such as columns, reviews, speech coverage, the meeting story.
b. Create newspaper/yearbook/creative writing magazine pages as needed.
c. Develop advanced editing skills.

3. Understand the role of advertising/marketing.

a. Develop techniques in selling and designing advertisements.

4. Understand the knowledge of art, photography, and design for communications media.

a. Develop skills in using photography.
b. Develop skills in artwork and design.

5. Understand the role of electronic publishing and other uses of technology in the communications media.

a. Develop skills in desktop publishing and other communications technologies.

MISSISSIPPI WRITERS
COURSE DESCRIPTION
One Semester Elective

The Mississippi Writers course focuses on the state's rich literary heritage through the study of poetry, fiction, nonfiction, and drama. The one-semester elective course identifies major sources and themes of twentieth century and contemporary Mississippi writing as it emerges from and contributes to historical, political, and social milieux. The student will recognize the contribution of Mississippi writers to twentieth century American literature and recognize that Mississippi writing is an expression of a particular place that achieves universality. Group discussions, individual presentations, and writing experiences are suggested for this course.

COMPETENCIES and Suggested Objectives:

1. The student will analyze (e.g. interpret, compare, contrast, evaluate, etc.) literary elements in multiple texts from a variety of genres and media to include: Antebellum Era, Reconstruction Era, the prominent writers (William Faulkner, Eudora Welty, Richard Wright, Margaret Walker Alexander, and Tennessee Williams), Civil Rights Era, and contemporary writers.

- Literary Text and Literary Non-fiction
  - Short stories, novels, biographies, autobiographies, narrative essays (e.g., character, setting, plot, conflict, theme, mood, tone, point of view, allusion, figurative language, irony, symbolism, imagery, language/word choice, foreshadowing, flashback, etc.)

- Poetry (e.g., structure, language, theme, setting, persona, conflict, irony, symbolism, allusion, figurative language, imagery, language/word choice, etc.)

- Drama (e.g., character, structure, techniques [e.g., soliloquy], mood, tone, conflict, imagery, allusion, figurative language, language/word choice, foreshadowing, etc.)

- Informational Texts
  - Exposition, argumentation (e.g., language, point of view, structure, irony, symbolism, allusion, figurative language, imagery, language/word choice, etc.)

2. The student will compose responses to literature, position papers, and expository essays, clearly expressing a main idea thoroughly developed by relevant supporting details, which are well elaborated and sufficient in number.

MYTHOLOGY

COURSE DESCRIPTION
One Semester Elective

The Mythology course will include reading of myths from several cultures. The content will also include an epic by Homer or Virgil. Group discussions, individual presentations, and writing experiences will be required in this course.

COMPETENCIES and Suggested Objectives:

1. Read myths from various cultures to distinguish the kinds of myths.

a. Define myth, legend, folk tale, heroic saga, and epic.
b. Identify major deities, mortals, heroes, and creatures in myths of different cultures.
c. Compare and contrast myths from different cultures, such as Greek, Roman, Norse, African, Egyptian, etc.

2. Analyze the epic conventions found in myths: the hero, influence of deities, high adventure, role of fate, symbolism, fatal flaw, and hubris.

a. Identify the above-named epic conventions in myths of different cultures.
b. Compare and contrast the myths of different cultures.

3. Analyze such themes as creation, adventure, sin and punishment, romance, etc., in myths.

a. Identify these themes in myths read.
b. Compare and contrast myths of similar themes from different cultures.

4. Recognize mythological allusions found in literature, language, and other aspects of culture.

a. Locate mythological allusions found in selected literary works.
b. Locate mythological allusions found in advertising, product names, and other areas of everyday life.
c. Recognize vocabulary derived from or influenced by myths.
d. Recognize influence of myths in art and architecture.

5. Read an epic by Homer or Virgil.

a. Recognize epic conventions in this work.
b. Analyze the characters, theme, and development of plot.
c. Gain an awareness of historical events and persons associated with or described in this epic.

6. Engage in a variety of writing experiences related to mythology.

a. Write letters, journal entries, character sketches, bio-poem, etc., related to myths studied.
b. Research cultures related to the myths studied.

7. Compose an original myth that authentically represents the current culture or a culture studied, and express it through the arts (drama, illustration, dance, song, etc.).

ORAL COMMUNICATION (Middle School)

COURSE DESCRIPTION

No Credit, Elective

Oral Communication for middle school is a non-credit elective course that builds important communication skills that will enhance all aspects of the individual's life. This course includes instruction in how to acquire, analyze, and evaluate information in order to make decisions and establish satisfying relationships. Skill in oral communication helps the individual to think logically, clearly, and creatively. It also contributes to the student's understanding of himself and his management of relationships. The oral communication course is designed to help a student see himself as a whole person with a proper understanding of himself as a communicator as both a source and a receiver.

COMPETENCIES and Suggested Objectives:

1. Develop proficient speaking skills.

a. Analyze characteristics of desirable voice quality.
b. Establish acceptable pronunciation patterns and proficient functional English usage.
c. Practice voice projection, modulation, and enunciation, building natural and effective speech habits.
d. Expand and apply vocabulary when speaking.
e. Analyze personal speech patterns for purpose of building on strengths and correcting weaknesses.

2. Develop listening skills.

a. Differentiate between hearing and listening.
b. Identify the responsibilities of an effective listener.
c. Analyze barriers to effective listening and ways to overcome them.

3. Gain self-confidence and self-esteem as a result of experiencing public speaking.

a. Recognize the value of a positive self-image.
b. Identify the components of self-concept.
c. Recognize the positive contribution of good oral expression to self-esteem and personality development by identifying the strong and weak points of self.

4. Use human-relations skills when communicating with different audiences.

a. Recognize the importance of speech communication.
b. Identify components of the communication process and their complexities by analyzing the barriers to effective communication.
c. Analyze an audience and adapt speaking to the situation.
d. Identify the roles people play in different settings.

5. Determine the meaning and use of nonverbal communication.

a. Acquire, interpret, and evaluate nonverbal messages.
b. Determine proper dress for a speech or job interview.
c. Demonstrate effective gestures for public speaking.

6. Research, analyze, and compile data to prepare and deliver effective speeches.

a. Recognize barriers that prevent communication and keep channels of communication clear.
b. Analyze issues by finding, validating, and qualifying the best available data.
c. Prove a point through effective use of supporting material.
d. Arrange main and subordinate points in logical, consistent sequence.
e. Construct effective introductions and conclusions for all types of speeches.
f. Gain public speaking experience by participating in the delivery of varied types of speeches.

7. Practice oral communication through a variety of activities.

a. Participate in group discussion, developing skills in observation, listening, and critical thinking that will contribute to proficient skills both for times as a group member and as a group leader.
b. Practice using parliamentary procedure, learning why rules are needed in society, and building effective use of the motions that will allow for effective participation in formal decision-making groups.
c. Apply the skills in oral communication to the process of job application by practicing effective use of the telephone and good interview skills.
d. Explore drama through either attending a live performance or watching appropriate videotape of a stage production, then discussing the technical responsibilities of staging the production.

ORAL COMMUNICATION I
COURSE DESCRIPTION
Grades 9-12; One Year Elective

The Oral Communication I course builds important communication skills that will enhance all aspects of the individual's life. This course, for one Carnegie unit credit, includes instruction in how to acquire, analyze, and evaluate information in order to make decisions and establish satisfying relationships. Skill in oral communication helps the individual to think logically, clearly, and creatively. It also contributes to the student's understanding of himself and his management of relationships. The oral communication course is designed to help a student see himself as a whole person with a proper understanding of himself as a communicator as both a source and a receiver.

COMPETENCIES and Suggested Objectives:

1. Develop proficient speaking skills.

a. Analyze characteristics of desirable voice quality.
b. Establish acceptable pronunciation patterns and proficient functional English usage.
c. Practice voice projection, modulation, and enunciation, building natural and effective speech habits.
d. Expand and apply vocabulary when speaking.
e. Analyze personal speech patterns for purpose of building on strengths and correcting weaknesses.

2. Develop listening skills.

a. Differentiate between hearing and listening.
b. Identify the responsibilities of an effective listener.
c. Analyze barriers to effective listening and ways to overcome them.
d. Demonstrate listening skills.

3. Gain self-confidence and self-esteem as a result of experiencing public speaking.

a. Recognize the value of a positive self-image.
b. Identify the components of self-concept.
c. Recognize the positive contribution of good oral expression to self-esteem and personality development by identifying the strong and weak points of self.

4. Use human-relations skills when communicating with different audiences.

a. Recognize the importance of speech communication.
b. Identify components of the communication process and their complexities by analyzing the barriers to effective communication.
c. Analyze an audience and adapt speaking to the situation.

d. Identify the roles people play in different settings.

5. Determine the meaning and use of nonverbal communication. (R, W, S, L, V)

a. Acquire, interpret, and evaluate nonverbal messages.
b. Determine proper dress for a speech or job interview.
c. Demonstrate effective walk patterns and gestures for public speaking.

6. Research, analyze, and compile data to prepare and deliver effective speeches.

a. Recognize barriers that prevent communication and keep channels of communication clear.
b. Analyze issues by finding, validating, and qualifying the best available data.
c. Prove a point through effective use of supporting material.
d. Arrange main and subordinate points in logical, consistent sequence.
e. Construct effective introductions and conclusions for all types of speeches.
f. Gain public speaking experience by participating in the delivery of varied types of speeches.

7. Practice oral communication through a variety of activities.

a. Participate in group discussion, developing skills in observation, listening, and critical thinking that will contribute to proficient skills both for times as group member and as group leader.
b. Practice using parliamentary procedure, learning why rules are needed in society, and building effective use of the motions that will allow for effective participation in formal decision-making groups.
c. Apply the skills in oral communication to the process of job application by practicing effective use of the telephone and good interview skills.
d. Explore drama through either attending a live performance or watching appropriate videotape of a stage production, then discussing the technical responsibilities of staging the production.
e. Explore simplified varsity debate.
f. Explore the dynamics of mass communication, including the Internet.

ORAL COMMUNICATION II
COURSE DESCRIPTION
Grades 10-12; One Year Elective

The Oral Communication II course, for one Carnegie unit credit, further develops important communication skills that will enhance all aspects of the individual's life. This course includes instruction in how to acquire, analyze, and evaluate information in order to make decisions and establish satisfying relationships. Skill in oral communication helps the individual to think logically, clearly, and creatively. It also contributes to the student's understanding of himself and his management of relationships. The oral communication course is designed to help a student see himself as a whole person with a proper understanding of himself as a communicator as both a source and a receiver.

COMPETENCIES and Suggested Objectives:

1. Develop proficient speaking skills.

a. Practice using the voice to create character and establish tone and mood.
b. Practice acceptable pronunciation patterns and proficient functional English usage.
c. Practice voice projection, modulation, and enunciation, building natural and effective speech habits appropriate for specific situations.
d. Expand and apply vocabulary when speaking.
e. Analyze personal speech patterns for purpose of building on strengths and correcting weaknesses.

2. Develop listening skills.

a. Practice good listening skills.
b. Practice critiquing both interpreters and speakers.

3. Gain self-confidence and self-esteem as a result of experiencing public speaking.

a. Demonstrate skills of effective oral communication.
b. Develop a distinctive speaking style.
c. Develop skills in expressing opinions.

4. Use human-relations skills when communicating with different audiences.

a. Direct a group in completing a task.
b. Explain why rules are needed in society.
c. Identify the order of business used by most formal decision-making groups.

5. Determine the meaning and use of nonverbal communication.

a. Identify purposes of nonverbal communication.

b. Identify ways nonverbal communication contributes to communication breakdown.
c. Demonstrate decoding of nonverbal messages.
d. Use nonverbal signs appropriate for a given situation.

6. Research, analyze, and compile data to prepare and deliver effective speeches.

a. Practice impromptu speaking.
b. Practice extemporaneous speaking.
c. Practice analyzing a topic, researching a topic, writing an oratory, memorizing the oratory, and delivering it with style.

7. Practice oral communication through a variety of activities.

a. Participate in group discussion, developing skills in observation, listening, and critical thinking that will contribute to proficient skills both as group member and as group leader.
b. Practice using parliamentary procedure, learning why rules are needed in society and building effective use of the motions that will allow for effective participation in formal decision-making groups.
c. Apply the skills in oral communication to the process of job application by practicing effective use of the telephone and good interview skills.

PUBLIC SPEAKING
COURSE DESCRIPTION
One Semester Elective

The Public Speaking course, for one-half Carnegie unit credit, builds important communication skills that will enhance all aspects of the individual's life. This course provides instruction in how to acquire, analyze, and evaluate information in order to organize effective speeches and practice in making those speeches. Skill in public speaking helps the individual to think logically, clearly, and creatively. It also contributes to the student's understanding of himself and his management of relationships. This oral communication course is designed to help a student see himself as a whole person with a proper understanding of himself as a communicator as both a source and a receiver.

COMPETENCIES and Suggested Objectives:

1. Develop proficient speaking skills.

a. Manage language orally so that ideas are stated clearly.
b. Practice voice projection, modulation, and pronunciation.
c. Build natural and effective speech habits based on good, functional English usage.
d. Expand personal vocabulary.

2. Develop listening skills.

a. Practice identifying and avoiding barriers to good communication.
b. Listen accurately, appreciatively, and critically.

3. Gain self-confidence and self-esteem as a result of experiencing public speaking.

a. Recognize the contribution that skill in public speaking provides for the adult world.

4. Use human-relations skills when communicating with different audiences.

a. Identify the components underlying the communication process.
b. Control and guide the concentration of the audience upon the message produced by the speaker.
c. Analyze an audience and adapt speaking to the situation.

5. Determine the meaning and use of nonverbal communication.

a. Identify nonverbal barriers to communication.
b. Acquire, interpret, and evaluate nonverbal messages.

6. Research, analyze, and compile data to prepare and deliver effective speeches.

a. Analyze issues and find, validate, and qualify the best available data.
b. Prove a point through effective use of supporting materials.
c. Arrange main and subordinate points in logical, consistent sequence.
d. Construct effective introductions and conclusions for all types of speeches.
e. Gain public speaking experience by participating in the delivery of varied types of speeches.

SHORT STORY

COURSE DESCRIPTION
One Semester Elective

The Short Story course allows the student to analyze, evaluate, and interpret short stories and to gain a sense of the development of the genre. Students will recognize the contributions of writers to this genre and evaluate their reflections on society. Short stories mentioned in the competencies are for illustration only. Careful planning should occur to ensure that the teacher's short story assignments are not too repetitious of works students have already read in the required English class.

COMPETENCIES and Suggested Objectives:

1. **The student will analyze (e.g. interpret, compare, contrast, evaluate, etc.) literary elements in multiple short stories.**

   - Short Stories
     - o character, setting, plot, conflict, theme, mood, tone, point of view, allusion, figurative language, irony, symbolism, imagery, language/word choice, foreshadowing, flashback, etc.

2. **The student will compose responses to literature, position papers, and expository essays, clearly expressing a main idea thoroughly developed by relevant supporting details, which are well-elaborated and sufficient in number.**

TECHNICAL AND WORKPLACE WRITING

COURSE DESCRIPTION

One Semester Elective

The Technical and Workplace Writing course focuses on the variety of kinds of written communication currently occurring in a variety of workplaces and careers. In this course, students examine actual examples of written materials produced to communicate within the workplace as well as outside the workplace for the customer and general public. Through reviewing examples and through instruction, students will gain a sense of general principles of communication, learn how audience and purpose shape the form and content of the written piece, and discern how organization, wording, accuracy and specificity of details, typography, visuals, design, grammar, usage, and mechanics contribute to effective communication. Students will apply what they have learned by creating a variety of kinds of written communication. Since conveying information is at the heart of much of workplace and technical writing, students will practice gathering information through research as well as communicate information through various kinds of writing.

The course should be taught so that it offers challenge. Writings should include pieces requiring more sophistication or complexity: delivering or justifying bad news or an unpopular stance, persuading or manipulating the reader's opinions or emotions, and explaining complex processes such as is found in grants, scientific writing, or annual reports. Students will produce individual pieces as well as participate in group review of their writings. Through these experiences of working with others, they will practice the language skills of explaining, persuading, and negotiating, and learn the importance and effect of their words.

COMPETENCIES and Suggested Objectives:

1. Determine the kinds and purposes of writing used in different careers and workplaces.

a. Research and interview to determine the kinds of writing, the audiences for whom the pieces are written, and the purpose for which the pieces are written.
b. Collect and read a variety of career and workplace writing samples, such as letters, reports, annual reports, procedures, directions and instructions, summaries, rationales, resumes, recommendations, news releases, descriptions, brochures, fliers, newsletters, etc.
c. Analyze the purpose and audience of materials collected.

2. Identify principles of communication, including factors that help or hinder clear communication.

a. Understand the elements of communication theory: sender, message, receiver, and message interference.
b. Identify factors that interfere with clear communication.
c. Identify factors that facilitate clear communication.

3. Analyze what is effective and what is not in different kinds of writing, such as business letters, reports, memos, brochures, etc.

a. Analyze how organization, wording, style, voice, and grammar usage and mechanics contribute to effective writing.
b. Analyze how the use of typography, page layout and document design, and visuals contribute to effective writing.
c. Analyze how accuracy of information, details, and grammar usage and mechanics contribute to credibility and effective writing.

4. Communicate thoughts, ideas, information, and messages in writing.

a. Record information completely and accurately for intended purposes and audiences.
b. Summarize information and actions accurately and concisely.
c. Plan the creation of documents and other written materials using language, style, organization, and format appropriate to the subject matter, purpose, and audience.

5. Gather and use information as part of research conducted in completing a piece of writing.

a. Locate and gather information, using interviews and library resources such as books, periodicals, publications, electronic catalog, and the Internet (if available).
b. Recognize the difference in primary and secondary sources of information.
c. Read, analyze, evaluate, and synthesize information.
d. Analyze and interpret charts and graphs as part of information gathering.

6. Produce effective business letters, reports, memos, a resume, and either a brochure or newsletter.

a. Write effective business letters, such as letters of application, thanks, complaint, bad news, congratulations, persuasion, inquiry, etc.
b. Write effective reports, such as summaries, proposals, status of projects, procedures, etc.
c. Write a résumé for self or for an imagined person.
d. Write a brochure or newsletter, either working individually or with others.
e. Make effective use of content, organization, wording, style, voice, grammar usage and mechanics, typography, and visuals.
f. Employ a writing process that includes revising, editing, and proofreading.

7. Understand the dynamics of producing written communication when working with or for others.

a. Determine when working with others is necessary in producing written material for the workplace.

b. Observe and analyze patterns of group interaction.
c. Practice process and task behaviors that promote teamwork and the production of a quality piece of writing.
d. Appreciate and cope with diversity among team members.
e. Apply negotiating skills in working with others.
f. Use written and spoken language effectively when explaining, persuading, and negotiating with others.

TWENTIETH CENTURY LITERATURE

COURSE DESCRIPTION

One Semester Elective

The Twentieth Century Literature course covers major writers and themes in the Americas and Western Europe for the period from World War I to the present time. Major themes which run through the literature of this period include:

- horror, aftermath, and protest of war;
- social commentary, e.g., migrant workers; class struggle; gender, age, and race discrimination; loss of identity in a mechanical age; and abuse and violence;
- role of religion in an advancing technological and scientific world, the rise of existentialism and continuation of nihilism; and
- disillusionment of life in a modern age (Cold War/Nuclear Age, governmental interference, loss of innocence, futility of existence).

The material may be presented in a chronological manner, by genre, or in a thematic scheme. Authors indicated in each time period are representative and certainly not all-inclusive of any period with their suggested works indicated parenthetically. Where possible, complete works should be used; however, given time constraints, it may be necessary to read excerpted texts in some instances.

The student will recognize major themes present in twentieth century literature and will draw parallels to history and present day concerns. Group discussions, presentations, and writings, as well as individual presentations and writing experiences, are suggested for this course. As a result of this course, students will have a greater awareness of events and writings that have shaped and been part of the ideas and culture of the twentieth century.

COMPETENCIES and Suggested Objectives:

1. The student will analyze (e.g. interpret, compare, contrast, evaluate, etc.) literary elements in multiple texts from a variety of genres and media to include major writers and themes in the Americas and Western Europe for the period from World War I to the turn of the century.

- Literary Text and Literary Non-fiction
  - Short stories, novels, biographies, autobiographies, narrative essays (e.g., character, setting, plot, conflict, theme, mood, tone, point of view, allusion, figurative language, irony, symbolism, imagery, language/word choice, foreshadowing, flashback, etc.)

- Poetry (e.g., structure, language, theme, setting, persona, conflict, irony, symbolism, allusion, figurative language, imagery, language/word choice, etc.)

- Drama (e.g., character, structure, techniques [e.g., soliloquy], mood, tone, conflict, imagery, allusion, figurative language, language/word choice, foreshadowing, etc.)

- Informational Texts
    - Exposition, argumentation (e.g., language, point of view, structure, irony, symbolism, allusion, figurative language, imagery, language/word choice, etc.)

2. The student will compose responses to literature, position papers, and expository essays, clearly expressing a main idea thoroughly developed by relevant supporting details, which are well elaborated and sufficient in number.

WORLD LITERATURE

COURSE DESCRIPTION
One Semester Elective or One Year Elective

The World Literature course is an examination of literary works that have contributed significantly to the thinking of humankind and have contributed greatly to various cultures. In this course, students will read a variety of masterpieces and influential literary works. The course may be organized by theme, genre, or chronology. The course may be taught for one semester or for one year. The one-semester World Literature course may focus mainly on one time period or span centuries to show the range of literary heritage, whereas the one-year course will require reading of literature from the ancient classical period to the twentieth century. In either case, the teacher will need to determine whether the course will include mainly one or two genres or cover many genres, such as plays, poetry, novels, and short stories. The teacher also has the freedom to determine the particular countries and cultures that the works will represent. In the one-semester course, however, at least one work should be chosen to represent the literature of each: (a) Classical Greece or Rome, (b) Great Britain, (c) Europe, (d) the Americas, and (e) either Asia or Africa.

The year-long course will require additional literary selections to be read from each of the five areas just named. It is hoped that students will come to see the world's literature as a tapestry in which the experiences, stories, and thoughts of humankind have been woven through time and cultures.

COMPETENCIES and Suggested Objectives for One Semester Course:

1. **The student will analyze (e.g. interpret, compare, contrast, evaluate, etc.) literary elements in multiple texts from a variety of genres and media to include: Classical Greece or Rome; Great Britain; Europe; the Americas; Asia or Africa.**
    - **Literary Text and Literary Non-fiction**
        - Short stories, novels, biographies, autobiographies, narrative essays (e.g., character, setting, plot, conflict, theme, mood, tone, point of view, allusion, figurative language, irony, symbolism, imagery, language/word choice, foreshadowing, flashback, etc.)
    - **Poetry (e.g., structure, language, theme, setting, persona, conflict, irony, symbolism, allusion, figurative language, imagery, language/word choice, etc.)**
    - **Drama (e.g., character, structure, techniques [e.g., soliloquy], mood, tone, conflict, imagery, allusion, figurative language, language/word choice, foreshadowing, etc.)**
    - **Informational Texts**

- **Exposition, argumentation (e.g., language, point of view, structure, irony, symbolism, allusion, figurative language, imagery, language/word choice, etc.)**

2. The student will compose responses to literature, position papers, and expository essays, clearly expressing a main idea thoroughly developed by relevant supporting details, which are well elaborated and sufficient in number.

WRITTEN COMMUNICATION
COURSE DESCRIPTION
Grades 7 – 8; One Semester Elective or One Year Elective

This course is designed to be taken in addition to the English class. The course provides extra experience in writing a variety of kinds of writing for various audiences and purposes. Some kinds of writing include poetry, tall tales, fairy tales, explanations, stories, descriptions, captions, bumper stickers, dialogues, lab reports, learning logs, letters, narratives of personal experiences, newscasts and news articles, reports, summaries, and self-evaluations. Different purposes for writing include recording observations; justifying actions or decisions; giving directions; describing procedures; persuading others to an action or opinion; informing others; analyzing events, people, art, movies, or literature; expressing feelings; describing people, places, or things; making predictions; interpreting visual material; clarifying thinking; and reflecting on problem-solving processes.

Creativity is to be encouraged, and accuracy, organization, and detail in expression are to be developed. Experience in conducting short research projects should be provided. Students should be able to write multi-paragraph pieces at least by the end of the course. The use of literature is suggested to stimulate the imagination, focus students' attention, and prompt writing activities.

Glossary of Terms

Affix	A meaningful part of a word that is attached before (prefix) or after (suffix) a root or base word to modify its meaning.
Alliteration	The repetition of initial consonant sounds in neighboring words (e.g., The slithering, slimy snake).
Allusion	A reference to a mythological, literary, or historical person, place, or thing.
Alphabetic principle	The assumption underlying an alphabetic writing system that each speech sound or phoneme of a language has its own distinctive graphic representation.
Ambiguous pronouns	*See Indefinite Pronouns and Misplaced Modifiers*
American Psychological Association (APA) Writing Style	A research documentation style that many of the social and behavioral sciences have adopted to present written material in the field.
Analogy	A comparison of two or more similar objects, suggesting that if they are alike in certain respects, they will probably be alike in other ways, too.
Analysis	A separating of a whole into its' parts with an examination of these parts to find out their nature and function.
Antagonist	A person or thing working against the main character.
Antecedents	The noun that a pronoun refers to or replaces. Pronouns must agree with their antecedents in person and number. A singular pronoun refers to a singular antecedent. My dog **Chester** chews **his** tennis ball into tiny pieces. The singular possessive pronoun **his** agrees with the singular noun antecedent **Chester**. A plural pronoun refers to a plural antecedent. Many of the **fans** lost **their** voices during the final minutes of the exciting playoff game. The plural possessive pronoun **their** agrees with the plural noun **fans**.

Antithesis	A contrast or opposition of thought, the opposite. In persuasive writing, it is the idea that every argument generates a counter argument. In effective persuasive writing, opposing arguments should be addressed and rebutted.
Antonym	A word that is opposite in meaning to another word. (e.g., love-hate, hot-cold).
Argumentation	Writing that seeks to influence through appeals that direct readers to specific goals or try to win them to specific beliefs.
Assonance	The repetition of vowel sounds but not consonant sounds (e.g., fleet feet sweep by sleeping geeks).
Audience	Those who read or hear what is written. Many qualities of writing must be appropriate to the audience: (voice and tone, language, etc.)
Author's chair	A special chair in which students are privileged to sit while reading aloud their own writing to other class members.
Author's craft	The techniques the author chooses to enhance writing (e.g., style, bias, point of view, flashback, foreshadowing, symbolism, figurative language, sensory details, soliloquy; stream of consciousness, etc.).
Author's purpose	The motive or reason for which an author writes, as to entertain, inform, or persuade.
Autobiography	A written account of the author's own life.
Automaticity	The ability to recognize a word (or series of words) in text effortlessly and rapidly.
Ballad	A song or songlike poem that tells a story.
Base word	A word to which affixes may be added to create related words (e.g., as *teach* in *reteach* or *teaching*).
Bias	A highly personal judgment (e.g., regional, economic, disability bias, etc.).
Biography	An account of the life of an individual, classified as non-fiction or informational text.

Buddy reading	Two students read or reread a text together.
Capitalization	The act of writing or printing a particular word (e.g., a proper noun) and using an uppercase (capital) letter of the alphabet for the first letter of the word.
Cause/Effect	A text or response to reading text that provides explanations or reason for phenomena.
Characterization	The method an author uses to reveal the characters and their various personalities. Authors use two major methods of characterization: direct and indirect. When using direct characterization, a writer states the characters' traits, actions, motives, or feelings. When describing a character indirectly, a writer depends on the reader to draw conclusions about the character's traits or uses other participants in the story to reveal a character's traits and motives.
Choral reading	A group reading aloud. Note: Choral reading may be used with a group to develop oral fluency or to make a presentation to an audience. It may also be used by two people, one of whom usually is a better reader and serves as a model during the reading.
Citation	A direct quote from the text; acknowledgment and documentation of sources of information.
Cite	To quote as an example.
Closed syllable	A syllable ending with one or more consonants (e.g., *mat*, *hand*).
Coherence	The quality achieved when all the ideas are clearly arranged and connected. The arrangement of ideas, within and among paragraphs, should be organized in such a way that the reader can easily move from one point to another. When all ideas are arranged and connected, a piece of writing has coherence.
Comparison/Contrast	A text or response to reading text that identifies how information presented has similar or different characteristics or qualities.

Concrete or Specific details	Details are concrete when they can be seen, heard, smelled, tasted, or touched. The use of factual details to create a picture.
Conflict	The problem or struggle in a story that triggers the action. Conflicts may be internal (struggles from within a character) or external.
Connotation	An implied meaning of a word, opposite of denotation (e.g., Good night, sweet prince, and flights of angels sing thee to thy *rest* (burial)).
Context	The background information a reader needs to know. It may be a set of facts or circumstances surrounding an event or a situation; explanation of characters, or definition of important terms; and the background information the reader needs to know in order to fully understand the message of the text.
Context clues	Information in the reading passage that helps the reader to determine the meaning of unfamiliar words or phrases (e.g., illustrations or the meaning of other words in the text).
Controlling idea	This is the main idea focus that runs throughout the paper.
Conventions	Features of standard written English that usually include sentence formation, grammar, spelling, usage, punctuation, and capitalization.
Correlative conjunctions	Conjunctions used in pairs (e.g., either, or; neither, nor; not only, but also; both, and; whether, or; just, so; as so).
Counter argument	*See antithesis.*
Decode	The ability to translate a word from print to speech, usually by employing knowledge of sound-symbol correspondence.
Decoding	A series of strategies used selectively by readers to recognize and read written words. The reader locates cues (e.g., letter-sound correspondences) in a word that reveals enough about it to help in pronouncing it and attaching meaning to it.

Deductive argument	allows the reader to draw conclusions from looking at an adequate and representative sample of facts; if the premises are all true and the argument's form is valid, the conclusion is inescapably true.
Denotation	The literal meaning of a word, the dictionary meaning. Opposite of connotation (e.g., Good night, sweet prince, and flights of angels sing thee to thy *rest* (sleep)).
Description	One of the four traditional forms of composition in speech and writing. Its purpose is to provide a verbal picture of a character, event, setting, etc.
Detail	A fact revealed by the author or speaker that supports the attitude or tone in a piece of poetry or prose. In informational text, details provide information to support the author's main point.
Dialogue	A conversation between two characters. In poems, novels, and short stories, dialogue is usually set off by quotations marks to indicate a speaker's exact words; in a play, dialogue follows the names of the characters, and no quotation marks are used.
Diction	The writer's choice of words based on their effectiveness.
Drama	A story written to be performed by actors. Dramas are often divided into parts called acts, which are often divided into smaller parts called scenes.
Dyslexia	Dyslexia is a specific learning disability that is neurobiological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading

	comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge.
Editing	The process of reviewing text in draft form to check for correctness of the mechanics and conventions of writing (e.g., spelling, grammar, punctuation, capitalization, and format).
Elaboration	Words used to explain and in some way support the central idea; the development and expansion of ideas and arguments. Elaboration varies with the type of writing (e.g., A report may have statistics, examples, anecdotes, and facts, while a narrative would have description, dialogue, show-and-tell, etc.).
Encoding	Transferring oral language into written language.
Environmental print	Any print found in the physical environment (e.g., street signs, billboards, labels, business signs).
Embedded phrases and clauses	Grammatical structures which are placed in simple sentences to enhance sentence variety (e.g., The bird sat on the fence...chirping loudly in the early morning mist; the bird with the colorful feathers sat on the fence which divided the pasture from the yard, while the cat looked longingly from the window.)
Etymology	The study of the history of words.
Evaluate	Examine and judge carefully, based on evidence found in the text.
Explicit instruction	The intentional design and delivery of information by the teacher to the students. It begins with (1) the teacher's modeling or demonstration of the skill or strategy; (2) a structured and substantial opportunity for students to practice and apply newly taught skills and knowledge under the teacher's direction and guidance; and (3) an opportunity for feedback.
Exposition	One of the four traditional forms of composition in speech and writing. Its purpose is to set forth or explain.
Expository text	A traditional form of written composition that has as its

primary purpose explanation of the communication of details, facts, discipline, or content-specific information.

Fable	A short story or folk tale embodying a moral, which may be expressed explicitly at the end. Though a fable may be conversational in tone, the understanding from the outset is that it is an invention, a created fiction.
Fiction	An imaginative narrative in any form of presentation that is designed to entertain, as distinguished from that which is designed primarily to explain, argue, or merely describe. It includes novels, short stories, plays, narrative poetry, fictional elements at times included in historical fiction, fables, fairytales, folklore, legends, and picture books.
Figurative language	Techniques used in writing (particularly expressive writing) to create images (e.g., similes, metaphors, alliteration, assonance, personification, onomatopoeia).
Figure of speech	A word or phrase that describes one thing in terms of something else, often involving an imaginative comparison between seemingly unlike things.
Flashback	A scene that interrupts the action of a work to show a previous event. By giving material that occurred prior to the present event, the writer provides the reader with insight into a character's motivation and or background to a conflict.
Fluency	The clear, easy, and quick written or spoken expression of ideas; freedom from word-identification problems that might hinder comprehension in silent reading or the expression of ideas in oral reading; automaticity.
Focus	The specific idea(s) within the topic that the writer is addressing (e.g., If the topic is "horses," the focus might be: Horses are very expensive to own).
Folktales	A short story from the oral tradition that reflects the mores and beliefs of a particular culture.

Foreshadowing	The use of hints or clues to suggest what will happen later in literature.
Formal language	Language use characterized by: • speech before a passive audience • the assumption of a role by the speaker • the use of artificial means of communication such as writing or electronics, and • the use of a "high" dialect or language in preference to a "low" one (e.g., domains where formal language may take place: a sermon, a political speech, a lecture, a letter, poetry).
Formative evaluation	The gathering of data during the time a program is being developed to guide the development process.
Functional text	A technical document such as a business letter, computer manual, or trade publication that assists in getting information in order to perform a task (e.g., perform job at work).
Genre	A term used to classify literary works (e.g., novel, mystery, historical fiction, biography, short story, and poem).
Grammar	The system of rules for the use of language; the study of the collection of specific spoken and written conventions that exist in a language.
Grand conversation	Students talk about a text with classmates in discussions.
Graphic organizer	A visual representation of facts and concepts from a text and their relationships within an organized frame. Graphic organizers are effective tools for thinking and learning. They help teachers and students represent abstract or implicit information in more concrete form; depict the relationships among facts and concepts, aid in organizing and elaborating ideas; relate new information with prior knowledge; and effectively store and retrieve information.
Historical fiction	Fiction drawn from the writer's imagination, but true to life in some period of the past.

Homonym	One of two words that have the same sound and often the same spelling but differ in meaning (e.g., bear "to carry", bear "the animal", and bare "naked").
Homophone	One of two or more words that are pronounced the same but differ in meaning, origin, and sometimes spelling (e.g., hair/hare, knight/night, and scale [fish]/ scales[musical]).
Hyperbole (Exaggeration)	A deliberate, extravagant, and often outrageous overstatement that is used for emphasis or comic effect.
Idiom	An expression that does not mean what it literally says, as *to have the upper hand* has nothing to do with hands or *don't let the cat out of the bag* means to not tell something one knows, to keep silent. Note: Idioms are peculiar to a given language and usually cannot be translated literally.
Imagery	Multiple words or a continuous phrase that a writer uses to represent persons, objects, actions, feelings, and ideas descriptively by appealing to the senses (e.g., *such sweet sorrow*).
Indefinite pronoun	A pronoun that refers to an unnamed or unknown person, place or thing. When the dispatcher talked to the messenger, he told him to deliver the package to the new address. The problem lies with the pronouns "he" and "him". Since two different people are mentioned, the question is asked, "Who is HE and who is HIM?" A better way of writing the sentence so the reader will clearly know is as follows: The dispatcher told the messenger to deliver the package to the new address.
Independent practice	The phase of instruction that occurs after skills and strategies have been explicitly taught and practiced under teacher direction or supervision. Independent practice involves the application of newly taught skills in familiar formats or tasks and reinforces skill acquisition.

Inductive argument	Contains a conclusion that provides the best or most probable explanation of the truth of the premises but is not necessarily true.
Inference	A deduction or conclusion made from facts that are suggested or implied rather than overtly stated (e.g., Mom said that I should study more and watch television less. I inferred that I should get better grades or the television would be taken out of my room).
Informal language	Language use characterized by: • spontaneous speech in situations that may be described as natural or "real-life," and • the use of "low" dialect or language in preference to a "high" one (e.g., instruction to subordinates, conversation with family and friends, portrayal of "real" life in a soap opera).
Informational text and materials	Text that has as its primary purpose the communication of technical information about a specific topic, event, experience, or circumstance. Informational text is typically found in the content areas (e.g., science, history, social studies) in grades four through twelve.
Interactive writing	A shared writing experience used to assist emergent readers in learning to read and write. With help from the teacher, students dictate sentences about a shared experience, such as a story, movie, or event. The teacher stretches each word orally so that students can distinguish its sounds and letters as they use chart paper to write the letter while repeating the sound. After each word has been completed, the teacher and students reread it. The students take turns writing letters to complete the words and sentences. The completed charts are posted on the wall so that the students can reread them or rely on them for standard spelling.
Irony	The tension that arises from the discrepancy, either between what one says and what one means (verbal irony), between what a character believes and what a reader knows (dramatic irony) or between what occurs and what on expects to occur (situational irony).
Juxtapose	Placing two ideas (words or pictures) side by side so that their closeness creates a new, often ironic meaning.

Learning center or station	A location within a classroom in which students are presented with instructional materials, specific directions, clearly defined objectives, and opportunities for self-evaluation.
Listening comprehension	The act or ability of understanding what a speaker is saying and seizing the meaning.
Literary analysis	The study or examination of a literary work or author.
Literary conflict	The tension that grows out of the interplay of the two opposing forces in a plot.
Literary criticism	The result of literary analysis; a judgment or evaluation of a work or a body of literature.
Literary devices	Tools used by the author to enliven and provide voice to the writing (e.g., dialogue, alliteration, foreshadowing, personification, metaphors, etc.).
Literary elements	The essential techniques used in literature, such as characterization, setting, plot and theme.
Literary nonfiction	A text that conveys factual information. The text may or may not employ a narrative structure and characteristics such as dialogue.
MAGNOLIA	A Mississippi statewide consortium funded by the Mississippi Legislature that provides online databases for publicly funded K-12 schools, public libraries, community college libraries, and university libraries in Mississippi.
Matthew effect	The “rich-get-richer, poor-get-poorer” effects embedded in the educational process. The term is derived from Matthew’s Gospel.
Metaphor	A figure of speech in which one thing is described in terms of another to make an implicit comparison-that is, a comparison that does not use words such as “like” or “as” (e.g., The sky’s lamp was bright).

Mini-lesson	Direct and explicit instruction conducted to benefit students who need more information or further clarification of skills or topics already taught. The lessons or series of lessons are connected to the broader goal of getting students to become independent readers and writers. They are presented briefly and succinctly on the assumption that such information will be added to the set of ideas, strategies, and skills to be drawn upon as needed.
Misplaced modifiers	Modifiers that have been placed incorrectly; therefore, the meaning of the sentence is not clear, though, sometimes humorous. Misplaced: • We have an assortment of combs for physically active people with unbreakable teeth. (People with unbreakable teeth?) • I scrubbed the garage with my brother. Corrected: • For physically active people, we have an assortment of combs with unbreakable teeth. • My brother and I scrubbed the garage.
Modern Language Association (MLA) Writing Style	A research documentation style widely adopted by high schools, colleges, and publishing houses. The Modern Language Association, the authority on MLA documentation style, assists students with aspects of research writing, from selecting a topic to submitting the completed paper, including information regarding online research.
Mood	The atmosphere or predominant emotion in literary work.
Morpheme	A linguistic unit of relatively stable meaning that cannot be divided into smaller meaningful parts; the smallest meaningful part of a word.
Multiple meaning words	Words that have several meanings depending upon how they are used in a sentence (e.g., I watched **the bat** flitting through the trees. Raymond gripped **the bat** tightly as he waited for the pitch. I hope I can **bat** a home run!)

Narration	One of the four traditional forms of composition in speech and writing. Its purpose is to tell a story or give an account of something dealing with sequences of events and experiences.
Narrative	A story or narrated account of actual or fictional events.
Narrative essay	Narrative writing tells a story. Most essays of this type spring from an event or experience in the writer's life. Narrative essays are told from a defined point of view, often the author's, so there is feeling as well as specific and often sensory details provided to get the reader involved in the elements and sequence of the story. The verbs are vivid and precise. The narrative essay makes a point and that point is often defined in the opening sentence, but can also be found as the last sentence in the opening paragraph.
Narrative passage	Text in any form that recounts or tells a story.
Narrator	The person (or animal or object) telling a story, who may be a character within the story or someone outside of the story.
Non-fiction	Prose designed primarily to explain, argue, or describe rather than to entertain; specifically, a type of prose other than fiction but including biography and autobiography.
Occasion	The happening or event that make the response possible.
Onomatopoeia	A figure of speech in which the sound of the word imitates the sounds associated with the object or actions to which they refer (e.g., crackle, moo, pop, zoom).
Onset and rime	Intersyllabic units that are smaller than words and syllables but larger than phonemes. The *onset* is the portion of the syllable that precedes the vowel (e.g., in the word *black* the onset is *b*l). The *rime* is the portion of the syllable including any vowels and consonants that follow (e.g., in the word *black* the rime is *ack*). Although not all syllables or words have an onset, all do have a rime (e.g., the word or syllable *out* is a rime without an onset).

Opinion	A belief or conclusion held with confidence, but not sustained with proof.
Open syllable	A syllable ending in a vowel sound rather than a consonant sound as /bā/ and /bē/ in *baby*.
Organization	The clear evidence of a plan or foundation on which writing is built. It includes intentional introduction, conclusion, and internal/external transitions to connect ideas.
Orthographic	Pertains to *orthograph*y, the art or study of correct spelling according to established usage.
Oxymoron	A figure of speech in which contrasting or contradictory words are brought together for emphasis (e.g., *deafening silence*, *cruel kindness, living death*).
Pacing	The rate of movement and action of a narrative.
Paradox	Reveals a kind of truth which at first seems contradictory (e.g., Stone walls do not a prison make, Nor iron bars a cage).
Parallel structure	The repetition of words, phrases, or sentences that have the same grammatical structure or that restate a similar idea.
Paraphrase	Restate text or passage mostly in other (or in own) words.
Pedestrian	Commonplace, usual; when applied to vocabulary, over-used (“good things,” “nice stuff”).
Peer editing	A form of collaborative learning in which students work with their peers in editing a piece of writing.
Personification	The attribution of human qualities to inanimate objects (e.g., The clouds played and danced in the sky.).
Persuasion (Argumentation)	One of the four traditional forms of composition in speech and writing. Its purpose is to move a reader by argument or entreaty to a belief, position, or course of action.
Phonemes	The smallest units of speech that distinguish one utterance or word from another in a given language (e.g.,

the /r/ in *rug* or the /b/ in *bug*.)

Glossary

Phonemic awareness instruction	Teaching awareness of words, syllables, and phonemes along a developmental continuum that includes rhyming, recognition and production, isolation, blending, matching of phonemes, segmentation, and substitution. Early phonemic instruction should focus on exploration of the auditory and articulator structure of spoken language, not on letter-sound correspondences.
Phoneme blending	The aspect of phonemic awareness that involves the ability to blend phonemes (sounds) into words.
Phoneme segmenting	The aspect of phonemic awareness that involves the ability to break words into its separate phonemes (sounds).

Phonics	A system of teaching reading and spelling that stresses basic symbol-sound relationships and their application in decoding words.
Phonological awareness	A broad term that includes phonemic awareness. In addition to phonemes, phonological awareness activities involve work with rhymes, words, syllables, and onset and rimes.
Plot	The plan, design, storyline, or pattern of events in a play, poem, or works of fiction.
Poem	A composition characterized by use of condensed language, chosen for its sound and suggestive power and the use of literary techniques such as rhyme, blank verse, rhythm, meter, and metaphor.
Point of view	The way in which an author reveals characters, events, and ideas when telling a story. The perspective or vantage point from which a story is told.

Précis	A short summary of the essential ideas of a longer composition; the basic thought of a passage is reproduced in miniature, retaining the mood and tone of the original. No interpretation or comment should be interjected. It must possess clear, emphatic diction and effective sentence construction. Its unity and coherence should be emphasized through smooth, unobtrusive transitions. The summary must be intelligible to a reader who has not seen the original.
Predictable text	Reading material that supports the prediction of certain features of text. Text is predictable when it enables students to predict quickly and easily what the author is going to say and how the author is going to say it on the basis of their knowledge of the world and of language. Predictable books can also contain rhythmical, repetitive, or cumulative patterns; familiar stories or story lines; familiar sequences; or a good match between illustrations and text.
Prewriting	The initial creative and planning stage of writing, prior to drafting, in which the writer formulates ideas, gathers information, and considers ways in which to organize a piece of writing.
Primary language	The first language a child learns to speak.
Print-rich environment	An environment in which students are provided many opportunities to interact with print and an abundance and variety of printed materials are available and accessible. Students have many opportunities to read and be read to. In such an environment, reading and writing are modeled by the teacher and used for a wide variety of authentic everyday purposes.
Problem	The conflict or struggle (internal or external) that causes the action in a story or play. An internal conflict takes place within the mind of a character, such as a struggle to make a decision, take an action, or overcome a feeling. An external conflict is one in which a character struggles against some outside force, such as another person or something in nature.
Prose	Writing that is not restricted in rhythm, measure, or rhyme. Most writing that is not drama, poetry, or song is considered prose.

Protagonist	The main character or hero of a text.
Punctuation	The appropriate use of standard marks (e.g., periods, commas, and semicolons) in writing and printing to separate words into sentences, clauses, and phrases to clarify meaning).
Purpose	The specific reason for writing. The goal of the writing is to entertain, express, inform, explain, persuade, etc.).
Readers Theatre	A performance of literature (e.g., a story, play, poetry, etc.) read aloud expressively by one or more persons, rather than acted.
Reading comprehension	The ability to apprehend meaning from print and understand text. At a literal level, comprehension is the understanding of what an author has written or the specific details provided in a text. At a higher-order level, comprehension involves reflective and purposeful understanding that is thought-intensive, analytic, and interpretive.
Reading critically	Reading in which a questioning attitude, logical analysis, and inference are used to judge the worth of the text; evaluating relevancy and adequacy of what is read; the judgment of validity of worth of what is read, based on sound criteria and evidence.
Reading rate	The speed at which a person reads; generally measured as words per minute or words correct per minute.
Realistic fiction	Fiction drawn from the writer's imagination, but is true to life; often focuses on universal human problems.
Recreational reading	Voluntary or leisure reading for which students use self-selected texts that can be read comfortably and independently.
Reference to text	Mentioning or alluding to something in the text without directly quoting the text (e.g., Pip was frightened when he met the convict in the graveyard.).
Repetition	The deliberate use of any element of language more than one sound, word phrase, sentence, grammatical pattern, or rhythmical pattern.
Resolution	The portion of a play or story in which the problem is

	resolved. It comes after the climax and falling action, and is intended to bring the story to a satisfying end.
Retelling	The paraphrasing of a story in a student's own words to check for comprehension. Sometimes, retelling can be followed by questions to elicit further information.
Retelling	A restatement of the events in the story.
Revising	The process of changing a piece of writing to improve clarity for its intended audience and make certain that it accomplishes its stated purpose.
Rhyme	A metrical device in which sounds at the ends of words or lines or verse correspond. Another common device is the use of internal rhymes, or rhyming words within lines.
Rhyme scheme	A regular pattern of rhyming words in a poem, usually indicated by assigning a different letter to each rhyme in a stanza such as, a-b-a-b.
Rhythm	In verse or prose, the movement or sense of movement communicated by the arrangement of long and short or stressed and unstressed syllables.
Root	The form of a word after all affixes are removed.
Sarcasm	The use of verbal irony in which a person appears to be praising something but is actually insulting it.
Satire	A piece of prose in which witty language is used to convey insults or scorn.
Scaffolding	The temporary support, guidance, or assistance provided to a student on a new or complex task (e.g., students work in partnership with a more advanced peer or adult who scaffolds the task by engaging in appropriate instructional interactions designed to model, assist, or provide necessary information). The interactions should eventually lead to independence.
Schema	A reader's organized knowledge of the world that provides a basis for comprehending, learning, and remembering ideas in stories and texts.
Self-monitoring	Students learn to monitor their own reading behaviors and use appropriate strategies to decode and comprehend text effectively.

Semantics	The study of meaning in language, particularly the meaning of words and changes in the meanings.
Sensory description	Elaboration on a key part or character of the story that includes the five senses: Sight, smell, touch, taste, and sound. All five senses do not have be used, just the ones that naturally fit into the description. Feelings and thoughts, as well as dialogue, may be embedded.
Sentences	*Declarative*—a sentence that makes a statement. *Exclamatory*—a sentence that makes a vehement statement or conveys strong or sudden emotion. *Imperative*—a sentence that expresses a command or request. *Interrogative*—a sentence that asks a question or makes an inquiry.
Sequence	A text structure in which ideas are grouped on the basis of order or time.
Setting	The time and place of the action in a literary work. The setting includes all the details of a place and time. In most stories, the setting serves as a backdrop or context in which the characters interact and the plot progresses.
Shared reading (shared book experience)	An instructional strategy in which the teacher involves a group of children in the reading of a particular big book in order to help them learn different aspects depending on the grade level (e.g., for young children with the beginning literacy skills of print conventions and the concept of *word).* These aspects can also include development of reading strategies, such as decoding or the use of prediction.
Shared writing	An opportunity for teachers and children to share the act of composing a piece of writing.
Sight vocabulary/sight words	Words that are read automatically on sight because they are familiar to the reader.
Simile	A figure of speech in which one thing is likened to another using an explicit comparison (that is, using the words “like” or “as”) to clarify or to enhance an image

	(e.g., It was as cold as an ice cube.).
Soliloquy	A speech delivered by a character when he/she is alone on the stage; monologue.
Spelling	The forming of specific words with letters in the correct order according to established usages; orthography.
Spelling, temporary/invented	An emergent writer's attempt to spell a word phonetically when the spelling is unknown. Temporary spelling is a direct reflection of the writer's knowledge and understanding of how words are spelled.
Sonnet	A fourteen-line lyric poem, usually written in iambic pentameter.
Stereotype	A pattern of form that does not change. A character is "stereotyped" if she or he has no individuality and fits the mold of that particular type of person or character, (e.g., a villain).
Story frame/map	A graphic organizer of major events and ideas from a story to help guide students' thinking and heighten their awareness of the structure of stories.
Story grammar	The important elements that typically constitute a story. In general the elements include plot, setting, characters, conflict or problem, attempts or resolution, twist or complication, and theme.
Structural analysis	The identification of word-meaning elements, as *re* and *read* in *reread*, to help understand the meaning of a word as a whole Note: Structural analysis commonly involves the identification of roots, affixes, compounds, hyphenated forms, inflected and derived endings, contractions, and in some cases, syllabication.
Structured/guided practice	A phase of instruction that occurs after the teacher explicitly models, demonstrates, or introduces a skill or strategy. In this phase students practice newly learned skills or strategies under teacher supervision and receive feedback on performance. This critical interactive phase involves teachers and students.

Style	The characteristic manner used by an author to express ideas and create intended effects, including the writer's use of language, choice of words, and use of literary devices.
Summary	Writing that presents the main points of a larger work in condensed form.
Summative evaluation	An overall assessment or decision regarding a program.
Syllabication	The division of words into syllables, the minimal units of sequential speech sounds composed of a vowel sound or a vowel-consonant combination.
Syllable	A word part that contains a vowel or, in spoken language, a vowel sound (e.g., *e-vent; news-pa-per; ver-y*).
Syllable blending	An aspect of phonological awareness that involves the ability to blend syllables to make words.
Syllable segmenting	An aspect of phonological awareness that involves the ability to break words into syllables.
Syllogisms	A form of deductive reasoning consisting of a major premise, a minor premise, and a conclusion (e.g., *All humans are mortal,* the major premise, *I am a human,* the minor premise, *therefore, I am mortal,* the conclusion).
Symbolism	A device in literature where an object, person, place, or action represents an idea, quality, attitude, or value. The device symbolizes a word or object that stands for another word or object. The object or word can be seen with the eye or not visible (e.g., A dove stands for Peace. The dove can be seen and peace cannot).
Synonym	Two or more words that have highly similar meanings (e.g., happy, glad, and cheerful).
Syntax	The pattern or structure of word order in sentences, clauses, and phrases.

Systematic instruction	The strategic design and delivery of instruction that examines the nature of the objective to be learned and selects and sequences the essential skills, examples, and strategies necessary to achieve the objective by (1) allocating sufficient time to essential skills; (2) scheduling information to minimize confusion on the part of the learner; (3) introducing information in manageable and sequential units; (4) identifying prerequisite skills and building on prior knowledge of the learner; (5) reviewing previously taught skills; (6) strategically integrating old knowledge with new knowledge; and (7) progressing from skills in easier, manageable contexts to more complex contexts.
Temporal sequence	Ideas or events presented in the order in which they happen.
Text	A segment of spoken or written language available for description or analysis.
Text difficulty (relative to student's ability):	• The *independent reading level* is the level of reading material a child can easily read independently with high comprehension, few problems with word identification, and an accuracy rate of 95–100 percent. • The *instructional reading level* is the level of reading material a child can read successfully with instruction and support and an accuracy rate of 90–94 percent. • The *frustration reading level* is the level of reading material a child can read with an accuracy rate of 89 percent or less.
Text structures	The organizational structures used within paragraphs or within texts, appropriate to writing genre and purpose (e.g., description, sequential chronology, proposition/support, compare/contrast, problem/solution, cause/effect, and investigation).
Theme	The central ideas, message, concern, or purpose in a literary work, which may be stated directly or indirectly.
Thesis	The controlling idea about a topic that the writer is attempting to prove; a sentence that announces the writer's main, unifying, controlling idea about a topic. A thesis statement usually contains two main elements; a

	limited subject (Internet), a strong verb, and the reason for it-the "why" (The Internet provides information of varying depth and quality.).
Tone	The overall feeling or effect created by a writer's attitude, use of words, and sentence structure. This feeling may be serious, mock-serious, humorous, sarcastic, solemn, objective, etc.
Topic	The general subject matter covered in a piece of writing.
Traditional literature	Stories passed down orally throughout history (e.g., folk tales, fairy tales, myths, legends, and epics).
Transitions	Words or phrases that help tie ideas together (e.g., however, on the other hand, since, first, etc.). Transitional devices also include numbering, use of such things as space, or ellipses to enhance meaning.
Turning point	The moment in a story or a play when there is a definite change in direction and one becomes aware that it is now about to move toward the end.
Vocabulary and concept development	Instruction in the meaning of new words and concepts. Vocabulary instruction is most effective when specific information about the definitions of words is accompanied by attention to their usages and meanings across contexts. The development of an extensive reading vocabulary is a necessary phase of good comprehension.
Voice	The style and quality of the writing, which includes word choice, a variety of sentence structures, and evidence of investment. Voice portrays the author's personality or the personality of the chosen persona. A distinctive voice establishes personal expression and enhances the writing.
Web	A graphic organizer used to involve students in thinking about and planning what they will study, learn, read about, or write about within a larger topic. A teacher may begin with a brainstorming discussion of topics related to a particular theme and then represent subtopics through the use of a web drawn on the board. Webbing can be used to encourage students to consider what they know about each subtopic or what they want to know.

Word attack (or word analysis)	Refers to the process used to decode words. Students are taught multiple strategies to identify a word. This sequence progresses from decoding of individual letter-sound correspondences, letter combinations, phonics analysis and rules, and syllabication rules to analyzing structural elements (including prefixes, suffixes, and roots). Advanced word-analysis skills include strategies for identifying multi-syllabic words.
Word family	Also known as phonograms, word families are groups of words that have a common pattern. (e.g., the *an* words *fan, pan, ran, plan, man, and so on*).
Word play	A child's manipulation of sounds and words for language exploration and practice or for pleasure (using alliteration, creating rhymes, singing songs, clapping syllables, and so forth).
Writing as a process (or process writing)	The process used to create, develop, and complete a piece of writing. Depending on the purpose and audience for a particular piece of writing, students are taught to use the stages of prewriting, drafting, revising, editing, and publishing.
Word recognition	The identification and subsequent translation of the printed word into its corresponding sound(s), leading to accessing the word's meaning.
Word segmentation	The ability to break words into individual syllables.