

- | | | |
|--|---|--|
| <p>1. Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:</p> <ul style="list-style-type: none"> A. listen actively to interpret a message by summarizing, asking questions, and making comments; B. follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems; C. advocate a position using anecdotes, analogies, and/or illustrations employing eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively; and D. participate collaboratively in discussions, plan agendas with clear goals and deadlines, set time limits for speakers, take notes, and vote on key issues. <p>2. Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:</p> <ul style="list-style-type: none"> A. use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech; B. use context within or beyond a paragraph to clarify the meaning of unfamiliar or ambiguous words; and C. determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots such as <i>ast</i>, <i>qui</i>, <i>path</i>, <i>mand/mend</i>, and <i>duc</i>. <p>3. Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. The student is expected to:</p> <ul style="list-style-type: none"> A. adjust fluency when reading grade-level text based on the reading purpose. <p>4. Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.</p> <p>5. Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</p> <ul style="list-style-type: none"> A. establish purpose for reading assigned and self-selected texts; B. generate questions about text before, during, and after reading to deepen understanding and gain information; C. make, correct, or confirm predictions using text features, characteristics of genre, and structures; D. create mental images to deepen understanding; E. make connections to personal experiences, ideas in other texts, and society; F. make inferences and use evidence to support understanding; G. evaluate details read to determine key ideas; H. synthesize information to create new understanding; and I. monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down. | <p>6. Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</p> <ul style="list-style-type: none"> A. describe personal connections to a variety of sources, including self-selected texts; B. write responses that demonstrate understanding of texts, including comparing sources within and across genres; C. use text evidence to support an appropriate response; D. paraphrase and summarize texts in ways that maintain meaning and logical order; E. interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating; F. respond using newly acquired vocabulary as appropriate; G. discuss and write about the explicit or implicit meanings of text; H. respond orally or in writing with appropriate register, vocabulary, tone, and voice; I. reflect on and adjust responses as new evidence is presented; and J. defend or challenge the authors' claims using relevant text evidence. <p>7. Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:</p> <ul style="list-style-type: none"> A. analyze how themes are developed through the interaction of characters and events; B. analyze how characters' motivations and behaviors influence events and resolution of the conflict; C. analyze non-linear plot development such as flashbacks, foreshadowing, subplots, and parallel plot structures and compare it to linear plot development; and D. explain how the setting influences the values and beliefs of characters. <p>8. Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</p> <ul style="list-style-type: none"> A. demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, fantasy, science fiction, and short stories; B. analyze the effect of graphical elements such as punctuation and line length in poems across a variety of poetic forms such as epic, lyric, and humorous poetry; C. analyze how playwrights develop dramatic action through the use of acts and scenes; D. analyze characteristics and structural elements of informational text, including: <ul style="list-style-type: none"> i. the controlling idea or thesis with supporting evidence; ii. features such as footnotes, endnotes, and citations; and iii. multiple organizational patterns within a text to develop the thesis; E. analyze characteristics and structures of argumentative text by: <ul style="list-style-type: none"> i. identifying the claim and analyzing the argument; ii. identifying and explaining the counter argument; and iii. identifying the intended audience or reader; and F. analyze characteristics of multimodal and digital texts. <p>9. Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:</p> <ul style="list-style-type: none"> A. explain the author's purpose and message within a text; B. analyze how the use of text structure contributes to the author's purpose; C. analyze the author's use of print and graphic features to achieve specific purposes; D. describe how the author's use of figurative language such as extended metaphor achieves specific purposes; E. identify and analyze the use of literary devices, including multiple points of view and irony; F. analyze how the author's use of language contributes to the mood, voice, and tone; and G. explain the purpose of rhetorical devices such as analogy and juxtaposition and of logical fallacies such as bandwagon appeals and circular reasoning. | <p>10. Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:</p> <ul style="list-style-type: none"> A. plan a first draft by selecting a genre appropriate for a particular topic, purpose, and audience using a range of strategies such as discussion, background reading, and personal interests; B. develop drafts into a focused, structured, and coherent piece of writing by: <ul style="list-style-type: none"> i. organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion; and ii. developing an engaging idea reflecting depth of thought with specific facts, details, and examples; C. revise drafts for clarity, development, organization, style, word choice, and sentence variety; D. edit drafts using standard English conventions, including: <ul style="list-style-type: none"> i. complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments; ii. consistent, appropriate use of verb tenses and active and passive voice; iii. prepositions and prepositional phrases and their influence on subject-verb agreement; iv. pronoun-antecedent agreement; v. correct capitalization; vi. punctuation, including commas in nonrestrictive phrases and clauses, semicolons, colons, and parentheses; and vii. correct spelling, including commonly confused terms such as <i>its/it's</i>, <i>affect/effect</i>, <i>there/their/they're</i>, and <i>to/two/too</i>; and E. publish written work for appropriate audiences. <p>11. Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:</p> <ul style="list-style-type: none"> A. compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft; B. compose informational texts, including multi-paragraph essays that convey information about a topic, using a clear controlling idea or thesis statement and genre characteristics and craft; C. compose multi-paragraph argumentative texts using genre characteristics and craft; and D. compose correspondence that reflects an opinion, registers a complaint, or requests information in a business or friendly structure. <p>12. Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</p> <ul style="list-style-type: none"> A. generate student-selected and teacher-guided questions for formal and informal inquiry; B. develop and revise a plan; C. refine the major research question, if necessary, guided by the answers to a secondary set of questions; D. identify and gather relevant information from a variety of sources; E. differentiate between primary and secondary sources; F. synthesize information from a variety of sources; G. differentiate between paraphrasing and plagiarism when using source materials; H. examine sources for: <ul style="list-style-type: none"> i. reliability, credibility, and bias, including omission; and ii. faulty reasoning such as bandwagon appeals, repetition, and loaded language; I. display academic citations and use source materials ethically; and J. use an appropriate mode of delivery, whether written, oral, or multimodal, to present results. |
|--|---|--|