ENGLISH LANGUAGE ARTS

The English Language Arts form the foundation for effective communication and depend upon the ability to construct meaning through reading, writing, listening, speaking and viewing and to present ideas through writing, speaking, and visual media. These skills, essential to the health of our democracy and the quality of our culture, have become ever more important since the modern explosion of communications media. Effective communication is critical regardless of the devices used or the distances over which we are communicating.

The study of language helps students to control their lives and become more effective thinkers--through communication, reflection, and understanding. To develop good thinking strategies, students must become engaged as active learners. To help them improve, students need to practice English language skills and receive frequent feedback across all areas of study. Parents, teachers, and other adults must encourage the interest in language that students bring with them when they first enter school. Students need to make the experience and enjoyment of English language arts a central part of their lives.

Collectively, the English language arts - writing, reading, speaking, listening, and viewing - constitute both a discipline in its own right, like mathematics or science, and a means of communicating about all other disciplines. Without a command of these arts it is impossible to think about, understand, or explain other disciplines.

Literacy Skills Across the Content Areas - The English Language Arts Standards intend to describe the knowledge and skills all students need to be successful. These skills are important for college, workplace and citizenship readiness. These skills are also essential, as students progress through their PK-Diploma experience, for accessing and sharing knowledge across content areas. Schools and teachers must take particular care to support and hold students accountable for the application of the performance indicators related to research, analysis of media, informational/position-taking writing, informational reading, listening and speaking, where applicable, across all content areas. Maine's business community and higher education institutions have formally and informally underscored this need for effective communication and cross-content literacy.

Research – Research is an essential skill for students' success in the workplace, in college, and in their personal lives. All students should be able to locate information to support decisions and answer questions. Schools must ensure that the skills and knowledge of research are applied in all content areas.

Reading and Writing Processes - The English Language Arts Standards attempt to present the processes of reading, writing and the varied genres related to the two in a clear, concise format. This approach may create the misperception that these aspects of English language arts are linear and entirely discrete whereas they are often dynamic, iterative processes and sometimes overlapping genres. Schools and teachers must recognize and accommodate this complexity in their student instruction.

Text Complexity - The use of reading standards is incomplete without a consideration of text complexity. The standards explain the knowledge and skills of reading. Text complexity provides a common understanding of the difficulty of the reading material for which the standards are applied. Text complexity can be determined in various ways including grade level reading lists, teacher judgment, and other standardized measures. An understanding of a student's reading ability, as defined by the text complexity that the student can successfully comprehend, is an important diagnostic tool for teachers as they work to

advance the student's skills and ability to use those skills with increasingly complex texts. The goal of the Maine *Learning Results* is to ensure that all students can read and comprehend texts that reflect the text complexity required by the workplace, college and citizenship.

OUTLINE OF ENGLISH LANGUAGE ARTS STANDARDS AND PERFORMANCE INDICATORS

A. Reading
   1. Interconnected Elements: Comprehension, Vocabulary, Alphabetics, and Fluency
   2. Literary Texts
   3. Informational Texts
   4. Persuasive Texts
B. Writing
   1. Interconnected Elements
   2. Narrative
   3. Argument/Analysis Expository
   4. Persuasive Expository
   5. Practical Application
C. Research
   1. Research
D. Language
   1. Grammar and Usage
   2. Mechanics
E. Listening and Speaking
   1. Listening
   2. Speaking
F. Media
   1. Analysis of Media

A. <u>READING</u>: Students read to comprehend, interpret, analyze, evaluate, and appreciate literary and expository texts by using a variety of strategies. They connect essential ideas, evaluate arguments, and analyze the various perspectives and ideas presented in a variety of literary and expository texts.

A1 Interconnected Elements: Comprehension, Vocabulary, *Alphabetics, Fluency*
PK-2 PERFORMANCE INDICATORS
Students read texts, within a grade appropriate span of text complexity, and apply their knowledge and strategies of comprehension, vocabulary, *alphabetics,* and *fluency*. (L) a. Use comprehension strategies to understand texts within a grade appropriate span of text complexity. b. Develop vocabulary using knowledge of word parts and relationships. c. Demonstrate *phonemic awareness* and use *phonics* to decode new words. d. Read fluently and accurately with appropriate pacing and expression.

Grade 3 PERFORMANCE INDICATORS	Grade 4 PERFORMANCE INDICATORS	Grade 5 PERFORMANCE INDICATORS	Grade 6 PERFORMANCE INDICATORS	Grade 7 PERFORMANCE INDICATORS	Grade 8 PERFORMANCE INDICATORS
Students read and draw conclusions from texts, within a grade appropriate span of text complexity, (L) by applying their knowledge and strategies of comprehension, vocabulary, *alphabetics,* and *fluency.* a. Use a range of strategies as they read including constant monitoring,	Students read and draw conclusions from texts, within a grade appropriate span of text complexity, (L) by applying their knowledge and strategies of comprehension, vocabulary, *alphabetics,* and *fluency.* a. Use a range of strategies as they read including constant monitoring,	Students read and draw conclusions from texts, within a grade appropriate span of text complexity, (L) by applying their knowledge and strategies of comprehension, vocabulary, *alphabetics,* and *fluency.* a. Use a range of strategies as they read including constant monitoring,	Students read and make generalizations from texts, within a grade appropriate span of text complexity, (L) by applying their knowledge and strategies of comprehension, vocabulary, *alphabetics*, and *fluency*. a. Use a range of before, during, and after *reading strategies* to deepen their understanding of the author's message. (L)	Students read and make generalizations from texts, within a grade appropriate span of text complexity, (L) by applying their knowledge and strategies of comprehension, vocabulary, *alphabetics*, and *fluency*. a. Use a range of before, during, and after *reading strategies* to deepen their understanding of	Students read and make generalizations from texts, within a grade appropriate span of text complexity, (L) by applying their knowledge and strategies of comprehension, vocabulary, *alphabetics*, and *fluency*. a. Use a range of before, during, and after *reading strategies* to

searching, connecting, and inferring to deepen their understanding of the author's message. (L)

b. Demonstrate ownership of appropriate vocabulary by effectively using a word in different modes and for different purposes. (L)

c. Determine the meaning of unknown words by using a variety of strategies including using the *context* of the text, word connections, and a dictionary. (L)

d. Use *phonics* including syllable types, *word parts*, word families and common *prefixes* and *suffixes* to read fluently and

---

searching, connecting, and inferring to deepen their understanding of the author's message. (L)

b. Demonstrate ownership of appropriate vocabulary by effectively using a word in different modes and for different purposes. (L)

c. Determine the meaning of unknown words by using a variety of strategies including applying knowledge of synonyms, antonyms, *homophones*, and homographs. (L)

d. Use *phonics* including *word parts* and common *root words* to read

---

searching, connecting, and inferring to deepen their understanding of the author's message. (L)

b. Demonstrate ownership of appropriate vocabulary by effectively using a word in different modes and for different purposes. (L)

c. Determine the meaning of unknown words by using a variety of strategies including distinguishing and interpreting words with multiple meanings and using word, *context,* sentence, and paragraph *clues.* (L)

d. Use *phonics* including *word*

---

b. Demonstrate ownership of appropriate vocabulary by effectively using a word in different modes and for different purposes. (L)

c. Determine the meaning of unknown words by using a variety of strategies including *context*, definition, example, restatement, and how they compare/contrast to other words. (L)

d. Use *phonics, word parts*, and word relationships when necessary to maintain fluency and meaning as they read. (L)

e. Fluently and accurately read text, within a grade appropriate span of text complexity, using appropriate pacing, phrasing, intonation and

---

the author's message. (L)

b. Demonstrate ownership of appropriate vocabulary by effectively using a word in different modes and for different purposes. (L)

c. Determine the meaning of unknown words by using a variety of strategies including understanding and explaining that similar and related words can express different "shades" of meaning. (L)

d. Use the origins and meanings of foreign words that are frequently used in English as they read. (L)

e. Fluently and accurately read

---

deepen their understanding of the author's message. (L)

b. Demonstrate ownership of appropriate vocabulary by effectively using a word in different modes and for different purposes. (L)

c. Determine the meaning of unknown words by using a variety of strategies including the *connotative* and *denotative* meaning of words. (L)

d. Use knowledge of Greek, Latin, and Anglo-Saxon *roots* and *word parts* to maintain fluency and meaning as they read

build meaning as they read. (L) e. Fluently and accurately read text, within a grade appropriate span of text complexity, using appropriate pacing, phrasing, intonation and expression. (L)	fluently and build meaning as they read. (L) e. Fluently and accurately read text, within a grade appropriate span of text complexity, using appropriate pacing, phrasing, intonation and expression. (L)	*parts* and less common *root words* to read fluently and build meaning as they read. (L) e. Fluently and accurately read text, within a grade appropriate span of text complexity, using appropriate pacing, phrasing, intonation and expression. (L)	expression. (L)	text, within a grade appropriate span of text complexity, using appropriate pacing, phrasing, intonation and expression. (L)	science, social studies, and mathematics texts. (L) e. Fluently and accurately read text, within a grade appropriate span of text complexity, using appropriate pacing, phrasing, intonation and expression. (L)

9-Diploma PERFORMANCE INDICATORS

Students read and evaluate texts, within a grade appropriate span of text complexity, by applying their knowledge and strategies of comprehension, vocabulary, *alphabetics,* and *fluency*. (L)

a. Use a flexible range of before, during, and after *reading strategies* to deepen their understanding of the author's message. (L)
b. Demonstrate ownership of appropriate vocabulary effectively using a word in different modes and for different purposes. (L)
c. Determine the meaning of unknown words by analyzing the *context* in which they are used, using reference sources, and applying knowledge of *word parts* and their meanings.
d. Pronounce and recognize foreign words, tier 3 words across all content areas, and specific literary terms to enhance comprehension of complex texts.
e. Fluently and accurately read text using appropriate pacing, phrasing, intonation and expression. (L)

A2 Literary Texts

PK-2 PERFORMANCE INDICATORS

Students read *fiction, nonfiction, drama,* and *poetry*, within a grade appropriate span of text complexity.

a. Identify and describe *settings* and *characters*.
b. Retell the sequence of events and include essential details.
c. Answer questions about information found directly in the text.
d. Read dramatic scripts with support.
e. Read a variety of *poems* with support.

Grade 3 PERFORMANCE INDICATORS	Grade 4 PERFORMANCE INDICATORS	Grade 5 PERFORMANCE INDICATORS	Grade 6 PERFORMANCE INDICATORS	Grade 7 PERFORMANCE INDICATORS	Grade 8 PERFORMANCE INDICATORS
Students read *fiction, nonfiction, drama,* and *poetry,* within a grade appropriate span of text complexity. a. Determine what characters are like by what they say or do and by how the author or illustrator portrays them. b. Explain the basic *plots* of classic fairy tales, myths, folktales, legends, and fables identifying the problem and solution. c. Identify the speaker in a selection to aid comprehension. d. Identify and	Students read *fiction, nonfiction, drama,* and *poetry,* within a grade appropriate span of text complexity. a. Use knowledge of the situation, setting, and a *character's* traits, motivations, and feelings to determine the causes for that *character's* actions. b. Identify the main events of the *plot* (including their causes and the effects of events on future actions) and the major *theme/s.* c. Define "Narrator" and identify the	Students read *fiction, nonfiction, drama,* and *poetry,* within a grade appropriate span of text complexity. a. Make inferences about *characters'* actions and explain how their behaviors affect the *plot* and/or *theme*. b. Summarize texts and select representative passages for support to identify the main problem or *conflict* and explain how it is resolved. c. Identify the speaker or	Students read *fiction, nonfiction, drama,* and *poetry,* within a grade appropriate span of text complexity, and analyze the characteristics noting how *structural features* and common *literary devices* help shape the reader's response. a. Describe external and internal *conflicts of the characters* and its effect on the *plot.* b. Analyze the influence of the setting on the problem and its resolution. c. Explain the difference between *first-*	Students read *fiction, nonfiction, drama,* and *poetry,* within a grade appropriate span of text complexity, and analyze the characteristics noting how *structural features* and common *literary devices* help shape the reader's response. a. Analyze an author's characterization techniques including the *character's* thoughts, words, and actions; the *narrator's* description; and the thoughts, words, and actions of other characters.	Students read *fiction, nonfiction, drama,* and *poetry,* within a grade appropriate span of text complexity, and analyze the characteristics, noting how *structural features* and common *literary devices* help shape the reader's response. a. Analyze the effect of the qualities of a *character* on the *plot* and on the resolution of the conflict. b. Evaluate the structural elements of the *plot,* such as subplots, parallel episodes, and climax; the *plot's*

explain *literary devices* (L), including *similes* and exaggeration, to understand the text. e. Recognize *themes* that are explicitly stated in texts to aid comprehension. f. Explain why *poems* are different from other kinds of *fiction*.	*narrator* of a story. d. Identify and describe the effect of common *literary devices* on the reader, including *figurative language* and *symbolism*, to understand the text. e. Explain the *theme/s* of a literary work. f. Identify *rhyme, rhythm, alliteration*, and *onomatopoeia* in *poetry* to aid comprehension.	*narrator* in a selection and tell whether the speaker or narrator is a character involved in the story. d. Identify and define the function of *figurative language, diction,* and the use of *literary devices* including *symbolism*, to understand the text. e. Understand that *theme* refers to the central ideas or meaning of a selection and identify themes whether they are implied or stated directly. f. Identify and describe the function of common *literary devices* including *simile, alliteration,*	*person* and *third-person narration*. d. Explain the effects of common *literary devices* (L), including *imagery, symbolism,* or *metaphors* in a variety of fictional and literary nonfiction texts, to understand the text. e. Determine the *theme* of a selection, whether implied or stated directly. f. Identify how meaning is conveyed in poetry through *figurative language, rhythm, alliteration,* and *rhyme.*	b. Identify events that advance the *plot* and determine how each event explains past or present action or foreshadows future action. c. Contrast points of view including first person, third person, limited and omniscient in a literary text. d. Identify the relationship between the use of *literary devices* and a writer's style to understand the text. e. Compare how similar themes are presented in different works. f. Identify how meaning is conveyed in *poetry* through word choice, sentence structure, line length, and	development; and the way in which conflicts are (or are not) addressed and resolved. c. Explain how different points of view can affect the overall theme of the work. d. Analyze the *literary devices* that define a writer's style and use those elements to interpret the text. e. Identify and analyze recurring *themes* that appear frequently across traditional and contemporary works. f. Describe the use of *diction, figurative language,* repetition, *rhyme* and *tone* to convey meaning in *poetry*.

		idioms, simple *metaphors*, and *imagery* in *poetry*.		punctuation,	

9-Diploma PERFORMANCE INDICATORS

Students read text, within a grade appropriate span of text complexity, and present analyses of *fiction, nonfiction, drama,* and *poetry*, using excerpts from the text to defend their assertions.

  a. Analyze the difference between *first- and third-person narration* and the effect of *point of view* on a reader's interpretation of a text.
  b. Evaluate the *theme* or *themes*, whether explicitly stated or implied, in a literary text.
  c. Identify and compare and analyze recurring themes across works.
  d. Analyze external and internal *conflicts of characters*.
  e. Determine the effects of common *literary devices* on the *style* and *tone* of a text.
  f. Analyze how meaning is conveyed in *poetry* through *diction, figurative language*, repetition, and *rhyme*.
  g. Compare types of *poetry*. (L)

A3 Informational Texts

PK-2 PERFORMANCE INDICATORS

Students read *informational texts*, within a grade appropriate span of text complexity, for different purposes.

  a. Ask and answer relevant questions.
  b. Restate facts from the text.
  c. Follow one and two step written instructions.

Grade 3 PERFORMANCE INDICATORS	Grade 4 PERFORMANCE INDICATORS	Grade 5 PERFORMANCE INDICATORS	Grade 6 PERFORMANCE INDICATORS	Grade 7 PERFORMANCE INDICATORS	Grade 8 PERFORMANCE INDICATORS
Students read and summarize *informational texts*, within a grade appropriate span of	Students read, paraphrase, and summarize *informational texts*, within a grade	Students read, paraphrase, and summarize *informational texts*, within a grade	Students read various *informational texts*, within a grade appropriate span of text complexity,	Students read various *informational texts*, within a grade appropriate span of text complexity,	Students read multiple *informational texts*, within a grade appropriate span of text complexity,

text complexity, for different purposes.	appropriate span of text complexity, for different purposes.	appropriate span of text complexity, for different purposes.	making decisions about usefulness based on purpose, noting how the *text structures* affect the information presented.	making decisions about usefulness based on purpose, noting how the *text structures* affect the information presented.	making decisions about usefulness based on purpose, noting how the *text structures* affect the information presented.
a. Generate questions, with support, that can be answered using *text features* and information found within the text. b. Use organizational *text features* including titles, tables of contents, chapter headings, a glossary, or an index to locate information. c. Demonstrate understanding by identifying answers in the text. d. Make and refine predictions about ideas in the text while reading. e. Follow simple two or three step written	a. Create questions that can be answered by the text using *text features* and information found within the text. b. Use organizational *text features* including headings and sub-headings, bullets, and bold face to aid comprehension. c. Identify the *main idea* and details from the text to support the *main idea*. d. Draw conclusions about ideas as they are presented in the text. e. Follow four or more multiple step written	a. Create and revise questions that can be answered by using *text features* and information found within the text. b. Use *text features* including diagrams, illustrations, charts and maps to aid comprehension. c. State the *main ideas* presented in texts and use evidence from the text to support those ideas. d. Distinguish between facts and opinions in text. e. Follow multiple step instructions related to a content area text	a. Create and revise questions that can be answered by using *text structures* and information found within texts. b. Identify the *text structures* of informational publications including newspapers, magazines, and online sources and use them to obtain information. c. Identify and trace the development of an author's argument, *point of view*, or perspective to aid	a. Create and revise questions that can be answered by using *text structures* and information found within texts. b. Analyze the amount of coverage and organization of ideas in varied informational materials. c. Draw conclusions about a text, and support them with evidence from the text. d. Compare information on the same topic in several passages or articles from	a. Create and revise questions that can be answered by using *text structures* and information found within texts. b. Analyze difference in the structures and purposes of varied informational materials. c. Evaluate the appropriateness of the evidence presented for an author's conclusions and evaluate whether the author adequately supports inferences. d. Draw

| directions. | instructions. | within a grade appropriate span of text complexity. | comprehension.
d. Make reasonable statements and conclusions about the text and support them with evidence from the text.
e. Follow multiple step instructions related to a content area text or technical manual within a grade appropriate span of text complexity. | different texts.
e. Explain how to use a simple mechanical device by following directions in a technical manual. | conclusions about information from multiple texts and support them with evidence from the texts.
e. Follow multiple step instructions to complete an application. |

9-Diploma PERFORMANCE INDICATORS

Students evaluate the validity, truthfulness and usefulness of ideas presented in *informational texts*, within a grade appropriate span of text complexity, noting how the *text features* and *text structures* affect the information presented.

   a. Evaluate the extent to which the author's conclusions can be logically drawn from the provided evidence.
   b. Evaluate the data contained in tables, charts, graphics, etc. for accuracy, credibility, and relevancy.

A4 Persuasive Texts

PK-2 PERFORMANCE INDICATORS

No performance indicator.

Although no performance indicators are stated students are expected to have instructional experiences that help them to understand and explain that sometimes

authors write to convince readers of something.

Grade 3 PERFORMANCE INDICATORS	Grade 4 PERFORMANCE INDICATORS	Grade 5 PERFORMANCE INDICATORS	Grade 6 PERFORMANCE INDICATORS	Grade 7 PERFORMANCE INDICATORS	Grade 8 PERFORMANCE INDICATORS
Students read persuasive texts, within a grade appropriate span of text complexity, to analyze the persuasive writing. a. Identify the author's purpose. b. Identify the *main idea* and supporting details.	Students read persuasive texts, within a grade appropriate span of text complexity, to analyze the persuasive writing. a. Identify the central argument. b. Identify supporting details for the central argument. c. Recognize the difference between facts and opinions.	Students read persuasive texts, within a grade appropriate span of text complexity, to analyze the persuasive writing. a. Explicate the central argument by citing supporting evidence from the text. b. Recognize arguments for and against issues. c. Differentiate between facts and opinions.	Students evaluate the information in persuasive texts, within a grade appropriate span of text complexity, noting how the *text structures* and *rhetorical devices* affect the information and arguments presented in these texts. a. Recognize organizational patterns of compare/con-trast to aid in comprehension. b. Identify the author's position or perspective. c. Distinguish among facts, supported inferences, and opinions. d. Summarize the author's position	Students evaluate the information in persuasive texts, within a grade appropriate span of text complexity, noting how the *text structures* and *rhetorical devices* affect the information and arguments presented in these texts. a. Recognize organizational patterns of proposition/sup-port and problem/solution to aid in comprehension. b. Identify and use ways to detect bias. c. Identify problems with an author's use of figures of speech, logic, or reasoning	Students evaluate the information in persuasive texts, within a grade appropriate span of text complexity, noting how the *text structures* and *rhetorical devices* affect the information and arguments presented in these texts. a. Explain how organizational patterns such as compare/con-trast, proposit-ion/support, and problem/solution shape an author's argument. b. Analyze the author's perspective, noting instances of *bias, stereotyping* and

			or perspective.	d. Make reasonable judgments about a text through accurate, supporting evidence.	generalizations. c. Explain instances of propaganda and faulty reasoning. d. Evaluate positions presented and take a supported stand.

9-Diploma PERFORMANCE INDICATORS

Students evaluate the validity, truthfulness and usefulness of ideas presented in persuasive texts, within a grade appropriate span of text complexity, noting how the *text structures* and *rhetorical devices* affect the information and argument(s) presented.

a. Evaluate the logic of persuasive texts, noting instances of unsupported inferences and *fallacious reasoning*.
b. Identify and describe the effect of *figurative language* and other *rhetorical devices*; explain why they do or do not contribute to the overall effectiveness of the argument.
c. Recognize and explain the use and abuse in persuasive texts, of forms of nuance such as ambiguity, contradiction, irony and over-or-understatement.

B. <u>WRITING</u>: Students write to express their ideas and emotions, to describe their experiences, to communicate information, and to present or analyze an argument.

	PK – 2 PERFORMANCE INDICATOR	3-5 PERFORMANCE INDICATOR	6-8 PERFORMANCE INDICATOR	9-Diploma PERFORMANCE INDICATOR
B1 Interconnected Elements (*L*) = *Future Link to supporting information*	Students use a *writing process* to communicate their ideas. a. Select a focus for writing and develop an idea, including a beginning, middle and end. b. Respond to clarifying questions and suggested revisions. c. Edit, with assistance, for correct grammar, usage, and mechanics d. Create *legible* final drafts.	Students use a *writing process* with an emphasis on the development of a central idea, for a variety of audiences and purposes. a. Select a purpose for writing. b. Pre-write using graphic or other structures to organize their ideas. c. Establish an organizing structure and maintain a consistent focus. d. Include an introduction and conclusion. e. Write coherent paragraphs that have supporting sentences and a concluding sentence. f. Revise original drafts to improve coherence, provide better descriptive details, and to convey *voice*. g. Edit for correct grammar, usage and mechanics. h. Create *legible* final drafts.	Students use a *writing process* to communicate for a variety of audiences and purposes. a. Determine a purpose for writing. b. Decide which information to include to achieve the desired purpose. c. Revise drafts to improve focus and effect and *voice*, incorporating when appropriate *peer feedback*. d. Edit for correct grammar, usage and mechanics. e. Create writing to achieve a specific purpose. (L) f. Create *legible* final drafts.	Students use a *writing process* to develop an appropriate *genre*, exhibiting an explicit organizational structure, perspective and *style* to communicate with target audiences for specific purposes. a. Locate, summarize and synthesize information from *primary* and *secondary sources*, as necessary. b. Apply aspects of various *genres* for rhetorical effect, strong diction and distinctive voice. c. Revise drafts to improve synthesis of information from sources ensuring that the *organizational structure*, perspective and *style* are effective for the targeted audience and purpose. d. Edit for correct grammar, usage and mechanics. e. Create *legible* final drafts.

B2 Narrative	Students write stories that describe an experience. a. Include descriptive details that enable the reader to create mental images.	Students write *narratives* that relate events, ideas, observations, or recollections. a. Provide a context in a storyline that enables the reader to imagine the event or experience. b. Provide insight into why the selected event or experience is memorable. c. Include *sensory details*.	Students write *narratives* that convey complex ideas, observations, events, or reflections. a. Establish a *plot* (or other narrative structure), *point of view*, setting, and *conflict*. b. Develop *characters*. c. Use a range of *narrative strategies* for effect. d. Use *stylistic devices* to clarify, enhance and develop ideas.	Students embed *narrative* writing in a written text when appropriate to the audience and purpose a. Use *diction, syntax, imagery*, and *tone* to create a distinctive *voice*. b. Organize ideas in a logical sequence, with effective transitions.
B3 Argument/ Analysis Expository *(L) = Future Link to supporting information*	Students write to inform on a specific topic. a. Write brief descriptions of objects, people, places or events. b. Record, in writing, and share information gathered.	Students write to identify and explain a position to an identified audience. a. Summarize information from reading, listening or viewing. b. Discuss a central question or idea by using relevant supporting facts and details.	Students write *academic essays* that state a clear position, supporting the position with relevant evidence. a. Summarize and paraphrase and/or explain information from reading, listening or viewing. b. Write thesis-driven essays that build a logical argument excluding extraneous information and differentiating between facts and opinions.	Students write *academic essays* that structure ideas and arguments in a sustained and logical fashion. a. Explain and evaluate information from reading, listening or viewing. b. Write thesis-driven essays that build a logical argument and support assertions with examples and evidence that are accurate, credible, and relevant.

B4 Persuasive Expository	Students write to explain likes and dislikes. a. Support opinions with examples.	Students write to persuade a targeted audience. a. Establish a clear position on a topic and support the position with relevant evidence.	Students write *persuasive essays* addressed to a specific audience for a particular purpose. a. Employ a variety of persuasive techniques, including presenting alternate views objectively or addressing potential counterclaims in a thesis-driven essay to influence the opinion, belief, or position of others.	Students write *persuasive essays* exhibiting logical reasoning and rhetorical techniques. a. Employ a variety of persuasive techniques including anticipating, addressing and refuting potential counterclaims in a thesis-driven logical argument to influence the opinion, belief, or position of others.
B5 Practical Application *(L) = Future Link to supporting information*	Students convey simple needs in writing. a. Write a personal letter. b. Complete simple informational forms. c. Write one and two step directions for completing a simple task.	Students write letters, other requests for information or directions for completing a process. a. Include date, when appropriate an inside address, salutation, body, closing, and signature when writing a letter. b. Write multiple step directions for completing a task.	Students write documents related to career development and simple business letters and job applications. a. Present information purposefully and succinctly to meet the needs of the audience. b. Convey specific requests for detailed information. c. Follow a conventional format such as for resumes, memoranda, and proposals. d. Write multiple step directions with annotation where appropriate, for completing a task.	Students write personal communication and pieces related to educational development, career issues, and civic participation. a. Complete college, job, licensing, and scholarship applications. b. Request information. c. Write editorials.

D. RESEARCH: Students engage in inquiry by developing research questions, accessing and verifying a variety of *sources*, communicating findings, and applying the conventions of documentation. Students present findings orally, in writing, or using mixed media. (L)

	PK – 2 PERFORMANCE INDICATOR	3-5 PERFORMANCE INDICATOR	6-8 PERFORMANCE INDICATOR	9-Diploma PERFORMANCE INDICATOR
C1 Research *(L) = Future Link to supporting information*	Students answer research questions by gathering information from text and *non-print sources*. a. Follow an established procedure for locating sources appropriate to reading level. b. Collect information for a specific purpose. c. Organize findings. d. Share information gathered using oral and visual examples.	Students create, identify and answer research questions by gathering information from *print and non-print sources* and document sources and communicate findings. a. Identify key words and concepts related to research questions making adjustments when appropriate. b. Locate and access information by using *organizational features*. c. Collect, evaluate and organize information for a specific purpose. d. Communicate findings using a variety of *print and non-print sources*. e. Understand plagiarism and demonstrate appropriate *citation*.	Students propose and revise research questions, collect information from a wide variety of *primary and/or secondary sources* and follow the conventions of documentation to communicate findings. a. Determine the nature and extent of information needed. b. Locate and access relevant information. c. Demonstrate facility with note-taking, organizing information, and creating bibliographies. d. Distinguish between *primary and secondary sources*. e. Evaluate and verify the credibility of the information found in *print and non-print sources.* f. Use additional sources to resolve contradictory information. g. Summarize and interpret information presented in various sources, and/or from fieldwork, experiments,	Students develop research questions and modify them as necessary to elicit, present and critique evidence from a variety of *primary and secondary sources* following the conventions of documentation. a. Select and apply research methods that suit the purpose of the inquiry. b. Make judgments about conflicting sources, incorporating those that are valid and refuting others. c. Synthesize information from multiple sources, and/or data gathered from fieldwork and interviews. d. Utilize media relevant to audience and purpose, that extend and support oral, written, and visual communication.

			and interviews.	e. Integrate
			h. Present findings paraphrasing and quoting sources, and using proper *citation*.	paraphrasing, quotations and *citations* into a written text that maintains the flow of ideas.
			i. Use information ethically and legally.	f. Access and present information ethically and legally.

E. <u>LANGUAGE:</u> Students write and speak using the conventions of *Standard American English*. They apply knowledge of grammar and usage when reading to aid comprehension. They know and apply rules of mechanics and spelling to enhance the effectiveness and clarity of communication.

	<u>*PK – 2*</u> *PERFORMANCE INDICATOR*	<u>*3-5*</u> *PERFORMANCE INDICATOR*	<u>*6-8*</u> *PERFORMANCE INDICATOR*	<u>*9-Diploma*</u> *PERFORMANCE INDICATOR*
D1 Grammar and Usage *(L) = Future Link to supporting information*	Students demonstrate an understanding of the parts of speech and simple sentence structures to communicate. a. Identify and use nouns and verbs correctly. b. Use simple sentences. (L for developmental progression of expectations)	Students use the parts of speech, and vary sentence structure to communicate. a. Use forms of nouns, verbs, adjectives, adverbs, prepositions, conjunctions, pronouns, and interjections correctly. (L) b. Use simple, compound, and complex sentences. (L)	Students manipulate the parts of speech effectively and employ a variety of sentence structures to communicate. a. Use forms of nouns, pronouns, verbs, adjectives and their modifiers, adverbs, prepositions, transitions, conjunctions and interjections correctly. (L) b. Use compound complex sentences. c. Use active and passive voices effectively.	Students apply rhetorical skills when reading, writing and speaking through their understanding of *Standard American English*. a. Use appropriate *diction, syntax* and *figurative language* to suit purpose, context, and audience.
D2 Mechanics	Students apply the rules of capitalization, punctuation and spelling to	Students apply the rules of capitalization, punctuation and spelling to communicate.	Students apply the rules of capitalization, punctuation and spelling to communicate	Students demonstrate the use of the structures and conventions of *Standard*

	communicate.	effectively.	*American English* in their communication.
(L) = Future Link to supporting information	a. Use commas in the greeting and closure of a letter and in dates. b. Capitalize proper nouns and words at the beginning of sentences. c. Use periods, question marks and exclamation points. d. Spell high frequency grade-level words. Use *phonics* patterns to aid in spelling. (L)	a. Punctuate correctly. (L) b. Capitalize correctly. (L) c. Spell high frequency grade level words.	a. Use correct capitalization and punctuation to include commas and semi-colons. b. Correctly spell frequently misspelled words and common *homophones*.	a. Use appropriate punctuation, spelling, sentence and paragraph structure to suit purpose, *context,* and audience.

E.   LISTENING AND SPEAKING: Students listen to comprehend and speak to communicate effectively.

	PK – 2 *PERFORMANCE INDICATOR*	3-5 *PERFORMANCE INDICATOR*	6-8 *PERFORMANCE INDICATOR*	9-Diploma *PERFORMANCE INDICATOR*
E1 Listening *(L) = Future Link to supporting information*	Students use early active listening skills. a. Ask relevant questions at appropriate times. b. Converse without interrupting. c. Follow one- and two-step oral instructions.	Students apply active listening skills. a. Attend and respond appropriately to classmates and adults. b. Ask clarifying questions. c. Follow multiple step oral instructions.	Students adjust listening strategies to understand formal and informal discussion, debates or presentations, and then apply the information. a. Ask appropriate clarifying questions. b. Summarize and apply information presented. c. Acknowledge and build upon the ideas of others.	Students adjust listening strategies to formal and informal discussion, debates or presentations, and then evaluate the information. a. Formulate clarifying questions. b. Examine and critique information presented. c. Expand on ideas presented by others.
E2 Speaking *(L) = Future Link to supporting information*	Students use speaking skills to communicate. a. Make clear requests at appropriate times. b. Make simple presentations using eye contact. c. Use voice level appropriate to the situation. d. Share stories and information and support opinions	Students use active speaking skills to communicate effectively in a variety of contexts. a. Explain ideas clearly and respond to questions with appropriate information. b. Share information summarized from reading, listening, or viewing and form a position on a topic supported with a variety of *print and non-print sources*. c. Speak using eye contact,	Students adjust speaking strategies for formal and informal discussions, debates or presentations appropriate to the audience and purpose. a. Organize and present information logically. b. Adjust volume, tone, eye contact, and gestures to suit the audience. c. Use conventions of *Standard American English*. d. Seek feedback and revise to	Students determine speaking strategies for formal and informal discussions, debates, or presentations appropriate to the audience and purpose. a. Choose and present appropriate information logically. b. Apply conventions of *Standard American English* to suit audience and

	using oral and visual examples.	clear enunciation, and gestures for emphasis and appropriate volume and rate.	improve effectiveness of communication. e. Select appropriate media, relevant to audience and purpose, that extend and supports oral, written, and visual communication.	purpose. c. Analyze feedback and revise to improve effectiveness of communication. d. Determine appropriate media, relevant to audience and purpose, that extend and support oral, written, and visual communication.

F. <u>MEDIA</u>: Students recognize and can explain the effects that both *print and non-print sources* have on listeners, viewers and readers, in order to develop an awareness of the effects that the media have on forming opinions and making decisions.

	PK – 2 *PERFORMANCE INDICATOR*	3-5 *PERFORMANCE INDICATOR*	6-8 *PERFORMANCE INDICATOR*	9-Diploma *PERFORMANCE INDICATOR*
F1 Analysis of Media (*L*) = *Future Link to supporting information*	Students understand that there are differences among the kinds of information in different forms of media. a. Identify the different types of media in the daily lives of most people. b. Describe their reactions to a variety of *print and/or non-print sources.*	Students explain that the same information can have different effects when presented through different forms of media. a. *Compare* the effects of the same kind of information found in books, movies, newspapers, magazines, and on the Internet and television. b. Recognize that there are multiple roles and purposes of media.	Students identify the various purposes, techniques, and/or effects used to communicate auditory, visual, and written information found in different forms of media. a. Describe and evaluate the *test structures* of visual and non-visual media. (L) b. Explain the role of the media in shaping opinions. c. Note instances of *bias, stereotyping,* and *propaganda*.	Students analyze the effectiveness of auditory, visual, and written information used to communicate in different forms of media. a. Explain how visual and sound effects influence messages in various media. b. Explain the similarities and differences between the messages conveyed

			by *print and non-print sources*. c. Compare the role of *print and non-print sources,* including advertising, in shaping public opinion noting instances of unsupported inferences, or *fallacious reasoning.* d. Determine appropriate media, relevant to audience and purpose, that extend and support oral, written, and visual communication.