Mississippi Language Arts Framework

2006

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ACKNOWLEDGEMENTS

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MISSION STATEMENT

The primary purpose of the *Mississippi Language Arts Framework 2006* 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 area of the language art 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 *Mississippi Language Arts Framework* 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, as well as suggested teaching guides that include teaching strategies and assessment methods for these strategies. The framework replaces the previous document, the *Mississippi Language Arts Framework 2000* that was implemented in 2000.

CYCLE

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

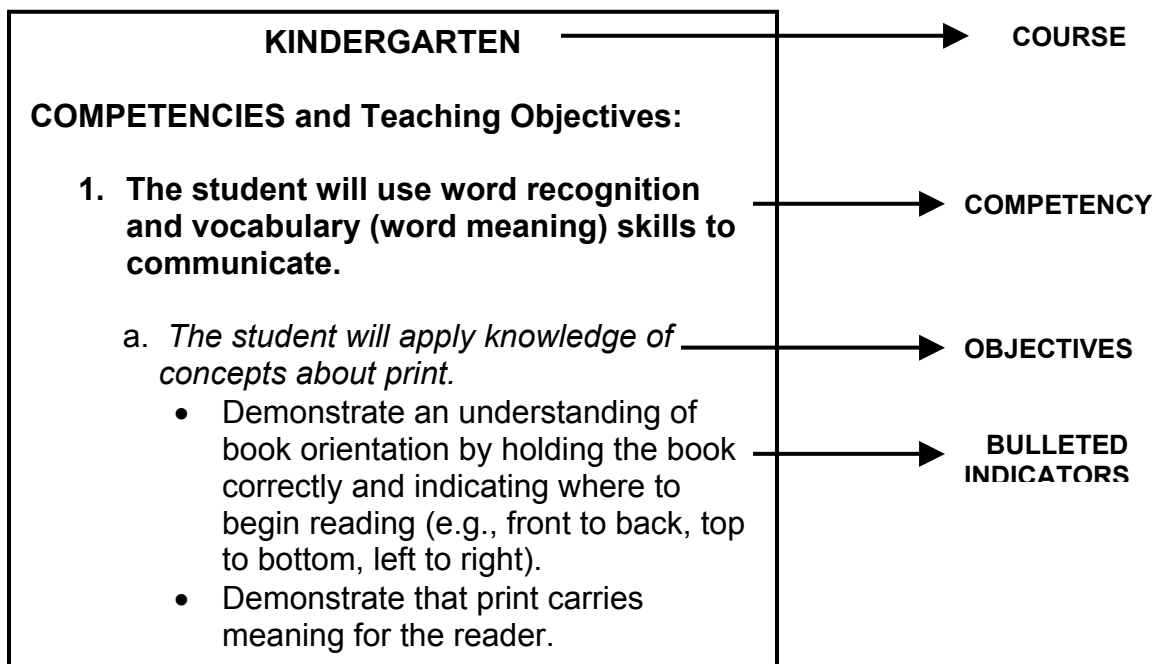The pilot year (optional) for the *Mississippi Language Arts Framework 2006* is school year 2005-2006. The implementation year for the framework is school year 2006-2007.

SEQUENCE

Students will progress according to grade level through the twelfth grade. Beginning in the ninth grade, students may choose to take honors, gifted, or accelerated classes in place of the standard grade level language arts course.

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. Following each curriculum outline is a curriculum guide that provides suggested teaching strategies and suggested assessment methods. To enhance the implementation of the framework, a section of Literature connections, technology connections, a Glossary and a reference section are included at the end of the framework. The Curriculum Outline for the Mississippi Language Arts Framework is formatted as follows:

KINDERGARTEN ──────▶ **COURSE**

COMPETENCIES and Teaching Objectives:

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

   a. *The student will apply knowledge of concepts about print.* ──────▶ **OBJECTIVES**
      • Demonstrate an understanding of book orientation by holding the book correctly and indicating where to begin reading (e.g., front to back, top to bottom, left to right). ──────▶ **BULLETED INDICATORS**
      • Demonstrate that print carries meaning for the reader.

STRANDS

The Mississippi Language Arts Framework 2006 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 the framework. 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.

COMPETENCIES

The competencies, printed in boldface type are the parts of the document that are required to be taught to all students. The Mississippi Curriculum Tests and Mississippi 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 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. Objectives are further defined by bulleted indicators. Many of the objectives are interrelated rather than sequential, which means that 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.

SUGGESTED CURRICULUM GUIDE

The purpose of the "Curriculum Guide" following the curriculum outline for each grade level and secondary course is to assist school districts and teachers in the development of quality language arts lessons. Suggested teaching strategies and assessment methods are optional, not mandatory. They are not meant to be a comprehensive list nor do they represent rigid guidelines. Strategy examples are suggestions of the many dimensions of choice which foster the development of growing sophistication in the use of language. Good teacher-selected

strategies include modeling of problem-solving techniques and authentic reading/writing processes. When students emulate problem solving and strategic thinking modeled by their teacher, they develop confidence and skill while becoming independent problem-solvers and thinkers. Particular works of literature also mentioned are for illustration only. Teachers are encouraged to choose strategies and literature for their particular needs and according to their district policy.

The Curriculum Guide allows for further integration of competencies, concepts, and content which results in maximum curriculum connections, maximum time on task, and maximum learning opportunities for students.

THE REVISION PROCESS FOR THE LANGUAGE ARTS FRAMEWORK

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, includes a curriculum guide for teachers, 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.

FIRST GRADE
COURSE DESCRIPTION
Grade 1; one year course

The curriculum for Grade 1 describes in general terms what students are expected to know and do throughout the year to become more adept language users. First Grade Language Arts is designed to allow flexibility in integrating across subject areas. Reading and writing are no longer viewed as isolated tasks to be taught and tested, but should be taught in a context which is meaningful and purposeful for students. Invented spelling is used to allow students to experiment with writing and reading in a risk-free environment. Students learn by doing, just as their vocabulary grows through speaking, writing, listening, viewing, and reading. Before mastery can be expected, students must be given ample time to practice with teacher modeling and feedback. Reading instruction focuses on the five critical elements of effective reading instruction including phonemic awareness, phonics, vocabulary, fluency, and comprehension.

The competencies are the parts of the document that are required to be taught. They combine the strands of reading, writing, listening, speaking, viewing, research and information. They 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 objectives indicate skills that enable fulfillment of competencies, describe competencies in further detail, or show the progression of concepts throughout the grades.   Objectives are further defined by bulleted items. Priority items, as indicated by scientifically based reading research, are underlined.

Suggested teaching and assessment strategies are optional, not mandatory. They are not meant to be a comprehensive list nor do they represent rigid guidelines. Strategy examples are suggestions of the many dimensions of choice that foster the development of growing sophistication in the use of language. Good teacher-selected strategies include modeling of problem-solving techniques and reading/writing processes. When students emulate problem solving and strategic thinking modeled by their teacher, they develop confidence and skill while becoming independent problem-solvers and thinkers. Particular works of literature also mentioned are for illustration only. Teachers are encouraged to choose strategies and literature for their particular needs and according to their district policy. Appendices to this document contain a glossary and more detailed descriptions of suggested assessment methods.

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 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 throughout this document.

COMPETENCIES and Suggested 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.*

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

   b. *The student will apply knowledge of phonological and phonemic awareness.*
   (Phonological and phonemic awareness skills are <u>oral</u> skills. Once the skills are paired with print, they become phonics activities).

- Identify and produce rhyming words orally that include consonant blends and diagraphs (e.g., flat/splat, trap/snap, sing/ring).
- Identify, blend, and segment syllables within spoken words (e.g., clap the syllables in "bi-cy-cle," bas + ket + ball = basketball, telephone = tel + e + phone).
- Identify and count the number of syllables in a spoken word.
- Identify orally beginning, final, and medial sounds in one-syllable words (e.g., /ch/ in chat, /sh/ in wish, /ē/ in read).
- Distinguish short and long vowel sounds in spoken one-syllable words (e.g., bĭt/bīte, hŏp/hōpe).
- <u>Blend and segment the phonemes in words containing two to four phonemes (e.g., /b/ /ă/ /t/ = bat, treat = /t/ /r/ /ē/ /t/).</u>
- Blend and segment sounds in spoken words containing initial and final blends.
- 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.

- <u>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.</u>

  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

- 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

- Read words derived from common word families (e.g., -it, -at, -ite, -ate).
- Begin to use common spelling patterns to make new words (e.g., make, take, lake, cake, etc.).

- Use inflectional endings (e.g., -s, -es, -ed, or -ing) to produce new words.
- Identify simple compound words (e.g., dog + house = doghouse).
- Identify simple contractions correctly (e.g., can + not = can't, has + not = hasn't, did + not = didn't).
- Read 100 to 200 high frequency and/or irregularly spelled words. <u>A first grader should read approximately 40 to 60 words correct per minute by the end of first grade.</u>

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

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.*

f. *The student will develop and apply knowledge of words and word meanings to communicate.*

- Identify and sort pictures and words into basic categories.
- Recognize and explain word relationships within categories of words.

g. *The student will begin to identify and use synonyms, antonyms, and homonyms.*

h. *The student will use context to determine the meanings of unfamiliar or multiple meaning words.*

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).*

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, and text structures to analyze text.*

- *Text features – titles, illustrations, **headings**, **graphs,** etc.*
- *Parts of a book – title page, title, author, illustrator, **table of contents,** etc.*
- *Text structures – fiction, nonfiction, **description, sequential order,** etc.*

b. *The student will understand, infer, and make simple predictions.*
   - <u>Answer and generate who, what, when, where, why, and how questions.</u>
   - <u>Answer and generate questions about characters, settings, and events.</u>
   - Make simple inferences based on information from narrative and/or informational text.
   - Identify the main idea of a simple story or topic of an informational text.
   - Make a prediction about narrative or informational text and confirm or revise the prediction.
   - Use key words in text to justify prediction(s).

c. *The student will recognize or generate an appropriate summary or paraphrasing of the events or ideas in text, citing text-based evidence.*

   - Retell a story including characters, setting, and important events.
   - 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.*

   - Interpret text through moving, drawing, speaking, acting, or singing.
   - Make connections between self and text or text and text after sharing text or reading text independently.
   - Compose visual images based on text.
   - 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.*

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

b. The student will compose a description of a person, place, or thing.

- Compose drawings/visual images and orally describe.
- 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.

- Compose retellings/stories with a beginning, middle, and end.
- 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:

- Reports
- Letters, thank you notes, invitations
- 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.

- Begin to use nouns (e.g., singular, plural)
- Begin to use verbs
- Begin to use articles and conjunctions
- Begin to use adjectives
- Begin to use pronouns

b. The student will use Standard English mechanics.

- Begin to use appropriate end punctuation (e.g., period, question mark, exclamation point)
- Begin to use periods in common abbreviations (e.g., Mr., Mrs., Dr., days of the week, months of the year)
- Begin to use commas (e.g., dates)
- Begin to use apostrophes (e.g., contractions)
- Begin to use colon in notation of time
- Begin to use capitalization (e.g., first word in a sentence, proper nouns, days of the week, months of the year, the pronoun "I")
- Spell words commonly found in first grade level text.
- 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.

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

Grade Level: First Grade
Competency One: The student will use word recognition and vocabulary (word meaning) skills to communicate.

[Research indicates that intentional, explicit teaching of specific words and word-learning strategies can add words to students' vocabularies and improve reading comprehension of texts containing those words. It is recommended that teachers select words for word study from texts being read in the classroom (e.g., basal texts, whole class texts, read-alouds, and students' writing). When selecting words for study, teachers should consider using words that have importance and utility. Appropriate words for study are characteristic of mature language users and appear frequently across in a number of contexts. Selected words should label concepts that are familiar to students, even though the words themselves may be unfamiliar.   In addition, words selected for study should provide students with more precise ways of describing concepts, actions, or feelings that students already know.]

Competency	Objective	Suggested Teaching Strategies	Suggested Assessment
1	a	The teacher will use a text to model concepts about print. The teacher will read a book to the students. The book should be large enough for all students to see. The teacher will ask students to point to uppercase and lowercase letters, words, the title of the book, the author's name, the illustrator's name, and the table of contents.	Student responses
1	a	Using a big book, the teacher will model reading for students. The teacher will move his/her hand underneath the lines of text as he/she reads. The teacher will demonstrate how a reader reads from left to right across a page, returns to the left and drops down a line at the end of each line of print, and continues reading from top to bottom on the page. The teacher will allow students to point to words in text as he/she reads to students.	Teacher observation
1	a	The teacher will model one-to-one correspondence using a colorful pointer to demonstrate matching spoken word to print.	Teacher observation

1	a	The teacher will model using upper- case or lowercase manipulative alphabets (e.g., plastic, cardboard pieces, paper, etc.) to select letters and name them. Note: Keep a record of correct and incorrect responses by students.	Teacher observation
1	a	The teacher will provide uppercase and lowercase letters that can be matched. The teacher will ask the student to put the letters in pairs. He/she will repeat the activity twice using different sets of letters each time. Note: Keep a record of those letters correctly and incorrectly matched.	Student responses
1	a	The teacher will model making a "I Can Read" book. Provide copies of ads for commonly recognized products (e.g., toothpaste, food products, toys, etc.) and other materials with commonly recognized logos (e.g., McDonalds, Wal-Mart, Target, etc.). The teacher will have students cut out "words" they can read and paste them in a book of their own and have them "read" their books aloud. The teacher should keep a record of the student's work indicating whether or not the student has identified the logo or the actual word in their work.	Student oral responses
1	a	The teacher will model making a class book using environmental print. Ideas include: "Our Favorite Places to Eat" "Our Favorite Cereals"	Student oral responses
1	a	The teacher will have students bring in labels from home and "read" them. The teacher will model making a class book using labels. The students can find specific letters in the labels and also match the labels.	Student responses
1	a	The teacher will write the student name on a sentence strip and cut the letters in the student's name apart to make a puzzle. The teacher will model having the student identify each letter as he/she puts the puzzle together.	Teacher observation Student oral responses

First Grade

1	a	The teacher will place upper and/or lowercase letters in a random arrangement on the floor. He/she will call the name of one of the letters. The teacher will model having the student hop to the letter that was called.	Student responses
1	a	The teacher will model for the students showing them how to make uppercase and/or lowercase letter shapes with their bodies.	Teacher observation
1	a	The teacher will print the letters of the alphabet on 26 cards. He/she will draw a "wiggle worm" on other cards. Place the cards in a container. The students stand in a circle and take turns drawing a card from the container. Students will identify the letters by name as they are drawn. If a worm card is drawn, the child says "wiggle worms" and all students wiggle like a worm.	Student oral responses
1	a	The teacher will choose a few pairs of upper and lowercase letters and give half of the students an upper- case letter. He/she will give the other half a matching lowercase letter. The teacher will play music. He/she will model for students finding the partner of his/her letter before the music ends.	Teacher observation
1	b	The teacher will model blending and segmenting words with initial or final blends. (e.g., "If I say "/th/ /ĭ/ /ck/, you would say "thick'. Let's try another way." "If I say "thick", you say "/th/ /ĭ/ /ck/ Let's try another"). The teacher will give new words orally for students to blend or segment.	Student oral responses
1	b	The teacher will model adding or deleting a phoneme to create a new word. (e.g., "If you add /c/ to the word "at", I would make a new word, "cat" or " If I have the word "man" and I take away the /m/ sound, I would have a new word "an"). The teacher will give students an opportunity to add or delete a phoneme to change a spoken word.	Student oral responses

First Grade

1	b	The teacher will model pushing a counter to identify beginning, middle, and ending sounds in words. (e.g., chat) /ch/ /a/ /t/ beginning middle end	Teacher observation
1	b	Students will walk around in a circle that has enough familiar picture cards for each student to step on as music is played. When the music stops, the students make sure they are standing on one picture card. The teacher will pull one card from the teacher grab bag, which contains a copy of all the circle pictures. The student standing on that picture will identify the beginning, final, or medial sound.	Teacher observation
1	c	Students are given tiles with individual letters such as, consonants and vowels. In addition the teacher may use, consonant blends and consonant digraphs. Students will generate the sound from the letter or letter pattern on each tile and manipulate tiles to create recognizable words.	Student oral responses
1	c.	The teacher will model using known word families to decode unknown words of the same family. "If you can read sat, you can read cat, mat, and splat."	Student oral responses
1	c	The teacher will place grade appropriate sight/high frequency and /or irregularly spelled words on the word wall. The teacher will read the word as it is added. The students will read the word wall using pointers, flyswatters, etc.	Student oral response
1	c	The teacher will show students pictures of words with CVC pattern such as cap, can, pan, nap, rat, and tap. The teacher will discuss the medial sound heard in these words. The teacher will then show students pictures of words with the VCe pattern such as cape, cane, pane, nape, rate, and tape. Students will sort words according to pattern.	Teacher observation

First Grade

1	c	In small groups, the students will create word family houses using common spelling patterns.	Student writing

-at

hat   bat
splat   rat
brat   cat

1	c	The teacher will model adding inflectional endings (e.g., -s, -es, -ed, -ing) to simple base words. Choose words that do not change when the ending is added. "If I have the word "dog" and I want lots of dogs, what do I add to "dog" to make "dogs?" Students will write a simple base word on a white board and add an inflectional ending to make a new word given by the teacher. Write "boy," now write "boys." Write "pass," now write "passed."	Student written responses
1	c	The teacher will explain that a compound word is made from two smaller words added together (e.g., "Cupcake" is made from the words "cup" and "cake"). Each child will have a card with a happy face on one side and a sad face on the other. The teacher will model how to distinguish compound words from non-compound words. The students will hold up the smiling face to identify compound words and the frowning face to indicate that the example is not a compound word.	Student responses
1	c	The teacher will point out contractions in a piece of shared writing or reading noting that a contraction is comprised of two words and the apostrophe takes the place of a letter/letters that are removed. The students will identify contractions in other texts after the teacher has modeled.	Student responses

First Grade

1	c	The teacher will write grade level sight/high frequency words on paper cups. The students will roll a ball and knock down cups. Students must read the words on the cups they have knocked over.	Student responses
1	d	The teacher will model segmenting a three to five syllable word by touching head, shoulders, waist, knees, toes, floor (e.g., hip-po-pot-a-mus). These will follow activity by blending syllables to form the word.	Teacher observation Student responses
1	d	The teacher will model using fingers to count the number of syllables in a multiple syllable word (e.g., bas-ket-ball = 3 syllables; student should hold up a finger for each syllable in word, three fingers).	Teacher observation Student responses
1	d	The teacher will discuss identification of each syllabication type separately. open (vowel is long) = no closed (vowel is short)=cat r-controlled(vowel + r) =car vowel team (two vowels together) =meat vowel consonant +e (initial vowel is long) consonant + le =table The teacher will model using syllabication types to decode and understand words. "Here is a new word. Let's use what we know to decode this word." Teacher will model using syllable types.	Student oral responses
1	e	The teacher will explain that some word parts can be added to words we know. These parts can be added to the beginning or the end and these word parts change the meaning of the known word. (e.g., "This word is 'write.' We write a story in our journal. What do we say when we have to do our story over again to make it better? We **re**write our story to make it better. "Re" means "to do again." What are some other words with "re" at the beginning that also mean to do something again? Possible answers: replay, redo).	Student responses

First Grade

1	f	The teacher will model a closed sort in which words are sorted into basic categories such as short/long vowels, number of syllables, etc. The teacher will point out word relationships within the categories of words. The teacher will give the students word cards to sort into specified categories. The students must justify placement of words into the category.	Student responses
1	g	The teacher will create simple puzzles for students to practice matching pairs of simple synonyms, antonyms, and homonyms. The teacher will cut shapes (e.g., eggs, pumpkins, apples, etc.) from cardstock and print synonyms, antonyms or homonyms on opposite sides of the shape. The teacher will cut the shapes in half using a zigzag line. Then allow students to self-check. The teacher will cut each puzzle and zigzag lines differently. Students should say and spell the words as they match them. The teacher will model this activity for students. Following are examples: synonyms- tiny/small antonyms- hot/cold homonyms- bear/bare	Teacher observation of correct completion of the activity
1	g	The teacher will partner students to make two pages of a class homonym directory. Each page will have one homonym. Students will illustrate a picture of the word (e.g., hear/here, bear/bare).	Teacher observation of student written responses
1	h	The teacher will model looking back in the text to determine the meaning of an unfamiliar word or words with multiple meanings. The students will help explain the meaning of an unknown word based on its definition.	Student written responses
1	i	The teacher will model the use of reference material (e.g., picture dictionary, personal dictionary, elementary dictionary, teacher/peer as resources) to find and confirm meanings of unknown words. During a shared reading the teacher might say, "Here is a word I'm not sure about." The teacher will point to a word most students recognize. The teacher may say, "What could I do to find out what this word means? I could ask someone if they know this word or I could use a dictionary. Do any of you know this word?" When you come to a word you are not sure about, there are many things you can do to figure it out".	Student responses

First Grade

Grade Level: First Grade
Competency Two: The student will apply strategies and skills to comprehend, respond to, interpret, or evaluate a variety of texts of increasing length, difficulty, and complexity.

In order to develop comprehension, students must have multiple opportunities to listen to, read, and discuss text. Elementary grade students need many opportunities to engage in activities utilizing a wide variety of literary and informational texts.

With the need to prepare students for success in upper grades, to measure their progress with the Mississippi Curriculum Test (MCT), and to prepare students for the shift in demands from learning to read to reading to learn, it is important that the language arts curriculum emphasize student comprehension of informational passages. Following the focus of the NAEP Grade 4 Assessment, it is recommended that language arts teachers in grades 1 through 4 work to shift the emphasis from literary passages to informational passages as suggested in the following chart.

Grade	Literary	Informational
4	50%	50%
8	45%	55%
12	30%	70%

Competency	Objective	Suggested Teaching Strategies	Suggested Assessment
2	a	After reviewing the use of text features such as titles, headings, illustrations, and graphs, the teacher will ask students to analyze a new text using the title, heading, graph or illustrations.	Student responses
2	a	After reviewing parts of a book such as title page, title, author, illustrator, and table of contents, the teacher will ask students to identify the parts of a book during shared reading.	Student responses
2	a	The teacher will model using highlighter tape to identify title page, title, author, illustrator, and table of contents of a book for students during a shared reading of a big book. The student will identify each of the parts of a book independently.	Student responses
2	a	The teacher will read the title of a book and state thought-provoking questions about the title and illustrations as students observe. He/she will scan pages throughout the book and ask questions	Student responses

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		regarding the title and illustrations. Teacher shall make predictions as to what will happen and the reasons for making such predictions. The teacher will generate questions from the scanning of the book to employ listening skills in order to find answers. As the teacher reads, reflect on specific points or events and determine what comes to mind from the points or events. He/she will allow students to confirm predictions in the beginning, middle, and end of the story. Students shall demonstrate the action modeled through role-playing before the class.	
2	b	The teacher will use his/her hand to model "who", "what", "when" "where," "why" and "how" questions. The five fingers represent the 5 "W" questions and the palm is the "How". The students will use their hand to pose questions to their classmates about a story that has been read aloud. Questions should include details about characters, setting, and major story events.	Student responses
2	b	The teacher will model summarizing a simple story by using the following format: Somebody- Wanted- But- So. Goldilocks wanted porridge but it was too hot so she took a nap. Students will provide details from the story to complete sentence frame.	Teacher observation Student response
2	b	Students will identify the main idea of an informational text by answering the question, "What's the point?" What is the point of the story? (e.g., To teach, to tell, to explain, etc.").	Student responses
2	b	The teacher will model the use of pre-reading strategies (e.g., previewing, connecting prior knowledge, making predictions about text based on content, illustrations, and personal experience) to anticipate meaning and increase understanding while listening to text.	Teacher observation Informal assessment
2	b	The teacher will have students draw pictures discussing the main idea of a simple story and allow them to visually and orally share their work.	Student responses

First Grade

2	b	Have students use dramatics and props, such as flannel boards or cutout puppetry to retell a familiar story (e.g. The Three Little Pigs, Little Red Riding Hood, and etc.).	Teacher observation
2	b	The teacher will read a story aloud. She/he will ask students to recall what happened at the beginning, in the middle, and at the end of the story.	Teacher observation
2	c	The teacher will have the students create a mural backdrop of the story's setting and retell the story using puppet characters.	Student responses
2	c	The teacher will model drawing a chart like the one below. He/she will suggest that after they read a story from a self-selected book, they go back and list the most important things that happened at the beginning, in the middle, and at the end of that story. The teacher will point out that doing this will help them remember the story so that they can tell their family and friends about it later. He/she will have the students complete the chart by sharing responses and as the teacher does the writing.	Student responses

Beginning	Middle	End

2	c	After the teacher reads a story aloud, he/she will model making connections between stories. Students will be encouraged to make their own text-to-text connections. Example: <u>Chicken Sunday</u> reminds me of <u>Aunt Flossie's Hats and Crab Cakes Later</u> because hats are an important element to both stories.	Student response
2	d	The students will role-play their favorite scene from a familiar story.	Student responses
2	d	During shared reading, the teacher will model reading several Aesop's fables and lead a discussion about how the fables are similar and different. The teacher and the students create a Venn diagram together to chart comparisons.	Student responses

First Grade

2	d	The teacher and the students create a class informational concept book for a current unit of study in science or social studies. The teacher will provide examples of concept books for students to use as guides/models.	Student written response

Grade Level: First Grade
Competency Three: The student will express, communicate, or evaluate ideas effectively.

Competency	Objective	Suggested Teaching Strategies	Suggested Assessment
3	a	The teacher will model for the students the composing process through a shared or interactive writing experience in which the students first help with the graphic organizer to organize or generate ideas. Ideas are then put on chart paper, revised, edited, and corrected. Final text is rewritten and shared orally. Each step should be written on a separate piece of chart paper and posted in order to visually show composing process.	Student oral responses Student written responses
3	b	The teacher will give students a photograph or picture and ask them to orally describe it.	Student response
3	b	The student will draw a picture of a familiar place or thing and write simple sentences to describe the familiar place or thing.	Student written response
3	c	The student will think of an event to write a personal narrative to write about. Students will fold a piece of paper into thirds. Students will draw pictures of what happened at the beginning, middle, and end of the story. Students will use sticky notes to compose simple sentences for each part of their narrative.	Student written response
3	e	The teacher will have students create sentences that contain age-appropriate vocabulary.	Student responses
3	e	The teacher will provide an example sentence such as: "This classroom is in *chaos*." Ask students questions about the meaning of the vocabulary term "chaos" by using background knowledge.	Student responses

Grade Level: First Grade
Competency Four: The student will apply Standard English to communicate.

Competency	Objective	Suggested Teaching Strategies	Suggested Assessment
4	a	The teacher will ask students for particular items within the classroom environment. The teacher will say to the students, "Coretta, please bring me a pencil. Jackie, please bring me a chair. Joanna, bring me a girl. Nira, bring me Carmen. Chris, please bring me the puzzle piece representing Mississippi." The teacher will continue to have each student bring objects representing nouns until all students have had an opportunity to participate. Next, the teacher says, "These things are called nouns." He/she will ask the following question: "Are these the only nouns in the whole wide world?" Students demonstrate their understanding of the concept of nouns by naming other objects in the classroom that are nouns. **Nouns in Transition** (Demonstration of Understanding of Nouns) The teacher will dismiss the students one by one from a whole group setting to their individual work areas by having them name a noun when their individual name is called. Suggested book for teaching the concept of nouns written by Ruth Heller: <u>Merry-Go-Round: A Book About Nouns A Cache of Jewels and Other Collective Nouns</u>	Student oral responses
4	a	**Adjective Introduction Game** The teacher will have a variety of different color pencils in a jar or container. He/she will say, Katrina, please bring me a pencil from the pencil jar. When Katrina brings the pencil say, "Oh, I didn't want this pencil. Please take it back and bring me another pencil." Do this several times or until Katrina says, "Which pencil do you want me to bring?" Then you will say, "Oh, bring me the **RED** pencil." At this point, you will discuss adjectives and their relationship to nouns.	Student oral responses

First Grade

		Objects (or Pictures) as Adjectives: The teacher will have a variety of objects (5-8) in several containers. The students will name the noun and give an adjective describing the noun. The students will make a list of the adjectives and nouns. (e.g., black dog; two fluffy chicks; thick red triangle) Suggested book for teaching the concept of nouns written by Ruth Heller: <u>Many Luscious Lollipops: A Book About Adjectives</u>	Student written responses
4	a	The teacher will write several action verbs on individual slips of paper. The teacher will call a student to pull one slip of paper, "read" the verb and then the teacher will model dramatizing the verb for the students to guess the action. The teacher will have other students volunteer to dramatize the other verbs. He/she will use this to naturally lead students into a discussion of action verbs. Generate a list of action verbs and read the list. Lastly, create a class chart through shared writing by having each student name an action that he/she does. (This can be spread out for several days until each child has his/her own action verb sentence.) Turn this into a class book and allow each student to illustrate the picture for his/her page and "write" his/her sentence on his/ her illustrated page.	Student oral responses Student written response
		The teacher will read to students a poem that contains action words that will allow students to dramatize movements, such as "The Porcupine" by Karla Kuskin and/or "Sidewalks" by Patricia Hubbell. First, they will read this poem and have students listen. Next, as the poem is read again, the teacher will choose students to act out parts. As a class, have a discussion about what a verb is. Create a list of verbs and chorally read the list. He/she will choose a select stanza and write it out on chart paper leaving blank spaces for the verbs. The teacher will read the poem having students volunteer different verbs on their own or from the chart to fill in the blanks. As a class, reread the poem with the new verbs and dramatize the actions. Suggested book recommended for teaching the concept of verbs written by Ruth Heller: <u>Kites Sail High: A Book About Verbs</u>	Student written responses

First Grade

4	a	The teacher will write nouns in one color and verbs in another color on individual cards so that words are visible to all students. (For younger students, have a picture on the card along with the word.) He/she will select several simple sentences from a story that is familiar to students. The class will discuss what makes each group of words a sentence. The teacher will model making sentences using word cards. He/she will divide students into a noun group and a verb group. Distribute cards to each group. The teacher will have the students create a complete sentence by joining a noun card and a verb card. Everyone reads the new sentence. The teacher will write the complete sentences on chart paper.	Student oral responses Student written responses Student oral response
		Extension The teacher will give each student a sheet of construction paper and have each choose a sentence to illustrate. For younger students, the teacher will select one for students to illustrate. For older students, the teacher will have them share with the class and let the class guess which sentence is represented by the individual drawings. The students can also extend simple sentences by adding adjectives, articles, and adverbs.	Student written responses
4	b	The students will act as "Punctuation Police" searching pieces of writing for correct usage of punctuation. (e.g., end punctuation (.), (?), (!)).	Student responses
4	b	The teacher will model writing phrases or sentences on sentence strips that require commas in dates. He/she will give one sentence strip and a macaroni elbow piece to each student. The students will glue macaroni onto the sentence strip where the comma is needed.	Student responses
4	b	The same project may be done for apostrophes in contractions. The students will practice making first grade level spelling words using alphabet cereal or magnetic letters on cookie sheets. The teacher will model this activity.	Student responses

First Grade

4	b	**Rainbow Letters** The teacher will model forming a letter on a piece of paper (8 1/2 X 11") . He/she will allow students to select three different colored markers, pencils, or crayons. The teacher will make one letter. The students will create a rainbow by tracing a letter three times using a different colored marker, pencil, or crayon. Students may complete this activity by tracing their first and last names by using uppercase and lowercase letters. **Helpful Handwriting Website** www.handwritinghelpforkids.com/legible.html	Student written response
4	b	**Spacing Strategy** Initially, the teacher will model this activity for students to practice. After writing a word, the teacher places his/her index finger or non-dominant hand on writing line to indicate a space. The teacher starts the next word to the right of the finger.	Teacher observation
4	b	The teacher will show students how to use a craft stick as a spacer to leave space between words as they write.	Student written response
4	b	**I Can Write My Name** Working within small handwriting groups, the teacher will demonstrate for each student how to write his or her first name on the handwriting paper. Begin by first modeling the writing of a student's name on the top of the paper. The student will then practice writing his/her name directly under the teacher's writing example. It is helpful for the teacher to mark the base line with an "X" where he/she wants the student to start writing. On the lines following, the student will practice writing individual letters of his/her name. (e.g., Take the student whose name is Mira). The teacher will model writing the first letter of his/her name, a capital M. To begin teaching spacing of letters and left to right progression, draw three lines finger spaces apart for Mira to write her three capital Ms. Continue in the above format until the writing of all letters in her name have been modeled and practiced. The teacher will model and practice writing of letters on separate lines progressing from top to bottom.	Student written responses

First Grade

M   M   M   M
i   i   i   i
r   r   r   r
a   a   a   a

After the student finishes practicing the letters in his/her name, the teacher will have the student circle the best letter on each line.   Through this process, the student learns to assess quality in work.

4	b	**<u>Paper Positioning</u>** The teacher will model the correct writing position. He/she will show how to properly sit at a table or desk using good posture with both feet flat on the floor. The teacher will demonstrate placing the paper at the correct angle for writing and will model bilateral coordination. He/she will help students to use two hands when writing. One hand holds the paper. One hand writes. This skill is key to efficient writing. Model writing left to right progression and moving from top to bottom of the page.	Teacher observation
4	c	The teacher will prepare for each student an index card with a noun, an index card with a verb, and an end punctuation mark (e.g., period, question mark, or exclamation point). Each student will select a noun card, a verb card, and an ending punctuation card. They are to use these cards to write a complete sentence. Some words may need to be added for the sentences to make sense.	Student written response
4	c	The teacher will start the day with a morning letter in which the content could include examples of three types of simple sentences (declarative, interrogative, exclamatory). The teacher will model for and guide students in analyzing sentences to determine purpose. Is it a telling sentence? Does it ask a question? Does it show strong feeling?	Student responses

SECOND GRADE
COURSE DESCRIPTION
Grade 2; one year course

The curriculum for Grade 2 describes in general terms what students are expected to know and do throughout the year to become more adept language users. Reading continues to be a priority in second grade. Reading instruction focuses on the five critical elements of effective reading instruction including phonemic awareness, phonics, vocabulary, fluency, and comprehension. Research indicates that particular attention should be paid to the development of fluency throughout the second grade. The student will be immersed in a literature-rich environment which relates to all areas of learning and interest. The student will be able to speak and listen effectively in classroom discussions, use a combination of strategies when reading, and read with comprehension. Comprehension strategies and oral and written communication skills will be applied in all subjects. The student will write stories, letters, and simple explanations; apply simple grammatical principles to writing; and locate information in reference materials.

The competencies are the parts of the document that are required to be taught. They combine the strands of reading, writing, listening, speaking, viewing, research, and information. They 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 sample objectives indicate skills that enable fulfillment of competencies, describe competencies in further detail, or show the progression of concepts throughout the grades.   Objectives are further defined by bulleted items. Priority items, as indicated by scientifically based reading research, are underlined.

Suggested teaching and assessment strategies are optional, not mandatory. They are not meant to be a comprehensive list nor do they represent rigid guidelines. Strategy examples are suggestions of the many dimensions of choice which foster the development of growing sophistication in the use of language. Good teacher selected strategies include modeling of problem-solving techniques and reading/writing processes. When students emulate problem solving and strategic thinking modeled by their teacher, they develop confidence and skill while becoming independent problem-solvers and thinkers. Particular works of literature also mentioned are for illustration only. Teachers are encouraged to choose strategies and literature for their particular needs and according to their district policy. Appendices to this document contain a glossary and more detailed descriptions of suggested assessment methods.

SECOND GRADE

Each competency and objective assumes the student has mastered the competencies and objectives in the previous grades. New skills and objectives are bold-faced throughout 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 throughout this document.

COMPETENCIES and Objectives

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.*
   [Phonological and phonemic awareness skills are <u>oral</u> skills. Once the skills are paired with print, they become phonics activities.]
   - Continue to identify and count the number of syllables in a spoken word.
   - 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"?).
   - Blend and segment spoken words into syllables and syllables into phonemes.

b   *The student will use word recognition skills for multi- syllable words.*

- 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

- Read words derived from word families (e.g., -it, -at, -ite, -ate).
- Use common spelling patterns to make new words (e.g., make, take, lake, cake, etc.).
- Use inflectional endings (e.g., -s, es, -ed, or -ing) to produce or analyze new words.
- Identify and create compound words.
- Identify and create contractions (e.g., can + not = can't) correctly.
- 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 analyze words.*

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.*

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

- Identify and begin to generate words into categories.
- Determine the relationship between pairs of words (e.g., icicles/ Popsicle's, oven/heater, friend/enemy, gloves/socks, etc.)

f.   *The student will i*dentify and use synonyms, antonyms, and homonyms.

g.   *The student will u*se context to determine the meanings of unfamiliar or multiple meaning words.

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

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, and text structures to analyze text.*

      - Text features – titles, headings, illustrations, graphs, **captions, charts**, etc.
      - Parts of a book – title page, title, author, illustrator, table of contents, **glossary**, etc.
      - Text structures – fiction, nonfiction, description, sequential order, simple **cause and effect,** etc.

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

      - <u>Answer literal and simple inferential who, what, when, where, why, how, and what if questions.</u>
      - <u>Answer literal and simple inferential questions about main characters, settings, and events.</u>
      - Answer literal and simple inferential questions about characters' actions, motives, traits, and emotions.
      - Identify the main idea and some details in narrative text or the topic and some details in informational text.
      - Determine simple causes and effects.
      - Identify simple facts and opinions.
      - Draw conclusions based on information from narrative and/or informational text.
      - Identify and discuss the theme of a text.

   c. *The student will recognize or generate an appropriate summary or paraphrasing of the events or ideas in text, citing text-based evidence.*

      - Retell a story orally and in writing including characters, setting, problem, important events, and resolution.
      - 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.*

      - Interpret text through moving, drawing, speaking, acting, or singing.
      - Make connections between self and characters and events in text.
      - Compose visual images.

- 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.*

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

b. *The student will compose descriptive text containing specific details.*

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

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

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

4. **The student will use Standard English.**

a. *The student will use Standard English grammar.*
- Nouns (e.g., singular, plural, **common, proper, possessive**)
- Verbs, **helping verbs** and **irregular verbs**
- Verb tense (e.g., past, present, and future)
- Subject/verb agreement
- Articles and conjunctions
- Adjectives (e.g., possessive, comparative, superlative)
- Prepositions
- Pronouns (e.g., subject pronouns, singular pronouns, plural pronouns)
- Adverbs

b. *The student will use Standard English mechanics to compose or edit.*

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

c. *The student will use correct and varied sentence structure.*

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

Grade Level: Second Grade
Competency One: The student will use word recognition and vocabulary (word meaning) skills to communicate.

[Research indicates that intentional, explicit teaching of specific words and word-learning strategies can add words to students' vocabularies and improve reading comprehension of texts containing those words. It is recommended that teachers select words for word study from texts being read in the classroom (e.g., basal texts, whole class texts, read-alouds, and students' writing). When selecting words for study, teachers should consider using words that have importance and utility. Appropriate words for study are characteristic of mature language users and appear frequently across in a number of contexts. Selected words should label concepts that are familiar to students, even though the words themselves may be unfamiliar.   In addition, words selected for study should provide students with more precise ways of describing concepts, actions, or feelings that students already know.]

Competency	Objective	Suggested Teaching Strategies	Suggested Assessment
1	a	**Identify syllables** Syllable Puzzle: The teacher will use a set of pictures representing words with more than one syllable. Pictures are to be cut into the number of puzzle pieces that corresponds with the number of syllables in the word. (e.g., The picture of the Tyrannosaurus will be cut into five pieces. The student will say each syllable as they put the pieces together).	Student oral responses
		Blending syllables Arm Activity: The teacher will model blending two or three syllable words by tapping arm (e.g., use the word basketball; extend the left arm, using the right hand, tap shoulder for "bas", elbow for "ket" and wrist for "ball"). To indicate blending of the syllables, take the right hand and slide it down the left arm as the word basketball is blended.	Student responses
		Segmenting syllables The teacher will explain to the students that he/she is going to break a word into syllables. The teacher will model for students how to break a word into parts by clapping each syllable within the spoken word (e.g., e-vent, af-ter-noon, Mon-day).	Student responses

1	a	The teacher will say, "I'm thinking of a word. The word is /b/ /l/ /o/ /ck/. What's my word?" The students will repeat the sounds and blend them to say the target word "block".	Student responses
1	a	The teacher will take sentences from a grade level text. In each sentence, the teacher will choose one word to read as sound segments instead of a whole word. Teacher: I put my /p/ /l/ /a/ /n/ /t/ in a pot. What did you put in the pot? Student: plant	Student responses
1	a	The teacher will model making new words by changing the initial, medial, or final phoneme in a word. "If I change the /b/ in bat to /c/, I would make the new word cat. If I change the /a/ in map to /o/, what's my new word?"	Oral student responses
1	b	The student will match word cards that have the same ending pattern (word families). After the student has completed matching, he/she will pronounce words with the same ending pattern aloud with a partner. Note: The teacher will have word cards (as many as possible) from the same familiar word pattern. He/she will have a second set of word cards with a pattern that is somewhat new. Mix these word cards before the student begins the matching activity.	Student responses
1	b	The student will create contraction fact cards by using the following format: can+not= can't he+is = he's will+not= won't The student may use elbow macaroni for the apostrophes.	Student writing
1	b	The student will create compound word pictures by using the following format: butter+fly= butterfly He/she will then draw butter under the word "butter", a fly under the word "fly" and a butterfly under the word "butterfly."	Student writing
1	b	The student will read grade level connected text with a buddy to build fluency. Buddies may read chorally, echoically, or take turns reading.	Student oral reading

Second Grade

1	c	The teacher will model identification of each syllabication types separately. Open (vowel is long)=no Closed(vowel is short)=cat r-controlled(vowel+r)=car vowel team(two vowels together)=meat vowel consonant+e=(vowel is long)=gate consonant + le= table The teacher will model using syllabication types to decode and understand words. "Here is a new word. Let's use what we know to decode this word." Teacher will model using syllable types. Students will be given syllables on an index card and they will blend them to create a word. Following are examples of syllables that can be used: car par pen ty pet art son per ter bat	Student responses
1	d	The teacher will write words with roots and affixes. The teacher will model circling the root word and underlining the affix. The student will practice on an individual white board. misunderstand forgetful The student may then take known root words and add new affixes to create as many new words as he/she can.	Student writing
1	e	The student will write word patterns. Initially, the teacher will model writing as many real words with the same ending (rime) as he/she can in thirty seconds. The students will then write as many words for a particular rime as they can in thirty seconds. The teacher will have each student take turns telling the group one word he/she wrote. When a word is said, all students cross the word off their lists. If no other students have that word, the student who has the unique word places a check mark by the word.	Student writing and responses
1	f	The teacher will make a crossword or word search puzzle using pairs of synonyms, antonyms or homonyms for students to complete.	Accurate completion of activity
1	f	The teacher will have students read passages and insert a homonym, antonym and/or synonym for selected words in the passage.	Student responses

Second Grade

1	f	The teacher will create matching antonym word cards. These cards are mixed up for the students to use to play a memory game. The students will partner and play until all cards are matched up.	Student responses
1	f	The teacher will help students to discover homonyms by displaying them and using sentence pairs such as the following: son read buy sun red by The _____ is shining. Pat's ___ is still a baby. Jan _____ two books last week. My new bike is ___. Dad will ____ the car. Please stop ___ the store. Have students write the correct homonym to complete each sentence.	Student responses
1	g	The teacher will model how to determine the meaning of a word from nearby words or types of words in a sentence. (e.g., "The animal expert talked about herons, cranes, and ibises." The teacher may model saying, " Ibises is a new word. I wonder what it means? Let me look at the rest of the words in the sentence to figure it out. I know that herons and cranes are both birds, so I'll bet that ibises are birds, too.") The teacher will encourage students to use the same strategies.	Student observation
1	h	The teacher will model how to use a personal dictionary, elementary dictionary, or glossary, as a resource to assist with finding the meaning of a word. The student will learn to check the meaning and pronunciation for unknown words.	Teacher observation

Grade Level: Second Grade
Competency Two: The student will apply strategies and skills to comprehend, respond to, interpret, or evaluate a variety of texts of increasing length, difficulty, or complexity.

In order to develop comprehension, students must have multiple opportunities to read and discuss text. Elementary grade students need many opportunities to read a wide variety of literary and informational texts. A critical component of comprehension 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.
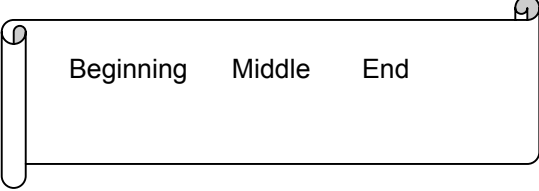
Teachers should be aware that students make the greatest gains in comprehension when they are presented with activities that actively engage them in the reading of instructional level materials.   Elementary grade teachers will need to have a range of reading materials available in classrooms in order to assure students are presented with materials that are appropriate for the individual reading levels of students.   Second 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 second grader should read between 60 and 90 words per minute by the end of second grade.)

With the need to prepare students for success in the upper grades, to measure their progress with the Mississippi Curriculum Test (MCT), and to prepare students for the shift in demands from learning to read to reading to learn, it is important that the language arts curriculum emphasize student comprehension of informational passages. Following the focus of the NAEP Grade 4 Assessment, it is recommended that language arts teachers in grades 1 through 4 work to shift the emphasis from literary passages to informational passages as suggested in the following chart.

Grade	Literary	Informational
4	50%	50%
8	45%	55%
12	30%	70%

Competency	Objective	Suggested Teaching Strategies	Suggested Assessment
2	a	Using informational text in a shared reading, the teacher will model using text features such as titles, headings, captions, illustrations, and graphs and the types of information each contains. The student will assist the teacher in identifying these text features in a different informational text.	Teacher observation
2	a	Using informational text in a shared reading, the teacher will model scanning the table of contents to locate specific information. Using informational text in a shared reading, the teacher will model the use of the glossary to determine the meaning of unknown words in the text. The teacher will guide students in locating table of contents and glossary in a different text.	Teacher observation
2	a	After sharing many examples of descriptive, sequential, and cause/effect texts, the teacher will guide students in a discussion of similarities among each text structure. (Descriptive texts give details. Sequential texts give steps in order or tell a story with a sequence of events. Cause/effect texts explain cause/effect relationships.)	Student responses
2	b	The teacher will help students make an inference from texts. (e.g., "This story says that my friend is sneezing and coughing. I know that people who sneeze and cough are getting sick. I could infer that the friend will soon be sick.")	Student responses
2	b	The teacher will use his/her hand to model "who", "what" "when" "where," "why" and "how" questions. The five fingers represent the five "W" questions and the palm is the "How". The student will trace his/her hand and cut out. The student will write questions about a story that has been read aloud. Questions should include details about characters, setting, and major story events. The student will respond to written questions.	Student responses
2	b	The student will take on the role of a particular character in a text read and write an entry in his/her journal, putting emphasis on that character's feelings, actions, and motives.	Student responses

Second Grade

2	b	After a discussion on the difference between a fact and an opinion, each student will be given a set of fact/opinion flash cards. (Two cards, one with an "F" and one with an "O") When the teacher reads a statement that is a fact, the students will hold up the card with the "F". If the statement is an opinion, the students will display the "O" card.	Student responses
2	b	The students will take turns giving a fact or opinion about a given topic such as that day's lunch menu. The other students will identify the statement as a fact or an opinion. (e.g., We are having corndogs. (fact) Chocolate milk is the best. (opinion))	Student responses
2	b	The teacher will model writing an effect based upon his/her observation of a picture. The student will be given pictures and asked to write a possible effect on a sticky note or index card. (e.g., Given a picture of a man walking down the sidewalk with a banana peel on it. Possible effect: The man slips and falls.)	Student writing
2	b	On the board, the teacher will draw a web with an outer circle and an inner circle within the outer one. After the student(s) have read a story, the teacher will ask the student what important things happened in the story. The teacher will record students' responses in the outer circle of the web. He/she will remind them that all the details of a story add up to its main idea, or what the story is mostly about. The teacher will review the details with the students and guide the students in stating the main idea. He/she will write the main idea in the inner circle.	Student responses
2	b	First, the teacher will model the making of an advertising poster retelling the main idea of his/her favorite story. He/she will include the title and author. Next, he/she will have the students retell the main idea of their favorite story by creating a poster to advertise the book.	Rubric
2	b	The teacher will glue three large circles on to a length of bulletin board paper that represents a book and is glued to the floor. These circles should be large enough for students to sit on. The teacher will label one circle; "Beginning", another; "Middle", and the third; "End". He/she will read a story to the students and have three students stand around the "bottom of the book." The teacher will play a short section of music and have students walk around the book. When the music stops, the students should sit on one of the circles. The teacher will select one of these students to tell about the part of the story on which they are sitting.	Student responses

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2	c	After a shared story, the teacher will discuss the story timeline with the students by completing story questions such as the following: Who is the story about? Where does the story take place? What happens at the beginning? What happens in the middle? What happens at the end? What is the resolution of the story? The teacher will model for students how to make a story timeline. After modeling, give each student a length of adding machine tape. The student will write and draw what happens at the beginning, in the middle, and at the end of each story. The teacher will invite students to share their mini murals. Beginning Middle End	Student writing
2	c	The teacher will give students slips of paper, each containing a major story event. The student will put the story events in sequential order and glue them to a piece of construction paper. This activity may also be done in small groups, with each student having one story event and the students working collaboratively to determine story events.	Student responses
2	d	The student will compare information from a fictional account of a famous person and that person's biography or autobiography. A graphic organizer such as a Venn diagram could be used for this.	Student responses
2	d	The teacher will have students listen as he/she reads an information text such as <u>Bats: Creatures of the Night</u>. The teacher should periodically stop and ask students what facts they are learning about bats. The teacher will chart the list of facts including pertinent vocabulary, under a heading such as this, "What I Learned About Bats." Each student will copy and illustrate one fact he/she has learned about bats encouraging him/her to label parts of his/her illustration. Allow students to share their bat fact sheets.	Student work samples

2	d	The student will create a diagram, time line, cluster or other graphic organizer from information found in an informational text.	Student writing

```
┌──────────────────┐         ┌──────────────────┐
│  Have feathers.  │         │  Live in nests.  │
└──────────────────┘         └──────────────────┘
              ╲                 ╱
              ╭──────────────────╮
              │       Birds       │
              ╰──────────────────╯
              ╱                 ╲
┌──────────────────┐         ┌──────────────────┐
│  Most birds fly. │         │     Migrate      │
└──────────────────┘         └──────────────────┘
```

2	d	The student will interpret text through Reader's Theatre. The student will demonstrate understanding of characters through the use of voice.	Student response
2.	d	The student will make text-to-self connections when being read to or reading grade level text independently. The student will make text-to-text connections when being read to or reading grade level text independently.	Student response

Grade Level: Second Grade
Competency Three: The student will express, communicate, or evaluate ideas effectively.

Competency	Objective	Suggested Teaching Strategies	Suggested Assessment
3	a	The teacher will have the student read his or her draft aloud to make sure the message is clear to the audience. Following are some questions to focus the student's attention on the draft: Does the first sentence motivate the reader to continue reading? Does the sentence length vary? Do subjects and verbs agree? Are sentences correctly punctuated? Are words spelled correctly? Is proper punctuation used? Does the ending give the reader a sense of completeness?	Student responses
3	a	The teacher will model composing simple sentences from information contained in graphic organizers. The student will follow this format in beginning to write sentences. Birds have feathers. Birds live in nests. Most birds fly. Birds hatch from eggs.	Student writing
3	a	In pairs, students use highlighters to edit and revise paragraphs given by the teacher. The students are asked to add details and clarify ideas. They then rewrite the paragraphs to reflect revisions.	Student writing
3	a	The student will use the author's chair to share their completed writings with classmates.	Student responses
3	b	The student will draw a face on a piece of drawing paper. The face will include eyes, ears, a nose, and a mouth. The student will also trace his/her hand. The student will describe an object or place using his/her five senses or he/she may use a picture as inspiration. He/she will write	Student writing

Second Grade

		what he/she sees next to the eyes on their picture, what he/she hears next to the ears, what he/she smells by the nose, what he/she tastes near the mouth and what he/she can touch on the handprint. To write a descriptive paragraph about the object, the student will write one complete sentence for each sense experienced.	
3	c	The teacher will place a variety of objects in a paper bag. Students will take turns drawing items from the bag. The student must write a narrative story featuring that item. Stories must have a beginning, middle, and end.	Student writing
3	d	The students will use simple informational text to research a single topic. The students will collaboratively write a short report telling what they learned. Another extension of this would be to have each student contribute an "I've learned" sentence to add to a class book.	Student writing
3	e	Through the course of lessons, students will generate questions for things they wonder about (e.g., Why is the sky blue? Do whales have teeth?) Post these questions on an "I wonder" bulletin board using sticky notes. The teacher will provide informational texts that students can use as resources and time for students to use informational texts to find the answers to these questions. The students will write the answers along with the text citation with teacher guidance.	Student writing
3	f	The teacher will have students read a paragraph that includes age-appropriate vocabulary. The teacher will have students highlight age appropriate vocabulary terms and talk about how they might use them in their own writing.	Student responses

3	f	The teacher will provide a list of "tired" words such as **said**, **like**, and **walk** and lead a class discussion of other words that might be used instead of these words. He/she will make a class chart of new words to use.
		            Walk- **stroll**, **saunter**, **jog**
		            Said- **screamed**, **whispered**
			Student writing

3	f	The teacher will read <u>Donovan's Word Jar</u> and create a "Word Jar" display. He/she will have students collect new words and add to the display. The students must present the new word to the class. After the new word has been added, students should practice using the new word in their writing.	Student writing

Grade Level: Second Grade
Competency Four: The student will use Standard English to communicate.

Competency	Objective	Suggested Teaching Strategies	Suggested Assessment
4	a	The students will go on a "noun hunt" in the classroom. The teacher will assign groups of students to a part of the room and distribute sticky notes to them. Each group is to use sticky notes to label all the nouns they find in that part of the room.	Student responses
4	a	The students will create a semantic web of verbs related to specific jobs. (e.g., fireman- sprays, climbs, rescues, rides; teacher- talks, reads, writes, tells)	Student responses
4	a	The teacher will have students bring an object from home that is special or significant to them. Each student will share the name of that object (noun) and will describe the object using adjectives. The teacher may have the student describe the object (noun) before revealing it and the rest of the class guess what that object is. (e.g., football- brown, oval, bumpy)	Student responses
4	a	The teacher will model how to make helping and main verb chains by writing a helping verb on one link of the chain and a main verb on the second link. The student will then create paper chain links for helping and main verbs. (e.g., are + dancing) This may also be done to illustrate verb tenses. Each tense (past, present, future) of a verb will be written on a separate link. (e.g., walk, walked, will walk)	Student work samples
4	a	The student will act as a "Sentence Police" searching pieces of writing for correct subject/verb agreement. This activity may also be done for correct pronoun usage.	Student responses
4	b	**Contraction Bugs** The teacher will select contractions that are frequently confusing for students in writing, such as can't. He/she will model how to make a contraction bug using four circles and three pairs of legs. The students are partnered to make their own contraction bugs as the teacher models. Teacher and students will glue light colored construction paper pieces together to make a bug, attaching a pair of legs to three of the circles to form the body and connecting the fourth circle, the head, to the body. The teacher	Student responses and writing

Second Grade

		will explain to students that a contraction is derived from two other words and model using the dictionary to locate the two words that make the contraction. He/she will write the contraction on a circle body part and each of the two words that make the contraction on a different leg part. The teacher will assign contractions to each group and they will follow the same steps as modeled by the teacher. Students may want to paint a mural of a garden or a forest and paste their bugs on the mural. The teacher should model how to refer to this garden with contraction bugs when writing.	
4	b	The teacher will read <u>Punctuation Takes a Vacation</u> by Robin Pulver. The teacher will prepare a paragraph that contains no punctuation marks for the students. He/she will give the students an opportunity to chorally read the paragraph. Through class discussion, the students will talk about why punctuation is needed and what kind of punctuation is needed and why. As a class, determine the appropriate punctuation needed for the paragraph.	Student responses
4	b	On the board or chart paper, the teacher will provide a paragraph with no capitalization and instruct the students to stand as the paragraph is read chorally when they come to a word needing a capital letter.	Student work
4	b	The teacher will distribute to students classroom generated writing pieces, newspaper or magazine articles, and/or copies of a portion of familiar fictional or informational text that contain examples of the particular punctuation mark(s) that have been introduced. He/she will have students highlight examples of instances where the punctuation is used and allow students to share highlighted examples and explain how, when, and why the writer used these particular punctuation marks.	Student work sample
4	b	The teacher will write phrases or sentences on sentence strips that require commas in dates, series, addresses, greetings, or closings. Each student will be given one of these sentence strips and a macaroni elbow to glue on the sentence strip where a comma is needed. The same project may be done for apostrophes in contractions or possessives.	Student writing
4	b	The teacher will have students use a variety of writing instruments such as markers, crayons, glitter glue, etc... to practice their spelling words.	Student responses

Second Grade

4	b	The teacher will have the students go through their journal or writing portfolio and determine which piece they feel is in their best handwriting. The students will mark this piece with a sticker, rubber stamp, sticky note, etc…	Student responses
4	c	The teacher will help students to understand that when words are rearranged and punctuation is changed in a sentence, it changes the meaning of the sentence. He/she will model by using an example such as the following: We are going to school. (declarative) Are we going to school? (interrogative)) The teacher will give students other sentences to "change and rearrange."	Student responses
4	c	The teacher will prepare compound sentences by placing one part of the compound sentence on one sentence strip and the other part of the compound sentence on a separate sentence strip. He/she will give each student one sentence strip and direct students to find the partner who has the other part of their sentence. When both parts of the compound sentence are found, the student pairs will correctly write the new compound sentence on another sentence strip using appropriate capitalization, punctuation, and conjunctions.	

THIRD GRADE
COURSE DESCRIPTION
Grade 3; one year course

The curriculum for Grade 3 describes in general terms what students are expected to know and do throughout the year to become more adept language users. Third Grade Language Arts is designed to allow the flexibility of integrating across the curriculum. Reading instruction focuses on the five critical elements of effective reading instruction including phonemic awareness, phonics, vocabulary, fluency, and comprehension with a growing emphasis on vocabulary, fluency, and comprehension. Students will read a variety of literature, use effective communication skills, gather and use information from print and nonprint sources, and use reading comprehension strategies that will be applied in all subjects. Each student will plan, draft, revise, and edit personal writing. The student will begin to use cursive handwriting.

The competencies are the parts of the document that are required to be taught. They combine the strands of reading, writing, listening, speaking, viewing, research, and information. They 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 sample objectives indicate skills that enable fulfillment of competencies, describe competencies in further detail, or show the progression of concepts throughout the grades. Objectives are further defined by bulleted items. Priority items, as indicated by scientifically based reading research, are underlined.

Suggested teaching and assessment strategies are optional, not mandatory. They are not meant to be a comprehensive list nor do they represent rigid guidelines. Strategy examples are suggestions of the many dimensions of choice which foster the development of growing sophistication in the use of language. Good teacher-selected strategies include modeling of problem-solving techniques and reading/writing processes. When students emulate problem solving and strategic thinking modeled by their teacher, they develop confidence and skill while becoming independent problem-solvers and thinkers. Particular works of literature also mentioned are for illustration only. Teachers are encouraged to choose strategies and literature for their particular needs and according to their district policy. Appendices to this document contain a glossary and more detailed descriptions of suggested assessment methods.

THIRD GRADE

Each competency and objective assumes the student has mastered the competencies and objectives in the previous grades. New skills and objectives are bold-faced throughout the document; however, teachers should review previously taught skills and objectives with a focus on increasing complexity. State level assessments may reflect skills and objectives covered in kindergarten through grade three.

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 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 throughout this document.

COMPETENCIES and Objectives

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. (Phonological and phonemic awareness skills are <u>oral</u> skills. Once the skills are paired with print, the activity becomes a phonics activity.)

      • Add, delete, substitute, or 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; or change /i/ in hit to /a/ = hat; or determine what sounds change positions to make "pit" into "tip")
      • Continue to blend and segment spoken words into phonemes.

b. *The student will use word recognition skills for multi- syllabic words.*

- 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

- Continue to use common spelling patterns to make new words (e.g., make, take, lake, cake, etc.).
- Use inflectional endings (e.g., -s, -es, -ed, or -ing) to produce and analyze new words.
- Create and analyze complex compound words (e.g., sky + scraper = skyscraper).
- Create and use complex contractions (e.g., will + not = won't) correctly.
- Read 300 to 400 high frequency and/or irregularly spelled words in connected text. (A third grader should read approximately 120 words correct per minute in connected text by the end of third grade.)

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

d. *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.*

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

- Generate words into categories.
- Determine relationships among words organized in categories.

f. *The student will identify and use synonyms, antonyms, and homonyms.*

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

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

i. *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).*

Third Grade

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

a. *The student will use text features, parts of a book, and text structures to analyze text.*

- Text features – titles, headings, captions, illustrations, graphs, charts, **diagrams,** etc.
- Parts of a book – title page, table of contents, glossary, **index,** etc.
- Text structures – fiction, nonfiction, description, sequential order, simple cause and effect, **procedure,** etc.

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

- Answer and generate questions about purposes for reading.
- <u>Answer literal and inferential questions about main characters, setting, theme, and plot.</u>
- Answer literal and inferential questions about characters' actions, motives, traits, and emotions.
- Identify stated main ideas of narrative or topics of informational text.
- Arrange in sequential order a listing of events found in narrative and/or informational text.
- Identify stated causes and effects in text.
- Synthesize information stated in the text with prior knowledge and experience to draw a conclusion.
- Predict an outcome based on information stated in text and confirm or revise the prediction based upon subsequent text.
- Use key words in text to justify prediction(s).
- 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 paraphrasing of the events or ideas in text, citing text-based evidence.*

- Retell a story orally and in writing including characters, setting, problem, important events, and resolution.
- 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.*

- Interpret text through moving, drawing, speaking, acting, or singing.

- Make connections between self and characters, events, and information in text or among texts.
- 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.*

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

Drafting
- Transfer thoughts from graphic organizers and simple outlines into paragraphs.

Revising
- Revise paragraphs for organization, to add details, and to clarify ideas.

Editing
- Revise paragraphs using a general rubric (e.g., grammar usage, punctuation, and sentence structure).
- Edit for correct capitalization, punctuation, spelling and word usage.

Publishing/Sharing
- Share writing formally and informally using a variety of media.

b. *The student will compose descriptive text using specific details and vivid language.*

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

d. *The student will compose informational text and at least three supporting details.*

e. *The student will compose a simple persuasive text.*

f. *The student will generate questions and use multiple sources to locate answers.*

4. The student will use Standard English to communicate.

a. *The student will use Standard English grammar.*
- Nouns (e.g., singular, plural, common, proper, possessive)
- Verbs, helping verbs and irregular verbs
- Verb tense (e.g., past, present, and future)
- Articles and conjunctions
- Adjectives (e.g., possessive, comparative, superlative)
- Prepositions

- Pronouns (e.g., subject pronouns, singular pronouns, plural pronouns, singular possessive pronouns, and plural possessive pronouns).
- Adverbs
- Interjections

b. The student will use Standard English mechanics to compose or edit.

- End punctuation (e.g., period, question mark, exclamation point, comma)
- Periods in common abbreviations (e.g., titles of address, days of the week, months of the year)
- Commas (e.g., dates, series, addresses, greetings, closings, quotations)
- Quotation marks (e.g., quotations, titles of poems)
- Apostrophes (e.g., contractions, possessives)
- Colons in notation of time
- Capitalization (e.g., first word in a sentence, proper nouns, days of the week, months of the year, holidays, titles, initials, the pronoun "I")
- Spell words commonly found in third grade level text.
- Write legibly.

c.   The student will use varied sentence structures.

- Analyze sentences to determine purpose (e.g., declarative, interrogative, exclamatory, imperative)
- Compose simple or compound sentences.

Grade Level: Third Grade
Competency One: The student will use word recognition and vocabulary (word meaning) skills to communicate.

[Research indicates that intentional, explicit teaching of specific words and word-learning strategies can add words to students' vocabularies and improve reading comprehension of texts containing those words. It is recommended that teachers select words for word study from texts being read in the classroom (e.g., basal texts, whole class texts, read-alouds, and students' writing). When selecting words for study, teachers should consider using words that have importance and utility. Appropriate words for study are characteristic of mature language users and appear frequently across in a number of contexts. Selected words should label concepts that are familiar to students, even though the words themselves may be unfamiliar.   In addition, words selected for study should provide students with more precise ways of describing concepts, actions, or feelings that students already know.]

Competency	Objective	Suggested Teaching Strategies	Suggested Assessment
1	a	The teacher will provide pictures and/or objects representing words having like and different initial sounds. The teacher will have the student identify the object with the same initial sound as the cue word or object (e.g., Play I say-You say. I say cat, you say bat. I say car, you say star).	Teacher Observation
1	a	The teacher will have the students form a line. The teacher will explain to the students that they are going to play a high frequency word game. The teacher will tell the students to listen to the music, as the music is playing they are to walk on the high frequency word cards displayed on the floor. When the music stops, the students must make sure they are standing on one of the high frequency word cards. After all the students are standing on a frequency word card, the teacher will pull a high frequency word from the grab bag. Then, the teacher will say the word on the card. The student must check the card they are standing on to acknowledge they are standing on that word. The student standing on the word should identify that they are standing on that particular word by raising his or her hand. The student should say the word.	Teacher observation

1	a	The teacher will have the student locate prefixes and suffixes. The student will use a variety of magazines, coupons, and newspapers that contain age appropriate print. The student will locate and highlight the suffixes and prefixes. The student will write the words on the board and use them to make an affix chart.	Student responses
1	a	The teacher will demonstrate the manipulation of phonemes. The teacher will have the students stand in the front of the room. The teacher will assign each student a phoneme. The teacher will demonstrate the individual sounds in the word pit. The teacher will model for the students the sound of /p/ /i/ /t/. The teacher will ask the student to say the new word pit. The teacher will tell the student that she will change the position of some letters in the word pit. The teacher will tell the students that he or she is going to change the initial and final positions of the letters in the word pit. The teacher will change the position of the initial letter of **p** to the letter **t** and change the position of the final letter **p** to the letter **t**'s position. The teacher will have the student say each sound in the new word /t/ /i/ /p/. The teacher will have the three students demonstrate the new word. The three students will stand apart in front of the class. Each student will represent one of the following phonemes in the word tip. The teacher will have the other students say each phoneme as the three students join together to form the word tip (demonstrating left to right progression). Once the three students are standing side by side, the class will say the new word. The teacher will ask the students who need to move positions to make the word "tip." The students on the ends will swap places, repeat their sounds /t/ /i/ /p/, and step together to blend the new word. When students create words, they should face their classmates to demonstrate left to right progression of reading words.	Student oral responses
1	b	The teacher will have the student create a Semantic Map: Begin with a concept and then brainstorm words that are related to the concept. (e.g., a unit on weather, the teacher should target the words: meteorology, global, precipitation, barometer, and hurricane). On the Semantic Map, the student will place words under each of the following headings: Precipitation, Storms, Global, Instruments, and Patterns.	Student responses

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1	b	The teacher will discuss unfamiliar oral and/or written vocabulary after listening to or reading a text.	Teacher observation
1	b	The teacher will model modified cloze sentences. The teacher will tell the students that these sentences consist of portions of words deleted and replaced by blanks. The teacher will model for the students on how to delete portions of words. This will allow the student to focus his or her attention on certain letter-sound patterns such as vowel digraphs, diphthongs and r-controlled vowels (e.g., /oi/ and /oy/ diphthongs: Dave got a t___ boat for his birthday. John wanted to j___n his friends outside).	Student responses
1	b	The teacher will divide students into groups of three to four. The teacher will give each group a piece of chart paper and a marker. Each group will list all of the words in a given word family that they can think of in one minute. When the time is elapsed, the students will post their charts. If words are duplicated, the student should cross them off the lists. Teams will receive a point for each unique word. The team with the most unique words selects the next word family.	Student responses
1	b	The teacher will read an instructional level book. The teacher will model a common spelling pattern from the "ake" family (e.g., make, take, rake, lake). The student will identify rime of word patterns from the story. The student will write these rime patterns from the book on chart paper.	Student writing
1	b	The teacher will have the student develop a class poem by selecting a word family (e.g., ate, eeze, or oon). The teacher will have the student brainstorm a class list of words that rhyme in "sound." The words do not need to be spelled using the word family. The teacher will have the students work in small groups to create their own rhyming poem using the class list. The students will publish these poems in the class poetry book.	Student writing
1	c	The teacher will guide the student to find syllabication types in a song or poem by underlining them in the text (e.g., ir /r/ in bird).	Student work

1	c	The teacher will model how syllable types determines pronunciation of a new word. (e.g., The teacher will write the word "polish" on the board. The teacher will explain that if the word was divided between po/lish, the first syllable "po" is open and the vowel is long. The word would be said "Pōlish" as if it were someone from Poland. If the word was divided pol/ish, the first syllable "pol" is closed and the vowel is short. The word would be "polish" as in polishing furniture.) The teacher will write other examples on the board. The teacher will divide the words in different syllable types. The teacher will have the students read words based on syllable types. The teacher will have the student determine which pronunciation of the word is correct (e.g., stu/dent or stud/ent; sel/ect or se/lect; col/lect or co/llect).	Student responses
1	d	The teacher will have the student use different colors of highlighters or colored markers to complete a structural analysis of a word with root words and an affix. The teacher will have the student highlight the root word in yellow and highlight the affix in green or use two colors of markers to indicate each word part.	Student writing
1	e	The teacher will have the student write fill in the blank sentences that can be completed with vocabulary words. The teacher will have the student trade sentences with a partner and complete each other's sentences.	Student responses
1	e	The teacher will have the students work in small groups to sort words.	Teacher observations
1	e	The teacher will use new vocabulary and language on multiple occasions in speaking and writing to reinforce meaning.	Teacher observation
1	e	The teacher will take a piece of paper and draw three columns. The teacher will label the first column "Vocabulary Term", the second column "Dictionary Term", and the third column "Rewritten Definition". The teacher will teach the vocabulary word in context. The teacher will have the student write the vocabulary word in the first column. In the second column, have him or her write the dictionary or glossary definition. In the third column, he or she will write his or her definition. On the back of the paper, the teacher will instruct the student to write sentences with his or her words.	Student response

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1	e	The teacher will give the student a list of words and have them identify the prefixes and suffixes. The student will tell the meaning of the word based on the meaning of the prefix/suffix.	Student responses
1	f	The teacher will select words from a text. The teacher will have the student hunt for synonyms in a thesaurus using the teacher's selected words.	Student responses
1	f	The teacher will provide the student with a grade level passage that has grade appropriate vocabulary highlighted. The teacher will have the student insert a synonym or antonym for the highlighted words.	Student responses
1	f	The teacher will assist the student with using a thesaurus to find synonyms for words (e.g., like, say, or walk).	Teacher observation
1	f	The teacher will read the book <u>Harry is Not Hairy.</u> The teacher will select homophones that may prove confusing (e.g., sail and sale). The teacher will divide the students into groups. The teacher will assign each group a pair of homophones. Each group will create a list of words that can be derived from each homophone (e.g., sail: sailing, sailboat, sailor, sailfish sale: salesperson, sales tax, for sale (sign).	Student writing
1	g	The student will write unfamiliar words in a vocabulary journal. The vocabulary journal page should be divided into 4 columns: word, page number of text, what I think it means, and context clues. The teacher will lead the class in a discussion of unfamiliar words and their meanings. The student will locate vocabulary terms from their readings. The teacher will have the student correct his or her journal.	Teacher observation
1	g	The student will use decoding strategies (e.g., sounding out words, comparing similar words, breaking words into smaller pairs and/or words, and looking for known word parts/or words) to decode unfamiliar words.	Student responses
1	g	Cloze procedure-The teacher will provide the student with grade appropriate paragraphs with words deleted. (e.g., every 5th, 2nd word). The student will provide words in the blanks that make sense within the context of the given sentence. The teacher will group	Student responses

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		the students so they can read paragraphs to one another to see if the selected words make sense within the context of the given paragraph. The teacher will then provide the group of students with the original word from the text to see if their chosen word has the same meaning.	
1	h	The teacher will have the student create a simile poem. The teacher will model how to create a simile poem using the specified format as his or her guide (e.g., Red is _____ like _____. Orange is _____ like _____. Yellow is _____ like _____. Green is _____ like _____. Blue is _____ like _____. Purple is _____ like _____. Blue is fluffy like clouds in the sky. Red is spicy like a red-hot.)	Student writing
1	i	The teacher will assist the student with finding the meaning of a word by using a personal dictionary, elementary dictionary, and electronic dictionary.	Teacher observation

Grade Level: Third Grade
Competency Two: The student will apply strategies and skills to comprehend, respond to, interpret, or evaluate a variety of texts of increasing length, difficulty, or complexity.

In order to develop comprehension, students must have multiple opportunities to read and discuss text. Middle grade students need many opportunities to read a wide variety of literary and informational texts.   A critical component of comprehension 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.

Teachers should be aware that students make the greatest gains in comprehension when they are presented with activities that actively engage them in the reading of instructional level materials. Middle grade teachers will need to have a range of reading materials available in classrooms in order to assure students are presented with materials that are appropriate for the individual reading levels of students. 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 90 and 120 words per minute by the end of third grade.)

With the need to prepare students for success in middle school, to measure their progress with the Mississippi Curriculum Test (MCT), and to prepare students for the shift in demands from learning to read to reading to learn, it is important that the language arts curriculum emphasize student comprehension of informational passages. Following the focus of the NAEP Grade 4 Assessment, it is recommended that language arts teachers in grades 1 through 4 work to shift the emphasis from literary passages to informational passages as suggested in the following chart.

Grade	Literary	Informational
4	50%	50%
8	45%	55%
12	30%	70%

Competency	Objective	Suggested Teaching Strategies	Suggested Assessment
2	a	The student will draw and use semantic maps and organizers to convey word relationships.	Student responses
2	a	The teacher will read a book without pictures and have the student create the illustrations that should accompany the text.	Teacher observation
2	a	The student will observe the teacher read the title of a book and state thought-provoking questions about the title and illustrations. The teacher will scan pages throughout the book and ask questions regarding the title and illustrations. The teacher will make predictions as to what will happen and the reasons for making such predictions. The teacher will generate questions from the scanning of the book to employ listening skills in order to find answers. As the teacher reads, he or she will reflect on specific points or events and determine what comes to mind from the points or events. The teacher will allow the student to confirm prediction in the beginning, middle, and end of the story. The student will demonstrate the action modeled through role-playing before the class.	Student response
2	b	The teacher will write several words on the board that contain letter-sound patterns that students are learning. These patterns should have a letter in common, such as in *bore (VCe), spoof (CVVC),* and in *clog (CVC).* The teacher will give the students word cards with masking tape loops on the back. The teacher will have the student sort words by putting them under the words on the board (*bore, spoof,* and *clog,* in this example) that shares the same letter-sound patterns. The teacher will have the student read the words in unison. The teacher will have the student point out the patterns and explain why he or she pronounces each word as he or she does. The teacher will have him or her create other words with the same letter-sound patterns.	Student response
2	b	The teacher will read aloud the story of The True Story of the Three Little Pigs. The teacher will discuss who is telling the story and how the story events depend on the person who is telling the story. The teacher will explain that the story is written from the wolf's point of view. The teacher will give the	Student responses

Third Grade

		student other texts from various points of view for him or her to identify who is telling the story.	
2	b	The teacher will make a chart for the different purposes of reading. The teacher will ask the student to create a book to demonstrate each purpose (inform, entertain, and follow direction). The student will use sight words or vocabulary terms for the purpose of informing (creating a dictionary). The student will use pictures from magazines or drawing to illustrate text.	Teacher observation
2	b	The teacher will have the student use cues from a story and personal experience about similar situations to predict what might happen in a story. The student will list his or her prediction on chart paper. The student will explain his or her reasoning using text-based evidence or personal experience.	Student responses
2	b	The teacher will lead a discussion about the cause/effect structure in which actions or events cause something to happen.	Student responses
		The teacher will demonstrate how to use text structure from using simple text and moving to more complex text progressively. The teacher will have the student select a science or social studies topic. The student will identify related problems and solutions (e.g., pollution. What causes pollution and what are the effects of pollution? Causes- car exhaust, smoke Effect- acid rain)	Student writing
2	b	The student will create an open mind portrait of a character using a silhouette. The student will list characters' actions, motives, traits, and emotions on the silhouette as the story is read (e.g., Sarah from <u>Sarah, Plain and Tall</u> could have flowers, colors of the sea, homesick, cat, etc. written or drawn on her silhouette to represent character traits about her).	Student responses
2	b	The teacher will read a story aloud. The teacher will ask the student to recall what happened at the first, in the middle, and at the end of the story.	Student response
2	b	The teacher will have the student connect events, characters, and actions in narrative and informational text to specific life experiences.	Observation and informal assessment

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2	b	The teacher will write several words on the board that contain letter-sound patterns that the student is learning. These patterns should have a letter in common, such as in *bore* *(VCe), spoof (CVVC),* and in *clog (CVC)*. The teacher will give the student word cards with masking tape loops on the back. The teacher will have the student sort words by putting them under the words on the board (*bore, spoof,* and *clog*) that shares the same letter-sound patterns. The teacher will have the student read the words in unison. The teacher will have the student point out the patterns and explain why he or she pronounces each word as he or she does. The teacher will have him or her create other words with the same letter-sound patterns.	Student response
2	b	The teacher will divide the students into groups according to the story elements (e.g., character, plot, theme, and setting). The teacher will have each group read a grade level story to determine the assigned element. Text-based evidence should support their story element.	Student responses
2	b	The teacher will explain that the structure of a text serves a similar purpose as the features of a building, which helps organize information. Organizational features (e.g., diagram, index, etc.) will help the student access information. The teacher will have the student determine the structure of various narrative and expository texts. The teacher will use the house drawing below as a model. The student will list the text features that are included in the specified text.	Student writing

expository

table of contents
title page
diagrams
charts
graphs
index
glossary
facts

2	c	The student will use dramatics and props (e.g., flannel boards or cut-out puppetry) to retell a familiar story (e.g. The Three Little Pigs, Little Red Riding Hood, and etc.)	Teacher observation
2	c	The teacher will allow the student to draw pictures discussing the main idea of a simple story and allow him or her to visually and orally share his or her work.	Student responses
2	c	The teacher will allow the student to retell a favorite book to the class through discussion, dance, music, art, drama, writing, or etc.	Retelling checklist
2	c	The teacher will have the student read a simple chapter book. The student will use sticky notes to summarize main events of each chapter after he or she has read each chapter. At the end of the book, the teacher will have the student place the sticky notes in sequential order and use them to write a summary of the book.	Student writing
2	d	The teacher will write statements on the board from a book the class has read. The student will agree or disagree with the statements and cite text-based evidence. The statements may be literal or inferential (e.g., statements taken from the book Charlotte's Web. Fern is compassionate. Mr. Arable should have killed the pig.).	Student responses
2	d	The student will write and draw thoughts and feelings in his or her reading logs about what he or she has previously read (When informational text is read, the student may make notes of important information or draw charts and diagrams).	Student writing
2	d	The teacher and students will dialogue about a particular text. The students will share personal responses about what they liked about the text. They may also make connections or predictions.	Student response
2	d	The teacher will model how to use a Venn Diagram to compare/contrast a similar story from two cultures. The teacher will read two stories (e.g., Lon Po Po and Little Red Riding Hood). The teacher will have the student draw a Venn Diagram to compare the stories. Other stories can be used to compare (e.g., Mufaro's Beautiful Daughters or The Rough-Faced Girl and Cinderella).	Student work

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Grade Level: Third Grade
Competency Three: The student will express, communicate, or evaluate ideas effectively.

Competency	Objective	Suggested Teaching Strategies	Suggested Assessment
3	a	The teacher will instruct the student to make decisions about his/her writing throughout the writing process. The teacher will have the student to self-question in the following manner (e.g., At any time… Have I followed the writing process? Which steps am I currently on in the process? Do I have a plan? After rough draft… Is the meaning of my writing clear? Did I stick to the topic? Do I have unnecessary information? After revise/edit. Is the meaning of my writing clear? Should I move or rearrange some of my sentences? Do I have mistakes in mechanics? Just prior to publishing Have I followed the steps in the writing process? Is my final work neat and legible?).	Student responses
3	a	The teacher will lead the student in creating a whole class book with each student contributing a final draft page. The student will use the entire writing process.	Writing sample
3	a	The teacher will have the student maintain a writing process folder with "work in progress".	Student writing portfolio
3	a	The teacher will direct the student to self-check his or her writing by reflecting on where he or she is located in the writing process for various tasks.	Student responses
3	a	The teacher will conduct a writing conference with the individual student to discuss how his or her writing and revising is progressing. The teacher will offer additional strategies on how the student might expand the topic. The teacher will write suggestions on sticky notes for the student to reference.	Student responses
3	a	The teacher will model how to use the writing process by creating a big book about a content area topic. During the writing process, the teacher will review and expand on the student's experience with the writing process by leading discussion of each step.	Student writing

3	a	The teacher will provide the opportunity for the student to share his or her published work to communicate with a genuine audience (e.g., author's chair, submit piece of writing to contest or magazine, contribute to local/school newspaper, share at a read-aloud party, produce a video or record a cassette tape, have an Author's Day party, display poetry on a "poet-tree", display writing at PTA/PTO meeting or other event, read to children in other classes).	Student writing
3	a	The teacher will arrange two Hula-Hoops or yarn (or chalk) shaped in circles on the floor so that they overlap to create a Venn Diagram. The teacher will use index cards in the diagram to label the different sections.	Student Responses
3	a	The teacher will have the student design a basic plan for the writing project that goes with the pre-writing information. The teacher should stress the following points to the student: 1. Purpose for the project (letter to communicate; essay to inform, report, etc.) 2. The intended audience (Who will receive/read the project?) 3. A format plan (the number and topic of paragraphs; single-sentences plus illustrations; a graphic organizer with summaries of information; diagrams with labels and explanations, etc.	Student responses
3	b	The teacher will instruct the student to think about a place on the school campus. The student will write a description of the place without naming the place. The student will read his or her description to the class and ask the classmates to guess the location based on the description.	Student writing samples
3	c	The teacher will have the students prepare a reader's theatre script in small groups based on a familiar story with a clear beginning, middle, and end. The students will perform their script for the class. The teacher should make sure the students practice the reader's theatre before they perform.	Student writing and oral responses

3	d	The teacher will read to the student a book that contains letters such as <u>The Jolly Postman</u> or Other <u>People's Letters.</u> The teacher will show the student the different friendly letters included in the book. The teacher will explain the different parts of the letter: date, greeting, body, closing, and signature. The teacher will assist the student in establishing a purpose for writing a friendly letter. As a class, the students will draft the letter, revise, edit and make changes. The students will make a final copy of the letter and mail it to a friend.	Student writing
3	d	The student will write an article for the local newspaper to give details about current classroom happenings. Articles must include a headline.	Student writing
3	e	The student will examine the school lunch menu format. The student will create a suggested school lunch menu for the coming month using the current lunch menu as a guide. The student will write a persuasive paragraph for the principal and cafeteria manager to accompany a new menu to change or update an old one.	Student work
3	f	Through the course of lessons, the student will generate questions for things he or she wonders about (e.g., why is the sky blue? Do whales have teeth?). The student will post these questions on an "I wonder" bulletin board using sticky notes. The teacher will provide time for the student to use multiple informational sources to find the answers. The student will write the answer to the question along with multiple text citations with teacher guidance.	Student writing samples
3	g	The teacher will have the student create a semantic map for a concept of study. The student will begin with the concept and brainstorm related words. He or she will use these words when writing about the topic (e.g., the unit is weather, the student could generate the words: meteorology, precipitation, hurricane, and barometer using a unit on weather).	Student writing

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| 3 | g | The teacher will have the student write a paragraph using age-appropriate vocabulary. The teacher will tell the student that specific vocabulary helps the writer use different words. The teacher will use the analogy of crackers or salsa. The teacher will tell the student that crackers are bland and tasteless like words we use all the time (said), and salsa words are spicy and different (stated). The student will replace bland words with saucy words in his or her own writing. | Student writing |
| 3 | h | The teacher will read <u>Donovan's Word Jar.</u> The student will create a "Word Jar" display. The teacher will have the student collect new words and add to the display. The student must present the new word to the class. After the new word has been added, the student should practice the new word in his or her writing. | Student writing |

Grade Level: Third Grade
Competency Four: The student will use Standard English to communicate.

Competency	Objective	Suggested Teaching Strategies	Suggested Assessment
4	a	The teacher will provide the student with word cards that include nouns, verbs, adjectives, adverbs, pronouns, and prepositions. Working in small groups, the student will sort words according to parts of speech. The student will then take one word from each category to create a complete sentence filling in words if necessary. The student will write new sentences on sentence strips. The teacher will ask groups to swap sentence strips. The teacher will have the groups look at the new sentences for focus skills (e.g. groups may circle nouns, verbs, pronouns, prepositions, etc. using different color for each part of speech).	Student work
4	a	The teacher will have the student create a postcard by illustrating a place he or she would like to visit. The student must also use ten adjectives and a short message describing the illustrations on the postcard. The teacher will read <u>Punctuation Takes a Vacation</u> by Robin Pulver to introduce the ideas of postcards. The teacher will bring in postcards to share with the student. The teacher will say to the student, "Think of a place you would like to visit. Think about the way that place looks." Today you are going to take a vacation and create a postcard. You will select ten adjectives and use your imagination to describe your vacation spot. The teacher will provide the student with magazines, pictures, travel pamphlets/brochures, internet pictures and Clip Art for the student to use. The teacher will have the student select a place to visit and cut out pictures from the above available resources. The teacher will have the student glue pictures onto blank index cards to illustrate the vacation spot. The teacher will have the student brainstorm ten adjectives to describe the picture(s) on the front of his or her postcards. The teacher will have the student write a short descriptive message using and underlining the ten adjectives. The teacher will have the student copy this message onto the back of his or her postcard as the final draft. The teacher will create funny stories with blanks for specific parts of speech. The student will provide specific nouns, verbs, etc. to make the story complete and share the story with classmates. This can also be done in pairs.	Student writing Student responses and writing

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4	a	The teacher will have the student generate a list of prepositions and post the list in the classroom. The student will collect prepositional phrases from grade level text and post them next to the prepositional chart.	Student work
4	b	The teacher will show the student various comic strips. The teacher will discuss the bubble on the comic strip. The teacher will tell the student that the bubble means that a person is speaking. The teacher will have the student create comic strips along with dialogue using correct punctuation, including commas, and quotation marks.	Student work
4	b	The student will use punctuation in text (e.g., periods, commas, question marks, exclamation marks, quotation marks, bold-faced print) as a guide to understanding meaning.	Student responses
4	b	The teacher will give each student an index card. The student will select a sentence from a grade level text. He or she will write the sentence without capitalization and/or punctuation. The student will also write the page number on which the sentence was found. Index cards are put into a hat. Each student will select a card and make appropriate corrections. The student will then check his or her corrections using the text.	Student responses
4	c	The student will use the computer to practice spelling his or her age appropriate words. The student can play Hangman in order to practice spelling words. The teacher can create word search puzzles with spelling words, including common misspelling of the word and the correct spelling. The student will identify the correct spelling of words.	Student writing samples
4	d	The teacher will place spelling words on sticky notes. The teacher will place one sticky note on each student's back. (Do not let the student see the word!) The teacher will place the student in pairs. One student spells the word on his/her partner's back and the partner must guess the word that is spelled. The teacher will have the student remove his/her partner's words, find another partner, place the new sticky note on the new partner's back. Repeat the process.	Student responses

| 4 | d | The student will share a sample of a student's writing. The teacher will pair the students to look at each other's writing samples. The student will circle 5 words that are written clearly and legible. The student will highlight their partners words that are difficult to read or not legible. | Student writing samples |
| 4 | e | The student will be given a newspaper or magazine article. The student will highlight each type of sentence in a different color (e.g., declarative- yellow, interrogative- green, exclamatory- pink, Imperative-blue). | Student writing |

FOURTH GRADE
COURSE DESCRIPTION
Grade 4; one year course

The curriculum for Grade 4 describes in general terms what students are expected to know and do throughout the year to become more adept language users. Fourth grade students will continue to read a variety of literary forms, use effective communication skills, gather and use information from print and non-print sources, and use reading comprehension strategies that will be applied in all subjects. Each student will plan, draft, revise, and edit personal writing. Students will access, organize, and evaluate information; read and respond to literature and other forms of print; discover the rhythm, heritage, and beauty of language; and use language for continuous learning.

The competencies are the parts of the document that are required to be taught. They combine the strands of reading, writing, listening, speaking, viewing, and research. They 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. Objectives indicate skills that enable fulfillment of competencies, describe competencies in further detail, or show the progression of concepts throughout the grades. Objectives are further defined by bulleted items.

Suggested teaching and assessment strategies are optional, not mandatory. They are not meant to be a comprehensive list nor do they represent rigid guidelines. Strategy examples are suggestions of the many dimensions of choice that foster the development of growing sophistication in the use of language. Good teacher-selected strategies include modeling of problem-solving techniques and reading/writing processes. When students emulate problem solving and strategic thinking as modeled by their teacher, they develop confidence and skill while becoming independent problem-solvers and thinkers. Teachers are encouraged to choose strategies and literature for their particular needs and according to their district policy. Appendices to this document contain a glossary and more detailed descriptions of suggested assessment methods.

FOURTH GRADE

Each competency and objective assumes the student has mastered the competencies and objectives in the previous grades. New skills and objectives are bold-faced throughout the document; however, teachers should review previously taught skills and objectives with a focus on increasing complexity. State level assessments may reflect skills and objectives covered in kindergarten through grade four.

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.)

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.

COMPETENCIES and Objectives

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 understanding words.*

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

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

d. The student will identify and produce grade level appropriate synonyms, antonyms, and homonyms.

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

*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.*

g. The student will use reference materials (e.g., dictionary, glossary, thesaurus, electronic dictionary, teacher or peer as a resource) to determine the meaning, pronunciation, syllabication, synonyms, antonyms, and parts of speech for unknown words.

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

a. The student will apply knowledge of text features, parts of a book, and text structures to understand, interpret, or analyze text.

- Text features -   **bold-faced print, italics, maps, icons, pull down menus, key word searches, etc.**
- Parts of a book - **appendix, footnotes, etc.**
- Text structures - **compare/contrast, etc.**

b. The student will analyze texts in order to identify, understand, infer, or synthesize information.

- Identify the stated main idea or supporting details in a paragraph.
- Apply knowledge of transitions or cue words to identify and sequence major events in a narrative.
- Identify stated causes and effects in paragraphs and short passages.
- Synthesize information stated in the text with prior knowledge and experience to draw a conclusion.
- 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 an appropriate summarization or paraphrasing of the events or ideas in text, citing text-based evidence.

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

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

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

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

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.*

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

b. *The student will compose descriptive texts using specific details and vivid language.*

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

- Stories and retellings
- Narrative poems
- 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, or compare and contrast.*

- Reports
- Presentations
- Poems
- Functional text

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

- Letters
- Speeches
- Advertisements

f. *The student will compose text based on inquiry and research.*

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

4. The student will apply Standard English to communicate.

a. *The student will apply Standard English grammar to compose or edit.*

- Nouns (e.g., singular, plural, common, proper, singular possessive, plural possessive)
- Verbs (e.g., helping verbs, and irregular verbs)
- Verb tense (e.g., past, present, future, **present perfect**)
- Subject-verb agreement
- Articles and conjunctions
- Adjectives (e.g., possessive, comparative, superlative)
- Pronouns (e.g., subject pronouns, singular pronouns, plural pronouns, singular possessive pronouns, plural possessive pronouns, **object pronouns, reflexive pronouns, demonstrative pronouns**)
- Adverbs (e.g., comparative forms)
- Interjections

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b. *The student will apply Standard English mechanics to compose or edit.*

- End punctuation (e.g., period, question mark, exclamation point)
- Periods in common abbreviations (e.g., titles of address, days of the week, months of the year)
- Commas (e.g., dates, series, addresses, greetings and closings of friendly letters, quotations, **introductory phrases, appositives**)
- Quotation marks (e.g., quotations, titles of poems)
- Colons (e.g., time, complex sentences)
- Capitalization (e.g., first word in a sentence, proper nouns, **proper adjectives,** days of the week, months of the year, holidays, titles, initials, first word in greetings and closings of friendly letters, the pronoun "I")
- Spell words commonly found in fourth grade level text
- Produce legible text

c. *The student will apply knowledge of sentence structure in composing or editing.*

- Analyze the structure of sentences (e.g., simple, compound, **complex**).
- Compose simple, compound, and complex sentences.
- Analyze sentences containing descriptive adjectives, adverbs, and prepositional phrases.
- Compose sentences containing descriptive, adjectives, adverbs, and prepositional phrases.

Grade Level: Fourth Grade
Competency One: The student will use word recognition and vocabulary (word meaning) skills to communicate.

[Research indicates that intentional, explicit teaching of specific words and word-learning strategies can add words to students' vocabularies and improve reading comprehension of texts containing those words. It is recommended that teachers select words for word study from texts being read in the classroom (e.g., basal texts, whole class texts, read-alouds, and students' writing). When selecting words for study, teachers should consider using words that have importance and utility. Appropriate words for study are characteristic of mature language users and appear frequently across in a number of contexts. Selected words should label concepts that are familiar to students, even though the words themselves may be unfamiliar. In addition, words selected for study should provide students with more precise ways of describing concepts, actions, or feelings that students already know.]
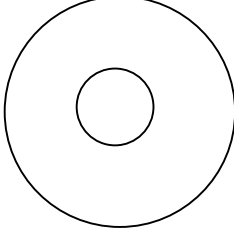
Competency	Obj.	Suggested Teaching Strategies	Suggested Assessment
1	a	The teacher will model and then ask students to hold their hands under their chin while pronouncing a word. Students can identify the number of syllables by the number of times their chin bumps their hand. Practice counting the number of syllables in multi-syllabic words (e.g., encyclopedia, multimedia, presidential, fantastic, extraterrestrial).	Teacher observation, Students' oral responses
1	a	The teacher will utilize a closed word sort activity (see Appendix page 361) focusing on syllables: - Words that have one, two, three, and four syllables. - Words that are accented in the first, second, or third syllable. - Words that contain open, closed, r-controlled, open, closed, r-controlled, vowel team, vowel -consonant + e, or consonant + le syllables. *Teachers should remember to begin using word sorts limited to two criteria before moving on to word sorts with more than one category for analysis.*	Teacher observation, Students' oral or written responses
1	a	The student will identify various types of syllables in texts being read (e.g., independent silent reading or texts read in class). The teacher will ask students to tally the numbers of each kind of syllable in a paragraph or short passage.	Teacher observation, Students' oral or written responses

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1	a, g	Students will select words from texts they are reading or from their personal writing. The teacher will have students work in pairs or small groups to decide where the selected words should be broken into syllables. Students should use an elementary or on-line dictionary to check their work.	Teacher observation, Students' oral or written responses
1	a, g	The teacher will select an initial syllable from a multi-syllable word (e.g., pan- from "pancake" or ban- from "banter"). In small groups or centers, students will create new multi-syllable words using the same initial syllable (e.g., panda, pandemonium; banner, banjo). Students will use appropriate reference materials to check their work.	Teacher observation, Students' oral or written responses, Student work samples
1	a, g	Students will listen to words spoken aloud while thinking about syllable breaks. Students will write the words based on their syllabic analysis. Students will use appropriate reference materials to check their work.	Teacher observation, Students' written responses
1	a	The teacher will model using his/her knowledge of syllables to determine the pronunciation of unfamiliar words during read alouds. (e.g., "Here is a word I've never seen before." The teacher writes the word on the board or brings students' attention to the word in the text. "I know the first syllable is a closed syllable, so it has a short sound. The last syllable has an r-controlled vowel. The first syllable must be pronounced "păn" and the last syllable is pronounced "dər." So the word must be pronounced "păn- dər."	Teacher observation, Students' oral responses
1	b	The teacher will model using knowledge of syllables to spell words during writing. (e.g., "I want to add –ing to "write." Since "write" has a long vowel sound, I know I will drop the "e" and add –ing."	Teacher observations
1	b	The teacher will model the use of knowledge of morphemes (e.g., roots and affixes) to pronounce unfamiliar words during reading. The teacher will demonstrate for students how he/she as a reader "peels off" the prefix and/or suffix, locates the root, and thinks about the meanings of all of the word chunks in order to infer the meaning of the unfamiliar word. The teacher will demonstrate with words like "dehydration" or "hypothermia." The teacher will guide students to help him/her infer the meaning of additional multi-syllabic words.	Teacher observations, Students' oral responses

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1	b, g	The teacher will select particular roots or affixes for study based on affixes listed in the MLAF, on roots and affixes found in drafts of students' writing, and on roots and affixes used in texts that students are reading. Student will circle or make a list of all selected roots and affixes in a particular section of text. Students will share their findings and discuss word meanings. Students will use appropriate reference materials to check their work.	Teacher observations, Students' oral and written responses
1	b	The teacher will ask the student to write a description of a place, person, etc. using only one-syllable words. Students will share his/her writing with the class and discuss how the use of one syllable words had an impact on the reader or had an impact on the writing process for the writer.	Teacher observations, Students' oral or written responses, Students' work samples
1	b	The teacher will model noticing compound words in text, breaking them apart into component words, and using knowledge of each component to determine the meaning of the word. The teacher will guide students to repeat the process with additional words.	Teacher observation, Students' oral responses
1	b	The teacher will help students create word trees. Students will write a base or root word on the trunk of a drawing of a tree. The students will write words that grow from the base or root along the branches.	Teacher observation, Students' work samples
1	b	The teacher will utilize a closed word sort activity (see Appendix page 361) focusing on roots or affixes: • Words that have the same roots. • Words that have prefixes that mean "not" (e.g., illegal, irresponsible, immature). • Words with plurals formed by adding –*s* and words with plurals formed by adding –*es*. Discuss with students how they might know when to form plurals with -*s* and –*es* (e.g., tribes, crops, beaches, residences). • Words that end with "ed" and have the /t/ sound, the /d/ or the /ed/ sound (e.g., trapped, mixed /t/; waited, dotted /ed/ and played, raised (d).	Teacher observation, Students' work samples
1	b, g	The teacher will give students a list of a several words that share the same root or affix. The teacher will provide the meanings and/or have students locate meanings using an elementary or electronic dictionary for all words in the list. The students will infer the meaning of the root or affix.	Teacher observation, Students' oral or written responses

1	b, g	Students will work in small groups or pairs to see how many new words they can create from one base by adding affixes. The teacher will place a time limit on the activity and students will "race" to see which team can make the most new words. The students will use an elementary or electronic dictionary to check each group's work.	Teacher observation, Students oral or written responses
1	b	The teacher will print combinations of roots and prefixes (or suffixes or compound words) on index cards or cardstock. The teacher will turn the cards face down in rows. Students will take turns selecting two cards. If the two parts combine to make a word, the student can keep the pair. Students will take turns until all cards are matched. The student with the most matches wins.	Teacher observation, Students' oral or written responses
1	c, e, g	Students will use post-it notes or highlighting tape to note difficult or unknown words as they read. Students will share these words after reading and work together to use context clues, prior knowledge, and/or reference materials to determine the meaning and pronunciation of the words.	Teacher observation, Students' oral or written responses
1	c	The teacher will give students several different words that appear in a text prior to reading. The students will use a rubric or a word sort to analyze their knowledge about these words. Categories could include: I do not know the word, I have heard or seen the word but do not know what it means, I know a little about this word, I know this word and can use it myself. (See Appendix page 363.) After reading the text or participating in word study activities, the students will analyze the same words again. The students will explain how their knowledge of the words has changed.	Teacher observations, Students' oral or written responses
1	c, e, g	The teacher will give students cards with words and their definitions prior to reading a text. The students will match the word with a definition. Students will then read the text. After reading, the teacher will ask children to determine whether or not they would now change any word/definition pairs. The teacher will lead students to discuss their answers. The students will use appropriate reference materials to check their work.	Teacher observations, Students' oral or written responses

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1	c, e	The teacher will lead the students in a discussion of a time when they might engage in the action described by a particular verb. (e.g., Describe a time when you would urge someone to do something? Would you urge someone to go to the movie or would you urge someone to walk under a ladder? Would you commend someone for making good grades or would you commend someone for breaking the class rules?)	Teacher observations, Students' oral or written responses
1	c, e	The teacher will share vocabulary words with the students. The students will clap if they would like to be described using the word or will not clap if they would prefer not to be described with the word (e.g., Would you like to be described as energetic, lazy, stingy, trustworthy?). The teacher will lead students in a discussion of their answers and the definitions of words.	Teacher observations, Students' oral or written responses
1	c, e	The student will pantomime or dramatize the meanings of words that appear in text.	Teacher observations, Students' responses
1	b, c, d, e	The teacher will preview text and select a limited number of words that are important for understanding the text. (It is recommended that the list of words be 7 or less.) The teacher will provide opportunities for students to learn about the words prior to reading by providing definitions and examples, analyzing the words in context and making inferences about the meaning, or by using prior knowledge and word parts to hypothesize about meaning based on prior knowledge and word parts. Students will continue to work with the selected words confirming hypotheses made during reading, discussing word use during reading, or discussing synonyms and antonyms for the words after reading. The teacher will provide multiple opportunities for students to work with the words prior to, during, and after reading (e.g., word sorts, word games, etc.).	Teacher observations, Students' oral or written responses

1	c, d, g	Students will create a concept map or bubble map with a word at the center. The students will write synonyms or antonyms for the word in the outside circle. The teacher should model using this activity before assigning to students. Students should use one circle map for synonyms and another circle map for antonyms.	Teacher observations, Students' oral or written responses
1	c, d, e	Students will use a web to focus on vocabulary words. Students will use each ray of the map for a different type of important information (e.g., one ray for the part of speech, one ray for synonyms, one ray for associations, one ray for an example sentence using the word, etc.). The teacher should model using this activity before assigning to students.	Teacher observations, Students' oral or written responses
1	c, g	The teacher will create, or direct students to create, personal dictionaries for students. During the reading of trade books, literature, and/or content area studies (e.g. social studies, science) the teacher will have students record important and/or new words in this personal dictionary. Personal dictionaries should list new words in alphabetical order. Students should record new words with definitions that have meaning for them. Research indicates that students best learn definitions for words when the definitions are phrased using words and concepts the students already understand.	Teacher observations, Students' oral or written responses
1	f	The teacher will read books and other texts with figurative language orally with students. The teacher will notice and discuss the figure of speech (e.g., simile, metaphor, personification, **hyperbole**, etc.) with students. The teacher will ask students what the phrase means, how the use of the figure of speech effects the way the reader understands or "sees" the text, etc. Teachers and students will celebrate and enjoy examples of figurative language.	Teacher observations, Students' oral or written responses

1	f	Hyperbole is common in tall tales. The teacher will read tall tales with students. The teacher will identify and discuss examples of hyperbole with students. (e.g., "At three weeks, Paul Bunyan got his family into a bit of trouble kicking around his little tootsies and knocking down something like four miles of standing timber." What is the exaggeration in this sentence? How does the author's use of this hyperbole help the reader see Paul Bunyan more clearly?)	Teacher observations, Students' oral or written responses
1	f	The teacher will ask students to be language detectives. The teacher will have students make a list or chart of examples of figures of speech they hear at home and at school. Students will share their lists with others.	Teacher observations, Students' oral or written responses
1	f	The teacher and students will read many examples of poetry. The teacher and students will identify examples of figurative language in poetry. The teacher and students will discuss how the use of figurative language affects the meaning, sound, or mood of the poem. The students will produce examples of figurative language in personal writing.	Teacher observations, Students' oral or written responses
1	f	The student will create a list of similes for words like "brittle," "transparent," "despicable" or "frivolous." The student will illustrate each list.	Teacher observations, Students' oral or written responses

1	f, g	Students will generate a list of words related to a particular topic (e.g., autumn words). Then students will use these words to create a sample list of simile comparisons. Students may then use the similes to create poetry of their own (e.g., Orange as a pumpkin,
		  Jagged as my grandma's shears,
		  Delicate as old paper,
		  An autumn leaf floats to the ground).
		The teacher will encourage students to use a thesaurus to look for precise words for their poems.
			Teacher observations, Students' oral or written responses

Grade Level: Fourth Grade
Competency Two: The student will apply strategies and skills to comprehend, respond to, interpret, or evaluate a variety of texts of increasing length, difficulty, and complexity.

In order to develop comprehension, students must have multiple opportunities to read and discuss text. Middle grade students need many opportunities to read a wide variety of literary and informational texts. A critical component of comprehension 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.

Teachers should be aware that students make the greatest gains in comprehension when they are presented with activities that actively engage them in the reading of instructional level materials. Middle grade teachers will need to have a range of reading materials available in classrooms in order to assure students are presented with materials that are appropriate for the individual reading levels of students. 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.)

With the need to prepare students for success in middle school, to measure their progress with the Mississippi Curriculum Test (MCT), and to prepare students for the shift in demands from learning to read to reading to learn, it is important that the language arts curriculum emphasize student comprehension of informational passages. Following the focus of the NAEP Grade 4 Assessment, it is recommended that language arts teachers in grades 1 through 4 work to shift the emphasis from literary passages to informational passages as suggested in the following chart.

Grade	Literary	Informational
4	50%	50%
8	45%	55%
12	30%	70%

Competency	Obj.	Suggested Teaching Strategies	Suggested Assessment
2	a	The teacher will have students read a wide variety of quality children's literature. The teacher will identify and discuss various text features and parts of a book as they appear in selected literature.	Teacher observations, Students' oral or written responses
2	a	The teacher will model using text features or parts of a book to gain information from and comprehend text. (e.g., The teacher will model using the glossary or icons to understand the text. The teacher will "think out loud" about how he/she knows what information these text features and parts of a book provide and how the text feature helps him/her as a reader understand the overall text.	Teacher observations, Students' oral or written responses
2 3	a, b, c a, d, f	After reading several examples of a specific genre or type of text, the teacher will have students write rough drafts, revise, and publish their own texts with the same text features or book parts. For example, after reading several books with tables of contents, glossaries, and maps, the teacher will have students research a topic (e.g., places in Mississippi, famous people from Mississippi, etc.) and create their own picture book about the topic using these same text features and book parts. The teacher should make examples available for reference during drafting and revising. During the revision stage, the teacher will engage students in sharing conferences to provide peer and teacher feedback on the organization, structure, and effectiveness of various text features.	Teacher observations, Students' oral or written responses
2	a	The teacher will engage students in a text features or parts of a book scavenger hunt. The teacher will give students a list of particular text features or parts of a book. Students will work in pairs or teams to find a text that contains these features. Students will list the text and the page number for reference.	Teacher observations, Students' oral or written responses
2	a	For a variation on the previous activity, students can work in teams to race to identify text features/parts of a book. Teams will receive points if they locate the feature first and if they can identify the purpose of this feature explaining how it aids the reader. The teacher will allow other teams to steal the point if the first team cannot name the purpose of the text feature.	Teacher observations, Students' oral or written responses

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2	a, b	The student will create a map of the locations and events in a text.	Teacher observations, Students' oral or written responses
2	b	The teacher will tally the number of minutes per day students spend actually reading (e.g., not listening to the teacher or other students read and not completing reading-related activities or worksheets). The teacher should include content area instruction in the total.	Teacher observations
2	b	The teacher will evaluate the number of minutes students spend reading as he/she teaches with literature. Many literature units ask students to read only a few pages a day before engaging students in a wide variety of reading related activities.	Teacher observations
2	b	The teacher will utilize a variety of teaching methods designed to increase the amount of time students spend reading (e.g., choral reading, paired reading, independent reading).	Teacher observations
2	b	The teacher and students will establish a class goal for the number of books to be read by the entire class. When the class meets the goal, the students will be rewarded. Rewards may include special theme activities (e.g., read in your pajamas day, principal sings in the cafeteria, popcorn party, etc.)	Teacher observations, Students' oral or written responses
2	b	The teacher will have children read and reread drafts of their personal writing during the revision process.	Teacher observations
2	b	The teacher will structure instructional time to provide ample time for reading. During a one-hour block of instructional time, one effective pattern is for the teacher to provide 5-10 minutes of pre-reading activities (e.g., modeling reading strategies, recalling previous reading, predicting what might happen in today's reading selection, etc.); 40-50 minutes of silent or paired reading; and 5-10 minutes of minutes follow-up activities (e.g., writing about reading, discussing reading, discussing text features or reading strategies used, etc.).	Teacher observations
2	b	The teacher will create uninterrupted blocks of time for reading instruction. This includes minimizing classroom interruptions (e.g., visitors, intercom announcements, classroom management activities, etc.).	Teacher observations

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2	b	The teacher will teach students to apply the "five-finger" rule for selecting appropriate text for reading. The student will read the first page of the text and keep track of unknown words. If the student encounters more than 5 unknown words per page, the text is likely to be too difficult and the student should select another text.	Teacher observations, Students' oral responses
2	b, c, d, e	The teacher will utilize "think-aloud" activities to demonstrate his/her use of comprehension strategies before, during, and after reading. The teacher models the use of a particular reading strategy by stating out loud his/her thinking process while reading a text orally with students. After modeling, the teacher will ask students to think aloud as they utilize the same strategies. After repeated modeling and guided practice, students can be expected to independently select from, apply, and use the comprehension strategies practiced.	Teacher observations, Students' oral responses
2	b	The teacher will model how students should activate prior knowledge before reading. The teacher will model thinking aloud, "What do I already know about this text and this topic before I even begin reading?" The teacher could utilize a graphic organizer (e.g., K-W-L chart) to indicate knowledge of a topic before reading.	Teacher observation, Students' oral or written responses
2	b	The teacher will model setting a purpose for reading. The teacher will talk with students about the reasons for reading different types of text (e.g., for entertainment, for general information, for specific information, etc.). The teacher will state the purpose for reading specific texts with students prior to reading. The teacher will lead students to begin to state and establish personal purposes for reading prior to beginning a text.	Teacher observation, Students' oral or written responses

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2	b	The teacher will model making predictions prior to reading a text. The teacher will talk with students regarding his/her predictions for what might be covered in a particular text. In reading fictional texts, the teacher might use the title of the text, the "hook" paragraph for the text, knowledge about any other texts the author has written, or knowledge about other texts from that particular genre to make predictions. (e.g., "The title of this book is *Because of Winn-Dixie*. I know that Winn-Dixie is a grocery store, so maybe something in this book will happen in the grocery store. I have also see the movie trailers about this book and I think the book will be about a girl and a dog.") The teacher will model confirming information about these early predictions as he/she reads the text with students. The teacher will lead students to make predictions of their own concerning texts prior to reading (e.g., pre-reading questions, journal entries, etc.)	Teacher observation, Students' oral or written responses
2	b	The teacher will talk with students about the importance of monitoring their personal comprehension during reading. Good readers continually ask themselves, "Does this make sense?" The teacher will utilize a "thinking aloud" strategy to model comprehension monitoring during a shared reading.	Teacher observation, Students' oral or written responses
2	b	The teacher will model the application of "fix-up" strategies when text does not make sense. Fix-up strategies include rereading, reading on, using the context, and asking for help (e.g., "That doesn't make sense. Let me try reading that again." or "Maybe I should read on a little and see if the meaning gets clearer.").	Teacher observation, Students' oral or written responses
2	b	The teacher will teach students to use post-it notes to engage in active reading of texts. Students use post-it notes during reading to note connections they make to the text, to note interesting passages, to note unfamiliar words, to note questions they have about the text, or to note the main idea or other important information about the text.	Teacher observation, Students' oral or written responses
2	b	The teacher will show a video or a portion of a video based upon a particular text students have read. The students will compare the movie version of the story to the way they imagined or visualized the story during reading.	Teacher observation, Students' oral or written responses

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2	b	The teacher will utilize a "think aloud" strategy to confirm or reject predictions made prior to reading once they have completed reading the text. For example, after reading *Because of Winn-Dixie* with students the teacher might say, "I thought the story might take place in a grocery store and Opal did find a puppy in the grocery store. I wasn't expecting her to name her pet after the place she found him."	Teacher observation, Students' oral responses
2	b	The teacher will encourage students to visualize the text when possible during reading. Good readers make mental images as they read, including visualizing the setting, scene and events. The teacher will use a "think aloud" strategy to discuss how he/she thinks the setting of a story might look. The teacher may choose to draw the setting or find a photograph to describe the setting. The teacher might talk about the text from the point of a film director. (e.g., "If this were a movie, what would the scene look like?") Teachers might ask students to demonstrate the way a character looked in a particular passage (e.g., "The author says 'John stomped into the room.' Show me how you think John came into the room."). The teacher will ask students to draw images based upon text, act out portions of text, or follow directions listed in the text in order to encourage students to visualize while reading.	Teacher observations, Students' oral or written responses
2	b	The teacher will model asking questions during reading. For example, during the reading of chapter one in *Because of Winn-Dixie*, the teacher might say, "I wonder how Opal's father will react when she brings the dog home?" Good readers ask themselves literal and inferential questions as they read. Teachers should model making "I wonder" statements, and asking questions about who, how, what, and why, etc. during reading. The teacher may ask students to stop reading at a specified point and have students generate a list of questions they have about a text. Students may also use post-It notes or reading journals to keep up with the questions they have during reading.	Teacher observations, Students' oral or written responses
2	b	The teacher will utilize a "think aloud" strategy to confirm or reject predictions made prior to reading once they have completed reading the text. For example, after reading *Because of Winn-Dixie* with students the teacher might say, "I thought the story might take place in a grocery store and Opal did find a puppy in the grocery store. I wasn't expecting her to name her pet after the place she found him."	Teacher observations, Students' oral responses

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2	c	The teacher will model summarizing a text that has been read. After reading a chapter in *Because of Winn-Dixie* the teacher might ask students to help her write a sentence telling what happened at the beginning of the chapter, a sentence about what happened in the middle of the chapter, and a sentence about what happened at the end of the chapter.	Teacher observations, Students' oral or written responses
2	b	The teacher will model using a Question-Answer-Response (QAR) strategy for thinking about comprehension questions. (See Appendix page 367.)	Teacher observations, Students' oral or written responses
2	a, b, d	The teacher will select a text with a particular text structure. The teacher will remind students that text structures may often be determined by locating signal words associated with the text structure. For example:	Teacher observations, Students' oral or written responses

Text Structure	Signal Words
Compare/ Contrast	However, unlike, contrast, yet, in comparison, although, whereas, similar to, different from

The teacher will ask students to identify the text structure in the example and provide reasons for their answers.

| 2 | a, b, d | The teacher will select a short text illustrating a particular text structure. The teacher will provide graphic organizer appropriate for use with the specific text structure. Students will read the text and complete the graphic organizer. For example, the teacher might select the following text illustrating compare/contrast text structure. | Teacher observation, Students' oral and written responses, Student work samples |

> The modern Olympics is very unlike the ancient Olympic games. Individual events are different. While there were no swimming races in the ancient games, for example, there were chariot races. There were no female contestants. Of course, the ancient and modern Olympics are also alike in many ways. Some events, such as the javelin and discus throws, are the same. Some people say that cheating, professionalism, and nationalism in the modern games are a disgrace to the Olympic tradition. But according to the ancient Greek writers, there were many cases of cheating, nationalism, and professionalism in their Olympics too.

The student would complete the following graphic organizer.

```
        ┌──────────┐
        └──────────┘
         ↙        ↘
   ┌────────┐   ┌──────────┐
   │ Alike  │   │ Different│
   │        │   │          │
   │        │   │          │
   │        │   │          │
   │        │   │          │
   └────────┘   └──────────┘
```

| 2 | a, b, d | The teacher will model using a specific graphic organizer to generate ideas for writing text with a particular text structure. For example, after reading passages with compare and contrast text structures, the teacher would use a graphic organizer to list ways that one Mississippi town is like another Mississippi town and ways the towns are different. Students will work in small groups or pairs to generate their own lists of similarities and differences. Students will use the graphic organizers to write informational texts with this text structure. | Teacher observation, Students oral and written responses, Student work samples |
| 3 | a, d | | |

Fourth Grade

2 3	a, b, d a, d	After reading several examples of a specific genre or type of text, the teacher will have students write rough drafts, revise, and publish their own texts with the same text features or parts of a book. For example, after reading several books with maps, bold-faced print, and italics, the teacher will have students research a topic (e.g., crops in Mississippi, towns in Mississippi, famous Mississippians, etc.) and create their own book about the topic using these same text features or book parts. The teacher should make examples available for reference during drafting and revising. During the revision stage the teacher will engage students in sharing conferences to provide peer and teacher feedback on the organization, structure, and effectiveness of various text features.	Teacher observation, Students' oral and written responses, Student work samples, rubric
2	b	The teacher will utilize "think-aloud" activities to demonstrate his/her use of comprehension strategies before, during, and after reading. The teacher models the use of a particular reading strategy by stating out loud his/her thinking process while reading a text orally with students. After modeling, the teacher will ask students to think aloud as they utilize the same strategies. After repeated modeling and guided practice, students can be expected to independently select from, apply, and use the comprehension strategies practiced. Students may create journal entries detailing strategies used.	Teacher observation, Students' oral or written responses
2	b	The teacher will model /teach students to identify confusing or troublesome sections of text as they read by marking the section with post-it notes or highlighting tape, making pencil notes in the margins, or keeping a double entry diary.	Teacher observation, Students' written responses
2	b, c	The teacher will ask students to read a short paragraph. The teacher will ask students to read the paragraph again underlining important words. Students will write a summary of the passage using the underlined words.	Teacher observation, Students oral or written responses
2	b, c	When writing summaries, the teacher will ask students to imagine that they have $2.00. Students should imagine that each word used in their summary will cost 10¢. Students should try to "sum up" the text in $2.00 or less.	Teacher observation, Students oral or written responses
2	b, c	The student will summarize the plot of a selection by creating a comic strip. The comic strip should contain five or more frames.	Teacher observation, Students oral or written responses

Fourth Grade

2	b, c, d	The teacher will assign a text for students to read independently or in small groups. The teacher will provide each group with ten strips of paper. Students are to write events from the selection on each strip of paper. Students should then fasten the strips together in chronological order to make a story chain.	Teacher observation, Students oral or written responses
2 3	b, c, e a, d	The teacher will ask students to write a newspaper article about a story they have read. Students should include who, what, when, where, and why facts in their articles. Students should also be sure their facts are in chronological order.	Teacher observation, Students written responses
2	b, c, d	Students may choose to write a weather forecast describing the setting in a particular text.	Teacher observation, Students written responses
2	b, c, d	The teacher will model using a story map to retell or summarize a story. The teacher will discuss story elements as he/she models the activity. Students will work independently or in small groups to complete story maps of their own.	Teacher observation, Students' oral or written responses
2	d	The teacher will discuss alliteration. Students will select a letter of the alphabet and write sentences using only words beginning with that letter.	Teacher observation, Students' oral or written responses
2	d	The teacher will read examples of stories written from different points of view. For example, he/she may read "The Three Little Pigs" and "The True Story of the Three Little Pigs." The teacher will lead students in a discussion of how the stories are similar and how they are different. The class will discuss how the point of view of the narrator changes the story.	Teacher observation, Students' oral or written responses
2	e	The teacher will give students an index card with the word fact written on one side and the word opinion written on the other. The teacher will read fact or opinion statements from informational texts or from students' writings. The students will hold up the card to indicate whether the statement is a fact or an opinion.	Teacher observation, Students' responses
2	e	Students will read a sports article or other magazine or newspaper article and list three facts and three opinions from the article.	Teacher observation, Students' oral or written responses
2	e	Students will use a digital camera to take pictures. Students will use the photos to write fact and opinion statements.	Teacher observation, Students' oral or written responses

2	e	The teacher will show students ways to verify facts including look it up in a book, looking it up in a reference tool, asking someone who was there, performing an experiment, etc.	Teacher observation, Students' oral or written responses
2	e	The teacher will give students a factual statement, and ask them to turn it into an opinion statement or vice versa.	Teacher observation, Students' oral or written responses
2	e	Students will cut out ads from magazines, newspapers, cereal boxes, and other texts and create collages that illustrate tools of persuasion.	Teacher observation, Students' oral or written responses

Grade Level: Fourth Grade
Competency Three: The student will express, communicate, evaluate, or exchange ideas effectively.

The process described below for Objective A is a generic process approach to teaching composing. As the students create compositions for different audiences and purposes, using different modes, they will employ a variety of strategies.
[Note: Not every student composition should be taken through a complete composing process. The decision to complete all stages of the process should be determined by the purpose and mode of writing students are composing.]

Competency	Obj.	Suggested Teaching Strategies	Suggested Assessment
3	a	Planning The teacher will lead students to brainstorm independently, in pairs, or in small groups, ideas about things that interest them. The teacher will model his/her own list on the chalkboard, SMART board, or chart paper. Students will narrow their lists to one topic of interest. The teacher will model how he/she works to narrow a list of topics for writing. Depending upon the purpose and mode of writing to be used, students will use a tool for organizing their writing. Suggested tools include graphic organizers, webs, clusters, lists, peer discussion, additional reading, or viewing. The teacher will model using the selected strategy on the chalkboard, SMART board, or chart paper.	Teacher observation, students' oral or written responses, rubric
3	a	Drafting The student will write a draft. The purpose of the draft is to get as many ideas as possible on paper. During drafting, the focus is on fluency of writing rather than form or correctness. The teacher will model writing a draft on chalkboard, SMART board, or chart paper.	Teacher observation, students' oral or written responses, rubric

3	a	Revising During this stage, the student reexamines his/her writing and makes changes focused on the content and rhetorical effectiveness of the work. Students may work as a large group, small group, in pairs, or independently. The teacher will model utilization of a variety of revising techniques including author rereading, teacher and/or peer feedback, comparing the composition to a writer's checklist or rubric. Decisions regarding revision should be based on the purpose and mode of writing, as well as the needs of the student. The student may make notes on the draft, on post-it notes attached to the draft, or in a different colored font using a word processor.	Teacher observation, students' oral or written responses, rubric
3	a	Editing/Proofreading It is at this stage of the composing process where students must examine their writing, with help from the teacher and peers, for usage, mechanics, spelling, and varied sentence structure. At this stage, the student will compare the composition to a writer's checklist or rubric	
3	a	Publishing/Sharing During this stage of the composing process, students have the opportunity to share their compositions in appropriate ways. Not every piece of writing should be carried to the publishing stage. Publishing may occur formally through reading aloud to the class, compiling a class book, mailing a letter to the intended audience, or performing the composition for the class. Informal publishing could include placing the work in a folder or portfolio or storing writing in a journal or notebook.	Teacher observation, students' oral or written responses, rubric

Teaching strategies for Competency Three have been organized to provide detailed examples for each Objective B – F. One detailed example has been provided at each grade level. For specific details, the teacher should consult the following grade level examples.

| Objective B	Composing descriptive text	Grade Four
Objective C	Composing narrative text	Grade Five
Objective D	Composing informational text	Grade Six
Objective E	Composing persuasive text	Grade Seven
Objective F	Composing text based on inquiry and research	Grade Eight

b. The student will compose descriptive text using specific details and vivid language.

Descriptive writing requires that the student paint a picture or compose a mind movie for the reader. Descriptive writing requires that the writer describe a single, clear picture of a person, place, a thing, or an idea.

Planning

The teacher will read aloud to the students a descriptive essay, poem, or other print media, such as Shel Silverstein's "Sarah Cynthia Sylvia Stout Wouldn't Take the Garbage Out."

During the first reading, the teacher will instruct the students to close their eyes and visualize the images from the read aloud, based on their five senses. The teacher will post a sensory web on the chalkboard, SMART board, or chart paper. The student will copy the web onto their notebook paper.

```
        See              Topic              Hear


    Smell                               Feel

              Taste
```
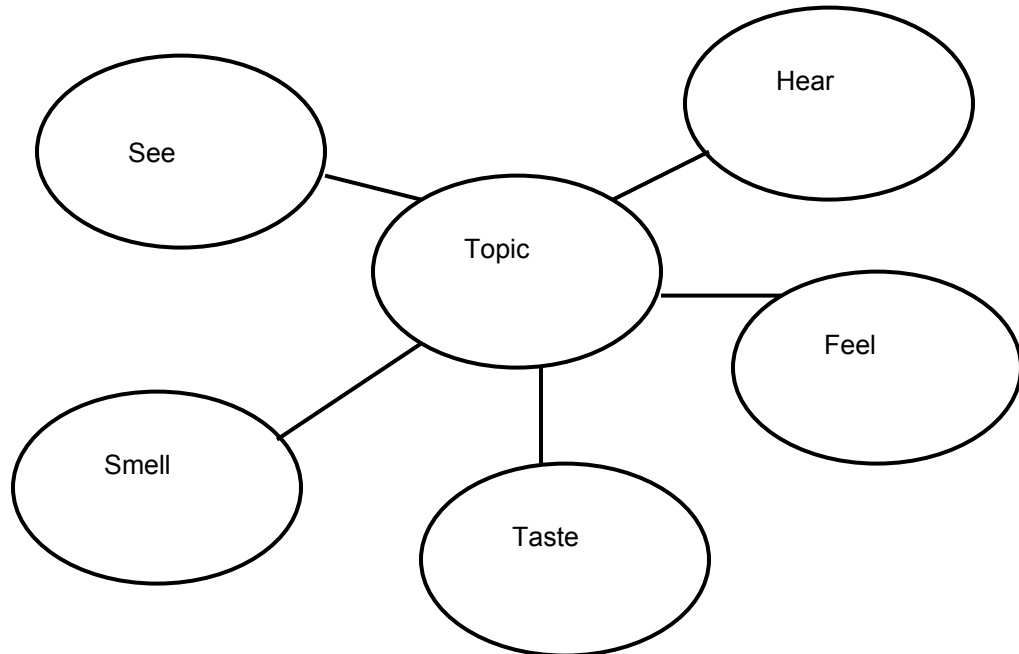
The teacher will re-read the selected print media. During the second reading, the teacher will instruct students to make notes on the sensory map based on their five senses. In large group, the students will share from their sensory webs while the teacher records their responses on the web posted on the chalkboard, SMART board or chart paper.

The teacher will lead the students to compose a collaborative descriptive writing based on the reading of the print media and the sensory web. The teacher will ask, "How we begin our descriptive writing based on the reading of "Sarah Cynthia

Sylvia Stout Wouldn't Take the Garbage Out" and our class sensory web?" The teacher will wait for students to respond. The teacher will record student responses for a first sentence for the descriptive writing. The teacher will then ask, "What might we say next to describe the scene in the poem?" The teacher will allow students to respond and record student responses.

The teacher will continue by asking, "What else would we want to include in a descriptive piece about this stinky scene?" The teacher will lead students to use details from the class sensory web. The teacher should ask, "Have we included all of the senses so that our reader can see, hear, smell, taste, and feel this experience? Do any of our sentences need to be rearranged?" The teacher will continue this process until the class has composed a piece of descriptive writing.

The teacher will lead the students in a choral reading of the collaborative writing. The teacher should save this piece on computer or chart paper to be used later by the class.

Independent Writing:
The teacher will ask the student to brainstorm a list of their favorite foods. The teacher will model this list on the chalkboard, SMART board, or chart paper. After the student has composed a list of foods, the teacher will ask the student to narrow their list to their very favorite food. Students may work in pairs if needed to narrow their list to one item.

Visual Representation:
The student will draw a picture of his/her favorite food, cut pictures from magazines of their favorite food, or cut pictures from computer generated clip art to design a collage of their one favorite food.

The student will share their visual representation in a large group, small groups, or pairs. The student will use an organizational tool, (e.g., sensory web, sensory chart, software application) appropriate to descriptive writing to organize their thoughts about their one favorite food. The student will share his/her sensory web in small groups. The teacher will circulate around the room, offering advice and feedback to the students.

Drafting
The student will write a draft for a descriptive piece of writing. This is the time for the student to write fluently to describe their one favorite food, using many or all of the details from their sensory web. At this stage in the process, the focus is on fluency rather than form or correctness.

Revising
The teacher will say, "Our first strategy for revising our descriptive draft is to examine the piece to be sure that we have followed the characteristics of

descriptive writing. Remember, our descriptive draft should use details to describe our one favorite food."

The teacher will post the following question on chalkboard, SMART board, or chart paper.

What is my favorite food?

The teacher will ask the students "Have you written about ONE favorite food?"
In pairs, the student will read his/her descriptive piece of writing and get feedback from the partner concerning the focus on the piece being on one food.

The teacher will lead the students to return to their sensory web to be certain that they have included all appropriate senses in their descriptive writing?
Have you told how your favorite food looks?
Have you told how your favorite food smells?
Have you told how your favorite food tastes?
Have you told how your favorite food sounds when cooking, if appropriate?
Have you told how your favorite food makes you feel when you get to eat it?
Have you told how your favorite food feels to the touch? What is the texture of the food?

The teacher will pose these questions one at a time to the students. Students will identify by highlighting or underlining specific places in their descriptive writing where they have described their favorite food using the five senses.
The student will make changes to his/her descriptive writing based on the revision strategy above.

Editing/Proofreading
It is best to focus on ONE mechanical or usage element at a time when teaching and supporting students as they learn to edit or proofread their own writing or the writing of their peers. The teacher should make decisions about which elements need to be addressed through mini-lessons by examining the students' writing for frequent errors, signaling that they need to become more proficient in that area.
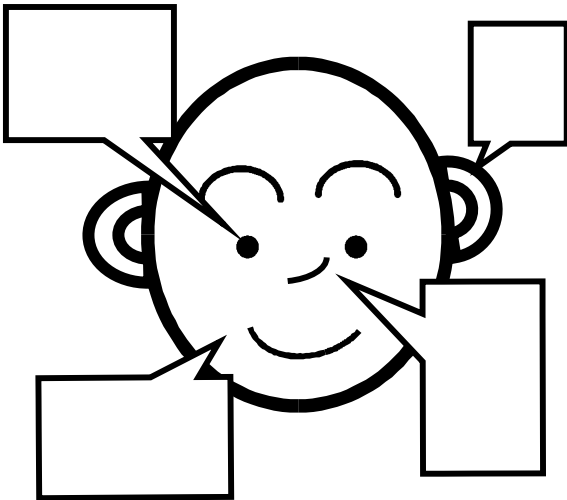
Mini-lesson on Internal Punctuation:
The teacher will choose several samples of writing from students, after obtaining their permission to use, or use writing samples from previous students. The samples should illustrate a mechanical or usage problem that students are struggling with, for example, if the mini-lesson is focused on internal punctuation, the teacher will choose several writing samples that need to be edited to correct errors in internal punctuation. The teacher will post the samples one at a time on the overhead. The teacher will read the writing sample aloud to students. The teacher will use a think aloud procedure to model for students how he/she would correct a sentence where internal punctuation is needed or is not used correctly (e.g., commas separating a series). If work samples are not easily available, the

Fourth Grade

teacher could also model with examples from literature or nonfiction materials to show students effective use of internal punctuation. The teacher should model with enough samples that students can correctly identify places where internal punctuation is needed.

The teacher will provide additional samples for students to practice editing for internal punctuation errors. Students will work in small groups or pairs to identify and/or correct internal punctuation errors in these samples. The students will then return to their writing, and with a partner, check each paper for internal punctuation errors. This process can be replicated for other mechanical or usage elements as the need arises.

Publishing/Sharing
It is at this stage of the composing process where students have the opportunity to share their writing in appropriate ways. Again, not every piece of writing will be carried to the publishing stage. Depending on the topic, publishing/presentation methods could include PowerPoint presentations, brochures, newspaper articles, posters, charts, graphs, visual representations, or Web pages.

Competency	Obj.	Suggested Teaching Strategies	Suggested Assessment
3	b	The teacher will model and lead students to create a sensory chart including details about sights, sounds, smells, tastes, and textures. For example: The teacher will model and lead students to write descriptive paragraphs including sensory details.	Teacher observation, Students' oral or written responses

3	a, b, c	Students will work in small groups or pairs to read a narrative paragraph(s) highlighting all examples of sensory details. The teacher may ask students to read examples of descriptive text taken from high quality literature or examples of student work. Students will discuss details used in the text to determine if as many of the senses as possible were used in the passage.	Teacher observation, Students' oral or written responses
3	a, c	The teacher will read examples of narratives to students (e.g. fiction, personal narratives, memoir, etc.). The student will use those examples as models for writing narratives.	Teacher observation, Students' oral or written responses
3	a, c	The teacher will encourage students to act out scenes from narratives they have written. Students can use these role plays to develop further ideas for their narratives or to reflect on whether their narrative is effective.	Teacher observation, Students' oral or written responses
3	a, b	The teacher will ask students to make a list of brief descriptions of all of the people they have encountered in the last day or week. The teacher will ask students to pick one person and write more about him or her, what he/she does, thinks, why, etc.	Teacher observation, Students' oral or written responses
3	a, b	The student will write for five minutes about a character or person. Students will read their writing to a partner. The partner will ask as many questions as possible to the author encouraging the writer to provide more details. (e.g., What does she wear? Where does she go? What does she eat? What is she like? You have said she likes sweets. What specific kinds of sweets? etc.) Students will reverse roles and repeat the questioning process.	Teacher observation, Students' oral or written responses
3	a, e	The student will write a persuasive letter to a friend or family member to convince them to do something.	Teacher observation, Students' oral or written responses
3	a, e	Students will identify tools of persuasion used in their writing.	Students' oral or written responses

Grade Level: Fourth Grade
Competency Four: The student will apply Standard English to communicate.

Competency	Obj.	Suggested Teaching Strategies	Suggested Assessment
4	a	The teacher will provide reference materials related to a single topic for students. The following web site lists a variety of apples with information about each type http://www.dole5aday.com/ReferenceCenter/Encyclopedia/Apples/index.jsp. Children will work in collaborative groups to research apples using the web site. Students will find and use descriptive adjectives to describe apples, way(s) the apple can be eaten. Students will post their information in chart form writing the names of the types of apples across the top. Adjectives describing apples may be listed in alphabetical order underneath the apple type they describe.	Teacher observation, Students' oral or written responses, Students' work samples
4	a	The teacher will review with students the definition of nouns and adjectives. The teacher will provide interesting pictures cut from magazines and chart paper for each group. Students make two columns on their chart paper. One column should be labeled "nouns" and the other column should be labeled "adjectives." Students will work in small groups to list as many adjectives and the nouns they describe on the chart. Students may use the charts to write descriptive sentences or to write descriptive paragraphs about the picture.	Teacher observation, Students' oral or written responses, Students' work samples
4	a	The teacher will use Ruth Heller's books to discuss parts of speech. These include: *Many Luscious Lollipops: A Book About Adjectives, Kites Sail High: A Book About Verbs, Merry Go-Round: A Book About Nouns, Behind the Mask: A Book About Prepositions,* and *Fantastic! Wow! and Unreal! Book About Interjections and Conjunctions.*	Teacher observation, Students' oral or written responses, Students' work samples

4	b	The teacher will ask students to read through their draft and circle or highlight any word that doesn't look quite right or any words they find questionable. In pairs, students will trade papers with a partner and circle or highlight any word that doesn't look quite right or any words they find questionable. [Note: Good spellers have a pretty good sense of what words should, or shouldn't look like.] Students should check the spellings of marked words with a dictionary, a thesaurus, the spell check tool, or by consulting with the teacher or other "spelling expert" in the classroom. Students should notice how close the misspellings were, how the word is spelled correctly if they did misspell it, and write the correct spelling on their draft. The teacher may keep a poster of commonly misspelled words for students to use as a reference when writing. This is another advantage of using word walls in the classroom. Students can refer to the word wall when writing.	Teacher observation, Students' oral or written responses, Students' work samples
4	b	The teacher will read *Punctuation Takes a Vacation* by Robin Pulver and Lynn Rowe Reed to students. The teacher and students will discuss the benefits of using effective punctuation when writing.	Teacher observation, Students' oral or written responses, Students' work samples
4	b	The teacher will post several student samples or samples from literature where the author has successfully used commas to separate items in a series. The teacher will read the excerpt aloud, focusing particularly on the sentence with the internal punctuation. The teacher will pause where the commas are placed. The teacher will lead students in a discussion saying, "Why is it important to have commas to separate these items in a series? That's right. The writer needs for the reader to pause so that the sentence makes sense and is clear. " The teacher should model correct use of selected punctuation with 3-4 examples of successful use of internal punctuation. The teacher will then show several examples where commas were omitted and guide the students to place commas correctly to separate items in a series. Students will practice editing their personal writing samples for correct punctuation use.	Teacher observation, Students' oral or written responses, Students' work samples

| 4 | c | Students will reread samples of their personal writing. Students will highlight specific sentence types within the passage. For example, students will identify all S+V+DO sentences by highlighting with a yellow marker. The teacher will encourage students to use a variety of sentence patterns when writing. | Teacher observation, Students' oral or written responses, Students' work samples |

FIFTH GRADE
COURSE DESCRIPTION
Grade 5; one year course

The curriculum for Grade 5 describes in general terms what students are expected to know and do throughout the year to become more adept language arts users. Fifth Grade Language Arts is designed to increase communication skills used in learning activities and to encourage each student to seek and use a variety of resources for presenting information. Students will plan, write, revise, and edit writings or projects to describe, to entertain, to persuade, and to explain. Students will strive to develop an appreciation for literature and build a wealth of literary experiences through careful reading of selections from fiction, non-fiction, biographies, and poetry. Students also will read texts in all subjects and will derive information to answer questions, generate hypotheses, make inferences, support opinions, confirm predictions, and formulate conclusions.

The competencies are the parts of the document that are required to be taught. They combine the strands of reading, writing, listening, speaking, research, and information. They 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. Objectives indicate skills that enable fulfillment of competencies, describe competencies in further detail, or show the progression of concepts throughout the grades. Objectives are further defined by bulleted items.

Suggested teaching and assessment strategies are optional, not mandatory. They are not meant to be a comprehensive list nor do they represent rigid guidelines. Strategy examples are suggestions of the many dimensions of choice which foster the development of growing sophistication in the use of language. Good teacher-selected strategies include modeling of problem-solving techniques and reading/writing processes. When students emulate problem solving and strategic thinking modeled by their teacher, they develop confidence and skill while becoming independent problem-solvers and thinkers. Particular works of literature also mentioned are for illustration only. Teachers are encouraged to choose strategies and literature for their particular needs and according to their district policy. Appendices to this document contain a glossary and more detailed descriptions of suggested assessment methods.

FIFTH GRADE

Each competency and objective assumes the student has mastered the competencies and objectives in the previous grades. New skills and objectives are bold-faced throughout the document; however, teachers should review previously taught skills and objectives with a focus on increasing complexity. State level assessments may reflect skills and objectives covered in kindergarten through grade five.

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.)

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 which 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.

COMPETENCIES and Objectives

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.*

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

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

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

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.*

f. *The student will select the appropriate reference materials (e.g., dictionary, glossary, thesaurus, electronic dictionary, teacher or peer as a resource) to understand or gain information from text regarding the meaning, pronunciation, syllabication, synonyms, antonyms, and parts of speech for words.*

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

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, and text structures to understand, interpret, or analyze text.*
    *   Text features - bold-faced print, italics, headings, **subheadings, numberings,** captions, illustrations, graphs, diagrams, maps, icons, pull down menus, key word searches, etc.
    *   Parts of a book - appendix, footnotes, etc.
    *   Text structures - compare/contrast, **order of importance,** etc.

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

    *   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.
    *   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.
    *   Identify and infer causes and effects in texts.
    *   Synthesize information stated in the text 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 recognize or generate an appropriate summarization or paraphrasing of the events or ideas in literary text, literary nonfiction, and informational text of increasing length and difficulty citing text-based evidence.*

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.*

- 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),
- Literary devices (e.g., imagery, exaggeration, dialogue),
- Sound devices (e.g., rhyme, rhythm, alliteration, onomatopoeia, assonance), and
- Author's purpose (e.g., inform, entertain, persuade).

e. *The student will Identify and interpret facts, opinions, or tools of persuasion in texts.*

- Distinguish between fact and opinion.
- 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.*

Planning
- Plan for composing using a variety of strategies (e.g., brainstorming, drawing, graphic organizers, peer discussion, reading, viewing).
Drafting
- Draft with increasing fluency.
Revising
- Revise selected drafts by adding, elaborating, deleting, and rearranging text based on feedback on teacher/peer feedback, writer's checklist, or rubric.

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

Publishing/Sharing
- Share writing with others formally and informally.

b. *The student will compose descriptive texts using specific details and vivid language.*

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

- Stories or retellings
- Narrative poems
- Plays
- Biographies or autobiographies
- Video narratives
- PowerPoint Presentations

d. *The student will compose informational text clearly expressing a main idea with supporting details, including but not limited to, texts containing chronological order, cause and effect, compare and contrast, or **informal problem and solution**.*

- Essays
- Presentations
- Poems
- Functional texts

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

- Letters
- Speeches
- Advertisements

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

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

4. The student will apply Standard English to communicate.

a. The student will use Standard English grammar to compose or edit.

- Nouns (e.g., singular, plural, common, proper, singular possessive, plural possessive, **concrete, abstract**)
- Verbs, helping verbs and irregular verbs
- Verb tense (e.g., present, past, future, present perfect)
- Subject-verb agreement.
- Articles and conjunctions
- Adjectives (e.g., descriptive, comparative, superlative)
- Pronouns (e.g., subject, object, reflexive, singular, singular possessive, plural, plural possessive, demonstrative)
- Adverbs (e.g., comparative forms)
- Interjections

b. The student will use Standard English mechanics to compose or edit.

- End punctuation (e.g., period, question mark, exclamation point)
- Periods in common abbreviations (e.g., titles of address, days of the week, months of the year)
- Commas (e.g., dates, series, addresses, greetings and closings of friendly letters, quotations, introductory phrases, appositives)
- Quotation marks (e.g., quotations, titles of poems)
- Colons (e.g., time, complex sentences, business letters)
- Capitalization (e.g., first word in a sentence, proper nouns, proper adjectives, first word in greetings and closings of friendly and **business** letters, the pronoun "I")
- Spell words commonly found in fifth grade level text.
- Produce legible text.

c. The student will apply knowledge of sentence structure in composing or editing.

- Analyze the structure of sentences (e.g., simple, compound, complex).
- Compose simple, compound, and complex sentences.
- Analyze sentences containing descriptive adjectives, adverbs, and prepositional phrases.
- Compose sentences containing descriptive adjectives, adverbs, and prepositional phrases.

Grade Level: Fifth Grade
Competency One: The student will use word recognition and vocabulary (word meaning) skills to communicate.
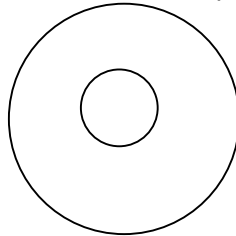
[Research indicates that intentional, explicit teaching of specific words and word-learning strategies can add words to students' vocabularies and improve reading comprehension of texts containing those words. It is recommended that teachers select words for word study from texts being read in the classroom (e.g., basal texts, whole class texts, read-alouds, and students' writing). When selecting words for study, teachers should consider using words that have importance and utility. Appropriate words for study are characteristic of mature language users and appear frequently across in a number of contexts. Target words should label concepts that are familiar to students, even though the words themselves may be unfamiliar.   In addition, words selected for study should provide students with more precise ways of describing concepts, actions, or feelings that students already know.]

Comp.	Obj.	Suggested Teaching Strategies	Suggested Assessment
1	a	The student will identify various types of syllables in texts being read (e.g. independent silent reading or texts read in class). The teacher will ask students to tally the numbers of each kind of syllable in a paragraph or short passage.	Teacher observation, Students' oral or written responses
1	a	The teacher will utilize a closed word sort activity (see Appendix page 361) focusing on syllables: • Words that stay the same when adding -ing or -ed (e.g., punch, lift), words that require an e-drop and no doubling (e.g., hope, rise), words that require doubling and usually have a short vowel sound (e.g., hop, mop, dip), • Words that are accented in the first, second, or third syllable. Teachers should remember to begin using word sorts limited to two criteria before moving on to word sorts with more than one category for analysis.	Teacher observation, Students' oral or written responses, Students' work samples
1	a	The student will select words from texts they are reading or from their personal writing. The teacher will have students work in pairs or small groups to decide where the selected words should be broken into syllables. Students should use an elementary or on-line dictionary to check their work.	

1	a	Students will listen to words spoken aloud while thinking about syllable breaks. Students will write the words based on their syllabic analysis.
1	a	The teacher will select an initial syllable from a multi-syllable word (e.g., com- from "commitment" or ab- from "abduct"). In small groups or centers, students will create new multi-syllable words using the same initial syllable (e.g., commercial, comment; abdicate, abstain). Students will use appropriate reference materials to check their work.
1	a	The teacher will model using his/her knowledge of syllables to determine the pronunciation of unfamiliar words during read alouds (e.g., "Here is a word I've never seen before." The teacher writes the word on the board or brings students' attention to the word in the text. "I know the first syllable is a closed syllable, so it has a short sound. The second syllable is an open syllable so the vowel will have a long sound. The last syllable is a closed syllable so it has a short sound also. The first syllable must be pronounced "mĭs" and the second syllable should be pronounced "krē" and the last syllable is pronounced "ănt." So the word must be pronounced "mĭs – krē – ănt").
1	a	The teacher will model using knowledge of syllables to spell words during writing (e.g., "I want to add –ing to "write." Since "write" has a long vowel sound, I know I will drop the "e" and add –ing."
1	a	The teacher will ask the student to write a description of a place, person, etc. using only one-syllable words. Students will share their writing with the class and discuss how the use of one-syllable words had an impact on the reader or had an impact on the writing process for the writer.

1	b	The teacher will utilize a closed word sort activity (see Appendix page 361) focusing on roots or affixes:	
		• Words that begin with im-, some in which im- means "not," some in which im- does not mean "not" (e.g., impulse, important vs. immature, impossible)	
		• Sort words with a prefix that means "not" (e.g., illegal, irresponsible, immature).	
		• Sort words that end in -tion, -sion, and their bases. Students will draw conclusions about spelling patterns (e.g., Which bases are used with -sion and -tion?)	
1	b	The teacher will model noticing compound words in text, breaking them apart into component words, and using knowledge of each component to determine the meaning of the whole word.	
1	b	The teacher will print combinations of roots and prefixes (or suffixes or compound words) on index cards or cardstock. The teacher will turn the cards face down in rows. Students will take turns selecting two cards. If the two parts combine to make a word, the student can keep the pair. Students will take turns until all cards are matched. The student with the most matches wins.	
1	b	The teacher will give students several different words that appear in a text prior to reading. The students will use a rubric or a word sort to analyze their knowledge about these words. Categories could include: I do not know the word, I have heard or seen the word but do not know what it means, I know a little about this word, I know this word and can use it myself. After reading the text or participating in word study activities, the students will analyze the same words again. The students will explain how their knowledge of the words has changed.	Teacher observations, Students' oral or written responses
1	b, d	The teacher will give students cards with words and their definitions prior to reading a text. The students will match the word with a definition. Students will then read the text. After reading, the teacher will ask children to determine whether or not they would now change any word/definition pairs. The teacher will lead students to discuss their answers. The students will use appropriate reference materials to check their work.	Teacher observations, Students' oral or written responses

Fifth Grade

1	b, e	The teacher will share vocabulary words with the students. The students will clap if they would like to be described using the word or will not clap if they would prefer not to be described with the word. (e.g., Would you like to be described as energetic, lazy, stingy, trustworthy?) The teacher will lead students in a discussion of their answers and the definitions of words.	Teacher observations, Students' oral or written responses
1	b, c, d, f	The teacher will preview text and select a limited number of words that are important for understanding the text. (It is recommended that the list of words be 7 or less.) The teacher will provide opportunities for students to learn about the words prior to reading by providing definitions and examples, analyzing the words in context and making inferences about the meaning, or by using prior knowledge and word parts to hypothesize about meaning based on prior knowledge and word parts. Students will continue to work with the selected words confirming hypotheses made during reading, discussing word use during reading, or discussing synonyms and antonyms for the words after reading. The teacher will provide multiple opportunities for students to work with the words prior to, during, and after reading (e.g., word sorts, word games, etc.).	Teacher observations, Students' oral or written responses
1	b, c	Students will create a concept map or bubble map with a word at the center. The students will write synonyms or antonyms for the word in the outside circle. The teacher should model using this activity before assigning It to students. Students should use one circle map for synonyms and another circle map for antonyms.	Teacher observations, Students' oral or written responses

1	b, c, f	The teacher will create, or direct students to create, personal dictionaries for students. During the reading of trade books, literature, and/or content area studies (e.g. social studies, science) the teacher will have students record important and/or new words in this personal dictionary. Personal dictionaries should list new words in alphabetical order. Students should record new words with definitions that have meaning for them. Research indicates that students best learn definitions for words when the definitions are phrased using words and concepts the students already understand.	Teacher observations, Students' oral or written responses
1	d, e	The teacher will read books and other texts with figurative language orally with students. The teacher will notice and discuss the figure of speech (e.g., simile, metaphor, personification, hyperbole, **idiom**, etc.) with students. The teacher will ask students what the phrase means, how the use of the figure of speech effects the way the reader understands or "sees" the text, etc. Teachers and students will celebrate and enjoy examples of figurative language.	Teacher observations, Students' oral or written responses
1	b, e	The teacher will read a text containing idioms (e.g., *A Chocolate Moose for Dinner*, *In a Pickle and Other Funny Idioms*, or *My Teacher Likes to Say*). Discuss the meaning of each idiom. Ask students to brainstorm for a list of other idioms they have heard used. Keep a chart of idioms encountered during reading and their meanings.	Teacher observations, Students' oral or written responses
1	g	The teacher will ask students to be language detectives. Students will listen to and write down the different ways that people talk at school or in other contexts (e.g., at the store, at parent-teacher conferences, at church, at the beauty shop, at the doctor's office, etc.) Students will work in small groups to develop descriptions of ways people use language in particular contexts. Students will reflect on language use and how language use changes by speaker and context.	Teacher observations, Students' oral or written responses

Grade Level: Fifth Grade
Competency Two: The student will apply strategies and skills to comprehend, respond to, interpret, or evaluate a variety of texts of increasing length, difficulty, and complexity.

In order to develop comprehension, students must have multiple opportunities to read and discuss text. Middle grade students need many opportunities to read a wide variety of literary and informational texts. A critical component of comprehension 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.

Teachers should be aware that students make the greatest gains in comprehension when they are presented with activities that actively engage them in the reading of instructional level materials. Middle grade teachers will need to have a range of reading materials available in classrooms in order to assure students are presented with materials that are appropriate for the individual reading levels of students. 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.)

With the need to prepare middle school students for success in high school, to measure their readiness for the SATP English II assessment, the ACT, or other post secondary entrance exams, and to prepare students for the demands of reading as an adult, it is important that the middle school language arts curriculum emphasize student comprehension of informational passages. Following the focus of ACT Reading and the NAEP Grade 8 Assessment, it is recommended that language arts teachers in grades 5 through 8 work to shift the emphasis from literary passages to informational passages as suggested in the following chart.

Grade	Literary	Informational
4	50%	50%
8	45%	55%
12	30%	70%

Competency	Obj.	Suggested Teaching Strategies	Suggested Assessment
2	a	The teacher will have students read a wide variety of quality children's literature. The teacher will identify and discuss various text features and parts of a book as they appear in selected literature.	Teacher observations, Students' oral or written responses
2	a	The teacher will model using text features to gain information from and comprehend text. (e.g., The teacher will model using the glossary or icons to understand the text. The teacher will "think out loud" about how he/she knows what information these text features and parts of a book provide and how the text feature helps him/her as a reader understand the overall text.)	Teacher observations, Students' oral or written responses
2	a	After reading several examples of a specific genre or type of text, the teacher will have students write rough drafts, revise, and publish their personal texts with the same text features or book parts. For example, after reading several books with tables of contents and glossaries, the teacher will have students research a topic (e.g., places in Mississippi, famous people from Mississippi, etc.) and create a picture book about the topic using these same text features. The teacher should make examples available for reference during drafting and revising. During the revision stage, the teacher will engage students in sharing conferences to provide peer and teacher feedback on the organization, structure, and effectiveness of various text features.	Teacher observations, Students' oral or written responses
2	a	The teacher will engage students in a scavenger hunt for text features or parts of a book. The teacher will give students a list of particular text features or parts of a book. Students will work in pairs or teams to find a text that contains these features. Students will list the text and the page number for reference.	Teacher observations, Students' oral or written responses
2	a	For a variation on the previous activity, students can work in teams to race to identify text features/parts of a book. Teams will receive points if they locate the feature first and if they can identify the purpose of this feature explaining how it aids the reader. The teacher will allow other teams to steal the point if the first team cannot name the purpose of the text feature.	Teacher observations, Students' oral or written responses
2	a	The student will create a map of the locations and events in a text.	Teacher observations, Students' oral or written responses

Fifth Grade

2	a, b	The teacher will tally the number of minutes per day students spend actually reading (e.g., not listening to the teacher or other students read and not completing reading-related activities or worksheets). The teacher should include content area instruction in the total.	Teacher observations
2	a, b	The teacher will evaluate the number of minutes students spend reading as he/she teaches with literature. Many literature units ask students to read only a few pages a day before engaging students in a wide variety of reading related activities.	Teacher observations
2	a, b	The teacher will utilize a variety of teaching methods designed to increase the amount of time students spend reading (e.g., choral reading, paired reading, independent reading).	Teacher observations
2	a, b	The teacher and students will establish a class goal for the number of books to be read by the entire class. When the class meets the goal, the students will be rewarded. Rewards may include special theme activities (e.g., read in your pajamas day, principal sings in the cafeteria, popcorn party, etc.)	Teacher observations, Students' oral or written responses
2	a, b	The teacher will have children read and reread drafts of their personal writing during the revision process.	Teacher observations
2	a, b	The teacher will structure instructional time to provide ample time for reading. During a one-hour block of instructional time, one effective pattern is for the teacher to provide 5-10 minutes of pre-reading activities (e.g., modeling reading strategies, recalling previous reading, predicting what might happen in today's reading selection, etc.); 40-50 minutes of silent or paired reading; and 5-10 minutes of minutes follow-up activities (e.g., writing about reading, discussing reading, discussing text features or reading strategies used, etc.).	Teacher observations
2	a, b	The teacher will create uninterrupted blocks of time for reading instruction. This includes minimizing classroom interruptions (e.g., visitors, intercom announcements, classroom management activities, etc.).	Teacher observations

2	a, b	The teacher will teach students to apply the "five-finger" rule for selecting appropriate text for reading. The student will read the first page of the text and keep track of unknown words. If the student encounters more than 5 unknown words per page, the text is likely to be too difficult and the student should select another text.	Teacher observations, Students' oral responses
2	b	The teacher will utilize "think-aloud" activities to demonstrate his/her use of comprehension strategies before, during, and after reading. The teacher models the use of a particular reading strategy by stating out loud his/her thinking process while reading a text orally with students. After modeling, the teacher will ask students to think aloud as they utilize the same strategies. After repeated modeling and guided practice, students can be expected to independently select from, apply, and use the comprehension strategies practiced.	Teacher observations,
2	b	The teacher will model how students should activate prior knowledge before reading. The teacher will model thinking aloud, "What do I already know about this text and this topic before I even begin reading?" The teacher could utilize a graphic organizer (e.g., K-W-L chart) to indicate knowledge of a topic before reading.	Teacher observation, Students' oral or written responses
2	b	The teacher will model setting a purpose for reading. The teacher will talk with students about the reasons for reading different types of text (e.g., for entertainment, for general information, for specific information, etc.). The teacher will state the purpose for reading specific texts with students prior to reading. The teacher will lead students to begin to state and establish their own purposes for reading prior to beginning a text.	Teacher observation, Students' oral or written responses

Fifth Grade

2	b	The teacher will model making predictions prior to reading a text. The teacher will talk with students regarding his/her predictions for what might be covered in a particular text. In reading fictional texts, the teacher might use the title of the text, the "hook" paragraph for the text, knowledge about any other texts the author has written, or knowledge about other texts from that particular genre to make predictions (e.g., "The title of this book is *A Dog Called Kitty*. I know some people who have dogs with unusual name, but I've never known anyone with a dog named Kitty. I wonder why the character is this story decided to call the dog "Kitty?"). The teacher will model confirming information about these early predictions as he/she reads the text with students. The teacher will lead students to make predictions of their own concerning texts prior to reading (e.g., pre-reading questions, journal entries, etc.)	Teacher observation, Students' oral or written responses
2	b	The teacher will talk with students about the importance of monitoring their own comprehension during reading. Good readers continually ask themselves, "Does this make sense?" The teacher will utilize a "thinking aloud" strategy to model comprehension monitoring during a shared reading.	Teacher observation, Students' oral or written responses
2	b	The teacher will model the application of "fix-up" strategies when text does not make sense. Fix-up strategies include rereading, reading on, using the context, and asking for help (e.g., "That doesn't make sense. Let me try reading that again." or "Maybe I should read on a little and see if the meaning gets clearer.").	Teacher observation, Students' oral or written responses
2	b	The teacher will teach students to use post-It notes to engage in active reading of texts. Students use post-it notes during reading to note connections they make to the text, to note interesting passages, to note unfamiliar words, to note questions they have about the text, or to note the main idea or other important information about the text.	Teacher observation, Students' oral or written responses
2	b	The teacher will show a video or a portion of a video based upon a particular text students have read. The students will compare the movie version of the story to the way they imagined or visualized the story during reading.	Teacher observation, Students' oral or written responses

2	b	The teacher will utilize a "think aloud" strategy to confirm or reject predictions made prior to reading once they have completed reading the text. For example, after reading *A Dog Called Kitty* with students the teacher might say, "I wondered why the characters would decided to name a dog "Kitty." I never guessed the dog would pick the name out on its own. That was a pretty clever name."	Teacher observation, Students' oral responses
2	b	The teacher will encourage students to visualize the text when possible during reading. Good readers make mental images as they read, including visualizing the setting, scene and events. The teacher will use a "think aloud" strategy to discuss how he/she thinks the setting of a story might look. The teacher may choose to draw the setting or find a photograph to describe the setting. The teacher might talk about the text from the point of a film director (e.g., "If this were a movie, what would the scene look like?") Teachers might ask students to demonstrate the way a character looked in a particular passage. (e.g., "The author says 'John stomped into the room.' Show me how you think John came into the room.") The teacher will ask students to draw images based upon text, act out portions of text, or follow directions listed in the text in order to encourage students to visualize while reading.	Teacher observations, Students' oral or written responses
2	b	The teacher will model asking questions during reading. For example, during the reading of chapter four in *A Dog Called Kitty*, the teacher might say, "I wonder what will happen to the puppy now? Do you think Rickey was right to leave the puppy alone to starve?" Good readers ask themselves literal and inferential questions as they read. Teachers should model making "I wonder" statements, and asking questions about who, how, what, and why, etc. during reading. The teacher may ask students to stop reading at a specified point and have students generate a list of questions they have about a text. Students may also use post-it notes or reading journals to keep up with the questions they have during reading.	Teacher observations, Students' oral or written responses
2	b	The teacher will model using a Question-Answer-Response (QAR) strategy for thinking about comprehension questions. (See Appendix page 367.)	Teacher observations, Students' oral or written responses

2	b	The teacher will select a text with a particular text structure. The teacher will remind students that text structures may often be determined by locating signal words associated with the text structure. For example:	Teacher observations, Students' oral or written responses

Text Structure	Signal Words
Order of Importance	First, next, last, then, of most importance, of least importance

The teacher will ask students to identify the text structure in the example and provide reasons for their answers.

2	a, b, d	The teacher will select a short text illustrating a particular text structure. The teacher will provide graphic organizer appropriate for use with the specific text structure. Students will read the text and complete the graphic organizer. For example, the teacher will utilize a continuum to discuss order of importance.	Teacher observation, Students' oral and written responses, Student work samples

Least   Most
Important   Important

Or students could use a numbered list to rank ideas in order from least important to most important.

1.
2.
3.
4.

2	a, d	The teacher will model using a specific graphic organizer to generate ideas for writing text with a particular text structure. For example, after reading passages with order of importance text structures, the teacher would use a graphic organizer to list items that should be carried on a trip across the United States. Students will work in small groups or pairs to generate their own lists of similarities and differences. Students will use the graphic organizers to write informational texts with this text structure.	Teacher observation, Students oral and written responses, Student work samples
3	a, d		

2	b	The teacher will utilize "think-aloud" activities to demonstrate his/her use of comprehension strategies before, during, and after reading. The teacher models the use of a particular reading strategy by stating out loud his/her thinking process while reading a text orally with students. After modeling, the teacher will ask students to think aloud as they utilize the same strategies. After repeated modeling and guided practice, students can be expected to independently select from, apply, and use the comprehension strategies practiced. Students may create journal entries detailing strategies used.	Teacher observation, Students' oral or written responses
2	b	The teacher will model /teach students to identify confusing or troublesome sections of text as they read by marking the section with post-it notes or highlighting tape, making pencil notes in the margins, or keeping a double entry diary.	Teacher observation, Students' written responses
2	b	The teacher will model/teach applying fix-up strategies when text is confusing or does not make sense. Fix-up strategies include: • Rereading from the beginning of the page, paragraph, or sentence. • Reading on for a paragraph or two to see if the confusion clears up. • Ask yourself questions and try to answer them. • Make connections between the text and things you know (e.g., your life, the world, other texts). • Stop and think about what you have read. • Reflect in writing about what you have read. • Visualize the text. Draw it. Describe it in your own words. • Retell aloud or in writing what you have read. • Adjust your reading rate. Read slower. Read faster.	Teacher observation, Students oral or written responses
2	b, c	The teacher will ask students to read a short paragraph. The teacher will ask students to read the paragraph again underlining important words. Students will write a summary of the passage using the underlined words.	Teacher observation, Students oral or written responses
2	b, c	When writing summaries, the teacher will ask students to imagine that they have $2.00. Students should imagine that each word used in their summary would cost 10¢. Students should try to "sum up" the text in $2.00 or less.	Teacher observation, Students oral or written responses

Fifth Grade

2	b, c	The teacher will assign a text for students to read independently or in small groups. The teacher will provide each group with ten strips of paper. Students are to write events from the selection on each strip of paper. Students should then fasten the strips together in chronological order to make a story chain.	Teacher observation, Students oral or written responses
2	b, c	The teacher will ask students to write a newspaper article about a story they have read. Students should include who, what, when, where, and why facts in their articles. Students should also be sure their facts are in chronological order.	Teacher observation, Students written responses
2	b, c, d	The teacher will model using a story map to retell or summarize a story. The teacher will discuss story elements as he/she models the activity. Students will work independently or in small groups to complete story maps independently.	Teacher observation, Students' oral or written responses

Grade Level: Fifth Grade
Competency Three: The student will express, communicate, evaluate, or exchange ideas effectively.

The process described below for Objective A is a generic process approach to teaching composing. As the students create compositions for different audiences and purposes, using different modes, they will employ a variety of strategies.
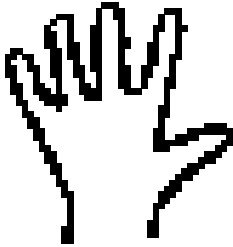**[Note: Not every student composition should be taken through a complete composing process. The decision to complete all stages of the process should be determined by the purpose and mode of writing students are composing.]**

Competency	Obj.	Suggested Teaching Strategies	Suggested Assessment
3	a	Planning The teacher will lead students to brainstorm independently, in pairs, or in small groups, ideas about things that interest them. The teacher will model his/her own list on the chalkboard, SMART board, or chart paper. Students will narrow their lists to one topic of interest. The teacher will model how he/she works to narrow a list of topics for writing. Depending upon the purpose and mode of writing to be used, students will use a tool for organizing their writing. Suggested tools include graphic organizers, webs, clusters, lists, peer discussion, additional reading, or viewing.) The teacher will model using the selected strategy on the chalkboard, SMART board, or chart paper.	Teacher observation, students' oral or written responses, rubric
3	a	Drafting The student will write a draft. The purpose of the draft is to get as many ideas as possible on paper. During drafting, the focus is on fluency of writing rather than form or correctness. The teacher will model writing a draft on chalkboard, SMART board, or chart paper.	Teacher observation, students' oral or written responses, rubric

3	a	Revising During this stage, the student reexamines his/her writing and makes changes focusing on the content and rhetorical effectiveness of the work. Students may work as a large group, small group, in pairs, or independently. The teacher will model utilization of a variety of revising techniques including author rereading, teacher and/or peer feedback, comparing the composition to a writer's checklist or rubric. Decisions regarding revision should be based on the purpose and mode of writing, as well as the needs of the student. The student may make notes on the draft, on post-it notes attached to the draft, or in a different colored font using a word processor.	Teacher observation, students' oral or written responses, rubric
3	a	Editing/Proofreading It is at this stage of the composing process where students must examine their writing, with help from the teacher and peers, for usage, mechanics, spelling, and varied sentence structure. At this stage, the student will compare the composition to a writer's checklist or rubric	
3	a	Publishing/Sharing During this stage of the composing, students have the opportunity to share their compositions in appropriate ways. Not every piece of writing should be carried to the publishing stage. Publishing may occur formally through reading aloud to the class, compiling a class book, mailing a letter to the intended audience, or performing the composition for the class. Informal publishing could include placing the work in a folder or portfolio or storing writing in a journal or notebook.	Teacher observation, students' oral or written responses, rubric

Teaching strategies for Competency Three have been organized to provide detailed examples for each Objective B – F. One detailed example has been provided at each grade level. For specific details, the teacher should consult the following grade level examples.

Objective B	Composing descriptive text	Grade Four
Objective C	Composing narrative text	Grade Five
Objective D	Composing informational text	Grade Six
Objective E	Composing persuasive text	Grade Seven
Objective F	Composing text based on inquiry and research	Grade Eight

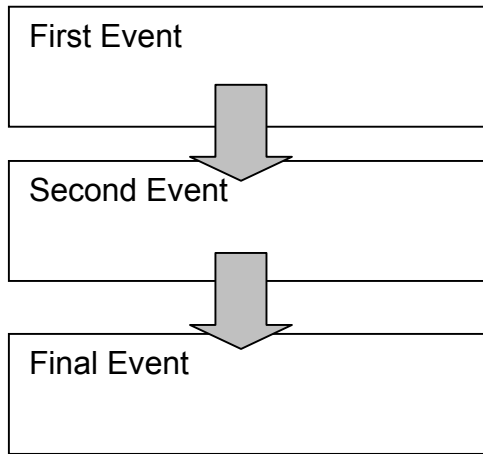| Competency	Obj.	Suggested Teaching Strategies	Suggested Assessment
3	b	The teacher will model and lead students to create a sensory chart including details about sights, sounds, smells, tastes, and textures. Students may want to use their hand as a memory aid in writing about the senses. The teacher will model and lead students to write descriptive paragraphs including sensory details.	Teacher observation, Students' oral or written responses
3	a, b	Students will work in small groups or pairs to read a narrative paragraph(s) highlighting all examples of sensory details. The teacher may ask students to read examples of descriptive text taken from high quality literature or examples of student work. Students will discuss details used in the text to determine if as many of the senses as possible were used in the passage. Students will make suggestions regarding revision of the text.	Teacher observation, Students' oral or written responses

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

Narrative writing requires that the student tell a story in an ordered sequence of elaborate details by sharing the experience. The writing should pull the reader into the story and keep him/her wondering what will happen next.   Narrative writing should always include, who, what, when, where, why, and how. Narrative writing is often characterized by using transitional words and phrases to show time order.

Planning
The teacher will read aloud an example of narrative writing (e.g., The Giving Tree by Shel Silverstein). The teacher will ask students to identify details in a specific sequential order and details that answer the 5 W's and H (who, what, when, where, why and how). The teacher will record students' responses on chart paper, the chalkboard, or on a SMART board using a Chain of Events graphic organizer.

CHAIN OF EVENTS ORGANIZER

```
+------------------------------+
| First Event                  |
|                              |
|                              |
+------------------------------+
            |
            v
+------------------------------+
| Second Event                 |
|                              |
|                              |
+------------------------------+
            |
            v
+------------------------------+
| Final Event                  |
|                              |
|                              |
+------------------------------+
```

Teacher will have the group use the information on the graphic organizer to compose a collaborative narrative piece of writing. The teacher will share the finished product with the large group using a read aloud or choral reading.

The teacher will have students brainstorm various topics of interest to compose a narrative piece of writing. The teacher will use a focused sharing technique (adapted from work of Sid Simon) for helping students narrow these ideas to one topic. In a focused sharing activity, two students sit facing one another. One student identifies himself/herself as number one; the other student is number two. The teacher will give the students thirty seconds to mentally rehearse what they will say from their list of possible topics once it is their turn to speak. Every student should rehearse silently. After the thirty-second rehearsal time, student number one talks for one minute from his/her list of topics. After student number one talks, student number two has one minute to share his/her list of possible topics. If students need more time, they may talk with their partner about which topics have the most interest as a topic for personal narrative. Each student should help their partner choose a topic about which they have interest and adequate information. At the end of the focused sharing strategy, each student should have one topic for writing a personal narrative.

Organizing with a Timeline
The teacher will model organizing information for his/her chosen topic with his/her own timeline on chalkboard, SMART board, or chart paper. The teacher will lead students to create a timeline of the narrative experience they are composing. Students will share timelines with partners or small groups.

Drafting
Students will compose a narrative composition from a topic of their choice. Remember that at this stage of the composing process students should be focused on getting many details relating to their narrative experience on paper.

The teacher should encourage students to use their timeline or other graphic organizers as they write, but the primary focus at this stage is on fluency rather than form or correctness.

Revising

The teacher will say, "Since we are writing a personal narrative, we want to be sure that we have written about an appropriate period of time. This will help our reader really understand the event(s) we are telling about in our narrative. Sometimes when writing, we bite off more time than we can chew. We give too many details that are not really relevant to our story. We need to examine our stories and see whether or not we need to revise to narrow our time focus."

The teacher will post a story or incident from his/her own life or use a sample similar to the following.

Winning the Baseball Game

The day of the baseball game I got out of bed at 8:00 a.m. My mom fixed pancakes with chocolate chips for breakfast. That is my favorite breakfast. After breakfast, I made my bed, brushed my teeth, and got dressed. I had to feed my dog before going to the library with my mother.

At the library, I checked out two books. Mom asked me where I wanted to eat lunch. I chose McDonald's. After lunch I had to change into my baseball uniform for the game at 4:00 p.m.

Johnny was the pitcher during the baseball game. I was playing first base. The other team, the Vikings, was leading the game 3 to 2 at the top of the 7th inning. My team, the Cougars, was in the field, while the Vikings batted. If they got any more runs, we were likely to lose. Thank goodness Johnny struck out all three batters. We were pumped!

During the bottom of the 7th inning, my team would have to score at least 2 runs or we would lose the game. Johnny batted first. He hit a hard ball down the first base line. He made it to 2nd base. My best friend, Josh, was the next to bat. I yelled from the dugout, "Hit the ball, Josh!" With two strikes, he hit a fly ball to the right fielder. He was out. It was my turn to bat – the pressure was on. I struck at the first pitch. Then, I hit a line drive just over the 2nd baseman's head. I ran to 2nd base while Johnny ran home. The score was tied 3 to 3. Now it was Ben's turn to bat. Oh shoot, I thought. Ben is not the best batter on the team. I stood on 2nd base, hoping I would get to run home somehow. Ben struck at the first pitch, then fouled the 2nd pitch out of bounds. On the third pitch a miracle occurred, Ben hit a home run! I couldn't believe it as I ran for home plate. I crossed home plate, then Ben crossed home plate. Everyone cheered and hugged us both. We were so proud that we had won the big game.

The teacher will say, "Let's look at this story to see if I have written within a focus of time that is effective for the reader. What is the story about? That's right. The

story is about winning a baseball game. Is there information in the story that doesn't really pertain to winning the game?"

The teacher will continue to lead students through a discussion modeling an appropriate revising process for narrative writing. The teacher will say, "Yes, the information at the beginning has nothing to do with the game. How might I revise this piece to show that the time focus is really the time spent playing during the game? I don't need to write about my entire day. I only need to tell the story of the baseball game." The teacher will guide students to delete the information at the beginning, and craft a new beginning that leads into the big game.

The teacher might say, "Selecting a time focus is important. Sometimes when you try to cover too much time in your piece, you end up just listing details. For example, we did this, then we did that, and next we did this. It might be more effective to slow down and focus on one brief stretch of time. Look at your own story. Is your story about a weekend, a day, a few hours?"

The teacher will pair each student with a partner. Each student will read his/her story to their partner and ask the partner to identify whether or not the story has a clear time focus. Students will jot feedback from their partner on sticky notes so that they can revise their story for time focus. The teacher should circulate throughout the classroom, assisting students who might be having difficulty.

The teacher might ask the students these questions.
    What am I writing about? Is my time focus clear?
    When did this event happen?
    Where did it happen?
    How did it happen?
    Why did it happen?
    Is the order of my events clear?

Editing/Proofreading
The student will use a writer's checklist, rubric, and teacher-generated questions to evaluate his/her work.

The teacher must model this with a piece of his/her own writing before placing students in pairs. The teacher will place students in pairs. Give each student a copy of the checklist (checklist will change according to the mode of writing and the needs of the students). As the teacher reads one item from the checklist at a time, one student should read his piece to his/her partner. The partner will provide feedback concerning a particular element of the checklist. The teacher and students will continue this procedure until all elements of the checklist have been addressed and all students have checked their writing. Students may make changes on their drafts, in the margins, or on sticky notes.

<u>Mini-lesson on using Quotation Marks</u>
The teacher will say, "*Sometimes when we write, especially in narrative writing when we're telling a story, we want to use the exact words that someone says.*"
The teacher will post examples of quotation mark usage from books the students are reading on overhead, SMART board, or chart paper.
The following examples were taken from *Because of Winn-Dixie* by Kate DiCamillo.

"Otis is not retarded," I said. "I don't think I can do that," said the man. "Who let a dog in here?" he kept on shouting. "Who let a dirty dog in here?" "Where's Winn-Dixie?" I shouted. "Hey," said Dunlap, "that ain't a very nice way for a preacher's daughter to talk."

The teacher will say, "Here are some examples from *Because of Winn-Dixie* where we see the exact words that someone in the story is saying. What do you notice about these sentences?" The teacher will guide students to identify quotation marks and how the sentences are punctuated.

The students will use books they are reading to find other examples of quotation mark usage. They may do this in pairs if needed. The students will write their examples on sentence strips, post them around the room, and read them to the class. Encourage students to find examples that fit the models – question in quotation, split quotation, etc.

The teacher will model using his/her own writing or use a sample similar to the one provided above (without direct quotes included). The teacher will post sample writing on overhead or SMART board.   The teacher will ask students to identify a place or places where direct quotes could be used. The teacher will make corrections based on student responses.
Ask students to look at their own personal narrative and find a place where they could show the exact words someone is saying. With a partner, the students will place quotation marks in their writing and have the partner check for accuracy.
Student pairs may change based on the strengths of students in the mechanics of composing.

In pairs, the teacher will lead the student to read his/her writing aloud to his/her partner. The partner will provide feedback focused on ONE mechanical aspect of writing (e.g., end punctuation). The teacher may provide feedback following the peer process.

Publishing/Sharing

It is at this stage of the composing process where students have the opportunity to share their writing in appropriate ways. Again, not every piece of writing will be carried to the publishing stage. Depending on the topic, publishing/presentation methods could include PowerPoint presentations, brochures, newspaper articles, posters, charts, graphs, visual representations, or web pages.

Competency	Obj.	Suggested Teaching Strategies	Suggested Assessment
3	a, b, c	Students will work in small groups or pairs to read a narrative paragraph(s) highlighting all examples of sensory details. The teacher may ask students to read examples of descriptive text taken from high quality literature or examples of student work. Students will discuss details used in the text to determine if as many of the senses as possible were used in the passage.	Teacher observation, Students' oral or written responses
3	a, c	The teacher will read examples of narratives to students (e.g. fiction, personal narratives, memoir, etc.). The student will use those examples as models for writing narratives.	Teacher observation, Students' oral or written responses
3	a, b	The student will write for five minutes about a character or person. Students will read their writing to a partner. The partner will ask as many questions as possible to the author encouraging the writer to provide more details. (e.g., What does she wear? Where does she go? What does she eat? What is she like? You have said she likes sweets. What specific kinds of sweets? etc.) Students will reverse roles and repeat the questioning process.	Teacher observation, Students' oral or written responses
3	a, e	The student will write a persuasive letter to a friend or family member to convince them to do something.	Teacher observation, Students' oral or written responses
3	a, e	Students will identify tools of persuasion used in their writing.	Students' oral or written responses
3	a, b	The teacher will read examples of children's literature containing specific patterns (e.g., a circular plot - *If You Give a Mouse a Cookie*, a repetitive plot – The Teeny Tiny House, etc.). The teacher will model creating a new story by replacing significant nouns, verbs, adjectives, and phrases while keeping the story structure or sentence structure the same.	Teacher observation, Students' oral or written responses, Students' work samples

3	a	The teacher will have students use graphic organizers such as bubble maps when doing their prewriting to organize their ideas, and during revision to reorder their ideas.	Teacher observation, Students' oral or written responses, Students' work samples

Grade Level: Fifth Grade
Competency Four: The student will apply Standard English to communicate.

Competency	Obj.	Suggested Teaching Strategies	Suggested Assessment
4	a	The teacher must model this with a piece of his/her own writing before placing students in pairs. The teacher will place students in pairs. The teacher will give each student a copy of the checklist. The checklist will change according to the mode of writing and the needs of the students. The checklist might specify subject/verb agreement or pronoun/verb agreement. As the teacher reads one item from the checklist at a time, one student should read his piece to his/her partner. The partner will provide feedback concerning a particular element of the checklist. The teacher and students will continue this procedure until all elements of the checklist have been addressed and all students have checked their writing. Students may make changes on their drafts, in the margins, or on sticky notes.	Teacher observation, Students' oral or written responses, Students' work samples
4	a	The teacher will provide three or four examples of sentences for students. The teacher will assign a color to each of the eight parts of speech. Students will underline each of the words in the sentence according to its function. This activity should begin with simple sentences. More complex sentences may be added as students become proficient with the activity.	Teacher observation, Students' oral or written responses, Students' work samples
4	a	The teacher will provide examples of tongue twisters for students to read and practice.	Teacher observation, Students' oral or written responses, Students' work samples
3	d	Students will use the following template for writing tongue twisters independently.	

At least 1 noun	Barbara Barrett
At least 1 verb	Bar-be-qued
Several Adjectives	Big, beefy, Black Angus
At least 1 noun	Burgers
Adverbs	Busily
Prepositional Phrase	By the Beach

The teacher may use this activity to talk about parts of speech and to talk about alliteration.

4	b	The students will use books they are reading to find other examples of quotation mark usage. They may do this in pairs if needed. The students will write their examples on sentence strips, post them around the room, and read them to the class. The teacher will encourage students to find examples that fit the models (e.g., question in quotation, split quotation, etc.)	Teacher observation, Students' oral or written responses, Students' work samples
4	b	The teacher will ask students to read through their draft and circle or highlight any word that doesn't look quite right or any words they find questionable. In pairs, students will trade papers with a partner and circle or highlight any word that doesn't look quite right or any words they find questionable. [Note: Good spellers have a pretty good sense of what words should, or shouldn't look like.] Students should check the spellings of marked words with a dictionary, a thesaurus, the spell check tool, or by consulting with the teacher or other "spelling expert" in the classroom. Students should notice how close the misspellings were, how the word is spelled correctly if they did misspell it, and write the correct spelling on their draft. The teacher may keep a poster of commonly misspelled words for students to use as a reference when writing. This is another advantage of using word walls in the classroom. Students can refer to the word wall when writing.	Teacher observation, Students' oral or written responses, Students' work samples
4	b	The teacher will post several student samples or samples from literature where the author has successfully used commas to separate items in a series. The teacher will read the excerpt aloud, focusing particularly on the sentence with the internal punctuation. The teacher will pause where the commas are placed. The teacher will lead students in a discussion saying, "Why is it important to have commas to separate these items in a series? That's right. The writer needs for the reader to pause so that the sentence makes sense and is clear. " The teacher should model correct use of selected punctuation with 3-4 examples of successful use of internal punctuation. The teacher will then show several examples where commas were omitted and guide the students to place commas correctly to separate items in a series. Students will practice editing their own writing samples for correct punctuation use.	Teacher observation, Students' oral or written responses, Students' work samples

4	c	Students will reread samples of their own writing. Students will highlight specific sentence types within the passage. For example, students will identify all S+V+DO sentences by highlighting with a yellow marker. The teacher will encourage students to use a variety of sentence patterns when writing.	Teacher observation, Students' oral or written responses, Students' work samples
4	c	The teacher will provide students with sentence strips containing sentences with various sentence structures. The students will work in small groups to identify the type of sentence written on the strip and sort the sentences into categories based upon the sentence type. Students should be able to justify their answers.	Teacher observation, Students' oral or written responses, Students' work samples

SIXTH GRADE
COURSE DESCRIPTION
Grade 6; one year course

The curriculum for Grade 6 describes in general terms what students are expected to know and do throughout the year to become more adept language users. Sixth Grade Language Arts is designed to assist students to reflect and participate in classroom discussions. The students will understand differing points of view, distinguish between fact and opinion, and analyze the effectiveness of group communication skills. The student will read a variety of fiction and nonfiction works independently for appreciation and comprehension, including classical works. The students will read and review primary and secondary source information texts. The students will plan, draft, revise and edit narratives, descriptions, and explanations with attention to composition and style, as well as sentence formation, usage, and mechanics.

The competencies are the parts of the document that are required to be taught. They combine the strands of reading, writing, listening, speaking, research and information. They 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. Objectives indicate skills that enable fulfillment of competencies, describe competencies in further detail, or show the progression of concepts throughout the grades. Objectives are further defined by bulleted items.

Suggested teaching and assessment strategies are optional, not mandatory. They are not meant to be a comprehensive list nor do they represent rigid guidelines. Strategy examples are suggestions of the many dimensions of choice which foster the development of growing sophistication in the use of language. Good teacher-selected strategies include modeling of problem-solving techniques and reading/writing processes. When students emulate problem solving and strategic thinking modeled by their teacher, they develop confidence and skill while becoming independent problem-solvers and thinkers. Particular works of literature also mentioned are for illustration only. Teachers are encouraged to choose strategies and literature for their particular needs and according to their district policy. Appendices to this document contain a glossary and more detailed descriptions of suggested assessment methods.

SIXTH GRADE

Each competency and objective assumes the student has mastered the competencies and objectives in the previous grades. New skills and objectives are bold-faced throughout the document; however, teachers should review previously taught skills and objectives with a focus on increasing complexity. State level assessments may reflect skills and objectives covered in kindergarten through grade six.

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.)

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.

COMPETENCIES and Objectives

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.*

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

c.   *The student will use grade level appropriate synonyms, antonyms, and homonyms.*

d.   *The student will use context to determine the meanings of unfamiliar or multiple meaning words.*

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

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 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 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, and text structures to understand, gain information from, interpret, respond to, or analyze text.*

- Text features - bold-faced print, italics, headings, subheadings, numberings, captions, illustrations, graphs, diagrams, maps, icons, pull down menus, key word searches, etc.
- Parts of a book - appendix, footnotes, etc.
- Text structures - compare/contrast, order of importance, etc.

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

- 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.
- 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.
- Infer cause and effect based on sequence of events and predict outcomes.

- Synthesize information stated in the text 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 recognize or generate an appropriate summary of the events or ideas in literary text, literary nonfiction, and informational text citing text-based evidence.*

d. *The student will respond to, interpret, or compare 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),
- Sound devices (e.g., rhyme, rhythm, alliteration, onomatopoeia, assonance), and
- 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.

- Analyze use of and distinguish between fact and opinion.
- 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.*

Planning
- Plan for composing using a variety of strategies (e.g., brainstorming, drawing, graphic organizers, peer discussion, reading, viewing).
Drafting
- Draft with increasing fluency.

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

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

Publishing/Sharing
- Share writing with others formally and informally.

b. *The student will compose descriptive texts using sensory details and vivid language.*

c. *The students will compose narrative text utilizing effective organization and vivid word choice containing multiple events with specific details.*

- Stories or retellings
- Narrative poems
- Plays
- Video narratives
- 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 informal problem and solution.*

- Essays
- Presentations
- Poems
- Functional texts

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.*

- Letters
- Speeches
- Advertisement

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

- Generate questions.

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

4. **The student will apply Standard English.**

   a. *The student will use Standard English grammar to compose or edit.*

   - Nouns (e.g., singular, plural, **irregular plural**, common, proper, singular possessive, plural possessive, concrete, abstract**, compound, collective**)
   - Verbs, helping verbs, irregular, **transitive,** and **intransitive** verbs
   - Verb tense (e.g., present, past, future, perfect)
   - Subject verb agreement in sentences containing collective nouns, indefinite pronouns, compound subjects, and prepositional phrases.
   - Articles and conjunctions
   - Adjectives (e.g., descriptive, comparative, superlative, nominative, objective, reflexive, possessive)
   - Pronouns (e.g., subject, object, possessive, demonstrative, **interrogative**, **indefinite**)
   - Adverbs (e.g., comparative forms)
   - Interjections

   b. *The student will use Standard English mechanics to compose or edit.*

   - End punctuation (e.g., period, question mark, exclamation point)
   - Periods in common abbreviations (e.g., titles of address, days of the week, months of the year)
   - Commas (e.g., dates, series, addresses, greetings and closings of letters, quotations, introductory phrases, appositives)
   - Quotation marks (e.g., quotations, titles of poems)
   - Colons (e.g., time, complex sentences, business letters)
   - Capitalization
   - Spell words commonly found in sixth grade level text.
   - Produce legible text.

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

- Analyze the structure of sentences (e.g., simple, compound, complex).
- Compose simple, compound, and complex sentences.
- Analyze sentences containing descriptive adjectives, adverbs, prepositional phrases, **appositives** and **modifiers.**
- Compose sentences using descriptive adjectives, adverbs, prepositional phrases, **appositives,** and **modifiers.**
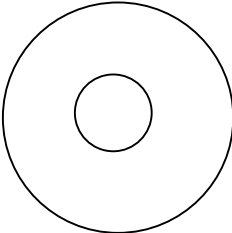
Grade Level: Sixth Grade
Competency One: The student will use word recognition and vocabulary (word meaning) skills to communicate.

[Research indicates that intentional, explicit teaching of specific words and word-learning strategies can add words to students' vocabularies and improve reading comprehension of texts containing those words. It is recommended that teachers select words for word study from texts being read in the classroom (e.g., basal texts, whole class texts, read-alouds, and students' writing). When selecting words for study, teachers should consider using words that have importance and utility. Appropriate words for study are characteristic of mature language users and appear frequently across in a number of contexts. Target words should label concepts that are familiar to students, even though the words themselves may be unfamiliar. In addition, words selected for study should provide students with more precise ways of describing concepts, actions, or feelings that students already know.]

Competency	Obj.	Suggested Teaching Strategies	Suggested Assessment
1	a, f	The student will select words from texts they are reading or from their own writing. The teacher will have students work in pairs or small groups to decide where the selected words should be broken into syllables. Students should use an elementary or on-line dictionary to check their work.	Teacher observation, Students' oral or written responses
1	a	Students will listen to words spoken aloud while thinking about syllable breaks. Students will write the words based on their syllabic analysis.	Teacher observation, Students' oral responses
1	a, f	The teacher will select an initial syllable from a multi-syllable word (e.g., com- from "commitment" or ab- from "abduct"). In small groups or centers, students will create new multi-syllable words using the same initial syllable (e.g., commercial, comment; abdicate, abstain). Students will use appropriate reference materials to check their work.	Teacher observation, Students' oral or written responses

1	a	The teacher will model using his/her knowledge of syllables to determine the pronunciation of unfamiliar words during read alouds. (e.g., "Here is a word I've never seen before." The teacher writes the word on the board or brings students' attention to the word in the text. "I know the first syllable is a closed syllable, so it has a short sound. The second syllable is an open syllable so the vowel will have a long sound. The last syllable is a closed syllable so it has a short sound also. The first syllable must be pronounced "mĭs" and the second syllable should be pronounced "krē" and the last syllable is pronounced "ănt." So the word must be pronounced "mĭs – krē - ănt."	Teacher observation
1	a	The teacher will model using knowledge of syllables to spell words during writing. (e.g., "I want to add –ing to "write." Since "write" has a long vowel sound, I know I will drop the "e" and add –ing."	Teacher observation
1 3	a a, b	The teacher will ask student to write a description of a place, person, etc. using only one-syllable words. Students will share their writing with the class and discuss how the use of one-syllable words had an impact on the reader or had an impact on the writing process for the writer.	Teacher observation, Students' written responses, Students' work samples
1	b	The teacher will model noticing compound words in text, breaking them apart into component words, and using knowledge of each component to determine the meaning of the whole word. The teacher will encourage students to repeat this strategy when reading.	Teacher observation, Students' oral responses
1	b	The teacher will print combinations of roots and prefixes (or suffixes or compound words) on index cards or cardstock. The teacher will turn the cards face down in rows. Students will take turns selecting two cards. If the two parts combine to make a word, the student can keep the pair. Students will take turns until all cards are matched. The student with the most matches wins.	Teacher observation, Students' oral responses, Students' work samples

1	a, b	The teacher will utilize a closed word sort activity (see Appendix page 361) focusing on roots or affixes: • Words that begin with im-, some in which im- means "not," some in which im- does not mean "not" (e.g., impulse, important vs. immature, impossible), • Sort words with a prefix that means "not" (illegal, irresponsible, immature, • Sort words that end in -tion, -sion, and their bases. Students will draw conclusions about spelling patterns (e.g., Which bases are used with -sion and -tion?).	Teacher observation, Students' oral responses, Students' work samples
1	b, c	The teacher will give students several different words that appear in a text prior to reading. The students will use a rubric or a word sort to analyze their knowledge about these words. Categories could include: I do not know the word, I have heard or seen the word but do not know what it means, I know a little about this word, I know this word and can use it myself. After reading the text or participating in word study activities, the students will analyze the same words again. The students will explain how their knowledge of the words has changed.	Teacher observations, Students' oral or written responses
1	b, c	The teacher will give students cards with words and their definitions prior to reading a text. The students will match the word with a definition. Students will then read the text. After reading, the teacher will ask children to determine whether or not they would now change any word/definition pairs. The teacher will lead students to discuss their answers. The students will use appropriate reference materials to check their work.	Teacher observations, Students' oral or written responses
1	b, c	The teacher will share vocabulary words with the students. The students will clap if they would like to be described using the word or will not clap if they would prefer not to be described with the word. (e.g., Would you like to be described as energetic, lazy, stingy, trustworthy?) The teacher will lead students in a discussion of their answers and the definitions of words.	Teacher observations, Students' oral or written responses

Sixth Grade

1	b, c, d, f	The teacher will preview text and select a limited number of words that are important for understanding the text. (It is recommended that the list of words be 7 or less.) The teacher will provide opportunities for students to learn about the words prior to reading by providing definitions and examples, analyzing the words in context and making inferences about the meaning, or by using prior knowledge and word parts to hypothesize about meaning based on prior knowledge and word parts. Students will continue to work with the selected words confirming hypotheses made during reading, discussing word use during reading, or discussing synonyms and antonyms for the words after reading. The teacher will provide multiple opportunities for students to work with the words prior to, during, and after reading (e.g., word sorts, word games, etc.).	Teacher observations, Students' oral or written responses
1	b, c	Students will create a concept map or bubble map with a word at the center. The students will write synonyms or antonyms for the word in the outside circle. The teacher should model using this activity before assigning to students. Students should use one circle map for synonyms and another circle map for antonyms.	Teacher observations, Students' oral or written responses

1	b, c, f	The teacher will create, or direct students to create, personal dictionaries for students. During the reading of trade books, literature, and/or content area studies (e.g. social studies, science) the teacher will have students record important and/or new words in this personal dictionary. Personal dictionaries should list new words in alphabetical order. Students should record new words with definitions that have meaning for them. Research indicates that students best learn definitions for words when the definitions are phrased using words and concepts the students already understand.	Teacher observations, Students' oral or written responses

1	d, e	The teacher will read books and other texts with figurative language orally with students. The teacher will notice and discuss the figure of speech (e.g., simile, metaphor, personification, hyperbole, idiom, etc.) with students. The teacher will ask students what the phrase means, how the use of the figure of speech effects the way the reader understands or "sees" the text, etc. Teachers and students will celebrate and enjoy examples of figurative language.	Teacher observations, Students' oral or written responses
1	g	The teacher will ask students to be language detectives. Students will listen to and write down the different ways that people talk at school or in other contexts (e.g. at the store, at parent-teacher conferences, at church, at the beauty shop, at the doctor's office, etc.) Students will work in small groups to develop descriptions of ways people use language in particular contexts. Students will reflect on language use and how language use changes by speaker and context.	Teacher observations, Students' oral or written responses

Grade Level: Sixth Grade
Competency Two: The student will apply strategies and skills to comprehend, respond to, interpret, or evaluate a variety of texts of increasing length, difficulty, and complexity.

In order to develop comprehension, students must have multiple opportunities to read and discuss text. Middle grade students need many opportunities to read a wide variety of literary and informational texts. A critical component of comprehension 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.

Teachers should be aware that students make the greatest gains in comprehension when they are presented with activities that actively engage them in the reading of instructional level materials. Middle grade teachers will need to have a range of reading materials available in classrooms in order to assure students are presented with materials that are appropriate for the individual reading levels of students. 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.)

With the need to prepare middle school students for success in high school, to measure their readiness for the SATP English II assessment, the ACT, or other post secondary entrance exams, and to prepare students for the demands of reading as an adult, it is important that the middle school language arts curriculum emphasize student comprehension of informational passages. Following the focus of ACT Reading and the NAEP Grade 8 Assessment, it is recommended that language arts teachers in grades 5 through 8 work to shift the emphasis from literary passages to informational passages as suggested in the following chart.

Grade	Literary	Informational
4	50%	50%
8	45%	55%
12	30%	70%

Competency	Obj.	Suggested Teaching Strategies	Suggested Assessment
2	a	The teacher will have students read a wide variety of quality children's literature. The teacher will identify and discuss various text features and parts of a book as they appear in selected literature.	Teacher observations, Students' oral or written responses
2	a	The teacher will model using text features to gain information from and comprehend text. (e.g., The teacher will model using the glossary or icons to understand the text. The teacher will "think out loud" about how he/she knows what information these text features and parts of a book provide and how the text feature helps him/her as a reader understand the overall text.	Teacher observations, Students' oral or written responses
2	a	After reading several examples of a specific genre or type of text, the teacher will have students write rough drafts, revise, and publish their own texts with the same text features or book parts. For example after reading several books with tables of contents, glossaries, and cause and effect structure, the teacher will have students research a topic (e.g., types of energy, energy from the sun, etc.) and create their own picture book about the topic using these same text features. The teacher should make examples available for reference during drafting and revising. During the revision stage the teacher will engage students in sharing conferences to provide peer and teacher feedback on the organization, structure, and effectiveness of various text features.	Teacher observations, Students' oral or written responses
2	a	The teacher will engage students in a text features or parts of a book scavenger hunt. The teacher will give students a list of particular text features or parts of a book. Students will work in pairs or teams to find a text that contains these features. Students will list the text and the page number for reference	Teacher observations, Students' oral or written responses
2	a	For a variation on the previous activity, students can work in teams to race to identify text features/parts of a book. Teams will receive points if they locate the feature first and if they can identify the purpose of this feature explaining how it aids the reader. The teacher will allow other teams to steal the point if the first team cannot name the purpose of the text feature.	Teacher observations, Students' oral or written responses
2	a	The student will create a map of the locations and events in a text.	Teacher observations, Students' oral or written responses

2	a, b	The teacher will tally the number of minutes per day students spend actually reading (i.e., not listening to the teacher or other students read and not completing reading-related activities or worksheets). The teacher should include content area instruction in the total.	Teacher observations
2	a, b	The teacher will evaluate the number of minutes students spend reading as he/she teaches with literature. Many literature units ask students to read only a few pages a day before engaging students in a wide variety of reading related activities.	Teacher observations
2	a, b	The teacher will utilize a variety of teaching methods designed to increase the amount of time students spend reading (e.g., choral reading, paired reading, independent reading).	Teacher observations
2	a, b	The teacher and students will establish a class goal for the number of books to be read by the entire class. When the class meets the goal, the students will be rewarded. Rewards may include special theme activities (e.g., read in your pajamas day, principal sings in the cafeteria, popcorn party, etc.)	Teacher observations, Students' oral or written responses
2	a, b	The teacher will have children read and reread drafts of their personal writing during the revision process.	Teacher observations
2	a, b	The teacher will structure instructional time to provide ample time for reading. During a one-hour block of instructional time, one effective pattern is for the teacher to provide 5-10 minutes of pre-reading activities (e.g., modeling reading strategies, recalling previous reading, predicting what might happen in today's reading selection, etc.); 40-50 minutes of silent or paired reading; and 5-10 minutes of minutes follow-up activities (e.g., writing about reading, discussing reading, discussing text features or reading strategies used, etc.).	Teacher observations
2	a, b	The teacher will create uninterrupted blocks of time for reading instruction. This includes minimizing classroom interruptions (e.g., visitors, intercom announcements, classroom management activities, etc.).	Teacher observations

2	a, b	The teacher will teach students to apply the "five-finger" rule for selecting appropriate text for reading. The student will read the first page of the text and keep track of unknown words. If the student encounters more than 5 unknown words per page, the text is likely to be too difficult and the student should select another text.	Teacher observations, Students' oral responses
2	b, c, d, e	The teacher will utilize "think-aloud" activities to demonstrate his/her use of comprehension strategies before, during, and after reading. The teacher models the use of a particular reading strategy by stating out loud his/her thinking process while reading a text orally with students. After modeling, the teacher will ask students to think aloud as they utilize the same strategies. After repeated modeling and guided practice, students can be expected to independently select from, apply, and use the comprehension strategies practiced.	Teacher observations,
2	b	The teacher will model how students should activate prior knowledge before reading. The teacher will model thinking aloud, "What do I already know about this text and this topic before I even begin reading?" The teacher could utilize a graphic organizer (e.g., K-W-L chart) to indicate knowledge of a topic before reading.	Teacher observation, Students' oral or written responses
2	b	The teacher will model setting a purpose for reading. The teacher will talk with students about the reasons for reading different types of text (e.g., for entertainment, for general information, for specific information, etc.). The teacher will state the purpose for reading specific texts with students prior to reading. The teacher will lead students to begin to state and establish their own purposes for reading prior to beginning a text.	Teacher observation, Students' oral or written responses

Sixth Grade

2	b	The teacher will model making predictions prior to reading a text. The teacher will talk with students regarding his/her predictions for what might be covered in a particular text. In reading fictional texts, the teacher might use the title of the text, the "hook" paragraph for the text, knowledge about any other texts the author has written, or knowledge about other texts from that particular genre to make predictions. (e.g., "The title of this book is *A Dog Called Kitty*. I know some people who have dogs with unusual name, but I've never known anyone with a dog named Kitty. I wonder why the character is this story decided to call the dog "Kitty?") The teacher will model confirming information about these early predictions as he/she reads the text with students. The teacher will lead students to make predictions of their own concerning texts prior to reading (e.g., pre-reading questions, journal entries, etc.)	Teacher observation, Students' oral or written responses
2	b	The teacher will talk with students about the importance of monitoring their own comprehension during reading. Good readers continually ask themselves, "Does this make sense?" The teacher will utilize a "thinking aloud" strategy to model comprehension monitoring during a shared reading.	Teacher observation, Students' oral or written responses
2	b	The teacher will model the application of "fix-up" strategies when text does not make sense. Fix-up strategies include rereading, reading on, using the context, and asking for help. (e.g., "That doesn't make sense. Let me try reading that again." or "Maybe I should read on a little and see if the meaning gets clearer.")	Teacher observation, Students' oral or written responses
2	b	The teacher will teach students to use post-it notes to engage in active reading of texts. Students use post-It notes during reading to note connections they make to the text, to note interesting passages, to note unfamiliar words, to note questions they have about the text, or to note the main idea or other important information about the text.	Teacher observation, Students' oral or written responses
2	b	The teacher will show a video or a portion of a video based upon a particular text students have read. The students will compare the movie version of the story to the way they imagined or visualized the story during reading.	Teacher observation, Students' oral or written responses

Sixth Grade

2	b	The teacher will utilize a "think aloud" strategy to confirm or reject predictions made prior to reading once they have completed reading the text. For example, after reading *A Dog Called Kitty* with students the teacher might say, "I wondered why the characters would decided to name a dog 'Kitty.' I never guessed the dog would pick the name out on its own. That was a pretty clever name."	Teacher observation, Students' oral responses
2	b, d	The teacher will encourage students to visualize the text when possible during reading. Good readers make mental images as they read, including visualizing the setting, scene and events. The teacher will use a "think aloud" strategy to discuss how he/she thinks the setting of a story might look. The teacher may choose to draw the setting or find a photograph to describe the setting. The teacher might talk about the text from the point of a film director. (e.g., "If this were a movie, what would the scene look like?") Teachers might ask students to demonstrate the way a character looked in a particular passage. (e.g., "The author says 'John stomped into the room.' Show me how you think John came into the room.") The teacher will ask students to draw images based upon text, act out portions of text, or follow directions listed in the text in order to encourage students to visualize while reading.	Teacher observations, Students' oral or written responses
2	b, d	The teacher will model asking questions during reading. For example, during the reading of chapter four in *A Dog Called Kitty*, the teacher might say, "I wonder what will happen to the puppy now? Do you think Rickey was right to leave the puppy alone to starve?" Good readers ask themselves literal and inferential questions as they read. Teachers should model making "I wonder" statements, and asking questions about who, how, what, and why, etc. during reading. The teacher may ask students to stop reading at a specified point and have students generate a list of questions they have about a text. Students may also use post-It notes or reading journals to keep up with the questions they have during reading.	Teacher observations, Students' oral or written responses
2	b	The teacher will model using a Question-Answer-Response (QAR) strategy for thinking about comprehension questions. (See Appendix page 367.)	Teacher observations, Students' oral or written responses

2	b, d	The teacher will select a text with a particular text structure. The teacher will remind students that text structures may often be determined by locating signal words associated with the text structure. For example:	Teacher observations, Students' oral or written responses

Text Structure	Signal Words
Cause and Effect	Consequently, therefore, as a result, thereby, leads to

The teacher will ask students to identify the text structure in the example and provide reasons for their answers.

2	a, b, d	The teacher will select a short text illustrating a particular text structure. The teacher will provide graphic organizer appropriate for use with the specific text structure. Students will read the text and complete the graphic organizer. For example, the teacher utilize a graphic organizer to organize information regarding cause and effect	Teacher observation, Students' oral and written responses, Student work samples

2	a, d	The teacher will model using a specific graphic organizer to generate ideas for writing text with a particular text structure. For example, after reading passages with cause and effect text structures, the teacher would use a graphic organizer to outline negative effects of technology on the environment. Students will use the graphic organizers to write informational texts with this text structure.	Teacher observation, Students oral and written responses, Student work samples
3	a, d		

2	b	The teacher will utilize "think-aloud" activities to demonstrate his/her use of comprehension strategies before, during, and after reading. The teacher models the use of a particular reading strategy by stating out loud his/her thinking process while reading a text orally with students. After modeling, the teacher will ask students to think aloud as they utilize the same strategies. After repeated modeling and guided practice, students can be expected to independently select from, apply, and use the comprehension strategies practiced. Students may create journal entries detailing strategies used.	Teacher observation, Students' oral or written responses

Sixth Grade

2	b	The teacher will model /teach students to identify confusing or troublesome sections of text as they read by marking the section with post-it notes or highlighting tape, making pencil notes in the margins, or keeping a double entry diary.	Teacher observation, Students' written responses
2	b, c	The teacher will ask students to read a short paragraph. The teacher will ask students to read the paragraph again underlining important words. Students will write a summary of the passage using the underlined words.	Teacher observation, Students oral or written responses
2	b, c	When writing summaries, the teacher will ask students to imagine that they have $2.00. Students should imagine that each word used in their summary would cost 10¢. Students should try to "sum up" the text in $2.00 or less.	Teacher observation, Students oral or written responses
2 3	b, c, d, e a, e	The teacher will ask students to write a newspaper article about a story they have read. Students should include who, what, when, where, and why facts in their articles. Students should also be sure their facts are in chronological order.	Teacher observation, Students written responses
2	b	The teacher will model/teach applying fix-up strategies when text is confusing or does not make sense. Fix-up strategies include: • Rereading from the beginning of the page, paragraph, or sentence. • Reading on for a paragraph or two to see if the confusion clears up. • Ask yourself questions and try to answer them. • Make connections between the text and things you know (i.e., your life, the world, other texts). • Stop and think about what you have read. • Reflect in writing about what you have read. • Visualize the text. Draw it. Describe it in your own words. • Retell aloud or in writing what you have read. • Adjust your reading rate. Read slower. Read faster.	Teacher observation, Students oral or written responses

2	b, c	The teacher will assign a text for students to read independently or in small groups. The teacher will provide each group with ten strips of paper. Students are to write events from the selection on each strip of paper. Students should then fasten the strips together in chronological order to make a story chain.	Teacher observation, Students oral or written responses
2	b, c, d	The teacher will model using a story map to retell or summarize a story. The teacher will discuss story elements as he/she models the activity. Students will work independently or in small groups to complete story maps of their own.	Teacher observation, Students' oral or written responses

Grade Level: Sixth Grade
Competency Three: The student will express, communicate, evaluate, or exchange ideas effectively.

The process described below for Objective A is a generic process approach to teaching composing. As the students create compositions for different audiences and purposes, using different modes, they will employ a variety of strategies. **[Note: Not every student composition should be taken through a complete composing process. The decision to complete all stages of the process should be determined by the purpose and mode of writing students are composing.]**

Competency	Obj.	Suggested Teaching Strategies	Suggested Assessment
3	a	Planning The teacher will lead students to brainstorm independently, in pairs, or in small groups, ideas about things that interest them. The teacher will model his/her own list on the chalkboard, SMART board, or chart paper. Students will narrow their lists to one topic of interest. The teacher will model how he/she works to narrow a list of topics for writing. Depending upon the purpose and mode of writing to be used, students will use a tool for organizing their writing. Suggested tools include graphic organizers, webs, clusters, lists, peer discussion, additional reading, or viewing.) The teacher will model using the selected strategy on the chalkboard, SMART board, or chart paper.	Teacher observation, students' oral or written responses, rubric
3	a	Drafting The student will write a draft. The purpose of the draft is to get as many ideas as possible on paper. During drafting, the focus is on fluency of writing rather than form or correctness. The teacher will model writing a draft on chalkboard, SMART board, or chart paper.	Teacher observation, students' oral or written responses, rubric
3	a	Revising During this stage, the student reexamines his/her writing and makes changes focused on the content and rhetorical effectiveness of the work. Students may work as a large group, small group, in pairs, or independently. The teacher will model utilization of a variety of revising techniques including author rereading, teacher and/or peer feedback, comparing the composition to a writer's checklist or rubric. Decisions regarding revision should be based on the purpose and mode of writing, as well as the needs of the student. The student may make notes on the draft, on post-it notes attached to the draft, or in a different colored font using a word processor.	Teacher observation, students' oral or written responses, rubric

Sixth Grade

3	a	Editing/Proofreading It is at this stage of the composing process where students must examine their writing, with help from the teacher and peers, for usage, mechanics, spelling, and varied sentence structure. At this stage, the student will compare the composition to a writer's checklist or rubric	
3	a	Publishing/Sharing During this stage of the composing, students have the opportunity to share their compositions in appropriate ways. Not every piece of writing should be carried to the publishing stage. Publishing may occur formally through reading aloud to the class, compiling a class book, mailing a letter to the intended audience, or performing the composition for the class. Informal publishing could include placing the work in a folder or portfolio or storing writing in a journal or notebook.	Teacher observation, students' oral or written responses, rubric

Teaching strategies for Competency Three have been organized to provide detailed examples for each Objective B – F. One detailed example has been provided at each grade level. For specific details, the teacher should consult the following grade level examples.

Objective B	Composing descriptive text	Grade Four
Objective C	Composing narrative text	Grade Five
Objective D	Composing informational text	Grade Six
Objective E	Composing persuasive text	Grade Seven
Objective F	Composing text based on inquiry and research	Grade Eight

Competency	Obj.	Suggested Teaching Strategies	Suggested Assessment
3	b	The teacher will model and lead students to create a sensory chart including details about sights, sounds, smells, tastes, and textures. Students may want to use their hand as a memory aid in writing about the senses. The teacher will model and lead students to write descriptive paragraphs including sensory details.	Teacher observation, Students' oral or written responses
3	a, b	Students will work in small groups or pairs to read a narrative paragraph(s) highlighting all examples of sensory details. The teacher may ask students to read examples of descriptive text taken from high quality literature or examples of student work. Students will discuss details used in the text to determine if as many of the senses as possible were used in the passage. Students will make suggestions regarding revision of the text.	Teacher observation, Students' oral or written responses
3	a, b, c	Students will work in small groups or pairs to read a narrative paragraph(s) highlighting all examples of sensory details. The teacher may ask students to read examples of descriptive text taken from high quality literature or examples of student work. Students will discuss details used in the text to determine if as many of the senses as possible were used in the passage.	Teacher observation, Students' oral or written responses
3	a, c	The teacher will read examples of narratives to students (e.g. fiction, personal narratives, memoir, etc.). The student will use those examples as models for writing narratives.	Teacher observation, Students' oral or written responses

3	a, b	The student will write for five minutes about a character or person. Students will read their writing to a partner. The partner will ask as many questions as possible to the author encouraging the writer to provide more details. (e.g., What does she wear? Where does she go? What does she eat? What is she like? You have said she likes sweets. What specific kinds of sweets? etc.) Students will reverse roles and repeat the questioning process.	Teacher observation, Students' oral or written responses
3	a, e	The student will write a persuasive letter to a friend or family member to convince them to do something.	Teacher observation, Students' oral or written responses
3	a, e	Students will identify tools of persuasion used in their writing.	Students' oral or written responses
3	a, b, d, e	The teacher will use information learned in other subject areas as a focus for writing activities. For example, after a study of pollution and the effects of pollution on the environment, students may be asked to imagine they are fish living in polluted streams or other animals living in areas endangered due to pollution. The student will brainstorm about how the fish or animal feels, what his life is now like, what people are doing to the area around him, etc. The student will write a letter from the fish or animals point of view to humans persuading the humans to protect the environment.	Teacher observation, Students' oral or written responses, Students' work samples

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 informal problem and solution.*

Informational (expository) writing provides information to the reader about a topic. It may explain ideas, give directions, or show how to do something with specific examples or reasons. Informational (expository) writing uses transitional words to show sequence or smooth flow and it guides the reader through the explanation. Informational (expository) writing includes a topic sentence, often at the beginning of the composition, that tells the reader what will be explained.

Text Structures of Informational (Expository) Writing
- Compare and contrast
- Cause and effect
- Directions or how-to: the steps or directions are given in chronological/time or directional order and each should contain a clear, precise action word.

- Procedural or explaining a process
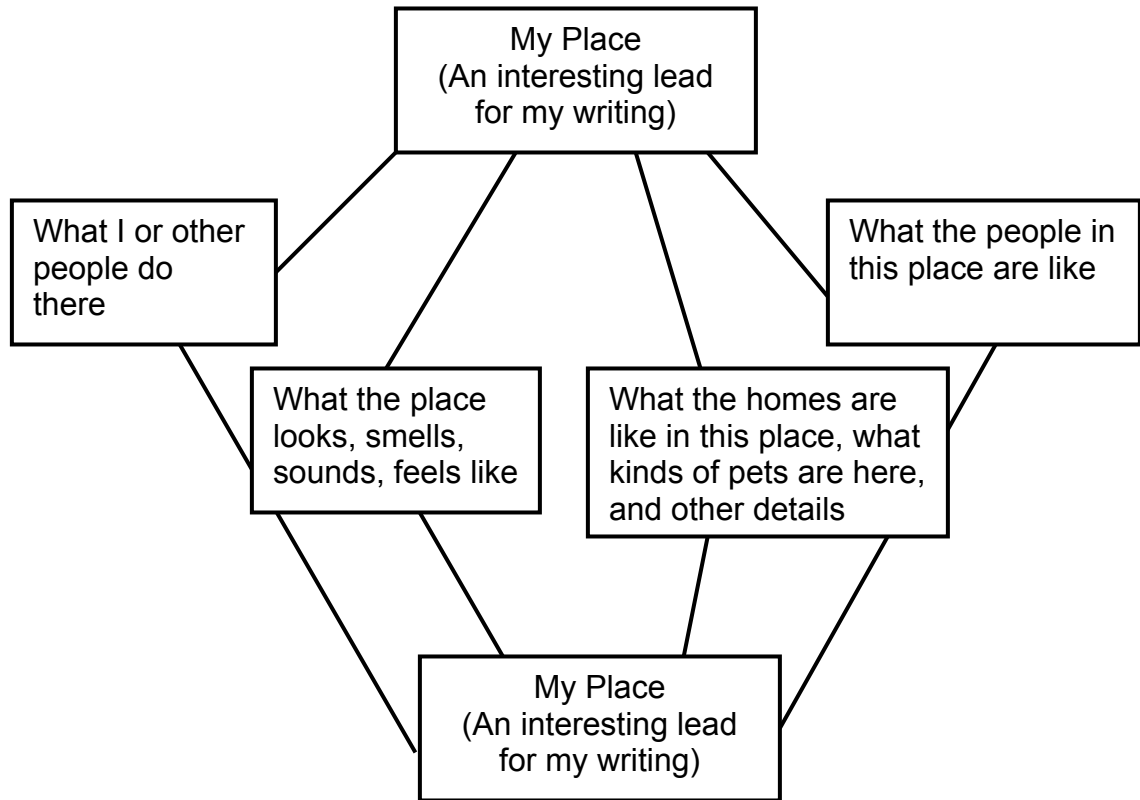
Planning

This process model utilizes the book *Appalachia: The Voices of Sleeping Birds* by Cynthia Rylant. The teacher will read the book aloud to the class, asking the students to listen and enjoy the book. The teacher will re-read the book, asking the students to jot down interesting facts that they learn from the reading. Students will share their interesting facts in small groups. Small groups will report out as the teacher records their interesting facts on chart paper. The teacher will guide the students to identify the "gist" of the reading, or paraphrase what the book is about.

The teacher might say, "What is this author trying to explain to us in this book? That's right she is telling us about a place where she lives. How does the author give us information about this place? Yes, she tells us what the place looks like, what the people are like, what the pets and homes are like, and what the people do." The teacher will encourage the students to use specific examples from the text. The teacher will record students' responses on chalkboard, SMART board, or chart paper.

The students will make a list of places that they could explain to someone else. Beside the name of each place, the students should jot down two or three details about that place.

The teacher will model this on the chalkboard, SMART board, or chart paper as students create their lists.

The teacher will use a think-aloud to help students choose a topic for which they will have adequate information for writing. The teacher will use the following graphic organizer to help students generate ideas related to the place they'd like to explain to someone else.

```
                          ┌─────────────────────┐
                          │     My Place        │
                          │ (An interesting lead│
                          │   for my writing)   │
                          └─────────────────────┘
    ┌──────────────────┐                          ┌──────────────────┐
    │ What I or other  │                          │ What the people in│
    │ people do        │                          │ this place are like│
    │ there            │                          │                  │
    └──────────────────┘                          └──────────────────┘
           ┌──────────────────┐   ┌──────────────────┐
           │ What the place   │   │ What the homes are│
           │ looks, smells,   │   │ like in this place,│
           │ sounds, feels like│  │ what kinds of pets │
           │                  │   │ are here, and other│
           │                  │   │ details           │
           └──────────────────┘   └──────────────────┘
                      ┌─────────────────────┐
                      │     My Place        │
                      │ (An interesting lead│
                      │   for my writing)   │
                      └─────────────────────┘
```

The students will complete the graphic organizer. They may bring in pictures, photo albums from home or other resources to help them gather information for their writing. [Note: The lead and endings will be taken care of during revision.]

The students will share their graphic organizers in pairs or small groups. The teacher should circulate around the room, asking guiding questions for students who might be having difficulty generating ideas.

<u>Drafting</u>
Students will compose an informational composition from a topic of their choice. The teacher should remember that at this stage of the composing process students should be focused on getting information on paper. The teacher should encourage students to use their graphic organizer as they write, however, the teacher should focus the student's attention on fluency of writing rather than form or correctness.

<u>Revising</u>
Mini-Lesson on Writing Effective Leads:
The teacher will post the lead sentence of the book *Appalachia: The Voices of Sleeping Birds* on chalkboard, overhead, or chart paper. The teacher will say, "Authors use a variety of ways to begin their stories. We want our stories to

lead our reader to WANT to read what we've written. Let's look at some possible ways to begin our writings about a place that we know."

> In a certain part of the country called Appalachia you will find dogs named Prince or King living in little towns with names like Coal City and Sally's Backbone.

Read the lead sentence aloud to students. The teacher should say, "How would you classify or name this kind of lead for a story?" The teacher will guide students to recognize this as a lead that presents an interesting fact. The teacher should say, "Sometimes authors begin their writing by giving the reader an interesting fact that will encourage the reader to keep reading. Look at your writing about your place. On a sticky note, practice writing an "interesting fact" lead. The teacher will provide time for students to practice writing an "interesting fact" lead. Students will share the "interesting fact" lead with a partner.

The teacher will repeat this exercise with another type of lead. Students could be given two or three examples to choose from, depending on the mode of writing and the needs of the students.
Types of leads:
- Begin with a question
- Begin with a dialogue
- Begin with an unusual image
- Begin with action
- Begin in the first person

Mini-Lesson on Writing Effective Endings:
The teacher will provide students with several examples of effective endings from nonfiction books and magazines. The teacher should use a process similar to the mini-lesson on leads to help students write appropriate endings to their writing.

Some ways to create effective endings include:
- Surprising the reader with an unusual fact
- Using some of the same techniques that work for leads: an unusual image, a brief but memorable scene, a quote, or a question that lingers with the reader
- Skimming through books you've used and read to find compelling endings

Students will practice a few endings, share the endings in pairs or small groups, and identify the ending that works best for their piece.

Editing/Proofreading

Mini-Lesson on Editing for Spelling:

The teacher will ask students to read through their draft and circle or highlight any word that doesn't look quite right or any words they find questionable. In pairs, students will trade papers with a partner and circle or highlight any word that doesn't look quite right or any words they find questionable.

[Note: Good spellers have a pretty good sense of what words should, or shouldn't look like.]

Students should check the spellings of marked words with a dictionary, a thesaurus, the spell check tool, or by consulting with the teacher or other "spelling expert" in the classroom. Students should notice how close the misspellings were, how the word is spelled correctly if they did misspell it, and write the correct spelling on their draft. The teacher may keep a poster of commonly misspelled words for students to use as a reference when writing. This is another advantage of using word walls in the classroom. Students can refer to the word wall when writing.

Publishing/Sharing

It is at this stage of the composing process where students have the opportunity to share their writing in appropriate ways. Again, not every piece of writing will be carried to the publishing stage. Publishing may occur formally (e.g., reading aloud to the class, compiling a class book, author's chair, mailing a letter to the intended audience, creating a picture book, performing the composition for the class, partner, small group, or posting work in the hall or in the classroom). Informal publishing could include including the writing in a writing folder or portfolio, or storing the writing in a journal or notebook.

Grade Level: Sixth Grade
Competency Four: The student will apply Standard English to communicate.

Competency	Obj.	Suggested Teaching Strategies	Suggested Assessment
4	a	The teacher must model this with a piece of his/her own writing before placing students in pairs. The teacher will place students in pairs. The teacher will give each student a copy of the checklist. The checklist will change according to the mode of writing and the needs of the students. The checklist might specify subject/verb agreement or pronoun/verb agreement. As the teacher reads one item from the checklist at a time, one student should read his piece to his/her partner. The partner will provide feedback concerning a particular element of the checklist. The teacher and students will continue this procedure until all elements of the checklist have been addressed and all students have checked their writing. Students may make changes on their drafts, in the margins, or on sticky notes.	Teacher observation, Students' oral or written responses, Students' work samples
4	a, c	The teacher will ask students to cut out words that function as verbs or other parts of speech from the newspaper. Sports page headlines contain excellent examples of verbs for use in this activity. Students will work in small groups to write sentences using a variety of sentence patterns with these parts of speech.	Teacher observation, Students' oral or written responses, Students' work samples
4	b	The teacher will provide time for students to have a spelling word scavenger hunt. Students will search in magazines or newspapers to see how many of their spelling words they can find.	Teacher observation, Students' oral or written responses, Students' work samples

4	a	The teacher will work with students to write a place poem. Students will select a place that they remember well and want to share with others. Students use the following format to write the poem.	Teacher observation, Students' oral or written responses, Students work samples
3	a, b		

3 adjectives	Icy, cold, quick,
An abstract noun	Beauty
A participial phrase	Streaming swiftly downward
2 prepositional phrases	Over the edges of tall rugged cliffs
2 participial phrases	Defying sense Compelling sighs
The place name	waterfall

The teacher may choose to discuss punctuation in poetry. Writers usually capitalize the first lines of poetry. Often lines of poetry end with a comma. The teacher will guide students to discuss how punctuation may be used or not used in making poems more meaningful.

4	a	Students will work in small groups to find different types of nouns in the newspaper. Students will cut out nouns and paste them onto categories (e.g., common, proper, collective, compound). Students will be asked to justify their examples.	Teacher observation, Students' oral or written responses

4	a, c	The teacher will provide examples of fortunes as found in fortune cookies. Students will read the fortunes and identify the parts of speech found in them. Students will practice writing fortunes using specific parts of speech. The teacher could also ask students to identify the sentence type commonly found in fortunes. Students will write fortunes using a particular sentence type.	Teacher observation, Students' oral or written responses, Students work samples

Sixth Grade

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

Those 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
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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
     o 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.)

     o Poetry (e.g., structure, language, theme, setting, persona, conflict, irony, symbolism, allusion, figurative language, imagery, language/word choice, etc.)

     o Drama (e.g., character, structure, techniques [e.g., soliloquy], mood, tone, conflict, imagery, allusion, figurative language, language/word choice, foreshadowing, etc.)

   - Informational Texts

     o 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).*
   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.

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 notecards.
   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 notecards.
    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 outline, 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 a 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 a 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 which 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 which 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, resumés, 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 resumé, 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.

SEVENTH GRADE
COURSE DESCRIPTION
Grade 7; one year course

The curriculum for Grade 7 describes in general terms what students are expected to know and do throughout the year to become more adept language users. Seventh Grade Language Arts is designed to place emphasis on the continuing development of communication skills. Students will build on previous knowledge expanding the depth and scope of their abilities, purposes, and audiences. Particular attention is given to word choice, organization, style, grammar, and spelling in the context of meaningful activities. Students will read and gather information from a variety of sources appropriate for adolescents, including classic literature, contemporary novels, technological sources, and interdisciplinary themes. The students will be challenged to develop individual and collaborative skills through participation in independent and group activities in a positive, risk-taking environment. Students will reflect on their processes and growth in the language arts through self, peer, and teacher evaluation.

The competencies are the parts of the document that are required to be taught. They combine the strands of reading, writing, listening, speaking, research and information. They 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. Objectives indicate skills that enable fulfillment of competencies, describe competencies in further detail, or show the progression of concepts throughout the grades. Objectives are further defined by bulleted items.

Suggested teaching and assessment strategies are also optional, not mandatory. They are not meant to be a comprehensive list nor do they represent rigid guidelines. They are merely examples of the many dimensions of choice which foster the development of growing sophistication in the use of language. Good teacher-selected strategies include selection of appropriate works of literature modeling problem-solving techniques and reading/writing processes that help accomplish classroom instructional goals. When students emulate problem solving and strategic thinking modeled by their teacher, they develop confidence and skill while becoming independent problem-solvers and thinkers. Particular works of literature mentioned are also for illustration only. Teachers are encouraged to choose strategies and literature for their particular needs and according to their district policy. Appendices to this document contain a glossary and more detailed descriptions of suggested assessment methods.

SEVENTH GRADE

Each competency and objective assumes the student has mastered the competencies and objectives in the previous grades. New skills and objectives are bold-faced throughout the document; however, teachers should review previously taught skills and objectives with a focus on increasing complexity. State level assessments may reflect skills and objectives covered in kindergarten through grade seven.

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.)

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

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.*

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

c. The student will use grade level appropriate synonyms, antonyms, and homonyms.

d. The student will use context to determine the meanings of unfamiliar or multiple meaning words.

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

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 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 apply strategies and skills to comprehend, respond to, interpret, or evaluate a variety of texts of increasing levels of difficulty.

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

- Text features - bold-faced print, italics, headings, subheadings, numberings, maps, icons, pull down, captions, illustrations, graphs, diagrams, menus, key word searches, etc.
- Parts of a book - appendix, footnotes, etc.
- Text structures - compare/contrast, order of importance, etc.

b. The student will analyze text to infer, justify, draw conclusions, synthesize, or 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 recognize or generate an appropriate summary of the events or ideas in literary text, literary nonfiction, and informational text citing text-based evidence.

d. *The student will analyze, interpret, compare, or respond to 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**),
- 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.*

- Evaluate use of and distinguish between fact and opinion.
- Evaluate the author's use of tools of persuasion (e.g., 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.*

Planning
- Plan for composing using a variety of strategies (e.g., brainstorming, drawing, graphic organizers, peer discussion, reading, viewing).
Drafting
- Draft with increasing fluency.

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

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

Publishing/Sharing
- Share writing with others formally and informally.

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

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

- Stories or retellings
- Narrative poems
- Plays
- Video narratives
- PowerPoint presentations

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, texts containing chronological order, cause and effect, compare and contrast, informal problem and solution, or order of importance.*

- Essays
- Presentations
- Poems
- Functional texts

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

- Letters
- Speeches
- Advertisements

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

- Generate questions.

Seventh Grade

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

   - Nouns (e.g., singular, plural, irregular plural, common, proper, singular possessive, plural possessive, concrete, abstract, compound, collective)
   - Verbs, helping verbs, irregular, transitive, and intransitive verbs
   - Verb tense (e.g., present, past, future, perfect)
   - Subject verb agreement in sentences containing collective nouns, indefinite pronouns, compound subjects, and prepositional phrases.
   - Articles and conjunctions
   - Adjectives (e.g., descriptive, comparative, superlative, nominative, objective, reflexive, possessive,)
   - Pronouns (e.g., subject, object, reflexive, possessive, demonstrative, interrogative, indefinite)
   - Adverbs (e.g., comparative forms)
   - Interjections

   b. *The student will use Standard English mechanics to compose or edit.*

   - End punctuation (e.g., period, question mark, exclamation point)
   - Periods in common abbreviations (e.g., titles of address, days of the week, months of the year)
   - Commas (e.g., dates, series, addresses, greetings and closings of letters, quotations, introductory phrases, appositives)
   - Quotation marks (e.g., quotations, titles of poems)
   - Colons (e.g., time, complex sentences, business letters)
   - Capitalization
   - Spell words commonly found in seventh grade level text
   - Produce legible text

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

   - Analyze the structure of sentences (e.g., simple, compound, complex).

- Compose simple, compound, and complex sentences.
- Analyze sentences containing descriptive adjectives, adverbs, prepositional phrases, appositives and modifiers.
- Compose sentences using descriptive adjectives, adverbs, prepositional phrases, appositives, and modifiers.
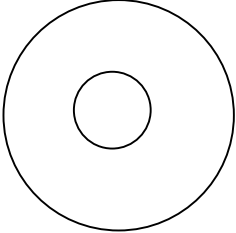
Grade Level: Seventh Grade
Competency One: The student will use word recognition and vocabulary (word meaning) skills to communicate.

[Research indicates that intentional, explicit teaching of specific words and word-learning strategies can add words to students' vocabularies and improve reading comprehension of texts containing those words. It is recommended that teachers select words for word study from texts being read in the classroom (e.g., basal texts, whole class texts, read-alouds, and students' writing). When selecting words for study, teachers should consider using words that have importance and utility. Appropriate words for study are characteristic of mature language users and appear frequently across in a number of contexts. Target words should label concepts that are familiar to students, even though the words themselves may be unfamiliar.   In addition, words selected for study should provide students with more precise ways of describing concepts, actions, or feelings that students already know.]

Competency	Obj.	Suggested Teaching Strategies	Suggested Assessment
1	a, f	The student will select words from texts they are reading or from their personal writing. The teacher will have students work in pairs or small groups to decide where the selected words should be broken into syllables. Students should use an elementary or on-line dictionary to check their work.	Teacher observation, Students' oral or written responses
1	a	Students will listen to words spoken aloud while thinking about syllable breaks. Students will write the words based on their syllabic analysis.	Teacher observation, Students' oral responses
1	a, f	The teacher will select an initial syllable from a multi-syllable word (e.g., com- from "commitment" or ab- from "abduct"). In small groups or centers, students will create new multi-syllable words using the same initial syllable (e.g., commercial, comment; abdicate, abstain). Students will use appropriate reference materials to check their work.	Teacher observation, Students' oral or written responses

1	a	The teacher will model using his/her knowledge of syllables to determine the pronunciation of unfamiliar words during read alouds. (e.g., "Here is a word I've never seen before." The teacher writes the word on the board or brings students' attention to the word in the text. "I know the first syllable is a closed syllable, so it has a short sound. The second syllable is an open syllable so the vowel will have a long sound. The last syllable is a closed syllable so it has a short sound also. The first syllable must be pronounced "mĭs" and the second syllable should be pronounced "krē" and the last syllable is pronounced "ănt." So the word must be pronounced "mĭs – krē - ănt."	Teacher observation
1	a	The teacher will model using knowledge of syllables to spell words during writing. (e.g., "I want to add –ing to "write." Since "write" has a long vowel sound, I know I will drop the "e" and add –ing").	Teacher observation
1 3	a a, b	The teacher will ask student to write a description of a place, person, etc. using only one-syllable words. Students will share their writing with the class and discuss how the use of one-syllable words had an impact on the reader or had an impact on the writing process for the writer.	Teacher observation, Students' written responses, Students' work samples
1	b	The teacher will model noticing compound words in text, breaking them apart into component words, and using knowledge of each component to determine the meaning of the whole word. The teacher will encourage students to repeat this strategy when reading.	Teacher observation, Students' oral responses
1	b	The teacher will print combinations of roots and prefixes (or suffixes or compound words) on index cards or cardstock. The teacher will turn the cards face down in rows. Students will take turns selecting two cards. If the two parts combine to make a word, the student can keep the pair. Students will take turns until all cards are matched. The student with the most matches wins.	Teacher observation, Students' oral responses, Students' work samples

1	a, b	The teacher will utilize a closed word sort activity (see Appendix page 361) focusing on roots or affixes: • Words that begin with im-, some in which im- means "not," some in which im- does not mean "not" (e.g., impulsive, important vs. immature, impossible), • Sort words with a prefix that means "not" (illegal, irresponsible, immature), • Sort words that end in -tion, -sion, and their bases. Students will draw conclusions about spelling patterns (e.g., Which bases are used with -sion and -tion?).	Teacher observation, Students' oral responses, Students' work samples
1	b, c	The teacher will give students several different words that appear in a text prior to reading. The students will use a rubric or a word sort to analyze their knowledge about these words. Categories could include: I do not know the word, I have heard or seen the word but do not know what it means, I know a little about this word, I know this word and can use it myself. After reading the text or participating in word study activities, the students will analyze the same words again. The students will explain how their knowledge of the words has changed.	Teacher observations, Students' oral or written responses
1	b, c	The teacher will give students cards with words and their definitions prior to reading a text. The students will match the word with a definition. Students will then read the text. After reading, the teacher will ask children to determine whether or not they would now change any word/definition pairs. The teacher will lead students to discuss their answers. The students will use appropriate reference materials to check their work.	Teacher observations, Students' oral or written responses
1	b, c	The teacher will share vocabulary words with the students. The students will clap if they would like to be described using the word or will not clap if they would prefer not to be described with the word. (e.g., Would you like to be described as energetic, lazy, stingy, trustworthy?) The teacher will lead students in a discussion of their answers and the definitions of words.	Teacher observations, Students' oral or written responses

Seventh Grade

1	b, c, d, f	The teacher will preview text and select a limited number of words that are important for understanding the text. (It is recommended that the list of words be 7 or less.) The teacher will provide opportunities for students to learn about the words prior to reading by providing definitions and examples, analyzing the words in context and making inferences about the meaning, or by using prior knowledge and word parts to hypothesize about meaning based on prior knowledge and word parts. Students will continue to work with the selected words confirming hypotheses made during reading, discussing word use during reading, or discussing synonyms and antonyms for the words after reading. The teacher will provide multiple opportunities for students to work with the words prior to, during, and after reading (e.g., word sorts, word games, etc.).	Teacher observations, Students' oral or written responses
1	b, c	Students will create a concept map or bubble map with a word at the center. The students will write synonyms or antonyms for the word in the outside circle. The teacher should model using this activity before assigning to students. Students should use one circle map for synonyms and another circle map for antonyms.	Teacher observations, Students' oral or written responses
1	b, c, f	The teacher will create, or direct students to create, personal dictionaries for students. During the reading of trade books, literature, and/or content area studies (e.g. social studies, science), the teacher will have students record important and/or new words in this personal dictionary. Personal dictionaries should list new words in alphabetical order. Students should record new words with definitions that have meaning for them. Research indicates that students best learn definitions for words when the definitions are phrased using words and concepts the students already understand.	Teacher observations, Students' oral or written responses

| 1 | d, e | The teacher will read books and other texts with figurative language orally with students. The teacher will notice and discuss the figure of speech (e.g., simile, metaphor, personification, hyperbole, idiom, etc.) with students. The teacher will ask students what the phrase means, how the use of the figure of speech effects the way the reader understands or "sees" the text, etc. Teachers and students will celebrate and enjoy examples of figurative language. | Teacher observations, Students' oral or written responses |
| 1 | g | The teacher will ask students to be language detectives. Students will listen to and write down the different ways that people talk at school or in other contexts (e.g. at the store, at parent-teacher conferences, at church, at the beauty shop, at the doctor's office, etc.). Students will work in small groups to develop descriptions of ways people use language in particular contexts. Students will reflect on language use and how language use changes by speaker and context. | Teacher observations, Students' oral or written responses |

Grade Level: Seventh Grade
Competency Two: The student will apply strategies and skills to comprehend, respond to, interpret, or evaluate a variety of texts of increasing length, difficulty, and complexity.

In order to develop comprehension, students must have multiple opportunities to read and discuss text. Middle grade students need many opportunities to read a wide variety of literary and informational texts.   A critical component of comprehension 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.

Teachers should be aware that students make the greatest gains in comprehension when they are presented with activities that actively engage them in the reading of instructional level materials. Middle grade teachers will need to have a range of reading materials available in classrooms in order to assure students are presented with materials that are appropriate for the individual reading levels of students. 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.)

With the need to prepare middle school students for success in high school, to measure their readiness for the SATP English II assessment, the ACT, or other post secondary entrance exams, and to prepare students for the demands of reading as an adult, it is important that the middle school language arts curriculum emphasize student comprehension of informational passages. Following the focus of ACT Reading and the NAEP Grade 8 Assessment, it is recommended that language arts teachers in grades 5 through 8 work to shift the emphasis from literary passages to informational passages as suggested in the following chart.
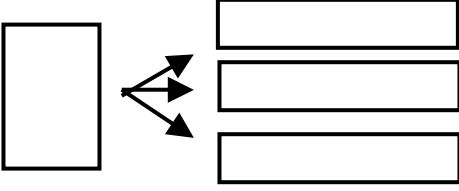
Grade	Literary	Informational
4	50%	50%
8	45%	55%
12	30%	70%

Competency	Obj.	Suggested Teaching Strategies	Suggested Assessment
2	a	The teacher will have students read a wide variety of quality children's literature. The teacher will identify and discuss various text features and parts of a book as they appear in selected literature.	Teacher observations, Students' oral or written responses
2	a	The teacher will model using text features to gain information from and comprehend text. (e.g., The teacher will model using the glossary or icons to understand the text. The teacher will "think out loud" about how he/she knows what information these text features and parts of a book provide and how the text feature helps him/her as a reader understand the overall text.)	Teacher observations, Students' oral or written responses
2	a	After reading several examples of a specific genre or type of text, the teacher will have students write rough drafts, revise, and publish personal texts with the same text features or book parts. For example after reading several books with tables of contents, glossaries, and cause and effect structure, the teacher will have students research a topic (e.g., types of energy, energy from the sun, etc.) and create their own picture book about the topic using these same text features. The teacher should make examples available for reference during drafting and revising. During the revision stage, the teacher will engage students in sharing conferences to provide peer and teacher feedback on the organization, structure, and effectiveness of various text features.	Teacher observations, Students' oral or written responses
2	a	The teacher will engage students in a text features or parts of a book scavenger hunt. The teacher will give students a list of particular text features or parts of a book. Students will work in pairs or teams to find a text that contains these features. Students will list the text and the page number for reference.	Teacher observations, Students' oral or written responses
2	a	For a variation on the previous activity, students can work in teams to race to identify text features/parts of a book. Teams will receive points if they locate the feature first and if they can identify the purpose of this feature explaining how it aids the reader. The teacher will allow other teams to steal the point if the first team cannot name the purpose of the text feature.	Teacher observations, Students' oral or written responses
2	a	The student will create a map of the locations and events in a text.	Teacher observations, Students' oral or written responses

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2	a, b	The teacher will tally the number of minutes per day students spend actually reading (e.g., not listening to the teacher or other students read and not completing reading-related activities or worksheets). The teacher should include content area instruction in the total.	Teacher observations
2	a, b	The teacher will evaluate the number of minutes students spend reading as he/she teaches with literature. Many literature units ask students to read only a few pages a day before engaging students in a wide variety of reading related activities.	Teacher observations
2	a, b	The teacher will utilize a variety of teaching methods designed to increase the amount of time students spend reading (e.g., choral reading, paired reading, independent reading).	Teacher observations
2	a, b	The teacher and students will establish a class goal for the number of books to be read by the entire class. When the class meets the goal, the students will be rewarded. Rewards may include special theme activities (e.g., read in your pajamas day, principal sings in the cafeteria, popcorn party, etc.).	Teacher observations, Students' oral or written responses
2	a, b	The teacher will have children read and reread drafts of their personal writing during the revision process.	Teacher observations
2	a, b	The teacher will structure instructional time to provide ample time for reading. During a one-hour block of instructional time, one effective pattern is for the teacher to provide 5-10 minutes of pre-reading activities (e.g., modeling reading strategies, recalling previous reading, predicting what might happen in today's reading selection, etc.); 40-50 minutes of silent or paired reading; and 5-10 minutes of minutes follow-up activities (e.g., writing about reading, discussing reading, discussing text features or reading strategies used, etc.).	Teacher observations
2	a, b	The teacher will create uninterrupted blocks of time for reading instruction. This includes minimizing classroom interruptions (e.g., visitors, intercom announcements, classroom management activities, etc.).	Teacher observations

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2	a, b	The teacher will teach students to apply the "five-finger" rule for selecting appropriate text for reading. The student will read the first page of the text and keep track of unknown words. If the student encounters more than 5 unknown words per page, the text is likely to be too difficult and the student should select another text.	Teacher observations, Students' oral responses
2	b, c, d, e	The teacher will utilize "think-aloud" activities to demonstrate his/her use of comprehension strategies before, during, and after reading. The teacher models the use of a particular reading strategy by stating out loud his/her thinking process while reading a text orally with students. After modeling, the teacher will ask students to think aloud as they utilize the same strategies. After repeated modeling and guided practice, students can be expected to independently select from, apply, and use the comprehension strategies practiced.	Teacher observations,
2	b	The teacher will model how students should activate prior knowledge before reading. The teacher will model thinking aloud, "What do I already know about this text and this topic before I even begin reading?" The teacher could utilize a graphic organizer (e.g., K-W-L chart) to indicate knowledge of a topic before reading.	Teacher observation, Students' oral or written responses
2	b	The teacher will model setting a purpose for reading. The teacher will talk with students about the reasons for reading different types of text (e.g., for entertainment, for general information, for specific information, etc.). The teacher will state the purpose for reading specific texts with students prior to reading. The teacher will lead students to begin to state and establish their own purposes for reading prior to beginning a text.	Teacher observation, Students' oral or written responses

2	b	The teacher will model making predictions prior to reading a text. The teacher will talk with students regarding his/her predictions for what might be covered in a particular text. In reading fictional texts, the teacher might use the title of the text, the "hook" paragraph for the text, knowledge about any other texts the author has written, or knowledge about other texts from that particular genre to make predictions. (e.g., "The title of this book is *A Dog Called Kitty*. I know some people who have dogs with unusual name, but I've never known anyone with a dog named Kitty. I wonder why the character is this story decided to call the dog "Kitty?") The teacher will model confirming information about these early predictions as he/she reads the text with students. The teacher will lead students to make predictions concerning texts prior to reading (e.g., pre-reading questions, journal entries, etc.)	Teacher observation, Students' oral or written responses
2	b	The teacher will talk with students about the importance of monitoring their personal comprehension during reading. Good readers continually ask themselves, "Does this make sense?" The teacher will utilize a "thinking aloud" strategy to model comprehension monitoring during a shared reading.	Teacher observation, Students' oral or written responses
2	b	The teacher will model the application of "fix-up" strategies when text does not make sense. Fix-up strategies include rereading, reading on, using the context, and asking for help (e.g., "That doesn't make sense. Let me try reading that again." or "Maybe I should read on a little and see if the meaning gets clearer").	Teacher observation, Students' oral or written responses
2	b	The teacher will teach students to use post-it notes to engage in active reading of texts. Students use post-it notes during reading to note connections they make to the text, to note interesting passages, to note unfamiliar words, to note questions they have about the text, or to note the main idea or other important information about the text.	Teacher observation, Students' oral or written responses
2	b	The teacher will show a video or a portion of a video based upon a particular text students have read. The students will compare the movie version of the story to the way they imagined or visualized the story during reading.	Teacher observation, Students' oral or written responses

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2	b	The teacher will utilize a "think aloud" strategy to confirm or reject predictions made prior to reading once they have completed reading the text. For example, after reading *A Dog Called Kitty* with students the teacher might say, "I wondered why the characters would decided to name a dog 'Kitty.' I never guessed the dog would pick the name out on its own. That was a pretty clever name."	Teacher observation, Students' oral responses
2	b, d	The teacher will encourage students to visualize the text when possible during reading. Good readers make mental images as they read, including visualizing the setting, scene and events. The teacher will use a "think aloud" strategy to discuss how he/she thinks the setting of a story might look. The teacher may choose to draw the setting or find a photograph to describe the setting. The teacher might talk about the text from the point of a film director. (e.g., "If this were a movie, what would the scene look like?") Teachers might ask students to demonstrate the way a character looked in a particular passage. (e.g., "The author says 'John stomped into the room.' Show me how you think John came into the room.") The teacher will ask students to draw images based upon text, act out portions of text, or follow directions listed in the text in order to encourage students to visualize while reading.	Teacher observations, Students' oral or written responses
2	b, d	The teacher will model asking questions during reading. For example, during the reading of chapter four in *A Dog Called Kitty*, the teacher might say, "I wonder what will happen to the puppy now? Do you think Rickey was right to leave the puppy alone to starve?" Good readers ask themselves literal and inferential questions as they read. Teachers should model making "I wonder" statements, and asking questions about who, how, what, and why, etc. during reading. The teacher may ask students to stop reading at a specified point and have students generate a list of questions they have about a text. Students may also use post-It notes or reading journals to keep up with the questions they have during reading.	Teacher observations, Students' oral or written responses
2	b	The teacher will model using a Question-Answer-Response (QAR) strategy for thinking about comprehension questions. (See Appendix page 367.)	Teacher observations, Students' oral or written responses

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2	b, d	The teacher will select a text with a particular text structure. The teacher will remind students that text structures may often be determined by locating signal words associated with the text structure. For example:	Teacher observations, Students' oral or written responses

Text Structure	Signal Words
Cause and Effect	Consequently, therefore, as a result, thereby, leads to

The teacher will ask students to identify the text structure in the example and provide reasons for their answers.

2	a, b, d	The teacher will select a short text illustrating a particular text structure. The teacher will provide graphic organizer appropriate for use with the specific text structure. Students will read the text and complete the graphic organizer. For example, the teacher utilize a graphic organizer to organize information regarding cause and effect	Teacher observation, Students' oral and written responses, Student work samples

2	a, d	The teacher will model using a specific graphic organizer to generate ideas for writing text with a particular text structure. For example, after reading passages with cause and effect text structures, the teacher would use a graphic organizer to outline negative effects of technology on the environment. Students will use the graphic organizers to write informational texts with this text structure.	Teacher observation, Students oral and written responses, Student work samples
3	a, d		

2	b	The teacher will utilize "think-aloud" activities to demonstrate his/her use of comprehension strategies before, during, and after reading. The teacher models the use of a particular reading strategy by stating out loud his/her thinking process while reading a text orally with students. After modeling, the teacher will ask students to think aloud as they utilize the same strategies. After repeated modeling and guided practice, students can be expected to independently select from, apply, and use the comprehension strategies practiced. Students may create journal entries detailing strategies used.	Teacher observation, Students' oral or written responses

2	b	The teacher will model /teach students to identify confusing or troublesome sections of text as they read by marking the section with post-it notes or highlighting tape, making pencil notes in the margins, or keeping a double entry diary.	Teacher observation, Students' written responses
2	b, c	The teacher will ask students to read a short paragraph. The teacher will ask students to read the paragraph again underlining important words. Students will write a summary of the passage using the underlined words.	Teacher observation, Students oral or written responses
2	b, c	When writing summaries, the teacher will ask students to imagine that they have $2.00. Students should imagine that each word used in their summary will cost 10¢. Students should try to "sum up" the text in $2.00 or less.	Teacher observation, Students oral or written responses
2	b, c, d, e	The teacher will ask students to write a newspaper article about a story they have read. Students should include who, what, when,	Teacher observation, Students written responses
3	a, e	where, and why facts in their articles. Students should also be sure their facts are in chronological order.	
2	b	The teacher will model/teach applying fix-up strategies when text is confusing or does not make sense. Fix-up strategies include: • Rereading from the beginning of the page, paragraph, or sentence. • Reading on for a paragraph or two to see if the confusion clears up. • Ask yourself questions and try to answer them. • Make connections between the text and things you know (e.g., your life, the world, other texts). • Stop and think about what you have read. • Reflect in writing about what you have read. • Visualize the text. Draw it. Describe it in your own words. • Retell aloud or in writing what you have read. • Adjust your reading rate. Read slower. Read faster.	Teacher observation, Students oral or written responses

| 2 | b, c | The teacher will assign a text for students to read independently or in small groups. The teacher will provide each group with ten strips of paper. Students are to write events from the selection on each strip of paper. Students should then fasten the strips together in chronological order to make a story chain. | Teacher observation, Students oral or written responses |
| 2 | b, c, d | The teacher will model using a story map to retell or summarize a story. The teacher will discuss story elements as he/she models the activity. Students will work independently or in small groups to complete story maps of their own. | Teacher observation, Students' oral or written responses |

Grade Level: Seventh Grade
Competency Three: The student will express, communicate, evaluate, or exchange ideas effectively.

The process described below for Objective A is a generic process approach to teaching composing. As the students create compositions for different audiences and purposes, using different modes, they will employ a variety of strategies.
[Note: Not every student composition should be taken through a complete composing process. The decision to complete all stages of the process should be determined by the purpose and mode of writing students are composing.]

Competency	Obj.	Suggested Teaching Strategies	Suggested Assessment
3	a	Planning The teacher will lead students to brainstorm independently, in pairs, or in small groups, ideas about things that interest them. The teacher will model his/her list on the chalkboard, SMART board, or chart paper. Students will narrow their lists to one topic of interest. The teacher will model how he/she works to narrow a list of topics for writing. Depending upon the purpose and mode of writing to be used, students will use a tool for organizing their writing. Suggested tools include graphic organizers, webs, clusters, lists, peer discussion, additional reading, or viewing.) The teacher will model using the selected strategy on the chalkboard, SMART board, or chart paper.	Teacher observation, students' oral or written responses, rubric
3	a	Drafting The student will write a draft. The purpose of the draft is to get as many ideas as possible on paper. During drafting, the focus is on fluency of writing rather than form or correctness. The teacher will model writing a draft on chalkboard, SMART board, or chart paper.	Teacher observation, students' oral or written responses, rubric

3	a	Revising	

3   a   Revising
        During this stage, the student reexamines his/her   Teacher observation,
        writing and makes changes focused on the   students' oral or written
        content and rhetorical effectiveness of the work.   responses, rubric
        Students may work as a large group, small
        group, in pairs, or independently. The teacher
        will model utilization of a variety of revising
        techniques including author rereading, teacher
        and/or peer feedback, comparing the
        composition to a writer's checklist or rubric.
        Decisions regarding revision should be based on
        the purpose and mode of writing, as well as the
        needs of the student. The student may make
        notes on the draft, on post-it notes attached to
        the draft, or in a different colored font using a
        word processor.

3   a   Editing/Proofreading
        It is at this stage of the composing process
        where students must examine their writing, with
        help from the teacher and peers, for usage,
        mechanics, spelling, and varied sentence
        structure. At this stage, the student will compare
        the composition to a writer's checklist or rubric.

3   a   Publishing/Sharing
        During this stage of the composing process,   Teacher observation,
        students have the opportunity to share their   students' oral or written
        compositions in appropriate ways. Not every   responses, rubric
        piece of writing should be carried to the
        publishing stage. Publishing may occur formally
        through reading aloud to the class, compiling a
        class book, mailing a letter to the intended
        audience, or performing the composition for the
        class. Informal publishing could include placing
        the work in a folder or portfolio or storing writing
        in a journal or notebook.

Teaching strategies for Competency Three have been organized to provide detailed examples for each Objective B – F. One detailed example has been provided at each grade level. For specific details, the teacher should consult the following grade level examples.

Objective B	Composing descriptive text	Grade Four
Objective C	Composing narrative text	Grade Five
Objective D	Composing informational text	Grade Six
Objective E	Composing persuasive text	Grade Seven
Objective F	Composing text based on inquiry and research	Grade Eight

Competency	Obj.	Suggested Teaching Strategies	Suggested Assessment
3	b	The teacher will model and lead students to create a sensory chart including details about sights, sounds, smells, tastes, and textures. Students may want to use a sensory chart to brainstorm for sensory ideas. **A Trip to the Mall** Smell — Sugary, sweet smell of Cookies as I walk by the cookie store Sight — Teenagers in their best new shoes and clothes / Mothers pushing babies in strollers Sound — Background music, loud talking from teenagers walking by, Mothers telling small children to hurry up Feeling/Textures — Excitement of seeing all of my friends and with the though of getting new clothes Taste — Cheesy, tangy flavor of pepperoni pizza The teacher will model and lead students to write descriptive paragraphs including sensory details.	Teacher observation, Students' oral or written responses
3	a, b	Students will work in small groups or pairs to read a narrative paragraph(s) highlighting all examples of sensory details. The teacher may ask students to read examples of descriptive text taken from high quality literature or examples of student work. Students will discuss details used in the text to determine if as many of the senses as possible were used in the passage. Students will make suggestions regarding revision of the text.	Teacher observation, Students' oral or written responses
3	a, b, c	Students will work in small groups or pairs to read a narrative paragraph(s) highlighting all examples of sensory details. The teacher may ask students to read examples of descriptive text taken from high quality literature or examples of student work. Students will discuss details used in the text to determine if as many of the senses as possible were used in the passage.	Teacher observation, Students' oral or written responses

3	a, c	The teacher will read examples of narratives to students (e.g., fiction, personal narratives, memoir, etc.). The student will use those examples as models for writing narratives.	Teacher observation, Students' oral or written responses
3	a, b	The student will write for five minutes about a character or person. Students will read their writing to a partner. The partner will ask as many questions as possible to the author encouraging the writer to provide more details. (e.g., What does she wear? Where does she go? What does she eat? What is she like? You have said she likes sweets. What specific kinds of sweets? etc.) Students will reverse roles and repeat the questioning process.	Teacher observation, Students' oral or written responses
3	a, e	The student will write a persuasive letter to a friend or family member to convince them to do something.	Teacher observation, Students' oral or written responses
3	a, e	Students will identify tools of persuasion used in their writing.	Students' oral or written responses

> ***g. The student will compose persuasive text with a clear problem and solution, utilizing effective organization, transitions, vivid word choices, and specific supporting details.***

Persuasive writing gives a reader the writer's opinion on the topic and tries to get the reader to agree with it. When writing a persuasive piece of writing, the writer should provide facts and examples to support his/her opinion.
Persuasive writing:

- Presents a solid argument from start to finish.
- Requires all of the understanding, creativity, and logic that one can muster.
- Requires the writer to learn enough about a subject to form an opinion and defend it.
- Serves a primary purpose of convincing the reader to think the way the writer does about a subject.
- Establishes a reasonable and thoughtful argument supporting a subject or a position about which the writer has strong feelings.
- Deals with controversial subjects (i.e., having at least two sides) and that it is specific enough to be handled in a multi-paragraph essay.

Note: The teacher should save some/all of these writings to use when teaching tools of persuasion techniques.

Planning
The teacher will ask students to brainstorm their views on school uniforms using a quick write or classroom discussion on their views about school uniforms. The teacher should model with examples of her personal views. The teacher might

say, "I would like for our school board to mandate school uniforms. I can think of several reasons to support my views." The teacher should continue modeling by adding three or four examples of her own.

The student will create a four-column chart listing the pros and cons of school uniforms. The teacher should model with his/her chart on chalkboard, SMART board, or chart paper.

The reasons why I think we should/should not have school uniforms	What I know about other schools that have school uniforms	Some positive outcomes that might result from having school uniforms	Some negative effects of having school uniforms

Mini-lesson on Identifying an Appropriate Viewpoint

A think-aloud is a strategy where the teacher or a student talks out loud voicing his/her thought process while others listen. This strategy is used to help students construct a tangible mental model of ideas that seem invisible to them.

The teacher might say, "I support school uniforms. I have talked to other students, parents, and teachers about their school uniform policy. Some like uniforms, and some don't. Most of the people I talked to preferred uniforms. I have read research that says that uniforms reduce violence and bullying. I know that it would take me less time to dress in the morning, because I spend most of my time trying to decide what to wear. I know that students who cannot afford designer clothes would feel a lot more self-confident if everyone wore uniforms. On the other hand, it would be kind of boring with everyone wearing the same thing." The teacher should point to his/her chart on the board while talking. The teacher should continue the think-aloud, depending on the level of understanding of the students.

The students should participate in a partner think aloud. In this process, the students repeat the process modeled by the teacher. Each student takes turns thinking aloud about his/her position to debate. Then the student will choose a position arguing for or against mandating school uniforms.

Graphic Organizer:
Once the students have chosen a position to argue, the teacher models using a graphic organizer for his/her own argument. The teacher should draw a bubble map adding one bubble for the introduction, a separate bubble for each of three or more reasons why uniforms would be good for the school, and a bubble for the

conclusion. The teacher will draw at least two lines from each bubble adding details and supporting evidence for each reason. By organizing information in a graphic organizer, the student can visualize the proper order for the composition. Information in bubbles should be organized in the order for which the writer feels is most effective. The introduction comes first, the body bubbles are organized in order of importance, and the conclusion comes last. Using a graphic organizer will allow the student can see where they need more details. Each bubble will need at least two details to make an effective piece of writing. Referring to the graphic organizer will also help the student make sure the details are correctly matched with the appropriate bubble.

Drafting
The teacher will provide the following writing prompt for students to use in drafting their writing.

> Write a persuasive letter to your school board on the issue of school uniforms. Be sure to include information that you know about the issue, why you feel uniforms would be a good or bad decision, and some possible outcomes of the board's decision. Be sure to include appropriate facts and your personal opinions.

The student will compose a persuasive letter from his/her own viewpoint. Remember that at this stage of the composing process students should be focused on getting many relevant details on paper. The teacher should encourage students to use their 4-column charts or other graphic organizers as they write; however, the teacher should remember that the student should be focused on fluency rather than form or correctness.

Revising
Mini-Lesson on Using Supporting Details and Examples:
This lesson is adapted from *Nonfiction Craft Lessons: Teaching Information Writing K-8* by Joann Portalupi and Ralph Fletcher. The teacher might say, "When we write nonfiction, especially when we use persuasive writing, it is important to back up our statements with details, examples, or evidence. We need to be sure that when we make statements or argue for something we want or believe that we support those statements with facts, details, or statistics."

The teacher will post his/her personal writing or some other appropriate writing sample on overhead, SMART board, or chart paper.

Our school should mandate school uniforms because that is best for the students.

The teacher might say, "This is an example of a statement from my writing that is not backed up by facts or details. In order to persuade you that the school should mandate school uniforms, I should reinforce my argument by giving you details and facts, not just stating that I think it is best. What should I do if I'm not

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sure about facts or details? That's right. I could do research using books, magazines, web sites, and newspapers. How might I back up this statement to make my argument stronger? I could add details or facts. To make this argument stronger, I need to add details or facts to support my claim that school uniforms are better for a school environment." The teacher will add facts/details to the sentence.

> Our school should mandate school uniforms, because according to the National Middle School Association, uniforms reduced bullying, increased student self-esteem, and increased test scores, in a study done in 2002.

The teacher will place students in pairs.   The teacher will then instruct students to examine their personal writing to see whether or not they have included facts and details to support their persuasive argument. Each student will read his/her writing and get feedback from his/her partner relating to the use of facts and details to support his/her persuasive argument. The students may choose to highlight places where they have done this successfully. In places where students have not included facts and details, they should write notes on sticky notes or in the margin of their drafts so they can add details to their writing. The teacher should circulate to assist students who seem to be having difficulty. [Note: The students' persuasive writings should be saved to use to teach fact/opinion, which is addressed in Competency 2, Objective D.]

Editing/Proofreading
The teacher will post a writer's checklist on chalkboard, overhead, SMART board, or chart paper. Each student should have a copy of the checklist.
A sample checklist is provided below:

Editing and Proofreading Checklist

Punctuation
___ Does each sentence have the correct end punctuation?
___ Did I use commas and apostrophes correctly?
___ Did I punctuate dialogue correctly?

Capitalization
___ Did I start all of my sentences with capital letters?
___ Did I capitalize the proper names of people, places, things, and ideas?

Grammar
___ Do the subjects and verbs agree in all my sentences?
___ Did I use the correct verb tenses?

Spelling
___ Did I check for spelling errors (including those the spell checker may have
      missed)?

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The teacher will place the students in pairs. The teacher will read each element of the checklist. One at a time, the students will check their writing, with assistance from their partners, for that ONE element of mechanics or usage. This process will continue until each element of the checklist has been checked and all students have had their papers edited/proofread. The teacher will circulate to assist students who may be having difficulty. The students may make corrections on their drafts or on sticky notes.

<u>Publishing/Sharing</u>
The teacher will lead a discussion of possible and appropriate ways to publish the research. Depending on the topic, publishing/presentation methods could include PowerPoint presentations, brochures, newspaper articles, posters, charts, graphs, visual representations, or Web pages.

Grade Level: Seventh Grade
Competency Four: The student will apply Standard English to communicate.

Competency	Obj.	Suggested Teaching Strategies	Suggested Assessment
4	a	The teacher will model this with a piece of his/her writing before placing students in pairs. The teacher will place students in pairs. The teacher will give each student a copy of the checklist. The checklist will change according to the mode of writing and the needs of the students. The checklist might specify subject/verb agreement or pronoun/verb agreement. As the teacher reads, one item from the checklist at a time, one student should read his piece to his/her partner. The partner will provide feedback concerning a particular element of the checklist. The teacher and students will continue this procedure until all elements of the checklist have been addressed and all students have checked their writing. Students may make changes on their drafts, in the margins, or on sticky notes.	Teacher observation, Students' oral or written responses, Students' work samples
4	a	The teacher will divide students into groups of four. Each group should choose a spokesperson. The teacher will provide each group with examples of sentences needing colons. Students should take turns reading the sentences and inserting colons where they believe they should go. When groups are finished, the spokespersons will take turns inserting colons in the sentences on the board or transparency. The teacher will ask each group how they decided where and when to insert the colons in these sentences. Students will review a list of rules for using colons. Students will review their work to see if their answers were correct and the rules for correct punctuation.	Teacher observation, Students' oral or written responses, Students' work samples

| 4 | b | The teacher should save students' drafts as they are composing. The teacher should analyze drafts for an error that commonly occurs across papers. For example, students may need to use internal punctuation, such as commas separating words in a series. This is only one of many opportune and relevant times teachers may choose to teach this skill.

The teacher should post several student samples or samples from literature where the author has successfully used commas to separate items in a series. The teacher will read the excerpt aloud, focusing particularly on the sentence with internal punctuation. The teacher should be sure to pause where the commas are placed. The teacher may ask, "Why is it important to have commas to separate these items in a series? The writer needs for the reader to pause so that the sentence makes sense and is clear. Commas indicate pauses or separations within a sentence."

The teacher should model with 3-4 examples of successful use of internal punctuation. The teacher will then show several examples where commas were omitted and guide the students to place commas correctly to separate items in a series. After the mini-lesson, the students could return to their personal writing to look for places where they might need to use commas to separate words in a series. This mini-lesson model should be replicated or adapted to suit the skill needs of the class. | Teacher observation, students' oral or written responses, Students' work samples |

| 4 | c | The teacher will post a generous list of nouns (living and non-living things) and a list of verbs (action only) on chalkboard, SMART board, or chart paper. The teacher will model the activity first by choosing two nouns, one from each category, and one verb. For example:
The teacher might select the following words: Frisbee, zap, teacher.
The teacher will provide students with the following directions.
1. Make a sentence with the two nouns and one verb you have selected. You may make nouns and verbs plural and put the verbs in an appropriate tense.
2. You may add auxiliary verbs if needed. You may also add articles (a, an, the) and possessive pronouns (his, her, our, their, my). The sentence(s) you create should make sense.
Example: Her Frisbee zapped the teacher.
 The teacher will encourage students to add some specific words to this noun/verb/object combination to begin building a more complete sentence.
The teacher will use guided questions to guide the students to add prepositional phrases and adjectives which clarify the basic clause.
Could you add an adjective to this sentence to add detail to the sentence? Could you describe which teacher was zapped? Example:
Her Frisbee zapped the science teacher.
Could you add a prepositional phrase to this sentence so that you are more specific about where the science teacher was zapped with the Frisbee?
Allow students to respond.
Example:
Her Frisbee zapped the science teacher on the head.
In future mini-lessons, students may be guided to add adverbs, clauses beginning with "who," "which," or "that," "when," "after," or "if." | Teacher observation, Students' oral or written responses, Students' work samples |
| 4 | c | The teacher will ask students to examine a sample of his/her writing. The student will count the number of words in each sentence within a single paragraph. The teacher will talk with students about the importance of using long and short sentences when writing effectively. The teacher should guide students to noting that one way to change the length of a sentence is to change the type of sentence. The students should revise his/her writing in order to ensure that a variety of sentences are present. | Teacher observation, Students' oral or written responses, Students' work samples |

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4	b	The students will use books they are reading to find specific examples of punctuation mark usage. They may do this in pairs if needed. The students will write their examples on sentence strips, post them around the room, and read them to the class. The teacher will encourage students to find examples that fit the models.	Teacher observation, Students' oral or written responses, Students' work samples

EIGHTH GRADE
COURSE DESCRIPTION
Grade 8; one year course

The curriculum for Grade 8 describes in general terms what students are expected to know and do throughout the year to become more adept language users. Eighth Grade Language Arts is designed to involve the student in applying reading, writing, listening, speaking, and viewing skills in an independent manner through meaningful interdisciplinary tasks. Students will continue to develop an appreciation for literature through the study of literary elements in classic and contemporary selections. Emphasis is placed on moving from the literal to the abstract in the students' critical thinking skills and in the use of language. The student will become a skillful interpreter of the persuasive strategies used in the mass media. Refinement in grammar and spelling skills will be demonstrated in written composition, word choice, organization, and style.

The competencies are the parts of the document that are required to be taught. They combine the strands of reading, writing, listening, speaking, research and information. They 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. Objectives indicate skills that enable fulfillment of competencies, describe competencies in further detail, or show the progression of concepts throughout the grades.   Objectives are further defined by bulleted items.

Suggested teaching and assessment strategies are also optional, not mandatory. They are not meant to be a comprehensive list nor do they represent rigid guidelines. They are merely examples of the many dimensions of choice which foster the development of growing sophistication in the use of language. Good teacher-selected strategies include selection of appropriate works of literature modeling problem-solving techniques and reading/writing processes that help accomplish classroom instructional goals. When students emulate problem solving and strategic thinking modeled by their teacher, they develop confidence and skill while becoming independent problem-solvers and thinkers. Particular works of literature mentioned are also for illustration only. Teachers are encouraged to choose strategies and literature for their particular needs and according to their district policy. Appendices to this document contain a glossary and more detailed descriptions of suggested assessment methods.

EIGHTH GRADE

Each competency and objective assumes the student has mastered the competencies and objectives in the previous grades. New skills and objectives are bold-faced throughout the document; however, teachers should review previously taught skills and objectives with a focus on increasing complexity. State level assessments may reflect skills and objectives covered in kindergarten through grade eight.

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.)

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 which 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.

COMPETENCIES and Objectives

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.*

   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 apply strategies and skills to comprehend, respond to, interpret, or evaluate a variety of texts of increasing levels of difficulty.

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.

- Text features - bold-faced print, italics, headings, subheadings, numberings, captions, illustrations, graphs, diagrams, maps, icons, pull down menus, key word searches
- Parts of a book - appendix, footnotes
- Text structures - compare/contrast, order of importance

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.

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- 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.*

- Evaluate the author's use of and distinguish between fact and opinion.
- Evaluate use of tools of persuasion (e.g., 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.*

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

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

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

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

<u>Publishing/Sharing</u>
- Share writing with others formally and informally.

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

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

- Stories or retellings
- Narrative poems
- Plays
- Video narratives
- PowerPoint presentations

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, texts containing chronological order, cause and effect, compare and contrast, informal problem and solution, or order of importance.

- Essays
- Presentations
- Poems
- Functional texts

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

- Letters
- Speeches
- Advertisements

f. *The student will compose texts in a variety of modes based on inquiry and research.*

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

4. The student will apply Standard English to communicate.

a. *The student will use Standard English grammar in composing or editing.*

- Nouns (e.g., singular, plural, irregular plural, common, proper, singular possessive, plural possessive, concrete, abstract, compound, collective)
- Verbs (e.g., helping verbs, irregular, transitive, and intransitive verbs)
- Verb tense (e.g., present, past, future, perfect)
- Subject verb agreement in sentences containing collective nouns, indefinite pronouns, compound subjects, and prepositional phrases.
- Subordinate and coordinate conjunctions
- Adjectives (e.g., descriptive, comparative, superlative, nominative, objective, reflexive, possessive)
- Pronouns (e.g., subject, object, reflexive, possessive, demonstrative, interrogative, indefinite)
- Use adverbs correctly (e.g., comparative forms)
- Infinitives, gerunds, and participles

b. *The student will use Standard English mechanics to compose or edit.*

- End punctuation (e.g., period, question mark, exclamation point)

- Periods in common abbreviations (e.g., titles of address, days of the week, months of the year)
- Commas (e.g., dates, series, addresses, greetings and closings of letters, quotations, introductory phrases, appositives)
- Quotation marks (e.g., quotations, titles of poems)
- Colons (e.g., time, complex sentences, business letters)
- Capitalization
- Spell words commonly found in eighth grade level text.
- Produce legible text.

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

- Analyze the structure of sentences (e.g., simple, compound, complex).
- Compose simple, compound, and complex sentences.
- Analyze sentences containing descriptive adjectives, adverbs, prepositional phrases, appositives and modifiers.
- Compose sentences using descriptive adjectives, adverbs, prepositional phrases, appositives, and modifiers.
- Analyze sentences containing parallel structures to present items in a series and items juxtaposed for emphasis.
- Compose sentences containing parallel structures to present items in a series and items juxtaposed for emphasis.

Grade Level: Eighth Grade
Competency One: The student will use word recognition and vocabulary (word meaning) skills to communicate.

[Research indicates that intentional, explicit teaching of specific words and word-learning strategies can add words to students' vocabularies and improve reading comprehension of texts containing those words. It is recommended that teachers select words for word study from texts being read in the classroom (e.g., basal texts, whole class texts, read-alouds, and students' writing). When selecting words for study, teachers should consider using words that have importance and utility. Appropriate words for study are characteristic of mature language users and appear frequently across in a number of contexts. Target words should label concepts that are familiar to students, even though the words themselves may be unfamiliar.   In addition, words selected for study should provide students with more precise ways of describing concepts, actions, or feelings that students already know.]

Competency	Obj.	Suggested Teaching Strategies	Suggested Assessment
1	a, f	The teacher will ask students to listen to words spoken aloud, think about syllable breaks, and then write the words as they think they should be spelled. The students will discuss how they decided the words should be broken into syllables and how thinking about words as syllables is helpful in spelling words. The student will use an appropriate reference source to check their spellings.	Teacher observation, Students' responses
1	a, f	The teacher will select a syllable from a multi-syllabic word (e.g., "com" from commitment or "dep" from depend). In small groups or centers, the students will create multi-syllabic words using the same initial syllable (e.g., commercial, common, comical, commonplace, etc.). Students will check their work using appropriate reference materials.	Teacher observation, Students' responses
1	a	The teacher will model using knowledge of syllables to determine the pronunciation of unfamiliar words during read-alouds.	Teacher observation
1	a	The student will write a description of a person, place, or thing using only one-syllable words, or using as many multi-syllabic words as possible.	Student writing samples

1	b	The teacher will model using his/her knowledge of syllables to determine the pronunciation of unfamiliar words during read alouds. (e.g., "Here is a word I've never seen before." The teacher writes the word on the board or brings students' attention to the word in the text. "I know the first syllable is a closed syllable, so it probably has a short sound. The second syllable is a closed syllable, so it probably has a short sound. The last syllable has a vowel plus "le." The first syllable must be pronounced "dĭs" and the second syllable would be "sĕm" and last syllable is pronounced "bəl." So the word must be pronounced "dĭs – sĕm - bəl."	Teacher observation
1	b	The teacher will select particular roots or affixes for study based on affixes listed in the MLAF, on roots and affixes found in drafts of students' writing, and on roots and affixes used in texts that students are reading. Student will circle or make a list of all selected roots and affixes in a particular section of text. Students will share their findings and discuss word meanings.	Teacher observation, students' oral responses, students' written responses
1	b, f	The teacher will model the use of knowledge of morphemes (roots and affixes) to pronounce unfamiliar words during reading. The teacher will demonstrate for students how he/she as a teacher "peels off" the prefix and/or suffix, locates the root, and thinks about the meanings of all of the word chunks in order to infer the meaning of the unfamiliar word. The teacher will demonstrate with words like "dichotomy" or "intonation." The teacher will model using appropriate reference materials to check his/her inferences.	Teacher observation
1	b	The teacher will utilize a closed word sort activity (see Appendix page 361) focusing on roots or affixes: • Words that end in "able" or "ible."	Student responses
1	b, f	The teacher will give students a list of a several words that share the same root or affix. The students will infer the meaning of the root or affix. Students will then check the accuracy of their inferences by locating meanings using an appropriate reference source for all words in the list.	Students' oral or written responses

1	b, f	Students will use post-it notes or highlighting tape to note difficult or unknown words as they read. Students will share these words after reading and work together to use context clues, prior knowledge, and/or reference materials to determine the meaning and pronunciation of the words.	Teacher observation of marked passages, students' oral or written responses
1	b	The teacher will give students several different words that appear in a text prior to reading. The students will use a rubric or a word sort to analyze their knowledge about these words. Categories could include: I do not know the word, I have heard or seen the word but do not know what it means, I know a little about this word, I know this word and can use it myself. After reading the text or participating in word study activities, the students will analyze the same words again. The students will explain how their knowledge of the words has changed.	Student responses on vocabulary rubric
1	c	The teacher will lead the students in a discussion of a time when they might engage in the action described by a particular verb. (e.g., Describe a time when you would dissuade someone from doing something? Would you dissuade someone from going to the movie or would you dissuade someone from going to college? Would you persuade someone to making good grades or would you persuade someone to break school rules?)	Students' oral or written responses
1	a, b, c, d, f	The teacher will preview text and select a limited number of words that are important for understanding the text. (It is recommended that the list of words be 7 or less.) The teacher will provide opportunities for students to learn about the words prior to reading by providing definitions and examples, analyzing the words in context and making inferences about the meaning, or by using prior knowledge and word parts to hypothesize about meaning based on prior knowledge and word parts. Students will continue to work with the selected words confirming hypotheses made during reading, discussing word use during reading, or discussing synonyms and antonyms for the words after reading. The teacher will provide multiple opportunities for students to work with the words prior to, during, and after reading (e.g., word sorts, word games, etc.).	Teacher observation, students' oral or written responses

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1	c, d	The teacher will model writing sentences which use appositives to explain or give examples of vocabulary words. Students will write sentences of their own using appositives to explain or give examples of new words (e.g., Daphne was chastised, or punished, for telling her younger brother that he was unpleasant to see every day.)	Teacher observation, students' written responses
1	d, f	During the revision process, the teacher will ask students to circle overly used words (e.g., nice, cool, good). Students will use appropriate reference materials (e.g., dictionary, thesaurus, on-line thesaurus) to find a more precise synonym to use in their writing. (This activity should be modeled by the teacher before asking student to practice this.)	Teacher observation, students' written responses
1	c, f	The teacher will ask students to circle all of the verbs used in a personal writing example. Students will work to determine if the verbs used are precise, active and if these verbs convey the meaning the student has intended. The student will work with a partner using appropriate reference sources to locate more appropriate word choices ("spoke" is not as precise as "whispered" or "bellowed").	Teacher observation of student work pairs, Students' written responses
1	b, f	The teacher will give students several different words that appear in a text prior to reading. The students will use a rubric or a word sort to analyze their knowledge about these words. Categories could include: I do not know the word, I have heard or seen the word but do not know what it means, I know a little about this word, I know this word and can use it myself. After reading the text or participating in word study activities, the students will analyze the same words again. The students will explain how their knowledge of the words has changed.	Teacher observation, Students' oral or written responses
1	f	The teacher will give students cards with words and their definitions prior to reading a text. The students will match the word with a definition. Students will then read the text. After reading, the teacher will ask children to determine whether or not they would now change any word/definition pairs. The teacher will lead students to discuss their answers. The students will use appropriate reference materials to check their work.	Teacher observations, Students' work samples, Students' written responses

1	c, f	The teacher will work with students to create word walls or word sorts that explore the connotations of words that have been selected for study. A word wall for words related to "timid" might include the following synonyms: shy, nervous, coy, retiring, hesitant, fearful or apprehensive. Antonyms for "timid" might include bold, undisturbed, comfortable, brazen, and audacious. Once a listing of synonyms and antonyms has been developed, the students may work to place all of the words along a continuum. Students should share and support their answers. Appropriate reference materials should be used to confirm students' decisions regarding connotations of words.	Teacher observation, Students' word walls, Students' work samples
1	c	After exploring new vocabulary words, the teacher will ask students to perform a brief quick-write using at least three of the words studied.	Students work samples
1	d	The teacher will ask students to locate examples of different types of context clues (i.e., definitions, examples, contrast, etc.) in texts they are reading or writing. Students may use post-it notes or highlighting tape to mark these examples for discussion. Students should then share examples with the class and explain how the context clue helped them determine or confirm the meaning of the word.	Teacher observation, Students' marked passages, Students' oral or written responses
1	d, f	The teacher will help students determine whether or not context clues have provided enough information for determining the meaning of a word. The teacher will model using other resources (e.g., dictionaries, glossaries) to determine the complete meaning of a word.	Teacher observation
1	e	The teacher will read poetry with students and will assign the independent reading of poetry with students. Students will be asked to identify specific examples of figurative language in the poetry they read. Students may use post-it notes, highlighting tape, or add examples to lists of types of figurative language in their journals. The teacher will discuss with students how the examples they have found affect the meaning, sound, or mood of the poem.	Teacher observation, Students' marked passages, Student's oral or written responses
1	e	Students will write poetry of their own using specific examples of figurative language. Students will explain the reason they chose to use this type of figurative language (e.g., to strengthen the mood of loneliness in the poem).	Students' oral or written responses, Students' work samples

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1	e	Students will listen or read to examples of political speeches or essays. Students will work in pairs or small groups to identify examples of figurative language and discuss how the examples used make the speaker or writer more or less effective.	Teacher observation of pairs or small groups, Students' oral or written responses
1	g	The teacher will model or ask a student to model role-playing in a formal language situation (i.e., talking to parents at a meeting or talking an employer). Students will then be given opportunities to role-play other formal language situations (i.e., job interviews, college entrance interviews, etc.).	Teacher observation, Students' oral responses
1	g	The teacher will ask students to focus on language usage during revising. During the revising process, writers consider their audience and purpose to consider whether grammar and vocabulary are effective given a particular audience.	Teacher observation, Students' oral or written responses, rubric
1	g	The teacher will give students slips of paper with different opportunities for speaking on them (i.e., two friends talking in the cafeteria about a cute new student, the ticket taker at a symphony concert, the ticket taker at a hip-hop concert, a waitress at a fancy restaurant, a waitress at a cheap diner). One student sits in front of the classroom and begins speaking like the character on his/her paper. A second student walks up and begins playing the role listed on his/her slip of paper. The first student must imitate the role of the second students. A third student walks up and changes the scene by using the situation described on his/her sheet of paper. The first student leaves the scene and sits down while the second student responds to the new situation. The teacher discusses with students how we change the way we speak in much the same way. As situations change, speakers change the way they address others.	Teacher observation, Students' oral responses
1	g	Students will work in small groups to analyze the lyrics of a song to discuss the context, purpose, vocabulary and usage. Students should examine a variety of types of music including rap, blues, show tunes, hymns, country songs, etc. Students should discuss what is gained in using formal or informal styles of language. Students may try changing the informal style of a county song to the more formal style of a show tune.	Teacher observation, students' oral or written responses, rubric

1	g	Students should read selections containing examples of dialect. Students may practice translating the dialect into formal or Standard English or vice versa. The teacher and students will discuss what is gained or lost when this is done.	Teacher observation, students' oral or written responses, rubric

Grade Level: Eighth Grade
Competency Two: The student will apply strategies and skills to comprehend, respond to, interpret, or evaluate a variety of texts of increasing length, difficulty, and complexity.

In order to develop comprehension, students must have multiple opportunities to read and discuss text. Middle grade students need many opportunities to read a wide variety of literary and informational texts. A critical component of comprehension 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.

Teachers should be aware that students make the greatest gains in comprehension when they are presented with activities that actively engage them in the reading of instructional level materials. Middle grade teachers will need to have a range of reading materials available in classrooms in order to assure students are presented with materials that are appropriate for the individual reading levels of students. 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.)

With the need to prepare middle school students for success in high school, to measure their readiness for the SATP English II assessment, the ACT, or other post secondary entrance exams, and to prepare students for the demands of reading as an adult, it is important that the middle school language arts curriculum emphasize student comprehension of informational passages. Following the focus of ACT Reading and the NAEP Grade 8 Assessment, it is recommended that language arts teachers in grades 5 through 8 work to shift the emphasis from literary passages to informational passages as suggested in the following chart.

Grade	Literary	Informational
4	50%	50%
8	45%	55%
12	30%	70%

Competency	Obj.	Suggested Teaching Strategies	Suggested Assessment
2	b	The teacher will tally the number of minutes per day students spend actually reading (i.e., not listening to the teacher or other students read and not completing reading-related activities or worksheets). The teacher should include content area instruction in the total.	Teacher observation
2	b	The teacher will evaluate the number of minutes students spend reading as he/she teaches with literature. Many literature units ask students to read only a few pages a day before engaging students in a wide variety of reading related activities.	Teacher observation
2	b	The teacher will utilize a variety of teaching methods designed to increase the amount of time students spend reading (e.g., choral reading, paired reading, independent reading).	Teacher observation
2	b	The teacher and students will establish a class goal for the number of books to be read by the entire class. When the class meets the goal, the students will be rewarded. Rewards may include special theme activities (e.g., read in your pajamas day, principal sings in the cafeteria, popcorn party, etc.).	Teacher observation
2	b	The teacher will structure instructional time to provide ample time for reading. During a one-hour block of instructional time, one effective pattern is for the teacher to provide 5-10 minutes of pre-reading activities (e.g., modeling reading strategies, recalling previous reading, predicting what might happen in today's reading selection, etc.); 40-50 minutes of silent or paired reading; and 5-10 minutes of follow-up activities (e.g., writing about reading, discussing reading, discussing text features or reading strategies used, etc.).	Teacher observation
2	b	The teacher will create uninterrupted blocks of time for reading instruction. This includes minimizing classroom interruptions (e.g., visitors, intercom announcements, classroom management activities, etc.).	Teacher observation

2	a	Students will work in small groups or pairs. Students will select two or three books or other nonfiction materials. Each pair or small group will search for text features or book parts found in the books they have selected. Students will use post-it notes to mark the locations of various text features or parts of a book. Students should write what they were able to learn about the text using the text feature on the post-it notes or how the text feature was able to help them as readers.	Teacher observation, Students' oral or written responses
2	a	Students will create charts explaining particular examples of text features or parts of a book they have found in their reading of nonfiction materials and how these text features help readers understand text. Charts may be posted in the classroom to serve as resources for students as they read nonfiction materials. This strategy is particularly useful as students work to conduct research about a particular topic.	Teacher observation, Student's oral or written responses
2	a, d	The teacher will select a text with a particular text structure. The teacher will remind students that text structures may often be determined by locating signal words associated with the text structure. For example:	Teacher observation, Student's oral or written responses

Text Structure	Signal Words
Compare/ Contrast	However, unlike, contrast, yet, in comparison, although, whereas, similar to, different from
Order of Importance	First, next, last, then, of most importance, of least importance

The teacher will ask students to identify the text structure in the example and provide reasons for their answers.

2	a, d	The teacher will select a short text illustrating a particular text structure. The teacher will provide graphic organizer appropriate for use with the specific text structure. Students will read the text and complete the graphic organizer. For example, the teacher might select the following text illustrating compare/contrast text structure.	Teacher observation, Students' oral and written responses, Student work samples

> The modern Olympics is very unlike the ancient Olympic games. Individual events are different. While there were no swimming races in the ancient games, for example, there were chariot races. There were no female contestants. Of course, the ancient and modern Olympics are also alike in many ways. Some events, such as the javelin and discus throws, are the same. Some people say that cheating, professionalism, and nationalism in the modern games are a disgrace to the Olympic tradition. But according to the ancient Greek writers, there were many cases of cheating, nationalism, and professionalism in their Olympics too.

The student would complete the following graphic organizer.

Alike	Different

2	a, d	The teacher will model using a specific graphic organizer to generate ideas for writing text with a particular text structure. For example, after reading passages with compare and contrast text structures, the teacher would use a graphic organizer to list ways that one tribe of Native Americans were like another tribe and ways the tribes were different. Students will work in small groups or pairs to generate their own lists of similarities and differences. Students will use the graphic organizers to write informational texts with this text structure.	Teacher observation, Students oral and written responses, Student work samples
3	a, d		

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2	a, d	After reading several examples of a specific genre containing similar text features, the	Teacher observation, Students' oral and
3	a, c	teacher will have students write rough drafts, revise, and publish their own texts with the same text features or parts of a book. For example, after reading several books with headings, subheadings, and sidebars, the teacher will have students research a topic (i.e., deep sky objects visible from Earth, components of our galaxy, types of galaxies, etc.) and create their own book about the topic using these same text features. The teacher should make examples available for reference during drafting and revising. During the revision stage the teacher will engage students in sharing conferences to provide peer and teacher feedback on the organization, structure, and effectiveness of various text features.	written responses, Student work samples, rubric
2	a, b	The teacher will have students read a wide variety of quality adolescent literature and nonfiction materials. The teacher will identify and discuss various text features or parts of a book as they appear in selected literature. The teacher will model using text features to gain information from and comprehend text. For example, the teacher could model a think aloud using pages from *Getting Away with Murder: The True Story of the Emmett Till Case* by Chris Crowe. The teacher will show the book to the students or put the highlighted text features or parts of a book on an overhead or SMART board. The teacher says aloud, "One of the first things I notice in this book is that there is a table of contents near the front. The table of contents gives me an overview of the contents within the book. I can look in the table of contents to find the chapter titles and page numbers each chapter begins on. The table of contents also gives me ideas of what I will read in this book. This table of contents tells me that at the end of this book I will find a timeline, a bibliography, and additional resources in case I want more information about this incident." The teacher could continue the think aloud, identifying features as bold type, photographs and illustrations, captions, sidebars, etc.	Teacher observation, Students' oral or responses

2	b, c, d, e	The teacher will utilize "think-aloud" activities to demonstrate his/her use of comprehension strategies before, during, and after reading. The teacher models the use of a particular reading strategy by stating out loud his/her thinking process while reading a text orally with students. After modeling, the teacher will ask students to think aloud as they utilize the same strategies. After repeated modeling and guided practice, students can be expected to independently select from, apply, and use the comprehension strategies practiced. Students may create journal entries detailing strategies used.	Teacher observation, Students' oral or written responses
2	b, d	The teacher will model /teach students to identify confusing or troublesome sections of text as they read by marking the section with post-it notes or highlighting tape, making pencil notes in the margins, or keeping a double entry diary.	Teacher observation, Students' written responses
2	b, c, d	The teacher will model/teach applying fix-up strategies when text is confusing or does not make sense. Fix-up strategies include: • Rereading from the beginning of the page, paragraph, or sentence. • Reading on for a paragraph or two to see if the confusion clears up. • Ask yourself questions and try to answer them. • Make connections between the text and things you know (i.e., your life, the world, other texts). • Stop and think about what you have read. • Reflect in writing about what you have read. • Visualize the text. Draw it. Describe it in your own words. • Retell aloud or in writing what you have read. • Adjust your reading rate. Read slower. Read faster.	Teacher observation, Students oral or written responses
2	b, c, d	The student will use post-it notes to mark passages during reading to discuss together later. Post-it notes can be used to: • Note connections to the text (text-to-self, text-to-text, and text-to-world), • Note interesting passages, • Note main ideas or other important information, • Note unfamiliar words or phrases, • Note questions about the text.	Teacher observations, Students' written responses

2	b, c, d	The teacher should model asking literal and inferential questions during reading. Example questions should focus on "I wonder" statements or questions about who, what, when, where, how, and why. The teacher should pause for students to ask questions orally during class readings of texts. Students may record their own questions during reading using post-it notes or double entry diaries.	Teacher observations, Students' oral and written responses
2	b, c	The teacher will provide copies of news articles for students to read. Articles should not contain headlines. Students are to read the article thinking about what the main idea of the article might be. Students are to write possible headlines for the article remembering that a good headline contains the main idea of a story. Students should be encouraged to share the headlines they generate. They can then critique the headlines written and select the best headline for the article.	Teacher observations, Students' oral and written responses
2	b, c	The teacher will provide large post-it notes to students. He/She will read a short article or story to the class. Students will write important facts on the post-it note as they listen. Students will share the important facts they noted during the activity. The teacher will provide medium sized post-it notes to students directing them to rewrite their notes including only the most important facts. Students will again share facts they noted during the activity. The teacher will note that summaries are the essence of what an article is about. A summary is the main idea plus one or more details from the article. The teacher will then provide small post-it notes to students directing them to rewrite the notes expressing the main idea of the article.	Teacher observations, Students' oral and written responses

| 2 | b, e | The teacher will present students with appropriate definitions of fact and opinion. Facts are statements that can be verified. Opinions are belief or judgment statements.   The teacher will provide students with a chart containing statements of facts and opinions. Students will work in small groups to determine if statements should be considered facts or opinions. Students should explain the reason for their selections. | Teacher observations, Students oral and written responses |

Statement	Fact or Opinion?	Why?
Wolves were used as work animals by some Native Americans.	Fact	Anthropologists have noted that some Inuit used the wolves as work animals.
Wolves are sly, cunning, and mean animals.	Opinion	This is a generalization about wolves. It cannot be proven.
Many Native Americans considered the wolf to be highly intelligent.	Fact	People who have studied Native American cultures have noted that this is a true statement.

| 2 | b, d, e | The teacher will provide students with a newspaper article about a current event and with an editorial about the same current event. Students will work in small groups to make a list of facts and opinions stated in the article and in the editorial. Students will clarify any questions within the group regarding the accuracy of their lists. The teacher should lead the group to notice that facts and opinions are presented within news stories and that writers do not tell readers if the statements they have used are factual or if they express opinions. Students may use a Venn Diagram to compare and contrast the paired texts they have read and discussed. The teacher should lead students to think about how author's purpose might determine his/her use of fact or opinion. | Teacher observations, Students' oral and written responses |

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2 3	b, d, d, e a, b, e	The teacher will select a current classroom topic. Students will work in pairs or small groups to make a listing of facts and opinions about the topic. Students will then write a news story containing facts or an editorial that contains opinions about the topic. For example: During a study of the American Revolution, students could make a list of facts and opinions about the Boston Tea Party. Students could write a news story retelling the events of the Boston Tea Party or an editorial criticizing or praising the colonists' actions.	Teacher observations, Students' oral and written responses, Students' work samples
2	b, c, e	The teacher will model the use of a plot line to summarize the major events in an example of narrative text. Students will complete plot lines of their own to list major events of a story in chronological order. Using the plot line, the teacher will lead students in a discussion of how the timing of events may have had an influence on causes and effects within a story.	Teacher observation, Students' oral and written responses, Student work samples
2	c	The teacher will ask students to identify difficult words in text they are reading. Students will highlight or write the words on post-it notes. The teacher will write several of the words students have noted on the chalkboard, SMART board, or chart paper. The teacher will read the words and guide students to substitute a word they know for the unknown word. One way students begin to paraphrase text is by substituting words they know for less familiar words they encounter while reading. For example: Elaborate = tell more about Spade = shovel Surveyed = looked at The teacher will encourage students to reread passages substituting the words with which they are familiar.	Teacher observation, Students' oral and written responses,
2	b, c	Students will identify specific sentences or short paragraphs in text they are reading. The students will restate or paraphrase the sentence in their own words.	Students oral and written responses

| 2 | b, c | The teacher will post a paragraph or two from a piece of fiction or nonfiction on the overhead or SMART board to model the collaborative writing of a summary. Teachers should begin with short passages before moving on to longer selections of text. Students should have a copy of the text in front of them. The teacher will read the passage aloud to students. Students should highlight or underline important words from the paragraph. Students should highlight no more than 7 words from one paragraph. The teacher will guide students to use the important words from the paragraph to write one sentence that summarizes the paragraph. The teacher will write the collaborative sentence on the chalkboard, SMART board, or chart paper. Students should practice summarizing in small groups or pairs before writing independent summaries. | Teacher observation, Students' oral and written responses, Student work samples |

Grade Level: Eighth Grade
Competency Three: The student will express, communicate, evaluate, or exchange ideas effectively.

The process described below for Objective A is a generic process approach to teaching composing. As the students create compositions for different audiences and purposes, using different modes, they will employ a variety of strategies.
[Note: Not every student composition should be taken through a complete composing process. The decision to complete all stages of the process should be determined by the purpose and mode of writing students are composing.]

Competency	Obj.	Suggested Teaching Strategies	Suggested Assessment
3	a	Planning The teacher will lead students to brainstorm independently, in pairs, or in small groups, ideas about things that interest them. The teacher will model his/her own list on the chalkboard, SMART board, or chart paper. Students will narrow their lists to one topic of interest. The teacher will model how he/she works to narrow a list of topics for writing. Depending upon the purpose and mode of writing to be used, students will use a tool for organizing their writing. Suggested tools include graphic organizers, webs, clusters, lists, peer discussion, additional reading, or viewing. The teacher will model using the selected strategy on the chalkboard, SMART board, or chart paper.	Teacher observation, students' oral or written responses, rubric
3	a	Drafting The student will write a draft. The purpose of the draft is to get as many ideas as possible on paper. During drafting, the focus is on fluency of writing rather than form or correctness. The teacher will model writing a draft on chalkboard, SMART board, or chart paper.	Teacher observation, students' oral or written responses, rubric

3	a	Revising	Teacher observation, students' oral or written responses, rubric
		During this stage, the student reexamines his/her writing and makes changes focused on the content and rhetorical effectiveness of the work. Students may work as a large group, small group, in pairs, or independently. The teacher will model utilization of a variety of revising techniques including author rereading, teacher and/or peer feedback, comparing the composition to a writer's checklist or rubric. Decisions regarding revision should be based on the purpose and mode of writing, as well as the needs of the student. The student may make notes on the draft, on post-it notes attached to the draft, or in a different colored font using a word processor.	
3	a	Editing/Proofreading	Teacher observation, students' oral or written responses, rubric
		It is at this stage of the composing process where students must examine their writing, with help from the teacher and peers, for usage, mechanics, spelling, and varied sentence structure. At this stage, the student will compare the composition to a writer's checklist or rubric	
3	a	Publishing/Sharing	Teacher observation, students' oral or written responses, rubric
		During this stage of the composing, students have the opportunity to share their compositions in appropriate ways. Not every piece of writing should be carried to the publishing stage. Publishing may occur formally through reading aloud to the class, compiling a class book, mailing a letter to the intended audience, or performing the composition for the class. Informal publishing could include placing the work in a folder or portfolio or storing writing in a journal or notebook.	

Teaching strategies for Competency Three have been organized to provide detailed examples for each Objective B – F. One detailed example has been provided at each grade level. For specific details, the teacher should consult the following grade level examples.

Objective B	Composing descriptive text	Grade Four
Objective C	Composing narrative text	Grade Five
Objective D	Composing informational text	Grade Six
Objective E	Composing persuasive text	Grade Seven
Objective F	Composing text based on inquiry and research	Grade Eight

Competency	Obj.	Suggested Teaching Strategies	Suggested Assessment
3	b	The teacher will model and lead students to create a sensory chart including details about sights, sounds, smells, tastes, and textures. For example: | Topic:	Last week's ball game
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Sights:	Fans in the bleachers Lights against the dark sky Red and white team uniforms
Sounds:	Crowd cheering touchdowns Announcer on the PA
Smells:	Popcorn at the concession stand
Tastes:	Salty, buttery popcorn and sweet, fizzy Mountain Dew
Feelings/ Textures:	Hard flat metal bleachers with ribbed grooves	 The teacher will model and lead students to write narrative paragraphs including sensory details.	Teacher observation, Students' oral or written responses
3	a, b	Students will work in small groups or pairs to read a narrative paragraph(s) highlighting all examples of sensory details. The teacher may ask students to read examples of descriptive text taken from high quality adolescent literature or examples of student work. Students will discuss details used in the text to determine if as many of the senses as possible were used in the passage. Students will make suggestions regarding revision of the text.	Teacher observation, Students' oral or written responses
3	a, b	The teacher will model writing a "Sound Poem." The teacher will ask students to brainstorm for ideas about something that has a familiar sound (e.g., The bell ringing at school). The teacher will then encourage students to list words and phrases describing the sound. The teacher and students will select and arrange words and phrases to create a poem. For example: Shrill and piercing The penetrating soprano of the bell High pitched, sharp, and intense Signals an exam is coming. Students will write sound poems of their own.	Teacher observation, Students' oral or written responses

3	a, b, c, d, e	Students will work in small groups or pairs. The teacher will provide students with a lemon, a peppermint, or a piece of chocolate. Students will be asked to generate a listing of sensory words describing the item they have been given. Students will then work to write a description of the item using the sensory words. Students may write their passages on overhead transparencies. Students should share their passages with the larger group. Peers should be able to assess whether or not the description is complete and adequately uses sensory words. Students may then use their descriptions to create narrative, expository, or persuasive texts.	Teacher observation, students' oral or written responses, rubric

f. The student will compose text based on inquiry and research.

Research writing is a carefully planned composition that shares information or proves a point. It may include ideas from books, Web sites, documents, interviews, observations, surveys, or other electronic media. It is customary that research writing includes a title page, some form of outline, and a list of references.

The inquiry process described below is intended as a collaborative process; however, once the class has experienced the collaborative process, the teacher may replicate or adapt the process for small group or individual research.

Planning
The teacher will ask students questions to generate ideas for a research topic based on the interests of students. During a unit on the American Revolution, we have discussed the uniforms of Revolutionary War soldiers, major battles of the Revolutionary War, famous Americans, and symbols of the American Revolution. The teacher should list these topic ideas on the chalkboard, SMART board, or chart paper. The teacher will ask students to determine which of these topics they are most interested in learning more about through an inquiry project. The teacher will lead a discussion to guide students to choose one topic that most of the class is interested in pursuing.

The teacher will post a K-W-L chart on the chalkboard, SMART board, or chart paper.

K	W	L

Students will create an individual jot list of things they know about the chosen topic. After students have had time to complete individual jot lists, the teacher will ask students to share their answers. The teacher will record students responses in the "What We Know" column of the K-W-L chart.

In small groups, students will generate a list of questions they are interested in learning about the topic. The teacher will assign a recorder to write the questions, a reporter to share the group's questions, a time-keeper to monitor time, and a facilitator to ensure that the group is on task.

Once students have generated a list of questions, the reporter for each group will share the group's questions. The teacher will record students' questions on the chalkboard, SMART board, or chart paper.

The teacher will lead a discussion to help students decide which questions are the most compelling and/or relevant, whether or not some questions may be combined, or how the questions might be placed into categories to assist in the research. The teacher will record the final listing of questions in the "What We Want to Know" section of the chart.

Gathering Resources and Information
The teacher will lead a whole class brainstorming session asking students to think of resources that might be used to gather information pertaining to the chosen topic. Resources could include maps, globes, atlases, newspapers, travel brochures, almanacs, catalogues, museum publications, people, Web sites, charts, graphs, tables, books, magazines, reference materials, videos, and other electronic media. As resources are named, the teacher will lead a discussion regarding how these materials might best be used. Based upon the discussion, the students should create a list of best choices based upon the inquiry topic.

The teacher will guide students to choose tasks for gathering information based upon students' abilities, resources, and interests. For example, if researching the American Revolution a student with strong interests in hunting might be assigned to research weapons used by Revolutionary soldiers. Students should be given adequate time to gather resources and information pertaining to the chosen topic.

Compiling and Organizing Information
The teacher will select one form of source material to model a note-taking strategy and citing sources. For example, the teacher may use an issue of *Cobblestone* or another history related magazine featuring an article of the American Revolution. The teacher will place a portion of the article on the overhead, read a selected section aloud to the class, and underline an interesting fact, words, or quotes that answer one of the research questions. The teacher will say, "Since we can't always mark on our text, let's look at a note-taking

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strategy that will help us keep track of the information we are gathering about our topic. We also want to be sure that we keep track of the source of our information. WE must always give credit to a source, otherwise we are guilty of plagiarism.

The teacher will model a note-taking strategy on a note card, using the text from the overhead described above. The teacher may want to draw a large note card on the chalkboard, SMART board, or chart papers for modeling purposes.

On a note card, the student will write the date in the top right corner. The student will draw a line down the middle of the note card. On the left side of the note card, the students will write questions from the K-W-L chart that he/she has found an answer to during the research. On the right side of the note card, he/she will write the answer to the question. On the back of the card the student will write the name of the publication or other resource from which the information was obtained. In the case of an interview, the student will write the date of the interview and the name and title of the person interviewed.

It is suggested that the student put not more than two questions per note card. The teacher may need to refer to paraphrasing and summarizing strategies listed under Competency Two, Objective C.

Developing a Writing Plan
In small groups, students will organize their note cards in logical order. The teacher will instruct students to look for categories that their note cards might have in common. For example, if several students in the group have information on their note cards pertaining to the roles of women during the American Revolution, they might put those cards together to form a category focused on famous women of the American Revolution. The teacher will model this with students before they attempt to do this in small groups. The categories of note cards will serve as the basis for a writing plan for the main points students want to cover in their research. The students may physically manipulate the note cards to try out different organizational patterns for their writing plan.

Drafting
In small groups, students will write a draft of the results found during their inquiry. The teacher should remember that at this stage, the focus is on fluency of composing, rather than form or correctness.

Revising
The teacher should choose one or two examples from small group compositions to model a mini-lesson on organization. The teacher should obtain permission from students before using their work for the mini-lesson.

The teacher will post the students' writing on an overhead. Example note cards should also be displayed for the class to view. The teacher will remind the

students that they have used the note cards to define categories of information, but that now they want to color-code information to be sure that the writing has been organized in a way that is effective for the reader.

The teacher will name a category such as important women in the American Revolution. The students should display all cards that have information on them pertaining to this topic. The teacher should say, "Let's color code this category green. Put a green dot on your note card(s) that include information pertaining to important women in the American Revolution. The teacher will repeat this process for other categories with other colors. If colors are not grouped together, the teacher will guide the students to reorganize information in the draft so that the composition is organize in a meaningful way. Students may refer back to their color-coded note cards to add relevant information to the draft.

Editing/Proofreading
The teacher will use an editing/proofreading mini-lesson focusing on frequent errors observed in students' writing. The teacher should take care to focus on one mechanical or usage element at a time.

Publishing/Sharing
The teacher will lead a discussion of possible and appropriate ways to publish the research. Depending on the topic, publishing/presentation methods could include PowerPoint presentations, brochures, newspaper articles, posters, charts, graphs, visual representations, or Web pages.

The teacher will revisit the K-W-L chart with students filling in things the class has learned during the process of research and inquiry.

Grade Level: Eighth Grade
Competency Four: The student will apply Standard English to communicate.

Competency	Obj.	Suggested Teaching Strategies	Suggested Assessment
4	a	The teacher will model this with a piece of his/her own writing before placing students in pairs. The teacher will place students in pairs. The teacher will give each student a copy of the checklist. The checklist will change according to the mode of writing and the needs of the students. The checklist might specify subject/verb agreement or pronoun/verb agreement. As the teacher reads one item from the checklist at a time, one student should read his piece to his/her partner. The partner will provide feedback concerning a particular element of the checklist. The teacher and students will continue this procedure until all elements of the checklist have been addressed and all students have checked their writing. Students may make changes on their drafts, in the margins, or on sticky notes.	Teacher observation, Students' oral or written responses, Students' work samples
4	a	The teacher will divide students into groups of four. Each group should choose a spokesperson. The teacher will provide each group with examples of sentences needing colons. Students should take turns reading the sentences and inserting colons where they believe they should go. When groups are finished, the spokespersons will take turns inserting colons in the sentences on the board or transparency. The teacher will ask each group how they decided where and when to insert the colons in these sentences. Students will review a list of rules for using colons. Students will review their work to see if their answers were correct and the rules for correct punctuation.	Teacher observation, Students' oral or written responses, Students' work samples
4	b	The students will use books they are reading to find specific examples of punctuation mark usage. They may do this in pairs if needed. The students will write their examples on sentence strips, post them around the room, and read them to the class. The teacher will encourage students to find examples that fit the models.	Teacher observation, Students' oral or written responses, Students' work samples

4	b	The teacher should save students' drafts as they are composing. The teacher should analyze drafts for an error that commonly occurs across papers. For example, students may need to use internal punctuation, such as commas separating words in a series. This is only one of many opportune and relevant times teachers may choose to teach this skill.	Teacher observation, students' oral or written responses, Students' work samples
		The teacher should post several student samples or samples from literature where the author has successfully used commas to separate items in a series. The teacher will read the excerpt aloud, focusing particularly on the sentence with internal punctuation. The teacher should be sure to pause where the commas are placed. The teacher may ask, "Why is it important to have commas to separate these items in a series? The writer needs for the reader to pause so that the sentence makes sense and is clear. Commas indicate pauses or separations within a sentence."	
		The teacher should model with 3-4 examples of successful use of internal punctuation. The teacher will then show several examples where commas were omitted and guide the students to place commas correctly to separate items in a series. After the mini-lesson, the students could return to their own writing to look for places where they might need to use commas to separate words in a series. This mini-lesson model should be replicated or adapted to suit the skill needs of the class.	
4	c	The teacher will ask students to examine a sample of his/her writing. The student will count the number of words in each sentence within a single paragraph. The teacher will talk with students about the importance of using long and short sentences when writing effectively. The teacher should guide students to noting that one way to change the length of a sentence is to change the type of sentence. The students should revise his/her writing in order to ensure that a variety of sentences are present.	Teacher observation, Students' oral or written responses, Students' work samples

| 4 | c | The teacher will post a generous list of nouns (living and non-living things) and a list of verbs (action only) on chalkboard, SMART board, or chart paper. The teacher will model the activity first by choosing two nouns, one from each category, and one verb. For example:
The teacher might select the following words: Frisbee, zap, teacher.
The teacher will provide students with the following directions.
1. Make a sentence with the two nouns and one verb you have selected. You may make nouns and verbs plural and put the verbs in an appropriate tense.
2. You may add auxiliary verbs if needed. You may also add articles (a, an, the) and possessive pronouns (his, her, our, their, my). The sentence(s) you create should make sense.
Example: Her Frisbee zapped the teacher.
The teacher will encourage students to add some specific words to this noun/verb/object combination to begin building a more complete sentence.
The teacher will use guided questions to guide the students to add prepositional phrases and adjectives which clarify the basic clause.
Could you add an adjective to this sentence to add detail to the sentence? Could you describe which teacher was zapped? Example:
Her Frisbee zapped the science teacher.
Could you add a prepositional phrase to this sentence so that you are more specific about where the science teacher was zapped with the Frisbee?
Allow students to respond.
Example:
Her Frisbee zapped the science teacher on the head.
In future mini-lessons, students may be guided to add adverbs, clauses beginning with "who," "which," or "that," "when," "after," or "if." | Teacher observation, Students' oral or written responses, Students' work samples |
| 4 | c | The teacher will ask students to examine a sample of his/her writing. The student will count the number of words in each sentence within a single paragraph. The teacher will talk with students about the importance of using long and short sentences when writing effectively. The teacher should guide students to noting that one way to change the length of a sentence is to change the type of sentence. The students should revise his/her writing in order to ensure that a variety of sentences are present. | Teacher observation, Students' oral or written responses, Students' work samples |

NINTH GRADE
Grade 9; One Year Course

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

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.

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.

COMPETENCIES and Objectives

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

   Objectives:

   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.*

   b. *The student will analyze word choice and diction including formal and informal language, to determine the author's purpose.*

   c. *The student will analyze figurative language (e.g., metaphors, similes, hyperboles, personification, oxymoron, idioms, etc.) in multiple texts to evaluate the effect on setting, tone, theme, and mood.*

   d. *The student will analyze text to determine authors' purposes for using connotative or denotative words.*

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

   Objectives:

   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.*

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

c. The student will recognize text structures (e.g., description, comparison and contrast, sequential order, cause and effect, spatial order, process/procedural) and analyze their effect on theme, author's purpose, etc.

d. The student will make inferences based on textual evidence of details, organization, and language to predict, draw conclusions, or determine author's purpose.

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.
- 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.)

f. The student will analyze or evaluate texts to synthesize responses for summary, précis, explication, etc.

g. The student will distinguish fact from opinion in different media.
- *TV ads*
- *Billboards*
- *Essays*
- *Literary non-fiction*
- *TV commentary*

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

    Objectives:

    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.)*
        <u>*Publishing:*</u>
        *   *Proofread final text*
        *   *Prepare final text (PowerPoint, paper, poster, display, oral presentation, writing portfolio, personal journal, classroom wall, etc.)*

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

    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.*

  d. *The student will compose persuasive texts for different audiences using facts and opinions.*
      - *TV ads*
      - *Commercials*
      - *Billboards*
      - *Catalog descriptions*
      - *Editorials*

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

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

  Objectives:

  a. *The student will analyze text to justify the appropriate use of advanced grammar in composing or editing.*
      - *Past perfect and future perfect tenses*
      - *Active and passive voice*
      - *Pronoun-antecedent agreement*

  b. *The student will analyze the appropriate use of advanced mechanics in composing or editing.*
      - *Capitalize regions of countries*
      - *Semicolons to separate items in a series when items include commas*

  c. *The student will manipulate sentence structure to achieve a purpose such as clarification, definition, or emphasis in composing or editing.*
      - *Parallel structure of sentences 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*
      - *Avoiding misplaced modifiers to ensure clarity*
      - *Using subordination to express the relationship between two unequal ideas within a single sentence*

Grade Level: Ninth Grade
Competency One: The student will develop and apply expansive knowledge of words and word meanings to communicate.

[Research indicates that intentional, explicit teaching of specific words and word-learning strategies can add words to students' vocabularies and improve reading comprehension of texts containing those words. It is recommended that teachers select words for word study from texts being read in the classroom (e.g., basal texts, whole class texts, read-alouds, and students' writing). When selecting words for study, teachers should consider using words that have importance and utility. Appropriate words for study are characteristic of mature language users and appear frequently across in a number of contexts. Selected words should label concepts that are familiar to students, even though the words themselves may be unfamiliar.   In addition, words selected for study should provide students with more precise ways of describing concepts, actions, or feelings that students already know.]

Competency	Objective	Suggested Teaching Strategies and Student Activities	Suggested Assessment
1	a	The teacher will select and explain analogies from William Gibson's *The Miracle Worker* to help the student understand how analogies relate to theme. The student will select analogies from Angelou's *I Know Why the Caged Bird Sings* to explain how analogies contribute to theme.	Rubric Observation
1	b	The teacher will read excerpts from multiple texts to show that the purposes of reading may be to entertain, enrage, confuse, repel, etc. After students have read "A Trip to the Edge of Survival" by Ron Arias, they will explain how the author's choice of words indicates multiple purposes of entertaining, interpreting, and contrasting.	Rubric Observation
1	c	The teacher will select and show examples of the effect of the use of metaphor on theme in multiple texts such as N. Scott Momaday's "A Simile" and Eve Merriam's "Metaphor." The student will explain the effect of the use of symbol on theme in multiple texts such Robert Frost's "Birches" and "The Road Not Taken."	Rubric Observation
1	d	The teacher will select words from multiple texts such as "Thank You, M'am" by Langston Hughes and "Auto Wreck" by Karl Shapiro and substitute them with other words to demonstrate how connotation and denotation affect the authors' purposes. The student will explain how substituting words changes the author's purpose in Nikki Giovanni's "A Journey" and Robert Frost's "The Road Not Taken."	Rubric Observation

Grade Level: Ninth Grade
Competency Two: The student will comprehend, respond to, interpret, or evaluate a variety of texts of increasing levels of difficulty.

In order to develop comprehension, students must have multiple opportunities to read and discuss text. High school students need many opportunities to read a wide variety of literary and informational texts. A critical component of comprehension 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 nine 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.

Teachers should be aware that students make the greatest gains in comprehension when they are presented with activities that actively engage them in the reading of instructional level materials. High school teachers will need to have a range of reading materials available in classrooms in order to assure students are presented with materials that are appropriate for the individual reading levels of students. 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).

With the need to prepare students for success in high school, to measure their progress with the Subject Area Testing Program – English/Language Arts (SATP), and to prepare students for the shift in demands from learning to read to reading to learn, it is important that the language arts curriculum emphasize student comprehension of informational passages. Following the focus of the NAEP Reading Assessment, it is recommended that language arts teachers shift the emphasis from literary passages to informational passages as suggested in the following chart.

Grade	Literary	Informational
4	50%	50%
8	45%	55%
12	30%	70%

Competency	Objective	Suggested Teaching Strategies	Student Assessments
2	a	The teacher will demonstrate how using text graphics such as a map of the westward voyage of the *Cairo III* supports the meaning of "A Trip to the Edge of Survival" by Ron Arias. The student will explain how a text map of the Mediterranean verifies the historical setting of Homer's *The Odyssey*.	Rubric Observation
2	b	The teacher will demonstrate the use of electronic sources to research the various types of wildlife found in Richard Connell's "The Most Dangerous Game."	Rubric Observation

		The student will summarize findings from electronic sources to explain the connection of hunting techniques for various types of wildlife found in Richard Connell's "The Most Dangerous Game."	
2	c	The teacher will explain how Jamake Highwater uses cause and effect in "Snakeboy" to illustrate theme.	Rubric Observation
		The student will explain how Jamake Highwater uses comparison in "Snakeboy" to characterize the three friends.	
2	d	The teacher will read aloud from "The Lady, or the Tiger?" by Frank R. Stockton and illustrate how to draw conclusions from inferences.	Rubric Observation
		The student will make inferences to predict the fate of Jerry in Marjorie Kinnan Rawlings' "A Mother in Mannville."	
2	e	The teacher will use *A Raisin in the Sun* by Lorraine Hansberry and "A Dream Deferred" by Langston Hughes to illustrate theme.	Rubric Observation
		The student will use *A Raisin in the Sun* by Lorraine Hansberry and "A Dream Deferred" by Langston Hughes to illustrate how symbolism impacts theme.	
2	f	The teacher will select a scene from *Romeo and Juliet* and model writing a summary using five steps: identify the main ideas; condense supporting details; delete less important information and redundant material; substitute precise language for lists or descriptions; and compose a topic sentence	Rubric Observation
		The student will select a scene from *Romeo and Juliet* to compose a modern-day summary, capturing the same thoughts, emotions, and actions of the characters as presented by Shakespeare.	
2	g	The teacher will show editorials from the local newspaper to chart fact and opinion.	Rubric Observation
		The student will chart facts and opinions from printed letters to the editor.	

Grade Level: Ninth Grade
Competency Three: The student will produce, analyze, and evaluate effective communication.

Competency	Objective	Suggested Teaching Strategies	Suggested Assessment
3	**a**	The teacher will model the composing process for various modes. Planning- Examine prompt closely to: 　Determine audience. 　　• For whom am I writing? 　Determine purpose. 　　• Why am I writing: to narrate, to inform, to explain, to describe, to persuade, to summarize, to entertain, etc.? 　Generate ideas. 　　• Have I listed words or phrases with accurate facts and details? 　Address prompt/topic. 　　• May I address the topic by considering any or all of the following: who, what, when, where, why, how? 　Organize details 　　• May I determine main ideas from my brainstorming? May I categorize details under the main ideas? 　Compose thesis 　　• Have I incorporated the main ideas to address the prompt/topic? Drafting- Formulate introduction, body, and conclusion. 　• Have I composed an introduction that will capture the attention of my audience? Have I included my thesis? 　• Have I used specific examples to support the thesis logically? Have I used transitional phrases to connect my ideas coherently? 　• Have I composed a conclusion that leaves a lasting impression with my reader? Paragraphing. 　• Have I created topic sentences to support each main idea? 　• Have I used details in the proper order to support each main idea logically?	Rubric Observation

Use varied sentence structure.
- Have I used a variety of sentence patterns, e.g., simple, compound, complex, or compound- complex?

Use paraphrasing for reports and documented text.
- Have I read the text carefully, underlining and noting any important words?
- Have I defined difficult words, and tried to find synonyms for them?
- Have I tried to explore different ways of expressing phrases indicating time or place?
- Have I rewritten each sentence to simplify the sentence structure and vocabulary without changing the meaning?
- Have I compared my paraphrase to the original?
- Have I included appropriate reference information at the end of my paraphrase?

Revising-
Revise for clarity and coherence.
- Have I used transitional devices to create coherent connections?
- Have I created a single impression that adheres to the topic?
- Have I drawn a reasonable conclusion as a summation of the details I have used?

Add or delete information and details.
- Have I listed words or phrases with accurate facts or sensory details?
- Have I included any unnecessary details which I should delete now?
- Have I captured the reader's attention in the introductory paragraph with enough information that he can tell the assignment's purpose?

Use precise language.
- Have I included appropriate and purposeful vocabulary?

Available Resources.
- Have I used applicable reference materials?

Editing-
- Have I employed peer editing, if allowed?
- Have I met the requirements for an applicable rubric?

Publishing-
- Have I proofread my final document?
- Have I followed the assignment's guidelines?
- Have I prepared my final manuscript for readers?

The student will utilize the composing process to complete writing tasks. (See 3b and 3c)

3	b	The teacher will model the composing process to respond to a given topic, e.g. "Your teacher has given you an assignment to compose a narrative essay. Think about a time you attended a special event. Write a story about what happened. Be sure to narrate an event or series of events and include specific details in your response." The student will utilize the composing process to respond to a given topic, e.g. "Your teacher has given you an assignment to compose a narrative essay. Think about a time something funny happened to you, someone else, or a cartoon character. Write a story about what happened. Be sure to narrate an event or series of events and include specific details in your response."	Rubric Observation
3	c	The teacher will model the composing process to respond to a given topic, e.g. "Your teacher has given you an assignment to compose an informative essay. Think about high school courses you consider important to your future. Write about these courses and explain why they are important. Be sure to support examples with specific details." The student will utilize the composing process to respond to a given topic, e.g. "Your teacher has given you an assignment to compose an informative essay. Think about a time you learned a lesson at school. Write about what you learned and give reasons explaining why this lesson was important. Be sure to support reasons with specific details."	Rubric Observation
3	d	The teacher will provide examples of persuasive devices from various media. The student will create advertisements for a vacation spot, one targeting senior citizens and one targeting couples with young children.	Rubric Observation
3	e	The teacher will model the composing process and research techniques in the collection of information from a variety of sources to compare the effects of early radio with the effects of more recent forms of media? The student will utilize the composing process and will employ research techniques to contrast the advantages of early radio with the advantages of existing media.	Rubric Observation

Grade Level: Ninth Grade
Competency Four: The student will use standard English grammar, mechanics, and sentence structure to communicate.

Competency	Objective	Suggested Teaching Strategy	Suggested Assessment
4	a	The teacher will provide examples that contain awkward passive voice constructions, e.g., "My car was serviced by Tom, my favorite mechanic." In this example the reader knows the performer of the action, and the passive voice is unnecessary. The sentence should read, "Tom, my favorite mechanic, serviced my car." The student will analyze a printed passage to eliminate awkward passive voice construction, e.g., "The paintings of Lucia Wilcox are admired by many artists around the world. Because of her blindness her style and subject matter were altered from energetic silhouettes to larger canvases in lush colors. Her style was imitated by many well-known artists."	Rubric Observation
4	b	The teacher will provide an example of semicolons to separate items in a series when items include commas, e.g. "In 1990, the three largest cities in the United States were New York, New York, Los Angeles, California, and Chicago, Illinois." In this example a semicolon must be inserted between items in a series since the items contain commas. The corrected sentence should read, "In 1990, the three largest cities in the United States were New York, New York; Los Angeles, California; and Chicago, Illinois." The student will analyze a sentence to employ the appropriate use of semicolons, e.g., "You may turn in your book reports on Thursday, September 14, Friday, September 15, Monday, September 18, or Tuesday, September 19."	Rubric Observation
4	c	The teacher will provide examples of misplaced modifiers, e.g. "Sunglasses hid her face **on her nose**." Or "A scrap from a uniform was part of the quilt **that had been worn during the Civil War**." In these examples the boldfaced segments seem to modify the wrong words. The sentences should read, "Sunglasses on her nose hid her face." And "A scrap from a uniform that had been worn during the Civil War was part of the quilt." The student will revise sentences to clarify meaning, e.g., "My mother asked me whether I would like a kitten with a sly grin." And "I found a book about Virginia Woolf written by her husband at a garage sale."	Rubric Observation

TENTH GRADE
Grade 10; One Year Course

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

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.

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.

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).

COMPETENCIES and Objectives

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

   Objectives:

   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.*

   b. *The student will analyze word choice and diction, including formal and informal language, to determine the author's purpose.*

   c. *The student will analyze authors' uses of figurative language (e.g., metaphors, similes, hyperboles, personification, oxymoron, idioms, etc.) in multiple texts in the creation of setting, tone, atmosphere, characterization, and mood.*

   d. *The student will analyze text to determine authors' purposes for using connotative or denotative words.*

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

Objectives:

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.*

b. *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.*

c. *The student will recognize text organizational 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.*

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

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.*
   - 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.)

f. *The student will analyze or evaluate texts to synthesize responses for summary, précis, explication, etc.*

g. The student will distinguish fact from opinion in different media.
- *TV ads*
- *Billboards*
- *Essays*
- *Editorials*
- *TV commentary*
- *Political speeches*
- *Literary non-fiction*
- *Letters to the Editor*

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

   Objectives:

   a. 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.)*

b. The student will compose a response in the narrative mode clearly relating an event, telling explicitly what happened within a time frame defined by the event.

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.

d. The student will compose persuasive texts for different audiences using facts and opinions.
- *TV ads*
- *Commercials*
- *Billboards*
- *Catalog descriptions*
- *Editorials*

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

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

Objectives:

a. *The student will analyze text to justify the appropriate use of advanced grammar in composing or editing.*
- *Progressive tense*
- *Active and passive voice*
- *Avoiding ambiguous pronoun*

b. *The student will analyze the appropriate use of advanced mechanics in composing or editing.*
- *Capitalize regions of countries*
- *Commas with parenthetical expressions as interrupters*
- *Commas to clarify meaning*

c. *The student will manipulate sentence structure to achieve a purpose such as clarification, definition, or emphasis in composing or editing.*
- *Parallel structure of sentences 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*
- *Avoiding misplaced modifiers to ensure clarity*
- *Using subordination to express the relationship between two unequal ideas within a single sentence*
- *Correct and appropriate placement of correlative conjunctions*

Grade Level: Tenth Grade
Competency One: The student will develop and apply expansive knowledge of words and word meanings to communicate.

[Research indicates that intentional, explicit teaching of specific words and word-learning strategies can add words to students' vocabularies and improve reading comprehension of texts containing those words. It is recommended that teachers select words for word study from texts being read in the classroom (e.g., basal texts, whole class texts, read-alouds, and students' writing). When selecting words for study, teachers should consider using words that have importance and utility. Appropriate words for study are characteristic of mature language users and appear frequently across in a number of contexts. Selected words should label concepts that are familiar to students, even though the words themselves may be unfamiliar.   In addition, words selected for study should provide students with more precise ways of describing concepts, actions, or feelings that students already know.]

Competency	Objective	Suggested Teaching Strategies and Student Activities	Suggested Assessment
1	a	The teacher will explain the analogy that Martin Luther King, Jr. develops between justice and the bank in the first part of his "I Have a Dream" speech. The student will select and explain analogies from Lopez's "A Presentation of Whales" to help the student understand more about whales.	
1	b	The teacher will read excerpts from multiple texts to show that the purposes of reading may be to entertain, enrage, confuse, repel, etc. After students have read "Distillation" by Hugo Martinez-Serros, they will explain how the author's choice of words indicates multiple purposes of entertaining, interpreting, and contrasting.	
1	c	The teacher will select and show examples of the effect of the use of simile on setting in multiple texts such Stephan Vincent Benet's "By the Waters of Babylon" and Mark Twain's "Two Views of the River." The student will explain the effect of the use of metaphor on setting in multiple texts such Anne Raver's "In Georgia's Swept Yards, a Dying Tradition" and Alice Walker's "Everyday Use."	
1	d	The teacher will select words from multiple texts such as A. E. Housman's "Loveliest of Trees" and Edgar Lee Master's "George Gray" and substitute them with other words to demonstrate how connotation and denotation affect the authors' purposes. The student will explain how substituting words changes the author's purpose in Bradbury's "There Will Come Soft Rains" and "The Pedestrian."	

Grade Level: Tenth Grade
Competency Two: The student will comprehend, respond to, interpret, or evaluate a variety of texts of increasing levels of difficulty.

In order to develop comprehension, students must have multiple opportunities to read and discuss text. High school students need many opportunities to read a wide variety of literary and informational texts. A critical component of comprehension 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 nine 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.

Teachers should be aware that students make the greatest gains in comprehension when they are presented with activities that actively engage them in the reading of instructional level materials. High school teachers will need to have a range of reading materials available in classrooms in order to assure students are presented with materials that are appropriate for the individual reading levels of students. 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).

With the need to prepare students for success in high school, to measure their progress with the Subject Area Testing Program – English/Language Arts (SATP), and to prepare students for the shift in demands from learning to read to reading to learn, it is important that the language arts curriculum emphasize student comprehension of informational passages. Following the focus of the NAEP Reading Assessment, it is recommended that language arts teachers shift the emphasis from literary passages to informational passages as suggested in the following chart.

Grade	Literary	Informational
4	50%	50%
8	45%	55%
12	30%	70%

Competency	Objective	Suggested Teaching Strategies	Suggested Assessments
2	a	The teacher will demonstrate how using text artwork such as *Rooftops* by Jacob Lawrence supports the meaning of Langston Hughes by "Theme for English B." The student will explain how the text artwork *Proletarian* by Gordon Samstag verifies the meaning of Langston Hughes by "Mother to Son."	Students' oral or written responses

2		b	The teacher will demonstrate the use of electronic sources to research Nubia, a region of Northern Africa, referred to in *Silent Dancing* by Judith Ortiz-Cofer. The student will summarize findings from electronic sources to explain the connection of the Fates from Greek mythology to Nubian slaves, as referenced in *Silent Dancing* by Judith Ortiz-Cofer.	Students' oral or written responses
2		c	The teacher will explain how Ambrose Bierce uses description in "An Occurrence at Owl Creek Bridge" to illustrate how acute the senses become during stressful moments. The student will explain how Ambrose Bierce uses inverted sequential order in "An Occurrence at Owl Creek Bridge" to heighten the suspense of the story's ironic ending.	Students' oral or written responses
2		d	The teacher will read aloud from "The Interlopers" by Saki and illustrate how to draw conclusions from inferences. The student will make inferences about the author's childhood memories of Christmas after reading Dylan Thomas' "A Child's Christmas in Wales."	Students' oral or written responses
2		e	The teacher will use *To Kill a Mockingbird* by Harper Lee and "Grandmother's Victory" by Maya Angelou to illustrate character development. The student will use *To Kill a Mockingbird* by Harper Lee and "Grandmother's Victory" by Maya Angelou to illustrate how setting affects theme.	Students' oral or written responses
2		f	The teacher will select an aside from *Julius Caesar* and model writing a summary using five steps: identify the main ideas; condense supporting details; delete less important information and redundant material; substitute precise language for lists or descriptions; and compose a topic sentence The student will select a soliloquy from *Julius Caesar* to compose a modern-day summary, capturing the same thoughts, emotions, and actions of the characters as presented by Shakespeare.	Students' oral or written responses
2	g		The teacher will show letters written to the editor of the local newspaper to chart fact and opinion. The student will chart facts and opinions from printed advertisements.	Students' oral or written responses

Grade Level: Tenth Grade
Competency Three: The student will produce, analyze, and evaluate effective communication.

Competency	Objective	Suggested Teaching Strategy	Suggested Assessment
3	a	The teacher will model the composing process for various modes. Planning- Examine prompt closely to: Determine audience. • For whom am I writing? Determine purpose. • Why am I writing: to narrate, to inform, to explain, to describe, to persuade, to summarize, to entertain, etc.? Generate ideas. • Have I listed words or phrases with accurate facts and details? Address prompt/topic. • May I address the topic by considering any or all of the following: who, what, when, where, why, how? Organize details • May I determine main ideas from my brainstorming? May I categorize details under the main ideas? Compose thesis. • Have I incorporated the main ideas to address the prompt/topic? Drafting- Formulate introduction, body, and conclusion. • Have I composed an introduction that will capture the attention of my audience? Have I included my thesis? • Have I used specific examples to support the thesis logically? Have I used transitional phrases to connect my ideas coherently? • Have I composed a conclusion that leaves a lasting impression with my reader? Paragraphing. • Have I created topic sentences to support each main idea? • Have I used details in the proper order to support each main idea logically? Use varied sentence structure. • Have I used a variety of sentence patterns, e.g., simple, compound, complex, or compound- complex? Use paraphrasing for reports and documented text. • Have I read the text carefully, underlining and noting any important words? • Have I defined difficult words, and tried to	Students' oral or written responses

find synonyms for them?
- Have I tried to explore different ways of expressing phrases indicating time or place?
- Have I rewritten each sentence to simplify the sentence structure and vocabulary without changing the meaning?
- Have I compared my paraphrase to the original?
- Have I included appropriate reference information at the end of my paraphrase?

Revising-
Revise for clarity and coherence.
- Have I used transitional devices to create coherent connections?
- Have I created a single impression that adheres to the topic?
- Have I drawn a reasonable conclusion as a summation of the details I have used?

Add or delete information and details.
- Have I listed words or phrases with accurate facts or sensory details?
- Have I included any unnecessary details which I should delete now?
- Have I captured the reader's attention in the introductory paragraph with enough information that he can tell the assignment's purpose?

Use precise language.
- Have I included appropriate and purposeful vocabulary?

Available Resources.
- Have I used applicable reference materials?

Editing-
- Have I employed peer editing, if allowed?
- Have I met the requirements for an applicable rubric?

Publishing-
- Have I proofread my final document?
- Have I followed the assignment's guidelines?
- Have I prepared my final manuscript for readers?

The student will utilize the composing process to complete writing tasks. (See 3b and 3c)

| 3 | b | The teacher will model the composing process to respond to a given topic, e.g. "Your teacher has given you an assignment to compose a narrative essay. Think about a time you were involved in an activity you could win or lose. Write a story about what happened. Be sure to narrate an event or series of events and include specific details in your response." | Students' oral or written responses |

		The student will utilize the composing process to respond to a given topic, e.g. "Your teacher has given you an assignment to compose a narrative essay. Think about how you plan to accomplish a goal you have set. Write a story about accomplishing this goal. Be sure to narrate an event or series of events and include specific details in your response."	
3	c	The teacher will model the composing process to respond to a given topic, e.g. "Your teacher has given you an assignment to compose an informative essay. Think of the steps a student could take to improve his/her grades. Write about these steps and provide examples. Be sure to support examples with specific details."	Students' oral or written responses
		The student will utilize the composing process to respond to a given topic, e.g. "Your teacher has given you an assignment to compose an informative essay. Think of some things sophomores should know before they begin their sophomore year of school. Provide specific examples of these things sophomores should know. Be sure to support examples with specific details."	
3	d	The teacher will provide examples of persuasive devices from various media.	Students' oral or written responses
		The student will create advertisements for a single item to be used in a children's magazine and a teen magazine.	
3	e	The teacher will model the composing process and research techniques in the collection of information from a variety of sources to compare the drinking water in different locales to determine its safety.	Students' oral or written responses
		The student will utilize the composing process and will employ research techniques to compare the recycling of plastics and paper in different locales.	

Grade Level: Tenth Grade
Competency Four: The student will use standard English grammar, mechanics, and sentence structure to communicate.

Competency	Objective	Suggested Teaching Strategies	Student Assessments
4	a	The teacher will provide examples of ambiguous pronoun reference, e.g., "Marissa called Yolanda while she was at the library last weekend." The teacher will explain that the pronoun *she* could refer to either Marissa or Yolanda. The sentence should be revised to reflect the identity of the antecedent, e.g., "While Marissa was at the library last weekend, she called Yolanda." The student will analyze a printed passage to correct pronoun ambiguity, e.g., "The newest twist in recycling is *precycling*—cutting it off at its source. Last month, after reading the EPA's brochure, my family decided to put its ideas into practice. We now choose products that have less packaging; we carry groceries home in reusable cloth bags instead of paper or plastic ones; and we buy containers that can be refilled, which is easy."	Students' oral or written responses
4	b	The teacher will provide examples of commas used with parenthetical expressions, e.g. "The reason I believe is a lack of interest." Or "After supper weather permitting we played croquette or badminton." The student will analyze a printed passage to employ the appropriate use of commas, e.g., "Grimm's fairy tales to tell the truth are too scary for young children. Some of these tales moreover contain stereotyping of men and women."	Students' oral or written responses
4	c	The teacher will provide examples of dangling modifiers, e.g. "Flying low a herd of cows were seen." Or "Running to catch the bus Kara's shoestrings tripped her up." The student will manipulate sentence structure in a passage to clarify meaning, e.g., "Searching for better building materials concrete was developed. Mixing lime and volcanic earth this strong new material was created by the Romans."	Students' oral or written responses

ELEVENTH GRADE
Grade 11; One Year Course

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

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).

COMPETENCIES and Objectives

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

   Objectives:

   a. *The student will analyze the effect of the author's use of relationships of words and from these relationships infer the author's purpose.*

   b. *The student will analyze authors' uses of word choice and diction in multiple texts as stylistic devices.*

   c. *The student will examine the author's (or authors') use or uses of figurative language (e.g., metaphors, similes, hyperboles, personification, oxymoron, idioms, etc.) in multiple texts to analyze its effect on theme.*

   d. *The student will analyze text to evaluate the connotative or denotative use of words to make comparisons between texts.*

   e. *The student will examine the author's use or authors' uses of formal and informal language in multiple texts to accomplish purpose.*

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

   Objectives:

   a. *The student will recognize text structures (e.g., episodic and generalization/principle) and analyze their effect on theme, author's purpose, etc.*

   b. *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).*

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

   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.*
      - 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.)

   e. *The student will analyze or evaluate textual criticism to synthesize responses for summary, précis, and explication.*

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

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

Objectives:

a. *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*
   - *Use various sentence structures*
   - *Use paraphrasing for reports and documented papers*

   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 document*
   - *Prepare final document (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.*

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.*

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

e. The student will compose formal persuasive texts, providing evidence as support.

f. The student will compose documented texts. (e.g., MLA; APA)

g. The student will compose personal statements.

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

Objectives:

a. *The student will analyze multiple texts to evaluate the effective use of advanced grammar techniques in composing or editing*
   - *The appropriate use of verbs (forms, perfect progressive tense, voices, and moods)*
   - *Pronouns (agreement, case, and reference)*

b. *The student will analyze multiple texts to evaluate the effective use of advanced mechanics in composing or editing.*
   - *Quotes within a quote*
   - *Colons to separate sentences when the second sentence explains the first sentence*

c. *The student will analyze advanced sentence structure in multiple texts in composing or editing.*
   - *Parallel structure*
   - *Appropriate coordination and subordination*
   - *Correctly placed modifiers*
   - *Concise wording*

Grade Level: Eleventh Grade
Competency One: The student will develop and apply expansive knowledge of words and word meanings to communicate.

[Research indicates that intentional, explicit teaching of specific words and word-learning strategies can add words to students' vocabularies and improve reading comprehension of texts containing those words. It is recommended that teachers select words for word study from texts being read in the classroom (e.g., basal texts, whole class texts, read-alouds, and students' writing). When selecting words for study, teachers should consider using words that have importance and utility. Appropriate words for study are characteristic of mature language users and appear frequently across in a number of contexts. Selected words should label concepts that are familiar to students, even though the words themselves may be unfamiliar.   In addition, words selected for study should provide students with more precise ways of describing concepts, actions, or feelings that students already know.]

Competency	Objective	Suggested Teaching Strategies and Student Activities	Suggested Assessment
1	a	The teacher will analyze the use of relationships of words from Eudora Welty's "A Worn Path" to help the student understand how these relationships reveal the author's development of the character Phoenix Jackson. The student will select words from John Steinbeck's "A Leader of the People" to explain how the relationship of the words contribute to the development of the character Grandfather.	Students' oral and written responses
1	b	The teacher will analyze the authors' uses of alliteration in "The Ropewalk" by Henry Wadsworth Longfellow and "The Chambered Nautilus" by Oliver Wendell Holmes. The students will analyze authors' uses of onomatopoeia in "Out, Out—" by Robert Frost and "The Raven" by Edgar Allan Poe.	Students' oral and written responses
1	c	The teacher will analyze the authors' uses of personification and its effect on theme in Emily Dickinson's "Because I could not stop for Death" and James Weldon Johnson's "Go Down, Death." The student will analyze the authors' uses of personification and its effect on theme in Sylvia Plath's "Mirror" and Elizabeth Bishop's "The Fish."	Students' oral and written responses
1	d	The teacher will analyze the authors' uses of words from multiple texts such as Thomas Jefferson's *Declaration of Independence*, Henry David Thoreau's "Civil Disobedience"*,* and Martin Luther King's "Letter from the Birmingham Jail" to demonstrate how connotation and denotation affect the authors' purposes. The student will analyze the authors' uses of words from multiple texts such as William Faulkner's "A Rose for Emily," Edgar Lee Masters' "Lucinda Matlock," and Katherine Anne Porter's "A Jilting of Granny Weatherall" to demonstrate how connotation and denotation affect the authors' purposes.	Students' oral and written responses

Grade Level: Eleventh Grade
Competency Two: The student will comprehend, respond to, interpret, or evaluate a variety of texts of increasing levels of difficulty.

In order to develop comprehension, students must have multiple opportunities to read and discuss text. High school students need many opportunities to read a wide variety of literary and informational texts. A critical component of comprehension 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 nine 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.

Teachers should be aware that students make the greatest gains in comprehension when they are presented with activities that actively engage them in the reading of instructional level materials. High school teachers will need to have a range of reading materials available in classrooms in order to assure students are presented with materials that are appropriate for the individual reading levels of students. 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).

With the need to prepare students for success in high school, to measure their progress with the Subject Area Testing Program – English/Language Arts (SATP), and to prepare students for the shift in demands from learning to read to reading to learn, it is important that the language arts curriculum emphasize student comprehension of informational passages. Following the focus of the NAEP Reading Assessment, it is recommended that language arts teachers shift the emphasis from literary passages to informational passages as suggested in the following chart.

Grade	Literary	Informational
4	50%	50%
8	45%	55%
12	30%	70%

Competency	Objective	Suggested Teaching Strategies and Student Activities	Suggested Assessment
2	a	The teacher will analyze how the structure of F. Scott Fitzgerald's *The Great Gatsby* utilizes Nick as both character and narrator to develop the idea of carelessness as a theme. The student will analyze how the structure of Tennessee Williams' *The Glass Menagerie* as a memory play utilizes Tom as both character and narrator to develop futility as a theme.	Students' oral and written responses
2	b	The teacher will demonstrate the use of valid electronic sources to research catalepsy as found in Edgar Allan Poe's "The Fall of the Usher." The student will demonstrate the use of valid	Students' oral and written responses

			electronic sources to research niter as found in Edgar Allan Poe's "The Cask of Amontillado."	
2	c	The teacher will explain how Arthur Miller uses the language in *The Crucible* to reveal John Proctor's plight.	Students' oral and written responses
			The student will interpret the textual details Arthur Miller uses in *The Crucible* to examine the effects of tyranny on society.	
2	d	The teacher will analyze how symbolism enhances foreshadowing in Poe's "The Cask of Amontillado," "The Black Cat," and "The Fall of the House of Usher."	Students' oral and written responses
			The student will analyze how symbolism impacts mood in Poe's "The Cask of Amontillado," "The Black Cat," and "The Fall of the House of Usher."	
2	e	The teacher will select textual criticism of Zora Neale Hurston's *Dust Tracks on a Road* to compose précis using the following steps: reduce the length of the original text by two-thirds; retain the order of every main idea; discard unnecessary details; and only use the author's ideas to reflect the tone of the original text.	Students' oral and written responses
			The student will select textual criticism of Zora Neale Hurston's *Their Eyes Were Watching God* to compose a précis.	
2	f	The teacher will evaluate persuasive techniques to determine propaganda and/or bias in speeches such as Patrick Henry's "Speech to the Second Virginia Converntion," Abraham Lincoln's "The Gettysburg Address," and Sojourner Truth's "Ain't I a Woman."	Students' oral and written responses
			The student will evaluate persuasive techniques to determine propaganda and/or bias in Thomas Paine's "The Crisis," Benjamin Banneker's "Letter to Thomas Jefferson," and John F. Kennedy's "Inaugural Speech."	

Grade Level: Eleventh Grade
Competency Three: The student will produce, analyze, or evaluate effective communication.

Competency	Objective	Suggested Teaching Strategies and Student Activities	Suggested Assessment

3	a	The teacher will model the composing process for various modes.
		Planning-
		Examine prompt closely to:
		   Determine audience.
		     • For whom am I writing?
		   Determine purpose.
		     • Why am I writing: to narrate, to inform, to explain, to describe, to persuade, to summarize, to entertain, etc.?
		   Generate ideas.
		     • Have I listed words or phrases with accurate facts and details?
		   Address prompt/topic.
		     • May I address the topic by considering any or all of the following: who, what, when, where, why, how?
		   Organize details
		     • May I determine main ideas from my brainstorming? May I categorize details under the main ideas?
		   Compose thesis.
		     • Have I incorporated the main ideas to address the prompt/topic?
		
		Drafting-
		Formulate introduction, body, and conclusion.
		     • Have I composed an introduction that will capture the attention of my audience? Have I included my thesis?
		     • Have I used specific examples to support the thesis logically? Have I used transitional phrases to connect my ideas coherently?
		     • Have I composed a conclusion that leaves a lasting impression with my reader?
		Paragraphing.
		     • Have I created topic sentences to support each main idea?
		     • Have I used details in the proper order to support each main idea logically?
		Use varied sentence structure.
		     • Have I used a variety of sentence patterns, e.g., simple, compound, complex, or compound- complex?
		Use paraphrasing for reports and documented text.
		     • Have I read the text carefully, underlining and noting any important words?
		     • Have I defined difficult words, and tried to
			Students' oral and written responses

find synonyms for them?
- Have I tried to explore different ways of expressing phrases indicating time or place?
- Have I rewritten each sentence to simplify the sentence structure and vocabulary without changing the meaning?
- Have I compared my paraphrase to the original?
- Have I included appropriate reference information at the end of my paraphrase?

Revising-
Revise for clarity and coherence.
- Have I used transitional devices to create coherent connections?
- Have I created a single impression that adheres to the topic?
- Have I drawn a reasonable conclusion as a summation of the details I have used?

Add or delete information and details.
- Have I listed words or phrases with accurate facts or sensory details?
- Have I included any unnecessary details which I should delete now?
- Have I captured the reader's attention in the introductory paragraph with enough information that he can tell the assignment's purpose?

Use precise language.
- Have I included appropriate and purposeful vocabulary?

Available Resources.
- Have I used applicable reference materials?

Editing-
- Have I employed peer editing, if allowed?
- Have I met the requirements for an applicable rubric?

Publishing-
- Have I proofread my final document?
- Have I followed the assignment's guidelines?
- Have I prepared my final manuscript for readers?

The student will utilize the composing process to complete writing tasks.

3	b	The teacher will model the composing process to produce a narrative.	Students' oral and written responses
		The student will utilize the composing process to create a personal narrative.	

3	c	The teacher will model the composing process for the informative mode to produce a literary response to Langston Hughes' "I, Too," examining the speaker's concept of America. The student will utilize the composing process to create a literary response to Walt Whitman's "I Hear America Singing," examining the speaker's concept of America.	Students' oral and written responses
3	d	The teacher will provide examples of resumes to illustrate various formats. The student will create his/her current resume.	Students' oral and written responses
3	e	The teacher will model the composing process to produce a persuasive speech on a topic, e.g., "The regular work week should be shortened from five to four days." The student will utilize the composing process to produce a persuasive speech on topic, e.g., "Students should perform one hundred hours of community service as a requirement for high school graduation."	Students' oral and written responses
3	f	The teacher will model the composing process, research techniques, and documentation styles to create documented texts. The student will utilize the composing process, will employ research techniques, and will document sources according to MLA.	Students' oral and written responses
3	g	The teacher will model the composing process to create a personal statement for a college application. The student will utilize the composing process to create his/her personal statement for a college application.	Students' oral and written responses

Grade Level: Eleventh Grade
Competency Four: The student will use standard English grammar, mechanics, and sentence structure to communicate.

Competency	Objective	Suggested Teaching Strategies and Student Activities	Suggested Assessment
4	a	The teacher will provide examples that contain errors in tense shift, e.g., "The American Revolution began in 1775 and ends in 1783." And "Roy looked through his binoculars and saw a large bear as it races back to the woods." In these examples, the verbs are not in the same tense when describing events that have occurred at the same time. The corrected sentences should read, "The American Revolution began in 1775 and ended in 1783." and "Roy looked through his binoculars and saw a bear as it raced back to the woods." The student will analyze a printed passage to eliminate errors in tense shift, e.g., "The leader of the British troops, General John Burgoyne, had set up camp near Saratoga and is planning to march south to Albany. Burgoyne's army has been weakened by a recent attack from an American militia, which had ambushed some of his troops at Bennington, Vermont. Although the march to Albany is dangerous, Burgoyne decided to take the risk because he feels bound by orders from London."	Students' oral and written responses
4	b	The teacher will provide examples of quotations within quotations punctuated correctly, e.g. In "Silence," Marianne Moore wrote: "My father used to say, 'Superior people never make long visits.'" The British humorist Robert Morley once joked, "Beware of the conversationalist who adds 'in other words.' He is merely starting afresh." The student will analyze sentences to employ the correct punctuation for quotations within quotations, e.g., Jensen looked up from his research and declared, I've found the answer. It was Henry Clay who said, I would rather be right than President. Ron said, Dad yelled, No way! Val asked, Did you like my rendition of America the Beautiful?	Students' oral and written responses
4	c	The teacher will provide examples of wordy sentences, e.g., "Our sofa has a lot of weight to it." "The reason I am undertaking the task of photographing the exteriors of these abandoned	Students' oral and written responses

buildings is that I have an interest in architecture."

The teacher will correct the sentences by removing meaningless and/or redundant words: The corrected sentences should read, "Our sofa is heavy." and "I am taking pictures of these abandoned buildings because I am interested in architecture."

The student will revise sentences for conciseness, e.g.,
"The book examines the twentieth century basically due to the fact of its wars, depressions, and social changes."

"1941 was the year when, on December 7, the Japanese bombed Pearl Harbor."

"The film that is called *The Birth of a Nation* and that was made by D. W. Griffith has caused a lot of controversy among people."

TWELFTH GRADE
Grade 12; One Year Course

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

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.)

COMPETENCIES and Objectives

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

   Objectives:

   a. *The student will critique reader-text connection intended in the author's choice and placement of words.*

   b. *The student will compare and contrast authors' uses of word choice and diction as stylistic devices.*

   c. *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).*

   d. *The student will analyze text to evaluate connotative or denotative use of words in relation to their historical period in multiple texts.*

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

   Objectives:

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

b. *The student will use electronic text features to gain information or research a topic, integrating multiple sources to synthesize information.*

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

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.*
   - 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.)

e. *The student will analyze or evaluate textual criticism to synthesize responses for annotated bibliography.*

f. *The student will compare multiple texts in different media to analyze persuasive techniques such as propaganda and bias.*

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

Objectives:

a. *The student will produce, 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*
- *Use various sentence structures*
- *Use paraphrasing for reports and documented papers*

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 document*
- *Prepare final document (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.*

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.*

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

e. *The student will compose formal persuasive texts, providing evidence as support.*

f. *The student will compose I-SEARCH papers and documented texts. (e.g., MLA; APA)*

g. *The student will compose personal statements.*

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

   Objectives:

   a. *The student will analyze the appropriate use of advanced grammar in composing or editing passages to enhance style.*
      - Verbs (forms, tenses, voices, and moods)
      - Pronouns (agreement, case, and reference)

   b. *The student will analyze the appropriate use of advanced mechanics in composing or editing passages to enhance style.*
      - *Commas to clarify meaning,*
      - *A quote within a quote*
      - *Colons to separate sentences when the second sentence explains the first*

   c. *The student will analyze the use of advanced sentence structure in composing or editing passages to enhance style.*
      - *Parallel structure*
      - *Appropriate subordination or coordination*
      - *Correctly placed modifiers*
      - *Concise wording*

Grade Level: Twelfth Grade
Competency One: The student will develop and apply expansive knowledge of words and word meanings to communicate.

[Research indicates that intentional, explicit teaching of specific words and word-learning strategies can add words to students' vocabularies and improve reading comprehension of texts containing those words. It is recommended that teachers select words for word study from texts being read in the classroom (e.g., basal texts, whole class texts, read-alouds, and students' writing). When selecting words for study, teachers should consider using words that have importance and utility. Appropriate words for study are characteristic of mature language users and appear frequently across in a number of contexts. Selected words should label concepts that are familiar to students, even though the words themselves may be unfamiliar.   In addition, words selected for study should provide students with more precise ways of describing concepts, actions, or feelings that students already know.]

Competency	Objective	Suggested Teaching Strategies	Suggested Assessment
1	a	The teacher will critique the reader-text connection intended in the author's use of alliteration, caesura, and kennings in *Beowulf.* The student will critique the reader-text connection intended in the author's use of alliteration, caesura, and kennings in *The Seafarer*.	Students' oral or written responses
1	b	The teacher will compare and contrast "Sonnet 30" by Edmund Spencer and "The Passionate Shepard to his Love" by Christopher Marlowe for meter and rhyme scheme. The students will compare and contrast "Sonnet 75" by Edmund Spencer and "The Nymph's Reply to the Shepard" by Sir Walter Raleigh for meter and rhyme scheme.	Students' oral or written responses
1	c	The teacher will contrast the authors' uses of illusion in Geoffrey Chaucer's *The Canterbury Tales* and T. S. Eliot's *Murder in the Cathedral*. The student will contrast the authors' uses of irony in Geoffrey Chaucer's Prologue to *The Canterbury Tales* and *Sir Gawain and the Green Knight.*	Students' oral or written responses
1	d	The teacher will evaluate the connotative and denotative use of words in relation to their historical period in such ballads as, "Lord Randall" and "Edward, Edward." The student will evaluate the connotative and denotative use of words in relation to their historical period in such ballads as, "Get Up and Bar the Door" and "Sir Patrick Spens."	Students' oral or written responses

Grade Level: Twelfth Grade
Competency Two: The student will comprehend, respond to, interpret, or evaluate a variety of texts of increasing levels of difficulty.

In order to develop comprehension, students must have multiple opportunities to read and discuss text. High school students need many opportunities to read a wide variety of literary and informational texts. A critical component of comprehension 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 nine 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.

Teachers should be aware that students make the greatest gains in comprehension when they are presented with activities that actively engage them in the reading of instructional level materials. High school teachers will need to have a range of reading materials available in classrooms in order to assure students are presented with materials that are appropriate for the individual reading levels of students. 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).

With the need to prepare students for success in high school, to measure their progress with the Subject Area Testing Program – English/Language Arts (SATP), and to prepare students for the shift in demands from learning to read to reading to learn, it is important that the language arts curriculum emphasize student comprehension of informational passages. Following the focus of the NAEP Reading Assessment, it is recommended that language arts teachers shift the emphasis from literary passages to informational passages as suggested in the following chart.

Grade	Literary	Informational
4	50%	50%
8	45%	55%
12	**30%**	**70%**

Competency	Objective	Suggested Teaching Strategies	Student Assessments
2	a	The teacher will analyze the use of the frame story in Geoffrey Chaucer's *The Canterbury Tales* and Mary Shelley's *Frankenstein* to convey the symbolic meaning of the "journey" in each work. The student will analyze the use of the frame story in Geoffrey Chaucer's *The Cantebury Tales* and Mary Shelley's *Frankenstein* to reveal selected characters' effects on other characters in the respective works.	Students' oral or written responses
2	b	The teacher will demonstrate the use of electronic text features to research dialectical changes from Anglo-Saxon Period to Chaucer's Middle English Period. The student will demonstrate the use of electronic text features to research dialectical changes from Chaucer's Middle English Period to Shakespeare's Elizabethan Period.	Students' oral or written responses
2	c	The teacher will explain how Shakespeare uses the language in *Macbeth* to reveal Banquo's character. The student will interpret the textual details Shakespeare uses in *Macbeth* to examine guilt.	Students' oral or written responses
2	d	The teacher will analyze how Percy Shelley's use of imagery in "Ozymandias," "Ode to the West Wind," and "To a Skylark" develops the theme. The student will analyze how William Blake's use of symbolism develops theme in "A Poison Tree," "The Lamb," and "The Tyger."	Students' oral or written responses
2	e	The teacher will select various textual criticism on "Ode to a Grecian Urn" by John Keats to construct an annotated bibliography. The student will select various textual criticism on "The Rime of the Ancient Mariner" by Samuel Taylor Coleridge to construct an annotated bibliography.	Students' oral or written responses
2	f	The teacher will evaluate satire as a persuasive technique by comparing Jonathan Swift's "A Modest Proposal" and Alexander Pope's "The Rape of the Lock." The student will evaluate sentimentality as a persuasive technique by comparing Matthew Arnold's "Dover Beach" and Robert Browning's "How do I love thee."	Students' oral or written responses

Grade Level: Twelfth Grade
Competency Three: The student will produce, analyze, or evaluate effective communication.

Competency	Objective	Suggested Teaching Strategies	Student Assessments
3	a	The teacher will model the composing process for various modes. Planning- Examine prompt closely to: Determine audience. • For whom am I writing? Determine purpose. • Why am I writing: to narrate, to inform, to explain, to describe, to persuade, to summarize, to entertain, etc.? Generate ideas. • Have I listed words or phrases with accurate facts and details? Address prompt/topic. • May I address the topic by considering any or all of the following: who, what, when, where, why, how? Organize details • May I determine main ideas from my brainstorming? May I categorize details under the main ideas? Compose thesis. • Have I incorporated the main ideas to address the prompt/topic? Drafting- Formulate introduction, body, and conclusion. • Have I composed an introduction that will capture the attention of my audience? Have I included my thesis? • Have I used specific examples to support the thesis logically? Have I used transitional phrases to connect my ideas coherently? • Have I composed a conclusion that leaves a lasting impression with my reader? Paragraphing. • Have I created topic sentences to support each main idea? • Have I used details in the proper order to support each main idea logically? Use varied sentence structure. • Have I used a variety of sentence patterns, e.g., simple, compound, complex, or compound- complex? Use paraphrasing for reports and documented text. • Have I read the text carefully, underlining and noting any important words? • Have I defined difficult words, and tried to	Students' oral or written responses

find synonyms for them?
- Have I tried to explore different ways of expressing phrases indicating time or place?
- Have I rewritten each sentence to simplify the sentence structure and vocabulary without changing the meaning?
- Have I compared my paraphrase to the original?
- Have I included appropriate reference information at the end of my paraphrase?

Revising-
Revise for clarity and coherence.
- Have I used transitional devices to create coherent connections?
- Have I created a single impression that adheres to the topic?
- Have I drawn a reasonable conclusion as a summation of the details I have used?

Add or delete information and details.
- Have I listed words or phrases with accurate facts or sensory details?
- Have I included any unnecessary details which I should delete now?
- Have I captured the reader's attention in the introductory paragraph with enough information that he can tell the assignment's purpose?

Use precise language.
- Have I included appropriate and purposeful vocabulary?

Available Resources.
- Have I used applicable reference materials?

Editing-
- Have I employed peer editing, if allowed?
- Have I met the requirements for an applicable rubric?

Publishing-
- Have I proofread my final document?
- Have I followed the assignment's guidelines?
- Have I prepared my final manuscript for readers?

The student will utilize the composing process to complete writing tasks.

3	b	The teacher will model the composing process to produce a reflective response in the narrative mode to "Ode to a Grecian Urn" by John Keats.	Students' oral or written responses
		The student will utilize the composing process to produce a reflective response in the narrative mode to "The Rime of the Ancient Mariner" by Samuel Taylor Coleridge.	
3	c	The teacher will model the composing process for the informative mode to produce a literary response to "Ah, Are You Digging on My Grave" by Thomas Hardy, interpreting the theme.	Students' oral or written responses
		The student will utilize the composing process to create a literary response in the informative mode to "In Memoriam A.H.H." by Alfred, Lord Tennyson, interpreting theme.	
3	d	The teacher will provide examples of college applications to illustrate various formats.	Students' oral or written responses
		The student will complete a college application.	
3	e	The teacher will model the composing process to produce a persuasive speech on a topic, e.g., "Every teen eighteen and under should have a curfew."	Students' oral or written responses
		The student will utilize the composing process to produce a persuasive speech on topic, e.g., "The driver's license-age requirement should be increased from sixteen to eighteen."	
3	f	The teacher will model the composing process, research techniques, and documentation styles to create documented texts.	Students' oral or written responses
		The student will utilize the composing process, will employ research techniques, and will document sources according to MLA.	
3	g	The teacher will model the composing process to create a personal statement for a college application.	Students' oral or written responses
		The student will utilize the composing process to create his/her personal statement for a college application.	

Grade Level: Twelfth Grade
Competency Four: The student will use standard English grammar, mechanics, and sentence structure to communicate.

Competency	Objective	Suggested Teaching Strategies	Student Assessments
4	a	The teacher will analyze examples of the appropriate use of the subjunctive mood to enhance style, e.g. "I asked that she be cross-examined." "If I were you, I would question the witness." "If that be true, I have nothing further to say." The teacher should explain that the subjunctive mood is used to express a suggestion, a necessity, a condition contrary to fact, or a wish. The student will edit a passage to use the subjunctive mood appropriately, e.g., "That he (dress/dresses) appropriately is mandatory. If I (was/were) plant supervisor, I would solve the problem of employee dress code violation. I suggest that he (is/be) reprimanded."	Students' oral or written responses
4	b	The teacher will analyze examples of the appropriate use of the colon to separate sentences when the second sentence explains the first sentence, e.g., "He deserves a raise: He completed the project on schedule and under budget." "Preston slapped his forehead: He had forgotten to put oregano in the sauce." The student will analyze sentences to employ the correct use of colons to separate sentences, e.g., "Sam prefers his bicycle to a car for three reasons he doesn't have to pay for gasoline he doesn't need insurance and he doesn't waste time looking for a place to park." "We should buy a house our taxes would be lower and we would have more space.	Students' oral or written responses

| 4 | c | The teacher will analyze the use of parallel structure to enhance style, e.g. "He learned three things: shooting, passing, and how to dribble." [two gerunds and a phrase] The correct sentence should read, "He learned three things: shooting, passing, dribbling." [three gerunds]

"My sister decided that she would study coaching techniques and to work with the youth basketball league." [a clause and a phrase] The correct sentence should read, "My sister decided that she would study coaching techniques and that she would work with the youth basketball league." [two clauses]

The student will revise a passage to create parallelism, e.g. "Athens, the capital of Greece, is known for its ancient ruins, busy lifestyle, and enjoying fine Greek food. Because it is nearly three thousand years old and its rich history, Athens attracts many visitors. Athens attracts artists and historians and is attractive to tourists. People often drive very fast in Athens and scaring the pedestrians. I like to see the sights in Athens and learning about its history." | Students' oral or written responses |

Dolch Sight Word List

Pre-Primer List

a	and	away	big	blue
can	come	down	find	for
funny	go	help	here	I
In	Is	it	jump	little
look	make	me	my	not
one	play	red	run	said
see	the	three	to	two
up	we	where	yellow	you

Primer List

all	am	are	at
ate	be	black	brown
but	came	did	do
eat	four	get	good
have	he	into	like
must	new	no	now
on	our	out	please
pretty	ran	ride	saw
say	she	so	soon
that	they	there	this
too	under	want	was
well	went	what	white
who	will	with	yes

First Grade List

after	again	an	any
as	ask	by	could
every	fly	from	give
giving	has	had	her
him	his	how	just
know	let	live	may
of	old	once	open
over	put	round	some
stop	thank	take	them
then	think	walk	were
when			

Second Grade List

always	around	because	been
before	best	both	buy
call	cold	does	don't
fast	first	five	found
gave	goes	green	its
made	many	off	or
pull	read	right	sing
sleep	sit	tell	their
these	those	upon	us
use	very	wash	which
why	wish	work	would
write	your		

Third Grade List

about	better	bring	carry
clean	cut	done	draw
drink	eight	fall	far
full	got	grow	hold
hot	hurt	if	keep
kind	laugh	light	long
much	myself	never	only
own	pick	seven	shall
show	six	small	start
ten	together	today	try
warm			

Fry Instant Word Lists

The Fry's Instant Word List is a list of 1,000 words which students need the most to develop a powerful sight vocabulary. The first 300 words make up 65% of all written material contained in newspaper articles, magazines, textbooks, children's stories, novels, and more.

First Hundred

WORDS 1-25	WORDS 26-50	WORDS 51-75	WORDS 75-100
the	or	will	number
of	one	up	no
and	had	other	way
a	by	about	could
to	word	out	people
in	but	many	my
is	not	then	than
you	what	them	first
that	all	these	water
it	were	so	been
he	we	some	call
was	when	her	who
for	your	would	oil
on	can	make	its
are	said	like	now
as	there	him	find
with	use	into	long
his	an	time	down
they	each	has	day
I	which	look	did
at	she	two	get
be	do	more	come
this	how	write	made
have	their	go	may
from	if	see	part

Common suffixes: -s, -ing, -ed, -er, -ly, -est

Second Hundred

WORDS 101-125	WORDS 126-150	WORDS 151-175	WORDS 176-200
over	say	set	try
new	great	put	kind
sound	where	end	hand
take	help	does	picture
only	through	another	again
little	much	well	change
work	before	large	off
know	line	must	play
place	right	big	spell
year	too	even	air
live	mean	such	away
me	old	because	animal
back	any	turn	house
give	same	here	point
most	tell	why	page
very	boy	ask	letter
after	follow	went	mother
thing	came	men	answer
our	want	read	found
just	show	need	study
name	also	land	still
good	around	different	learn
sentence	form	home	should
man	three	us	America
think	small	move	world

Common suffixes: *-s, -ing, -ed, -er, -ly, -est*

Third Hundred

WORDS 201-225	WORDS 226-250	WORDS 251-275	WORDS 276-300
high	saw	important	miss
every	left	until	idea
near	don't	children	enough
add	few	side	eat
food	while	feet	facet
between	along	car	watch
own	might	mile	far
below	close	night	Indian
country	something	walk	really
plant	seem	white	almost
last	next	sea	let
school	hard	began	above
father	open	grow	girl
keep	example	took	sometimes
tree	begin	river	mountain
never	life	four	cut
start	always	carry	young
city	those	state	talk
earth	both	once	soon
eye	paper	book	list
light	together	hear	song
thought	got	stop	being
head	group	without	leave
under	often	second	family
story	run	later	it's

Common suffixes: *-s, -ing, -ed, -er, -ly, -est*

Fourth Hundred

WORDS 301-325	WORDS 326-350	WORDS 351-375	WORDS 376-400
body	order	listen	farm
music	red	wind	pulled
color	door	rock	draw
stand	sure	space	voice
sun	become	covered	seen
question	top	fast	cold
fish	ship	several	cried
area	across	hold	plan
mark	today	himself	notice
dog	during	toward	south
horse	short	five	sing
birds	better	step	war
problem	best	morning	ground
complete	however	passed	fall
room	low	vowel	king
knew	hours	true	town
since	black	hundred	I'll
ever	products	against	unit
piece	happened	pattern	figure
told	whole	numeral	certain
usually	measure	table	field
didn't	remember	north	travel
friends	early	slowly	wood
easy	waves	money	fire
heard	reached	map	upon

Fifth Hundred

WORDS 401-425	WORDS 426-450	WORDS 451-475	WORDS 476-500
done	decided	plane	filled
English	contain	system	heat
road	course	behind	full
halt	surface	ran	hot
ten	produce	round	check
fly	building	boat	object
gave	ocean	game	am
box	class	force	rule
finally	note	brought	among
wait	nothing	understand	noun
correct	rest	warm	power
oh	carefully	common	cannot
quickly	scientists	bring	able
person	inside	explain	six
became	wheels	dry	size
shown	stay	though	dark
minutes	green	language	ball
strong	known	shape	material
verb	island	deep	special
stars	week	thousands	heavy
front	less	yes	fine
feel	machine	clear	pair
fact	base	equation	circle
inches	ago	yet	include
street	stood	government	built

Sixth Hundred

WORDS 501-525	WORDS 526-550	WORDS 551-575	WORDS 576-600
can't	picked	legs	beside
matter	simple	sat	gone
square	cells	main	sky
syllables	paint	winter	glass
perhaps	mind	wide	million
bill	love	written	west
felt	cause	length	lay
suddenly	rain	reason	weather
test	exercise	kept	root
direction	eggs	interest	instruments
center	train	arms	meet
farmers	blue	brother	third
ready	wish	race	months
anything	drop	present	paragraphs
divided	developed	beautiful	raised
general	window	store	represent
energy	difference	job	soft
subject	distance	edge	whether
Europe	heart	past	clothes
moon	sit	sign	flowers
region	sum	record	shall
return	summer	finished	teacher
believe	wall	discovered	held
dance	forest	wild	describe
members	probably	happy	drive

Seventh Hundred

WORDS 601-625	WORDS 626-650	WORDS 651-675	WORDS 676-700
cross	already	hair	rolled
speak	instead	age	bear
solve	phrase	amount	wonder
appear	soil	scale	smiled
metal	bed	pounds	angle
son	copy	although	fraction
either	free	per	Africa
ice	hope	broken	killed
sleep	spring	moment	melody
village	case	tiny	bottom
factors	laughed	possible	trip
result	nation	gold	hole
jumped	quite	milk	poor
snow	type	quiet	let's
ride	themselves	natural	fight
care	temperature	lot	surprise
floor	bright	stone	French
hill	lead	act	died
pushed	everyone	build	beat
baby	method	middle	exactly
buy	section	speed	remain
century	lake	count	dress
outside	consonant	cat	iron
everything	within	someone	couldn't
tall	dictionary	sail	fingers

Eighth Hundred

WORDS 701-725	WORDS 726-750	WORDS 751-775	WORDS 776-800
row	president	yourself	caught
least	brown	control	fell
catch	trouble	practice	team
climbed	cool	report	God
wrote	cloud	straight	captain
shouted	lost	rise	direct
continued	sent	statement	ring
itself	symbols	stick	serve
else	wear	party	child
plains	bad	seeds	desert
gas	save	suppose	increase
England	experiment	woman	history
burning	engine	coast	cost
design	alone	bank	maybe
joined	drawing	period	business
foot	east	wire	separate
law	pay	choose	break
ears	single	clean	uncle
grass	touch	visit	hunting
you're	information	bit	flow
grew	express	whose	lady
skin	mouth	received	students
valley	yard	garden	human
cents	equal	please	art
key	decimal	strange	feeling

Ninth Hundred

WORDS 801-825	WORDS 826-850	WORDS 851-875	WORDS 876-900
supply	guess	thick	major
corner	silent	blood	observe
electric	trade	lie	tube
insects	rather	spot	necessary
crops	compare	bell	weight
tone	crowd	fun	meat
hit	poem	loud	lifted
sand	enjoy	consider	process
doctor	elements	suggested	army
provide	indicate	thin	hat
thus	except	position	property
won't	expect	entered	particular
cook	flat	fruit	swim
bones	seven	tied	terms
tail	interesting	rich	current
board	sense	dollars	park
modern	string	send	sell
compound	blow	sight	shoulder
mine	famous	chief	industry
wasn't	value	Japanese	wash
fit	wings	stream	block
addition	movement	planets	spread
belong	pole	rhythm	cattle
safe	exciting	eight	wife
soldiers	branches	science	sharp

Tenth Hundred

WORDS 901-925	WORDS 926-950	WORDS 951-975	WORDS 976-1000
company	sister	gun	total
radio	oxygen	similar	deal
we'll	plural	death	determine
action	various	score	evening
capital	agreed	forward	nor
factories	opposite	stretched	rope
settled	wrong	experience	cotton
yellow	chart	rose	apple
isn't	prepared	allow	details
southern	prepared	fear	entire
truck	solution	workers	corn
fair	fresh	Washington	substances
printed	shop	Greek	smell
wouldn't	suffix	women	tools
ahead	especially	bought	conditions
chance	shoes	led	cows
born	actually	march	track
level	nose	northern	arrived
triangle	afraid	create	located
molecules	dead	British	sir
France	sugar	difficult	seat
repeated	adjective	match	division
column	fig	win	effect
western	office	doesn't	underline
church	huge	steel	view

LISTING OF WORDS CONTAINING COMMON RIMES

-ab /a/: cab, dab, gab, jab, lab, nab, tab, blab, crab, flab, grab, scab, slab, stab

-ace /ā/: face, lace, mace, pace, race, brace, grace, place, space, trace

-ack /a/: back, hack, Jack, lack, Mack, pack, quack, rack, sack, tack, clack, crack, knack, shack, slack, smack, snack, stack, track, whack

-act /a/: fact, pact, tact, tract

-ad /a/: bad, cad, dad, fad, gad, had, lad, mad, pad, sad, tad, brad, Chad, clad, glad, shad

-ade /ā/: bade, fade, jade, wade, blade, glade, grade, shade, spade, trade

-aff /a/: gaff, chaff, quaff, staff

-aft /a/: daft, raft, waft, craft, draft, graft, shaft

-ag /a/: bag, gag, hag, jag, lag, nag, rag, sag, tag, wag, brag, crag, drag, flag, shag, flag, shag, slag, snag, stag, swag

-age /ā/: cage, gage, page, rage, sage, wage, stage

-aid /ā/: laid, maid, paid, raid, braid, staid

-ail /ā/: bag, gag, hag, jag, lag, nag, rag, sag, tag, wag, brag, crag, drag, flag, shag, bail, fail, gail, hail, jail, mail, nail, pail, quail, rail, sail, tail, wail, flail

-ain /ā/: snail, trail, lain, main, pain, rain, vain, wain, brain, chain, drain, grain, plain, slain, Spain, sprain, stain, strain, train

-aint /ā/: faint, paint, saint, taing, quaint

-air /air/: fair, hair, lair, pair, chair, flair, stair

-aise /ā/: raise, braise, chaise, praise

-ait /ā/: bait, gait, wait, strait, trait

-ake /ā/: bake, cake, face, jace, lake, make, quake, rake, take, wake, brake, drake, flake, shake, snake, stake

-ale /ā/: bale, dale, gale, hale, male, pale, sale, tale, scale, shale, stale, whale

-ale /aw/: balk, calk, talk, walk, chalk, stalk

-all /ô/: ball, call, fall, gall, hall, mall, pall, tall, wall, small, squall, stall

-alt /aw/: halt, malt, salt

-am /a/: cam, dam, ham

jam	tramp	sand	tank	trap	fare	harp
Pam		gland	yank	wrap	hare	tarp
ram	**-am**	brand	blank		mare	sharp
Sam	**/a/**	gland	clank	**-ape**	pare	
tam	ban	stand	crank	**/ā/**	rare	**-art**
yam	can	strand	drank	cape	ware	**/ar/**
clam	Dan		flank	gape	blare	cart
cram	fan	**-ane**	frank	nape	flare	dart
dram	man	**/ā/**	plank	rape	glare	mart
gram	pan	bane	prank	tape	scare	part
scam	ran	cane	shank	drape	share	tart
sham	tan	Jane	stank	grape	snare	chart
slam	van	lane	thank	scrape	spare	smart
swam	bran	mane		shape	square	start
tram	clan	pane	**-ant**		stare	
	flan	sane	**/a/**	**-ar**		**-ase**
-ame	plan	vane	can't	**/ar/**	**-arge**	**/ā/**
/ā/	scan	wane	pant	bar	**/ar/**	base
came	span	crane	rant	car	barge	case
dame	than	plane	chant	far	large	vase
fame			grant	jar	charge	chase
game	**-ance**	**-ang**	plant	mar		
lame	**/a/**	**/ā/**	scant	par	**-ark**	**-ash**
name	dance	bang	slant	rap	**/ar/**	**/a/**
same	lance	fang		char	bark	bash
tame	chance	gang	**-ap**	scar	dark	cash
blame	France	hang	**/a/**	spar	hark	dash
flame	glance	pang	cap	star	lark	gash
frame	prance	rang	gap		mark	hash
shame	stance	sang	lap	**-ard**	park	lash
	trance	tang	map	**/ar/**	Clark	mash
-amp		clang	nap	bard	shark	rash
/a/	**-anch**	slang	pap	card	spark	sash
camp	**/a/**	sprang	rap	guard	stark	brash
damp	ranch	twang	sap	hard		clash
lamp	blanch		tap	lard	**-arm**	flash
ramp	branch	**-ank**	yap	yard	**/ar/**	slash
tamp	stanch	**/ā/**	chap	shard	farm	smash
vamp		bank	clap		harm	stash
champ	**-and**	dank	flap	**-are**	charm	thrash
clamp	**/a/**	hank	scrap	**/air/**		trash
cramp	band	lank	slap	bare	**-arn**	
scamp	hand	rank	snap	care	**/ar/**	
stamp	land	sank	strap	dare	carp	

Col1	Col2	Col3	Col4	Col5	Col6	Col7
-aks	lass	hate	Dave	yawn	**-aze**	**-ead**
/a/	mass	Kate	gave	brawn	**/ā/**	**/ē/**
ask	pass	late	pave	drawn	daze	bead
cask	brass	mate	rave	prawn	faze	lead
mask	class	rate	save	spawn	gaze	read
task	glass	crate	wave		haze	knead
flask	grass	grate	brave	**-ax**	maze	plead
		plate	crave	**/a/**	raze	
-asm	**-at**	skate	grave	lax	blaze	**-eak**
/a/	**/a/**	state	shave	max	craze	**/ē/**
chasm	bat		slave	tax	glaze	beak
plasm	cat	**-ath**	stave	wax	graze	leak
spasm	fat	**/ă/**		flax		peak
	gnat	bath	**-aw**		**-ea**	teak
-asp	hat	lath	**/aw/**	**-ay**	**/ē/**	weak
/a/	mat	math	caw	**/ā/**	pea	bleak
gasp	pat	path	gnaw	bay	sea	creak
hasp	rat	wrath	jaw	day	tea	freak
rasp	sat		law	gay	flea	sneak
clasp	tat	**-aught**	paw	hay	plea	speak
grasp	vat	**/aw/**	raw	jay		squeak
	brat	caught	saw	lay	**-each**	streak
-ast	chat	naught	claw	may	**/ē/**	tweak
/a/	drat	taught	draw	nay	beach	
cast	flat	fraught	flaw	pay	leach	**-eal**
fast	scat		slaw	quay	peach	**/ē/**
last	that	**-aunch**	squaw	ray	reach	deal
mast		**/aw/**	straw	say	teach	heal
past	**-atch**	haunch		way	bleach	meal
vast	**/a/**	launch	**-awl**	bray	breach	peal
blast	batch	paunch	**/aw/**	clay	preach	real
	catch		bawl	cray	screech	seal
-aste	hatch	**-aunt**	brawl	fray		teal
/ā/	latch	**/aw/**	crawl	gray	**-ead**	veal
baste	match	daunt	drawl	play	**/e/**	zeal
haste	patch	gaunt	scrawl	pray	dead	squeal
paste	scratch	haunt	trawl	slay	head	steal
taste	thatch	jaunt		spray	lead	
waste		taunt	**-awn**	stay	read	**-ealth**
chaste	**-ate**	flaunt	**/aw/**	stray	bread	**/e/**
	/ā/		dawn	sway	dread	health
-ass	date	**-ave**	fawn	tray	spread	wealth
/a/	fate	**/ā/**	lawn		thread	stealth
bass	gate	cave	pawn		tread	

-eam	spear	peck	-eed	-eem	-eet	-eld
/ē/		check	/ē/	/ē/	/ē/	/e/
beam	-ear	fleck	deed	deem	beet	held
ream	/e/	speck	feed	seem	feet	meld
seam	bear	wreck	heed	teem	meet	weld
cream	pear		kneed		fleet	
dream	wear	-ed	need	-een	greet	-ell
gleam	swear	/e/	reed	/ē/	sheet	/e/
scream		bed	seed	keen	skeet	bell
steam	-east	fed	weed	queen	sleet	cell
stream	/ē/	led	bleed	seen	street	dell
team	beast	Ned	breed	teen	sweet	fell
	feast	red	creed	green	tweet	hell
-ean	least	Ted	freed	preen		jell
/ē/	yeast	wed	greed	screen	-eeze	knell
bean		led	speed	sheen	/ē/	Nell
dean	-eat	bred	steed		breeze	sell
jean	/ē/	fled	treed	-eep	freeze	tell
lean	beat	Fred	tweed	/ē/	sneeze	well
mean	feat	shed		beep	squeeze	yell
wean	heat	shred	-eek	deep	tweeze	dwell
clean	meat	sled	/ē/	jeep	wheeze	quell
glean	neat	sped	leek	keep		shell
	peat		meek	peep	-eft	smell
-eap	seat	-edge	peek	seep	/e/	spell
/ē/	bleat	/e/	reek	weep	deft	swell
heap	cheat	bee	seek	cheep	heft	
leap	cleat	fee	week	creep	left	-elp
reap	pleat	knee	cheek	sheep	cleft	/e/
cheap	treat	lee	creek	sleep	theft	help
	wheat	see	Greek	steep		kelp
-ear		tee	sleek	sweep	-eg	yelp
/ē/	-eave	wee			/e/	
dear	/ē/	flee	-eel	-eer	beg	-elt
fear	heave	free	/ē/	/ē/	keg	/e/
gear	leave	glee	feel	beer	leg	belt
hear	weave	tree	heel	deer	meg	felt
near	cleave		keel	jeer	peg	knelt
rear	sheave	-eech	peel	leer		melt
sear		/ē/	reel	peer	-eigh	pelt
tear	-eck	beech	creel	sneer	/ā/	welt
year	/e/	leech	steel	steer	neigh	dwelt
clear	deck	breech	wheel		weigh	smelt
shear	heck	screech			sleigh	
smear	neck	speech				

-em	lend	slept	mess	**-etch**	**-ibe**	**-id**
/e/	mend	swept	bless	**/e/**	**/ī/**	**/i/**
gem	rend		chess	fetch	jibe	bid
hem	send	**-erge**	dress	retch	brib	did
stem	tend	**/er/**	press	sketch	scrib	hid
them	vend	merge	stress	wretch	tribe	kid
	wend	serge	tress			lid
-en	blend	verge		**-ew**	**-ice**	mid
/e/	spend		**-est**	**/ōō/**	**/ī/**	quid
Ben	trend	**-erk**	**/e/**	dew	dice	rid
den		**/er/**	best	few	lice	grid
hen	**-ense**	jerk	guest	hew	mice	skid
Ken	**/e/**	clerk	jest	Jew	nice	slid
men	dense		lest	knew	rice	
pen	sense	**-erm**	nest	new	vice	**-ide**
ten	tense	**/er/**	pest	pew	price	**/ī/**
yen		berm	rest	blew	slice	bide
Glen	**-ent**	germ	test	brew	splice	hide
then	**/e/**	term	vest	chew	thrice	ride
when	bent	sperm	west		twice	side
wren	cent		zest	**-ex**		tide
	dent	**-ern**	blest	**/e/**	**-ick**	wide
-ence	gent	**/er/**	chest	hex	**/i/**	bride
/e/	Kent	fern	crest	sex	dick	chide
fence	lent	tern	quest	vex	hick	glide
hence	rent	stern	wrest	flex	kick	pride
whence	sent				lick	slide
	tent	**-erve**	**-et**	**-ey**	nick	snide
-ench	vent	**/er/**	**/e/**	**/ā/**	pick	stride
/e/	went	nerve	bet	hey	quick	
bench	scent	serve	get	gray	Rick	**-ie**
wench	spent	verve	jet	prey	sick	**/ī/**
clench		swerve	let	they	tick	die
drench	**-ep**		met	whey	wich	fie
French	**/e/**	**-esh**	net		brick	lie
quench	pep	**/e/**	pet	**-ib**	chick	pie
stench	rep	mesh	set	**/i/**	click	tie
trench	prep	flesh	wet	bib	flick	vie
wrench	strep	fresh	yet	fib	slick	
			Chet	jib	stick	**-ied**
-end	**-ept**	**-ess**	fret	rib	thick	**/ī/**
/e/	**/e/**	**/e/**	whet	crib	trick	died
bend	kept	Bess		glib		lied
end	wept	guess				dried
fend	crept	less				fried

tried	**-iff**	light	**-ilk**	Jim	win	tine
	/i/	might	**/i/**	Kim	chin	vine
-ief	miff	night	bill	rim	grin	wine
/ē/	tiff	right	dill	Tim	shin	brine
brief	cliff	sight	fill	vim	skin	shine
chief	skiff	tight	gill	brim	spin	shrine
grief	sniff	blight	hill	grim	thin	spine
thief	whiff	bright	ill	prim	twin	swine
		flight	Jill	slim		whine
-ield	**-ift**	fright	kill	swim	**-ince**	
/ē/	**/i/**	plight	mill	trim	**/i/**	-ing
field	gift	slight	pill	whim	mince	/i/
yield	lift		quill		since	bing
shield	rift	**-ike**	rill	**-ime**	wince	ding
	sift	**/ī/**	sill	**/ī/**	prince	king
-ier	drift	bike	till	dime		ping
/ī/	shift	dike	will	lime	**-inch**	ping
brier	swift	hike	chill	mime	**/i/**	ring
crier	thrift	like	drill	time	cinch	sing
drier		mike	frill	chime	finch	wing
flier	**-ig**	pike	grill	clime	pinch	zing
	/i/	spike	skill	crime	winch	bring
-ies	big	strike	spill	grime	clinch	cling
/ī/	dig		still	prime	flinch	fling
dies	fig	**-ild**	swill	slime		sling
lies	gig	**/ī/**	thrill		**-ind**	spring
pies	jig	mild	trill	**-imp**	**/ī/**	sting
ties	pig	wild	twill	**/i/**	bind	string
cries	rig	child		limp	find	swing
dries	wig		**-ilt**	chimp	hind	thing
flies	brig	**-ile**	**/i/**	crimp	kind	wring
fries	sprig	**/ī/**	**gilt**	primp	mind	
skies	swig	bile	jilt	skimp	rind	**-inge**
tries	twig	file	hilt	blimp	wind	**/i/**
		mile	kilt		blind	binge
-ife	**-igh**	nile	kilt	**-in**	grind	hinge
/ī/	**/ī/**	pile	tilt	**/i/**		singe
fife	high	tile	wilt	bin	**-ine**	tinge
knife	nigh	vile	quilt	din	**/ī/**	cringe
life	sigh	smile	stilt	fin	dine	fringe
rife	thigh	stile		gin	fine	twinge
wife		while	**-im**	kin	line	
strife	**-ight**		**/i/**	pin	mine	**-ink**
	/ī/		dim	sin	nine	**/i/**
	knight		him	tin	pine	kink

link	grip	smirk	**-ist**	white	load	throat
mink	ship		**/i/**	write	road	
pink	skip	**-irt**	fist	sprite	toad	**-ob**
rink	slip	**/er/**	list			**/o/**
sink	snip	dirt	mist	**-ive**	**-oak**	bob
wink	strip	flirt	wrist	**/ī/**	**/ō/**	cob
blink	trip	shirt	grist	dive	soak	fob
brink	whip	skirt	twist	five	cloak	gob
chink		squirt		hive	croak	job
clink	**-ipe**		**-it**	jive		knob
drink	**/ī/**	**-irth**	**/i/**	live	**-oal**	lob
shrink	pipe	**/er/**	bit	chive	**/ō/**	mob
slink	ripe	birth	fit	drive	coal	rob
stink	wipe	firth	hit	strive	foal	sob
think	gripe	girth	kit	thrive	goal	blob
	snipe	mirth	knit		shoal	glob
-int	stripe		lit	**-ix**		slob
/i/	swipe	**-ise**	pit	**/i/**	**-oam**	snob
hint	tripe	**/ī/**	quit	fix	**/ō/**	
lint		guise	sit	mix	Joan	**-obe**
mint	**-ir**	rise	wit	six	loan	**/ō/**
tint	**/er/**	wise	flit		moan	lobe
glint	fir		grit	**-o**	groan	robe
print	sir	**-ish**	skit	**/ōō/**		globe
splint	stir	**/i/**	slit	do	**-oar**	probe
sprint	whir	dish	spit	to	**/or/**	
squint		fish	split	who	boar	**-ock**
stint	**-ird**	wish	twit		roar	**/o/**
	/er/	swish		**-o**	soar	dock
-ip	bird		**-itch**	**/ō/**		hock
/i/	gird	**-isk**	**/i/**	go	**-oast**	knock
dip	third	**/i/**	ditch	no	**/ō/**	lock
hip		lisp	hitch	so	boast	mock
lip	**-ire**	wisp	pitch	pro	coast	rock
nip	**/ī/**	crisp	witch		roast	sock
quip	fire		switch	**-oach**	toast	tock
rip	hire	**-iss**		**/ō/**		block
sip	tire	**/i/**	**-ite**	coach	**-oat**	clock
tip	wire	hiss	**/ī/**	poach	**/ō/**	crock
zip	spire	kiss	bite	roach	boat	flock
blip		miss	kite	broach	coat	frock
chip	**-irk**	bliss	mite		goat	shock
clip	**/er/**	Swiss	quite	**-oad**	moat	smock
drip	quirk		rite	**/ō/**	gloat	stock
flip	shirk		site	goad	float	

-od /o/
cod, god, mod, nod, pod, rod, sod, tod, clod, plod, prod, shod, trod

flog, frog, grog, slog, smog

-ogue /ō/
brogue, rogue, vogue

-ode /ō/
code, lode, mode, node, rode, strode

-oil /oi/
boil, coil, foil, soil, toil, spoil, broil

-oin /oi/
coin, join, loin, groin

-oe /ō/
doe, foe, hoe, Joe, toe, woe

-oist /oi/
foist, hoist, joist, moist

-og /o/
bog, cog, dog, fog, hog, jog, log, tog, clog

-oke /ō/
coke, joke, poke, woke, yoke, broke, choke

smoke, spoke, stoke, stroke

-old /ō/
bold, cold, fold, gold, hold, mold, old, sold, told, scold

-ole /ō/
dole, hole, mole, pole, role, stole, whole

-oll /ō/
poll, roll, toll, droll, knoll, scroll, troll

-oll /o/
doll, loll, moll

-olt /ō/
bolt, colt, jolt, molt, volt

-om /o/
mom, tom, prom

-ome /ō/
dome, home, nome, Rome, tome, gnome, chrome

-ome /u/
come, some

-omp /o/
pomp, romp, chomp, stomp

-on /u/
son, ton, won

-ond /o/
bond

fond, pond, blond, frond

-one /ō/
bone, cone, hone, lone, tone, zone, clone, crone, drone, phone, prone, shone, stone

-ong /aw/
bong, dong, gong, long, song, tong, prong, strong, thong, wrong

-oo /ōō/
boo, coo, goo, moo, poo, too, woo, zoo, shoo

-ood /ŏŏ/
good, hood, wood, stood

-ood /ōō/
food, mood, brood

-oof /ōō/
goof, roof, proof, spoof

-ook /ŏŏ/
book, cook, hook, look, nook, took, brook, crook, shook

-ool /ōō/
cook, fool, pool, tool, drool, school, spool, stool

-oom /ōō/
boom, doom, loom, room, zoom, bloom, broom, gloom, groom

-oon /ōō/
coon, loon, moon, noon, soon, croon, spoon, swoon

-oop /ōō/
coop, hoop, loop, droop, scoop, sloop, snoop, stoop, swoop, troop

-oor /oo/
poor, boor, moor, spoor

-oose	pope	stork	**-oss**	**-otch**	**-ought**	flour
/ōō/	rope		**/aw/**	**/o/**	**/aw/**	scour
goose	grope	**-orm**	boss	botch	bought	
loose	scope	**/or/**	loss	notch	fought	**-ouse**
moose	slope	dorm	moss	blotch	ought	**/ow/**
noose		form	toss	crotch	sought	douse
	-orch	norm	cross	scotch	brought	house
-oot	**/or/**	storm	floss		thought	louse
/ōō/	porch		gloss	**-ote**		mouse
boot	torch	**-orn**		**/ō/**	**-ould**	rouse
hoot	scorch	**/or/**	**-ost**	note	**/oo/**	souse
loot		born	**/ô/**	quote	could	blouse
moot	**-ord**	corn	cost	rote	would	grouse
root	**/or/**	horn	lost	vote	should	spouse
toot	cord	morn	frost	wrote		
scoot	ford	torn			**-ounce**	**-out**
shoot	lord	worn	**-ost**	**-oth**	**/ow/**	**/ow/**
	chord	scorn	**/ō/**	**/aw/**	bounce	bout
	sword	shorn	host	moth	pounce	gout
-op		sworn	most	broth	flounce	lout
/o/	**-ore**	thorn	post	cloth	trounce	pout
bop	**/or/**		ghost	froth		rout
cop	bore	**-ort**		sloth	**-ound**	tout
hop	core	**/or/**	**-ot**		**/ow/**	clout
mop	fore	fort	**/o/**	**-ouch**	bound	flout
pop	gore	mort	cot	**/ow/**	found	grout
sop	more	port	dot	couch	hound	scout
top	pore	sort	got	pouch	mound	shout
chop	pore	short	hot	vouch	pound	snout
crop	sore	snort	jot	crouch	round	spout
drop	tore	sport	knot	grouch	sound	sprout
flop	wore		lot	slouch	wound	stout
plop	chore		not		ground	trout
prop	score	**-ose**	pot	**-oud**		
shop	shore	**/ō/**	rot	**/ow/**	**-oup**	**-outh**
slop	snore	hose	tot	loud	**/ōō/**	**/ow/**
stop	spore	nose	blot	cloud	soup	mouth
	store	pose	clot	proud	croup	south
-ope	swore	rose	clot		group	
/ō/		chose	plot		stoup	**-ove**
cope	**-ork**	close	shot	**-ough**		**/ō/**
dope	**/or/**	prose	slot	**/u/**		cove
hope	cork	those	spot	rough	**-our**	wove
lope	fork		trot	slough	**/ow/**	clove
mope	pork				hour	drove
nope	York				sour	

grove	**-owl**	**-oy**	cluck	flue	fluke	swum
stove	**/ow/**	**/oi/**	pluck	glue		
trove	fowl	boy	shuck	true	**-ule**	**-umb**
	howl	coy	stuck		**/ū/**	**/u/**
-ove	jowl	joy	struck	**-uff**	mule	dumb
/u/	growl	Roy	truck	**/u/**	pule	numb
dove	prowl	soy		buff	rule	crumb
love	scowl	toy	**-ud**	cuff	Yule	plumb
glove		ploy	**/u/**	huff		thumb
shove	**-own**		bud	muff	**-ulk**	
	/ow/	**-ub**	cud	puff	**/ū/**	**-ume**
-ow	down	**/u/**	dud	ruff	bulk	**/ōō/**
/ō/	gown	cub	mud	bluff	hulk	fume
bow	town	dub	spud	fluff	sulk	flume
know	brown	hub	stud	gruff		plume
low	clown	nub	thud	scuff	**-ull**	spume
mow	crown	pub		sluff	**/u/**	
row	drown	rub	**-ude**	snuff	cull	**-ump**
sow	frown	sub	**/ōō/**	stuff	dull	**/u/**
tow		tub	dude		gull	bump
blow	**-own**	club	nude	**-ug**	hull	dump
crow	**/ō/**	drub	rude	**/u/**	lull	hump
flow	known	flub	crude	bug	mull	jump
glow	mown	grub	prude	dug	skull	lump
grow	sown	scrub		hug		pump
show	blown	shrub	**-udge**	jug	**-ull**	rump
slow	flown	snub	**/u/**	lug	**/ŏŏ/**	chump
snow	grown	stub	budge	mug	bull	clump
stow	shown		fudge	pug	full	frump
	thrown	**-ube**	judge	rug	pull	grump
-ow		**/ōō/**	nudge	tug		plump
/ow/	**-owse**	cube	drudge	shug	**-um**	slump
bow	**/ow/**	rube	grudge	drug	**/u/**	stump
cow	dowse	tube	sludge	plug	bum	thump
how	browse		smudge	shrug	gum	trump
now	drowse	**-uck**	trudge	slug	hum	
row		**/u/**		smug	mum	**-un**
sow	**-ox**	buck	**-ue**	snug	rum	**/u/**
vow	**/o/**	duck	**/ōō/**	thug	sum	bun
brow	box	luck	cue		chum	fun
chow	fox	muck	due	**-uke**	drum	gun
plow	lox	puck	hue	**/ōō/**	glum	nun
prow	pox	suck	sue	duke	plum	pun
scow		tuck	blue	nuke	slum	run
		chuck	clue	puke	strum	sun

shun	junk	**-url**	**-ush**	tut	why
spun	punk	**/er/**	**/u/**	glut	
stun	sunk	burl	gush	shut	**-ye**
	chunk	curl	hush	smut	**/i/**
-unch	drunk	furl	lush	strut	aye
/u/	flunk	hurl	mush		dye
bunch	plunk	purl	rush	**-utch**	eye
hunch	shrunk	churl	blush	**/u/**	lye
lunch	skunk	knurl	brush	Dutch	rye
munch	slunk		crush	hutch	
punch	spunk	**-urn**	flush	clutch	
brunch	stunk	**/er/**	plush	crutch	
crunch	trunk	burn	slush		
		turn	thrush	**-ute**	
-une	**-unt**	churn		**/u/**	
/ū/	**/u/**	spurn	**-uss**	cute	
June	bunt		**/u/**	jute	
tune	hunt	**-urse**	buss	lute	
prune	punt	**/er/**	cuss	mute	
	runt	curse	fuss	brute	
-ung	blunt	nurse	muss	chute	
/u/	grunt	purse	truss	flute	
dung	shunt				
hung	stunt	**-urt**	**-ust**	**-utt**	
lung		**/er/**	**/u/**	**/u/**	
rung	**-up**	curt	bust	butt	
sung	**/u/**	hurt	dust	mutt	
clung	cup	blurt	gust	putt	
flung	pup	spurt	just		
rung	sup		lust	**-y**	
sung		**-us**	must	**/i/**	
clung	**-ur**	**/u/**	rust	by	
flung	**/er/**	bus	crust	my	
sprung	cur	pus	thrust	cry	
stung	fur	plus	trust	dry	
strung	blur	thus		fly	
swung	slur		**-ut**	fry	
wrung	spur	**-use**	**/u/**	ply	
		/u/	but	pry	
-unk	**-ure**	fuse	cut	shy	
/u/	**/ū/**	muse	gut	sky	
bunk	cure	ruse	hut	sly	
dunk	lure		jut	spy	
funk	pure		nut	spry	
hunk	sure		rut	try	

Irregular Words

This list contains common words that are not pronounceable using regular phonics rules. Students need to learn to recognize them on sight to memorize their spellings.

a	does	listen	said	usually
adjective	door	live	science	want
again	earth	many	should	was
although	enough	measure	sign	watch
answer	example	most	some	water
any	eyes	mother	something	where
are	father	mountain	stretch	were
become	feather	move	subtle	what
been	find	of	sure	who
both	four	off	the	woman
bread	friends	often	their	women
brought	from	old	there	words
climbed	give	on	they	work
cold	great	once	though	world
color	group	one	thought	would
come	have	only	through	you
could	heard	other	to	young
country	island	people	today	your
design	kind	picture	two	youth
do	learn	piece		

Six Types of Syllables

Many reading programs recognize six common types of syllables; as always, there are exceptions. Reading programs refer to these syllable types by slightly different names, and some describe additional, less common, syllable types. Recognizing the six common types of syllables will help readers to decode words and know where to divide words for reading and spelling.

Syllable Type	Definition
Open	Has one vowel at the end of the syllable. Usually has a long vowel sound.
Closed	Has one vowel at the beginning or in the middle of the syllable. Ends in a consonant. Usually has a short vowel sound
R-Controlled	Vowel followed by the letter "r." The "r" controls the sound of the vowel.
Vowel Team	Has two vowels (or a vowel consonant in the case of aw, ew, ow). Usually produces a single vowel sound.
Vowel – Consonant + e	Found only at the end of a word. The final "e" is silent and the vowel before it is long.
Consonant + le	Usually the final syllable in a word. This is the only syllable type where the vowel does not have a sound.

Syllabication Rules

- When two consonants come between two vowels, divide syllables between the consonants. (cof-fee, lum-ber)
- When there are more than two consonants together in a word, divide syllables keeping the blends together. (em-ploy)
- When there is one consonant between two vowels in a word, divide syllables after the first vowel. (bo-nus)
- If following the third rule does not make a recognizeable word, divide syllables after the consonant that comes between the vowels (doz-en)
- When there are two vowels together that do not represent a long vowel sound or a dipthong, divide syllables between the vowels. (po-em, tru-ant)
- Prefixes always form separate syllables and suffixes sometimes do (e.g., up-stairs, in-side)
- Always divide compound words (base-ball, bus-boy)

WORD SORTS

Word sorts are small group, categorizing and classifying activities with a focus on phonics, spelling, or vocabulary that use categorization to unlock critical differences and similarities between words. Students are required to focus on specific structures of words. Word sorts help students activate and use their knowledge as well as providing them an opportunity to learn from and with each other.

Words and phrases for word sorts may be selected from materials that students will read (or have read) or words may be selected based upon skills the students have are working to master in class. Twelve to twenty words or phrases should be selected. Words are printed on cardstock and multiple copies of the complete set of words are made.   Words are then cut apart and placed in an envelope for use and storage. Each small group should have one complete set of words.

There are two types of word sorts: open and closed.

Open Word Sort:
An *open word sort* is a divergent thinking activity. There is no "right" way to sort words in an open word sort. In an open word sort, the focus is on the process students undergo as they complete activity and on their reasons for creating groups of words. Students work in pairs or small groups. Students are directed to work together to decide how to group the set of words or phrases. Students are not allowed to place all of the words in a single group in a separate group. Students must be prepared to explain their decisions to the class. A volunteer from each group will explain the word groupings and provide the reasons words were divided in this way. (If the open word sort is used as a pre-reading activity, the teacher might conclude by asking students what they expect to be reading about and why.)

Closed Word Sort:
In a *closed word sort*, the teacher will give each small group a set of words cards. In this activity, the teacher will provide the categories for sorting words for the students. Students will have 5 to 8 minutes to sort words into the assigned categories. Students are asked to compare their answers.

Web Sites for Writers And Word Lovers

English Homophone Dictionary	www.earlham.edu/~peters/writing/homophone.htm
English Teacher	www.theenglishteacher.org
The Etymology of First Names	www.engr.uric.ca/~mcampbel/etym.html
Fun With Etymology	www.compastnet.com/mrex/etymol.htm
Funbrain.com	www.funbrain.com/vocab/index.html
The Grammar Lady	www.grammarlady.com/
Intercultural E-Mail Classroom Connections	www.stolaf.edu/network/iecc
People's Names and What They Mean	www.zelo.com/firstnames
Puzzlemaker	www.puzzlemaker.com
Rhyming Dictionary	www.cs.cmu.edu/~doughb/rhyme.html
Syndicate	http://syndicate.com
A Word a Day	www.wordsmith.org/awad/index.html
Word Central	www.wordcentral.com/dailybuzzword.html
Wordplay	http://homepage.interaccess./~wolinsky/word.htm
Wow Word of the Week	www.wowwords.com/

How Well Do I Know These Words?

Write your new vocabulary words in the first column. Check the column to the right that best describes how well you know each word.

List of Words	I do not know this word.	I have sent this word, but don't know what it means.	I know a little about this word.	I know this word and can use it when I talk and write.

TEXT STRUCTURES

Organizational Structure	Description	Signal Words	Graphic Organizers
Cause/Effect	The writer analyzes then explains the causal relationship between things. The reader is told the result of an event or occurrence and the reasons it happened.

Example: Weather patterns could be described that explain why a big snowstorm occurred. | Consequently, therefore, as a result, thereby, leads to, because, this lead to, since, may be due to | • Cycle
• Fishbone Map
• Webbing |
| Chronological/Order/ Sequence | The writer presents ideas, series of events, or a process in the order in which they occurred.

Example: A book about the American revolution might list the events leading to the war. In another book, steps involved in harvesting blue crabs might be told. | Next, first, last, second, another, then, after, additionally, initially, before, not long after when | • Chain of Events
• Sequence Chain
• Series of Events Chain |
| Compare/Contrast | The writer presents differences and similarities of two or more objects, places, events or ideas by grouping their traits for comparison.

Example: A book about ancient Greece may explain how the Spartan women were different from the Athenian women. | However, unlike, like, by contrast, yet, in comparison, although, on the other hand, instead of, unless, not only-but also, different from, similar to | • Compare/Contrast Matrix
• Venn Diagram |

Organizational Structure	Description	Signal Words	Graphic Organizers
Description/List	The writer presents information in a structure that resembles an outline. Each section opens with its main idea, then elaborates on it, sometimes dividing the elaboration into subsections. Example: A book may tell all about whales or describe what the geography is like in a particular region.	Consequently, therefore, as a result, thereby, leads to, for instance, for example, furthermore, in addition to, such as, also, in fact	• Clustering • Semantic Web • Sketch • Spider Map
Problem/Solution	The writer presents a problem then expounds upon possible solutions for that problem.	The question is, one answer is, one reason for, recommendations include	• Problem/Solution Outline

Reading Techniques All Teachers Can Use

Help your students do these things...

BEFORE READING

🕮 Setting a purpose for reading

🕮 Establishing conceptual frameworks to recall text over time

🕮 Activating background knowledge of the topic

🕮 Using knowledge of text structure to understand text

🕮 Narrative text – characters, setting, problem, plot, resolution

🕮 <u>Expository text – compare/contrast, problem/solution, cause/effect, main idea/details, sequence</u>

DURING READING

🕮 Reading actively for a purpose

🕮 Monitoring comprehension

🕮 Discriminating between important and less important ideas

🕮 Using a variety of fix-up strategies

🕮 Making connections to text/world/self

🕮 Discriminating between an author's purpose and a teacher's purpose for reading

🕮 Identifying unfamiliar vocabulary using context clues and word attack skills

🕮 Reading flexibly by using a variety of strategies, by adjusting pacing and through skimming and scanning

🕮 Interacting with text by questioning, predicting and extending

🕮 Interpreting a variety of symbols across subject areas

🕮 Utilizing critical reading skills such as evaluating, interpreting and analyzing, recognizing difference between fact and opinion and recognizing logical fallacies

AFTER READING

🕮 Synthesizing information from a variety of sources to develop an understanding and thinking about next steps – "What else do I need to know?"

🕮 Summarizing what has been read

🕮 Evaluating the ideas in the text

🕮 Reading and interpreting data

🕮 Reading a variety of genres

🕮 Choosing to read and interacting with others about his/her reading

🕮 Developing and extending oral and written responses to his/her reading

🕮 Using reading to solve problems in life and at school

Question Answer Relationships

Teaching students to think about Question Answer Relationships is one way to help students comprehend the texts they read. The QAR strategy encourages students to be strategic about their search for answers based on an awareness of different types of questions. The four types of Question Answer Relationships are:

1. **Right There**. The answer is in the text, and if the pointed at it, he'd say it's "right there!" Often, the answer will be in a single sentence or place in the text, and the words used to create the question are often also in that same place.
2. **Think and Search**. The answer is in the text, but the reader might have to look in several different sentences to find it. It is broken up or scattered or requires a grasp of multiple ideas across paragraphs or pages.
3. **Author and You**. The answer is not in the text, but the reader still needs information that the author has given, combined with what the reader already knows, in order to respond to this type of question.
4. **On My Own**. The answer is not in the text. In fact the reader doesn't even have to have read the text to be able to answer it.

Teacher may use the following steps to teach students how to use Question Answer Relationships as a strategy.

1. Explain the concept of QARs to the students, possibly using a chart to show the four types and the two broad categories of information sources: in the text and in your head.

2. Have students read several short passages. Follow each reading with one question from each of the four QAR categories. Discuss the differences between the different types of questions and answers.

3. Give students short passages along with questions, answers and identified QARs. Discuss why a question and answer pair is one QAR and not another. Then give students passages with questions and answers and have them identify the QARs. Finally, give students passages with questions and have them decide which QAR strategy to use to find the answers.

4. Give students a longer passage with up to six questions (at least one from each category). Students can work in groups to decided the QAR category and answer for each question.

5. As an extension students can write their own questions for reading passages using the QAR strategies.
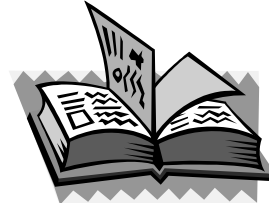
Question-Answer Relationships
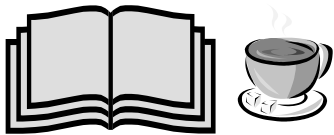
IN THE BOOK
QUESTIONS

Right There

IN THE BOOK
QUESTIONS

Search and Find

IN MY HEAD
QUESTIONS

AUTHOR AND ME

IN MY HEAD
QUESTIONS

On My Own

Practicing with Question-Answer Relationships

Electricity

All matter is made up of atoms. Within each atom there is a nucleus, and this nucleus has tiny charged particles called electrons orbiting around it. Atoms with different atomic numbers have different numbers of electrons. When electrons break from their orbit and become free-flying, they form electricity. Rubbing objects against each other, also known as friction, is one way to free electrons.

The term electricity dates back to ancient Greece and the experiments of a man named Thales. Thales took an amber stone and rubbed it between his fingers. He noticed that the stone attracted threads from his clothes. In Greek the word amber is called electron.

Analyze the questions below. What type of question-answer relationship is illustrated in each.

1. Where are the charged particles called electrons found? (Right There)

2. What happened to the electrons in the amber stone that Thales used? (Think and Search)

3. Why does static electricity occur in newly carpeted rooms? (Author and You)

4. Should Thales have taken more time and thought when he named this new energy source?   Why? (On Your Own)

NEWBERY MEDAL WINNERS
1922 to Present

- 2005: **Kira-Kira** (Cynthia Kadohata)
- 2004: **The Tale of Despereaux: Being the Story of a Mouse, a Princess, Some Soup, and a Spool of Thread** (Kate DiCamillo)
- 2003: **Crispin: The Cross of Lead** (Avi)
- 2002: **A Single Shard** (Linda Sue Park)
- 2001: **A Year Down Yonder** (Richard Peck)
- 2000: **Bud, Not Buddy** (Christopher Paul Curtis)
- 1999: **Holes** (Louis Sachar)
- 1998: **Out of the Dust** (Karen Hesse)
- 1997: **The View from Saturday** (E.L. Konigsburg)
- 1996: **The Midwife's Apprentice** (Karen Cushman)
- 1995: **Walk Two Moons** (Sharon Creech)
- 1994: **The Giver** (Lois Lowry)
- 1993: **Missing May** (Cynthia Rylant
- 1992: **Shiloh** (Phyllis Reynolds Naylor)
- 1991: **Maniac Magee** (Jerry Spinelli)
- 1990: **Number the Stars** (Lois Lowry)
- 1989: **Joyful Noise: Poems for Two Voices** (Paul Fleischman)
- 1988: **Lincoln: A Photobiography** (Russell Freedman)
- 1987: **The Whipping Boy** (Sid Fleischman)
- 1986: **Sarah, Plain and Tall** (Patricia MacLachlan)
- 1985: **The Hero and the Crown** (Robin McKinley)
- 1984: **Dear Mr. Henshaw** (Beverly Cleary)
- 1983: **Dicey's Song** (Cynthia Voigt)
- 1982: **A Visit to William Blake's Inn: Poems for Innocent and Experienced Travelers** (Nancy Willard)
- 1981: **Jacob Have I Loved** (Katherine Paterson)
- 1980: **A Gathering of Days: A New England Girl's Journal, 1830-1832** (Joan W. Blos)
- 1979: **The Westing Game** (Ellen Raskin)
- 1978: **Bridge to Terabithia** (Katherine Paterson)
- 1977: **Roll of Thunder, Hear My Cry** (Mildred D. Taylor)
- 1976: **The Grey King** (Susan Cooper)
- 1975: **M. C. Higgins, the Great** (Virginia Hamilton)
- 1974: **The Slave Dancer** (Paula Fox)
- 1973: **Julie of the Wolves** (Jean Craighead George)
- 1972: **Mrs. Frisby and the Rats of NIMH** (Robert C. O'Brien)
- 1971: **Summer of the Swans** (Betsy Byars)
- 1970: **Sounder** (William H. Armstrong)

- 1969: **The High King** (Lloyd Alexander)
- 1968: **From the Mixed-Up Files of Mrs. Basil E. Frankweiler** (E. L. Konigsburg)
- 1967: **Up a Road Slowly** (Irene Hunt)
- 1966: **I, Juan de Pareja** (Elizabeth Borton de Trevino)
- 1965: **Shadow of a Bull** (Maia Wojciechowska)
- 1964: **It's Like This, Cat** (Emily Neville)
- 1963: **A Wrinkle in Time** (Madeleine L'Engle)
- 1962: **The Bronze Bow** (Elizabeth George Speare)
- 1961: **Island of the Blue Dolphins** (Scott O'Dell)
- 1960: **Onion John** (Joseph Krumgold)
- 1959: **The Witch of Blackbird Pond** (Elizabeth George Speare)
- 1958: **Rifles for Watie** (Harold Keith)
- 1957: **Miracles on Maple Hill** (Virginia Sorenson)
- 1956: **Carry On, Mr. Bowditch** (Jean Lee Latham)
- 1955: **The Wheel on the School** (Meindert DeJong)
- 1954: **...And Now Miguel** (Joseph Krumgold)
- 1953: **Secret of the Andes** (Ann Nolan Clark)
- 1952: **Ginger Pye** (Eleanor Estes)
- 1951: **Amos Fortune, Free Man** (Elizabeth Yates)
- 1950: **The Door in the Wall** (Marguerite de Angeli)
- 1949: **King of the Wind** (Marguerite Henry)
- 1948: **The Twenty-One Balloons** (William Pène du Bois)
- 1947: **Miss Hickory** (Carolyn Sherwin Bailey)
- 1946: **Strawberry Girl** (Lois Lenski)
- 1945: **Rabbit Hill** (Robert Lawson)
- 1944: **Johnny Tremain** (Esther Forbes)
- 1943: **Adam of the Road** (Elizabeth Janet Gray)
- 1942: **The Matchlock Gun** (Walter Edmonds)
- 1941: **Call It Courage** (Armstrong Sperry)
- 1940: **Daniel Boone** (James Daugherty)
- 1939: **Thimble Summer** (Elizabeth Enright)
- 1938: **The White Stag** (Kate Seredy)
- 1937: **Roller Skates** (Ruth Sawyer)
- 1936: **Caddie Woodlawn** (Carol Ryrie Brink)
- 1935: **Dobry** (Monica Shannon)
- 1934: **Invincible Louisa: The Story of the Author of Little Women** (Cornelia Meigs)
- 1933: **Young Fu of the Upper Yangtze** (Elizabeth Lewis)
- 1932: **Waterless Mountain** (Laura Adams Armer)
- 1931: **The Cat Who Went to Heaven** (Elizabeth Coatsworth)
- 1930: **Hitty, Her First Hundred Years** (Rachel Field)
- 1929: **The Trumpeter of Krakow** (Eric P. Kelly)
- 1928: **Gay Neck, the Story of a Pigeon** (Dhan Gopal Mukerji)

Appendix

- 1927:   **Smoky, the Cowhorse** (Will James)
- 1926:   **Shen of the Sea** (Arthur Bowie Chrisman)
- 1925:   **Tales from Silver Lands** (Charles Finger)
- 1924:   **The Dark Frigate** (Charles Hawes)
- 1923:   **The Voyages of Doctor Dolittle** (Hugh Lofting)
- 1922:   **The Story of Mankind** (Hendrik Willem van Loon)

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.
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.

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 *bl*). 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).

Glossary

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   One of the four traditional forms of composition in
(Argumentation)   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*.)
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.