2010-2011

K-12 Language Arts

Curriculum Study

New Ulm Public Schools

Accepted by the Board of Education, 4/28/11
# 7-12 Language Arts Department

## Course Offerings

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Grade</th>
<th>Prerequisite</th>
<th>Credit(s)</th>
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MISSION STATEMENT

The Language Arts curriculum will help ensure that students become life-long, independent learners who can use language to communicate, to stimulate the imagination, and to construct meaning.

K-12 EXIT OUTCOMES

Upon completion of the Language Arts curriculum, the learner is expected to demonstrate the following outcomes:

1. Communicate clearly and effectively, through writing, speeches, multimedia, and collaborative work.
2. Read and comprehend literary and informational texts independently and proficiently.
3. Speak for a variety of purposes and occasions.
4. Listen for a variety of purposes, analyzing tone, point of view, bias, and credibility.
5. Write for a variety of purposes and audiences.
6. Relate literature to one’s self and explore other perspectives.
7. Use technology for accessing, processing, and critically evaluating different types of print, digital, and multimodal media.
K-12 Language Arts Department
Strengths and Limitations

Strengths of the department:

1. The Measures of Academic Performance assessment is a solid predictability assessment for student performance on the yearly Minnesota Comprehensive Assessments, (K-6).

2. A variety of assessments are available to support differentiated instruction, (Minnesota Comprehensive Assessment for Grade 3 through 6; Measures of Academic Performance for Grade K through 6; and Response To Intervention (a reading fluency assessment for Grade K-3).

3. The Language Arts curriculum provides quality literature including both fiction and non-fiction as the foundation for reading, (K-6).

4. The Language Arts curriculum provides for skill review and re-teaching while building new skills, (K-6).

5. The Language Arts curriculum provides online reading resources for students and teachers, (K-6).

6. The Language Arts curriculum provides for ongoing monitoring of student progress through consistent reading fluency assessments, (K-3).

7. MLA (Modern Language Association) writing format is being introduced in earlier grades and is consistently used, (7-12).

8. We have implemented Honors 9 and Honors 10 classes. Additionally, there has been a continuation of advanced courses such as Composition 101, Communications Studies (Public Speaking), College Prep English, and AP English Literature & Composition, (9-12).

9. Speaking skills are being directly addressed in English 10, (10-12).

10. Students are well prepared for the MCA writing test.

11. We have a consistent English text for grades 7-10.

12. Reading skills are directly taught, (7-12).

13. There is a balance between writing and speaking skills in year-long English 9 and 10 classes.

14. The creation of shared curriculum for teachers is beneficial, (7-12).

15. Department members are supportive, accessible, and willing to share ideas and work together, (7-12).

16. The department is in compliance with the state standards for Language Arts, (7-12).

17. Independent reading is encouraged through the Honors Reading Program with a focus on classic literature.
Limitations of the department:

1. System upgrades and equipment are needed in the classrooms, computer labs, and media centers to support new curriculum and researched-based Language Arts activities, (K-6).

2. There is a need for continual staff development regarding researched-based trends for Language Arts curriculum and instruction. In addition, there is a need for continued professional and paraprofessional support for the successful implementation of new research-based practices, (K-6).

3. There is a need to develop a record keeping procedure to transfer multiple assessment data for all students between grade levels and buildings (Jefferson to Washington). Reading data would include Minnesota Comprehensive Assessments, Measures of Academic Performance, Response to Intervention fluency assessments, and grade level specific curriculum assessments, (K-6).

4. There is a need to enhance the collaborative partnership between schools, parents, and community members, (K-6).

5. Data indicates the need to address subgroup populations’ proficiency levels in vocabulary, comprehension, and literature (e.g., special education – male group), (K-6).

6. Large class sizes limit quality instruction and the ability to meet individualized needs, (K-6).

7. Fewer students read outside of school, which affects comprehension, motivation, and interest, (7-12).

8. We need to continue to improve critical thinking skills instruction, (7-12).

9. We would like to increase MCAs, Accuplacer, and ACT testing scores, (7-12).

10. We need a strengthened 7-12 scope and sequence, (7-12).

11. More extra-curricular opportunities for students in the area of Language Arts (publishing, book club, writing group, e.g.) would be beneficial to students, (7-12).

Issues affecting the department (7-12):

12. We need more resources for student use: supplies, computers, and Media Center availability in the morning and after school.

13. More time to work on common finals, collaborate, and address other issues as needed is necessary for the department.

14. Fewer elective English choices are available for students.

15. Scheduling creates a hardship for the student concurrently enrolled in American and World Literature in the same semester.

16. Scheduling creates a hardship when class sizes are not balanced and when the number of preps changes from year to year.

17. Loss of a paid department chair, reading skills teacher, and resource room at the secondary level negatively affects our department and students.
The following improvement plans are recommended for implementation:

**K-6**

1. Provide system upgrades (e.g., increased bandwidth, wireless capabilities, more laptops and computers. Update computers to handle the latest technology and test requirements, (K-6). *Limitation #1*

2. Make use of new curriculum tutorials and on-line staff development opportunities, (K-6). *Limitation #2*

3. Develop a form for K-6 Language Arts assessment data for cumulative folders, (K-6). *Limitation #3*

4. Use the District and teacher web pages to show Language Arts alignment to state standards and share information through e-mail and newsletters. Encourage the community members to attend plays, music programs, and participate in the district volunteer program, (K-6). *Limitation #4*

5. The District "Professional Learning Committee” process is using data to address and identify both sub group populations’ and individual student needs. Also monitor sub group population proficiency over time even for those currently proficient (e.g., free and reduced), (K-6). *Limitation #5*

6. Continue to give thoughtful consideration of class size, student/teacher ratios, facility availability, and scheduling of student services, (K-6). *Limitation #6*

**7-12**

7. Encourage more reading time during English classes and advisory period (SSR – sustained silent reading). *Limitation #7*

8. Discuss how to address implementing critical thinking skills and develop an inclusion plan. *Limitation #8*

9. Increase student achievement on the MCAs, Accuplacer, and ACT exams with the help of the Instructional Improvement Coordinator. *Limitation #9*

10. Strengthen 7-12 scope and sequence during teacher in-service days (includes reading, writing, speaking, grammar, and literature skills). *Limitation #10*

11. Seek out and encourage more opportunities for students to submit their work to local contests. Additionally, encourage students to organize student-led extra-curricular English opportunities which meet before school, after school, or during the lunch period. *Limitation #11*

12. Work with media specialists and computer paras to stagger their work hours to allow a computer lab to be open more consistently before and after school. *Issue #12*

13. Meet as a department to work on common finals, collaborate, and address other issues as needed. *Issue #13*

Also, use this time to explore researching the possibility of other electives. *Issue #14*
14. Discuss scheduling issues with principals and guidance office to see if Infinite Campus can prevent this from happening. *Issue #15*

15. Discuss scheduling issues with principals and guidance office to better balance prep loads and section numbers. *Issue #16*

16. Share concern with principals, DCAC, and school board members expressing the need to reinstate a department chair and resource room. *Issue #17*
Upon completion of the Language Arts Department Foundational Skills curriculum, the learner is expected to demonstrate the following outcomes:

1. Demonstrate understanding of the organization and basic features of print.
   a. Follow words from left to right, top to bottom, and page by page.
   b. Recognize that spoken words are represented in written language by specific sequences of letters.
   c. Understand that words are separated by spaces in print.
   d. Recognize and name all upper and lower case letters of the alphabet.
   Implementation: Daily Morning Message writing and Reading and Big Book Read Aloud (example: “Chicka Chicka Boom Boom” by Bill Martin, Jr.)

2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
   a. Recognize and produce rhyming words.
   b. Count, pronounce, blend, and segment syllables in spoken words.
   c. Blend and segment onsets and rimes of single syllable spoken words.
   d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVC’s ending with l, r, or x.)
   Implementation: Letter Tile Word Building Activities, Computer and SMART Board Instruction (example: Learning to Read Section of the STARFALL.COM internet site)

3. Know and apply grade level phonics and word analysis skills in decoding words.
   a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
   b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
   c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
   d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
   Implementation: Word Family Rhyming Activities, High Frequency 31 Word List Decoding, Reading, Spelling, and Writing, and Decodable Readers (within the Start Smart and each of the 10 Units of the Reading/Language Arts Kindergarten Curriculum)

4. Read emergent reader texts with purpose and understanding.
   Implementation: Fiction Leveled Readers and Just Right Reading Books (borrowed from weekly visits to the Media Center)

Upon completion of the Language Arts Department Literature curriculum, the learner is expected to demonstrate the following outcomes:

1. With prompting and support, ask and answer questions about key details in a text.
   Implementation: Read Aloud Anthology (example: “The Little Red Hen”) and Daily Shared Reading of Trade Books (example: “Duck On A Bike” by David Shannon)

2. With prompting and support, retell familiar stories, including key details.
   Implementation: Story Retelling Cards and Story Sequencing Puzzles (example: 3 and 4 scene seasonal puzzles)
3. With prompting and support, identify characters, settings, and major events in a story.
   **Implementation:** Fiction Story Books and Daily Practice Book Learning Activity Pages

4. Ask and answer questions about unknown words in a text.
   **Implementation:** Oral Vocabulary Story Cards and Finger Tracking Reading in Printed Text

5. Recognize common types of texts (e.g., storybooks, poems).
   **Implementation:** Shared Reading of Fables and Shared Reading of Folk Tales

6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
   **Implementation:** Media Center Weekly Lessons and Whole Group Read Aloud Story Sharing

7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
   **Implementation:** Fiction - Beginning Science Readers and Oral Language Flip Chart Stories

8. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
   **Implementation:** Flannel Board Stories and Story Telling Apron Stories (Favorite Nursery Rhymes, Fairy Tales, and Favorite Read Aloud Stories - example: “The Napping House” written by Audrey Wood and illustrated by Don Wood), and Bill Martin Jr. Author Study

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**Upon completion of the Language Arts Department Informational Non-Fiction Text curriculum, the learner is expected to demonstrate the following outcomes:**

1. With prompting and support, ask and answer questions about key details in a text.
   **Implementation:** Nonfiction Leveled Readers and Math Curriculum Big Book Story Reading

2. With prompting and support, identify the main topic and retell key details of a text.
   **Implementation:** Nonfiction Story Retelling Cards and Big Book of Exploration Story Reading (Volumes 1 and 2)

3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
   **Implementation:** Nonfiction Trade Books and Compare and Contrast Story Charts

4. With prompting and support, ask and answer questions about unknown words in a text.
   **Implementation:** Oral Vocabulary Story Cards and Finger Tracking Reading in Printed Text

5. Identify the front cover, back cover, and title page of a book.
   **Implementation:** Daily Classroom Story Time and Small Group Reading Instruction

6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
   **Implementation:** Gail Gibbons Author Study and Media Center Weekly Lessons
7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
   Implementation: Nonfiction Science Readers and TIME FOR KIDS Social Studies Lessons

8. With prompting and support, identify the reasons an author gives to support points in a text.
   Implementation: Story Web Learning Activities and Venn Diagram Learning Activities.

9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
   Implementation: Pocket Chart Compare and Contrast Cards, Compare and Contrast Stories About School Rules (example: “Officer Buckle and Gloria” by Peggy Rathmann. How are the expectations in this story similar or different to our school rules?) All About Plants Science Unit (example: “The Carrot Seed” written by Ruth Krauss)

Upon completion of the Language Arts Department LANGUAGE curriculum, the learner is expected to demonstrate the following outcomes:

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
   a. Print many upper and lower case letters.
   b. Use frequently occurring nouns and verbs.
   c. Form regular plural nouns orally by adding s, ar, es (e.g., dog, dogs; wish, wishes).
   d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
   e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
   f. Produce and expand complete sentences in shared language activities.
   Implementation: Uppercase and Lowercase Alphabet Letter Writing Activities and Daily Morning Meeting Writing and Reading

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
   a. Capitalize the first word in a sentence and the pronoun I.
   b. Recognize and name end punctuation.
   c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).
   d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
   Implementation: Introduction to Capitalization, Punctuation, and Spelling of Beginning Reading Words, Student Created (child written and illustrated) Class Books and Sound Box Activities

3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Kindergarten reading and content.
   a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
   b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.
   Implementation: Shared Reading of Trade Books (“Deer, Dear” A Book of Homophones by Gene Barretta) and Phonological Reading Language Arts Lessons
4. With guidance and support from adults, explore word relationships and nuances in word meanings to develop word consciousness.
   a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
   b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
   c. Identify real life connections between words and their use (e.g., note places at school that are colorful).
   d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
   **Implementation: Sorting and Classifying Math Manipulatives and Reading Environmental Print**

5. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
   **Implementation: Use of High Frequency Beginning Reading Words in Sentence Writing and Monthly Guidance Class Lesson Discussions and Activities**

**Upon completion of the Language Arts Department Writing curriculum, the learner is expected to demonstrate the following outcomes:**

1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).
   **Implementation: Journal Writing and “I Love To Read” Month Learning Activities (example: writing and illustrating experiences: “My Favorite book is...”)**

2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
   **Implementation: Listening Center Response Sheet Recording and Five Senses Story Writing Following Field Trip Experiences (example: Seasonal Field Trips to Flandrau State Park and Community Field Trips)**

3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
   **Implementation: Illustrating the Events of the Day and Drawing and Describing the Beginning, Middle and Ending of a Story (example: Illustrate and Write to Retell the Story of the Three Bears)**

4. With guidance and support from adults, respond to questions and suggestions from adults and peers and add details to strengthen writing as needed.
   **Implementation: Writing Center Learning Activities and Daily Sentence Writing**

5. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
   **Implementation: Use of Digital Cameras and Use of SMART Board Instruction and Learning Activities**

6. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
   **Implementation: Eric Carle Author/Illustrator Study and Jan Brett Author/Illustrator Study**
kindergarten Language Arts Learner Outcomes continued...

7. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
   Implementation: Seasonal Field Trip Experiences, Community Field Trip Experiences, and Guest Speakers

Upon completion of the Language Arts Department Speaking, Viewing, Listening, and Media Literacy curriculum, the learner is expected to demonstrate the following outcomes:

1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
   a. Follow agreed upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
   b. Continue a conversation through multiple exchanges.
   c. Listen to others and name emotions by observing facial expression and other nonverbal cues.
   d. Follow basic oral directions.
   Implementation: School Wide Expectation Lessons (example: create, demonstrate, practice and review school rules to act safely, respectfully, and responsibly) and Listen to and Follow 3 Step Directions

2. Confirm understanding of a text read aloud or information presented orally or through other media (examples: poems, rhymes, and songs) by asking and answering questions about key details and requesting clarification if something is not understood.
   Implementation: Language Arts Flip Chart Poems and Sing, Talk, and Rhyme Chart Activities

3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
   Implementation: Daily Calendar Instruction and Quiet Reading Time

4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
   Implementation: Community Helpers Social Studies Lessons and Activities and Family Language Art Lessons

5. Add drawings or other visual displays to descriptions as desired to provide additional detail.
   Implementation: Creating a Variety of Graphs and Reading a Variety of Graphs

6. Speak audibly and express thoughts, feelings, and ideas clearly, and respond to poems, rhymes, and songs.
   Implementation: Guidance Lesson Discussions and Daily Sing Along of Songs and Rhymes

7. Distinguish among different types of print, digital, and multimodal media.
   a. Recognize common signs and logos.
   b. Identify commercials or advertisements.
   Implementation: Recognize Environmental Print and Read Environmental Print

8. With prompting and support, create an individual or shared multimedia work for a specific purpose (example: to share lived or imagined experiences, to present information, to entertain, or as artistic expressions).
Grade 1

Upon completion of the Language Arts Department Foundational Skills curriculum, the learner is expected to demonstrate the following outcomes:

1. Demonstrate understanding of the organization and basic features of print.
   a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
   Implementation: • Daily message; • Outside My Door (Book 2)

2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
   a. Distinguish long from short vowel sounds in spoken single-syllable words
   b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
   c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
   d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
   Implementation: • Rime Phonemes-ab, ad, ag, am, ap, at; • Making Words Lesson: plants; • Compare cap/cape

3. Know and apply grade level phonics and word analysis skills in decoding words.
   a. Know the spelling sound correspondences for common consonant digraphs, and initial and final consonant blends.
   b. Decode regularly spelled one syllable words.
   c. Know final -e and common vowel team conventions for representing long vowel sounds.
   d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
   e. Decode two syllable words following basic patterns by breaking the words into syllables.
   f. Read words with inflectional endings.
   g. Recognize and read grade appropriate irregularly spelled words, including high frequency words.
   Implementation: • Vocabulary Word List 10: final -e rule (name, take, came); • High frequency word list (the, said, come, here, find); • Spelling City vocabulary practice - Lesson 1-36

4. Read with sufficient accuracy and fluency to support comprehension.
   a. Read grade level text with purpose and understanding to promote oral and silent reading fluency.
   b. Read grade level text orally with accuracy, appropriate rate, and expression on successive readings.
   c. Use context and other cues (e.g., phonics, word recognition skills, prior knowledge) to conform or self-correct word recognition and understanding, rereading as necessary.
   Implementation: • Book 1: All About Us; • Poems and rhymes

Upon completion of the Language Arts Department Literature curriculum, the learner is expected to demonstrate the following outcomes:

1. Ask and answer questions about key details in a text.
   Implementation: • Time for Kids: How You Grew - Growing Up (Book 1); • Time for Kids: A Prairie Dog Home - Where Animals Live (Book 2)

2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.
   Implementation: • June Robot Cleans Up - Recycling (Book 4); • Fruit is a Suitcase for Seeds - How Does It Grow? (Book 5)
3. Describe characters, settings, and major events in a story using key details.
   Implementation: • Four Block Character Cards; • Scholastic Character Scrapbook

4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
   Implementation: • Soccer - Team Work (Book 1); • On My Way to School - Let's Laugh (Book 2)

5. Explain major differences between books that tell stories and books that give information, drawing on
   a wide reading of a range of text types.
   Implementation: • June Robot Cleans Up - Recycling (Book 4); • Dot Jabber and the Big Bug Mystery -
   Bugs (Book 6)

6. Identify who is telling the story at various points in a text.
   Implementation: • Little Red Hen - Helping Out (Book 2); • Smile, Mike! - Our Families (Book 3)

7. Use illustrations and details in a story to describe its characters, setting, or events.
   Implementation: • Robert Munsch read-aloud stories; • Jan Brett read-aloud stories

8. Compare and contrast the adventures and experiences of characters in stories.
   Implementation: • First Day Jitters by Julie Danneberg; • Little Red Hen (Book 2)

Upon completion of the Language Department Informational Non-Fiction Text curriculum, the learner is expect-
ed to demonstrate the following outcomes:

1. Ask and answer questions about key details in a text.
   Implementation: • Pet Tricks (Book 1); • Time For Kids: Cool Jobs (Book 5)

2. Identify the main topic and retell key details of a text.
   Implementation: • Kids Can Help (Book 3); • Meet Ben Franklin (Book 4)

3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.
   Implementation: • Into the Book Lesson: Make Connections; • Making Connections video, interactive activ-
   ity, song, and bookmark

4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
   Implementation: • Into the Book Lesson: Questioning; • Questioning video, interactive activity, song, and
   bookmark

5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus,
   icons) to locate key facts or information in a text.
   Implementation: • Nature Watch (Book 4); • Adventures All Around (Book 5); • Let's Discover! (Book 5)

6. Distinguish between information provided by pictures or other illustrations and information provided by
   the words in a text.
   Implementation: • Into the Book Lesson: Visualization; • Visualization video, interactive activity, song, and
   bookmark
7. Use the illustrations and details in a text to describe its key ideas.
   Implementation:  •All About Us (Book 1);  •Outside My Door (Book 2);  •Let's Connect! (Book 3)

8. Identify the reasons an author gives to support points in a text.
   Implementation:  •www.studyzone.org Lesson: Author's Purpose;  •Inform, Persuade, Entertain activity

9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
   Implementation:  •Compare school-wide expectations, (e.g., how are the procedures similar or different);  
   •Read and compare text on Pets (Book 1)

**Upon completion of the Language Arts Department Language curriculum, the learner is expected to demonstrate the following outcomes:**

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
   a. Print all upper and lower case letters.
   b. Use common, proper, and possessive nouns.
   c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
   d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).
   e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
   f. Use frequently occurring adjectives.
   g. Use frequently occurring conjunctions (e.g., and, but, or, so, because).
   h. Use determiners (e.g. articles, demonstratives).
   i. Use frequently occurring prepositions (e.g., during, beyond, toward).
   j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
   Implementation:  •Introduction and practice writing lowercase letter forms;  •Identify nouns, verbs, adjectives in sentences, rhymes, poetry, stories;  •Develop and write a “super sentence” using nouns, verbs, and adjectives.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
   a. Capitalize dates and names of people.
   b. Use end punctuation for sentences.
   c. Use commas in dates and to separate single words in a series.
   d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
   e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
   Implementation:  •Introduction to capitalization/punctuation;  •Spell words with rime patterns: -ob, od, og, op, ot

3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 1 reading and content, choosing flexibly from an array of strategies.
   a. Use sentence-level context as a clue to the meaning of a word or phrase.
b. Use frequently occurring affixes as a clue to the meaning of a word.
c. Identify frequently occurring base words and root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).

**Implementation:** • Read phrases (e.g., the good book, see the dog); • Read base words with suffixes -s -es -ed -ing

4. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings to develop word consciousness.
   a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
   b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
   c. Identify real life connections between words and their use (e.g., note places at home that are cozy).
   d. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic by defining or choosing them or by acting out the meanings).

**Implementation:** • Time for Kids: Short Shadows, Long Shadows - activity 1 and 2 (sorting pictures); • Time for Kids: Stormy Weather - activity 1 and 2 (sorting pictures); • Scholastic's online Grammar Clean-up

5. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

**Implementation:** • I like school, because; • I like my friends, because

*Upon completion of the Language Arts Department Writing curriculum, the learner is expected to demonstrate the following outcomes:*

1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

**Implementation:** • My favorite school subject is..., because; • My favorite sport is..., because

2. Write information/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

**Implementation:** • Where do animals live?; • I can help recycle.

3. Write narratives and other creative texts in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

**Implementation:** • Sequence “My First Day of School”; • Sequence the story: “My Apron”, by Eric Carle

4. With guidance and support from adults, focus on a topic, respond to questions and suggestions from adults and peers, and add details to strengthen writing as needed.

**Implementation:** • Write a “super” sentence using adjectives.; • Class Journal; student journals

5. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

**Implementation:** • Microsoft Word - create a document; • Read and Think - “comic creator”
6. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).
   Implementation: • Story “Meet Ben Franklin” (Book 4); • Write directions: “How to cook a turkey”; • Write directions: “How to ___” (e.g., how to make a sandwich, how to jump rope, etc.)

7. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
   Implementation: • What do we like about being friends?; • Why is it important to be a good friend?

Upon completion of the Language Arts Department Speaking, Viewing, Listening, and Media Literacy curriculum, the learner is expected to demonstrate the following outcomes:

1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
   a. Follow agreed upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
   b. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.
   c. Ask questions to clear up any confusion about the topics and texts under discussion.
   d. Listen to others’ ideas and identify others’ points of view.
   e. Follow two-step oral directions.
   Implementation: • Create classroom rules, demonstrate, practice, and review.; • Show and Tell

2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media (e.g., stories, poems, rhymes, songs).
   Implementation: • Favorite Author: Robert Munsch; • Kate’s Game, Kid’s Can Help, Time for Kids: Short Shadows, Long Shadows (Book 3 stories)

3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
   Implementation: • Passport Introduction to school-wide rules; • Mid-year review of school-wide rules

4. Describe people, places, things, and events with relevant details expressing ideas and feelings clearly.
   Implementation: • Counseling lessons; • Read: “Have You Filled a Bucket Today?”

5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
   Implementation: • Four Block reading response to a story read

6. Produce complete sentences when appropriate to task and situation, and respond to stories, poems, rhymes and songs with expression.
   Implementation: • Make holiday cards with written text

7. Distinguish among and understand purposes of different types of print, digital, and multimodal media.
   a. Demonstrate understanding of media by asking and answering appropriate questions about what is read, heard or viewed.
b. Summarize ideas from media in own words.

**Implementation:** • Online Computer Literacy Practice: Watch a Video Lesson; • Big Questions: What Makes Us Special? (Book 1 slideshow)

8. With prompting and support, create and share an individual or shared multimedia work for a specific purpose (e.g., to share lived or imagined experiences, to present information, to entertain, or as artistic expression.)

**Implementation:** • www.kerploof.com Make a card, drawing, picture, or tell a story; • Create an illustrated story on the SMART Board
GRADE 2

Upon completion of the Language Arts Department Foundational Skills curriculum, the learner is expected to demonstrate the following outcomes:

1. Know and apply grade level phonics and word analysis skills in decoding words.
   a. Distinguish long and short vowels when reading regularly spelled one-syllable words.
   b. Know spelling sound correspondences for additional common vowel teams.
   c. Decode regularly spelled two-syllable words with long vowels.
   d. Decode words with common prefixes and suffixes.
   e. Identify words with inconsistent but common spelling sound correspondences.
   f. Recognize and read grade appropriate irregularly spelled words, including high frequency words.
   Implementation: Treasures - David's New Friends, Mr. Putter and Tabby Pour the Tea

2. Read with sufficient accuracy and fluency to support comprehension.
   a. Read grade level text with purpose and understanding to promote oral and silent reading fluency.
   b. Read grade level text orally with accuracy, appropriate rate, and expression on successive readings.
   c. Use context and other cues (e.g., phonics, word recognition skills, prior knowledge) to confirm or self correct word recognition and understanding, rereading as necessary.
   Implementation: Treasures - One Grain of Rice, The Story of the Giant Carrot

Upon completion of the Language Arts Department Literature curriculum, the learner is expected to demonstrate the following outcomes:

1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
   Implementation: Treasures - Meet Rosina, Mice and Beans

2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
   Implementation: Treasures - Head, Body, Legs: A Story From Liberia; Ant and Grasshopper

3. Describe how characters in a story respond to major events and challenges.
   Implementation: Treasures - Pushing Up the Sky, Why Sun and Moon Live in the Sky

4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
   Implementation: Treasures - Cat Kisses, It Fell in the City

5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
   Implementation: Treasures - A Harbor Seal Pup Grow Up, A Trip to the Emergency Room

6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
   Implementation: Treasures - Chicken Little, Abuelo and the Three Bears
7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
   \textit{Implementation: Treasures - Officer Buckle and Gloria, Fire Safety}

8. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures, including those by or about Minnesota American Indians.
   \textit{Implementation: Treasures - An English Cinderella, A Chinese Cinderella}

\textbf{Upon completion of the Language Arts Department Informational Non-Fiction Text curriculum, the learner is expected to demonstrate the following outcomes:}

1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
   \textit{Implementation: Treasures - A Tall Tale, The Story of the Umbrella}

2. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
   \textit{Implementation: Treasures - A Field Trip to an Aquarium, A Special Camp}

3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
   \textit{Implementation: Treasures - Family Farm Then and Now, Inventors Time Line}

4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
   \textit{Implementation: Treasures - Plant Power, A Little Symphony}

5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
   \textit{Implementation: Treasures - Henrietta Chamberlain King, Stirring Up Memories}

6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
   \textit{Implementation: Treasures - Music of the Stone Age, Dancing As a Team}

7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
   \textit{Implementation: Treasures - Where In the World is Tanzania?, African-American Inventors}

8. Describe how reasons support specific points the author makes in a text.
   \textit{Implementation: Treasures - New Americans in Texas, The Coatis of the Sonoran Desert}

9. Compare and contrast the most important points presented by two texts on the same topic.
   \textit{Implementation: Treasures - Be Careful! We’re Almost Gone, A Way to Help Planet Earth}

\textbf{Upon completion of the Language Arts Department Language curriculum, the learner is expected to demonstrate the following outcomes:}

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
   a. Use collective nouns (e.g., group).
b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice fish).
c. Use reflexive pronouns (e.g., myself, ourselves).
d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
e. Use adjectives and adverbs, and choose between them depending on what is to be modified.
f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).

Implementation: Treasures - My Name Is Yoon, Meet the Super Croc

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
   a. Capitalize holidays, product names, and geographic names.
   b. Use commas in greetings and closings of letters.
   c. Use an apostrophe to form contractions and frequently occurring possessives.
   d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).
   e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Implementation: Treasures - A Tall Tale, Mice and Beans

3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
   a. Compare formal and informal uses of English.

Implementation: Treasures - Farfellina and Marcel, Mice and Beans

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 2 reading and content, choosing flexibly from an array of strategies.
   a. Use sentence-level context as a clue to the meaning of a word or phrase.
   b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).

Implementation: Treasures - Slue Foot Sue and Pecos Bill, Emails From Other Places

5. Demonstrate understanding of word relationships and nuances in word meanings to develop word consciousness.
   a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
   b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

Implementation: Treasures - The Alvin Ailey Kids, Super Storms

6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

Implementation: Treasures - Pushing Up the Sky; Dig, Wait, Listen

Upon completion of the Language Arts Department Writing curriculum, the learner is expected to demonstrate the following outcomes:

1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.

Implementation: Treasures - Click, Clack, Moo: Cows That Type, My Name is Yoon
2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
*Implementation: Treasures - A Field Trip to an Aquarium, Nutik the Wold Pup*

3. Write narratives and other creative texts in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
*Implementation: Treasures - Abuelo and the Three Bears, Babu's Song*

4. With guidance and support from adults, and peers, focus on a topic and strengthen writing as needed by revising and editing.
*Implementation: Treasures - Dono Flor, Music of the Stone Age*

5. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
*Implementation: Treasures - David's New Friend; Dig, Wait, Listen: A Desert Toad's Tale*

6. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
*Implementation: Treasures - Butterflies, The Coatis of the Sonoran Desert*

7. Recall information from experiences or gather information from provided sources to answer a question.
*Implementation: Treasures - Super storms, Family Farms: Then and Now*

Upon completion of the Language Arts Department Speaking, Viewing, Listening, and Media Literacy curriculum, the learner is expected to demonstrate the following outcomes:

1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
   a. Follow agreed upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
   b. Build on others' talk in conversations by linking their comments to the remarks of others.
   c. Ask for clarification and further explanation as needed about the topics and texts under discussion.
   d. Cooperate for productive group discussion.
   e. Follow two- and three-step oral directions.
*Implementation: Treasures - New Americans in Texas, Meet Rosina*

2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
*Implementation: Treasures - Goldilocks and the Three Bears, Mr. Putter and Tabby Pour the Tea*

3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issues.
*Implementation: Treasures - The Tiny Seed, Iggy Pig Saves the Day*
4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, avoid plagiarism by identifying sources, and speak audibly in coherent sentences.  
   **Implementation:** Treasures - How Do We Learn About Nature?, Watching Whales

5. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.  
   **Implementation:** Treasures - Bella Had a New Umbrella, Crayons

6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.  
   **Implementation:** Treasures - Making Stories Happen, Meet Rosina

7. Distinguish, understand, and use different types of print, digital, and multimodal media.
   a. Use tools for locating print and electronic materials appropriate to the purpose.  
      **Implementation:** Treasures - Farm Family Then and Now, Meet the Super Croc

8. With prompting and support, create an individual or shared multimedia work for a specific purpose (e.g., to create or integrate knowledge, to share experiences or information, to persuade, to entertain, or as artistic expression.)  
   a. With prompting and support, critique each found image under consideration for use in a multimedia project for its appropriateness to purpose, its effectiveness in conveying the message, and its effect on the intended audience and justify its use in the project.  
   b. Share the work with an audience.  
      **Implementation:** Treasures - A Way to Help Planet Earth, The Ugly Vegetables
GRADE 3

Upon completion of the Language Arts Department Foundational Skills curriculum, the learner is expected to demonstrate the following outcomes:

1. Know and apply grade level phonics and word analysis skills in decoding words.
   a. Identify and know the meaning of the most common prefixes and derivational suffixes.
   b. Decode words with common Latin suffixes.
   c. Decode multi-syllable words.
   d. Read grade appropriate irregularly spelled words, including high-frequency words.
   Implementation: (Story Selection) First Day Jitters

2. Read with sufficient accuracy and fluency to support comprehension.
   a. Read grade level text with purpose and understanding.
   b. Read grade level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
   c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
   Implementation: (Story Selection) My Very Own Room

Upon completion of the Language Arts Department Literature curriculum, the learner is expected to demonstrate the following outcomes:

1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
   Implementation: (Story Selections) Amazing Grace, Boom Town

2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
   Implementation: (Story Selections) Stone Soup, One Riddle One Answer, The Lion and the Mouse

3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
   Implementation: (Story Selection) Mail for Maddi

4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language, including figurative language such as similes.
   Implementation: (Story Selections) My Winter Vacation, Stone Soup

5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
   Implementation: (Story Selections) Sky Bear, Hai Ku

6. Distinguish their own point of view from that of the narrator or those of the characters.
   Implementation: (Story Selections) The Strongest One, Here's My Dollar

7. Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
   Implementation: (Story Selections) Ramona and Her Father, A Castle on Viola Street
8. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
   Implementation: (Story Selections) Wolf, Unique Animals of the Southwest, Trickster Tales

Upon completion of the Language Arts Department Informational Non-Fiction Text curriculum, the learner is expected to demonstrate the following outcomes:

1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
   Implementation: (Story Selections) Earth Smart, Living in the Cliffs

2. Determine the main idea of a text; recount the key details and explain how they support the main idea.
   Implementation: (Story Selections) Play Ball, The Jones Family Express

3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
   Implementation: (Story Selections) Let's Trade, Out of This World

4. Determine the meaning of general academic and domain specific words or phrases in a text relevant to a grade 3 topic or subject area.
   Implementation: (Story Selection) High Tech Bullies

5. Use text features and search tools (e.g., keywords, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
   Implementation: (Online Lesson) A Higher Goal

6. Distinguish their own point of view from that of the author of a text.
   Implementation: (Story Selection) The Strongest One

7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
   Implementation: (Story Selection) Unique Animals of the Southwest

8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
   Implementation: (Story Selections) Daddy Daycare, The Boy Who Cried Wolf

9. Compare and contrast the most important points and key details presented in two texts on the same topic.
   Implementation: (Story Selection) Animals on the Move (Science text)

Upon completion of the Language Arts Department Language curriculum, the learner is expected to demonstrate the following outcomes:

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
   a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
b. Form and use regular and irregular plural nouns.
c. Use abstract nouns (e.g., childhood).
d. Form and use regular and irregular verbs.
e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
f. Ensure subject-verb and pronoun-antecedent agreement.
g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
h. Use coordinating and subordinating conjunctions.
i. Produce simple, compound, and complex sentences.

**Implementation:** Unit 2, nouns; Unit 5, pronouns; Unit 3, verbs; Unit 6, adjectives and adverbs.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
   a. Capitalize appropriate words in titles.
   b. Use commas in addresses.
   c. Use commas and quotation marks in dialogue.
   d. Form and use possessives.
   e. Use conventional spelling for high frequency and other studies words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
   f. Use spelling patterns and generalizations (e.g., word families, position based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
   g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

**Implementation: (Story Selections) Seven Spools of Thread; Unit 1, First Day Jitters, Amazing Grace; Unit 3, Messaging Mania; Unit 5, Charlotte's Web

3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
   a. Choose words and phrases for effect.
   b. Recognize and observe differences between the conventions of spoken and written standard English.

**Implementation: (Story Selection) Earth Smart

4. Determine or clarify the meaning of unknown and multiple meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
   a. Use sentence level context as a clue to the meaning of a word or phrase.
   b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
   c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
   d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

**Implementation: (Story Selections) Home Grown Butterflies, Stone Soup, Cook a Doodle Do

5. Demonstrate understanding of word relationships and nuances in word meanings to develop word consciousness.
   a. Distinguish the literal and non-literal meanings of words and phrases in context (e.g., take steps).
   b. Identify real life connections between words and their use (e.g., describe people who are friendly or helpful).
   c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty.
6. Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

Upon completion of the Language Arts Department Writing curriculum, the learner is expected to demonstrate the following outcomes:

1. Write opinion pieces on topics or texts, supporting a point of view with reasons.
   a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
   b. Provide reasons that support the opinion.
   c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
   d. Provide a concluding statement or section.
   Implementation: (Story Selections) Unit 6, Venus Flytrap, Tale of the Trickster

2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
   a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
   b. Develop the topic with facts, definitions, and details.
   c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
   d. Provide a concluding statement or section.
   Implementation: (Story Selections) Let’s Communicate, Felicia’s Choice

3. Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
   a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
   b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
   c. Use temporal words and phrases to signal event order.
   d. Provide a sense of closure.
   Implementation: (Story Selections) Call of the Wild, A Wild Vote

4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
   Implementation: (Story Selection) The Story of the First Woodpecker

5. With guidance and support from peers and adults, use a writing process to develop and strengthen writing as needed by planning, drafting, revising, and editing.
   Implementation: (Story Selection) Unit 6, Dear Juno
6. With guidance and support from adults, use technology to produce and publish writing (using key-
boarding skills) as well as to interact and collaborate with others.
   Implementation: Met by technology goal #4

7. Conduct short research projects that build knowledge about a topic.
   Implementation: (Story Selection) Animal Homes

8. Recall information from experiences or gather information from print and digital sources; take brief
   notes on sources and sort evidence into provided categories.
   Implementation: (Story Selection) Graphic Organizer/Call of the Wild

9. Write routinely over extended time frames (time for research, reflection, and revision) and shorter
time frames (a single sitting or a day or two) for a range of discipline specific tasks, purposes, and au-
diences.
   a. Independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
   Implementation: (Story Selection) Mail for Maddi

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter
time frames (a single sitting or a day or two) for a range of discipline specific tasks, purposes, and au-
diences.
    a. Independently select writing topics and formats for personal, enjoyment interest, and academic tasks.

Upon completion of the Language Arts Department Speaking, Viewing, Listening, and Media Literacy curriculum,
the learner is expected to demonstrate the following outcomes:

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with
diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.
   a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation
      and other information known about the topic to explore ideas under discussion.
   b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with
      care, speaking one at a time about the topics and texts under discussion).
   c. Ask questions to check understanding of information presented, stay on topic, and link their comments to
      the remarks of others.
   d. Explain their own ideas and understanding in light of the discussion.
   e. Cooperate and compromise as appropriate for productive group discussion.
   Implementation: (Story Selection) High Tech Bullies

2. Determine the main ideas and supporting details of a text read aloud or information presented in di-
verse media and formats, including visually, quantitatively, and orally.
   Implementation: (Story Selection) Ramona and Her Father

3. Ask and answer questions bout information from a speaker, offering appropriate elaboration and de-
tail.
   Implementation: What Do Illustrators Do (Marc Brown video)
4. Report on a topic or text and avoid plagiarism by identifying sources, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
   *Implementation: Third Grade Booktalks*

5. Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
   *Implementation: Third Grade Booktalks*

6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
   *Implementation: (Story Selection) Author: A True Story*

7. Distinguish among, understand, and use different types of print, digital, and multimodal media.
   a. Make informed judgments about messages promoted in the mass media (e.g., film, television, radio, magazines, advertisements, newspapers).
   b. Locate and use information in print, non-print, and digital resources, and identify reasons for choosing information used.
   c. Check for accuracy in pictures and images.
   d. Recognize safe practices in personal media communications.
   *Implementation: (Story Selection) Messaging Mania*

8. With prompting and support, create an individual or shared multimedia work for a specific purpose (e.g., to create or integrate knowledge, to share experiences or information, to persuade, to entertain, or as artistic expression).
   a. With prompting and support, critique each found image under consideration for use in a multimedia project for its appropriateness to purpose, its effectiveness in conveying the message, and its effect on the intended audience and justify its use in the project.
   b. Share the work with an audience.
   *Implementation: Booktalks, Science Fair project/presentation*
GRADE 4

Upon completion of the Language Arts Department Foundational Skills curriculum, the learner is expected to demonstrate the following outcomes:

1. Know and apply grade level phonics and word analysis skills in decoding words.
   a. Use combined knowledge of all letter sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
   **Implementation:** (Story Selections) Because of Winn Dixie, Letters Home From Yosemite

2. Read with sufficient accuracy and fluency to support comprehension.
   a. Read grade level text with purpose and understanding.
   b. Read grade level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
   c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
   **Implementation:** (Story Selections) The Man Who Named the Clouds, Eye of the Storm

Upon completion of the Language Arts Department Literature curriculum, the learner is expected to demonstrate the following outcomes:

1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
   **Implementation:** (Story Selections) What Jo Did, How Night Came From the Sea

2. Determine the theme of a story, drama, or poem from details in the text; summarize the text.
   **Implementation:** (Story Selections) Because of Winn Dixie, Jim Thorpe's Bright Path

3. Describe in depth a character, setting or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
   **Implementation:** (Story Selections) A Gift From the Heart, Moon walk

4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).
   **Implementation:** (Story Selections) The Case of the Gasping Garbage, Coyote School News

5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
   **Implementation:** (Story Selections) My Brother Martin, A Gift From the Heart

6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
   **Implementation:** (Story Selections) Because of Winn Dixie, How Night Came From the Sea

7. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
   **Implementation:** (Story Selections) Seeker of Knowledge, Smokejumpers
8. Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures, including American Indian.

*Implementation: (Story Selections) The Horned Toad Prince, How Night Came From the Sea*

Upon completion of the Language Arts Department Informational Non-Fiction Text curriculum, the learner is expected to demonstrate the following outcomes:

1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

*Implementation: (Story Selections) Letters From Yosemite, Horse Heroes*

2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.

*Implementation: (Story Selections) The Man Who Named the Clouds, EnCantado*

3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

*Implementation: (Story Selections) Jim Thorpe’s Bright Path, Smokejumpers*

4. Determine the meaning of general academic and domain specific words or phrases in a text relevant to a grade 4 topic or subject area.

*Implementation: “Amazing Words” study in every selection: (Story Selections) Letters From Yosemite, On the Banks of Plum Creek*

5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

*Implementation: “Comprehension Strategy of Text Structure with all nonfiction selections: (Story Selections) Navajo Code Talkers, Antarctic Journal*

6. Compare and contrast a firsthand and secondhand account, including those by or about Minnesota American Indians, of the same event or topic; describe the differences in focus and the information provided.

*Implementation: “Reading Across Texts”: (Story Selections) Smoke jumpers, My Brother Martin*

7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

*Implementation: (Story Selections) Lewis and Clark and Me, What Jo Did*

8. Explain how an author uses reasons and evidence to support particular points in a text.

*Implementation: (Story Selections) Antarctic Journal, My Brother Martin*

9. Integrate information from two texts on the same topic or order to write or speak about the subject knowledgeably.

*Implementation: (Story Selections) The Man Who Names the Clouds, EnCantado*
Upon completion of the Language Arts Department Language curriculum, the learner is expected to demonstrate the following outcomes:

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
   a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
   b. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.
   c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions.
   d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
   e. Form and use prepositional phrases.
   f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
   g. Correctly use frequently confused words (e.g., to, too, two; there, their).
   Implementation: Conventions strand of “Let’s Write It!”: (Story Selections) Eye of the Storm - Past, Present, Future Tenses; Moonwalk - Prepositions and Prepositional Phrases

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
   a. Use correct capitalization.
   b. Use commas and quotation marks to mark direct speech and quotations from a text.
   c. Use a comma before a coordinating conjunction in a compound sentence.
   d. Spell grade appropriate words correctly, consulting references as needed.
   Implementation: Conventions strand of “Let’s Write It!”: (Story Selections) A Gift From the Heart - Quotations and Quotation Marks; How Tia Lola Came to Stay - Commas

3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
   a. Choose words and phrases to convey ideas precisely.
   b. Choose punctuation for effect.
   c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small group discussion).
   Implementation: Conventions strand of “Let’s Write It!”: (Story Selections) Because of Winn Dixie - Declarative and Interrogative Sentences; The Man Who Named the Clouds - Formal and Informal Language and Literary Terms

4. Determine or clarify the meaning of unknown and multiple meaning word and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
   a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
   b. Use common, grade appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
   c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
   Implementation: Word Analysis: (Story Selections) Seeker of Knowledge - Greek & Latin Prefixes; How Tia Lola Came To Stay - Dictionary/Glossary

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings to develop word consciousness.
   a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
   b. Recognize and explain the meaning of common idioms, adages, and proverbs.
c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

**Implementation:** All Selection Vocabulary: (Story Selections) The Case of the Gasping Garbage - Idioms/Jargon; Encyclopedia Brown - Synonyms and Antonyms.

6. Acquire and use accurately grade appropriate general academic and domain specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

**Implementation:** “Amazing Words” in all selections; “Academic Vocabulary”, day 1 in all selections.

Upon completion of the Language Arts Department Writing curriculum, the learner is expected to demonstrate the following outcomes:

1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
   a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.
   b. Provide reasons that are supported by facts and details.
   c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
   d. Provide a concluding statement or section related to the opinion presented.

**Implementation:** “Let’s Write It!” lessons: (Story Selections) So You Want To Be President? - Persuasive Text; Antarctic Journal - Persuasive Ad.

2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
   a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
   b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
   c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
   d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
   e. Provide a concluding statement or section related to the information or explanation presented.

**Implementation:** “Let’s Write It!”, “Customize Writing”, “Writer’s Notebook”, and “Look Back and Write”: (Story Selections) Lewis and Clark and Me - Expository Composition; Coyote School News - News Article.

3. Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
   a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
   b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
   c. Use a variety of transitional words and phrases to manage the sequence of events.
   d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
   e. Provide a conclusion (when appropriate to the genre) that follows from the narrated experiences or events.

**Implementation:** “Let’s Write It!”, “Customize Writing”, and the “Reader’s and Writers Notebook”: (Story Selections) The Man Who Names the Clouds - Narrative Poem; Encyclopedia Brown - Adventure
4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

*Implementation:* Writing Lessons that accompany all selections: (Story Selections) *Because of Winn Dixie - Realistic Story; The Horned Toad Prince - Friendly Letter.*

5. With guidance and support from peers and adults, use a writing process to develop and strengthen writing as needed by planning, drafting, revising, and editing.

*Implementation:* Unit Writing Process lessons, presented weekly: (Story Selections) *On the Banks of Plum Creek - Parody Trait; Letters From Yosemite - Personal Narrative.*

6. With some guidance and support from adults, use technology, including internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

*Implementation:* (Story Selections) *What Jo Did - Customize Writing/21st Century Writing - Poetry*

7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.

*Implementation:* All Weekly Lessons and Question of the Week Inquiry Project: (Story Selections) *Because of Winn Dixie - What experiences bring diverse people together?*; *Lewis and Clark and Me - “What opportunities can be found in new places?”.*

8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

*Implementation:* Navigation/Research Step of weekly inquiry projects: (Story Selections) *So You Want To Be President?, Eye of the Storm.*

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
   a. Apply grade 4 reading standards to literature (e.g., Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words or actions).
   b. Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).

*Implementation:* Look Back and Write Prompts: (Story Selections) *How Night Came From the Sea, Antarctic Journal.*

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline specific tasks, purposes, and audiences.
   a. Independently select writing topics and formats for personal enjoyment, interest, and academic tasks.

*Implementation:* Weekly Writing Project: (Story Selections) *Horse Heroes - Expository Composition; The Man Who Named the Clouds - Narrative Poem.*

*Upon completion of the Language Arts Department Speaking, Viewing, Listening, and Media Literacy curriculum, the learner is expected to demonstrate the following outcomes:*

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
   a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
   b. Follow agreed-upon rules for discussions and carry out assigned roles.
c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
e. Cooperate and problem solve as appropriate for productive group discussion.

Implementation: (Daily) Anchored Talk, Oral Vocabulary, Wrap Up Your Day: (Story Selection) Scene Two - Reader’s Theater

2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Implementation: “Let’s Learn It!” Summarizing and retelling activities: (Story Selections) So You Want To Be President? - Panel Discussion; Jim Thorpe’s Bright Path - Demonstration.

3. Identify the reasons and evidence a speaker provides to support particular points.

Implementation: “Let’s Learn It!” lessons: (Story Selections) How Tia Lola Came to Stay - Debate; Coyote School News - Newscast.

4. Report on a topic or text and avoid plagiarism by identifying sources, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

Implementation: “Let’s Learn It!” activities: (Story Selections) Seeker of Knowledge - Retelling; Coyote School News - Newscast

5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

Implementation: “Let’s Learn It!” activities: (Story Selections) The Horned Toad Prince - Report; Eye of the Storm - Weather Broadcast

6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small group discussion); use formal English when appropriate to task and situation.

Implementation: Literary Terms Formal and Informal Lesson: (Story Selection) The Man Who Named the Clouds

7. Distinguish among, understand, and use different types of print, digital, and multimodal media.
   a. Make informed judgments about messages promoted in the mass media (e.g., film, television, radio, magazines, advertisements, newspapers).
   b. Locate and use information in print, non-print, and digital resources using a variety of strategies.
   c. Check for accuracy of information between two different sources.
   d. Recognize safe practices in social and personal media communications.

Implementation: Research Skills, Print Sources: (Story Selection) Letters Home From Yosemite

8. Create an individual or shared multimedia work for a specific purpose (e.g., to create or integrate knowledge, to share experiences or information, to persuade, to entertain, or as artistic expression).
   a. Evaluate the Fair Use of each visual element or piece of music used in a media work and create a list documenting the source for each found image or piece of music.
   b. Publish the work and share it with an audience.

Implementation: Customize Writing/21st Century Writing: Enewsletter, Podcast, Photo Essay, iMovie, Powerpoint
GRADE 5

Upon completion of the Language Arts Department Foundational Skills curriculum, the learner is expected to demonstrate the following outcomes:

1. Know and apply grade level phonics and word analysis skills in decoding words.
   a. Use combined knowledge of all letter sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
   Implementation: The Word Analysis program of the series provides ongoing strategies for using word structure, including suffixes, prefixes, roots, compound words, and word origins to decode words. (See, for example, Teacher's edition 1.1: DI•20, DI•45, DI•70, DI•120; 1.2 DI•95). The spelling program of the series reinforces word analysis work by providing encoding instruction with word lists organized by consonant and vowel patterns, word structure and meaning. (See, for example, Teacher's edition 1.1: 23c, 33c, 43e, 49c, 49o.)

2. Read with sufficient accuracy and fluency to support comprehension.
   a. Read grade level text with purpose and understanding.
   b. Read grade level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
   c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
   Implementation: Each week's lesson on fluency provides five opportunities for students to practice reading aloud with fluency. (See student edition 1: pg 228, 472, 2: pg 74, 254, 342).

Upon completion of the Language Arts Department Literature curriculum, the learner is expected to demonstrate the following outcomes:

1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

2. Determine the theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
   Implementation: Weslandia, Journey to the Center of the Earth.

3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
   Implementation: At the Beach Abuelito's Story, comprehension skill lesson Compare and Contrast student's edition 1: pg 232.

4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
6. Describe how a narrator’s or speaker’s point of view influences how events are described.  
Implementation: This is presented specifically in the Literary Terms lesson: throughout the series (See, for example, Students edition 1: 100.) In addition, the following questions can be asked about any Student Edition literary selections as students analyze the text:  
• Who is the narrator of this story?  
• Is the story told from first-person point of view or third person point of view? How do you know?  
• How does this point of view make a difference in the manner in which events are described?  
• How would the story differ if told from a different point of view?  

7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).  
Implementation: Throughout the series there are Listening and Speaking activities. (See, for example, Student’s edition 2: pg 197, 255, 467).  

8. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.  

Upon completion of the Language Arts Department Informational Non-Fiction Text curriculum, the learner is expected to demonstrate the following outcomes:  
1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.  
Implementation: Satchel Paige, Red Kayak  

2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.  
Implementation: Kid Inventor, Mabalia Jackson  

3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.  
Implementation: Exploding Ants, The Mystery of the Hindenburg Disaster  

4. Determine the meaning of general academic and domain specific words and phrases in a text relevant to a grade 5 topic or subject area.  
Implementation: Each selection lesson plan contains Amazing Words, which are content words related to the unit theme and the specific selection. The words are presented in a variety of contexts and then used by students in daily activities to help them master the use and meanings of the words. Each lesson plan also contains Academic Vocabulary to help students learn the meanings of general academic words. (See, for example, the following representative pages for the five-day lesson plan for one nonfiction selection: Teacher’s edition 2.1: 203a, 205a, 206b, 214b, 224b, 229g)  

5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.  
Implementation: Keziab, Square Dancing; Good for the Heart and Mind
6. Analyze multiple accounts by various cultures of the same event or topic, noting important similarities and differences in the point of view they represent.

   Implementation: City Hawks, The Mystery of the Hindenburg Disaster

7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

   Implementation: The Art of Mimicry, Gold Dreams

8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

   Implementation: Square Dancing: Good for the Heart and Mind

9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

   Implementation: What Will I Do in an Emergency?, A Job for Michelangelo

Upon completion of the Language Arts Department Language curriculum, the learner is expected to demonstrate the following outcomes:

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
   a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
   b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.
   c. Use verb tense to convey various times, sequences, states, and conditions.
   d. Recognize and correct inappropriate shifts in verb tense.
   e. Use correlative conjunctions (e.g., either/or, neither/nor).

   Implementation: Grammar and usage are taught in conjunction with the weekly writing lesson. In the Teacher's edition, grammar and usage along with capitalization and punctuation, comprise Conventions, a main component of the Language Arts strand that appears in all lessons. The Conventions topic presented in the Let's Write It! lesson in the Student edition is taught and practiced in all the Teacher's edition lessons for the week. The Speaking and Listening sections emphasize using correct grammar, sentence forms, and word choice in all activities. (See, for example, Teacher's edition 1.1:24c, 49o)

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
   a. Use punctuation to separate items in a series.
   b. Use commas to separate an introductory element from the rest of the sentence.
   c. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).
   d. Use underlining, quotation marks, or italics to indicate titles of works.
   e. Spell grade appropriate words correctly, consulting references as needed.

   Implementation: Grammar and usage are taught in conjunction with the weekly writing lesson. In the Teacher's edition, grammar and usage along with capitalization and punctuation, comprise Conventions, a main component of the Language Arts strand that appears in all lessons. The Conventions topic presented in the Let's Write It! lesson in the Student edition is taught and practiced in all the Teacher's edition lessons for the week. The Speaking and Listening sections emphasize using correct grammar, sentence forms, and word choice in all activities. (See, for example, Teacher's edition 1.1:24c, 49o)
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
   a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
   b. Compare and contrast the varieties of English (e.g., dialects, registers) use in stories, dramas, or poems.
   Implementation: Whenever appropriate to the type of writing or speaking they are doing, students are encouraged to make language choices that are suitable for their audience and purpose. In addition to the use of formal or informal language, language choice includes word choice, such as persuasive words or sensory words and jargon. The Literary Terms strand offers explicit instruction in jargon, word choices, and sensory words/details, as well as figurative language. Word choice is an important topic in the writing lessons in both the Student edition and the Teacher’s edition. (See, for example, Teacher’s edition 1.1: 49d, 77b; 6.1:348d, 369i.)

4. Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
   a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
   b. Use common, grade appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
   c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
   Implementation: The series offers numerous instructional opportunities to help students determine the meanings of unfamiliar and multiple-meaning words through Vocabulary, Dictionary and Reference Sources, and affixation activities. (See, for example, Student’s edition 1: 24, 33, 48, 54, 86, 108.)

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings to develop word consciousness.
   a. Interpret figurative language, including similes and metaphors, in context.
   b. Recognize and explain the meaning of common idioms, adages, and proverbs.
   c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
   Implementation: Word relationships including words related by meaning, such as synonyms; by sounds, such as homophones; and by structure, such as base words and affixes, are a focus of the program's Vocabulary and Word Analysis strands. See these representative pages: Student edition 1: 24, 48, 54.

6. Acquire and use accurately grade appropriate general academic and domain specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, Nevertheless, similarly, moreover, in addition).
   Implementation: Each selection lesson plan contains Amazing Words, which are content words related to the unit theme and the specific selection. The words are presented in a variety of contexts and are then used by students in daily activities to help them master the use and meaning of the words. Day 1 of each lesson plan also contains Academic Vocabulary to help students learn the meanings of general academic words.

Upon completion of the Language Arts Department Writing curriculum, the learner is expected to demonstrate the following outcomes:

1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
   a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are
logically grouped to support the writer’s purpose.

b. Provide logically ordered reasons that are supported by facts and details.

c. Link opinion and reasons using words and phrases (e.g., consequently, specifically).

d. Provide a concluding statement or section related to the opinion presented.

Implementation: The program's Let's Write It! pages in the Student edition and the accompanying Teacher's edition lessons guiding students through the writing process present three kinds of persuasive, or opinion writing. As they work through the process, students use details to support their opinions. Also, the Customize Writing/Writing Process pages guide students through a five-stage writing process, from writing prompt to finished product. In addition, Look Back and Write prompts at the end of the selections in the Student edition often ask students to state their opinion about an issue or topic in writing. (See, for example, Student edition 2: 188, 276, 304-305.)

2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).

d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

e. Provide a concluding statement or section related to the information or explanation presented.

Implementation: The program's writing strand includes opportunities for writing a variety of expository texts, or informative/explanatory texts. In the Student's edition's Let's Write It! pages guide students through the writing process. In addition, Look Back and Write prompts at the end of the selections in the Student edition often ask students to write a main idea and supporting details about a topic. (See, for example, Student's edition 1: 44-45, 102-103, 132-133, 162-163, 196-197, 440-441.)

3. Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

b. Use literary and narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.

c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.

d. Use concrete words and phrases and sensory details to convey experiences and events precisely.

e. Provide a conclusion (when appropriate to the genre) that follows from the narrated experiences or events.

Implementation: The program's writing strand includes opportunities for students to write the following narrative forms: realistic fiction, parody, personal narrative, poetry, myth, mystery, historical fiction, legend, and play. As students work through the writing process, they are guided to use effective techniques, clear sequence, and descriptive details in developing stories. They establish setting, introduce characters, give their characters and narrator a voice, and develop a plot, using a logical sequence of events. (See, for example, Student's edition 1: 76-77, 280-281, 310-311, 346.)

4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

Implementation: See the following representative pages: Student's edition 1: 76-77, 346-347.)
5. With guidance and support from peers and adults, use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting or trying a new approach.
   **Implementation:** Many weekly writing lessons in the Student edition and Teacher’s edition and the unit Customize Writing lessons in the Teacher’s edition are based on an approach that divides the writing process into five steps. It also includes peer revision, during which student partners exchange drafts and offer ideas for strengthening one another’s writing.

6. With some guidance and support from adults, use technology, including internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
   **Implementation:** The 21st Century Writing projects for grade 5 are Podcast, E-Newsletter, Story Exchange, E-Pen Pals, Interview, and Photo Description. The lessons focus on the use of a computer to enhance writing skill acquisition. It also focuses on skill application to meet curriculum expectations.

7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
   **Implementation:** Each Teacher’s edition lesson contains a weekly research project. This project is always tied to the Question of the Week and the topic of the main Student edition selection. Students begin by posing questions about the topic and end by presenting a brief report on the topic to their classmates. (See, for example, Teacher’s edition 1.1: 23b, 33b, 43d, 49b, 49n, 53b, 65b, 75.)

8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
   **Implementation:** During the weekly research project students will gather relevant information from various sources, take notes, and organize evidence. They will restate the information they find and also collect and arrange basic bibliographic information for the sources they used. (See, for example, Teacher’s edition 1.1: 23b, 33b, 43b, 49b, 49n.)

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
   a. Apply grade 5 reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).
   b. Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s)”).
   **Implementation:** The Look Back and Write prompts at the end of the informational texts in the Student edition ask students to write extended response to questions about the texts. (See, for example, Student edition 1: 42, 74, 100, 194, 250, 278, 378, 412, 464.)

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline specific tasks, purposes, and audiences.
    a. Independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
   **Implementation:** See, for example, Student edition 1: 20-21, 50-51, 82-83, 448-449.
Upon completion of the Language Arts Department Speaking, Viewing, Listening, and Media Literacy curriculum, the learner is expected to demonstrate the following outcomes:

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.
   a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
   b. Follow agreed-upon rules for discussions and carry out assigned roles.
   c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
   d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
   e. Cooperate and problem solve to make decisions as appropriate for productive group discussion.
   Implementation: Literature circles, daily Anchored Talk, Oral Vocabulary, Wrap Up Your Day, Building Background, Concept Wrap Up all offer opportunities for students to initiate and engage in group discussions. Retelling opportunities are provided with each reading selection. The Listen and Speaking activities on the Let’s Learn It! pages of the Student edition identify rules for good listening, speaking, and teamwork. They also provide tips advising students to ask questions to clarify understandings of information presented orally.

2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively and orally.
   Implementation: The program teaches summarizing skills in which students are guided in summarizing and retelling important ideas in written materials. (See, for example, Student edition 1: 52 and Teacher’s edition 1.1: 51c, 52-53, 64-65.)

3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence distinguishing between a speaker’s opinions and verifiable facts.
   Implementation: Debate (See, for example Student edition 2: pg 343.)

4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; avoid plagiarism by identifying sources; speak clearly at an understandable pace.
   Implementation: The Listening and Speaking activities on the Let’s Learn It! pages of the Student Edition and the accompanying Teacher’s Edition lesson provide numerous opportunities for students to prepare presentations with appropriate main ideas and supporting details. Students gather information, write the presentation, prepare visuals and finally give the presentation. (See, for example, Student edition 1: 387.)

5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
   Implementation: The Listening and Speaking and Media Literacy activities on the Let’s Learn It! pages of the Student’s edition suggest using visuals to support oral presentation. Suggestions for the types of visuals to use and where to find appropriate visuals are included. (See, for example, Student edition 1: 472, 2: 45, 227.)
6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
   Implementation: Students have many opportunities to determine which kind of language to use in presenta-
   tion and discussions in the Listening and Speaking and Media Literacy activities on the Let's Learn It! pages
   of the Student's edition. (See, for example, Student edition 1: 387; 2: 45, 103, 255, 283, 433.)

7. Distinguish among, understand, and use different types of print, digital, and multimodal media.
   a. Make informed judgments about messages promoted in the mass media (e.g., film, television, radio, maga-
      zines, advertisements, newspapers).
   b. Locate and use information in print, non-print, and digital resources using a variety of strategies.
   c. Evaluate the accuracy and credibility of information found in digital sources.
   d. Recognize ethical standards and safe practices in social and personal media communications.
   Implementation: Mac Lab lessons on internet safety, research papers in Science, Social, or Language Arts.

8. Create an individual or shared multimedia work or digital text for a specific purpose (e.g., to create
   or integrate knowledge, to share experiences or information, to persuade, to entertain, or as artistic
   expression.)
   a. Evaluate the Fair Use of each visual element or piece of music used in a media work and create a list docu-
      menting the source for each found image or piece of music.
   b. Publish the work and share it with an audience.
   Implementation: Power point, slide shows, and iMovie projects in Language Arts, Science, or Social Studies.
Upon completion of the Language Arts Department Literature curriculum, the learner is expected to demonstrate the following outcomes:

1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
   **Implementation:** Students must cite textual evidence to support many of their answers to Think Critically questions at the end of each Student Edition selection and to Extend Thinking/Think Critically and Comprehension Check questions in the Teacher’s Edition lesson for the selection.

2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
   **Implementation:** (Specific Stories) Mother Fletcher’s Gift, Viva New Jersey, All American Slurp

3. Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
   **Implementation:** (Specific Stories) Old Yeller, Goodbye to the Moon, View from Saturday

4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
   **Implementation:** The program teaches a variety of strategies and skills in the Vocabulary strand that students can use to determine the meanings of words and phrases they come across in their reading: word structure (including Greek and Latin roots, prefixes, suffixes), context clues (including synonyms, antonyms, multiple-meaning words), and dictionaries and glossaries. (Specific stories) Emperor’s Silent Army, Learning to Swim, Inventing the Future

5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
   **Implementation:** Story structure and the literary elements of theme, setting, and plot are important Comprehension skills and strategies that are covered in lessons throughout the program. Students are taught to analyze a story’s, play’s, or poem’s structure, or the way the literary work is organized, by looking for specific details that reveal the theme, setting, and plot. (Specific stories) Goodbye to the Moon, Morning Traffic, River That Went to the Sky.

6. Explain how an author develops the point of view of the narrator or speaker in a text, including those by or about Minnesota American Indians.
   **Implementation:** (Specific Stories) Learning to Swim, Old Yeller, Ancient Greece

7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.
   **Implementation:** (Specific Stories) Egypt, Morning Traffic, Deep Sea Danger
8. Compare and contrast texts in different forms or genres including those by and about Minnesota American Indians (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

**Implementation:** Chapter 4 & 5 in Social Studies text; (Specific Stories) Northern Lights, Old Yeller, Ancient China, Morning Traffic, View From Saturday.

Upon completion of the Language Arts Department Informational Text curriculum, the learner is expected to demonstrate the following outcomes:

1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**Implementation:** (Specific Stories) Black Frontiers, Gold, Greensburg Goes Green, Stones, Bones, and Petroglyphs.

2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

**Implementation:** (Specific Stories) Saving the Rainforest, The Universe, Gold, Aztec News.

3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

**Implementation:** (Specific Stories) Saving the Rainforest, The Universe, The Emperor’s Silent Army.

4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

**Implementation:** (Specific Stories) Saving the Rainforest, The Universe, Egypt, Gold.

5. Analyze how a particular sentence, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

**Implementation:** (Specific Stories) Hatchet, Learning to Swim, Into the Ice: The Story of Arctic Exploration.

6. Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.

**Implementation:** (Specific Stories) The Chimpanzees I Love, Inventing the Future.

7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

**Implementation:** (Specific Stories) Ancient Greece, Egypt, Stone, Bones and Petroglyphs.

8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

**Implementation:** (Specific Stories) Saving the Rainforest, Deep Sea Danger.

9. Compare and contrast one author’s presentation of events, including events related to Minnesota American Indians, with that of another (e.g., a memoir written by and a biography on the same person).

**Implementation:** Northern Lights from Social Studies books and information from internet sources or other texts. (Specific Stories) Ancient Greece, Saving the Rainforest, The Universe, When Marion Sang.
Upon completion of the Language Arts Department Language curriculum, the learner is expected to demonstrate the following outcomes:

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
   a. Ensure that pronouns are in the proper case (subjective, objective, possessive). **Implementation: Into the Ice**
   b. Use intensive pronouns (e.g., myself, ourselves). **Implementation: Deep Sea Danger**
   c. Recognize and correct inappropriate shifts in pronoun, number, and person. **Implementation: The Chimpanzees I Love**
   d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). **Implementation: Deep Sea Danger**
   e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. **Implementation: Harvesting Hope**

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
   a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. **Implementation: Taught in conjunction with the weekly writing lesson.**
   b. Spell correctly. **Implementation: Stressed in the editing portion of writing.**

3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
   a. Vary sentence patterns for meaning, reader/listener interest, and style. **Implementation: Gold**
   b. Maintain consistency in style and tone. **Implementation: Old Yeller, Egypt, Morning Traffic.**

4. Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
   a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. **Implementation: Viva New Jersey, Learning to Swim, Harvesting Hope.**
   b. Use common, grade appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). **Implementation: When Marion Sang, Saving the Rainforest, Gold, Don Quixote and the Windmills,**
   c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. **Implementation: The Chimpanzees I Love; Stones, Bones, and Petroglyphs.**
   d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). **Implementation: Goodbye to the Moon, Old Yeller, Greensburg Goes Green, Deep Sea Dangers.**

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings to extend word consciousness.
   a. Interpret figures of speech (e.g., personification) in context. **Implementation: Old Yeller, Mother Fletcher's Gift.**
c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).


6. Acquire and use accurately grade appropriate general academic and domain specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

*Implementation: Each selection lesson plan contains Amazing Words, which are content words related to the unit theme and the specific selection. These words are presented in a variety of contexts and then used by students in daily activities to help them master the use and meanings of the words.*

Upon completion of the Language Arts Department Writing curriculum, the learner is expected to demonstrate the following outcomes:

1. Write arguments to support claims with clear reasons and relevant evidence.
   a. Introduce claim(s) and organize the reasons and evidence clearly.

   *Implementation: The Universe, Egypt, Harvesting Hope.*

   b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.


   c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.

   *Implementation: Gold, Greensburg Goes Green.*

   d. Establish and maintain a formal style.

   *Implementation: The Universe, Egypt, Harvesting Hope.*

   e. Provide a concluding statement or section that follows from the argument presented.

   *Implementation: Saving the Rainforest, Harvesting Hope.*

2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

   a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

   *Implementation: Inventing the Future, Ancient Greece, Saving the Rainforest, Learning to Swim.*

   b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

   *Implementation: Aztec News, Gold, Saving the Rainforest.*

   c. Use appropriate transitions to clarify the relationships among ideas and concepts.

   *Implementation: Hatchet, Saving the Rainforest.*

   d. Use precise language and domain specific vocabulary to inform about or explain the topic.

   *Implementation: Hatchet, Inventing the Future.*

   e. Establish and maintain a formal style.

   *Implementation: Saving the Rainforest, When Marion Sang, Black Frontiers.*

   f. Provide a concluding statement or section that follows from the information or explanation presented.

   *Implementation: Greensburg Goes Green.*
3. Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well structured event sequences.
   a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
   b. Use literary and narrative techniques, such as dialogue, pacing, rhythm and description, to develop experiences, events, and/or characters.
   Implementation: Old Yeller, Goodbye to the Moon, Morning Traffic.
   c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
   Implementation: Old Yeller, Hachiko, The Chimpanzees I Love
   d. Use precise words and phrases, relevant descriptive details.
   Implementation: Old Yeller, Viva New Jersey, Into the Ice.
   e. Provide a conclusion (when appropriate to the genre) that follows from the narrated experiences or events.
   Implementation: Mother Fletcher's Gift.

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
   Implementation: Mother Fletcher's Gift, Egypt, Gold.

5. With some guidance and support from peers and adults, use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach.
   Implementation: Old Yeller, Mother Fletcher's Gift, Viva New Jersey.

6. Use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
   Implementation: The Universe, The Emperor’s Silent Army, Goodbye to the Moon.

8. Gather relevant information from multiple print and digital sources; access the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
   Implementation: Saving the Rainforest, Hachiko, The Universe, Aztec News.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
   a. Apply grade 6 reading standards to literature (e.g., “Compare and contrast texts indifferent forms or genres including those by and about Minnesota American Indians [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).
   Implementation: Mother Fletcher’s Gift, The Emperor’s Silent Army, Inventing the Future.
b. Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).
  
  **Implementation:** *The Universe, Back Frontiers, Inventing the Future.*

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline specific tasks, purposes, and audiences.
   a. Independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
   
   **Implementation:** *Old Yeller, Deep Sea Danger.*

Upon completion of the Language Arts Department Speaking, Viewing, Listening, and Media Literacy curriculum, the learner is expected to demonstrate the following outcomes:

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.
   a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
   
   **Implementation:** *Retelling opportunities are provided with each selection. In these activities, students describe important ideas and draw conclusions from the text. In addition, the Listening and Speaking activities on the, Let's Learn It!, pages of the Student Edition and the accompanying Teacher's Edition lessons offer opportunities for students to participate in speaking activities that build on the reading selections.*

   b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
   
   **Implementation:** *Hachiko, The View From Saturday.*

   c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
   
   **Implementation:** *Saving the Rainforest, Gold.*

   d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
   
   **Implementation:** *Mother Fletcher's Gift, Saving the Rainforest, Aztec News.*

   e. Cooperate, mediate, and problem solve to make decisions as appropriate for productive group discussion.
   
   **Implementation:** *Do group work with specific goals in mind.*

2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
   
   **Implementation:** *The Emperor's Silent Army, Stones Bones & Petroglyphs, Ancient Greece.*

3. Delineate a speaker’s argument, specific claims, and intended audience, distinguishing claims that are supported by reasons and evidence from claims that are not.
   
   **Implementation:** *Learning to Swim, Stones Bones and Petroglyphs.*

4. Present claims and findings, respect intellectual properties, sequence ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
   
   **Implementation:** *Old Yeller, Viva New Jersey, The Chimpanzees I Love.*
5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

*Implementation: Viva New Jersey, Ancient Greece, Black Frontier.*

6. Adapt speech to a variety of contexts, audiences, tasks, and feedback from self and others, demonstrating command of formal English when indicated or appropriate.

*Implementation: Old Yeller, Viva New Jersey, Black Frontier.*

7. Understand, analyze, and use different types of print, digital, and multimodal media.
   a. Evaluate mass media with regard to quality of production (e.g., film, television, radio, advertisements).
   b. Evaluate mass media with regard to accuracy of information, bias, stereotype, purpose, message and target audience (e.g., film, television, radio, video games, print and digital media, advertisements).
   c. Recognize ethical standards and safe practices in social and personal media communications.

*Implementation: Watch a video and analyze it.*

8. As an individual or in collaboration, create an informative multimedia work or a piece of digital communication or contribute to an online collaboration for a specific purpose.
   a. Demonstrate a developmentally appropriate understanding of copyright, attribution, principles of Fair Use, Creative Commons licenses and the effect of genre on conventions of attribution and citation.
   b. Publish the work and share with an audience.

*Implementation: Create a Powerpoint.*
Upon completion of the Language Arts curriculum, the learner is expected to demonstrate the following outcomes:

1. Read and understand grade-appropriate English language text.
   a. Word Recognition, Analysis and Fluency
   **Implementation:** Integrated within spelling, vocabulary and literature units by monitoring and checking for understanding.

2. Read with accuracy and fluency.
   a. Read unfamiliar complex and multi-syllabic words using cueing systems, advanced phonetic analysis and structural analysis.
   b. Read narrative and expository text with fluency, accuracy and comprehension at an appropriate silent reading rate.
   c. Apply correct word pronunciation and inflection.
   **Implementation:** Integrated within spelling, vocabulary and literature units by monitoring and checking for understanding.

3. Use a variety of strategies to expand reading, listening and speaking vocabularies.
   a. Acquire, understand and use new vocabulary through explicit vocabulary instruction and independent reading.
   b. Analyze word structure and use context clues to understand new words.
   c. Recognize and interpret words with multiple meanings.
   d. Recognize the influences of other languages on the English language.
   e. Apply knowledge of Greek and Latin roots, prefixes and suffixes to understand content area vocabulary and assist pronunciation.
   f. Identify and explain analogies, similes and metaphors.
   g. Determine pronunciation, meanings and alternate word choices through the use of dictionaries, thesauruses and electronic tools.
   **Implementation:** Integrated within spelling, vocabulary and literature units such as poetry, memoir, folktales, and novel reading units by monitoring and checking for understanding. Additional assessments are done through written assignments and formal tests.

4. Understand the meaning of texts, using a variety of strategies, and demonstrate literal, interpretive, inferential and evaluative comprehension.
   a. Comprehend, interpret and evaluate text by asking and answering questions.
   b. Recall and use prior learning and preview text to prepare for reading.
   c. Use knowledge of narrative and expository text structures and subject specific texts to summarize content.
   d. Make inferences and draw conclusions based on explicit and implied information from texts.
   e. Create outlines, logical notes and summaries across content areas.
   f. Use texts’ structural organizers, such as graphics, illustrations, references, notes, introductions, boldface type and subheadings to aid comprehension.
g. Distinguish statements of fact from opinion and give examples from text.

h. Critically read and evaluate to determine the author’s purpose, point of view, audience and message.

i. Follow written directions in technical reading.

j. Scan a passage to determine relevant information and skim the text to locate specific information.

k. Identify devices used in persuasive text.

**Implementation:** Integrated through daily work as well as within specific units such as novel reading units, memoir, poetry, essay writing, and narrative writing. Assessed through daily monitoring, formal tests, projects and written assignments.

5. Actively engage in the reading process and read, understand, respond to, analyze, interpret, evaluate and appreciate a wide variety of fiction, poetic and nonfiction texts.

a. Read a variety of high-quality, traditional, classical, and contemporary literary works specific to America, as well as significant works from other countries.

b. Identify and analyze various genres and subgenres as forms with distinct characteristics and purposes.

c. Identify and analyze the relationships among elements of fiction including setting, character, plot, conflict/resolution, theme, and tone.

d. Identify and analyze the effect of characters’ traits on the plot and resolution of the conflict.

e. Analyze how figurative language and literary devices contribute to the meaning of a text.

f. Identify and discuss the effect of the speaker and recognize the difference between first and third person point of view.

g. Relate a given literary work to historical events (place, time and custom).

h. Explain how form and stylistic devices convey the meaning of a poem.

i. Identify and understand recurring themes across literary works, citing evidence from the texts.

j. Respond to literature using ideas and details from the text to support reactions and make literary connections.

k. Read from and respond to a variety of fiction, poetic and nonfiction texts of increasing complexity for personal enjoyment.

**Implementation:** Integrated through various literature units such as folktales, short stories, memoir, poetry, and novel reading units. Assessed through discussions, projects, formal tests, and written assignments.

6. Create informative, expressive and persuasive writing.

a. Write frequently in a variety of forms, including but not limited to the following: poetry, stories, essays, editorials, letters, directions and research reports. *By the end of grade 8, the student will have written in all of the forms listed.*

**Implementation:** Integrated through various writing assignments such as informative and persuasive essays, feature articles, editorials, narrative writing, and poetry. Assessed through conferencing, writing practice, and final written assignments.

7. Engage in a writing process, with attention to context, organization, focus, quality of ideas and a purpose.

a. Create multiple paragraph compositions that state, maintain and use details in a logical order to support a main idea.

b. Create narratives that develop settings, people/characters, dialogue, and conflicts using descriptive, concrete language to engage audiences.

c. Create informative reports, including gathering material, formulating ideas based on gathered material, organizing information, and editing for logical progression.

d. Employ composing processes to develop writing, including: prewriting - planning strategies such as brainstorming, journaling, sketching, listing, outlining and determining audience, purpose and focus; drafting – organizing, supporting and putting ideas into sentences and paragraphs; revising – improving the quality of content, organization, sentence structure and word choice; editing – correcting errors in spelling and...
grammar; publishing – producing a document and sharing the writing with the audience.

e. Consider the intended audience when composing text.

**Implementation:** Integrated through various writing assignments such as informative and persuasive essays, feature articles, narrative writing, and poetry. Assessed through conferencing, writing practice, and final written assignments.

8. Apply standard English conventions when writing.
   a. Compose complete sentences when writing.
   b. Edit writing for correct spelling and sentence clarity.
   c. Apply grammar conventions correctly in writing, including: consistent verb tense; subject and verb agreement with simple and compound subjects; nominative, reflexive, objective, and possessive pronouns, pronoun/antecedent agreement; subject and verb agreement when interrupted by a phrase.
   d. Apply punctuation conventions correctly in writing, including: apostrophes, semi-colon, capitalization of proper nouns, abbreviations, sentence beginnings and first words in quotes, commas (in compound sentences, and after subordinating conjunctions, noun of address, and non-essential clauses), and quotation marks (to identify dialogue).

**Implementation:** On-going through spelling and grammar units as well as through specific lessons during various writing units. Assessed through monitoring as well as formal tests and written assignments.

   a. Formulate questions and collect and assess relevant information to address these questions.
   b. Cite sources for quoted and paraphrased information in a bibliography when writing a research report.
   c. Gather and organize information from a variety of sources, including electronic and print.
   d. Define plagiarism, its consequences and avoid its use.

**Implementation:** Integrated through persuasive essay/oral presentation. Assessed through daily conferencing and written assignment.

10. Write legibly and demonstrate effective keyboarding skills.
    a. Write legibly using cursive.
    b. Format word-processed documents to present information in an organized, readable format, integrating graphics, illustrations and bulleeting as needed.

**Implementation:** Integrated throughout all written assignments. Assessed through daily monitoring. Implementation of word-processing done within all final writing assignments.

11. Demonstrate understanding and communicate effectively through listening and speaking.
    a. Participate in and follow agreed-upon rules for conversation and formal discussions in large and small groups.
    b. Know and apply listening rules for formal settings.
    c. Apply assessment criteria to self-evaluate oral presentations.
    d. Distinguish between speaker’s opinion and verifiable facts and analyze the credibility of the presentation.
    e. Follow a speaker’s presentation and represent it in notes.
    f. Orally communicate information, opinions, and ideas effectively to different audiences for a variety of purposes.
    g. Adjust delivery and language in oral presentations for the intended audiences and purposes.
    h. Perform expressive oral readings of prose, poetry or drama.

**Implementation:** Integrated through daily classroom discussions as well as within novel reading units, poetry and persuasive essays. Assessed through daily monitoring, project presentations, and oral presentations.
12. Critically analyze information found in electronic and print media, and will use a variety of these sources to learn about a topic and represent ideas.
   a. Identify distinctions in how information is presented in print and non-print materials.
   b. Evaluate the accuracy and credibility of information found on Internet sites.
   c. Make informed evaluations about television, radio, film productions, newspapers and magazines with regard to quality of production, accuracy of information, bias, purpose, message and audience.
   d. Critically analyze the messages and points of view employed in different media, including advertising, news programs, web sites, and documentaries.

Implementation: Integrated through the media literacy unit in the Holt Textbook, Elements of Language. Assessed through monitoring, classroom discussions, written assignment and project.
Upon completion of the Language Arts curriculum, the learner is expected to demonstrate the following outcomes:

1. Use a variety of strategies to expand reading, listening, and speaking vocabularies.
   a. Acquire, understand and use new vocabulary through explicit and indirect vocabulary instruction and independent reading.
   b. Determine the meaning of unknown words by using a dictionary or context clues.
   c. Recognize and interpret words with multiple meanings.
   d. Describe the influences of other languages on the English language.
   e. Apply knowledge of Greek and Latin roots, prefixes and suffixes to understand content area vocabulary.
   f. Determine words meanings by using definition, restatement, example, comparison or contrast.
   g. Identify and explain analogies, similes and metaphors.
   h. Apply correct word pronunciation and inflection.

   **Implementation:** Covered through vocabulary and spelling units along with short story and poetry units.

2. The student will understand the meaning of texts using a variety of strategies and will demonstrate literal, interpretive, inferential and evaluative comprehension.
   a. Summarize and paraphrase main idea and supporting details.
   b. Recall and use prior learning and preview text to prepare for reading.
   c. Comprehend, interpret and evaluate information in a variety of texts using a combination of strategies before, during, and after reading.
   d. Make inferences and draw conclusions based on explicit and implied information from texts.
   e. Trace the development of an author’s argument, point of view or perspective.
   f. Evaluate the adequacy, accuracy, and appropriateness of the author’s evidence in a persuasive text.
   g. Use knowledge of narrative and expository text structures in a variety of content areas to summarize information.
   h. Create outlines, logical notes, and summaries of text in various content areas.
   i. Use texts’ structural organizers such as graphics, illustrations, references, notes, introductions, boldface type and subheadings, to aid comprehension.
   j. Monitor comprehension and use strategies to clarify understanding of selections.
   k. Distinguish fact from opinion in two selections on the same topic and give evidence.
   l. Follow written directions in technical reading.
   m. Identify and utilize a variety of sources to compare and contrast information. Critically read and evaluate to determine the author’s purpose, point of view, audience and message.

   **Implementation:** Details are fleshed out through completion of novel study guides, complex process essay, research, short story responses, nonfiction readings throughout the year and the media literacy unit.

3. The student will actively engage in the reading process and read, understand, respond to, analyze, interpret, evaluate and appreciate a wide variety of fiction, poetic, and nonfiction texts.
   a. Read a variety of high quality, traditional, classical and contemporary literary works specific to America, as well as significant works from other countries.
b. Analyze and evaluate the relationships among elements of fiction.

c. Analyze a character's traits, emotions, or motivation and give supporting evidence from the text.

d. Analyze and evaluate how figurative language and literary devices contribute to the meaning of a text.

e. Contrast points of view (such as first and third person, limited and omniscient, subjective and objective) in narrative texts and explain how they affect the overall theme of the works.

f. Relate a given literary work to historical events (place, time and custom).

g. Respond to and analyze the effects of sound, form, figurative language and graphics in order to uncover meaning in poetry.

h. Identify and understand recurring themes across literary works, citing evidence from texts.

i. Identify and analyze structural elements particular to dramatic literature.

j. Compare and evaluate recurring themes across literary works and historic eras.

k. Respond to literature using ideas and details from the text to support reactions and make literary connections.

l. Read from and respond to a variety of fiction, poetic and nonfiction texts of increasing complexity for personal enjoyment.

**Implementation:** Completed throughout novel, poetry, sort story and House of Dies Drear dramatic unit. Texts are connected throughout the year through discussion, guides, and responses. Correlated texts of increased complexity are described and offered for enjoyment in each literature unit.

4. The student will create informative, expressive, and persuasive writing.

a. Write frequently in a variety of forms, including but not limited to the following: poetry, stories, essays, editorials, letters, directions and research reports. By the end of grade 8, students will have written in all forms listed.

**Implementation:** Poetry, short story, essays, directions, and research writing are covered within the 8th grade curriculum.

5. The student will engage in a writing process with attention to context, organization, focus, quality of ideas and a purpose.

a. Create multiple paragraph compositions that state, maintain, and use details in a logical order to support a main idea.

b. Create narratives that develop settings, people/characters, dialogue, and conflicts using descriptive, concrete language to engage audiences.

c. Create informative reports, including gathering material, formulating ideas based on gathered material, organizing information and editing for logical progression.

d. Create reports that employ word processing and formatting, using diagrams or definitions of terms to inform audiences.

e. Formulate a position or opinion and provide supporting arguments and evidence for that position.

f. Use composing processes to develop writing, including:
   i. prewriting - planning strategies, ideas, focus
   ii. drafting - including strategies for avoiding writer’s block
   iii. revising - to improve quality of content, organization, sentence structure, voice, tone and word choice
   iv. editing - to correct errors in writing
   v. publishing

 g. Consider the intended audience when composing text.

**Implementation:** The short story and complex process writing units go into great detail of the writing process and multiple formal writing opportunities are assigned throughout the year. Analyzing literature aspects are done within multiple novel units and other literature readings.
6. The student will apply standard English conventions when composing text.
   a. Compose complete sentences when writing.
   b. Edit writing for correct spelling and sentence clarity.
   c. Apply grammar conventions correctly in writing, including:
      i. consistent verb tense
      ii. adjectives and adverbs
      iii. subject and verb agreement with simple and compound subjects
      iv. nominative, reflexive, objective, and possessive pronouns
      v. pronoun/antecedent agreement
      vi. subject and verb agreement when interrupted by a phrase
      vii. active/passive mood
      viii. subjunctive mood
   d. Apply punctuation conventions correctly in writing, including:
      i. apostrophes
      ii. semi-colon
      iii. capitalizations of proper nouns
      iv. commas (compound sentences, and after subordinating conjunctions, nouns of address, non-essential clauses)
      v. quotation marks

   **Implementation:** Daily grammar work is completed along with multiple writing assignments throughout the year.
   Writing corrections are completed in follow up assignments.

7. The student will locate and use information in reference materials.
   a. Formulate questions, collect, organize and synthesize relevant.
   b. Information from a variety of sources, including print and electronic media.
   c. Define plagiarism, its consequences and avoid its use.
   d. Cite sources for both quoted and paraphrased information in a bibliography when writing a research report.

   **Implementation:** Completed through writing of research portfolios.

8. The student will write legibly and demonstrate effective keyboarding skills.
   a. Write legibly in cursive.
   b. Format word-processed texts to present information in an organized, readable format, integrating graphics, illustrations and bulleting as needed.

   **Implementation:** Written items are given back and redone if not legible. Research portfolios must contain graphics, illustrations, and/or bulleting. All formal writing must be in word processed text.

9. The student will speak clearly and effectively for a variety of purposes and audiences and actively listen to, view and evaluate oral communication and media.
   a. Participate in and follow agreed upon rules for conversation and formal discussions in large and small groups.
   b. Actively listen and comprehend messages.
   c. Apply self-assessment criteria to prepare and give oral presentations.
   d. Distinguish between speaker’s opinion and verifiable facts and analyze the credibility of the presentation. Follow a speaker’s presentation and represent it in notes.
   e. Orally communicate information, opinions, and ideas effectively to different audiences, adjusting delivery and language for intended audience and purpose.
   f. Participate effectively in group meetings.
**Implementation:** Agreed upon rules are discussed often throughout the year and various presentations are given in front of class. The complex process and media literacy units have specific, formal presentations.

10. The student will critically analyze information found in electronic and print media, and will use a variety of these sources to learn about a topic and represent ideas.
   a. Evaluate the accuracy and credibility of information found on Internet sites.
   b. Make informed evaluations about television, radio, film productions, newspapers and magazines with regard to quality of production, accuracy of information, bias, purpose, message and audience.
   c. Critically analyze the messages and points of view employed in news broadcasts, documentaries and web sites related to clarity, accuracy, effectiveness, bias and relevance of facts.
   d. Evaluate the content and effect of persuasive techniques used in print and broadcast media.

**Implementation:** Completion of media literacy unit through Holt, Elements of Language textbook.
Upon completion of the Language Arts curriculum, the learner is expected to demonstrate the following outcomes:

1. Apply a variety of strategies to expand vocabulary.
   a. Acquire, understand and use vocabulary by learning words through explicit vocabulary instruction and independent reading, and appropriately use these words in writing.
   b. Determine the meaning of unfamiliar words and by using context clues.
   c. Apply knowledge of Greek roots, prefixes and suffixes to understand content area vocabulary.
   d. Understand the meaning of unknown words using derivations, such as word roots and word origins.

   **Implementation:** Holt Vocabulary Workbook, Reading Log, Usage & Discussion in Class, Flashcards, Holt Ch. 2 (Prefix), Mythology Unit (Greek roots)

2. Understand the meaning of informational, expository or persuasive texts, using a variety of strategies and will demonstrate literal, interpretive, inferential and evaluative comprehension.
   a. Monitor comprehension and know when and how to use strategies to clarify the meaning of a text.
   b. Summarize and paraphrase main idea and supporting details.
   c. Trace the logical development of an author’s argument, point of view or perspective and evaluate the adequacy, accuracy and appropriateness of the author’s evidence in a persuasive text.
   d. Make inferences and draw conclusions based on explicit and implied information from texts.

   **Implementation:** Discussion, Graphic Organizers, Written Responses, Ch. 1 (Implied Main Idea)

3. Actively engage in the reading process and read, understand, respond to, analyze, interpret, evaluate and appreciate a wide variety of fiction, poetic and nonfiction texts.
   a. Evaluate the impact of an author’s decisions regarding word choice, point of view, style and literary elements.
   b. Analyze, interpret and evaluate the use of figurative language and imagery in fiction and nonfiction selections, including symbolism, tone, irony and satire.
   c. Analyze and evaluate the relationship between and among elements of literature: character, setting, plot, tone, symbolism, rising action, climax, falling action, point of view, theme and conflict/resolution.
   d. Analyze classic and contemporary poems for poetic devices.
   e. Analyze the characteristics of literary forms.
   f. Interpret the effect of literary forms.
   g. Synthesize ideas and make thematic connections among literary texts, public discourse, media and other disciplines.
   h. Respond to literature using ideas and details from the text to support reactions and make literary connections.
   i. Read from and respond to a variety of fiction, poetic and nonfiction texts of increasing complexity for personal enjoyment.
j. Read, analyze and evaluate traditional, classical and contemporary works of literary merit from civilizations and countries around the world.

**Implementation:** Coming of Age Short Story Unit, Holt Nonfiction Selections, Romeo & Juliet, Greek Mythology, The Odyssey, Arthurian Legend, Hobbit, Les Miserables, Something Wicked This Way Comes

4. **Write in narrative, expository, descriptive, persuasive and critical modes.**
   a. Plan, organize and compose narrative, expository, descriptive and persuasive writing to address a specific audience and purpose.
   **Implementation:** Holt Ch. 1 Description, Ch. 2 Personal Narrative, Ch. 3 Compare/Contrast, Ch. 5 Critical Analysis

5. **Engage in a writing process with attention to audience, organization, focus, quality of ideas, and a purpose.**
   a. Generate, gather, and organize ideas for writing.
   b. Develop a thesis and clear purpose for writing.
   c. Make generalizations and use supporting details.
   d. Arrange paragraphs into a logical progression.
   e. Revise writing for clarity, coherence, smooth transitions and unity.
   f. Apply available technology to develop, revise and edit writing.
   g. Generate footnotes, endnotes and bibliographies in a consistent and widely accepted format.
   h. Revise, edit and prepare final drafts for intended audiences and purposes.
   **Implementation:** Holt Ch. 1 Description, Ch. 2 Personal Narrative, Ch. 3 Compare/Contrast, Ch. 5 Critical Analysis

6. **Apply standard English conventions when writing.**
   a. Understand the differences between formal and informal language styles and use each appropriately.
   b. Use an extensive variety of correctly punctuated sentences for meaning and stylistic effect:
      i. Eliminate redundant adjectives.
      ii. Use precise verbs.
      iii. Vary sentence length.
      iv. Vary sentence beginnings.
      v. Revise wordy sentences.
      vi. Eliminate clichés.
      vii. Combine sentences using adverb clauses.
   c. Edit writing for correct grammar, capitalization, punctuation, spelling, verb tense, sentence structure, and paragraphing to enhance clarity and readability:
      i. Correctly use case forms of personal pronouns.
      ii. Correctly use reflexive case pronouns and nominative and objective case pronouns, including who and whom.
      iii. Eliminate misplaced modifiers.
      iv. Correctly use punctuation such as the comma, semicolon.
      v. Correctly use like/as if, any/any other, this kind/these kinds, who/that and every/many when they occur in a sentence.
      vi. Correctly use verb forms with attention to subject/verb agreement.
      vii. Correctly use quotation marks and punctuation in dialogue.
      viii. Eliminate fragments, comma splices and run-ons.
   **Implementation:** Parts of Speech Unit, Ch. 28 Correcting Common Errors, Each Writing Unit Includes Specific Revision Focus, Self & Peer Editing, Teacher Mini Lessons
ENGLISH 10/HONORS ENGLISH 10
GRADE 10
YEAR LONG ~ REQUIRED
PREREQUISITE: SUGGESTED B+ ENGLISH GPA FOR HONORS ENGLISH

Upon completion of the Language Arts curriculum, the learner is expected to demonstrate the following outcomes:

1. Apply a variety of strategies to expand vocabulary.
   a. Acquire, understand and use vocabulary by learning words through explicit vocabulary instruction and independent reading, and appropriately use these words in writing.
   b. Determine the meaning of unfamiliar words and metaphors by using dictionaries, context clues and reference books.
   c. Identify and analyze analogies.
   d. Understand the meaning of unknown words using derivations, such as word roots and word origins.
   Implementation: Weekly vocabulary lessons, vocabulary reviews, vocabulary tests at the end of each unit. Vocabulary is also integrated into other units (i.e. novel units, poetry, essays)

2. Understand the meaning of informational, expository or persuasive texts, using a variety of strategies and will demonstrate literal, interpretive, inferential and evaluative comprehension.
   a. Monitor comprehension and know when and how to use strategies to clarify the understanding of a selection.
   b. Comprehend and evaluate the purpose, accuracy, comprehensiveness, and usefulness of informational materials.
   c. Summarize and paraphrase main idea and supporting details.
   d. Trace the logical development of an author’s argument, point of view or perspective and evaluate the adequacy, accuracy and appropriateness of the author’s evidence in a persuasive text.
   e. Make inferences and draw conclusions based on explicit and implied information from texts.
   f. Evaluate clarity and accuracy of information, as well as the credibility of sources.
   g. Synthesize information from multiple selections in order to draw conclusions, make predictions, and form interpretations.
   Implementation: Examine sample essays of various types in order to improve writing skills, Research Paper and Informative Speech, Persuasive Essay and Speech

3. Actively engage in the reading process and read, understand, respond to, analyze, interpret, evaluate and appreciate a wide variety of fiction, poetic and nonfiction texts.
   a. Read, analyze and evaluate traditional, classical and contemporary works of literary merit from American literature.
   b. Evaluate the impact of an author’s decisions regarding word choice, point of view, style and literary elements.
   c. Analyze, interpret and evaluate the use of figurative language and imagery in fiction and nonfiction selections, including symbolism, tone, irony and satire.
   d. Analyze and evaluate the relationship between and among elements of literature: character, setting, plot, tone, symbolism, rising action, climax, falling action, point of view, theme and conflict/resolution.
   e. Evaluate a literary selection from several critical perspectives.
   f. Analyze classic and contemporary poems for poetic devices.
g. Demonstrate how literary works reflect the historical contexts that shaped them.

h. Synthesize ideas and make thematic connections among literary texts, public discourse, media and other disciplines.

i. Respond to literature using ideas and details from the text to support reactions and make literary connections.

**Implementation:** Poetry Unit, Of Mice and Men, To Kill a Mockingbird, Lord of the Flies, Julius Caesar

4. Write in narrative, expository, descriptive, persuasive and critical modes.

a. Plan, organize and compose narrative, expository, descriptive, persuasive, critical and research writing to address a specific audience and purpose.

**Implementation:** Descriptive Essay, Personal Reflection Essay, Problem/Analysis Essay, Research Paper, Persuasive Essay

5. Engage in a writing process with attention to audience, organization, focus, quality of ideas, and a purpose.

a. Generate, gather, and organize ideas for writing.

b. Develop a thesis and clear purpose for writing.

c. Make generalizations and use supporting details.

d. Arrange paragraphs into a logical progression.

e. Revise writing for clarity, coherence, smooth transitions and unity.

f. Apply available technology to develop, revise and edit writing.

g. Generate footnotes, endnotes and bibliographies in a consistent and widely accepted format.

h. Revise, edit and prepare final drafts for intended audiences and purposes.

**Implementation:** Descriptive Essay, Personal Reflection Essay, Problem/Analysis Essay, Research Paper, Persuasive Essay, Peer Reviews and editing, use of Microsoft Word, MLA Format, 6 Traits of Writing.

6. Apply standard English conventions when writing.

a. Understand the differences between formal and informal language styles and use each appropriately.

b. Use an extensive variety of correctly punctuated sentences for meaning and stylistic effect.

c. Edit writing for correct grammar, capitalization, punctuation, spelling, verb tense, sentence structure, and paragraphing to enhance clarity and readability:

   i. Correctly use reflexive case pronouns and nominative and objective case pronouns, including who and whom.

   ii. Correctly use punctuation such as the comma, semicolon, colon, hyphen, and dash.

   iii. Correctly use verb forms with attention to subjunctive mood, subject/verb agreement, and active/passive voice.

**Implementation:** Kansas Writing Strategies, Writing Introductions and Conclusions, 3.8 Paragraph Structure, Punctuation Units, Active vs. Passive Voice, Dangling and Misplaced Modifiers, Non-Essential Clauses and Phrases, Interrupters, Hyphens and Dashes.

7. Locate and use information in reference materials.

a. Use print, electronic databases and online resources to access information, organize ideas, and develop writing.

b. Identify key terms specific to research tools and processes.

c. Narrow the focus of a search by formulating a concise research question or thesis.
d. Develop a research plan.
e. Evaluate and organize relevant information from a variety of sources, verifying the accuracy and usefulness of gathered information.
f. Produce a report with detailed evidence to support a thesis.
g. Distinguish between reliable and questionable Internet sources and apply responsible use of technology.
h. Understand plagiarism and its consequences, and identify ethical issues of research and documentation.
i. Organize and synthesize information from a variety of sources and present it in a logical manner.
j. Credit sources for both quoted and paraphrased ideas.
k. Cite sources of information using a standard method of documentation, such as a style sheet from the Modern Language Association (MLA) or from the American Psychological Association (APA).
l. Proofread the final copy, format correctly and prepare the document for publication or submission.

**Implementation:** Research Paper, proper use of library and electronic sources, credibility of sources, MLA Format for internal citations and works cited page.

8. Demonstrate understanding and communicate effectively through listening and speaking.
   a. Deliver a speech in a logical manner using grammatically correct language, including vocabulary appropriate to the topic, audience and purpose.
b. Understand the relationship between nonverbal, interpersonal, and small group communication.
c. Describe the role of communication in everyday situations (e.g. advertising, informal social, business, formal social, etc.).
d. Understand the effects of media on society and culture.
e. Identify and understand essential elements, skills and implications of persuasion, argumentation, and debate as essential oral skills.

**Implementation:** Public Speaking Basics, Pet Peeve Speech or Speech of Admiration, Informative Speech, Persuasive Speech, Media Literacy: Propaganda and Advertising.

9. Critically analyze information found in electronic and print media, and will use a variety of these sources to learn about a topic and represent ideas.
   a. Evaluate the accuracy and credibility of information found on Internet sites.
b. Evaluate the logic of reasoning in both print and non-print selections.
c. Evaluate the source’s point of view, intended audience and authority.
d. Determine whether the evidence in a selection is appropriate, adequate and accurate.
e. Evaluate the content and effect of persuasive techniques used in print and broadcast media.
f. Make informed evaluations about television, radio, film productions, newspapers and magazines with regard to quality of production, accuracy of information, bias, purpose, message and audience.
g. Critically analyze the messages and points of view employed in different media, including advertising, news programs, web sites, and documentaries.
h. Formulate critical, evaluative questions relevant to a print or non-print selection.
i. Demonstrate an understanding of ethics in mass communication and describe the characteristics of ethical and unethical behavior.

**Implementation:** Research Paper, Persuasive Essay, Media Literacy: Propaganda and Advertising.
American Literature
Grades 11-12
Semester Class ~ Required

Upon completion of the Language Arts curriculum, the learner is expected to demonstrate the following outcomes:

1. Apply a variety of strategies to expand vocabulary.
   a. Understand the meaning of unknown words using derivations, such as word roots and word origins.
   b. Apply knowledge of Greek and Latin roots, prefixes and suffixes to understand content area vocabulary.
   **Implementation:** Each unit in the American Literature textbook has a built in vocabulary list and exercises to teach the vocabulary as each piece is read.

2. Understand the meaning of informational, expository or persuasive texts, using a variety of strategies and will demonstrate literal, interpretive, inferential and evaluative comprehension.
   a. Analyze a variety of nonfiction materials selected from journals, essays, speeches, biographies and autobiographies.
   **Implementation:** Several genres of literature are covered in the American Literature textbook. Nonfiction pieces include, but are not limited to: Blue Highways, What is an American, Roots, From Africa to America, Danse Macabre, Walden, and Self-Reliance.

3. Actively engage in the reading process and read, understand, respond to, analyze, interpret, evaluate and appreciate a wide variety of fiction, poetic and nonfiction texts.
   a. Read, analyze and evaluate traditional, classical and contemporary works of literary merit from American literature.
   b. Evaluate a literary selection from several critical perspectives.
   c. Analyze classic and contemporary poems for poetic devices.
   **Implementation:** Each piece studied in the class presents this very challenge to the student. This is the focus of the class and the main objective of American Literature.

4. Write in narrative, expository, descriptive, persuasive and critical modes.
   a. Plan, organize and compose narrative, expository, descriptive, persuasive, critical and research writing to address a specific audience and purpose.
   **Implementation:** Imbedded within each unit of the American Literature textbook are writing assignments which address various types of writing challenges for the student. For example, in the horror story unit descriptive writing is studied and assessed.

5. Engage in a writing process with attention to audience, organization, focus, quality of ideas, and a purpose.
   a. Generate, gather, and organize ideas for writing.
   b. Develop a thesis and clear purpose for writing.
   c. Make generalizations and use supporting details.
   d. Arrange paragraphs into a logical progression.
   e. Revise writing for clarity, coherence, smooth transitions and unity.
   f. Apply available technology to develop, revise and edit writing.
   g. Generate footnotes, endnotes and bibliographies in a consistent and widely accepted format.
   h. Revise, edit and prepare final drafts for intended audiences and purposes.
   **Implementation:** Essays are written on a variety of topics in the class. For example, the topics include, but are not limited to, transcendentalism, what it means to be an American, or the darker side of human nature depicted by some American Literature authors.
6. Apply standard English conventions when writing.
   a. Understand the differences between formal and informal language styles and use each appropriately.
   b. Use an extensive variety of correctly punctuated sentences for meaning and stylistic effect.
   c. Edit writing for correct grammar, capitalization, punctuation, spelling, verb tense, sentence structure, and paragraphing to enhance clarity and readability.
   **Implementation:** For each writing assignment the student goes through the steps of the writing process (described above) before handing in for assessment.

7. Demonstrate understanding and communicate effectively through listening and speaking.
   a. Distinguish between speaker’s opinion and verifiable facts and analyze the credibility of the presentation.
   b. Deliver a speech in a logical manner using grammatically correct language, including vocabulary appropriate to the topic, audience and purpose.
   **Implementation:** The student gives a presentation on an American Literature author, due to time restraints, who was not covered during the course.
Upon completion of the Language Arts curriculum, the learner is expected to demonstrate the following outcomes:

1. **Apply a variety of strategies to expand vocabulary.**
   a. Acquire, understand and use vocabulary by learning words through explicit vocabulary instruction and independent reading, and appropriately use these words in writing.
   b. Determine the meaning of unfamiliar words and metaphors by using dictionaries, context clues and reference books.
   **Implementation:** Define unfamiliar words related to reading, complete study guides and tests.

2. **Understand the meaning of informational, expository or persuasive texts, using a variety of strategies and will demonstrate literal, interpretive, inferential and evaluative comprehension.**
   a. Monitor comprehension and know when and how to use strategies to clarify the understanding of a selection.
   b. Comprehend and evaluate the purpose, accuracy, comprehensiveness, and usefulness of informational materials.
   c. Analyze a variety of nonfiction materials selected from journals, essays, speeches, biographies and autobiographies.
   d. Summarize and paraphrase main idea and supporting details.
   e. Make inferences and draw conclusions based on explicit and implied information from texts.
   f. Evaluate clarity and accuracy of information, as well as the credibility of sources.
   g. Synthesize information from multiple selections in order to draw conclusions, make predictions, and form interpretations.
   **Implementation:** Students will read works from the Anglo-Saxon period through the 20th Century and will be expected to demonstrate knowledge through answering questions, quizzes, projects, essays, and exams based on various assigned selections.

3. **Actively engage in the reading process and read, understand, respond to, analyze, interpret, evaluate and appreciate a wide variety of fiction, poetic and nonfiction texts.**
   a. Read, analyze and evaluate traditional, classical and contemporary works of literary merit from American literature.
   b. Read, analyze and evaluate traditional, classical and contemporary works of literary merit from British literature.
   c. Read, analyze and evaluate traditional, classical and contemporary works of literary merit from civilizations and countries around the world.
   d. Evaluate the impact of an author’s decisions regarding word choice, point of view, style and literary elements.
   e. Analyze, interpret and evaluate the use of figurative language and imagery in fiction and nonfiction selections, including symbolism, tone, irony and satire.
   f. Analyze and evaluate the relationship between and among elements of literature: character, setting, plot, tone, symbolism, rising action, climax, falling action, point of view, theme and conflict/resolution.
   g. Evaluate a literary selection from several critical perspectives.
   h. Analyze classic and contemporary poems for poetic devices.
   i. Analyze the characteristics of literary forms.
   j. Interpret the effect of literary forms.
   k. Demonstrate how literary works reflect the historical contexts that shaped them.
l. Read, analyze, and critique dramatic selections by comparing and contrasting ways in which character, scene, dialogue, and staging contribute to the theme and dramatic effect.

m. Respond to literature using ideas and details from the text to support reactions and make literary connections.

n. Read from and respond to a variety of fiction, poetic and nonfiction texts of increasing complexity for personal enjoyment.

**Implementation:** Students read epic poems (e.g. Beowulf, Gilgamesh), plays (e.g. Macbeth), poetry (e.g. Wordsworth, Neruda), and short stories (Levi, Duras, Weisel) and must demonstrate the historical relevance of the literature along with the author context and literary analysis.

4. Write in narrative, expository, descriptive, persuasive and critical modes.

a. Plan, organize and compose expository, persuasive, critical and research writing to address a specific audience and purpose.

**Implementation:** Students will write an essay examining MacBeth’s character flaws.

5. Engage in a writing process with attention to audience, organization, focus, quality of ideas, and a purpose.

a. Generate, gather, and organize ideas for writing.

b. Develop a thesis and clear purpose for writing.

c. Make generalizations and use supporting details.

d. Arrange paragraphs into a logical progression.

e. Revise writing for clarity, coherence, smooth transitions and unity.

f. Apply available technology to develop, revise and edit writing.

g. Generate footnotes, endnotes and bibliographies in a consistent and widely accepted format--MLA.

h. Revise, edit and prepare final drafts for intended audiences and purposes.

**Implementation:** Students will accomplish this with the Macbeth essay.

6. Apply standard English conventions when writing.

a. Understand the differences between formal and informal language styles and use each appropriately.

b. Use an extensive variety of correctly punctuated sentences for meaning and stylistic effect.

c. Edit writing for correct grammar, capitalization, punctuation, spelling, verb tense, sentence structure, and paragraphing to enhance clarity and readability:

   i. Correctly use reflexive case pronouns and nominative and objective case pronouns, including who and whom.

   ii. Correctly use punctuation such as the comma, semicolon, colon, hyphen, and dash.

   iii. Correctly use like/as if, any/any other, this kind/these kinds, who/that and every/many when they occur in a sentence.

   iv. Correctly use verb forms with attention to subjunctive mood, subject/verb agreement, and active/passive voice.

   v. Correctly use the possessive pronoun before the gerund.

**Implementation:** Students will accomplish this with the Macbeth essay.

7. Edit writing for correct grammar, capitalization, punctuation, spelling, verb tense, sentence structure, and paragraphing to enhance clarity and readability.

a. Correctly use reflexive case pronouns and nominative and objective case pronouns, including who and whom.

b. Correctly use punctuation such as the comma, semicolon, colon, hyphen, and dash.
c. Correctly use like/as if, any/any other, this kind/these kinds, who/that and every/many when they occur in a sentence.
d. Correctly use verb forms with attention to subjunctive mood, subject/verb agreement, and active/passive voice.
e. Correctly use the possessive pronoun before the gerund.

**Implementation:** Students will do this with the Macbeth essay as well as with various responses to other pieces of literature assigned.

8. Locate and use information in reference material.
   a. Use print, electronic databases and online resources to access information, organize ideas, and develop writing.
   b. Identify key terms specific to research tools and processes.
   c. Narrow the focus of a search by formulating a concise research question or thesis.
   d. Develop a research plan.
   e. Evaluate and organize relevant information from a variety of sources, verifying the accuracy and usefulness of gathered information.
   f. Produce a report with detailed evidence to support a thesis.
   g. Distinguish between reliable and questionable Internet sources and apply responsible use of technology.
   h. Understand plagiarism and its consequences, and identify ethical issues of research and documentation.
   i. Organize and synthesize information from a variety of sources and present it in a logical manner.
   j. Credit sources for both quoted and paraphrased ideas.
   k. Cite sources of information using a standard method of documentation, such as a style sheet from Modern Language Association (MLA).
   l. Proofread the final copy, format correctly and prepare the document for publication or submission.

**Implementation:** Students will be able to utilize all of these standards through their Macbeth essay.
Upon completion of the Language Arts curriculum, the learner is expected to demonstrate the following outcomes:

1. **Apply a variety of strategies to expand vocabulary.**
   a. Acquire, understand and use vocabulary by learning words through explicit vocabulary instruction and independent reading, and appropriately use these words in writing.
   b. Determine the meaning of unfamiliar words and metaphors by using dictionaries, context clues and reference books.
   **Implementation:** Define vocabulary using study guides and dictionaries for various novels; use context clues during independent reading to determine the meanings of unknown words.

2. **Understand the meaning of informational, expository or persuasive texts, using a variety of strategies and will demonstrate literal, interpretive, inferential and evaluative comprehension.**
   a. Monitor comprehension and know when and how to use strategies to clarify the understanding of a selection.
   b. Comprehend and evaluate the purpose, accuracy, comprehensiveness, and usefulness of informational materials.
   c. Analyze a variety of nonfiction materials selected from journals, essays, speeches, biographies and autobiographies.
   d. Summarize and paraphrase main idea and supporting details.
   e. Trace the logical development of an author’s argument, point of view or perspective and evaluate the adequacy, accuracy and appropriateness of the author’s evidence in a persuasive text.
   f. Make inferences and draw conclusions based on explicit and implied information from texts.
   g. Evaluate clarity and accuracy of information, as well as the credibility of sources.
   h. Synthesize information from multiple selections in order to draw conclusions, make predictions, and form interpretations.
   **Implementation:** Read sample non-fiction (newspaper) articles and essays on related topics to the novels; participate in large and small group discussions over texts; complete companion study guides over novels answering literal, interpretive, inferential, and evaluative comprehension questions; write about author’s purpose and intent for writing young adult literature.

3. **Actively engage in the reading process and read, understand, respond to, analyze, interpret, evaluate and appreciate a wide variety of fiction, poetic and nonfiction texts.**
   a. Read, analyze and evaluate traditional, classical and contemporary works of literary merit from American literature.
   b. Evaluate the impact of an author’s decisions regarding word choice, point of view, style and literary elements.
   c. Analyze, interpret and evaluate the use of figurative language and imagery in fiction and nonfiction selections, including symbolism, tone, irony and satire.
   d. Analyze and evaluate the relationship between and among elements of literature: character, setting, plot, tone, symbolism, rising action, climax, falling action, point of view, theme and conflict/resolution.
   e. Evaluate a literary selection from several critical perspectives.
   f. Interpret the effect of literary and structural devices.
   g. Synthesize ideas and make thematic connections among literary texts, public discourse, media and other disciplines.
h. Respond to literature using ideas and details from the text to support reactions and make literary connections.
   i. Read from and respond to a variety of fiction, poetic and nonfiction texts of increasing complexity for personal enjoyment.

**Implementation:** Read at least 7-8 young adult novels throughout semester to reinforce reading for enjoyment and literary analysis; read, discuss, and evaluate relevant non-fiction articles for real life connections; write several essays related to theme-based questions regarding the literature.

4. Write in narrative, expository, descriptive, persuasive and critical modes.
   a. Plan, organize and compose narrative, expository, descriptive, persuasive, critical and research writing to address a specific audience and purpose.

**Implementation:** Write the next chapter of a novel, a friendship poem, a book review, a letter to a character, and a conformity essay; write journal responses to make personal connections with novels.

5. Engage in a writing process with attention to audience, organization, focus, quality of ideas, and a purpose.
   a. Generate, gather, and organize ideas for writing.
   b. Develop a thesis and clear purpose for writing.
   c. Make generalizations and use supporting details.
   d. Arrange paragraphs into a logical progression.
   e. Revise writing for clarity, coherence, smooth transitions and unity.
   f. Apply available technology to develop, revise and edit writing.
   g. Revise, edit and prepare final drafts for intended audiences and purposes.

**Implementation:** Write the next chapter of a novel, a friendship poem, a book review, a letter to a character, and a conformity essay; write journal responses to make personal connections with novels.

6. Apply standard English conventions when writing.
   a. Use an extensive variety of correctly punctuated sentences for meaning and stylistic effect.
   b. Edit writing for correct grammar, capitalization, punctuation, spelling, verb tense, sentence structure, and paragraphing to enhance clarity and readability.

**Implementation:** Write the next chapter of a novel, a friendship poem, a book review, a letter to a character, and a conformity essay; participate in in-class peer editing activities; write journal responses to make personal connections with novels.

7. Demonstrate understanding and communicate effectively through listening and speaking.
   a. Deliver a speech in a logical manner using grammatically correct language, including vocabulary appropriate to the topic, audience and purpose.

**Implementation:** Deliver introduction speech, after-life group presentation, and lead a class discussion during All Around the Town; discuss literature insightfully, articulately, and convincingly in large and small groups.

8. Critically analyze information found in electronic and print media, and will use a variety of these sources to learn about a topic and represent ideas.
   a. Evaluate the accuracy and credibility of information found on Internet sites.
   b. Evaluate the source’s point of view, intended audience and authority.
   c. Determine whether the evidence in a selection is appropriate, adequate and accurate.

**Implementation:** Read at least 7-8 young adult novels throughout the semester to reinforce reading for enjoyment and literary analysis; read, discuss, and evaluate relevant non-fiction articles for real life connections; research and analyze web pages for content for After-Life Presentation during The Five People You Meet in Heaven.
Upon completion of the Language Arts curriculum, the learner is expected to demonstrate the following outcomes:

1. Actively engage in the reading process and read, understand, respond to, analyze, interpret, evaluate and appreciate a wide variety of fiction, poetic and non-fiction texts.
   a. Analyze and evaluate the relationship between and among elements of literature: character, setting, plot, tone, rising action, climax, falling action, point of view, theme and conflict/resolution.
   b. Analyze classic and contemporary poems for poetic devices.
   c. Analyze the characteristics of literary forms.
   d. Interpret the effect of literary and structural devices.
   **Implementation:** Use a variety of fiction, poetry, and non-fiction to demonstrate writing styles and how professional authors apply these concepts to their work.

2. Write clearly and coherently for a variety of audiences and purposes.
   **Implementation:** As professional authors are being read for reference, the student will then emulate the type of writing being studied, whether it is fiction, non-fiction, or poetry.

3. Write in narrative, expository, and descriptive modes.
   a. Plan, organize and compose narrative, expository, and descriptive writing to address a specific audience and purpose.
   **Implementation:** One of the principle goals of the class is for the student to gain knowledge and control in writing in each of these listed styles, so each assignment tries to address the standard consistently.

4. Engage in a writing process with attention to audience, organization, focus, quality of ideas, and a purpose.
   a. Generate, gather, and organize ideas for writing.
   b. Arrange paragraphs into a logical progression.
   c. Revise writing for clarity, coherence, smooth transitions and unity.
   d. Apply available technology to develop, revise and edit writing.
   e. Revise, edit and prepare final drafts for intended audiences and purposes.
   **Implementation:** The writing process as described above will be used in each and every assignment completed for the class.

5. Apply standard English conventions when writing.
   a. Understand the differences between formal and informal language styles and use each appropriately.
   b. Use an extensive variety of correctly punctuated sentences for meaning and stylistic effect.
   c. Edit writing for correct grammar, capitalization, punctuation, spelling, verb tense, sentence structure, and paragraphing to enhance clarity and readability.
   **Implementation:** Just as the process of writing will be applied, so to will be the conventions of the English language in each and every assignment completed.
Upon completion of the Language Arts curriculum, the learner is expected to demonstrate the following outcomes:

1. Apply a variety of strategies to expand vocabulary.
   a. Determine the meaning of unfamiliar words and metaphors by using dictionaries, context clues and reference books.
   b. Identify and analyze analogies.
   c. Understand the meaning of unknown words using derivations, such as word roots and word origins.
   **Implementation:** Along with each unit, a list of specific vocabulary will be identified and covered.

2. Actively engage in the reading process and read, understand, respond to, analyze, interpret, evaluate and appreciate a wide variety of fiction, poetic and nonfiction texts.
   a. Read, analyze and evaluate traditional, classical and contemporary works of literary merit from American literature.
   b. Read, analyze and evaluate traditional, classical and contemporary works of literary merit from civilizations and countries around the world.
   c. Evaluate the impact of an author’s decisions regarding word choice, point of view, style and literary elements.
   d. Analyze, interpret and evaluate the use of figurative language and imagery in fiction and nonfiction selections, including symbolism, tone, irony and satire.
   e. Analyze and evaluate the relationship between and among elements of literature: character, setting, plot, tone, symbolism, rising action, climax, falling action, point of view, theme and conflict/resolution.
   f. Evaluate a literary selection from several critical perspectives.
   g. Interpret the effect of literary and structural devices.
   h. Demonstrate how literary works reflect the historical contexts that shaped them.
   i. Respond to literature using ideas and details from the text to support reactions and make literary connections.
   j. Read from and respond to a variety of fiction, poetic and nonfiction texts of increasing complexity for personal enjoyment.
   **Implementation:** As this is the core reason for the class, each unit covers one or more of the sub-standards. (a-House of Mango Street, A Raisin in the Sun, Until They Bring the Streetcars Back, just to name a few; b-Night; c-All literature; d-All literature; e-All literature; f-All literature; g-All literature; h-Night, Yellow Raft, A Raisin in the Sun; i-All literature; j-All literature)

3. Apply standard English conventions when writing.
   a. Understand the differences between formal and informal language styles and use each appropriately.
   b. Use an extensive variety of correctly punctuated sentences for meaning and stylistic effect.
   c. Edit writing for correct grammar, capitalization, punctuation, spelling, verb tense, sentence structure, and paragraphing to enhance clarity and readability.
   **Implementation:** At the completion of each unit, a writing assignment is given that targets the theme of the unit.
Upon completion of the Language Arts curriculum, the learner is expected to demonstrate the following outcomes:

1. Actively engage in the reading process and read, understand, respond to, analyze, interpret, evaluate and appreciate variety of plays.
   a. Read, analyze and evaluate a classical work of literary merit from a civilization around the world.
   b. Evaluate the impact of an author’s decisions regarding word choice, point of view, style and literary elements.
   c. Analyze, interpret and evaluate the use of figurative language and imagery including symbolism, tone, irony and satire.
   d. Analyze and evaluate the relationship between and among elements of literature: character, setting, plot, tone, symbolism, rising action, climax, falling action, point of view, theme and conflict/resolution.
   e. Demonstrate how literary works reflect the historical contexts that shaped them.
   f. Synthesize ideas and make thematic connections among literary texts, public discourse, media and other disciplines.
   g. Read, analyze, and critique dramatic selections by comparing and contrasting ways in which character, scene, dialogue, and staging contribute to the theme and dramatic effect.
   h. Respond to literature using ideas and details from the text to support reactions and make literary connections.

   **Implementation:** Structure of Drama, Elements of Theater, Greek Theater, Antigone, Commedia del arte, Theater History & Style, Shakespeare

2. Understand and use artistic processes to create original or perform existing works of art in at least one of the three arts areas required to be offered by a school from the following: dance, media arts, music, theater, and visual arts. As an elective, the student may understand and use artistic processes to create original or perform existing works of art in another art form or creative writing.
   a. Understand the integration of the following components of theater:
      i. elements, including plot, theme, character, language, sound, and spectacle;
      ii. forms, such as tragedy, comedy, farce, or melodrama;
      iii. vocabulary;
      iv. technical skills, such as scenery or prop design.
   b. Understand the cultural, historical, or social contexts that influence creation, interpretation, or performance in theater.
   c. Use artistic processes to create an original or perform an existing single, complex work or multiple works in theater.
   d. Use improvisation to generate original ideas for theater work.
   e. Make decisions based on artistic intent.
   f. Make choices based on analysis of audience and occasion for theater work.
   g. Revise original creation or interpretation and performance of existing work in theater using multiple sources of critique and feedback.

   **Implementation:** Vocal Instrument Exercises, Storytelling, Choral Performance, Comedic Sketch, Pantomime, Improvisation, Monologues, Oral Interpretation, Write & Perform Original Play
Upon completion of the Language Arts curriculum, the learner is expected to demonstrate the following outcomes:

1. The student will engage in a writing process with attention to audience, organization, focus, quality of ideas, and a purpose.
   a. Generate, gather, and organize ideas for writing.
   b. Develop a thesis and clear purpose for writing.
   c. Make generalizations and use supporting details.
   d. Arrange paragraphs into a logical progression.
   e. Revise writing for clarity, coherence, smooth transitions and unity.
   f. Apply available technology to develop, revise and edit writing.
   g. Generate footnotes, endnotes and bibliographies in a consistent and widely accepted format.
   h. Revise, edit and prepare final drafts for intended audiences and purposes.

   **Implementation:** Informative Speech, Research Process, Standard Essay Format, Peer Reviews, use of Microsoft Word, MLA Format

2. The student will apply standard English conventions when writing.
   a. Understand the differences between formal and informal language styles and use each appropriately.
   b. Use an extensive variety of correctly punctuated sentences for meaning and stylistic effect.
   c. Edit writing for correct grammar, capitalization, punctuation, spelling, verb tense, sentence structure, and paragraphing to enhance clarity and readability.

   **Implementation:** Figurative Language; Mini-Lessons on Standard Grammar, Mechanics and Punctuation; Peer Reviews and Editing

3. The student will locate and use information in reference materials.
   a. Use print, electronic databases and online resources to access information, organize ideas, and develop writing.
   b. Identify key terms specific to research tools and processes.
   c. Narrow the focus of a search by formulating a concise research question or thesis.
   d. Develop a research plan.
   e. Evaluate and organize relevant information from a variety of sources, verifying the accuracy and usefulness of gathered information.
   f. Produce a report with detailed evidence to support a thesis.
   g. Distinguish between reliable and questionable Internet sources and apply responsible use of technology.
   h. Understand plagiarism and its consequences, and identify ethical issues of research and documentation.
   i. Organize and synthesize information from a variety of sources and present it in a logical manner.
   j. Credit sources for both quoted and paraphrased ideas.
   k. Cite sources of information using a standard method of documentation, such as a style sheet from the Modern Language Association (MLA) or from the American Psychological Association (APA).
   l. Proofread the final copy, format correctly and prepare the document for publication or submission.

   **Implementation:** Research Process for Informative Speech Unit, Speaker Credibility, Ethics and Public Speaking, MLA Format
4. The student will demonstrate understanding and communicate effectively through listening and speaking.
   a. Distinguish between speaker's opinion and verifiable facts and analyze the credibility of the presentation.
   b. Deliver a speech in a logical manner using grammatically correct language, including vocabulary appropriate to the topic, audience and purpose.
   c. Understand the relationship between nonverbal, interpersonal, and small group communication.
   d. Describe the role of communication in everyday situations (e.g., advertising, informal social, business, formal social, etc.).
   e. Understand the effects of media on society and culture.
   f. Identify and understand essential elements, skills and implications of persuasion, argumentation, and debate as essential oral skills.
   g. Apply assessment criteria to self-evaluation of oral presentations.

*Implementation*: Listening Unit, Special Occasion Speeches, Speech of Acceptance, Informative Speech, Oral Interpretation Unit
Language Arts Learner Outcomes continued...

**College Prep English**

**Grades 11-12**

**Semester Class ~ Elective**

Upon completion of the Language Arts curriculum, the learner is expected to demonstrate the following outcomes:

1. Apply a variety of strategies to expand vocabulary.
   a. Acquire, understand and use vocabulary by learning words through explicit vocabulary instruction and independent reading, and appropriately use these words in writing.
   b. Determine the meaning of unfamiliar words and metaphors by using dictionaries, context clues and reference books.
   c. Identify and analyze analogies.
   **Implementation:** Define ten weekly vocabulary words using a dictionary and in-class instruction with a test biweekly; define, memorize, and use literary analysis vocabulary terms in essays; use context clues while reading to determine meanings of unfamiliar words.

2. Understand the meaning of informational, expository or persuasive texts, using a variety of strategies and will demonstrate literal, interpretive, inferential and evaluative comprehension.
   a. Monitor comprehension and know when and how to use strategies to clarify the understanding of a selection.
   b. Comprehend and evaluate the purpose, accuracy, comprehensiveness, and usefulness of informational materials.
   c. Analyze a variety of nonfiction materials selected from journals, essays, speeches, biographies and autobiographies.
   d. Summarize and paraphrase main idea and supporting details.
   e. Trace the logical development of an author's argument, point of view or perspective and evaluate the adequacy, accuracy and appropriateness of the author's evidence in a persuasive text.
   f. Make inferences and draw conclusions based on explicit and implied information from texts.
   g. Evaluate clarity and accuracy of information, as well as the credibility of sources.
   h. Synthesize information from multiple selections in order to draw conclusions, make predictions, and form interpretations.
   **Implementation:** Read and analyze sample essays from *The Brief Bedford Reader* for each assigned essay type; answer comprehension and analysis questions to sample essays; discuss literature in large and small group settings on literal, interpretive, inferential, and evaluative levels.

3. Actively engage in the reading process and read, understand, respond to, analyze, interpret, evaluate and appreciate a wide variety of fiction, poetic and nonfiction texts.
   a. Read, analyze and evaluate traditional, classical and contemporary works of literary merit from American literature.
   b. Read, analyze and evaluate traditional, classical and contemporary works of literary merit from British literature.
   c. Evaluate the impact of an author's decisions regarding word choice, point of view, style and literary elements.
   d. Analyze, interpret and evaluate the use of figurative language and imagery in fiction and nonfiction selections, including symbolism, tone, irony and satire.
e. Analyze and evaluate the relationship between and among elements of literature: character, setting, plot, tone, symbolism, rising action, climax, falling action, point of view, theme and conflict/resolution.
f. Evaluate a literary selection from several critical perspectives.
g. Analyze the characteristics of literary forms.
h. Interpret the effect of literary and structural devices.
i. Demonstrate how literary works reflect the historical contexts that shaped them.
j. Synthesize ideas and make thematic connections among literary texts, public discourse, media and other disciplines.
k. Read, analyze, and critique dramatic selections by comparing and contrasting ways in which character, scene, dialogue, and staging contribute to the theme and the dramatic effect.
l. Respond to literature using ideas and details from the text to support reactions and make literary connections. 

Implementation: Read, analyze, and answer comprehension questions for The Things They Carried, Hamlet, and Animal Farm; research and discuss historical time periods and how they shaped the three texts we read; discuss literature in large and small group settings, particularly with respect to literary elements of voice, word choice, style, and structure; respond to literature through writing using textual evidence to support for The Things They Carried essay.

4. Write in narrative, expository, descriptive, persuasive and critical modes.
a. Plan, organize and compose narrative, expository, descriptive, persuasive, critical and research writing to address a specific audience and purpose.

Implementation: Write 2-3 page narration, example, description, literary analysis, classification, compare/contrast, and argumentation essays.

5. Engage in a writing process with attention to audience, organization, focus, quality of ideas, and a purpose.
a. Generate, gather, and organize ideas for writing.
b. Develop a thesis and clear purpose for writing.
c. Make generalizations and use supporting details.
d. Arrange paragraphs into a logical progression.
e. Revise writing for clarity, coherence, smooth transitions and unity.
f. Apply available technology to develop, revise and edit writing.
g. Generate footnotes, endnotes and bibliographies in a consistent and widely accepted format.
h. Revise, edit and prepare final drafts for intended audiences and purposes.

Implementation: Write 2-3 page narration, example, description, literary analysis, classification, compare/contrast, and argumentation essays; direct instruction and discussion of audience, organization, voice, and purpose.

6. Apply standard English conventions when writing.
a. Understand the differences between formal and informal language styles and use each appropriately.
b. Use an extensive variety of correctly punctuated sentences for meaning and stylistic effect.
c. Edit writing for correct grammar, capitalization, punctuation, spelling, verb tense, sentence structure, and paragraphing to enhance clarity and readability:
   i. Correctly use reflexive case pronouns and nominative and objective case pronouns, including who and whom.
   ii. Correctly use punctuation such as the comma, semicolon, colon, hyphen, and dash.
   iii. Correctly use verb forms with attention to subjunctive mood, subject/verb agreement, and active/passive voice.

Implementation: Write 2-3 page narration, example, description, literary analysis, classification, compare/contrast, and argumentation essays; direct instruction of grammar as needed but in particular for parallelism, pronoun-antecedent agreement, and dangling and misplaced modifiers; participate in in-class peer editing and self-editing.
7. **Locate and use information in reference materials.**
   a. Use print, electronic databases and online resources to access information, organize ideas, and develop writing.
   b. Identify key terms specific to research tools and processes.
   c. Narrow the focus of a search by formulating a concise research question or thesis.
   d. Develop a research plan.
   e. Evaluate and organize relevant information from a variety of sources, verifying the accuracy and usefulness of gathered information.
   f. Produce a report with detailed evidence to support a thesis.
   g. Distinguish between reliable and questionable Internet sources and apply responsible use of technology.
   h. Understand plagiarism and its consequences, and identify ethical issues of research and documentation.
   i. Organize and synthesize information from a variety of sources and present it in a logical manner.
   j. Credit sources for both quoted and paraphrased ideas.
   k. Cite sources of information using a standard method of documentation, such as a style sheet from the Modern Language Association (MLA) or from the American Psychological Association (APA).
   l. Proofread the final copy, format correctly and prepare the document for publication or submission.

**Implementation:** Write 2-3 page argumentation essay defending a position and using appropriate research to justify assertions and main points; all essays must follow MLA guidelines.

8. **Demonstrate understanding and communicate effectively through listening and speaking.**
   a. Deliver a speech in a logical manner using grammatically correct language, including vocabulary appropriate to the topic, audience and purpose.
   b. Identify and understand essential elements, skills and implications of persuasion, argumentation, and debate as essential oral skills.

**Implementation:** Deliver an introduction speech, Vietnam War background group presentation, and a Hamlet soliloquy dramatic reading.

9. **Critically analyze information found in electronic and print media, and will use a variety of these sources to learn about a topic and represent ideas.**
   a. Evaluate the accuracy and credibility of information found on Internet sites.
   b. Evaluate the logic of reasoning in both print and non-print selections.
   c. Evaluate the source’s point of view, intended audience and authority.
   d. Determine whether the evidence in a selection is appropriate, adequate and accurate.

**Implementation:** Write 2-3 page argumentation essay defending a position and using appropriate research to justify assertions and main points.
Upon completion of the Language Arts curriculum, the learner is expected to demonstrate the following outcomes:

1. Apply a variety of strategies to expand vocabulary.
   a. Acquire, understand and use vocabulary by learning words through explicit vocabulary instruction and independent reading, and appropriately use these words in writing.
   b. Determine the meaning of unfamiliar words and metaphors by using dictionaries, context clues and reference books.

   **Implementation:** Define two units of journalistic vocabulary using an online dictionary; complete companion study guides for textbook complete with vocabulary; use journalistic vocabulary in class discussions and when working on newspapers in the computer lab.

2. Understand the meaning of informational, expository or persuasive texts, using a variety of strategies and will demonstrate literal, interpretive, inferential and evaluative comprehension.
   a. Monitor comprehension and know when and how to use strategies to clarify the understanding of a selection.
   b. Comprehend and evaluate the purpose, accuracy, comprehensiveness, and usefulness of informational materials.
   c. Analyze and draw accurate conclusions about information contained in warranties, contracts, job descriptions, technical descriptions and other informational sources, selected from labels, warnings, manuals, directions, applications and forms in order to complete specific tasks.
   d. Summarize and paraphrase main idea and supporting details.
   e. Trace the logical development of an author's argument, point of view or perspective and evaluate the adequacy, accuracy and appropriateness of the author's evidence in a persuasive text.
   f. Make inferences and draw conclusions based on explicit and implied information from text.
   g. Evaluate clarity and accuracy of information, as well as the credibility of sources.
   h. Synthesize information from multiple selections in order to draw conclusions, make predictions, and form interpretations.

   **Implementation:** Read and respond to daily news sources (print and electronic) for current events and to study the craft of journalistic writing; answer companion comprehension and analysis questions to particular news articles.

3. Actively engage in the reading process and read, understand, respond to, analyze, interpret, evaluate and appreciate a wide variety of fiction, poetic and nonfiction texts.
   a. Evaluate the impact of an author's decisions regarding word choice, point of view, style and literary elements.
   b. Evaluate a literary selection from several critical perspectives.
   c. Interpret the effect of literary and structural devices.
   d. Synthesize ideas and make thematic connections among literary texts, public discourse, media and other disciplines.
   e. Read from and respond to a variety of fiction, poetic and nonfiction texts of increasing complexity for personal enjoyment.

   **Implementation:** Read and respond to daily news sources (print and electronic) for current events and to study the craft of journalistic writing; answer companion comprehension and analysis questions to particular news articles.
4. **Write in narrative, expository, descriptive, persuasive and critical modes.**
   a. Plan, organize and compose narrative, expository, descriptive, persuasive, critical and research writing to address a specific audience and purpose.

   **Implementation:** Write at least two newspaper articles per issue of the student newspaper, News from the Nest, for publication on school affairs and happenings.

5. **Engage in a writing process with attention to audience, organization, focus, quality of ideas, and a purpose.**
   a. Generate, gather, and organize ideas for writing.
   b. Develop a thesis and clear purpose for writing.
   c. Make generalizations and use supporting details.
   d. Arrange paragraphs into a logical progression.
   e. Revise writing for clarity, coherence, smooth transitions and unity.
   f. Apply available technology to develop, revise and edit writing.
   g. Generate footnotes, endnotes and bibliographies in a consistent and widely accepted format.
   h. Revise, edit and prepare final drafts for intended audiences and purposes.

   **Implementation:** Write at least two newspaper articles per issue of the student newspaper, News From the Nest, for publication on school affairs and happenings; conduct interviews and take notes with persons of interest for articles; write using the inverted pyramid style of newswriting; appropriately cite any sources used in the article including in-text and MLA references; revise written articles at least once before going to press.

6. **Apply standard English conventions when writing.**
   a. Understand the differences between formal and informal language styles and use each appropriately.
   b. Use an extensive variety of correctly punctuated sentences for meaning and stylistic effect.
   c. Edit writing for correct grammar, capitalization, punctuation, spelling, verb tense, sentence structure, and paragraphing to enhance clarity and readability:
      i. Correctly use punctuation such as the comma, semicolon, colon, hyphen, and dash.
      ii. Correctly use verb forms with attention to subjunctive mood, subject/verb agreement, and active/passive voice.

   **Implementation:** Write at least two newspaper articles per issue of the student newspaper, News From the Nest, for publication on school affairs and happenings; direct instruction of grammar skills as needed, in particular punctuation and quotation rules; participate in self- and peer-editing and then make appropriate revisions to articles.

7. **Locate and use information in reference materials.**
   a. Use print, electronic databases and online resources to access information, organize ideas, and develop writing.
   b. Identify key terms specific to research tools and processes.
   c. Narrow the focus of a search by formulating a concise research question or thesis.
   d. Develop a research plan.
   e. Evaluate and organize relevant information from a variety of sources, verifying the accuracy and usefulness of gathered information.
   f. Evaluate and organize relevant information from a variety of sources, verifying the accuracy and usefulness of gathered information.
   g. Produce a report with detailed evidence to support a thesis.
   h. Distinguish between reliable and questionable Internet sources and apply responsible use of technology.
   i. Understand plagiarism and its consequences, and identify ethical issues of research and documentation.
j. Organize and synthesize information from a variety of sources and present it in a logical manner.
k. Credit sources for both quoted and paraphrased ideas.
l. Cite sources of information using a standard method of documentation, such as a style sheet from the Modern Language Association (MLA) or from the American Psychological Association (APA).
m. Proofread the final copy, format correctly and prepare the document for publication or submission.

**Implementation:** Research, ahead of time, information necessary to conduct an interview; conduct personal interviews to collect information.

8. Demonstrate understanding and communicate effectively through listening and speaking.
   a. Distinguish between speaker's opinion and verifiable facts and analyze the credibility of the presentation.
   b. Deliver a speech in a logical manner using grammatically correct language, including vocabulary appropriate to the topic, audience and purpose.
   c. Describe the role of communication in everyday situations (e.g. advertising, informal social, business, formal social, etc.).
   d. Understand the effects of media on society and culture.

**Implementation:** Distinguish between fact and opinion statements for articles; research a changing mass media topic and give a group presentation of 15 minutes; conduct interviews and know when it's appropriate to speak and ask questions and how to effectively listen.

9. Critically analyze information found in electronic and print media, and will use a variety of these sources to learn about a topic and represent ideas.
   a. Evaluate the accuracy and credibility of information found on Internet sites.
   b. Evaluate the logic of reasoning in both print and non-print selections.
   c. Evaluate the source's point of view, intended audience and authority.
   d. Determine whether the evidence in a selection is appropriate, adequate and accurate.
   e. Make informed evaluations about television, radio, film productions, newspapers and magazines with regard to quality of production, accuracy of information, bias, purpose, message and audience.
   f. Critically analyze the messages and points of view employed in different media, including advertising, news programs, web sites, and documentaries.
   g. Formulate critical, evaluative questions relevant to a print or non-print selection.
   h. Critically analyze and evaluate the strategies employed in news broadcasts, documentaries, and web sites related to clarity, accuracy, effectiveness, bias and relevance of facts.
   i. Demonstrate an understanding of ethics in mass communication and describe the characteristics of ethical and unethical behavior.

**Implementation:** Research a changing mass media topic and give a group presentation of 15 minutes; evaluate news stories during current events; evaluate news bias and spin in news articles.
ADVANCED PLACEMENT ENGLISH LITERATURE & COMPOSITION
GRADES 11-12
YEAR LONG CLASS ~ ELECTIVE
PREREQUISITE: 3.5 GPA IN ENGLISH CLASSES/ Approval

Upon completion of the Language Arts curriculum, the learner is expected to demonstrate the following outcomes:

1. Apply a variety of strategies to expand vocabulary.
   a. Acquire, understand and use vocabulary by learning words through explicit vocabulary instruction and
      independent reading, and appropriately use these words in writing.
   b. Determine the meaning of unfamiliar words and metaphors by using dictionaries, context clues and refer-
      ence books.
   Implementation: Students will understand various vocabulary and literary terms through careful reading and analysis of
      works from the Anglo-Saxon period through the 20th century (e.g. Beowulf, Dante’s The Inferno, Grendel, King Lear,
      Their Eyes Were Watching God).

2. Understand the meaning of informational, expository or persuasive texts, using a variety of strategies
   and will demonstrate literal, interpretive, inferential and evaluative comprehension.
   a. Monitor comprehension and know when and how to use strategies to clarify the understanding of a selection.
   b. Comprehend and evaluate the purpose, accuracy, comprehensiveness, and usefulness of informational ma-
      terials.
   c. Analyze a variety of nonfiction materials selected from journals, essays, speeches, biographies and autobiog-
      raphies.
   d. Summarize and paraphrase main idea and supporting details.
   e. Make inferences and draw conclusions based on explicit and implied information from texts.
   f. Evaluate clarity and accuracy of information, as well as the credibility of sources.
   g. Synthesize information from multiple selections in order to draw conclusions, make predictions, and form
      interpretations.
   Implementation: Students will answer study guide questions, complete journal entries, and compare/contrast assigned
      works for author and historical perspectives.

3. Actively engage in the reading process and read, understand, respond to, analyze, interpret, evaluate
   and appreciate a wide variety of fiction, poetic and nonfiction texts.
   a. Read, analyze and evaluate traditional, classical and contemporary works of literary merit from American
      literature.
   b. Read, analyze and evaluate traditional, classical and contemporary works of literary merit from British
      literature.
   c. Read, analyze and evaluate traditional, classical and contemporary works of literary merit from civilizations
      and countries around the world.
   d. Evaluate the impact of an author’s decisions regarding word choice, point of view, style and literary elements.
   e. Analyze, interpret and evaluate the use of figurative language and imagery in fiction and nonfiction selec-
      tions, including symbolism, tone, irony and satire.
   f. Analyze and evaluate the relationship between and among elements of literature: character, setting, plot,
      tone, symbolism, rising action, climax, falling action, point of view, theme and conflict/resolution.
g. Evaluate a literary selection from several critical perspectives.
h. Analyze classic and contemporary poems for poetic devices.
i. Analyze the characteristics of literary forms.
j. Interpret the effect of literary forms.
k. Demonstrate how literary works reflect the historical contexts that shaped them.
l. Read, analyze, and critique dramatic selections by comparing and contrasting ways in which character, scene, dialogue, and staging contribute to the theme and dramatic effect.
m. Respond to literature using ideas and details from the text to support reactions and make literary connections.
n. Read from and respond to a variety of fiction, poetic and nonfiction texts of increasing complexity for personal enjoyment.

**Implementation:** Students will be assigned works to read, analyze and respond to through various assignments. The selections range from the Anglo-Saxon period through contemporary literature.

4. **Write in narrative, expository, descriptive, persuasive and critical modes.**

a. Plan, organize and compose expository, persuasive, critical and research writing to address a specific audience and purpose.

**Implementation:** Students are assigned many essays and journal responses in response to assigned readings.

5. **Engage in a writing process with attention to audience, organization, focus, quality of ideas, and a purpose.**

a. Generate, gather, and organize ideas for writing.
b. Develop a thesis and clear purpose for writing.
c. Make generalizations and use supporting details.
d. Arrange paragraphs into a logical progression.
e. Revise writing for clarity, coherence, smooth transitions and unity.
f. Apply available technology to develop, revise and edit writing.
g. Generate footnotes, endnotes and bibliographies in a consistent and widely accepted format—MLA.
h. Revise, edit and prepare final drafts for intended audiences and purposes.

**Implementation:** Students are assigned many essays in relation to works read as well as the guidelines approved by the AP Course Audit.

6. **Apply standard English conventions when writing.**

a. Understand the differences between formal and informal language styles and use each appropriately.
b. Use an extensive variety of correctly punctuated sentences for meaning and stylistic effect.
c. Edit writing for correct grammar, capitalization, punctuation, spelling, verb tense, sentence structure, and paragraphing to enhance clarity and readability:
   i. Correctly use reflexive case pronouns and nominative and objective case pronouns, including who and whom.
   ii. Correctly use punctuation such as the comma, semicolon, colon, hyphen, and dash.
   iii. Correctly use like/as if, any/any other, this kind/these kinds, who/that and every/many when they occur in a sentence.
   iv. Correctly use verb forms with attention to subjunctive mood, subject/verb agreement, and active/passive voice.
   v. Correctly use the possessive pronoun before the gerund.

**Implementation:** Students use a grammar handbook and must use correct grammar from homework assignments to composing essays. Grammar review is based on student progress.
7. Locate and use information in reference material.
   a. Use print, electronic databases and online resources to access information, organize ideas, and develop writing.
   b. Identify key terms specific to research tools and processes.
   c. Narrow the focus of a search by formulating a concise research question or thesis.
   d. Develop a research plan.
   e. Evaluate and organize relevant information from a variety of sources, verifying the accuracy and usefulness of gathered information.
   f. Produce a report with detailed evidence to support a thesis.
   g. Distinguish between reliable and questionable Internet sources and apply responsible use of technology.
   h. Understand plagiarism and its consequences, and identify ethical issues of research and documentation.
   i. Organize and synthesize information from a variety of sources and present it in a logical manner.
   j. Credit sources for both quoted and paraphrased ideas.
   k. Cite sources of information using a standard method of documentation, such as a style sheet from Modern Language Association (MLA).
   l. Proofread the final copy, format correctly and prepare the document for publication or submission.  

Implementation: Students must use reference material in assigned literary analysis essays.

8. Demonstrate understanding and communicate effectively through listening and speaking.
   a. Distinguish between speaker’s opinion and verifiable facts and analyze the credibility of the presentation.
   b. Deliver a speech in a logical manner using grammatically correct language, including vocabulary appropriate to the topic, audience and purpose.
   c. Understand the relationship between nonverbal, interpersonal, and small group communication.
   d. Identify and understand essential elements, skills and implications of persuasion, argumentation, and debate as essential oral skills.
   e. Apply assessment criteria to self evaluation of oral presentations.

Implementation: Students will give a presentation on their assigned summer reading as well as the short story and poetry units.

9. Critically analyze information found in electronic and print media, and will use a variety of these sources to learn about a topic and represent idea.
   a. Evaluate the accuracy and credibility of information found on Internet sites.
   b. Determine whether the evidence in a selection is appropriate, adequate and accurate.

Implementation: Students are taught extensively how to evaluate credible sources to find accurate information through the process of writing their literary analysis essays.
 Upon completion of the Language Arts curriculum, the learner is expected to demonstrate the following outcomes:

1. Understand the meaning of informational, expository or persuasive texts, using a variety of strategies and will demonstrate literal, interpretive, inferential and evaluative comprehension.
   a. Monitor comprehension and know when and how to use strategies to clarify the understanding of a selection.
   b. Comprehend and evaluate the purpose, accuracy, comprehensiveness, and usefulness of informational materials.
   c. Summarize and paraphrase main idea and supporting details.
   d. Trace the logical development of an author's argument, point of view or perspective and evaluate the adequacy, accuracy and appropriateness of the author's evidence in a persuasive text.
   e. Make inferences and draw conclusions based on explicit and implied information from texts.
   **Implementation:** Students are assigned chapters in the St. Martin’s Guide to Writing and must complete questions and journal responses. Through this, they learn the appropriate writing strategies to apply to their own assigned essays.

2. Actively engage in the reading process and read, understand, respond to, analyze, interpret, evaluate and appreciate a wide variety of fiction, poetic and nonfiction texts.
   a. Evaluate the impact of an author’s decisions regarding word choice, point of view, style and literary elements.
   **Implementation:** Students complete this through assigned chapter readings, assignments, and classroom discussion.

3. Write in narrative, expository, descriptive, persuasive and critical modes.
   a. Plan, organize and compose narrative, expository, descriptive, persuasive, critical and research writing to address a specific audience and purpose.
   **Implementation:** Students are assigned various essay topics in which they must demonstrate competency in the above standard through first-person and third-person points of view.

4. Engage in a writing process with attention to audience, organization, focus, quality of ideas, and a purpose.
   a. Generate, gather, and organize ideas for writing.
   b. Develop a thesis and clear purpose for writing.
   c. Make generalizations and use supporting details.
   d. Arrange paragraphs into a logical progression.
   e. Revise writing for clarity, coherence, smooth transitions and unity.
   f. Apply available technology to develop, revise and edit writing.
   g. Generate footnotes, endnotes and bibliographies in a consistent and widely accepted format--MLA.
      i. Revise, edit and prepare final drafts for intended audiences and purposes.
   **Implementation:** Students must complete all steps of the writing process for all seven assigned essays (narrative and expository).
5. **Apply standard English conventions when writing.**
   a. Understand the differences between formal and informal language styles and use each appropriately.
   b. Use an extensive variety of correctly punctuated sentences for meaning and stylistic effect.
   c. Edit writing for correct grammar, capitalization, punctuation, spelling, verb tense, sentence structure, and paragraphing to enhance clarity and readability:
      i. Correctly use reflexive case pronouns and nominative and objective case pronouns, including who and whom.
      ii. Correctly use punctuation such as the comma, semicolon, colon, hyphen, and dash.
      iii. Correctly use like/as if, any/any other, this kind/these kinds, who/that and every/many when they occur in a sentence.
      iv. Correctly use verb forms with attention to subjunctive mood, subject/verb agreement, and active/passive voice.
   v. Correctly use the possessive pronoun before the gerund.

**Implementation:** Students must understand and demonstrate standard English conventions through all seven assigned essays.

6. **Locate and use information in reference material.**
   a. Use print, electronic databases and online resources to access information, organize ideas, and develop writing.
   b. Identify key terms specific to research tools and processes.
   c. Narrow the focus of a search by formulating a concise research question or thesis.
   d. Develop a research plan.
   e. Evaluate and organize relevant information from a variety of sources, verifying the accuracy and usefulness of gathered information.
   f. Produce a report with detailed evidence to support a thesis.
   g. Distinguish between reliable and questionable Internet sources and apply responsible use of technology.
   h. Understand plagiarism and its consequences, and identify ethical issues of research and documentation.
   i. Organize and synthesize information from a variety of sources and present it in a logical manner.
   j. Credit sources for both quoted and paraphrased ideas.
   k. Cite sources of information using a standard method of documentation, such as a style sheet from Modern Language Association (MLA).
   l. Proofread the final copy, format correctly and prepare the document for publication or submission.

**Implementation:** Students complete this standard through the assigned Social Issues research essay.

7. **Critically analyze information found in electronic and print media, and will use a variety of these sources to learn about a topic and represent idea.**
   a. Evaluate the accuracy and credibility of information found on Internet sites.
   b. Evaluate the source’s point of view, intended audience and authority.
   c. Determine whether the evidence in a selection is appropriate, adequate and accurate.

**Implementation:** Students complete this through two assigned research essays.

**Formal Writing:** (Taken from my syllabus)
The course is a beginning college class which requires students to write a series of six essay topics that are Place, Person, Narrative, Personal Interest, Social Issue, and Instructor/Student Choice. The student is required to keep an academic journal. Students will also be required to read essays, short stories, and other material assigned by the teacher. Students that are good writers are first good readers, and so assigned reading from the text and other sources will be an integral part of the course. Students must also prepare a writing portfolio.
The writing in this class is subjective. Students will hopefully feel more confident about subject matter on which they should be experts: their own experience. With subjective writing, there is no right and wrong subject matter per se (as long as it fits the assignment, of course), no correct or incorrect position to take, but there is still the necessity that the writing feels compelling to others. Generally, with writing based on personal experience, that is best achieved through vivid descriptive details and an interesting theme with which to engage the reader. It may help to remind students to continually think about reading their essays while imagining that this is something told around the campfire with friends or (better yet) strangers. They should then ask themselves the question, “Is this slice of my experience interesting to others? If so, why? If not...why not?”
COMMUNICATION STUDIES (PUBLIC SPEAKING)
MINNESOTA STATE UNIVERSITY, MANKATO
GRADES 11-12
SEMESTER CLASS ~ ELECTIVE
PREREQUISITE: MUST MEET PSEO REQUIREMENTS

Upon completion of the Language Arts curriculum, the learner is expected to demonstrate the following outcomes:

1. Understand the meaning of informational, expository or persuasive texts, using a variety of strategies and will demonstrate literal, interpretive, inferential and evaluative comprehension.
   a. Monitor comprehension and know when and how to use strategies to clarify the understanding of a selection.
   b. Comprehend and evaluate the purpose, accuracy, comprehensiveness, and usefulness of informational materials.
   c. Summarize and paraphrase main idea and supporting details.
   d. Trace the logical development of an author’s argument, point of view or perspective and evaluate the adequacy, accuracy and appropriateness of the author’s evidence in a persuasive text.
   e. Make inferences and draw conclusions based on explicit and implied information from texts.
   f. Evaluate clarity and accuracy of information, as well as the credibility of sources.
   g. Identify, understand and explain the various types of fallacies in logic.
   h. Synthesize information from multiple selections in order to draw conclusions, make predictions, and form interpretations.

Implementation: Students must demonstrate competency with this standard through assigned outlines and speeches.

2. Engage in a writing process with attention to audience, organization, focus, quality of ideas, and a purpose.
   a. Generate, gather, and organize ideas for writing.
   b. Develop a thesis and clear purpose for writing.
   c. Make generalizations and use supporting details.
   d. Arrange paragraphs into a logical progression.
   e. Revise writing for clarity, coherence, smooth transitions and unity.
   f. Apply available technology to develop, revise and edit writing.
   g. Generate footnotes, endnotes and bibliographies in a consistent and widely accepted format.
      i. Revise, edit and prepare final drafts for intended audiences and purposes.

Implementation: Students will demonstrate proficiency through assigned outlines, footnoting, and work cited pages in relation to assigned speeches.

3. Apply standard English conventions when writing.
   a. Understand the differences between formal and informal language styles and use each appropriately.
   b. Use an extensive variety of correctly punctuated sentences for meaning and stylistic effect.
   c. Edit writing for correct grammar, capitalization, punctuation, spelling, verb tense, sentence structure, and paragraphing to enhance clarity and readability:
      i. Correctly use reflexive case pronouns and nominative and objective case pronouns, including who and whom.
      ii. Correctly use punctuation such as the comma, semicolon, colon, hyphen, and dash.

Implementation: Students will demonstrate competency through writing assignments and assigned speech outlines.
4. **Locate and use information in reference material.**
   a. Use print, electronic databases and online resources to access information, organize ideas, and develop writing.
   b. Identify key terms specific to research tools and processes.
   c. Narrow the focus of a search by formulating a concise research question or thesis.
   d. Develop a research plan.
   e. Evaluate and organize relevant information from a variety of sources, verifying the accuracy and usefulness of gathered information.
   f. Produce a report with detailed evidence to support a thesis.
   g. Distinguish between reliable and questionable Internet sources and apply responsible use of technology.
   h. Understand plagiarism and its consequences, and identify ethical issues of research and documentation.
   i. Organize and synthesize information from a variety of sources and present it in a logical manner.
   j. Credit sources for both quoted and paraphrased ideas.
   k. Cite sources of information using a standard method of documentation, such as a style sheet from Modern Language Association (MLA) or from the American Psychological Association (APA).
   l. Proofread the final copy, format correctly and prepare the document for publication or submission.

**Implementation:** Students demonstrate proficiency through researching sources for their speeches and composing MLA-Style outlines.

5. **Demonstrate understanding and communicate effectively through listening and speaking.**
   a. Distinguish between speaker’s opinion and verifiable facts and analyze the credibility of the presentation.
   b. Deliver a speech in a logical manner using grammatically correct language, including vocabulary appropriate to the topic, audience and purpose.
   c. Understand the relationship between nonverbal, interpersonal, and small group communication.
   d. Describe the role of communication in everyday situations (e.g., advertising, informal social, business, formal social, etc.)
   e. Identify and understand essential elements, skills and implications of persuasion, argumentation, and debate as essential oral skills.
   f. Apply assessment criteria to self evaluation of oral presentations.

**Implementation:** Students are assigned various speeches and must also critique peers’ speeches. They are also assigned chapter readings to address this standard.

6. **Critically analyze information found in electronic and print media, and will use a variety of these sources to learn about a topic and represent idea.**
   a. Evaluate the accuracy and credibility of information found on Internet sites.
   b. Evaluate the logic of reasoning in both print and non print selections.
   c. Evaluate the source’s point of view, intended audience and authority.
   d. Determine whether the evidence in a selection is appropriate, adequate and accurate.
   e. Evaluate the content and effect of persuasive techniques used in print and broadcast media.
   f. Demonstrate an understanding of ethics in mass communication and describe the characteristics of ethical and unethical behavior.

**Implementation:** Students are taught extensively how to critically analyze secondary sources and implement them through their research and assigned speeches.
## Language Progressive Skills, by Grade

The following skills, marked with an asterisk (*) in Language standards 1–3, are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking.

<table>
<thead>
<tr>
<th>Standard</th>
<th>Grade(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>L.3.1f. Ensure subject-verb and pronoun-antecedent agreement.</td>
<td>3</td>
</tr>
<tr>
<td>L.3.3a. Choose words and phrases for effect.</td>
<td></td>
</tr>
<tr>
<td>L.4.1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</td>
<td></td>
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<tr>
<td>L.4.1g. Correctly use frequently confused words (e.g., to/too/two; there/their).</td>
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</tr>
<tr>
<td>L.4.3a. Choose words and phrases to convey ideas precisely.*</td>
<td></td>
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<tr>
<td>L.4.3b. Choose punctuation for effect.</td>
<td></td>
</tr>
<tr>
<td>L.5.1d. Recognize and correct inappropriate shifts in verb tense.</td>
<td></td>
</tr>
<tr>
<td>L.5.2a. Use punctuation to separate items in a series.*</td>
<td></td>
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<tr>
<td>L.6.1c. Recognize and correct inappropriate shifts in pronoun number and person.</td>
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<tr>
<td>L.6.1d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).</td>
<td></td>
</tr>
<tr>
<td>L.6.1e. Recognize variations from standard English in their own and others’ writing and speaking, and identity and use strategies to improve expression in conventional language.</td>
<td></td>
</tr>
<tr>
<td>L.6.2a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.</td>
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</tr>
<tr>
<td>L.6.3a. Vary sentence patterns for meaning, reader/listener interest, and style.*</td>
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<tr>
<td>L.6.3b. Maintain consistency in style and tone.</td>
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<tr>
<td>L.7.1c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</td>
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</tr>
<tr>
<td>L.7.3a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</td>
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</tr>
<tr>
<td>L.8.1d. Recognize and correct inappropriate shifts in verb voice and mood.</td>
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</tr>
<tr>
<td>L.9–10.1a. Use parallel structure.</td>
<td></td>
</tr>
</tbody>
</table>

* Subsumed by L.7.3a

* Subsumed by L.9–10.1c

* Subsumed by L.11–12.3a
ELEMENTARY EXIT OUTCOMES

K-6 EXIT OUTCOMES FOR READING

1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

3. Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

6. Explain how an author develops the point of view of the narrator or speaker in a text, including those by or about Minnesota American Indians.

7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.

8. Compare and contrast texts in different forms or genres including those by and about Minnesota American Indians (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

9. By the end of the year, read and comprehend literature and other texts including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently and independently with appropriate scaffolding for texts at the high end of the range.

K-6 EXIT OUTCOMES FOR INFORMATION TEXT

1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

9. Compare and contrast one author’s presentation of events, including events related to Minnesota American Indians, with that of another (e.g., a memoir written by and a biography on the same person).

10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**K-6 Exit Outcomes for Language**

1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings to extend word consciousness.

6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**K-6 Exit Outcomes for Writing**

1. Write arguments to support claims with clear reasons and relevant evidence.

2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

3. Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
5. With some guidance and support from peers and adults, use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6 on page 73.)

6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

K-6 Exit Outcomes for Speaking, Viewing, Listening, and Media Literacy

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

3. Delineate a speaker's argument, specific claims, and intended audience, distinguishing claims that are supported by reasons and evidence from claims that are not.

4. Present claims and findings, respect intellectual properties, sequence ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

6. Adapt speech to a variety of contexts, audiences, tasks, and feedback from self and others, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 on page 73 for specific expectations.)

7. Understand, analyze, and use different types of print, digital, and multimodal media.

8. As an individual or in collaboration, create an informative multimedia work or a piece of digital communication or contribute to an online collaboration for a specific purpose.