

# English Grade K

## Word Analysis, Fluency, and Systematic Vocabulary Development

Students will be able to:

- name all uppercase and lowercase letters
- match all letters with their sounds and sounds to letters
- learn to use conventions of print, not only to negotiate print but also to aid in comprehension
- identify space and letter relationships
- develop a repertoire of academic and general vocabulary words
- understand that spoken words and syllables are made up of sequences of speech sounds
- generate a rhyming word with a given prompt
- express the syllables in a given word (clap or stomp)
- isolate the phonemes in a word
- blend phonemes to make a word
- build and develop academic and general vocabulary

## Reading Comprehension

Students will be able to:

- access and use schema to understand texts
- ask questions before, during, and after reading to understand texts
- make predictions and inferences about texts
- begin to identify story elements such as characters, settings and plot
- begin to identify elements of nonfiction
- recall important elements from within a story
- read sight and high frequency words with automaticity

## Literary Response and Analysis

Students will be able to:

- identify where a story begins, which direction to read on a page and through a story
- match written to spoken words in read-aloud setting
- identify basic elements of text, such as author, illustrator and title
- identify the difference between letters and numbers, letters and words, words and sentences
- begin to choose a variety of texts from a number of sources to enjoy
- identify important features, pictures, and information by looking at the covers of texts
- identify fiction or nonfiction stories and texts

## Writing Strategies and Writing Applications

Students will be able to:

- generate original ideas to write about
- use investigation processes to find information to use in writing
- begin to use sounds in words to spell words phonetically and with standard spelling
- utilize classroom resources to find and use words in writing

- begin to communicate thoughts and ideas through writing process
- hold a pencil correctly, and write in the correct direction
- write names correctly, using uppercase and lowercase letters
- write all upper and lower case letters correctly
- discuss progress and growth as writers with a teacher

### **Listening and Speaking Strategies and Applications**

Students will be able to:

- listen attentively to a speaker and think about what the speaker is saying
- use sentence-level standard English to communicate thoughts
- generate and formulate questions
- identify and communicate time-order of events
- describe location, number, and basic attributes of objects

# English Grade 1

## Word Analysis, Fluency, and Systematic Vocabulary Development

Students will be able to:

- differentiate letters from words, words from sentences, and match a spoken word with a printed word
- understand and identify standard concepts of print
- analyze words at a phoneme level, including initial, final, and medial
- blend and segment phonemes to read and write
- identify and manipulate phonemes within a word
- expand beyond consonant-vowel-consonant words to more complex phonemic structures
- develop and apply alphabetic principle
- use decoding strategies (visual, context, and syntax clues) to solve words
- read independent level sight and high-frequency words with automaticity
- recognize and sort word families and inflectional endings
- identify familiar chunks to decode unknown words
- use new and descriptive vocabulary in speaking and writing
- build and develop academic and general vocabulary through direct instruction

## Reading Comprehension

Students will be able to:

- use schema to make connections to varied texts
- ask questions before, during and after reading to understand texts
- make inferences and predictions based on contextual clues and schema
- determine importance of specific events in a story
- determine importance of elements of nonfiction
- recall and retell important elements of text
- use mental images to aid in comprehension of text
- use fix-up strategies to aid in comprehension (rereading, reading on, using context clues, restating, researching, using decoding strategies and picture clues)
- read independent level text with accuracy

## Literary Response and Analysis

Students will be able to:

- identify where a story begins, which direction to read on a page and through a story
- match written to spoken words in read-aloud setting in an independent setting
- identify and differentiate between basic elements of text, such as author and illustrator, cover and title
- begin to use text features, such as table of contents, maps, captions, etc. to get new information
- make connections (text to self, text to world) and compare information to answer questions regarding text, including cultural aspects
- respond to texts in a variety of ways, including talking, writing, and using art to show what was learned

- identify characteristics of traits of text, including plot, characters, setting, conflict, and order of events (beginning, middle and end)
- begin to identify, define, and compare genre of texts, including fiction, nonfiction, and poetry

### **Writing Strategies and Writing Applications**

Students will be able to:

- identify traits within a piece of writing (voice, ideas, organization, conventions, word choice, and sentence fluency)
- communicate thoughts and ideas with writing and art
- begin to access, gather, organize and communicate information using questions and research strategies
- write for a variety of reasons, (including telling a story, presenting knowledge, asking questions) using a variety of formats
- use new and descriptive vocabulary to enhance writing
- create a focused piece of writing that makes sense and is about a single topic
- begin to utilize the writing process, including planning, drafting, editing, and finalizing
- use writing conventions (including uppercase and lowercase letters, punctuation, and correct spelling) in final drafts, with appropriate support
- write a complete sentence
- begin to write a brief summary
- use other authors and mentor texts as models
- review and discuss original pieces with teachers and other evaluators
- begin to use graphic organizers

### **Listening and Speaking Strategies and Applications**

Students will be able to:

- use a variety of strategies in speaking and listening, including speaking clearly, audibly, staying on topic, and waiting for the appropriate time to contribute
- ask questions and contribute ideas that relate to the discussion
- use a variety of technologies and sources to find and communicate information with others with appropriate support
- reconstruct and restate shared sequences of information

## **English Grade 2**

### **Word Analysis, Fluency, and Systematic Vocabulary Development**

Students will be able to:

- generate the sounds for all consonants, consonant blends, long and short vowels
- recognize alliteration
- read sight words and high frequency words with automaticity
- recognize and sort word families and inflectional endings
- identify familiar chunks to decode unknown words
- break words into syllables and vice-versa
- identify and use prefixes, suffixes, and contractions to assist in word meaning
- use decoding strategies and context clues to solve challenging words
- read aloud narrative and expository texts fluently and accurately with appropriate pacing, intonation and expression
- identify and use antonyms and synonyms
- explore words with multiple meanings
- begin to utilize Internet, dictionary, thesaurus, encyclopedia, and glossary to define and interpret words
- engage in independent reading as the primary means for increasing vocabulary knowledge
- continue to build and develop academic and general vocabulary through direct instruction

### **Reading Comprehension**

Students will be able to:

- use schema to make connections to varied texts
- ask questions before, during and after reading to understand texts
- make inferences and predictions based on contextual clues and background knowledge
- determine importance of specific events in a story
- determine importance of elements of nonfiction
- recall and retell important elements text
- use mental images to aid in comprehension of text
- use of fix-up strategies independently to aid in comprehension (rereading, reading on, using context clues, restating, researching, using decoding strategies and picture clues)
- read independent level text with fluency
- self-correct words when text doesn't make sense

### **Literary Response and Analysis**

Students will be able to:

- respond to variety of texts in written form
- independently choose and read variety of texts
- identify and utilize different text features (table of contents, maps, graphs, headings and captions)
- utilize informational texts to answer questions and refine background knowledge
- present information and knowledge in a variety of ways

- continue to connect and compare cultural texts to self and world
- identify and analyze characteristics of traits of text, including plot, characters, setting, and order of events
- identify, define and compare genre of texts, including fiction, nonfiction and poetry

### **Writing Strategies and Writing Applications**

Students will be able to:

- organize writing in a variety of ways using mentor texts
- utilize variety of graphic organizers to brainstorm and organize ideas
- write a simple paragraph and summary
- utilize the writing process, including planning, drafting, editing, finalizing and publishing
- use writing conventions (including uppercase and lowercase letters, punctuation, and correct spelling) in final drafts, with appropriate support
- begin to investigate and research ideas to use in writing
- write for a variety of audiences, using a variety of forms of writing (letters, reports, stories)
- write for a variety of reasons (including telling a story, presenting knowledge, asking questions)
- identify and utilize traits within a piece of writing (voice, ideas, organization, conventions, word choice, and sentence fluency)
- print neatly and legibly, using complete sentences
- set goals for improvement, monitor growth as a writer, and discuss progress with teacher and other evaluators using original pieces for documentation of change
- identify main idea and supporting details within a piece of writing
- identify parts of speech

### **Listening and Speaking Strategies and Applications**

Students will be able to:

- use a variety of strategies in speaking and listening, including speaking clearly, staying on topic, and waiting for the appropriate time to contribute
- ask questions and contribute ideas that relate to the discussion
- ask questions to increase understanding of a topic
- independently use a variety of technologies and sources to find and communicate information with others
- reconstruct and restate shared sequences of information
- state ideas and questions independently standard English

## **English Grade 3**

### **Word Analysis, Fluency, and Vocabulary Development**

Students will be able to:

- use decoding strategies and context clues to solve challenging words
- read sight and high frequency words
- engage in word study that includes but is not limited to; suffixes, special syllable endings, “r” controlled vowels, words with silent letters, vowel digraphs, singular to plural ending changes, word transformation endings
- read aloud narrative and expository texts fluently and accurately with appropriate pacing, intonation, and expression
- engage in grade-appropriate independent reading as the primary means for increasing vocabulary knowledge
- continue to build vocabulary through direct instruction
- identify and use prefixes and suffixes to assist in word meaning
- utilize Internet, dictionary, thesaurus, encyclopedia, and glossary to define and interpret words
- examine multiple meaning words

### **Reading Comprehension**

Students will be able to:

- use conventions of informational text (e.g., titles, chapter headings, glossaries) to locate important information
- use prior knowledge to ask questions, make connections, and support answers
- determine important information in fiction (setting, characters and plot of a story)
- recall major points in text and modifying predictions
- determine main ideas and supporting details from expository text
- demonstrate comprehension by identifying answers in the text
- extract information from text
- follow simple, multiple-step instructions
- utilize fix-up strategies including; rereading, reading on, using context clues, restating, researching, using decoding strategies, and using pictures clues

### **Literary Response and Analysis**

Students will be able to:

- reflect on their reading progress and set measurable goals to improve
- select and read independent level books
- locate and interpret text features such as bolded print, headings, charts, graphs, directions, diagrams and maps
- use literary text to enrich their personal experience and connect to the boarder world of ideas, concepts and issues
- combine experiences with important parts of a story to better understand others
- analyze plot, setting and character development
- identify and compare genres in literature

## **Writing Strategies and Writing Application**

Students will be able to:

- create a single paragraph with a topic sentence and supporting details
- refine the legibility of their writing
- create graphic organizers to brainstorm and refine ideas
- access information from a range of reference materials
- progress through the stages of the writing process
- summarize a short piece of text
- develop, refine and critique writing by attending to ideas, conventions, organization, voice, word choice, and sentence fluency
- write using standard grammar
- spell high frequency words
- use correct punctuation
- identify and correctly use parts of speech
- use published pieces as models for their writing

## **Listening and Speaking Strategies and Applications**

Students will be able to:

- attend respectfully as a listener
- use appropriate speaking skills in a variety of activities
- contribute to the discussion with meaningful and topical information



## **English Grade 4**

### **Word Analysis, Fluency, and Systematic Vocabulary Development**

Students will be able to:

- use decoding strategies and context clues to solve challenging words
- identify affixes (prefixes and suffixes) from root and base words in order to determine the meaning
- explore word parts and parts of speech (etymology and morphology) to determine meanings of words
- identify synonyms, antonyms, idioms, and words with multiple meanings
- identify clear examples as well as verbal definitions of words
- utilize Internet, dictionary, thesaurus, encyclopedia, and glossary to define and interpret words
- recognize figurative language
- read aloud narrative and expository texts fluently and accurately with appropriate pacing, intonation, and expression
- engage in independent reading as the primary means for increasing vocabulary knowledge
- continue to build academic and general vocabulary through direct instruction

### **Reading Comprehension**

Students will be able to:

- identify main idea and significant important details
- reading for different purposes
- making predictions
- distinguish between fact and opinion and cause and effect
- compare and contrasting information on the same topic
- read multiple-step directions in technical manuals
- make connections from what is read to personal experiences, other text and world events
- use prior knowledge to ask questions, make connections, and support answers
- question the author and the events in a story
- make inferences based on clues from a text
- determine important events in fiction
- create mental images or pictures in their minds while reading or listening to a story
- synthesize information from a story to create new ideas
- utilize fix-up strategies including; rereading, reading on, using context clues, restating, researching, using decoding strategies, and using pictures clues

### **Literary Response and Analysis**

Students will be able to:

- read independently for longer periods of time
- reflect on their reading progress and set measurable goals to improve
- interpret text features such as bolded print, headings, charts, graphs, directions, diagrams and maps

- use literary text to enrich their personal experience and connect to the broader world of ideas, concepts and issues
- combine experiences with important parts of a story to better understand others
- analyze plot, setting, and character development
- identify and compare different genres in literature
- identify common literary devices such as imagery, metaphor, and symbolism
- locate information in a provided text in order to answer given questions
- gather and organize important information in order to give a written and oral presentation
- determine appropriate technology tools for accessing information and resources

### **Writing Strategies and Writing Application**

Students will be able to:

- write clearly and effectively for a variety of purposes and for different audiences
- use a variety of technologies to publish and communicate with others
- utilize flow charts, outlines, webs, lists and other strategies to organize their thoughts
- write a short story, a book review, and an informational report
- develop, evaluate, and refine writing using; ideas, organization, voice, word choice, sentence fluency, and conventions
- use the writing process effectively
- use standard grammar in their writing
- use correct punctuation that includes commas in a list and apostrophes
- write legibly and fluently in cursive
- analyze and use published pieces as models for comparison to identify strengths and weaknesses within their own writing
- begin to use a rubric to evaluate their writing

### **Listening and Speaking Strategies and Applications**

Students will be able to:

- actively participate in discussion, asking questions and respond appropriately
- organize thoughts and materials to present information to an audience
- appropriately select and use a variety of technologies to publish and communicate with others

## English Grade 5

### Word Analysis, Fluency, and Systematic Vocabulary Development

Students will be able to:

- read aloud narrative and expository texts fluently and accurately with appropriate pacing, intonation, and expression
- explore word parts and parts of speech (etymology and morphology) to determine meaning of words
- recognize and understand figurative language
- understand and explain synonyms, antonyms, homophones, and homographs
- engage in extensive independent reading as the primary means for increasing vocabulary knowledge
- continue to build vocabulary through direct instruction

### Reading Comprehension

Students will be able to:

- understand how text structures make information accessible and usable
- analyze text organized in sequential or chronological order
- use basic comprehension strategies
- discern main idea and concepts in text
- identify and assess evidence that supports ideas
- draw inferences, conclusions or generalizations about texts
- identify textual evidence and prior knowledge to support inferences
- distinguish facts, supported inferences and opinions in text
- synthesize information from a story to create new ideas

### Literary Response and Analysis

Students will be able to:

- continue to learn about the fundamental elements of literature
- identify and analyze the characteristics of poetry, drama, fiction and nonfiction
- explain why an author's choice of literary form is appropriate
- properly identify the elements of narrative texts
- identify the main problem or conflict of the plot
- explain how a conflict is resolved in a text
- compare and contrast the actions, motives, and appearances of characters
- understand and recognize themes in various texts
- describe the function and effect of common literary devices such as imagery, metaphor, and symbolism

### Writing Strategies and Writing Applications

Students will be able to:

- progress through the stages of writing to include independent revising and editing
- create multiple-paragraph narrative and expository compositions
- establish and develop a topic or plot

- create a concluding paragraph that summarizes the important ideas and details
- use the text structure as a tool for organizing a written composition
- use organizational features of printed or electronic text to locate relevant information
- create simple documents using electronic media and employing organizational features such as passwords, pull-down menus, spell check, etc.
- appropriately utilize keyboarding skills to develop documents as needed
- understand and use resource materials as warranted (atlas, encyclopedia, thesaurus etc.)
- write narrative, expository, persuasive, and descriptive texts of at least 500 to 700 words (2-3 pages) each
- continue to demonstrate a command of standard English
- write letters, reports, compositions and responses to literature
- write persuasive compositions
- apply spelling rules to writing
- identify and correctly use nouns, verbs, adjectives, adverbs, and conjunctions in my writing
- identify and use simple, compound, and complex sentences including correct punctuation in writing.

### **Listening and Speaking Strategies and Application**

Students will be able to:

- continue to listen critically and respond appropriately to oral communication
- interpret a speaker's verbal and nonverbal messages, purposes, and perspectives
- make inferences and draw conclusions based on an oral report
- select a focus, organizational structure, and point of view for an oral presentation
- identify, analyze, and critique persuasive techniques such as promises, dares, flattery, etc.
- identify logical fallacies used in oral presentations and media messages
- analyze media as sources of information, entertainment, persuasion, interpretation of events, and transmission of culture
- use speaking strategies to deliver narrative and informative presentations and oral responses to literature

## English Grade 6

### Word Analysis, Fluency, and Systematic Vocabulary Development

Students will be able to:

- read aloud narrative and expository texts fluently and accurately with appropriate pacing, intonation, and expression
- students not reading at grade level should receive continued systematic and explicit instruction in decoding or comprehension strategies or both
- understand and explain shades of meaning in related words (e.g., *softly* and *quietly* )
- continue to engage in extensive independent reading as the primary means for increasing vocabulary knowledge

### Reading Comprehension

Students will be able to:

- identify the structural features of the popular media (e.g., newspapers, magazines, on-line information) and use those features to obtain information
- analyze instructional materials that is a compare-and-contrast organizational pattern
- connect and clarify main ideas
- identify relationships to other topics and relates topics
- clarify the understanding of instructional materials by creating outlines, logical notes, summaries, or reports
- follow multiple-step instructions for preparing applications (e.g., library cards, savings account, club memberships)
- determine the adequacy and appropriateness of the evidence for an author's conclusions note instances of unsupported inferences, fallacious reasoning, unreasonable persuasion, and propaganda in instructional materials

### Literary Response and Analysis

Students will be able to:

- analyze the effect of qualities of character (e.g., courage or cowardice, ambition or laziness) on plot and resolution of conflict
- analyze the influence of setting on the problem and its resolution
- determine how tone or meaning is conveyed in poetry through word choice, figurative language, sentence structure, line length, punctuation, rhythm, repetition, and rhyme
- identify the speaker and recognize the difference between first-person and third-person narration
- identify and analyze features of themes conveyed through characters, actions, and images
- explain the effects of common literary devices (e.g., symbolism, imagery, metaphor) in a variety of fictional and nonfictional texts
- evaluate the meaning of archetypal patterns and symbols and the author's use of various techniques to influence the readers' perspectives

### Writing Strategies and Writing Applications

Students will be able to:

- select forms of writing that best suits the intended purpose

- create multiple-paragraph expository compositions
- use a variety of effective and coherent organizational patterns, including comparison and contrast; organization by categories; and arrangement by special order, order of importance, or climactic order
- use organizational features of electronic text to locate relevant information
- compose documents with appropriate formatting, using their word-processing skills
- open existing files, save files, and create new files in the word-processing program they will use most frequently
- understand the basics of navigation, text manipulation, and editing within the word processor
- use the spelling and grammar checks judiciously and wisely
- revise their writing to improve the organization and consistency of ideas within and between paragraphs
- write narrative, expository, persuasive, and descriptive texts of at least 500 to 700 words each
- continue to demonstrate a command of standard English
- state their thesis or purpose
- explain the situation in the context of the writing style
- follow an organizational pattern appropriate to the type of composition
- offer persuasive evidence to validate arguments and conclusions as needed
- have a command of communication conventions, including sentence structure, grammar, punctuation, capitalization; and spelling

### **Listening and Speaking Strategies and Application**

Students will be able to:

- listen critically and respond appropriately to oral communications
- deliver focused, coherent presentations
- relate the speaker's verbal communication to the nonverbal message
- identify the tone, mood, and emotion conveyed in the oral communication
- restate and execute multiple-step oral instructions and directions
- analyze the use of rhetorical devices for intent and effect
- identify persuasive propaganda techniques used in television programs and identify false and misleading information
- deliver well-organized formal presentations employing traditional rhetorical strategies
- deliver narrative, informative, and persuasive presentations
- deliver oral responses to literature and presentations on problems and solutions
- integrate the specific skill of establishing a context, plot, and point of view
- integrate the specific skill of posing relevant questions sufficiently limited in scope to be competent and thoroughly answered
- integrate the specific skill of developing an interpretation exhibiting careful reading, understanding, and insight
- integrate the specific skill of engaging the listener and fostering acceptance of the proposition or proposal

- integrate the specific skill of theorizing on the causes and effects of a problem establishing connections between the defined problem and at least one solution

# English Grade 7

## Word Analysis, Fluency, and Systematic Vocabulary Development

Students will be able to:

- identify idioms, analogies, metaphors, and similes in prose and poetry
- clarify word meanings through definitions, examples, restatements, and contrasts

## Reading Comprehension

Students will be able to:

- use and analyze categories of informational materials
- assess an author's argument

## Literary Response and Analysis

Students will be able to:

- articulate the express purposes and characteristics of different forms of prose
- identify events that advance the plot and determine how each event explains past or present actions or foreshadows future actions
- analyze characterization as delineated through a character's thoughts, words, speech patterns, and actions; the narrators description; and the thoughts, words, and actions of other characters
- identify and analyze recurring themes across works
- contrast points of view in narrative text and explain how they affect the overall theme of the work

## Writing Strategies and Writing Applications

Students will be able to:

- continue to develop strategies for organizing and giving focus to their writing
- write research reports
- produce documents with a word-processing program and organize information gathered in the research process
- Students will be able to:
- write texts in the categories of interpretations of literature, research reports, persuasive compositions, and summaries
- have a general command of English language conventions when they speak and write

## Listening and Speaking Strategies and Applications

Students will be able to:

- ask appropriate questions designed to elicit needed information
- discern the speaker's point of view
- recognize techniques used to affect the viewer or listener
- employ traditional rhetorical strategies to deliver well-organized formal narrative, research, and persuasive presentations as well as oral summaries of articles and books
- describe complex major and minor characters in a narrative presentation
- use their own words to convey their message when presenting research



- deliver well-organized formal presentations employing traditional rhetorical strategies

# English Grade 8

## Word Analysis, Fluency, and Systematic Vocabulary Development

Students will be able to:

- identify denotation and connotation
- apply synonyms, antonyms, and analogies to understand the meaning of new words
- adjust fluency rate and style of reading to the content and purpose of the material
- make inferences to determine word meanings based on contextual and auditory clues and background knowledge
- analyze word parts for vocabulary understanding
- select and use a variety of resources to understand unfamiliar words
- construct general and specialized vocabularies related to specific academic areas, culture, and technology
- explore and apply knowledge of word parts and parts of speech (etymology and morphology) to determine meanings of words

## Reading Comprehension

Students will be able to:

- analyze the structure, text features, format, and purpose of informational and technical materials to better understand a topic
- apply reading strategies before, during, and after reading informational and non-fiction texts
- find similarities and differences between texts
- compare an original text with a summary to determine whether it accurately captures the main ideas, includes critical details, and conveys the underlying meaning
- evaluate the unity, logic, internal consistency, and structural patterns of text
- use schema, text-to-self, and text-to-text comparisons to understand new texts
- determine which information and details in a text are important to understanding
- recognize strengths and weaknesses in reading skills and behavior and use fix-up strategies

## Literary Response and Analysis

Students will be able to:

- evaluate the structural elements of plot
- compare and contrast the motivations and reactions of literary characters
- analyze the relevance of setting
- identify and analyze recurring themes
- identify and be able to elements of a writer's style
- identify the different kinds of prose
- understand the purposes and characteristics of different types of poetry (e.g., ballad, lyric, couplet, epic, sonnet)

## Writing Strategies and Writing Applications

Students will be able to:

- write using a well supported controlling thesis, transitions, parallelism, and a consistent point of view
- build on the foundation of research and technological skills developed in earlier grades
- plan and conduct multiple-step information searches, using Internet-based resources
- balance researched information and original ideas in their written or oral presentations
- produce major texts of 500 to 700 words (two to three pages, typed and double-spaced) in these categories: fictional or autobiographical narratives, responses to literature, research reports, essays, and persuasive compositions
- create technical documents that explain a complex operation or situation (e.g., design a system, operating tool, or develop the bylaws of an organization)
- consider the importance of audience in selecting words and format to express ideas
- apply writing strategies before, during, and after writing
- apply conventions of grammar, usage, and mechanics to their compositions
- evaluate their progress as writers through self analysis, peer feedback, teacher evaluation, and the use of rubrics

### **Listening and Speaking Strategies and Application**

Students will be able to:

- control eye contact, visual aids, voice modulation, tone, volume, and pacing during oral presentations
- use verbal and nonverbal feedback in both speaking and listening
- use verbal and nonverbal audience feedback during presentations to modify delivery to clarify meaning or counter potential opposition
- ask relevant questions concerning a speaker's content, delivery, and purpose
- evaluate media presentations, noting various techniques used by graphic artists, advertisers, and electronic journalists to influence the viewer
- recite, with expression, poems of four to six stanzas, sections of speeches, or dramatic soliloquies
- communicate effectively in formal and informal situations

## **English Grades 9-10**

### **Word Analysis, Fluency, and Systematic Vocabulary Development**

Students will be able to:

- apply knowledge of word parts and parts of speech (etymology and morphology) to determine the meanings of words
- make inferences to determine word meanings based on contextual clues and background knowledge
- independently select and utilize appropriate resources to understand unfamiliar words
- identify and use the literal and figurative meanings of words
- read grade-level material fluently with appropriate rate, phrasing, and expression
- expand and refine vocabulary related to specific academic areas, culture, and technology

### **Reading Comprehension**

Students will be able to:

- activate schema and make text-to-self, text-to-text, and text-to-world connections
- question the text and make predictions to understand the text
- use reading strategies before, during, and after reading
- determine strengths and weaknesses as a reader and apply fix-up strategies
- make inferences and synthesize background knowledge to draw conclusions
- synthesize the content from several sources or works dealing with a single issue
- paraphrase ideas and connect them to other sources and related topics to demonstrate comprehension
- evaluate and follow sophisticated technical directions

### **Literary Response and Analysis**

Students will be able to:

- analyze the structure and format of various informational documents and explain how authors use the features to achieve their purpose
- determine whether an argument has sufficient evidence to support it
- compare multi-cultural literature to their own culture and develop historical contexts
- analyze how authors use theme to comment on life and use textual evidence to support the claim
- analyze an author's purpose and evaluate an author's use of plot features, techniques, structure, character development, and setting
- understand various types literary devices, imagery, figurative language, and sound devices in various texts
- analyze elements of poetic scansion and identify poetic form

### **Writing Strategies and Writing Applications**

Students will be able to:

- use writing strategies before, during, and after writing
- adjust voice, style, and form depending on audience, occasion, and purpose
- write in a variety of genres or forms (including narrative, persuasive, argumentative, expository, research, technical and creative)
- use rhetorical devices (*logos*, *ethos*, *pathos*, anecdotes, case study, analogy, etc.) to support assertions
- clarify and defend positions with precise and relevant evidence
- gather evidence from a variety of sources in support of a thesis
- communicate information and ideas from primary and secondary sources accurately and coherently
- demonstrate that sources have been evaluated for accuracy, bias, and credibility
- demonstrate the distinction between one's own ideas from the ideas of others, and include a works cited or bibliography
- create job applications, resumes, and technical documents that address the intended audience appropriately
- write responses to literature with support statements from the text and that demonstrate an awareness of the author's style

- analyze strengths and weaknesses in their writing and incorporate self reflection and feedback from peers and teachers to make improvements
- write compositions about 1,500 to 2000 words in length (or at least five to seven pages, typed and double-spaced using a size 12 font).

### **Listening and Speaking Strategies and Applications**

Students will be able to:

- create oral presentations that demonstrate attention to audience, context, occasion and purpose
- apply delivery techniques, both verbal (e.g., tone, volume, rate, articulation, inflection, pacing) and nonverbal (e.g., gestures, facial expressions, eye contact) and avoid distracting delivery behaviors
- incorporate visual aids and information from outside sources with appropriate citation
- apply effective listening skills and formulate appropriate questions in formal and informal situations
- use active listening skills
- use self-evaluation and feedback from teachers and peers to improve delivery follow spoken instructions to perform specific tasks

## **English Grades 11-12**

### **Word Analysis, Fluency, and Systematic Vocabulary Development**

Students will be able to:

- apply knowledge of word parts and parts of speech (etymology and morphology) to determine meanings of words.
- expand, refine, and apply vocabulary related to specific academic areas, culture, and technology.
- analyze denotation and connotation and understand how they affect the meaning of the text.
- understand the impact of an author's word choice.
- infer meanings of words from context cues.
- read grade level material fluently with appropriate rate, phrasing, and expression.

### **Reading Comprehension**

Students will be able to:

- synthesize reading by activating schema or background knowledge to make text-to-self, text-to-text, and text-to-world connections.
- identify difficult portions of text and apply fix-up strategies to understand them.
- identify personal reading strengths and weaknesses and set goals for improvement.
- select texts from a variety of sources and read for a variety of purposes (entertain, inform, etc.)

### **Literary Response and Analysis**

Students will be able to:

- analyze the way meaning is affected by the patterns of organization, repetition of the main ideas, organization of language, and word choice in the text.
- synthesize the information from multiple texts or genres about a single issue or theme and connect them to other sources and related topics to demonstrate comprehension.
- verify and clarify facts in expository texts by using a variety of sources.
- make reasonable assertions about a text and use elements of the text to defend and clarify interpretations.
- analyze an author's implicit and explicit assumptions and beliefs about a subject.
- analyze rhetorical (persuasive) devices of different types of texts, and discuss way in which authors use those features and devices.
- critique the power, validity, and truthfulness of arguments set forth in non-fiction texts
- read multi-culture literature to compare and contrast different perspectives and to develop understanding of historical contexts.
- analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim.
- analyze subgenres (such as satire, parody, allegory, and stream of consciousness) that are used in poetry, prose, plays, novels, short stories, essays, and other basic genres.
- identify elements of an author's style.
- evaluate the literary devices used to determine the aesthetic purpose of a text.
- demonstrate a comprehensive grasp of the significant ideas of literary works.
- analyze texts for accuracy, bias, and credibility.

### **Writing Strategies and Writing Applications**

Students will be able to:

- use all steps of the writing process to highlight voice, improve sentence variety and style, and enhance subtlety of meaning and tone.
- adjust voice, style, and form depending on audience, occasion, and purpose.
- write a research report that has been developed using a systematic research process, includes accurate information from a variety of primary and secondary sources, and follows an assigned writing format (MLA, APA, etc.)
- synthesize information gathered from a variety of sources, including technology.
- write technical documents (letters, resumes, applications, etc.) that follow the typical style for that type of document and use appropriate page formats, fonts, and spacing to maximize readability.
- organize texts appropriate to purpose, audience, and context.
- make valid inferences and support assertions with substantial evidence and well-chosen details.
- emulate mentor texts to improve their own writing.
- use reference materials (style guides, etc.) for creating, revising, editing, and publishing throughout the writing process.
- use technology to create, revise, edit, and publish throughout the writing process.
- write compositions about 2,000 to 2,500 words in length (or at least six to eight pages, typed and double-spaced using a size 12 font).
- identify and respect intellectual property rights and use media ethically.

## **Listening and Speaking Strategies and Applications**

Students will be able to:

- create oral presentations that are appropriate for the purpose (inform, persuade, entertain), audience, context, and occasion
  - exhibit logical structure and organize ideas coherently appropriate to audience, context, and structure.
  - apply verbal (tone, volume, rate, articulation, inflection, pacing) and nonverbal (gestures, facial expression, eye contact) delivery techniques, and avoid distracting behaviors.
  - choose language carefully for audience impact
  - create and use visual aids in a variety of ways
  - appropriately document information from outside sources using appropriate formats
  - skillfully use rhetorical devices in presentations.
  - create and use note cards and/or outlines to support delivery.
  - listen carefully to a presentation and identify a controlling idea and main supporting points
  - respond to information in a variety of ways: summarizing, taking useful notes, organizing, analyzing or recording that which is meaningful and useful.
  - apply active listening skills and use attentive body language
  - civilly and respectfully ask clarifying questions, restate ideas, and contribute relevant information
  - use self-evaluation and peer feedback to improve presentations
- interpret and evaluate the effectiveness of verbal and nonverbal delivery techniques.