

# K-8 English Language Arts

## Grade-Level Indicators

### **Phonemic Awareness, Word Recognition and Fluency**

Students in the primary grades learn to recognize and decode printed words, developing the skills that are the foundations for independent reading. They discover the alphabetic principle (sound-symbol match) and learn to use it in figuring out new words. They build a stock of sight words that helps them to read quickly and accurately with comprehension. By the end of third grade, they demonstrate fluent oral reading, varying their intonation and timing as appropriate for the text.

### **Kindergarten**

1. Read own first and last name.
2. Identify and complete rhyming words and patterns.
3. Distinguish the number of syllables in words by using rhythmic clapping, snapping or counting.
4. Distinguish and name all upper- and lower-case letters.
5. Recognize, say and write the common sounds of letters.
6. Distinguish letters from words by recognizing that words are separated by spaces.
7. Hear and say the separate phonemes in words, such as identifying the initial consonant sound in a word, and blend phonemes to say words.
8. Read one-syllable and often-heard words by sight.
9. Reread stories independently or as a group, modeling patterns of changes in timing, voice and expression.

### **Grade One**

1. Identify and distinguish between letters, words and sentences.
2. Identify and say the beginning and ending sounds in words.
3. Demonstrate an understanding of letter-sound correspondence by saying the sounds from all letters and from a variety of letter patterns, such as consonant blends and long- and short-vowel patterns, and by matching sounds to the corresponding letters.
4. Decode by using letter-sound matches.
5. Use knowledge of common word families (e.g., -ite or -ate) to sound out unfamiliar words.
6. Blend two to four phonemes (sounds) into words.
7. Add, delete or change sounds in a given word to create new or rhyming words.

8. Demonstrate a growing stock of sight words.
9. Read text using fluid and automatic decoding skills, including knowledge of patterns, onsets and rimes.
10. Read aloud with changes in emphasis, voice, timing and expression that show a recognition of punctuation and an understanding of meaning.

## **Grade Two**

1. Identify rhyming words with the same or different spelling patterns.
2. Read regularly spelled multi-syllable words by sight.
3. Blend phonemes (sounds) of letters and syllables to read unknown words with one or more syllables.
4. Use knowledge of common word families (e.g., -ite or -ate) to sound out unfamiliar words.
5. Segment letter, letter blends and syllable sounds in words.
6. Distinguish and identify the beginning, middle and ending sounds in words.
7. Identify words as having either short- or long-vowel sounds.
8. Demonstrate a growing stock of sight words.
9. Read text using fluid and automatic decoding skills.
10. Read passages fluently with appropriate changes in voice, timing and expression.

## **Grade Three**

1. Identify rhyming words with the same or different spelling patterns.
2. Use letter-sound knowledge and structural analysis to decode words.
3. Use knowledge of common word families (e.g., -ite or -ate) and complex word families (e.g., -ould, -ight) to sound out unfamiliar words.
4. Demonstrate a growing stock of sight words.
5. Read text using fluid and automatic decoding skills.
6. Read passages fluently with changes in tone, voice, timing and expression to demonstrate meaningful comprehension.

## **Grades Four - Eight**

*Fluency continues to develop past the primary grades. Readers increase their rate of oral reading to near conversational pace. They show by their*

*appropriate use of pauses, pitch, stress and intonation that they are reading in clauses and sentence units to support comprehension. They gain control over a wider, complex sight vocabulary and over longer syntactic structures, so that they are able to read progressively more demanding texts with greater ease. Silent reading becomes considerably faster than oral reading and becomes the preferred, more efficient way to process everyday texts.*

## Acquisition of Vocabulary

Students acquire vocabulary through exposure to language-rich situations, such as reading books and other texts and conversing with adults and peers. They use context clues, as well as direct explanations provided by others, to gain new words. They learn to apply word analysis skills to build and extend their own vocabulary. As students progress through the grades, they become more proficient in applying their knowledge of words (origins, parts, relationships, meanings) to acquire specialized vocabulary that aids comprehension.

### Kindergarten

*Contextual  
Understanding*

1. Understand new words from the context of conversations or from the use of pictures within a text.

*Conceptual  
Understanding*

2. Recognize and understand words, signs and symbols seen in everyday life.
3. Identify words in common categories such as color words, number words and directional words.
4. Determine the meaning of unknown words, with assistance, using a beginner's dictionary.

*Tools and Resources*

### Grade One

*Contextual  
Understanding*

1. Use knowledge of word order and in-sentence context clues to support word identification and to define unknown words while reading.

*Conceptual  
Understanding*

2. Identify words that have similar meanings (synonyms) and words that have opposite meanings (antonyms).
3. Classify words into categories (e.g., colors, fruits, vegetables).
4. Recognize common sight words.
5. Recognize that words can sound alike but have different meanings (e.g., homophones such as hair and hare).

*Structural  
Understanding*

6. Predict the meaning of compound words using knowledge of individual words (e.g., daydream, raindrop).
- Recognize contractions (e.g., isn't, aren't, can't, won't) and common abbreviations (e.g., Jan., Feb.).

*Tools and Resources*

7. Read root words and their inflectional endings (e.g., walk, walked, walking).
8. Determine the meaning of unknown words using a beginner's dictionary.

## Grade Two

### *Contextual Understanding*

1. Use knowledge of word order and in-sentence context clues to support word identification and to define unknown words while reading.

### *Conceptual Understanding*

2. Identify words that have similar meanings (synonyms) and words that have opposite meanings (antonyms).

3. Classify words into categories (e.g., colors, fruits, vegetables).

4. Read accurately high-frequency sight words.

5. Read homographs aloud correctly, adjusting sounds to fit meaning, and use words in context.

### *Structural Understanding*

6. Determine the meaning of common compound words (e.g., lunchroom, baseball) by explaining the relationship between the words contained in the compound.

7. Identify contractions and common abbreviations and connect them to whole words.

8. Determine the meaning of prefixes, including un-, re-, pre-, and suffixes, including -er, -est, -ful, -less.

9. Use root words (e.g., smile) and their various inflections (e.g., smiles, smiling, smiled) to determine the meaning of words.

### *Tools and Resources*

10. Determine the meaning and pronunciations of unknown words using a beginner's dictionary, glossaries and technology.

## Grade Three

- |                                 |   |
|---------------------------------|---|
| <i>Contextual Understanding</i> | 1. Determine the meaning of unknown words using a variety of context clues, including word, sentence and paragraph clues.   |
|                                 | 2. Use context clues to determine the meaning of homophones, homonyms and homographs.   |
| <i>Conceptual Understanding</i> | 3. Apply the meaning of the terms synonyms and antonyms.  |
|                                 | 4. Read accurately high-frequency sight words.  |
| <i>Structural Understanding</i> | 5. Apply knowledge of individual words in unknown compound words to determine their meanings.   |
|                                 | 6. Use knowledge of contractions and common abbreviations to identify whole words.  |
|                                 | 7. Apply knowledge of prefixes, including un-, re-, pre- and suffixes, including -er, -est, -ful and -less to determine meaning of words.                                     |
|                                 | 8. Decode and determine the meaning of words by using knowledge of root words and their various inflections.  |
| <i>Tools and Resources</i>      | 9. Determine the meanings and pronunciations of unknown words by using dictionaries, glossaries, technology and textual features, such as definitional footnotes or sidebars. |

## Grade Four

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|---------------------------------|--|
| <i>Contextual Understanding</i> | 1. Determine the meaning of unknown words by using a variety of context clues, including word, sentence and paragraph clues. |
|                                 | 2. Use context clues to determine the meaning of synonyms, antonyms, homophones, homonyms and homographs.                    |
| <i>Conceptual Understanding</i> | 3. Recognize the difference between the meanings of connotation and denotation.  |
|                                 | 4. Identify and apply the meaning of the terms synonym, antonym, homophone and homograph.                                    |
|                                 | 5. Identify and understand new uses of words and phrases in text, such as similes and metaphors.                             |
| <i>Structural Understanding</i> | 6. Identify word origins to determine the meaning of unknown words and phrases.  |
|                                 | 7. Identify the meanings of prefixes, suffixes and roots and their various forms to determine the meanings of words.         |

- Tools and Resources*
8. Identify the meanings of abbreviations.
  9. Determine the meanings and pronunciations of unknown words by using dictionaries, glossaries, technology and textual features, such as definitional footnotes or sidebars.

## Grade Five

- Contextual Understanding*
1. Define the meaning of unknown words by using context clues and the author's use of definition, restatement and example.
  2. Use context clues to determine the meaning of synonyms, antonyms, homophones, homonyms and homographs.

- Conceptual Understanding*
3. Identify the connotation and denotation of new words.
  4. Identify and understand new uses of words and phrases in text, such as similes and metaphors.

- Structural Understanding*
5. Use word origins to determine the meaning of unknown words and phrases.
  6. Apply the knowledge of prefixes, suffixes and roots and their various inflections to analyze the meanings of words.

- Tools and Resources*
7. Identify the meanings of abbreviations.
  8. Determine the meanings and pronunciations of unknown words by using dictionaries, thesauruses, glossaries, technology and textual features, such as definitional footnotes or sidebars.

## Grade Six

- Contextual Understanding*
1. Define the meaning of unknown words by using context clues and the author's use of definition, restatement and example.
- Conceptual Understanding*
2. Apply knowledge of connotation and denotation to determine the meaning of words.
  3. Identify analogies and other word relationships, including synonyms and antonyms, to determine the meaning of words.

*Structural  
Understanding*

*Tools and Resources*

4. Interpret metaphors and similes to understand new uses of words and phrases in text.
5. Recognize and use words from other languages that have been adopted into the English language.
6. Apply the knowledge of prefixes, suffixes and roots and their various inflections to analyze the meanings of words.
7. Identify symbols and acronyms and connect them to whole words.
8. Determine the meanings and pronunciations of unknown words by using dictionaries, thesauruses, glossaries, technology and textual features, such as definitional footnotes or sidebars.

## **Grade Seven**

*Contextual  
Understanding*

*Conceptual  
Understanding*

*Structural  
Understanding*

*Tools and Resources*

1. Define the meaning of unknown words through context clues and the author's use of comparison, contrast, definition, restatement and example.
2. Apply knowledge of connotation and denotation to determine the meaning of words.
3. Infer word meanings through the identification of analogies and other word relationships, including synonyms and antonyms.
4. Interpret metaphors and similes to understand new uses of words and phrases in text.
5. Recognize and use words from other languages that have been adopted into the English language.
6. Use knowledge of Greek, Latin and Anglo-Saxon roots and affixes to understand vocabulary.
7. Use knowledge of symbols and acronyms to identify whole words.
8. Determine the meanings and pronunciations of unknown words by using dictionaries, thesauruses, glossaries, technology and textual features, such as definitional footnotes or sidebars.

## **Grade Eight**



*Contextual Understanding* 1. Define unknown words through context clues and the author's use of comparison, contrast and cause and effect.

*Conceptual Understanding* 2. Apply knowledge of connotation and denotation to determine the meaning of words.  
3. Identify the relationships of pairs of words in analogical statements (e.g., synonyms and antonyms) and infer word meanings from these relationships.  
4. Infer the literal and figurative meaning of words and phrases and discuss the function of figurative language, including metaphors, similes and idioms.  
5. Examine and discuss the ways that different events (e.g., cultural, political, social, technological, and scientific events) impact and change the English language.

*Structural Understanding* 6. Use knowledge of Greek, Latin and Anglo-Saxon roots, prefixes and suffixes to understand complex words and new subject-area vocabulary (e.g., unknown words in science, mathematics and social studies).

*Tools and Resources* 7. Determine the meanings and pronunciations of unknown words by using dictionaries, thesauruses, glossaries, technology and textual features, such as definitional footnotes or sidebars.

## **Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies**

Students develop and learn to apply strategies, such as predicting and recalling, that help them to comprehend and interpret informational and literary texts. Reading and learning to read are problem solving processes that require strategies for the reader to make sense of written language and remain engaged with texts. Beginners develop basic concepts about print (e.g., that print holds meaning) and how books work (e.g., text organization). As strategic readers, students learn to analyze and evaluate texts to demonstrate their understanding of text. Additionally, students learn to self-monitor their own comprehension by asking and answering questions about the text, self-correcting errors and assessing their own understanding. They apply these strategies effectively to assigned and self-selected texts read in and out of the classroom.

### **Kindergarten**

*Concept of Print*

1. Demonstrate an understanding that print has meaning by explaining that text provides information or tells a story.
2. Hold books right side up, know that people read pages from front to back and read words from left to right.

*Comprehension Strategies*

3. Know the differences between illustrations and print.
4. Visualize the information in texts, and demonstrate this by drawing pictures, discussing images in texts or dictating simple descriptions.
5. Predict what will happen next, using pictures and content as a guide.
6. Compare information (e.g., recognize similarities) in texts using prior knowledge and experience.
7. Recall information from a story by sequencing pictures and events.

*Self-Monitoring Strategies*

*Independent Reading*

8. Answer literal questions to demonstrate comprehension of orally read grade-appropriate texts.
9. Monitor comprehension of orally read texts by asking and answering questions.
10. Identify favorite books and stories and participate in shared oral reading.

**Grade One**

*Concepts of Print*

*Comprehension  
Strategies*

1. Describe the role of authors and illustrators.
2. Establish a purpose for reading (e.g., to be informed, to follow directions or to be entertained).
3. Visualize the information in texts and demonstrate this by drawing pictures, discussing images in texts or writing simple descriptions.
4. Make predictions while reading and support predictions with information from the text or prior experience.
5. Compare information (e.g., recognize similarities) in texts with prior knowledge and experience.
6. Recall the important ideas in fictional and non-fictional texts.
7. Create and use graphic organizers such as Venn diagrams or webs, with teacher assistance, to demonstrate comprehension.

*Self-Monitoring  
Strategies*

*Independent Reading*

8. Answer literal, simple inferential and evaluative questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.
9. Monitor comprehension of independently- or group-read texts by asking and answering questions.
10. Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres or recommendations from others).
11. Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task).

## **Grade Two**

*Comprehension  
Strategies*

1. Establish a purpose for reading (e.g., to be informed, to follow directions or to be entertained).
2. Predict content, events and outcomes from illustrations and prior experience and support those predictions with examples from the text or background knowledge.

3. Compare and contrast information in texts with prior knowledge and experience.
  4. Summarize text by recalling main ideas and some supporting details.
  5. Create and use graphic organizers, such as Venn diagrams and webs, to demonstrate comprehension.
  6. Answer literal, inferential and evaluative questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.
- Self-Monitoring Strategies*
7. Monitor comprehension by recognizing when text does not make sense and look back or read on to reinforce comprehension.
  8. Monitor reading comprehension by identifying word errors and self-correcting.
- Independent Reading*
9. Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres or recommendations from others).
  10. Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task).

## **Grade Three**

- Comprehension Strategies*
1. Establish a purpose for reading (e.g., to be informed, to follow directions or to be entertained).
  2. Predict content, events and outcomes by using chapter titles, section headers, illustrations and story topics, and support those predictions with examples from the text.
  3. Compare and contrast information between texts and across subject areas.

- Self-Monitoring Strategies*
- Independent Reading*
4. Summarize texts, sequencing information accurately and include main ideas and details as appropriate.
  5. Make inferences regarding events and possible outcomes from information in text.
  6. Create and use graphic organizers, such as Venn diagrams and webs, to demonstrate comprehension.
  7. Answer literal, inferential and evaluative questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.
  8. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on or looking back.
  9. Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres or recommendations from others).
  10. Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task).

## **Grade Four**

*Comprehension Strategies*

1. Establish and adjust purposes for reading, including to find out, to understand, to interpret, to enjoy and to solve problems.
2. Predict and support predictions using an awareness of new vocabulary, text structures and familiar plot patterns.
3. Compare and contrast information on a single topic or theme across different text and non-text resources.

*Self-Monitoring  
Strategies*

4. Summarize important information in texts to demonstrate comprehension.
5. Make inferences or draw conclusions about what has been read and support those conclusions with textual evidence.
6. Select, create and use graphic organizers to interpret textual information.
7. Answer literal, inferential and evaluative questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.
8. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on or looking back.
9. List questions and search for answers within the text to construct meaning.

*Independent Reading*

10. Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres or recommendations from others).
11. Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task).

## **Grade Five**

*Comprehension  
Strategies*

1. Establish and adjust purposes for reading, including to find out, to understand, to interpret, to enjoy and to solve problems.
2. Predict and support predictions with specific references to textual examples that may be in widely separated sections of text.
3. Make critical comparisons across texts.
4. Summarize the information in texts, recognizing that there may be several important ideas rather than just one main idea and identifying details that support each.
5. Make inferences based on implicit information in texts, and provide justifications for those inferences.

*Self-Monitoring  
Strategies*

6. Select, create and use graphic organizers to interpret textual information.
7. Answer literal, inferential and evaluative questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.
8. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back or summarizing what has been read so far in text.
9. List questions and search for answers within the text to construct meaning.

*Independent Reading*

10. Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres, or recommendations from others).
11. Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task).

## **Grade Six**

*Comprehension  
Strategies*

1. Establish and adjust purposes for reading, including to find out, to understand, to interpret, to enjoy and to solve problems.
2. Predict or hypothesize as appropriate from information in the text, substantiating with specific references to textual examples that may be in widely separated sections of text.
3. Make critical comparisons across texts, noting author's style as well as literal and implied content of text.
4. Summarize the information in texts, recognizing important ideas and supporting details, and noting gaps or contradictions.
5. Select, create and use graphic organizers to interpret textual information.



*Self-Monitoring  
Strategies*

6. Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts, electronic and visual media.
7. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back, note taking or summarizing what has been read so far in text.
8. List questions and search for answers within the text to construct meaning.

*Independent Reading*

9. Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres or recommendations from others).
10. Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task).

## **Grade Seven**

*Comprehension  
Strategies*

1. Establish and adjust purposes for reading, including to find out, to understand, to interpret, to enjoy and to solve problems.
2. Predict or hypothesize as appropriate from information in the text, substantiating with specific references to textual examples that may be in widely separated sections of text.
3. Make critical comparisons across text, noting author's style as well as literal and implied content of text.
4. Summarize the information in texts, using key ideas, supporting details and referencing gaps or contradictions.
5. Select, create and use graphic organizers to interpret textual information.
6. Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.

*Self-Monitoring Strategies*

7. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back, note taking or summarizing what has been read so far in text.

*Independent Reading*

8. Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres or recommendations from others).
9. Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task).

## **Grade Eight**

*In Grades 8 (and in grades 9 – 12, students should read purposefully and automatically, using the comprehension and self-monitoring strategies outlined in previous grades. As they encounter increasingly challenging content-area and literary texts, students may more consciously employ these strategies and benefit from teacher modeling of the reading process.*

*Comprehension Strategies*

1. Apply reading comprehension strategies, including making predictions, comparing and contrasting, recalling and summarizing and making inferences and drawing conclusions.
2. Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.

*Self-Monitoring Strategies*

3. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back, note taking or summarizing what has been read so far in text.

*Independent Reading*

4. Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres or recommendations from others).
5. Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task).

## **Reading Applications: Informational, Technical and Persuasive Text**

Students gain information from reading for purposes of learning about a subject, doing a job, making decisions and accomplishing a task. Students need to apply the reading process to various types of informational texts, including essays, magazines, newspapers, textbooks, instruction manuals, consumer and workplace documents, reference materials, multimedia and electronic resources. They learn to attend to text features, such as titles, subtitles and visual aids, to make predictions and build text knowledge. They learn to read diagrams, charts, graphs, maps and displays in text as sources of additional information. Students use their knowledge of text structure to organize content information, analyze it and draw inferences from it. Strategic readers learn to recognize arguments, bias, stereotyping and propaganda in informational text sources.

### **Kindergarten**

1. Use pictures and illustrations to aid comprehension.
2. Identify and discuss the sequence of events in informational text.
3. Tell the main idea of a selection that has been read aloud.
4. Identify and discuss simple maps, charts and graphs.
5. Follow simple directions.

### **Grade One**

1. Use title page, photographs, captions and illustrations (text features) to develop comprehension of informational texts.
2. Identify the sequence of events in informational text.
3. Ask questions concerning essential elements of informational text (e.g., why, who, where, what, when and how).
4. Identify central ideas and supporting details of informational text with teacher assistance.
5. Identify and discuss simple diagrams, charts, graphs and maps as characteristics of nonfiction.
6. Follow multiple-step directions.

### **Grade Two**

1. Use the table of contents, glossary, captions and illustrations to identify information and to comprehend text.
2. Arrange events from informational text in sequential order.
3. List questions about essential elements from informational text (e.g., why, who, where, what, when and how) and identify answers.
4. Classify ideas from informational texts as main ideas or supporting details.
5. Identify information in diagrams, charts, graphs and maps.
6. Analyze a set of directions for proper sequencing.

### **Grade Three**

1. Use the table of contents, chapter headings, glossary, index, captions and illustrations to locate information and comprehend texts.
2. List questions about essential elements (e.g., why, who, where, what, when and how) from informational text and identify answers.
3. Identify and list the important central ideas and supporting details of informational text.
4. Draw conclusions from information in maps, charts, graphs and diagrams.
5. Analyze a set of directions for proper sequencing, clarity and completeness.

## **Grade Four**

1. Make inferences about informational text from the title page, table of contents and chapter headings.
2. Summarize main ideas in informational text, using supporting details as appropriate.
3. Locate important details about a topic, using different sources of information, including books, magazines, newspapers and online resources.
4. Identify examples of cause and effect used in informational text.
5. Draw conclusions from information in maps, charts, graphs and diagrams.
6. Clarify steps in a set of instructions or procedures for completeness.
7. Distinguish fact from opinion.

## **Grade Five**

1. Use text features, such as chapter titles, headings and subheadings; parts of books, including the index and table of contents and online tools (search engines) to locate information.
2. Identify, distinguish between and explain examples of cause and effect in informational text.
3. Compare important details about a topic, using different sources of information, including books, magazines, newspapers and online resources.
4. Summarize the main ideas and supporting details.
5. Analyze information found in maps, charts, tables, graphs and diagrams.
6. Clarify steps in a set of instructions or procedures for proper sequencing and completeness and revise if necessary.

7. Analyze the difference between fact and opinion.
8. Distinguish relevant from irrelevant information in a text and identify possible points of confusion for the reader.
9. Identify and understand an author's purpose for writing, including to explain, to entertain or to inform.

## **Grade Six**

1. Use text features, such as chapter titles, headings and subheading; parts of books, including index, appendix, table of contents and online tools (search engines) to locate information.
2. Analyze examples of cause and effect and fact and opinion.
3. Compare and contrast important details about a topic, using different sources of information including books, magazines, newspapers and online resources.
4. Compare original text to a summary to determine the extent to which the summary adequately reflects the main ideas and critical details of the original text.
5. Analyze information found in maps, charts, tables, graphs, diagrams and cutaways.
6. Identify an author's argument or viewpoint and assess the adequacy and accuracy of details used.
7. Identify and understand an author's purpose for writing, including to explain, entertain, persuade or inform.
8. Summarize information from informational text, identifying the treatment, scope and organization of ideas.

## **Grade Seven**

1. Use text features, such as chapter titles, headings and subheadings; parts of books, including index, appendix, table of contents and online tools (search engines) to locate information.
2. Analyze examples of cause and effect and fact and opinion.
3. Compare and contrast different sources of information, including books, magazines, newspapers and online resources, to draw conclusions about a topic.
4. Compare original text to a summary to determine the extent to which the summary adequately reflects the main ideas, critical details and underlying meaning of the original text.
5. Analyze information found in maps, charts, tables, graphs, diagrams, cutaways and overlays.
6. Assess the adequacy, accuracy and appropriateness of an author's details, identifying persuasive techniques and examples of bias and stereotyping.
7. Identify an author's purpose for writing and explain an author's argument, perspective or viewpoint in text.

## Grade Eight

8. Compare the treatment, scope and organization of ideas from different texts on the same topic.
1. Compare and contrast text features, including format and headers of various informational texts in terms of their structure and purpose.
2. Identify and use the organizational structure of a text, such as chronological, compare-contrast, cause-effect, problem-solution, and evaluate its effectiveness.
3. Compare and contrast the treatment, scope and organization of ideas from different sources on the same topic.
4. Analyze information found in maps, charts, tables, graphs, diagrams, cutaways and overlays.
5. Assess the adequacy, accuracy and appropriateness of an author's details, identifying persuasive techniques (e.g., bandwagon, testimonial and emotional word repetition) and examples of bias and stereotyping.
6. Identify the author's purpose and intended audience for the text.
7. Analyze an author's argument, perspective or viewpoint and explain the development of key points.
8. Recognize how writers cite facts, draw inferences and present opinions in informational text.
9. Distinguish the characteristics of consumer materials (e.g., warranties, product information, instructional materials), functional or workplace documents (e.g., job-related materials, memoranda, instructions) and public documents (e.g., speeches or newspaper editorials).

### Reading Applications: Literary Text

Students enhance their understanding of the human story by reading literary texts that represent a variety of authors, cultures and eras. They learn to apply the reading process to the various genres of literature, including fables, tales, short stories, novels, poetry and drama. They demonstrate their comprehension by describing and discussing the elements of literature (e.g., setting, character and plot), analyzing the author's use of language (e.g., word choice and figurative language), comparing and contrasting texts, inferring theme and meaning and responding to text in critical and

creative ways. Strategic readers learn to explain, analyze and critique literary text to achieve deep understanding.

## **Kindergarten**

1. Identify favorite books and stories.
2. Identify the characters and setting in a story.
3. Retell or re-enact a story that has been heard.
4. Distinguish between fantasy and reality.
5. Recognize predictable patterns in stories.

## **Grade One**

1. Provide own interpretation of story, using information from the text.
2. Identify characters, setting and events in a story.
3. Retell the beginning, middle and ending of a story, including its important events.
4. Identify differences between stories, poems and plays.
5. Recognize predictable patterns in stories and poems.

## **Grade Two**

1. Compare and contrast different versions of the same story.
2. Describe characters and setting.
3. Retell the plot of a story.
4. Distinguish between stories, poems, plays, fairy tales and fables.
5. Identify words from texts that appeal to the senses.
- 6.
7. Identify the theme of a text.

## **Grade Three**

1. Recognize and describe similarities and differences of plot across literary works.
2. Use concrete details from the text to describe characters and setting.
3. Retell the plot sequence.
4. Identify and explain the defining characteristics of literary forms and genres, including fairy tales, folk tales, poetry, fiction and non-fiction.
5. Explain how an author's choice of words appeals to the senses.

6. Identify stated and implied themes.
7. Describe methods authors use to influence readers' feelings and attitudes (e.g., appeal of characters in a picture book; use of figurative language).

## **Grade Four**

1. Describe the thoughts, words and interactions of characters.
2. Identify the influence of setting on the selection.
3. Identify the main incidents of a plot sequence, identifying the major conflict and its resolution.
4. Identify the speaker and recognize the difference between first- and third-person narration.
5. Determine the theme and whether it is implied or stated directly.
6. Identify and explain the defining characteristics of literary forms and genres, including poetry, drama, fables, fantasies, chapter books, fiction and non-fiction.
7. Explain how an author's choice of words appeals to the senses and suggests mood.
8. Identify figurative language in literary works, including idioms, similes and metaphors.

## **Grade Five**

1. Explain how a character's thoughts, words and actions reveal his or her motivations.
2. Explain the influence of setting on the selection.
3. Identify the main incidents of a plot sequence and explain how they influence future action.
4. Identify the speaker and explain how point of view affects the text.
5. Summarize stated and implied themes.
6. Describe the defining characteristics of literary forms and genres, including poetry, drama, chapter books, biographies, fiction and non-fiction.
7. Interpret how an author's choice of words appeals to the senses and suggests mood.
8. Identify and explain the use of figurative language in literary works, including idioms, similes, hyperboles, metaphors and personification.

## **Grade Six**

1. Analyze the techniques authors use to describe characters, including narrator or other characters' point of view; character's own thoughts, words or actions.
2. Identify the features of setting and explain their importance in literary text.



3. Identify the main and minor events of the plot, and explain how each incident gives rise to the next.
4. Explain first, third and omniscient points of view, and explain how voice affects the text.
5. Identify recurring themes, patterns and symbols found in literature from different eras and cultures.
6. Explain the defining characteristics of literary forms and genres, including poetry, drama, myths, biographies, autobiographies, fiction and non-fiction.
7. Distinguish how an author establishes mood and meaning through word choice, figurative language and syntax.

## **Grade Seven**

1. Explain interactions and conflicts (e.g., character vs. self, nature or society) between main and minor characters in literary text and how the interactions affect the plot.
2. Analyze the features of the setting and their importance in a text.
3. Identify the main and minor events of the plot, and explain how each incident gives rise to the next.
4. Identify and compare subjective and objective points of view and how they affect the overall body of a work.
5. Identify recurring themes, patterns and symbols found in literature from different eras and cultures.
6. Explain the defining characteristics of literary forms and genres, including poetry, drama, myths, biographies, autobiographies, science fiction, fiction and non-fiction.
7. Interpret how mood or meaning is conveyed through word choice, figurative language and syntax.

## **Grade Eight**

1. Identify and explain various types of characters (e.g., flat, round, dynamic, static) and how their interactions and conflicts affect the plot.
2. Analyze the influence of setting in relation to other literary elements.
3. Explain how authors pace action and use subplots, parallel episodes and climax.
4. Compare and contrast different points of view (e.g., first person and third person limited, omniscient, objective and subjective), and explain how voice affects literary text.
5. Identify and explain universal themes across different works by the same author and by different authors.
6. Explain how an author's choice of genre affects the expression of a theme or topic.

7. Identify examples of foreshadowing and flashback in a literary text.
8. Explain ways in which the author conveys mood and tone through word choice, figurative language, and syntax.
9. Examine symbols used in literary texts.

### **Writing Processes**

Students' writing develops when they regularly engage in the major phases of the writing process. The writing process includes the phases of prewriting, drafting, revising and editing and publishing. They learn to plan their writing for different purposes and audiences. They learn to apply their writing skills in increasingly sophisticated ways to create and produce compositions that reflect effective word and grammatical choices. Students develop revision strategies to improve the content, organization and language of their writing. Students also develop editing skills to improve writing conventions.

### **Kindergarten**

*Prewriting*

1. Generate writing ideas through discussions with others.

2. Choose a topic for writing.

3. Determine audience.

4. Organize and group related ideas.

*Drafting, Revising  
And Editing*

5. Write from left to right and top to bottom.

6. Use correct sentence structures when expressing thoughts and ideas.

7. Reread own writing.

8. Use resources (e.g., a word wall) to enhance vocabulary.

9. Rewrite and illustrate writing samples for display and for sharing with others.

*Publishing*

**Grade One**

*Prewriting*

1. Generate writing ideas through discussions with others.
2. Develop a main idea for writing.
3. Determine purpose and audience.
4. Use organizational strategies (e.g., brainstorming, lists, webs and Venn diagrams) to plan writing.
5. Organize writing to include a beginning, middle and end.
6. Construct complete sentences with subjects and verbs.
7. Mimic language from literature when appropriate.
8. Use available technology to compose text.
9. Reread own writing for clarity.
10. Add descriptive words and details.
11. Use resources (e.g., a word wall, beginner's dictionary, word bank) to select effective vocabulary.
12. Proofread writing to improve conventions (e.g., grammar, spelling, punctuation and capitalization).
13. Apply tools (e.g., rubric, checklist, feedback) to judge the quality of writing.
14. Rewrite and illustrate writing samples for display and for sharing with others.

*Drafting, Revising  
And Editing*

*Publishing*

**Grade Two**

*Prewriting*

1. Generate writing ideas through discussions with others.
2. Develop a main idea for writing.
3. Develop a purpose and audience for writing.
4. Use organizational strategies (e.g., brainstorming, lists, webs and Venn diagrams) to plan writing.
5. Organize writing with a developed beginning, middle and end.
6. Use a range of complete sentences, including declarative, interrogative and exclamatory.

*Drafting, Revising  
And Editing*

7. Include transitional words and phrases.
8. Use language for writing that is different from oral language, mimicking writing style of books when appropriate.
9. Use available technology to compose text.
10. Reread and assess writing for clarity, using a variety of methods (e.g., writer's circle or author's chair).
11. Add descriptive words and details and delete extraneous information.
12. Use resources (e.g., word wall, beginner's dictionary and word bank) to select effective vocabulary.
13. Proofread writing to improve conventions (e.g., grammar, spelling, punctuation and capitalization).
14. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.
15. Rewrite and illustrate writing samples for display and for sharing with others.

*Publishing*

**Grade Three**

*Prewriting*

1. Generate writing ideas through discussions with others and from printed material.
2. Develop a clear main idea for writing.
3. Develop a purpose and audience for writing.
4. Use organizational strategies (e.g., brainstorming, lists, webs and Venn diagrams) to plan writing.
5. Organize writing by providing a simple introduction, body and a clear sense of closure.
6. Use a wide range of simple, compound and complex sentences.
7. Create paragraphs with topic sentences and supporting sentences that are marked by indentation and are linked by transitional words and phrases.
8. Use language for writing that is different from oral language, mimicking writing style of books when appropriate.
9. Use available technology to compose text.

*Drafting, Revising  
And Editing*

10. Reread and assess writing for clarity, using a variety of methods (e.g., writer's circle or author's chair).
11. Add descriptive words and details and delete extraneous information.
12. Rearrange words, sentences and paragraphs to clarify meaning.
13. Use resources and reference materials, including dictionaries, to select more effective vocabulary.
14. Proofread writing and edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization) and identify and correct fragments and run-ons.
15. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.
16. Rewrite and illustrate writing samples for display and for sharing with others.

*Publishing*

## **Grade Four**

*Prewriting*

1. Generate writing ideas through discussions with others and from printed material.
2. State and develop a clear main idea for writing.
3. Develop a purpose and audience for writing.
4. Use organizational strategies (e.g., brainstorming, lists, webs and Venn diagrams) to plan writing.
5. Organize writing, beginning with an introduction, body and a resolution of plot, followed by a closing statement or a summary of important ideas and details.
6. Vary simple, compound and complex sentence structures.
7. Create paragraphs with topic sentences and supporting sentences that are marked by indentation) and are linked by transitional words and phrases.
8. Vary language and style as appropriate to audience and purpose.

*Drafting, Revising  
and Editing*

9. Use available technology to compose text.
10. Reread and assess writing for clarity, using a variety of methods (e.g., writer's circle or author's chair).
11. Add descriptive words and details and delete extraneous information.
12. Rearrange words, sentences and paragraphs to clarify meaning.
13. Use resources and reference materials, including dictionaries, to select more effective vocabulary.
14. Proofread writing and edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization) and identify and correct fragments and run-ons.
15. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.
16. Prepare for publication (e.g., for display or for sharing with others) writing that follows a format appropriate to the purpose, using techniques such as electronic resources and graphics to enhance the final product.

*Publishing*

## **Grade Five**

*Prewriting*

1. Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas.
2. Conduct background reading, interviews or surveys when appropriate.
3. State and develop a clear main idea for writing.
4. Determine a purpose and audience.

*Drafting, Revising  
and Editing*

5. Use organizational strategies (e.g., rough outlines, diagrams, maps, webs and Venn diagrams) to plan writing.
6. Organize writing, beginning with an introduction, body and a resolution of plot, followed by a closing statement or a summary of important ideas and details.
7. Vary simple, compound and complex sentence structures.
8. Group related ideas into paragraphs, including topic sentences following paragraph form, and maintain a consistent focus across paragraphs.

9. Vary language and style as appropriate to audience and purpose.
10. Use available technology to compose text.
11. Reread and assess writing for clarity, using a variety of methods (e.g., writer's circle or author's chair).
12. Add and delete information and details to better elaborate on a stated central idea and to more effectively accomplish purpose.
13. Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning.
14. Use resources and reference materials (e.g., dictionaries and thesauruses) to select more effective vocabulary.
15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization) and identify and correct fragments and run-ons.

*Publishing*

16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.
17. Prepare for publication (e.g., for display or for sharing with others) writing that follows a format appropriate to the purpose, using techniques such as electronic resources and graphics to enhance the final product.

**Grade Six**



*Prewriting*

1. Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas.
2. Conduct background reading, interviews or surveys when appropriate.
3. Establish a thesis statement for informational writing or a plan for narrative writing.
4. Determine a purpose and audience.
5. Use organizational strategies (e.g., rough outlines, diagrams, maps, webs and Venn diagrams) to plan writing.

*Drafting, Revising  
and Editing*

6. Organize writing, beginning with an introduction, body and a resolution of plot, followed by a closing statement or a summary of important ideas and details.
7. Vary simple, compound and complex sentence structures.

8. Group related ideas into paragraphs, including topic sentences following paragraph form, and maintain a consistent focus across paragraphs.
9. Vary language and style as appropriate to audience and purpose.
10. Use available technology to compose text.
11. Reread and analyze clarity of writing.
12. Add and delete information and details to better elaborate on a stated central idea and to more effectively accomplish purpose.
13. Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning.
14. Use resources and reference materials (e.g., dictionaries and thesauruses) to select more effective vocabulary.
15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization) and identify and correct fragments and run-ons.
16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.
17. Prepare for publication (e.g., for display or for sharing with others) writing that follows a format appropriate to the purpose, using such techniques as electronic resources, principles of design (e.g., margins, tabs, spacing and columns) and graphics (e.g., drawings, charts and graphs) to enhance the final product.

*Publishing*

## **Grade Seven**

*Prewriting*

1. Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas.
2. Conduct background reading, interviews or surveys when appropriate.
3. Establish a thesis statement for informational writing or a plan for narrative writing.
4. Determine a purpose and audience.

*Drafting, Revising  
and Editing*

5. Use organizational strategies (e.g., rough outlines, diagrams, maps, webs and Venn diagrams) to plan writing.
6. Organize writing with an effective and engaging introduction, body and a conclusion that summarizes, extends or elaborates on points or ideas in the writing.
7. Vary simple, compound and complex sentence structures.
8. Group related ideas into paragraphs, including topic sentences following paragraph form, and maintain a consistent focus across paragraphs.
9. Use precise language, action verbs, sensory details, colorful modifiers and style as appropriate to audience and purpose.
10. Use available technology to compose text.
11. Reread and analyze clarity of writing.
12. Add and delete information and details to better elaborate on a stated central idea and to more effectively accomplish purpose.
13. Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning.
14. Use resources and reference materials (e.g., dictionaries and thesauruses) to select more effective vocabulary.
15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization) and identify and correct fragments and run-ons.
16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.
17. Prepare for publication (e.g., for display or for sharing with others) writing that follows a format appropriate to the purpose, using such techniques as electronic resources, principles of design (e.g., margins, tabs, spacing and columns) and graphics (e.g., drawings, charts and graphs) to enhance the final product.

*Publishing*

**Grade Eight**

*Prewriting*

1. Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas.
2. Conduct background reading, interviews or surveys when appropriate.
3. Establish a thesis statement for informational writing or a plan for narrative writing.
4. Determine a purpose and audience and plan strategies (e.g., adapting focus, content structure and point of view) to address purpose and audience.
5. Use organizational strategies (e.g., notes and outlines) to plan writing.

*Drafting, Revising  
and Editing*

6. Organize writing with an effective and engaging introduction, body and a conclusion that summarizes, extends or elaborates on points or ideas in the writing.
7. Vary simple, compound and complex sentence structures.
8. Group related ideas into paragraphs, including topic sentences following paragraph form, and maintain a consistent focus reinforced by parallel structures across paragraphs.
9. Use precise language, action verbs, sensory details, colorful modifiers and style as appropriate to audience and purpose.
10. Use available technology to compose text.
11. Reread and analyze clarity of writing and consistency of point of view.
12. Add and delete information and details to better elaborate on a stated central idea and to more effectively accomplish purpose.
13. Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning.
14. Use resources and reference materials (e.g., dictionaries and thesauruses) to select more effective vocabulary.

- Publishing*
15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization) and identify and correct fragments and run-ons.
  16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.
  17. Prepare for publication (e.g., for display or for sharing with others) writing that follows a manuscript form appropriate for the purpose, which could include such techniques as electronic resources, principles of design (e.g., margins, tabs, spacing and columns) and graphics (e.g., drawings, charts and graphs) to enhance the final product.

### **Writing Applications**

Students need to understand that various types of writing require different language, formatting and special vocabulary. Writing serves many purposes across the curriculum and takes various forms. Beginning writers learn about the various purposes of writing; they attempt and use a small range of familiar forms (e.g., letters). Developing writers are able to select text forms to suit purpose and audience. They can explain why some text forms are more suited to a purpose than others and begin to use content-specific vocabulary to achieve their communication goals. Proficient writers control effectively the language and structural features of a large repertoire of text forms. They deliberately choose vocabulary to enhance text and structure in their writing according to audience and purpose.

### **Kindergarten**

1. Dictate or write simple stories, using letters, words or pictures.
2. Name or label objects or places.
3. Write from left to right and from top to bottom.
4. Dictate or write informal writings for various purposes.

### **Grade One**

1. Write simple stories with a beginning, middle and end that include descriptive words and details.
2. Write responses to stories that include simple judgments about the text.
3. Write friendly letters or invitations that follow a simple letter format.
4. Produce informal writings (e.g., messages, journals, notes and poems) for various purposes.

### **Grade Two**

1. Write stories that convey a clear message, include details, use vivid language and move through a logical sequence of steps and events.

2. Write responses to stories by comparing text to other texts, or to people or events in their own lives.
3. Write letters or invitations that include relevant information and follow letter format (e.g., date, proper salutation, body, closing and signature).
4. Produce informal writings (e.g., messages, journals, notes and poems) for various purposes.

## **Grade Three**

1. Write stories that sequence events and include descriptive details and vivid language to develop characters, setting and plot.
2. Write responses to novels, stories and poems that demonstrate an understanding of the text and support judgments with specific references to the text.
3. Write formal and informal letters (e.g., thank you notes, letters of request) that include relevant information and date, proper salutation, body, closing and signature.
4. Write informational reports that include the main ideas and significant details from the text.
5. Produce informal writings (e.g., messages, journals, notes and poems) for various purposes.

## **Grade Four**

1. Write narratives that sequence events, including descriptive details and vivid language to develop plot, characters and setting and to establish a point of view.
2. Write responses to novels, stories and poems that include a simple interpretation of a literary work and support judgments with specific references to the original text and to prior knowledge.
3. Write formal and informal letters (e.g., thank you notes, letters of request) that follow letter format (e.g., date, proper salutation, body, closing and signature), include important information and demonstrate a sense of closure.
4. Write informational reports that include facts and examples and present important details in a logical order.
5. Produce informal writings (e.g., messages, journals, notes and poems) for various purposes.

## **Grade Five**

1. Write narratives with a consistent point of view, using sensory details and dialogue to develop characters and setting.
2. Write responses to novels, stories and poems that organize an interpretation around several clear ideas, and justify the interpretation through the use of examples and specific textual evidence.



3. Write letters that state the purpose, make requests or give compliments and use business letter format.
4. Write informational essays or reports, including research, that organize information with a clear introduction, body and conclusion following common expository structures when appropriate (e.g., cause-effect, comparison-contrast) and include facts, details and examples to illustrate important ideas.
5. Produce informal writings (e.g., journals, notes and poems) for various purposes.

## **Grade Six**

1. Write narratives that maintain a clear focus and point of view and use sensory details and dialogue to develop plot, characters, and a specific setting.
2. Write responses to novels, stories, poems and plays that provide an interpretation, critique or reflection and support judgments with specific references to the text.
3. Write letters that state the purpose, make requests or give compliments and use business letter format.
4. Write informational essays or reports, including research, that present a literal understanding of the topic, include specific facts, details and examples from multiple sources and create an organizing structure appropriate to the purpose, audience and context.
5. Write persuasive essays that establish a clear position and include organized and relevant information to support ideas.
6. Produce informal writings (e.g., journals, notes and poems) for various purposes.

## **Grade Seven**

1. Write narratives that maintain a clear focus and point of view and use sensory details and dialogue to develop plot, character and a specific setting.
2. Write responses to novels, stories, poems and plays that provide an interpretation, a critique or a reflection and support judgments with specific references to the text.
3. Write business letters that are formatted to convey ideas, state problems, make requests or give compliments.
4. Write informational essays or reports, including research, that present a literal understanding of the topic, include specific facts, details and examples from multiple sources, and create an organizing structure appropriate to the purpose, audience and context.
5. Write persuasive essays that establish a clear position and include relevant information to support ideas.
6. Produce informal writings (e.g., journals, notes and poems) for various purposes.

## **Grade Eight**



1. Write narratives that:
  - a. sustain reader interest by pacing action and developing an engaging plot (e.g., tension and suspense);
  - b. use literary devices to enhance style and tone; and
  - c. create complex characters in a definite, believable setting.
2. Write responses to literature that organize an insightful interpretation around several clear ideas, premises or images and support judgments with specific references to the original text, to other texts, authors and to prior knowledge.
3. Write business letters, letters to the editor and job applications that:
  - a. address audience needs, stated purpose and context in a clear and efficient manner;
  - b. follow the conventional style appropriate to the text using proper technical terms;
  - c. include appropriate facts and details;
  - d. exclude extraneous details and inconsistencies; and
  - e. provide a sense of closure to the writing.
4. Write informational essays or reports, including research, that:
  - a. pose relevant and tightly drawn questions that engage the reader;
  - b. provide a clear and accurate perspective on the subject;
  - c. create an organizing structure appropriate to the purpose, audience and context;
  - d. support the main ideas with facts, details, examples and explanations from sources; and
  - e. document sources and include bibliographies.
5. Write persuasive compositions that:
  - a. establish and develop a controlling idea;
  - b. support arguments with detailed evidence;
  - c. exclude irrelevant information; and
  - d. cite sources of information.

6. Produce informal writings (e.g., journals, notes and poems) for various purposes.

## Writing Conventions

Students learn to master writing conventions through exposure to good models and opportunities for practice. Writing conventions include spelling, punctuation, grammar and other conventions associated with forms of written text. They learn the purposes of punctuation: to clarify sentence meaning and help readers know how writing might sound aloud. They develop and extend their understanding of the spelling system, using a range of strategies for spelling words correctly and using newly learned vocabulary in their writing. They grow more skillful at using the grammatical structures of English to effectively communicate ideas in writing and to express themselves.

### Kindergarten

- |                                       |  |
|---------------------------------------|--|
| <i>Handwriting</i>                    | 1. Print capital and lowercase letters, correctly spacing the letters. |
|                                       | 2. Leave spaces between words when writing.                            |
| <i>Spelling</i>                       | 3. Show characteristics of early letter name-alphabetic spelling.      |
|                                       | 4. Use some end consonant sounds when writing.                         |
| <i>Punctuation and Capitalization</i> | 5. Place punctuation marks at the end of sentences.                    |

### Grade One

- |                                       |   |
|---------------------------------------|---|
| <i>Handwriting</i>                    | 1. Print legibly, and space letters, words and sentences appropriately.   |
| <i>Spelling</i>                       | 2. Spell words correctly with regular short vowel patterns and most common long vowel words (e.g., time, name).         |
|                                       | 3. Spell high-frequency words correctly.  |
|                                       | 4. Create phonetically-spelled written work that can usually be read by the writer and others.                          |
|                                       | 5. Spell unfamiliar words using strategies such as segmenting, sounding out and matching familiar words and word parts. |
| <i>Punctuation and Capitalization</i> | 6. Use end punctuation correctly, including question marks, exclamation points and periods.                             |
|                                       | 7. Use correct capitalization (e.g., the first word in a sentence, names and the pronoun I).                            |
| <i>Grammar and Usage</i>              | 8. Use nouns, verbs and adjectives (descriptive words).   |

### Grade Two

- |                                       |  |
|---------------------------------------|--|
| <i>Handwriting</i>                    | 1. Print legibly, and space letters, words and sentences appropriately.  |
| <i>Spelling</i>                       | 2. Spell words with consonant blends and digraphs.<br>3. Spell regularly used and high-frequency words correctly.<br>4. Spell words studied (e.g., word lists, text words) correctly.<br>5. Spell plurals and verb tenses correctly.<br>6. Begin to use spelling patterns and rules correctly (e.g., dropping silent e before adding -ing).<br>7. Use spelling strategies (e.g., word wall, word lists, thinking about the base word and affixes). |
| <i>Punctuation and Capitalization</i> | 8. Use periods, question marks and exclamation points as endpoints correctly.<br>9. Use quotation marks.<br>10. Use correct punctuation for contractions and abbreviations.  |
| <i>Grammar and Usage</i>              | 11. Use correct capitalization (e.g., proper nouns, the first word in a sentence, months and days).<br>12. Use nouns, verbs and adjectives correctly.<br>13. Use subjects and verbs that are in agreement.<br>14. Use personal pronouns.<br>15. Use past and present verb tenses (e.g., “we were” rather than “we was”).<br>16. Use nouns and pronouns that are in agreement.  |

## **Grade Three**

- |                    |   |
|--------------------|---|
| <i>Handwriting</i> | 1. Write legibly in cursive, spacing letters, words and sentences appropriately.  |
| <i>Spelling</i>    | 2. Spell multi-syllabic words correctly.<br>3. Spell all familiar high-frequency words, words with short vowels and common endings correctly.<br>4. Spell contractions, compounds and homonyms (e.g., hair and hare) correctly. |

- |                                       |   |
|---------------------------------------|---|
|                                       | 5. Use correct spelling of words with common suffixes such as –ion, -ment and –ly.                          |
|                                       | 6. Follow common spelling generalizations (e.g., consonant doubling, dropping e and changing y to i).       |
|                                       | 7. Use resources to check spelling (e.g., a dictionary, spell check).                                       |
| <i>Punctuation and Capitalization</i> | 8. Use end punctuation marks correctly.   |
|                                       | 9. Use quotation marks around dialogue, commas in a series and apostrophes in contractions and possessives. |
|                                       | 10. Use correct capitalization.   |
| <i>Grammar and Usage</i>              | 11. Use nouns, verbs and adjectives correctly.  |
|                                       | 12. Use subjects and verbs that are in agreement.   |
|                                       | 13. Use irregular plural nouns.   |
|                                       | 14. Use nouns and pronouns that are in agreement.   |
|                                       | 15. Use past, present and future verb tenses.   |
|                                       | 16. Use possessive nouns and pronouns.  |
|                                       | 17. Use conjunctions.   |

## Grade Four

- |                                       |   |
|---------------------------------------|---|
| <i>Handwriting</i>                    | 1. Write legibly in cursive, spacing letters, words and sentences appropriately.  |
| <i>Spelling</i>                       | 2. Spell high-frequency words correctly.  |
|                                       | 3. Spell plurals and inflectional endings correctly.  |
|                                       | 4. Spell roots, suffixes and prefixes correctly.  |
| <i>Punctuation and Capitalization</i> | 5. Use commas, end marks, apostrophes and quotation marks correctly.  |
|                                       | 6. Use correct capitalization.  |
| <i>Grammar and Usage</i>              | 7. Use various parts of speech such as nouns, pronouns and verbs (e.g., regular and irregular, past, present and future). |
|                                       | 8. Use conjunctions and interjections.  |
|                                       | 9. Use adverbs.   |
|                                       | 10. Use prepositions and prepositional phrases.   |
|                                       | 11. Use objective and nominative case pronouns.   |
|                                       | 12. Use subjects and verbs that are in agreement.   |
|                                       | 13. Use irregular plural nouns.   |

## Grade Five

- |                                       |  |
|---------------------------------------|--|
| <i>Spelling</i>                       | 1. Spell high-frequency words correctly.   |
|                                       | 2. Spell contractions correctly.   |
|                                       | 3. Spell roots, suffixes and prefixes correctly.   |
| <i>Punctuation and Capitalization</i> | 4. Use commas, end marks, apostrophes and quotation marks correctly.                       |
|                                       | 5. Use correct capitalization.   |
| <i>Grammar and Usage</i>              | 6. Use various parts of speech, such as nouns, pronouns and verbs (regular and irregular). |
|                                       | 7. Use prepositions and prepositional phrases.   |
|                                       | 8. Use adverbs.  |
|                                       | 9. Use objective and nominative case pronouns.   |
|                                       | 10. Use indefinite and relative pronouns.  |
|                                       | 11. Use conjunctions and interjections.  |

## Grade Six

- |                                       |  |
|---------------------------------------|--|
| <i>Spelling</i>                       | 1. Spell frequently misspelled and high-frequency words correctly.   |
| <i>Punctuation and Capitalization</i> | 2. Use commas, end marks, apostrophes and quotation marks correctly.   |
|                                       | 3. Use semicolons, colons, hyphens, dashes and brackets.   |
|                                       | 4. Use correct capitalization.   |
| <i>Grammar and Usage</i>              | 5. Use all eight parts of speech (e.g., noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection). |
|                                       | 6. Use verbs, including perfect tenses, transitive and intransitive verbs and linking verbs.                             |
|                                       | 7. Use nominative, objective, possessive, indefinite and relative pronouns.  |
|                                       | 8. Use subject-verb agreement with collective nouns, indefinite pronouns, compound subjects and prepositional phrases.   |

## Grade Seven

- Spelling*
- Punctuation and Capitalization*
- Grammar and Usage*
1. Spell high-frequency words correctly.
  2. Use commas, end marks, apostrophes and quotation marks correctly.
  3. Use semicolons, colons, hyphens, dashes and brackets correctly.
  4. Use correct capitalization.
  5. Use all eight parts of speech (e.g., noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection).
  6. Use dependent and independent clauses.
  7. Use subject-verb agreement with collective nouns, indefinite pronouns, compound subjects and prepositional phrases.
  8. Conjugate regular and irregular verbs in all tenses correctly.

## **Grade Eight**

- Spelling*
- Punctuation and Capitalization*
- Grammar and Usage*
1. Use correct spelling conventions.
  2. Use correct punctuation and capitalization.
  3. Use all eight parts of speech (e.g., noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection).
  4. Use clauses (e.g., main, subordinate) and phrases (e.g., gerund, infinitive, participial).
  5. Use parallel structure to present items in a series and items juxtaposed for emphasis.
  6. Use proper placement of modifiers.
  7. Maintain the use of appropriate verb tenses.
  8. Conjugate regular and irregular verbs in all tenses correctly.

## **Research**

Students define and investigate self-selected or assigned issues, topics and problems. They locate, select and make use of relevant information from a variety of media, reference and technological sources. Students use an appropriate form to communicate their findings.

### **Kindergarten**

1. Ask questions about a topic being studied or an area of interest.
2. Use books or observations to gather information, with teacher assistance, to explain a topic or unit of study.
3. Recall information about a topic, with teacher assistance.
4. Share findings visually or orally.

### **Grade One**

1. Discuss ideas for investigation about a topic or area of personal interest.
2. Utilize appropriate searching techniques to gather information, with teacher assistance, from a variety of locations (e.g., classroom, school library, public library or community resources).
3. Use books or observations to gather information to explain a topic or unit of study with teacher assistance.
4. Recall important information about a topic with teacher assistance.
5. Report information to others.

### **Grade Two**

1. Create questions for investigations, assigned topic or personal area of interest.
2. Utilize appropriate searching techniques to gather information from a variety of locations (e.g., classroom, school library, public library or community resources).
3. Acquire information, with teacher assistance, from multiple sources (e.g., books, magazines, videotapes, CD-ROMs, Web sites) and collect data (e.g., interviews, experiments, observations or surveys) about the topic.
4. Identify important information and write brief notes about the information.



5. Sort relevant information about the topic into categories with teacher assistance.
6. Report important findings to others.

### **Grade Three**

1. Choose a topic for research from a list of questions, assigned topic or personal area of interest.
2. Utilize appropriate searching techniques to gather information from a variety of locations (e.g., classroom, school library, public library or community resources).
3. Acquire information from multiple sources (e.g., books, magazines, videotapes, CD-ROMs, Web sites) and collect data (e.g., interviews, experiments, observations or surveys) about the topic.
4. Identify important information found in the sources and summarize the important findings.
5. Sort relevant information into categories about the topic.
6. Understand the importance of citing sources.
7. Use a variety of communication techniques, including oral, visual, written or multimedia reports, to present information gathered.

### **Grade Four**

1. Identify a topic and questions for research and develop a plan for gathering information.
2. Locate sources and collect relevant information from multiple sources (e.g., school library catalogs, online databases, electronic resources and Internet-based resources).
3. Identify important information found in the sources and summarize important findings.
4. Create categories to sort and organize relevant information charts, tables or graphic organizers.
5. Discuss the meaning of plagiarism and create a list of sources.
6. Use a variety of communication techniques, including oral, visual, written or multimedia reports, to present information gathered.

### **Grade Five**

1. Generate a topic, assigned or personal interest, and open-ended questions for research and develop a plan for gathering information.
2. Locate sources and gather relevant information from multiple sources (e.g., school library catalogs, online databases, electronic resources and Internet-based resources).
3. Identify important information found in sources and paraphrase the findings in a systematic way (e.g., notes, outlines, charts, tables or graphic organizers).

4. Compare and contrast important findings and select sources to support central ideas, concepts and themes.
5. Define plagiarism and acknowledge sources of information.
6. Use a variety of communication techniques, including oral, visual, written or multimedia reports, to present information gathered.

## **Grade Six**

1. Generate a topic, assigned or personal interest, and open-ended questions for research and develop a plan for gathering information.
2. Identify appropriate sources, and gather relevant information from multiple sources (e.g., school library catalogs, online databases, electronic resources and Internet-based resources).
3. Identify elements of validity in sources, including publication date, coverage, language, points of view, and discuss primary and secondary sources.
4. Identify important information found in sources and paraphrase the findings in a systematic way (e.g., notes, outlines, charts, tables and graphic organizers).
5. Compare and contrast important findings and select sources to support central ideas, concepts and themes.
6. Use quotations to support ideas.
7. Use an appropriate form of documentation, with teacher assistance, to acknowledge sources (e.g., bibliography, works cited).
8. Use a variety of communication techniques, including oral, visual, written or multimedia reports, to present information that supports a clear position with organized and relevant evidence about the topic or research question.

## **Grade Seven**

1. Generate a topic, assigned or personal interest, and open-ended questions for research and develop a plan for gathering information.
2. Identify appropriate sources and gather relevant information from multiple sources (e.g., school library catalogs, online databases, electronic resources and Internet-based resources).
3. Identify and explain the importance of validity in sources, including publication date, coverage, language, points of view, and describe primary and secondary sources.
4. Select an appropriate structure for organizing information in a systematic way (e.g., notes, outlines, charts, tables and graphic organizers).
5. Analyze and organize important information, and select appropriate sources to support central ideas, concepts and themes.
6. Integrate quotations and citations into written text to maintain a flow of ideas.

7. Use an appropriate form of documentation, with teacher assistance, to acknowledge sources (e.g., bibliography, works cited).
8. Use a variety of communication techniques, including oral, visual, written or multimedia reports, to present information that supports a clear position with organized and relevant evidence about the topic or research question.

## **Grade Eight**

1. Compose open-ended questions for research, assigned or personal interest, and modify questions as necessary during inquiry and investigation.
2. Identify appropriate sources and gather relevant information from multiple sources (e.g., school library catalogs, online databases, electronic resources and Internet-based resources).
3. Explain the usefulness and accuracy of sources by determining their validity (e.g., authority, accuracy, objectivity, publication date and coverage) and define primary and secondary sources.
4. Select an appropriate structure for organizing information in a systematic way (e.g., notes, outlines, charts, tables and graphic organizers).
5. Compile and organize the important information and select appropriate sources to support central ideas, concepts and themes.
6. Integrate quotations and citations into written text to maintain a flow of ideas.
7. Use style guides to produce oral and written reports that give proper credit for sources and include an acceptable format for source acknowledgement.
8. Use a variety of communication techniques, including oral, visual, written or multimedia reports, to present information that supports a clear position about the topic or research question and to maintain an appropriate balance between researched information and original ideas.

Students learn to communicate effectively through exposure to good models and opportunities for practice. By speaking, listening and providing and interpreting visual images, they learn to apply their communication skills in increasingly sophisticated ways. Students learn to deliver presentations that effectively convey information and persuade or entertain audiences. Proficient speakers control language and deliberately choose vocabulary to clarify points and adjust presentations according to audience and purpose.

## **Kindergarten**

- |                                       |  |
|---------------------------------------|--|
| <i>Listening and Viewing</i>          | 1. Listen attentively to speakers, stories, poems and songs.   |
|                                       | 2. Connect what is heard with prior knowledge and experience.  |
|                                       | 3. Follow simple oral directions.  |
| <i>Speaking Skills and Strategies</i> | 4. Speak clearly and understandably.   |
| <i>Speaking Applications</i>          | 5. Deliver informal descriptive or informational presentations about ideas or experiences in logical order with a beginning, middle and end. |
|                                       | 6. Recite short poems, songs and nursery rhymes.   |

## **Grade One**

- |                                       |   |
|---------------------------------------|---|
| <i>Listening and Viewing</i>          | 1. Use active listening skills, such as making eye contact or asking questions. |
|                                       | 2. Compare what is heard with prior knowledge and experience.                   |
|                                       | 3. Follow simple oral directions.   |
| <i>Speaking Skills and Strategies</i> | 4. Speak clearly and understandably.  |

- Speaking Applications*
5. Deliver brief informational presentations that:
    - a. demonstrate an understanding of the topic;
    - b. include and sort relevant information and details to develop topic;
    - c. organize information with a clear beginning and ending; and
    - d. express opinions.
  6. Deliver brief informal descriptive presentations recalling an event or personal experience that convey relevant information and descriptive details.
  7. Deliver simple dramatic presentations (e.g., recite poems, rhymes, songs and stories).

## Grade Two

- Listening and Viewing*
1. Use active listening strategies, such as making eye contact and asking for clarification and explanation.
  2. Compare what is heard with prior knowledge and experience.
  3. Identify the main idea of oral presentations and visual media.
- Speaking Skills and Strategies*
4. Follow two- and three-step oral directions.
  5. Demonstrate an understanding of the rules of the English language.
  6. Select language appropriate to purpose and use clear diction and tone.
- Speaking Applications*
7. Adjust volume to stress important ideas.
  8. Deliver informational presentations that:
    - a. present events or ideas in logical sequence and maintain a clear focus;
    - b. demonstrate an understanding of the topic;
    - c. include relevant facts and details to develop a topic;
    - d. organize information with a clear beginning and ending;
    - e. include diagrams, charts or illustrations as appropriate; and
    - f. identify sources.

9. Deliver formal and informal descriptive presentations recalling an event or personal experience that convey relevant information and descriptive details.
10. Deliver simple dramatic presentations (e.g., recite poems, rhymes, songs and stories).

## Grade Three

### *Listening Viewing*

1. Ask questions for clarification and explanation, and respond to others' ideas.
2. Identify the main idea, supporting details and purpose of oral presentations and visual media.
3. Identify the difference between facts and opinions in presentations and visual media.

### *Speaking Skills and Strategies*

4. Demonstrate an understanding of the rules of the English language.
5. Select language appropriate to purpose and audience.
6. Use clear diction and tone, and adjust volume and tempo to stress important ideas.
7. Adjust speaking content according to the needs of the audience.

### *Speaking Applications*

8. Deliver informational presentations that:
  - a. present events or ideas in logical sequence and maintain a clear focus;
  - b. demonstrate an understanding of the topic;
  - c. include relevant facts and details from multiple sources to develop topic;
  - d. organize information, including a clear introduction, body and conclusion;
  - e. use appropriate visual materials (e.g., diagrams, charts, illustrations) and available technology; and
  - f. identify sources.
9. Deliver formal and informal descriptive presentations recalling an event or personal experience that convey relevant information and descriptive details.

## Grade Four

*Listening and Viewing*

1. Demonstrate active listening strategies (e.g., asking focused questions, responding to cues, making visual contact).
2. Recall the main idea, including relevant supporting details, and identify the purpose of presentations and visual media.
3. Distinguish between a speaker's opinions and verifiable facts.

*Speaking Skills and Strategies*

4. Demonstrate an understanding of the rules of the English language.
5. Select language appropriate to purpose and audience.
6. Use clear diction and tone, and adjust volume and tempo to stress important ideas.
7. Adjust speaking content according to the needs of the audience.

*Speaking Applications*

8. Deliver informational presentations (e.g., expository, research) that:
  - a. present events or ideas in a logical sequence and maintain a clear focus;
  - b. demonstrate an understanding of the topic;
  - c. include relevant facts, details, examples, quotations, statistics, stories and anecdotes to clarify and explain information;
  - d. organize information to include a clear introduction, body and conclusion;
  - e. use appropriate visual materials (e.g., diagrams, charts, illustrations) and available technology; and
  - f. draw from several sources and identify sources used.
9. Deliver formal and informal descriptive presentations recalling an event or personal experience that convey relevant information and descriptive details.

**Grade Five**

*Listening and Viewing*

1. Demonstrate active listening strategies (e.g., asking focused questions, responding to cues, making visual contact).
2. Interpret the main idea and draw conclusions from oral presentations and visual media.
3. Identify the speaker's purpose in presentations and visual media (e.g., to inform, to entertain, to persuade).
4. Discuss how facts and opinions are used to shape the opinions of listeners and viewers.

*Speaking Skills and Strategies*

5. Demonstrate an understanding of the rules of the English language and select language appropriate to purpose and audience.
6. Use clear diction, pitch, tempo and tone, and adjust volume and tempo to stress important ideas.

*Speaking Applications*

7. Adjust speaking content according to the needs of the situation, setting and audience.
8. Deliver informational presentations (e.g., expository, research) that:
  - a. demonstrate an understanding of the topic and present events or ideas in a logical sequence;
  - b. support the main idea with relevant facts, details, examples, quotations, statistics, stories and anecdotes;
  - c. organize information, including a clear introduction, body and conclusion and follow common organizational structures when appropriate (e.g., cause-effect, compare-contrast);
  - d. use appropriate visual materials (e.g., diagrams, charts, illustrations) and available technology; and
  - e. draw from several sources and identify sources used.
9. Deliver formal and informal descriptive presentations recalling an event or personal experience that convey relevant information and descriptive details.



10. Deliver persuasive presentations that:
  - a. establish a clear position;
  - b. include relevant evidence to support a position and to address potential concerns of listeners; and
  - c. follow common organizational structures when appropriate (e.g., cause-effect, compare-contrast, problem-solution).

## Grade Six

### *Listening and Viewing*

1. Demonstrate active listening strategies (e.g., asking focused questions, responding to cues, making visual contact).
2. Summarize the main idea and draw conclusions from presentations and visual media.
3. Interpret the speaker's purpose in presentations and visual media (e.g., to inform, to entertain, to persuade).
4. Identify the persuasive techniques (e.g., bandwagon, testimonial, glittering generalities, emotional word repetition and bait and switch) used in presentations and media messages.

### *Speaking Skills and Strategies*

5. Demonstrate an understanding of the rules of the English language and select language appropriate to purpose and audience.
6. Use clear diction and tone, and adjust volume, phrasing and tempo to stress important ideas.
7. Adjust speaking content and style according to the needs of the situation, setting and audience.

*Speaking Applications*

8. Deliver informational presentations (e.g., expository, research) that:
  - a. demonstrate an understanding of the topic and present events or ideas in a logical sequence;
  - b. support the controlling idea or thesis with relevant facts, details, examples, quotations, statistics, stories and anecdotes;
  - c. include an effective introduction and conclusion and use a consistent organizational structure (e.g., cause-effect, compare-contrast);
  - d. use appropriate visual materials (e.g., diagrams, charts, illustrations) and available technology; and
  - e. draw from multiple sources and identify sources used.
9. Deliver formal and informal descriptive presentations that convey relevant information and descriptive details.
10. Deliver persuasive presentations that:
  - a. establish a clear position;
  - b. include relevant evidence to support position and to address potential concerns of listeners; and
  - c. follow common organizational structures when appropriate (e.g., cause-effect, compare-contrast, problem-solution).

## **Grade Seven**

*Listening and Viewing*

1. Demonstrate active listening strategies (e.g., asking focused questions, responding to cues, making visual contact).
2. Draw logical inferences from presentations and visual media.
3. Interpret the speaker's purpose in presentations and visual media (e.g., to inform, to entertain, to persuade).

*Speaking Skills and Strategies*

4. Identify and explain the persuasive techniques (e.g., bandwagon, testimonial, glittering generalities, emotional word repetition and bait and switch) used in presentations and media messages.
5. Demonstrate an understanding of the rules of the English language and select language appropriate to purpose and audience.
6. Adjust volume, phrasing, enunciation, voice modulation and inflection to stress important ideas and impact audience response.
7. Vary language choices as appropriate to the context of the speech.

*Speaking Applications*

8. Deliver informational presentations (e.g., expository, research) that:
  - a. demonstrate an understanding of the topic and present events or ideas in a logical sequence;
  - b. support the controlling idea or thesis with well-chosen and relevant facts, details, examples, quotations, statistics, stories and anecdotes;
  - c. include an effective introduction and conclusion and use a consistent organizational structure (e.g., cause-effect, compare-contrast, problem-solution);
  - d. use appropriate visual materials (e.g., diagrams, charts, illustrations) and available technology; and
  - e. draw from multiple sources and identify sources used.
9. Deliver formal and informal descriptive presentations that convey relevant information and descriptive details.
10. Deliver persuasive presentations that:
  - a. establish a clear position;
  - b. include relevant evidence to support a position and to address counter-arguments; and
  - c. consistently use common organizational structures as appropriate (e.g., cause-effect, compare-contrast).

**Grade Eight**

*Listening and Viewing*

1. Apply active listening strategies (e.g., monitoring message for clarity, selecting and organizing essential information, noting cues such as changes in pace).
2. Identify and analyze the persuasive techniques (e.g., bandwagon, testimonial, glittering generalities, emotional word repetition and bait and switch) used in presentations and media messages.
3. Determine the credibility of the speaker (e.g., hidden agendas, slanted or biased material) and recognize fallacies of reasoning used in presentations and media messages.
4. Identify the speaker's choice of language and delivery styles (e.g., repetition, appeal to emotion, eye contact) and how they contribute to meaning.

*Speaking Skills and Strategies*

5. Demonstrate an understanding of the rules of the English language and select language appropriate to purpose and audience.
6. Adjust volume, phrasing, enunciation, voice modulation and inflection to stress important ideas and impact audience response.
7. Vary language choices as appropriate to the context of the speech.

*Speaking Applications*

8. Deliver informational presentations (e.g., expository, research) that:
  - a. demonstrate an understanding of the topic and present events or ideas in a logical sequence;
  - b. support the controlling idea or thesis with well-chosen and relevant facts, details, examples, quotations, statistics, stories and anecdotes;
  - c. include an effective introduction and conclusion and use a consistent organizational structure (e.g., cause-effect, compare-contrast, problem-solution);
  - d. use appropriate visual materials (e.g., diagrams, charts, illustrations) and available technology; and

- e. draw from multiple sources, including both primary and secondary sources, and identify sources used.
9. Deliver formal and informal descriptive presentations that convey relevant information and descriptive details.
10. Deliver persuasive presentations that:
- a. establish and develop a logical and controlled argument;
  - b. include relevant evidence, differentiating between evidence and opinion to support a position and to address counter-arguments or listener bias; and
  - c. consistently use common organizational structures as appropriate (e.g., cause-effect, compare-contrast, problem-solution).