

**English Language Arts (ELA)
Grade-Level Expectations**

Prekindergarten

Reading and Responding

Standard 1:

1. Demonstrate understanding of phonological awareness by doing the following:
 - manipulating endings of words and nonsense words to make rhyming sounds
 - manipulating syllables in spoken words (segment/blend)
 - identifying and manipulating onset and rime in words with three sounds (onset of the word *cake* is /k/ and the rime of the word *cake* is /-ake/)
 - repeating each word in a simple sentence (PK-LL-L3) (ELA-1-E1)
2. Demonstrate understanding of phonemic awareness by manipulating and identifying individual sounds (phonemes) in spoken words with three sounds (PK-LL-L3) (ELA-1-E1)
3. Demonstrate understanding of alphabetic principle by doing the following:
 - identifying own first name in print
 - identifying at least eight uppercase or lowercase letters, focusing on those in the student's name (PK-LL-L3) (ELA-1-E1)
4. Orally respond to questions using new vocabulary introduced in conversations, activities, stories, or books (PK-LL-L4) (ELA-1-E1)
5. Demonstrate understanding of book and print concepts by doing the following:
 - recognizing that a book has a cover and identifying the cover and title of a book
 - holding a book right side up
 - differentiating between an illustration and printed text
 - recognizing that print is read left-to-right and top-to-bottom (PK-LL-R3) (ELA-1-E2)
6. Relate pictures to characters (PK-LL-R4) (ELA-1-E4)
7. Role-play using different voices to represent characters in familiar stories (PK-LL-S1) (ELA-1-E4)
8. Listen to a story and state orally what the story is about (PK-LL-R1) (PK-LL-R2) (PK-LL-L1) (ELA-1-E5)
9. Answer simple questions about a story read aloud (PK-LL-S3) (PK-LL-R4) (ELA-1-E5)
10. Share related life experiences after stories are read aloud (PK-LL-L1) (PK-LL-S1) (ELA-1-E6)
11. Orally express thoughts about characters or events in a story (PK-LL-S1) (PK-LL-S2) (PKS-LL-R2) (ELA-1-E6)

Standard 7:

12. Demonstrate understanding of texts read aloud using a variety of strategies, including:
 - sequencing two or three pictures to illustrate events in a story
 - participating in a group discussion to predict what a book will be about
 - determining whether the prediction was accurate (PK-LL-R2) (ELA-7-E1)
13. Identify problems and solutions in stories that are read aloud (PK-LL-R2) (ELA-7-E2)
14. Use simple reasoning skills, including:
 - identifying reality and fantasy in texts read aloud (PF-LL-R1)
 - determining why something happens in a story read aloud (PK-LL-R2)
 - asking simple questions about a story read aloud (e.g., who, where) (PK-LL-S3) (ELA-7-E4)

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Writing

Standard 2:

15. Use scribble writing, letter-like forms, dictation, or drawing to represent a word or concept (PK-LL-W1) (PK-LL-W2) (PK-LL-W3) (ELA-2-E1)
16. Orally generate words, ideas, and lists for group writing activities (PK-LL-W3) (ELA-2-E3)
17. Write informal notes, lists, and letters using scribble writing and/or pictures (PK-LL-W2) (PK-LL-W3) (PK-LL-W4) (ELA-2-E4)
18. Participate in group-shared writing activities that include rhyming and descriptive words (PK-LL-W3) (PK-LL-W4) (PK-LL-L3) (ELA-2-E5)
19. Scribble write or draw a picture of a life experience or response to a text read aloud (PK-LL-W2) (PK-LL-W4) (ELA-2-E6)

Writing/Proofreading

Standard 3:

20. Demonstrate consistent top-to-bottom formation for letters or letter-like forms (PK-LL-W2) (ELA-3-E1)

Speaking and Listening

Standard 4:

21. Use words, phrases, and/or sentences to express feelings, ideas, needs, and wants (PK-LL-S1) (PK-LL-S2) (ELA-4-E1)
22. Carry on a conversation about a topic, thought, or idea from the classroom, home, or community (PK-LL-S1) (PK-LL-S3) (ELA-4-E1)
23. Repeat an instruction given orally (PK-LL-S1) (ELA-4-E2)
24. Follow one- and two-step verbal and nonverbal directions (PK-LL-L2) (ELA-4-E2)
25. Retell part of a favorite story (PK-LL-R2) (ELA-4-E3)
26. Speak about life experiences or topics of interest (PK-LL-S3) (ELA-4-E4)
27. Actively participate in role-playing, creative dramatics, finger plays, nursery rhymes and choral speaking (PK-LL-R1) (PK-LL-S2) (PK-LL-L3) (PK-LL-L4) (ELA-4-E5)
28. Listen and orally respond to questions about media, including music and videos (PK-LL-L5) (ELA-4-E6)
29. Recognize and follow agreed-upon rules for discussing, such as raising one's hand, waiting one's turn, and speaking one at a time (PK-LL-S1) (PK-SE-C1) (ELA-4-E7)

Information Resources

Standard 5:

30. Identify a computer mouse and its purpose (i.e., to navigate the screen) (PK-LL-L5) (ELA-5-E1)
31. Identify and use information that is formatted in a chart or graph, such as a daily schedule (PK-LL-S1) (ELA-5-E6)

Kindergarten

Reading and Responding

Standard 1:

1. Demonstrate understanding of phonemic awareness by doing the following:
 - creating rhyming words
 - demonstrating that a sequence of letters in a word represents the sequence of sounds heard or spoken in that word by repeating or saying the sounds in sequence heard or seen
 - identifying when words begin with the same sound

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- listening to three sounds (phonemes) and recognizing that two are the same
 - listening to and deleting or adding a beginning, a middle, or a final sound to a word
 - orally segmenting individual sounds (phonemes) in words that have two to five sounds
 - isolating and saying the beginning and final sounds (phonemes) of a spoken word
 - clapping/tapping to match each individual syllable of a spoken word (ELA-1-E1)
2. Demonstrate understanding of alphabetic principle by doing the following:
 - distinguishing and naming all uppercase and lowercase letters
 - identifying own first and last name (ELA-1-E1)
 3. Demonstrate understanding of phonics by doing the following:
 - matching each consonant or short vowel sound to the appropriate letter
 - decoding simple one-syllable words (ELA-1-E1)
 4. Recognize and understand words found in environmental print (ELA-1-E1)
 5. Read books with predictable, repetitive text and simple illustrations (ELA-1-E1)
 6. Identify that printed text is made up of sentences that begin with a capital letter and end with some type of punctuation (ELA-1-E2)
 7. Demonstrate understanding of book and print concepts by doing the following:
 - locating front and back covers, title pages, and inside pages of a book
 - identifying periods, question marks, and exclamation marks and demonstrating knowledge that they are used at the end of a sentence
 - isolating individual words in print (ELA-1-E2)
 8. Identify basic story elements, including simple plot sequences, setting, and simple character descriptions, in a favorite story using pictures and/or oral responses (ELA-1-E4)
 9. Orally retell ideas and important facts in grade-appropriate texts read aloud by the teacher or read by the individual student (ELA-1-E5)
 10. Answer questions about the important characters, setting, and events of a story (ELA-1-E5)
 11. Describe the connections between life experiences and texts (ELA-1-E6)

Standard 6:

12. Respond to stories, legends, songs, and other literature from diverse cultural and ethnic groups by participating in activities such as answering questions, role-playing, and drawing (ELA-6-E1)
13. Identify whether the type of text read aloud is a true story, a fictional story, a song, or a poem (ELA-6-E2)

Standard 7:

14. Demonstrate understanding of information in texts read aloud using a variety of strategies, including:
 - making predictions using prior knowledge and pictures
 - using at least five pictures to sequence the events of a story
 - drawing conclusions from text
 - using pictures to resolve questions (ELA-7-E1)
15. Identify problems in texts and offer possible solutions (ELA-7-E2)
16. Describe the role of an author and an illustrator (ELA-7-E3)
17. Identify different emotions and feelings of authors by participating in activities such as role-playing, illustrating, and answering questions (ELA-7-E3)
18. Ask questions that demonstrate knowledge of character, setting, plot, and text type about texts read aloud (e.g., what, why, how) (ELA-7-E4)

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Writing

Standard 2:

19. Write using developmental/inventive spelling, supported by drawing or dictation to the teacher to express ideas (ELA-2-E1)
20. Create compositions by participating in shared writing activities (ELA-2-E1)
21. Use illustrations, developmental/inventive spelling, and appropriate vocabulary to write for a specific purpose and/or audience (ELA-2-E2)
22. Create simple text using prior knowledge by drawing, dictating to the teacher, and/or writing using developmental/inventive spelling (ELA-2-E3)
23. Use classroom resources (e.g., word walls, picture dictionaries, teachers, peers) to support a writing process (ELA-2-E3)
24. Actively discuss ideas and select a focus for group stories (ELA-2-E3)
25. Write informal notes, lists, letters, personal experiences, and stories using developmental/inventive spelling and pictures (ELA-2-E4)
26. Use rhyme and alliteration in group-shared writing activities (ELA-2-E5)
27. Use developmental/inventive spelling, supported by pictures, to represent a word or idea or to respond to a life experience or a text read aloud (ELA-2-E6)

Writing/Proofreading

Standard 3:

28. Demonstrate an understanding of letter placement in text by writing letters and words from left to right and top to bottom on a page (ELA-3-E1)
29. Print all uppercase and lowercase letters (ELA-3-E1)
30. Print letters and words with proper figure grounding on a line and with appropriate spaces between words (ELA-3-E1)
31. Identify and use uppercase letters at the beginning of own first and last names (ELA-3-E2)
32. Write simple stories or life experiences using developmental/inventive spelling that shows knowledge of letter/sound correspondences (ELA-3-E5)

Speaking and Listening

Standard 4:

33. Initiate and sustain normal conversation on a specific topic with the teacher (ELA-4-E1)
34. Express feelings, needs, and ideas in complete sentences (ELA-4-E1)
35. Give and follow one- and two-step verbal and nonverbal directions without interrupting (ELA-4-E2)
36. Relate an experience or creative story in a logical sequence (ELA-4-E3)
37. Describe people, places, things (e.g., size, color, shape), locations, and actions from a story read aloud (ELA-4-E3)
38. Recite short poems, rhymes, and songs (ELA-4-E4)
39. Listen to and recite short poems and stories for an audience (ELA-4-E5)
40. Respond to video/film versions of a story read aloud through activities such as role-playing, illustrating, and discussing without interruption (ELA-4-E6)
41. Participate in designated roles within classroom activities, such as line leader, teacher helper, and calendar helper (ELA-4-E7)

Information Resources

Standard 5:

42. Use a computer mouse to navigate the screen (ELA-5-E1)
43. Identify that a computer has a keyboard to enter information (ELA-5-E1)
44. Use technology to produce class work (ELA-5-E4)
45. Read and interpret a classroom schedule (ELA-5-E6)

**English Language Arts (ELA)
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First Grade

Reading and Responding

Standard 1:

1. Demonstrate understanding of phonemic awareness by:
 - creating and stating a series of rhyming words, including consonant blends
 - distinguishing which words have the same target sounds (i.e., beginning, medial, and final) in a given set of spoken words
 - distinguishing long- and short-vowel sounds related to the same letter in one-syllable spoken words (e.g., the *a* is short in *ran* and long in *make*)
 - segmenting single-syllable real and nonsense words with as many as five sounds (phonemes) into separate sounds (phonemes) and blending as many as five sounds (phonemes) into single-syllable real or nonsense words, without looking at the word or letters in print
 - adding, deleting, or substituting sounds (phonemes) to create new words (ELA-1-E1)
2. Demonstrate understanding of phonics by:
 - decoding simple words using word-attack strategies including letter-sound correspondence for consonants spelled with one letter and with digraphs, short and long vowels spelled with one letter, diphthongs, consonant blends, *r*-controlled vowels, and long vowels spelled with more than one letter, including silent *e*
 - reading one- and two-syllable words with short- and long-vowel sounds spelled with common spelling patterns
 - identifying and reading words from common word families
 - recognizing base words and their inflectional forms (e.g., suffixes, *-s*, *-es*, *-ed*, *-ing*, *-est*, *-er*)
 - reading high-frequency, grade-appropriate nonphonetic words with automaticity) (ELA-1-E1)
3. Use pictures and context clues to confirm meaning of unfamiliar words (ELA-1-E1)
4. Identify grade-appropriate compound words in print (ELA-1-E1)
5. Identify grade-appropriate contractions (e.g., *isn't*, *can't*, *don't*) (ELA-1-E1)
6. Identify words in categories with shared conceptual or definitional characteristics (ELA-1-E1)
7. Give more than one definition for grade-appropriate words that have more than one meaning (ELA-1-E2)
8. Identify the author and the illustrator of a book (ELA-1-E2)
9. Identify that the first sentence of a paragraph is indented (ELA-1-E2)
10. Identify table of contents in a book (ELA-1-E3)
11. Demonstrate ability to read and follow two-step written directions (ELA-1-E3)
12. Identify story elements, including:
 - speaker or narrator
 - setting
 - characters
 - plot
 - problems and solutions (ELA-1-E4)
13. Identify literary devices, including dialogue (ELA-1-E4)
14. Retell a story's beginning, middle, and end (ELA-1-E5)
15. Retell important facts from informational text (ELA-1-E5)
16. Compare the similarities/differences between events in a story and events in life (ELA-1-E6)

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17. Identify themes in texts and relate themes to personal prior experience or experience of others (ELA-1-E6)
18. Demonstrate oral reading fluency of at least 40 words per minute in first-grade text with appropriate phrasing and intonation (ELA-1-E7)

Standard 6:

19. Identify and state/tell cultural differences found in literature read aloud (ELA-6-E1)
20. Explain the difference between a fable and a fairy tale (ELA-6-E2)
21. Distinguish between a poem, a fable, and a fairy tale (ELA-6-E3)

Standard 7:

22. Demonstrate understanding of information in texts using a variety of strategies, including:
 - identifying the main idea and some details in a text
 - after finishing a story, discuss predictions made during reading to determine whether they were reasonable
 - making simple inferences about characters and events
 - resolving questions about meaning by using prior knowledge, basic reasoning skills, context clues, and pictures during read-alouds (ELA-7-E1)
23. Identify alternative solutions and consequences to a problem in texts (ELA-7-E2)
24. Identify an author's purpose for writing (e.g., to entertain, to inform, to describe) (ELA-7-E3)
25. Apply basic reasoning skills, including:
 - identifying simple causes and effects in stories
 - telling differences between reality and fantasy in texts
 - formulating questions beginning with *who*, *what*, *when*, *where*, and *why* about texts read independently (ELA-7-E4)

Writing

Standard 2:

26. Write simple stories with a central idea or event; a beginning, middle, and end; and details (ELA-2-E1)
27. Use specific action and descriptive words when writing a story, description, or narration (e.g., *stomped* instead of *walked* and *magnificent* instead of *big*) for a specific purpose and/or audience (ELA-2-E2)
28. Participate in group writing activities and processes, including:
 - using prewriting strategies, including listing, brainstorming, and drawing to generate ideas for writing
 - planning for writing by completing a partially completed graphic organizer
 - writing a first draft of a story, letter, or description using complete sentences
 - conferencing with a teacher or peers about how to improve writing and incorporate ideas into final paper
 - revising/editing own writing in first draft
 - creating individual and class-written texts for publication (ELA-2-E3)
29. Independently write a variety of grade-appropriate compositions, including:
 - simple letters, notes, and stories
 - simple informational descriptions
 - simple rhymes and poems (ELA-2-E4)
30. Use literary devices including dialogue and sensory details in shared writing activities (ELA-2-E5)
31. Write for various purposes, including:
 - responses that include simple judgments about stories and texts

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- responses that follow simple formats, including envelopes, lists, and journals (ELA-2-E6)

Writing/Proofreading

Standard 3:

32. Write a legible sentence demonstrating proper figure grounding on a line and appropriate spacing between words (ELA-3-E1)
33. Use standard English punctuation, including:
 - correctly writing common contractions such as *isn't*, *we'll* and *I'd*
 - periods, exclamation points, and question marks at the end of sentences
 - commas to separate words in a series (ELA-3-E2)
34. Capitalize the first word of a sentence, names of people, the pronoun *I*, and the names of months and days (ELA-3-E2)
35. Use the singular and plural forms of high-frequency and commonly used words (ELA-3-E3)
36. Identify and use a subject and a verb when writing a complete sentence (ELA-3-E3)
37. Distinguish between a complete and an incomplete sentence (ELA-3-E3)
38. Identify different types of sentences including telling, asking, and exclaiming (ELA-3-E3)
39. Identify and use knowledge of parts of speech, including:
 - basic singular and plural nouns, pronouns, verbs
 - common conjunctions such as *and*, *but*, and *because*
 - simple transitional words including *first*, *second*, and *finally* (ELA-3-E4)
40. Spell grade-appropriate words, including:
 - one-syllable words and selected grade-appropriate two-syllable words with regular spellings for long- and short-vowel sounds
 - high-frequency, grade-level words including words with irregular spellings, such as *was*, *were*, *says*, *said*, *who*, *what*, and *why* (ELA-3-E5)
41. Create phonetically spelled written work that can be read by the writer and others(ELA-3-E5)
42. Spell unfamiliar words using various phonics strategies, including:
 - segmenting
 - sounding out
 - matching familiar words and word parts
 - using word walls and word banks (ELA-3-E5)
43. Use a beginner's dictionary to verify correct spelling (ELA-3-E5)
44. Alphabetize to the first letter (ELA-3-E5)

Speaking and Listening

Standard 4:

45. Speak clearly at a speed and volume appropriate for purpose and setting (ELA-4-E1)
46. Follow classroom procedures (e.g., organizing materials) according to teacher directions (ELA-4-E2)
47. Give or explain directions for simple processes (e.g., explaining an assignment) to classmates (ELA-4-E2)
48. Ask questions to clarify directions and/or classroom routines. (ELA-4-E2)
49. Retell stories with the following included:
 - sequential order using vocabulary from the story
 - descriptive words to answer questions about characters, settings, and events of a story (ELA-4-E3)
50. Recite parts of familiar literature to the class (ELA-4-E4)

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51. Give oral presentations about familiar experiences or topics using eye contact and adequate volume (ELA-4-E4)
52. Give oral presentations that have a recognizable organization (e.g., sequence, summary) (ELA-4-E4)
53. Use active listening strategies (e.g., making eye contact, asking questions, restating acquired information and procedures) to acquire information and understand procedures (ELA-4-E5)
54. Listen and orally respond to information presented in a variety of media, such as audio and video recordings (ELA-4-E6)
55. Maintain the topic of conversation with a classmate (ELA-4-E7)
56. Engage in discussions about classroom procedures and rules (ELA-4-E7)

Information Resources

Standard 5:

57. Locate information using the organization features of various media, including:
 - the keyboard to enter information on a computer
 - a picture dictionary (ELA-5-E1)
58. Use various sources, including print materials and observations, to gather information to explain a topic (ELA-5-E2)
59. Record data through pictures or words (ELA-5-E3)
60. Use graphic organizers to categorize information and create informal outlines individually and during class discussions (ELA-5-E3)
61. Use technology to publish class work such as research questions and answers (ELA-5-E4)
62. Locate and read information on simple charts and graphs (ELA-5-E6)

Second Grade

Reading and Responding

Standard 1:

1. Identify unique letter-sound patterns, including long and short vowels (e.g., *ea* for short *e*, as in *bread*, and *ough* for long *o*, as in *though*) and consonants (*tch* for /*ch*/, as in *watch*, and *gh* for /*f*/, as in *cough*) (ELA-1-E1)
2. Demonstrate understanding of phonics by doing the following:
 - isolating difficult parts of words in order to correct a mispronunciation or decode an unfamiliar printed word
 - fluently manipulating targeted sounds by adding, deleting, or substituting the sounds to create new words
 - differentiating short- and long-vowel sounds in printed words when those sounds are made with a broad variety of letter combinations and a variety of word families (e.g., *ou*, *ow*, *ough*, *igh*)
 - reading regularly spelled words with as many as four syllables
 - using phonetic decoding strategies accurately and rapidly in unfamiliar words and text
 - using common affixes (prefixes and suffixes) to understand word meanings (ELA-1-E1)
3. Identify and explain common synonyms, antonyms, and homonyms (ELA-1-E1)
4. Use knowledge of base words to interpret meaning of unfamiliar words (e.g., *heat/preheat*) (ELA-1-E1)
5. Determine word meaning and appropriate word choices using reference aids, including dictionaries and thesauruses (ELA-1-E1)

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6. Identify the glossary and index in a book (ELA-1-E2)
7. Determine appropriate circumstances to use skimming and scanning to preview text and to find information (ELA-1-E3)
8. Identify story elements, including effects of setting on events and characters (ELA-1-E4)
9. Identify literary and sound devices, including similes and rhythm in texts (ELA-1-E4)
10. Retell a story in sequence including main idea and important supporting details (ELA-1-E5)
11. Make statements about how previous reading and life experiences relate to information read in texts (ELA-1-E6)
12. Demonstrate oral reading fluency of at least 90 words per minute in second-grade text with appropriate intonation (ELA-1-E7)
13. Read texts and simple chapter books silently at independent reading level (ELA-1-E7)

Standard 6:

14. Compare and contrast different versions of the same story from different cultures through oral, written, and visual responses (ELA-6-E1)
15. Identify a variety of types of literature, including biography, autobiography, and the folktale, in oral and written responses (ELA-6-E2)
16. Distinguish between a variety of types of literature, including biography, autobiography, and plays (ELA-6-E3)

Standard 7:

17. Demonstrate understanding of information in texts using a variety of strategies, including:
 - comparing and contrasting story elements (e.g., character, setting, events)
 - predicting what will happen next in a story or a text
 - making simple inferences about information in texts
 - self-monitoring consistently for comprehension using multiple strategies and self-correcting as appropriate (ELA-7-E1)
18. Discuss and choose the most appropriate solution to a problem in texts (ELA-7-E2)
19. Identify the author's viewpoint (i.e., perspective) in a text (ELA-7-E3)
20. Apply basic reasoning skills, including:
 - discussing the relationship between cause-effect
 - asking questions about texts read independently including why and how (ELA-7-E4)

Writing

Standard 2:

21. Write compositions of one or more paragraphs, organized with a central idea and a coherent beginning, middle, and end (ELA-2-E1)
22. Use a greater variety of action and descriptive words when writing for a specific purpose and/or audience (ELA-2-E2)
23. Develop compositions of one or more paragraphs using writing processes such as the following:
 - independently generating ideas for writing by using various strategies (e.g., listing, brainstorming, drawing)
 - creating a plan (e.g., graphic organizer, web) appropriate to the purpose of writing
 - writing a first draft with a developed beginning, a middle, and an end
 - conferencing with a teacher or peers
 - revising for clarity, grammatical and mechanical correctness, and/or to include additional information
 - creating a final draft for possible publication (ELA-2-E3)

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24. Develop grade-appropriate compositions, for example:
 - friendly letters
 - poems
 - stories
 - informational descriptions with some detail (ELA-2-E4)
25. Use literary devices, including patterns of rhythm and simile in writing (ELA-2-E5)
26. Write for various purposes, including:
 - letters or invitations that include relevant information and follow a letter/envelope format
 - informal writing, including messages, journals, notes, and poems (ELA-2-E6)

Writing/Proofreading

Standard 3:

27. Write legible short paragraphs using proper indentation (ELA-3-E1)
28. Use standard English punctuation, including:
 - commas in the greeting and closure of a letter, between a city and a state, and in dates
 - apostrophes in contractions
 - periods in abbreviations (ELA-3-E2)
29. Capitalize grade-appropriate proper nouns, initials of a person's name, and the salutation and closing of a friendly letter (ELA-3-E2)
30. Write using standard English structure and usage, including:
 - subject-verb agreement in simple and compound sentences
 - past and present verb tenses
 - noun and pronoun antecedent agreement
 - transitional words and conjunctions in sentences
 - prepositions and prepositional phrases
 - possessive nouns
 - adverbs, especially those related to time (ELA-3-E3)
31. Distinguish between a sentence and a sentence fragment (ELA-3-E3)
32. Use knowledge of parts of speech, including:
 - identifying and using nouns, including proper, common, concrete, abstract, and collective
 - using correct antecedents of pronouns
 - identifying and using the standard forms of possessives (e.g., *mom's coat*, *dad's hat*, *girls' shoes*)
 - selecting and using verbs in past and present tenses in writing
 - selecting and using standard forms of personal pronouns
 - using a variety of conjunctions (e.g., *or*, *nor*, *yet*, *so*)
 - selecting and using adverbs that modify according to time
 - identifying and using prepositions appropriately (ELA-3-E4)
33. Spell grade-appropriate words, including:
 - words with short vowels, long vowels, r-controlled vowels, and consonant-blends
 - words with short- and long-vowel sounds when those sounds are made with a broad variety of letter combinations (e.g., *ou*, *ow*, *ough*, *igh*)
 - frequently used irregularly spelled words (ELA-3-E5)
34. Use spelling patterns and rules correctly (e.g., dropping silent *-e* before adding *-ing*) (ELA-3-E5)
35. Use multiple spelling strategies (e.g., word wall, word lists, thinking about the base word, affixes) (ELA-3-E5)

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36. Alphabetize to the second letter and some third letters (ELA-3-E5)
37. Use a dictionary and a glossary to locate correct spellings (ELA-3-E5)

Speaking and Listening

Standard 4:

38. Adjust speaking tone and volume to suit purpose, audience, and setting (ELA-4-E1)
39. Give/relate multi-step directions to classmates (ELA-4-E2)
40. Tell and retell stories with the following included:
 - sequential order, including setting, character, and simple plot
 - supportive facts and details from the story
 - explicit and implicit main ideas (ELA-4-E3)
41. Adjust language during a presentation in order to inform or explain to a specific audience (ELA-4-E4)
42. Deliver informal presentations that demonstrate an understanding of a topic (ELA-4-E4)
43. Give rehearsed oral presentations about general topics using eye contact, appropriate volume, clear pronunciation, and appropriate visual aids (ELA-4-E4)
44. Use active listening strategies, including asking for clarification and explanations (ELA-4-E5)
45. Give oral responses, including:
 - telling stories and personal experiences
 - giving explanations and reports (ELA-4-E5)
46. Compare ideas from a wide variety of media (ELA-4-E6)
47. Discuss classroom procedures and rules and generate ideas for new procedures and rules (ELA-4-E7)
48. Identify the role of discussion leader, contributor, and active listener (ELA-4-E7)

Information Resources

Standard 5:

49. Locate information using the organizational features of texts, including:
 - URL addresses from the Web
 - title pages
 - glossaries
 - indices
 - tables of contents
 - chapter headings (ELA-5-E1)
50. Locate information about a topic from a variety of sources, including children's magazines, children's encyclopedias, and electronic references (ELA-5-E2)
51. Gather and arrange information in a variety of organizational forms, including graphic organizers, simple outlines, notes, and summaries (ELA-5-E3)
52. Use technology to publish a variety of works, including simple research reports and book summaries (ELA-5-E4)
53. Tell and write about the sources of learned information (ELA-5-E5)
54. Locate and read information on a chart, graph, diagram, map, and simple timeline (ELA-5-E6)

Third Grade

Reading and Responding

Standard 1:

1. Decode words using knowledge of base words, root words, and common prefixes and suffixes (ELA-1-E1)

English Language Arts (ELA) Grade-Level Expectations

2. Decode similar words (e.g., *supper* vs. *super*) using knowledge of basic syllabication rules (ELA-1-E1)
3. Identify and explain words with multiple meanings using contextual clues (ELA-1-E1)
4. Demonstrate knowledge of the meanings of common prefixes and suffixes (ELA-1-E1)
5. Use reference aids such as dictionaries, thesauruses, synonym finders, and reference software to determine word meanings, word choices, and pronunciations (ELA-1-E1)
6. Determine meanings of unfamiliar words using a variety of strategies, including:
 - knowledge of common antonyms, synonyms, homonyms, and homographs
 - use of context clues
 - identification of base words and root words (ELA-1-E1)
7. Adjust speed of reading to accomplish a purpose based on text complexity (ELA-1-E3)
8. Identify story elements including:
 - theme
 - conflict
 - character traits, feelings, and motivation (ELA-1-E4)
9. Identify literary devices, including idioms and personification (ELA-1-E4)
10. Demonstrate understanding by summarizing stories and information, including the main events or ideas and selected details from the text in oral and written responses (ELA-1-E5)
11. Connect ideas, events, and information identified in grade-appropriate texts to prior knowledge and life experiences in oral and written responses (ELA-1-E6)
12. Demonstrate oral reading fluency of at least 110 words per minute in third-grade text with appropriate pacing, intonation, and expression (ELA-1-E7)
13. Read texts, chapter books, and informational materials silently at independent reading level (ELA-1-E7)

Standard 6:

14. Compare and contrast story elements, including setting, character, and events of two multicultural texts in oral, written, and visual responses (ELA-6-E1)
15. Identify a variety of types of literature, including the myth and the legend, in oral and written responses (ELA-6-E2)
16. Identify and explain the defining characteristics of various types of literature, including the folktale (ELA-6-E3)

Standard 7:

17. Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including:
 - sequencing events
 - making predictions using information from texts
 - making simple inferences and drawing conclusions about information in texts
 - comparing and contrasting, including story elements (e.g., theme, character, and conflicts) and main points or ideas in informational texts
 - distinguishing between a main idea and a summary
 - identifying main ideas of texts (ELA-7-E1)
18. Explain chosen solutions to problems in texts (ELA-7-E2)
19. Identify an author's purpose for writing, including persuading, entertaining, and informing (ELA-7-E3)
20. Explain the author's viewpoint using information from the text (ELA-7-E3)
21. Apply basic reasoning skills, including:
 - identifying differences between fact and opinion

English Language Arts (ELA) Grade-Level Expectations

- skimming and scanning texts to locate specific information
- identifying multiple causes and/or effects in texts and life situations
- raising questions to obtain clarification and/or direct investigation
- connecting what is learned to real-life situations (ELA-7-E4)

Writing

Standard 2:

22. Write compositions of two or more paragraphs that are organized with the following:
 - a central idea
 - a logical, sequential order
 - supporting details that develop ideas
 - transitional words within and between paragraphs (ELA-2-E1)
23. Incorporate grade-appropriate vocabulary and information when writing for an intended audience and/or purpose (ELA-2-E2)
24. Develop compositions of two or more paragraphs using writing processes such as the following:
 - selecting a topic
 - prewriting using strategies such as brainstorming, locating information, and generating graphic organizers
 - drafting
 - conferencing with teachers
 - revising and proofreading
 - creating a final draft for publication (ELA-2-E3)
25. Develop organized one- and two-paragraph compositions using description and narration (ELA-2-E4)
26. Use a variety of literary devices, including idioms and personification, in written responses and compositions (ELA-2-E5)
27. Write for various purposes, including:
 - informal letters using appropriate letter format
 - book reports and informational compositions that include main ideas and significant details from the text (ELA-2-E6)

Writing/Proofreading

Standard 3:

28. Write legibly in cursive or printed form, using standard margins and demonstrating appropriate spacing of letters, words, sentences, and paragraphs (ELA-3-E1)
29. Use standard English punctuation, including:
 - commas to separate phrases in a series
 - commas to separate parts of addresses (ELA-3-E2)
30. Capitalize the first word in direct quotations and proper adjectives (e.g., American flag, Mexican food) (ELA-3-E2)
31. Write using standard English structure and usage, including:
 - avoiding run-on sentences
 - using verbs in the future tense
 - making subjects and verbs agree in sentences with simple and compound subjects and predicates (ELA-3-E3)
32. Apply knowledge of parts of speech in writing, including:
 - using standard future verb tenses
 - using a variety of conjunctions, such as *although*, *since*, *until*, and *while*, in constructing sentences
 - using correct forms of possessive pronouns, singular nouns, transitional words, and prepositions

English Language Arts (ELA) Grade-Level Expectations

- identifying and using irregular plural nouns correctly
 - using first-, second-, and third-person pronouns correctly
 - selecting and using adverbs that modify according to time, place, manner, and degree
 - identifying and using irregular verb tenses (ELA-3-E4)
33. Spell grade-appropriate words, including:
- multisyllabic words made up of both base words and roots and common prefixes and suffixes
 - compound words
 - common homophones (ELA-3-E5)
34. Follow common spelling generalizations, including *qu-*, *consonant doubling*, and *changing -y to -i* (ELA-3-E5)
35. Alphabetize to the third letter (ELA-3-E5)
36. Use a variety of resources, including online and print dictionaries and spell checkers to check spelling (ELA-3-E5)

Speaking and Listening

Standard 4:

37. Use clear diction and tone and adjust volume and tempo to stress important ideas when speaking (ELA-4-E1)
38. Give and follow precise directions and instructions (ELA-4-E2)
39. Tell a complex story that includes the following:
- a central idea
 - ideas and details organized chronologically (ELA-4-E3)
40. Give rehearsed oral presentations that include the following:
- expression of an opinion about a text, topic, or idea
 - relevant facts and details from multiple sources (ELA-4-E4)
41. Clarify and enhance oral presentations through the use of appropriate props (e.g., objects, pictures, charts) (ELA-4-E4)
42. Use active listening strategies, including:
- asking questions and responding to ideas/opinions
 - giving oral responses, such as explanations of written and/or spoken texts (ELA-4-E5)
43. Compare ideas and points of view from a wide variety of media, including television, video, music, the Web, charts, and print materials (ELA-4-E6)
44. Assume the role of discussion leader, contributor, and active listener (ELA-4-E7)

Information Resources

Standard 5:

45. Locate information using organizational features of a variety of resources, including:
- electronic information such as pull-down menus, icons, keyword searches, passwords, and entry menu features
 - printed text such as indices, tables of contents, glossaries, charts, captions, chapter headings and subheadings
 - the Dewey Decimal system
 - electronic and online catalogs (ELA-5-E1)
46. Locate information from multiple sources, including books, periodicals, videotapes, Web sites, and CD-ROMs (ELA-5-E2)
47. Determine appropriateness of collected information for a specified purpose (ELA-5-E2)
48. Use keywords to take notes from written sources (ELA-5-E3)

**English Language Arts (ELA)
Grade-Level Expectations**

49. Complete simple outlines with main topics and subtopics that reflect the information gathered (ELA-5-E3)
50. Use available electronic and print resources to draft, revise, and publish simple research reports, book reports, and other projects (ELA-5-E4)
51. Use simple bibliographic information to cite source (ELA-5-E5)
52. Locate information found in graphic organizers such as timelines, charts, graphs, schedules, tables, diagrams, and maps (ELA-5-E6)

Fourth Grade

Reading and Responding

Standard 1:

1. Use understanding of base words, roots, prefixes, and suffixes to decode more complex words (ELA-1-E1)
2. Determine the meaning of unfamiliar words using knowledge of word origins and inflections (ELA-1-E1)
3. Determine word meanings, word choices, and pronunciations using a broad variety of reference aids such as dictionaries, thesauruses, synonym finders, and reference software (ELA-1-E1)
4. Adjust speed of reading to accomplish purpose based on text complexity (ELA-1-E3)
5. Identify a variety of story elements, including:
 - the impact of setting on character
 - multiple conflicts
 - first- and third-person points of view
 - development of theme (ELA-1-E4)
6. Identify literary devices, including metaphor and hyperbole (ELA-1-E4)
7. Answer literal and inferential questions about ideas and information in grade-appropriate texts in oral and written responses (ELA-1-E5)
8. Connect information in grade-appropriate texts to prior knowledge and real-life situations in oral and written responses (ELA-1-E6)
9. Increase oral and silent reading fluency and accuracy with grade-appropriate texts (ELA-1-E7)
10. Demonstrate oral reading fluency of at least 140 words per minute in fourth-grade text with appropriate pacing, intonation, and expression (ELA-1-E7)

Standard 6:

11. Compare and contrast stories/tales from different cultures and explain the influence of culture on each tale in oral, written, and visual responses (ELA-6-E1)
12. Identify a variety of types of literature, including poetry and short stories, in oral and written responses (ELA-6-E2)
13. Identify and explain the defining characteristics of various types of literature, including the myth and the legend (ELA-6-E3)

Standard 7:

14. Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, such as:
 - sequencing events and steps in a process
 - explaining how the setting impacts other story elements, including the characters' traits and actions
 - using specific evidence from a story to describe a character's traits, actions, relationships, and/or motivations
 - confirming or denying a prediction about information in a text

English Language Arts (ELA) Grade-Level Expectations

- comparing and contrasting story elements or information within and across texts
 - identifying stated main ideas and supporting details
 - making simple inferences (ELA-7-E1)
15. Justify solutions to problems in texts by verifying, confirming, and supporting (ELA-7-E2)
 16. Distinguish an author's purpose for writing, including entertaining, expressing an opinion, defending an argument, or conveying information (ELA-7-E3)
 17. Explain in oral or written responses how an author's life and times are reflected in a text (ELA-7-E3)
 18. Explain how an author's purpose influences organization of a text, word choice, and sentence structure (ELA-7-E3)
 19. Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including:
 - supporting differences between fact and opinion with information from texts
 - skimming and scanning texts for various purposes (e.g., locating information, verifying facts)
 - identifying cause-effect relationships in texts and real-life situations
 - generating questions to guide examination of topics in texts and real-life situations
 - explaining connection between information from texts and real-life experiences (ELA-7-E4)

Writing

Standard 2:

20. Write compositions of at least three paragraphs organized with the following:
 - a clearly stated central idea
 - an introduction and a conclusion
 - a middle developed with supporting details
 - a logical, sequential order
 - transitional words and phrases that unify points and ideas (ELA-2-E1)
21. Organize individual paragraphs with topic sentences, relevant elaboration, and concluding sentences (ELA-2-E1)
22. Identify an audience for a specific writing assignment and select appropriate vocabulary, details, and information to create a tone or set the mood and to affect or manipulate the intended audience (ELA-2-E2)
23. Develop grade-appropriate compositions by identifying and applying writing processes, including the following:
 - selecting topic and form
 - prewriting (e.g., brainstorming, researching, raising questions, generating graphic organizers)
 - drafting
 - conferencing with peers and teachers
 - revising based on feedback and use of various tools (e.g., LEAP21 Writer's Checklist, rubrics)
 - proofreading/editing
 - publishing using available technology (ELA-2-E3)
24. Develop paragraphs and compositions of at least three paragraphs using the various modes (i.e., description, narration, exposition, and persuasion), emphasizing narration and description (ELA-2-E4)

English Language Arts (ELA) Grade-Level Expectations

25. Use a variety of literary devices, including hyperbole and metaphor, in compositions (ELA-2-E5)
26. Write for various purposes, including:
 - formal and informal letters that follow a specific letter format, include relevant information, and use an appropriate closure
 - informational reports that include facts and examples and that present important details in a logical order
 - book reports that include an opinion and/or a persuasive viewpoint (ELA-2-E6)

Writing/Proofreading

Standard 3:

27. Write legibly in standard cursive or printed form, indenting paragraphs appropriately, using standard margins, and demonstrating fluency (ELA-3-E1)
28. Use standard English punctuation, including apostrophes in contractions and in the possessive case of singular and plural nouns (ELA-3-E2)
29. Capitalize greetings, titles of respect, and titles of books, articles, chapters, movies, and songs (ELA-3-E2)
30. Write using standard English structure and usage, including:
 - using active and passive voices of verbs
 - avoiding writing with sentence fragments and run-on sentences (ELA-3-E3)
31. Apply knowledge of parts of speech in writing, including:
 - selecting and using common interjections appropriately
 - identifying and using transitive and intransitive verbs correctly
 - identifying and using verb tenses correctly, including present perfect, past perfect, and future perfect
 - using grade-appropriate irregular verb tenses correctly (ELA-3-E4)
32. Use knowledge of root words, affixes, and syllable constructions to spell words (ELA-3-E5)
33. Alphabetize to the fourth and fifth letters (ELA-3-E5)

Speaking and Listening

Standard 4:

34. Adjust pacing to suit purpose, audience, and setting when speaking (ELA-4-E1)
35. Interpret, follow, and give multi-step directions (ELA-4-E2)
36. Deliver presentations that include the following:
 - information drawn from several sources and identification of the sources
 - effective introductions and conclusions
 - details, examples, anecdotes, or statistics that explain or clarify information
 - information selected to persuade or influence the audience (ELA-4-E4)
37. Demonstrate active listening strategies, including asking questions, responding to cues, and making eye contact (ELA-4-E5)
38. Adjust speaking content according to the needs of the audience (ELA-4-E5)
39. Listen to and critique messages such as advertising that are communicated in a variety of mediums, including television and print (ELA-4-E6)
40. Identify the effectiveness and dynamics of group process and cooperative learning (ELA-4-E7)

Information Resources

Standard 5:

41. Locate information using organizational features of a variety of resources, including:
 - electronic information such as keyword searches, passwords, and entry menu features

English Language Arts (ELA) Grade-Level Expectations

- print materials such as indices, glossaries, table of contents, title pages, and map legends (ELA-5-E1)
42. Locate information using a broad variety of reference sources, including almanacs, atlases, newspapers, magazines, and brochures (ELA-5-E1)
 43. Evaluate the usefulness of information selected from multiple sources, including:
 - library and online databases
 - electronic reference works
 - Internet information
 - community and government data
 - interviews
 - experiments
 - surveys (ELA-5-E2)
 44. Use keywords and phrases to take notes from oral, written, and electronic media sources (ELA-5-E3)
 45. Paraphrase or summarize information from a variety of sources (ELA-5-E3)
 46. Construct simple outlines with main topics and subtopics that reflect the information gathered (ELA-5-E3)
 47. Use electronic and print resources (e.g., spelling, grammar, and thesaurus checks) to revise and publish book reviews and research reports (ELA-5-E4)
 48. Create a list of sources (e.g., books, encyclopedias, online resources) following a specified format (ELA-5-E5)
 49. Define *plagiarism* (ELA-5-E5)
 50. Read and interpret timelines, charts, graphs, schedules, tables, diagrams, and maps generated from grade-appropriate materials (ELA-5-E6)

Fifth Grade

Reading and Responding

Standard 1:

1. Identify word meanings using a variety of strategies, including:
 - using context clues (e.g., definition, restatement, example, contrast)
 - using structural analysis (e.g., base words, roots, affixes)
 - determining word origins (etymology)
 - using electronic and print dictionaries, thesauruses, glossaries (ELA-1-M1)
2. Identify common abbreviations, symbols, acronyms, and multiple-meaning words (ELA-1-M1)
3. Identify the meanings of idioms and analogies (ELA-1-M1)
4. Develop specific vocabulary (e.g., for reading scientific, geographical, historical, and mathematical texts, as well as news and current events) for various purposes (ELA-1-M1)
5. Identify and explain story elements, including:
 - theme development
 - character development
 - relationship of word choice and mood
 - plot sequence (e.g., exposition, rising action, climax, falling action, resolution) (ELA-1-M2)
6. Identify and explain literary devices in grade-appropriate texts, including:
 - how word choice and images appeal to the senses and suggest mood, tone, and style
 - foreshadowing

English Language Arts (ELA) Grade-Level Expectations

- flashback (ELA-1-M2)
7. Answer literal and inferential questions in oral and written responses about ideas and information in grade-appropriate texts, including:
 - fiction
 - nonfiction
 - poetry
 - songs (ELA-1-M3)
 8. Identify the connections between ideas and information in a variety of texts (e.g., cartoons, poetry, fiction, instructional manuals) and real-life situations and other texts (ELA-1-M4)

Standard 6:

9. Identify cultural characteristics, including customs, traditions, and viewpoints, found in national, world, and multicultural literature in oral and written responses (ELA-6-M1)
10. Compare and contrast elements (e.g., plot, setting, characters, theme) in a variety of genres in oral and written responses (ELA-6-M2)
11. Use knowledge of the distinctive characteristics to classify and interpret elements of various genres, including:
 - fiction (e.g., folktales, fairy tales, fables, legends, short stories, novels)
 - nonfiction (e.g., biography, autobiography, informational text)
 - poetry (e.g., lyric, narrative)
 - drama (e.g., one-act play or skits) (ELA-6-M3)

Standard 7:

12. Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including:
 - sequencing events and steps in a process
 - summarizing and paraphrasing information
 - identifying stated and implied main ideas and supporting details for each
 - comparing and contrasting literary elements and ideas
 - making simple inferences and drawing conclusions
 - predicting the outcome of a story or situation with reasonable justification
 - identifying literary devices (ELA-7-M1)
13. Examine and explain the relationship between life experiences and texts to generate solutions to problems (ELA-7-M2)
14. Use technical information and other available resources (e.g., software programs, manuals) to solve problems (ELA-7-M2)
15. Explain an author's purpose for writing (e.g., to explain, to entertain, to persuade, to inform, to express personal attitudes or beliefs) (ELA-7-M3)
16. Explain how the author's viewpoint (perspective, bias) is reflected in the text (ELA-7-M3)
17. Analyze grade-appropriate print and nonprint texts using various reasoning skills, including:
 - identifying cause-effect relationships
 - raising questions
 - thinking inductively and deductively
 - generating a theory or hypothesis
 - skimming/scanning
 - distinguishing facts from opinions and probability (ELA-7-M4)

English Language Arts (ELA) Grade-Level Expectations

Writing

Standard 2:

18. Write multiparagraph compositions on student- or teacher-selected topics organized with the following:
 - an established central idea
 - important ideas or events stated in sequential or chronological order
 - elaboration (e.g., fact, examples, specific details)
 - transitional words and phrases that unify points and ideas
 - an overall structure including an introduction, a body/middle, and a concluding paragraph that summarizes important ideas (ELA-2-M1)
19. Organize individual paragraphs with topic sentences, relevant elaboration, and concluding sentences (ELA-2-M1)
20. Develop grade-appropriate compositions on student- or teacher-selected topics that include the following:
 - word choices (diction) appropriate to the identified audience and/or purpose
 - vocabulary selected to clarify meaning, create images, and set a tone
 - information/ideas selected to engage the interest of the reader
 - clear voice (individual personality)
 - variety in sentence structure (ELA-2-M2)
21. Develop grade-appropriate compositions applying writing processes such as the following:
 - selecting topic and form
 - prewriting (e.g., brainstorming, researching, raising questions, completing graphic organizers)
 - drafting
 - conferencing (e.g., peer and teacher)
 - revising based on feedback and use of various tools (e.g., LEAP21 Writer's Checklist, rubrics)
 - proofreading/editing
 - publishing using technology (ELA-2-M3)
22. Develop grade-appropriate paragraphs and multiparagraph compositions using the various modes (i.e., description, narration, exposition, and persuasion), emphasizing narration and exposition (ELA-2-M4)
23. Use the various modes to write compositions, including:
 - how-to essays
 - stories that incorporate dialogue, characters, plot, setting, and sensory details (ELA-2-M4)
24. Develop writing/compositions using a variety of literary and sound devices, including similes, metaphors, and onomatopoeia (ELA-2-M5)
25. Write for various purposes, including:
 - formal and informal letters that state a purpose, make requests, or give compliments
 - evaluations of media, such as films, performances, or field trips
 - explanations of stories and poems using retellings, examples, and text-based evidence (ELA-2-M6)

Writing/Proofreading

Standard 3:

26. Use standard English punctuation, including:
 - parentheses and commas in direct quotations
 - commas to set off appositives and introductory phrases

English Language Arts (ELA) Grade-Level Expectations

- use quotation marks around dialogue (ELA-3-M2)
- 27. Capitalize the first and other important words in titles and proper nouns (ELA-3-M2)
- 28. Write paragraphs and compositions following standard English structure and usage, including:
 - varied sentence structures (e.g., simple, compound) and types (i.e., declarative, interrogative, imperative, exclamatory)
 - agreement of subjects and verbs in complex sentences
 - sentences without double negatives
 - correct sentence fragments and run-on sentences (ELA-3-M3)
- 29. Apply knowledge of parts of speech in writing, including:
 - using same verb tense throughout when appropriate
 - selecting and using specific nouns, pronouns, and verbs for clarity (ELA-3-M4)
- 30. Spell high-frequency, commonly confused, frequently misspelled words correctly (ELA-3-M5)
- 31. Incorporate accurate spelling and use a variety of resources (e.g., glossaries, dictionaries, thesauruses, spell check) to find correct spellings (ELA-3-M5)

Speaking and Listening

Standard 4:

- 32. Adjust diction and enunciation to suit the purpose for speaking (ELA-4-M1)
- 33. Use complete sentences and standard English grammar, diction, syntax, and pronunciation when speaking (ELA-4-M1)
- 34. Follow procedures (e.g., read, question, write a response, form groups) from detailed oral instructions (ELA-4-M2)
- 35. Restate or describe oral directions/procedures for tasks (ELA-4-M2)
- 36. Adjust volume and inflection to suit the audience and purpose of presentations (ELA-4-M3)
- 37. Organize oral presentations with a thesis, an introduction, a body developed with relevant details, and a conclusion (ELA-4-M3)
- 38. Demonstrate active listening strategies (e.g., asking focused questions, responding to questions, making visual contact) (ELA-4-M4)
- 39. Deliver formal and informal presentations for a variety of purposes, including:
 - book reports
 - personal experiences
 - explanations of projects (ELA-4-M4)
- 40. Evaluate media for various purposes, including:
 - effectiveness of organization and presentation
 - usefulness and relevance of information (ELA-4-M5)
- 41. Participate in group and panel discussions, including:
 - explaining the effectiveness and dynamics of group process
 - applying agreed-upon rules for formal and informal discussions
 - assuming a variety of roles (e.g., facilitator, recorder, leader, listener) (ELA-4-M6)

Information Resources

Standard 5:

- 42. Locate and select information using a variety of organizational features in grade-appropriate resources, including:
 - complex reference sources (e.g., almanacs, atlases, newspapers, magazines, brochures, map legends, prefaces, appendices)
 - electronic storage devices (e.g., CD-ROMs, diskettes, software, drives)
 - frequently accessed and bookmarked Web addresses (ELA-5-M1)

English Language Arts (ELA) Grade-Level Expectations

43. Locate and integrate information from grade-appropriate resources, including:
 - multiple printed texts (e.g., encyclopedias, atlases, library catalogs, specialized dictionaries, almanacs, technical encyclopedias)
 - electronic sources (e.g., Web sites, databases, audio and video tapes, films, documentaries) for use in researching a topic (ELA-5-M2)
44. Locate, gather, and select information using data-gathering strategies, including:
 - surveying
 - interviewing
 - paraphrasing (ELA-5-M3)
45. Generate grade-appropriate research reports that include information presented in a variety of forms, including:
 - visual representations of data/information
 - graphic organizers (e.g., outlines, timelines, charts, webs)
 - bibliographies (ELA-5-M3)
46. Use word processing and/or other technology to draft, revise, and publish a variety of works, including compositions and reports (ELA-5-M4)
47. Give credit for borrowed information following acceptable use policy, including:
 - integrating quotations and citations
 - using endnotes
 - creating bibliographies and/or works cited lists (ELA-5-M5)
48. Interpret information from a variety of grade-appropriate sources, including timelines, charts, schedules, tables, diagrams, and maps (ELA-5-M6)

Sixth Grade

Reading and Responding

Standard 1:

1. Identify word meanings using a variety of strategies, including:
 - using context clues (e.g., definition, restatement, example, contrast)
 - using structural analysis (e.g., roots, affixes)
 - determining word origins (etymology)
 - using knowledge of idioms
 - explaining word analogies (ELA-1-M1)
2. Identify common abbreviations, symbols, acronyms, and multiple-meaning words (ELA-1-M1)
3. Develop specific vocabulary (e.g., scientific, content-specific, current events) for various purposes (ELA-1-M1)
4. Identify and explain story elements, including:
 - theme development
 - character development
 - relationship of word choice and mood
 - plot sequence (e.g., exposition, rising action, climax, falling action, resolution) (ELA-1-M2)
5. Identify and explain literary and sound devices, including:
 - foreshadowing
 - flashback
 - imagery
 - onomatopoeia (ELA-1-M2)
6. Answer literal and inferential questions in oral and written responses about ideas and information in grade-appropriate texts, including:

English Language Arts (ELA) Grade-Level Expectations

- comic strips
 - editorial cartoons
 - speeches (ELA-1-M3)
7. Explain the connections between ideas and information in a variety of texts (e.g., journals, technical specifications, advertisements) and real-life situations and other texts (ELA-1-M4)

Standard 6:

8. Compare and contrast cultural characteristics (e.g., customs, traditions, viewpoints) found in national, world, and multicultural literature (ELA-6-M1)
9. Compare and contrast elements (e.g., plot, setting, characters, theme) in a variety of genres (ELA-6-M2)
10. Use knowledge of the distinctive characteristics to classify and interpret elements of various genres, including:
- fiction (e.g., myths, historical fiction)
 - nonfiction (e.g., newspaper articles, magazine articles)
 - poetry (e.g., lyric, narrative)
 - drama (e.g., short plays) (ELA-6-M3)

Standard 7:

11. Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including:
- sequencing events and steps in a process
 - summarizing and paraphrasing information
 - identifying stated or implied main ideas and supporting details
 - comparing and contrasting literary elements and ideas
 - making simple inferences and drawing conclusions
 - predicting the outcome of a story or situation
 - identifying literary devices (ELA-7-M1)
12. Examine and explain the relationship between life experiences and texts to generate solutions to problems (ELA-7-M2)
13. Use technical information and other available resources (e.g., software programs, manuals) to solve problems (ELA-7-M2)
14. Analyze an author's stated or implied purpose for writing (e.g., to explain, to entertain, to persuade, to inform, to express personal attitudes or beliefs) (ELA-7-M3)
15. Identify persuasive techniques (e.g., unsupported inferences, faulty reasoning, generalizations) that reflect an author's viewpoint (perspective) in texts (ELA-7-M3)
16. Analyze grade-appropriate print and nonprint texts using various reasoning skills, including:
- identifying cause-effect relationships
 - raising questions
 - reasoning inductively and deductively
 - generating a theory or hypothesis
 - skimming/scanning
 - distinguishing facts from opinions and probability (ELA-7-M4)

Writing

Standard 2:

17. Write multiparagraph compositions on student- or teacher-selected topics organized with the following:
- an established central idea
 - organizational patterns (e.g., comparison/contrast, order of importance, chronological order) appropriate to the topic

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- elaboration (e.g., fact, examples, and/or specific details)
 - transitional words and phrases that unify ideas and points
 - an overall structure including an introduction, a body/middle, and a concluding paragraph that summarizes important ideas (ELA-2-M1)
18. Organize individual paragraphs with topic sentences, relevant elaboration, and concluding sentences (ELA-2-M1)
19. Develop grade-appropriate compositions on student- or teacher-selected topics that include the following:
- word choices (diction) appropriate to the identified audience and/or purpose
 - vocabulary selected to clarify meaning, create images, and set a tone
 - information/ideas selected to engage the interest of the reader
 - clear voice (individual personality)
 - variety in sentence structure (ELA-2-M2)
20. Develop grade-appropriate compositions applying writing processes such as the following:
- selecting topic and form
 - prewriting (e.g., brainstorming, researching, raising questions, generating graphic organizers)
 - drafting
 - conferencing (e.g., peer, teacher)
 - revising based on feedback and use of various tools (e.g., LEAP21 Writer's Checklist, rubrics)
 - proofreading/editing
 - publishing using technology (ELA-2-M3)
21. Develop grade-appropriate paragraphs and multiparagraph compositions using the various modes of writing (e.g., description, narration, exposition, persuasion), emphasizing narration and exposition (ELA-2-M4)
22. Use the various modes to write compositions, including:
- comparison/contrast
 - essays based on a stated opinion (ELA-2-M4)
23. Develop writing using a variety of literary devices, including foreshadowing, flashback, and imagery (ELA-2-M5)
24. Write for various purposes, including:
- business letters that include a heading, inside address, salutation, body, and signature
 - evaluations, supported with facts and opinions, of newspaper/magazine articles and editorial cartoons
 - text-supported interpretations of elements of novels, stories, poems, and plays (ELA-2-M6)

Writing/Proofreading

Standard 3:

25. Use standard English punctuation, including:
- hyphens to separate syllables of words and compound adjectives
 - commas and coordinating conjunctions to separate independent clauses in compound sentences
 - colons after salutation in business letters (ELA-3-M2)
26. Capitalize names of companies, buildings, monuments, and geographical names (ELA-3-M2)
27. Write paragraphs and compositions following standard English structure and usage, including:

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- possessive forms of singular and plural nouns and pronouns
 - regular and irregular verb tenses
 - homophones (ELA-3-M3)
28. Apply knowledge of parts of speech in writing, including:
- prepositional phrases
 - interjections for emphasis
 - conjunctions and transitions to connect ideas (ELA-3-M4)
29. Spell high-frequency, commonly confused, frequently misspelled words and derivatives (e.g., roots and affixes) correctly (ELA-3-M5)
30. Use a variety of resources (e.g., glossaries, dictionaries, thesauruses, spell check) to find correct spellings (ELA-3-M5)

Speaking and Listening

Standard 4:

31. Adjust diction and enunciation to suit the purpose for speaking (ELA-4-M1)
32. Use standard English grammar, diction, syntax, and pronunciation when speaking (ELA-4-M1)
33. Follow procedures (e.g., read, question, write a response, form groups) from detailed oral instructions (ELA-4-M2)
34. State oral directions/procedures for tasks (ELA-4-M2)
35. Adjust volume and inflection to suit the audience and purpose of presentations (ELA-4-M3)
36. Organize oral presentations with a thesis, an introduction, a body developed with relevant details, and a conclusion (ELA-4-M3)
37. Demonstrate active listening strategies for various purposes, including:
- viewing a video to interpret the meaning of the story, to determine the speaker's/character's attitude using verbal and nonverbal cues, and to draw conclusions about the presentation
 - summarizing the main points of a speaker's message, including supporting details and their significance (ELA-4-M4)
38. Deliver oral presentations and responses, including:
- a research-based presentation
 - formal and informal descriptive presentations that convey relevant information and descriptive details (ELA-4-M4)
39. Evaluate media for various purposes, including:
- text structure
 - images/sensory details
 - support for main position
 - background information
 - opinions vs. facts
 - sequence of ideas and organization (ELA-4-M5)
40. Participate in group and panel discussions, including:
- explaining the effectiveness and dynamics of group process
 - applying agreed-upon rules for formal and informal discussions
 - assuming a variety of roles (e.g., facilitator, recorder, leader, listener) (ELA-4-M6)

Information Resources

Standard 5:

41. Locate and select information using organizational features of grade-appropriate resources, including:

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- complex reference sources (e.g., almanacs, atlases, newspapers, magazines, brochures, map legends, prefaces, appendices)
 - electronic storage devices (e.g., CD-ROMs, diskettes, software, drives)
 - frequently accessed and bookmarked Web addresses
 - organizational features of electronic texts (e.g., bulletin boards, databases, keyword searches, e-mail addresses) (ELA-5-M1)
42. Locate and integrate information from grade-appropriate resources, including:
- multiple printed texts (e.g., encyclopedias, atlases, library catalogs, specialized dictionaries, almanacs, technical encyclopedias)
 - electronic sources (e.g., Web sites, databases)
 - other media sources (e.g., audio and video tapes, films, documentaries, television, radio) (ELA-5-M2)
43. Identify sources as primary and secondary to determine credibility of information (ELA-5-M2)
44. Locate, gather, and select information using data-gathering strategies, including:
- surveying
 - interviewing
 - paraphrasing (ELA-5-M3)
45. Generate grade-appropriate research reports that include information presented in a variety of forms, including:
- visual representations of data/information
 - graphic organizers (e.g., outlines, timelines, charts, webs)
 - bibliographies (ELA-5-M3)
46. Use word processing and/or other technology to draft, revise, and publish a variety of works, including compositions, investigative reports, and business letters (ELA-5-M4)
47. Give credit for borrowed information following acceptable-use policy, including:
- integrating quotations and citations
 - using endnotes
 - creating bibliographies and/or works cited lists (ELA-5-M5)
48. Interpret information from a variety of graphic organizers , including timelines, charts, schedules, tables, diagrams, and maps in grade-appropriate sources (ELA-5-M6)

Seventh Grade

Reading and Responding

Standard 1:

1. Develop vocabulary using a variety of strategies, including:
 - use of connotative and denotative meanings
 - use of Greek, Latin, and Anglo-Saxon base words, roots, affixes, and word parts (ELA-1-M1)
2. Explain story elements, including:
 - the revelation of character motivation through thoughts, words, and actions
 - plot sequence (e.g., exposition, rising action, climax, falling action, resolution)
 - conflicts (e.g., man vs. man, nature, society, self) and their effect on plot
 - effects of first- and third-person points of view
 - theme development (ELA-1-M2)
3. Interpret literary devices, including:
 - symbolism
 - puns
 - analogies (ELA-1-M2)

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4. Draw conclusions and make inferences in oral and written responses about ideas and information in grade-appropriate texts, including:
 - instructional materials
 - essays
 - dramas (ELA-1-M3)
5. Interpret ideas and information in a variety of texts, including periodical articles, editorials, and lyrics, and make connections to real-life situations and other texts (ELA-1-M4)

Standard 6:

6. Identify universal themes (e.g., search for identity, love, friendship, family, courage, adversity) and cultural viewpoints found in national, world, and multicultural literature in oral and written responses (ELA-6-M1)
7. Compare and contrast elements (e.g., plot, setting, character, theme) in multiple genres in oral and written responses (ELA-6-M2)
8. Use knowledge of the distinctive characteristics to classify and interpret elements of various genres, including:
 - fiction (e.g., science fiction/fantasy)
 - nonfiction (e.g., essays, letters)
 - poetry (e.g., lyric, narrative)
 - drama (e.g., short plays) (ELA-6-M3)

Standard 7:

9. Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including:
 - sequencing events and steps in a process
 - summarizing and paraphrasing information
 - identifying stated or implied main ideas and explaining how details support ideas
 - comparing and contrasting literary elements and ideas
 - making inferences and drawing conclusions
 - predicting the outcome of a story or situation
 - identifying literary devices (ELA-7-M1)
10. Explain the relationship between life experiences and texts to generate solutions to problems (ELA-7-M2)
11. Use technical information and other available resources (e.g., Web sites, interviews) to solve problems (ELA-7-M2)
12. Explain the effects of an author's stated purpose for writing (ELA-7-M3)
13. Identify an author's bias (objectivity) for, against, or neutral toward an issue (ELA-7-M3)
14. Analyze grade-appropriate print and nonprint texts using various reasoning skills, for example:
 - identifying cause-effect relationships
 - raising questions
 - reasoning inductively and deductively
 - generating a theory or hypothesis
 - skimming/scanning (ELA-7-M4)

Writing

Standard 2:

15. Write multiparagraph compositions on student- or teacher-selected topics organized with the following:
 - established central idea

English Language Arts (ELA) Grade-Level Expectations

- organizational patterns (e.g., comparison/contrast, order of importance, chronological order) appropriate to the topic
 - elaboration (e.g., fact, examples, and/or specific details)
 - transitional words and phrases that unify ideas and points
 - overall structure including an introduction, a body/middle, and a concluding paragraph that summarizes important ideas and details (ELA-2-M1)
16. Organize individual paragraphs with topic sentences, relevant elaboration, and concluding sentences (ELA-2-M1)
17. Develop grade-appropriate compositions on student- or teacher-selected topics that include the following:
- word choices (diction) appropriate to the identified audience and/or purpose
 - vocabulary selected to clarify meaning, create images, and set a tone
 - information/ideas selected to engage the interest of the reader
 - clear voice (individual personality)
 - variety in sentence structure (ELA-2-M2)
18. Develop grade-appropriate compositions by identifying and applying writing processes, such as the following:
- selecting topic and form
 - prewriting (e.g., brainstorming, researching, raising questions, generating graphic organizers)
 - drafting
 - conferencing (e.g., peer and teacher)
 - revising based on feedback and use of various tools (e.g., LEAP21 Writer's Checklist, rubrics)
 - proofreading/editing
 - publishing using technology (ELA-2-M3)
19. Develop grade-appropriate paragraphs and multiparagraph compositions using the various modes of writing (e.g., description, narration, exposition, persuasion), emphasizing narration and exposition (ELA-2-M4)
20. Use the various modes to write compositions, including:
- essays based on a stated opinion
 - fictional narratives (ELA-2-M4)
21. Develop writing using a variety of literary devices, including analogies, symbolism, and puns (ELA-2-M5)
22. Write for various purposes, including:
- letters of complaint supported with complete and accurate information and reasons
 - evaluations of media, such as television, radio, and the arts
 - text-supported interpretations of elements of grade-appropriate stories, poems, plays, and novels
 - applications, such as memberships and library cards (ELA-2-M6)

Writing/Proofreading

Standard 3:

23. Use standard English punctuation, including:
- commas to set off direct quotations, nouns of direct address, and after introductory words or phrases
 - semicolons or colons to separate independent clauses (ELA-3-M2)
24. Write paragraphs and compositions following standard English structure and usage, including:
- varied sentence structures, including complex sentences

English Language Arts (ELA) Grade-Level Expectations

- antecedents that agree with pronouns in number, person, and gender
 - sentences without double negatives (ELA-3-M3)
25. Apply knowledge of parts of speech in writing, including:
- infinitives and participles
 - superlative and comparative degrees of adjectives
 - adverbs (ELA-3-M4)
26. Spell high-frequency, commonly confused, frequently misspelled words and derivatives (e.g., roots, affixes) correctly (ELA-3-M5)
27. Use a variety of resources (e.g., glossaries, dictionaries, thesauruses, spell check) to find correct spellings (ELA-3-M5)

Speaking and Listening

Standard 4:

28. Adjust diction and enunciation to suit the purpose for speaking (ELA-4-M1)
29. Use standard English grammar, diction, syntax, and pronunciation when speaking (ELA-4-M1)
30. Follow procedures (e.g., read, question, write a response, form groups) from detailed oral instructions (ELA-4-M2)
31. State oral directions/procedures for tasks (ELA-4-M2)
32. Adjust volume and inflection to suit the audience and purpose of presentations (ELA-4-M3)
33. Organize oral presentations with a thesis, an introduction, a body developed with relevant details, and a conclusion (ELA-4-M3)
34. Evaluate and determine bias and credibility of various media presentations (e.g., TV and radio advertising) (ELA-4-M4)
35. Deliver formal and informal persuasive presentations (ELA-4-M4)
36. Deliver grade-appropriate research-based presentations (ELA-4-M4)
37. Evaluate a variety of media for impressions/effect on listeners, faulty reasoning, propaganda techniques, and delivery (ELA-4-M5)
38. Participate in group and panel discussions, including:
- explaining the effectiveness and dynamics of group process
 - applying agreed-upon rules for formal and informal discussions
 - assuming a variety of roles (e.g., facilitator, recorder, leader, listener) (ELA-4-M6)

Information Resources

Standard 5:

39. Locate and select information using organizational features of grade-appropriate resources, including:
- complex reference sources (e.g., almanacs, atlases, newspapers, magazines, brochures, map legends, prefaces, appendices)
 - electronic storage devices (e.g., CD-ROMs, diskettes, software, drives)
 - frequently accessed and bookmarked Web addresses
 - features of electronic texts (e.g., hyperlinks, cross-referencing, Web resources, including online sources and remote sites) (ELA-5-M1)
40. Locate and integrate information from a variety of grade-appropriate resources, including:
- multiple printed texts (e.g., encyclopedias, atlases, library catalogs, specialized dictionaries, almanacs, technical encyclopedias)
 - electronic sources (e.g., Web sites, databases)
 - other media sources (e.g., audio and video tapes, films, documentaries, television, radio) (ELA-5-M2)

English Language Arts (ELA) Grade-Level Expectations

41. Explain the usefulness and accuracy of sources by determining their validity (e.g., authority, accuracy, objectivity, publication date, coverage) (ELA-5-M2)
42. Gather and select information using data-gathering strategies/tools, including:
 - surveying
 - interviewing
 - paraphrasing (ELA-5-M3)
43. Generate grade-appropriate research reports that include information presented in a variety of forms, including:
 - visual representations of data/information
 - graphic organizers (e.g., outlines, timelines, charts, webs)
 - works cited lists and/or bibliographies (ELA-5-M3)
44. Use word processing and/or other technology to draft, revise, and publish a variety of works, including reports and research documents (ELA-5-M4)
45. Give credit for borrowed information following acceptable use policy, including:
 - integrating quotations and citations
 - using end notes
 - creating bibliographies and/or works cited lists (ELA-5-M5)
46. Interpret information from a variety of graphic organizers including timelines, charts, schedules, tables, diagrams, and maps in grade-appropriate sources (ELA-5-M6)

Eighth Grade

Reading and Responding

Standard 1:

1. Develop vocabulary using a variety of strategies, including:
 - use of connotative and denotative meanings
 - use of Greek, Latin, and Anglo-Saxon roots and word parts (ELA-1-M1)
2. Interpret story elements, including:
 - stated and implied themes
 - development of character types (e.g., flat, round, dynamic, static)
 - effectiveness of plot sequence and/or subplots
 - the relationship of conflicts and multiple conflicts (e.g., man vs. man, nature, society, self) to plot
 - difference in third-person limited and omniscient points of view
 - how a theme is developed (ELA-1-M2)
3. Interpret literary devices, including:
 - allusions
 - understatement (meiosis)
 - how word choice and images appeal to the senses and suggest mood and tone
 - the use of foreshadowing and flashback to direct plot development
 - the effects of hyperbole and symbolism (ELA-1-M2)
4. Draw conclusions and make inferences in print and nonprint responses about ideas and information in grade-appropriate texts, including:
 - epics
 - consumer materials
 - public documents (ELA-1-M3)
5. Interpret ideas and information in a variety of texts (e.g., scientific reports, technical guidelines, business memos) and make connections to real-life situations and other texts (ELA-1-M4)

English Language Arts (ELA) Grade-Level Expectations

Standard 6:

6. Analyze universal themes found in a variety of world and multicultural texts in oral and written responses (ELA-6-M1)
7. Compare and contrast elements (e.g., plot, setting, character, theme) in multiple genres (ELA-6-M2)
8. Use knowledge of the distinctive characteristics to classify and explain the significance of various genres, including:
 - fiction (e.g., mystery, novel)
 - nonfiction (e.g., workplace documents, editorials)
 - poetry (e.g., lyric, narrative)
 - drama (e.g., plays) (ELA-6-M3)

Standard 7:

9. Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including:
 - sequencing events to examine and evaluate information
 - summarizing and paraphrasing to examine and evaluate information
 - interpreting stated or implied main ideas
 - comparing and contrasting literary elements and ideas within and across texts
 - making inferences and drawing conclusions
 - predicting the outcome of a story or situation
 - identifying literary devices (ELA-7-M1)
10. Explain the relationship between life experiences and texts to generate solutions to problems (ELA-7-M2)
11. Use technical information and other available resources (e.g., Web sites, interviews) to solve problems (ELA-7-M2)
12. Evaluate the effectiveness of an author's purpose (ELA-7-M3)
13. Analyze an author's viewpoint by assessing appropriateness of evidence and persuasive techniques (e.g., appeal to authority, social disapproval) (ELA-7-M3)
14. Analyze grade-appropriate print and nonprint texts using various reasoning skills, including:
 - identifying cause-effect relationships
 - raising questions
 - reasoning inductively and deductively
 - generating a theory or hypothesis
 - skimming/scanning
 - distinguishing facts from opinions and probability (ELA-7-M4)

Writing

Standard 2:

15. Write complex, multiparagraph compositions on student- or teacher-selected topics organized with the following:
 - a clearly stated focus or central idea
 - important ideas or events stated in a selected order
 - organizational patterns (e.g., comparison/contrast, order of importance, chronological order) appropriate to the topic
 - elaboration (anecdotes, relevant facts, examples, and/or specific details)
 - transitional words and phrases that unify ideas and points
 - an overall structure (e.g., introduction, body/middle, and concluding paragraph that summarizes important ideas and details) (ELA-2-M1)
16. Organize individual paragraphs with topic sentences, relevant elaboration, and concluding sentences (ELA-2-M1)

English Language Arts (ELA) Grade-Level Expectations

17. Develop grade-appropriate compositions on student- or teacher-selected topics that include the following:
 - word choices (diction) appropriate to the identified audience and/or purpose
 - vocabulary selected to clarify meaning, create images, and set a tone
 - information/ideas selected to engage the interest of the reader
 - clear voice (individual personality)
 - variety in sentence structure (ELA-2-M2)
18. Develop grade-appropriate compositions by identifying and applying writing processes such as the following:
 - selecting topic and form
 - prewriting (e.g., brainstorming, researching, raising questions, generating graphic organizers)
 - drafting
 - conferencing (e.g., peer and teacher)
 - revising based on feedback and use of various tools (e.g., LEAP21 Writer's Checklist, rubrics)
 - proofreading/editing
 - publishing using technology (ELA-2-M3)
19. Develop grade-appropriate paragraphs and multiparagraph compositions using the various modes of writing (e.g., description, narration, exposition, and persuasion), emphasizing narration and exposition (ELA-2-M4)
20. Use the various modes to write compositions, including:
 - short stories developed with literary devices
 - problem/solution essays
 - essays defending a stated position (ELA-2-M4)
21. Develop writing using a variety of literary devices, including understatements and allusions (ELA-2-M5)
22. Write for a wide variety of purposes, including:
 - persuasive letters that include appropriate wording and tone and that state an opinion
 - evaluations of advertisements, political cartoons, and speeches
 - text-supported interpretations of elements of grade-appropriate stories, poems, plays, and novels (ELA-2-M6)

Writing/Proofreading

Standard 3:

23. Use standard English capitalization and punctuation consistently (ELA-3-M2)
24. Write paragraphs and compositions following standard English structure and usage, including:
 - varied sentence structures and patterns, including complex sentences
 - phrases and clauses used correctly as modifiers (ELA-3-M3)
25. Apply knowledge of parts of speech in writing, including:
 - infinitives, participles, and gerunds
 - superlative and comparative degrees of adjectives
 - adverbs (ELA-3-M4)
26. Spell high-frequency, commonly confused, frequently misspelled words and derivatives (e.g., roots and affixes) correctly (ELA-3-M5)
27. Use a variety of resources (e.g., glossaries, dictionaries, thesauruses, spell check) to find correct spellings (ELA-3-M5)

English Language Arts (ELA) Grade-Level Expectations

Speaking and Listening

Standard 4:

28. Adjust diction and enunciation to suit the purpose for speaking (ELA-4-M1)
29. Use standard English grammar, diction, syntax, and pronunciation when speaking (ELA-4-M1)
30. Follow procedures (e.g., read, question, write a response, form groups) from detailed oral instructions (ELA-4-M2)
31. State oral directions/procedures for tasks (ELA-4-M2)
32. Adjust volume and inflection to suit the audience and purpose of presentations (ELA-4-M3)
33. Organize oral presentations with a thesis, an introduction, a body/middle developed with relevant details, and a conclusion (ELA-4-M3)
34. Determine the credibility of the speaker (e.g., hidden agenda, slanted or biased materials) (ELA-4-M4)
35. Deliver grade-appropriate persuasive presentations (ELA-4-M4)
36. Summarize a speaker's purpose and point of view (ELA-4-M4)
37. Compare, contrast, and evaluate information found in a wide variety of text/electronic media, (e.g., microprint, public speeches, art form) (ELA-4-M5)
38. Participate in group and panel discussions, including:
 - explaining the effectiveness and dynamics of group process
 - applying agreed-upon rules for formal and informal discussions
 - assuming a variety of roles (e.g., facilitator, recorder, leader, listener) (ELA-4-M6)

Information Resources

Standard 5:

39. Locate and select information using organizational features of grade-appropriate resources, including:
 - complex reference sources (e.g., almanacs, atlases, newspapers, magazines, brochures, map legends, prefaces, appendices).
 - electronic storage devices (e.g., CD-ROMs, diskettes, software, drives)
 - frequently accessed and bookmarked Web addresses
 - organizational features of electronic information (e.g., Web resources including online sources and remote sites) (ELA-5-M1)
40. Locate and integrate information from a variety of grade-appropriate resources, including:
 - multiple printed texts (e.g., encyclopedias, atlases, library catalogs, specialized dictionaries, almanacs, technical encyclopedias)
 - electronic sources (e.g., Web sites, databases)
 - other media sources (e.g., audio and video tapes, films, documentaries, television, radio) (ELA-5-M2)
41. Explain the usefulness and accuracy of sources by determining their validity (e.g., authority, accuracy, objectivity, publication date, coverage) (ELA-5-M2)
42. Gather and select information using data-gathering strategies/tools, including:
 - surveying
 - interviewing
 - paraphrasing (ELA-5-M3)
43. Generate grade-appropriate research reports that include information presented in a variety of forms, including:
 - visual representations of data/information
 - graphic organizers (e.g., outlines, timelines, charts, webs)

English Language Arts (ELA) Grade-Level Expectations

- works cited lists and/or bibliographies (ELA-5-M3)
- 44. Use word processing and/or other technology to draft, revise, and publish a variety of works, including documented research reports with bibliographies (ELA-5-M4)
- 45. Give credit for borrowed information following acceptable use policy, including:
 - integrating quotations and citations
 - using endnotes
 - creating bibliographies and/or works cited lists (ELA-5-M5)
- 46. Interpret information from a variety of graphic organizers including timelines, charts, schedules, tables, diagrams, and maps in grade-appropriate sources (ELA-5-M6)

Ninth Grade

Reading and Responding

Standard 1:

1. Extend basic and technical vocabulary using a variety of strategies, including:
 - use of context clues
 - use of knowledge of Greek and Latin roots and affixes
 - use of denotative and connotative meanings
 - tracing etymology (ELA-1-H1)
2. Identify and explain story elements, including:
 - the author's use of direct and indirect characterization
 - the author's pacing of action and use of plot development, subplots, parallel episodes, and climax to impact the reader
 - the revelation of character through dialect, dialogue, dramatic monologues, and soliloquies (ELA-1-H2)
3. Identify and explain the significance of literary devices, including:
 - mixed metaphors
 - imagery
 - symbolism
 - flashback
 - foreshadowing
 - sarcasm/irony
 - implied metaphors
 - oxymoron (ELA-1-H2)
4. Draw conclusions and make inferences in oral and written responses about ideas and information in texts, including:
 - nonfiction works
 - short stories/novels
 - five-act plays
 - poetry/epics
 - film/visual texts
 - consumer/instructional materials
 - public documents (ELA-1-H3)
5. Explain ways in which ideas and information in a variety of texts (e.g., scientific reports, technical guidelines, business memos, literary texts) connect to real-life situations and other texts (ELA-1-H4)

Standard 6:

6. Compare/contrast cultural elements including a group's history, perspectives, and language found in multicultural texts in oral and written responses (ELA-6-H1)

English Language Arts (ELA) Grade-Level Expectations

7. Identify and explain connections between historical contexts and works of various authors, including Homer, Sophocles, and Shakespeare (ELA-6-H2)
8. Identify and explain recurrent themes in world literature (ELA-6-H2)
9. Analyze in oral and written responses distinctive elements (including theme, structure, characterization) of a variety of literary forms and types, including:
 - essays by early and modern writers
 - epic poetry such as *The Odyssey*
 - forms of lyric and narrative poetry such as ballads and sonnets
 - drama, including ancient, Renaissance, and modern
 - short stories and novels
 - biographies and autobiographies (ELA-6-H3)
10. Identify and explain in oral and written responses ways in which particular genres reflect life experiences, for example:
 - an essay expresses a point of view
 - a legend chronicles the life of a cultural hero
 - a short story or novel provides a vicarious life experience (ELA-6-H4)

Standard 7:

11. Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including:
 - summarizing and paraphrasing information and story elements
 - comparing and contrasting information in texts, including televised news, news magazines, documentaries, and online information
 - comparing and contrasting complex literary elements, devices, and ideas within and across texts
 - examining the sequence of information and procedures in order to critique the logic or development of ideas in texts
 - making inferences and drawing conclusions
 - making predictions and generalizations (ELA-7-H1)
12. Solve problems using reasoning skills, including:
 - using supporting evidence to verify solutions
 - analyzing the relationships between prior knowledge and life experiences and information in texts
 - using technical information in specialized software programs, manuals, interviews, surveys, and access guides to Web sites (ELA-7-H2)
13. Identify and explain the impact of an author's life on themes and issues of a single text or multiple texts by the same author (ELA-7-H3)
14. Analyze information within and across grade-appropriate texts using various reasoning skills, including:
 - identifying cause-effect relationships
 - raising questions
 - reasoning inductively and deductively
 - generating a theory or hypothesis
 - distinguishing facts from opinions and probability (ELA-7-H4)

Writing

Standard 2:

15. Develop organized, coherent paragraphs that include the following:
 - topic sentences
 - logical sequence
 - transitional words and phrases
 - appropriate closing sentences

English Language Arts (ELA) Grade-Level Expectations

- parallel construction where appropriate (ELA-2-H1)
16. Develop multiparagraph compositions organized with the following:
 - a clearly stated central idea or thesis statement
 - a clear, overall structure that includes an introduction, a body, and an appropriate conclusion
 - supporting paragraphs appropriate to the topic organized in a logical sequence (e.g., spatial order, order of importance, ascending/descending order, chronological order, parallel construction)
 - transitional words and phrases that unify throughout (ELA-2-H1)
 17. Develop complex compositions on student- or teacher-selected topics that are suited to an identified audience and purpose and that include the following:
 - word choices appropriate to the identified audience and/or purpose
 - vocabulary selected to clarify meaning, create images, and set a tone
 - information/ideas selected to engage the interest of the reader
 - clear voice (individual personality) (ELA-2-H2)
 18. Develop complex compositions using writing processes, including:
 - selecting topic and form (e.g., determining a purpose and audience)
 - prewriting (e.g., brainstorming, clustering, outlining, generating main idea/thesis statements)
 - drafting
 - conferencing (e.g., peer and teacher)
 - revising for content and structure based on feedback
 - proofreading/editing to improve conventions of language
 - publishing using technology (ELA-2-H3)
 19. Develop paragraphs and complex, multiparagraph compositions using all modes of writing (description, narration, exposition, and persuasion) emphasizing exposition and persuasion (ELA-2-H4)
 20. Develop paragraphs and complex, multiparagraph compositions that include complex stylistic features, including:
 - literary devices such as student-composed oxymoron, touches of sarcasm, and/or irony
 - vocabulary and phrasing that reflect an individual character (voice)
 - a variety of sentence lengths and structures, including simple, compound, and complex (ELA-2-H5)
 21. Write for various purposes, including:
 - formal and business letters, such as letters of complaint and requests for information
 - letters to the editor
 - job applications
 - text-supported interpretations that connect life experiences to works of literature (ELA-2-H6)

Writing/Proofreading

Standard 3:

22. Apply standard rules of sentence formation, avoiding common errors, such as:
 - fragments
 - run-on sentences
 - syntax problems (ELA-3-H2)
23. Apply standard rules of usage, including:
 - making subjects and verbs agree
 - using verbs in appropriate tenses

English Language Arts (ELA) Grade-Level Expectations

- making pronouns agree with antecedents
 - using pronouns appropriately in nominative, objective, and possessive cases
 - using adjectives in comparative and superlative degrees and adverbs correctly
 - avoiding double negatives
 - using all parts of speech appropriately (ELA-3-H2)
24. Apply standard rules of mechanics, including:
- using commas to set off appositives or parenthetical phrases
 - using quotation marks to set off titles of short works
 - using colons preceding a list and after a salutation in a business letter
 - using standard capitalization for names of political and ethnic groups, religions, and continents (ELA-3-H2)
25. Use correct spelling conventions when writing and editing (ELA-3-H3)
26. Use a variety of resources, such as dictionaries, thesauruses, glossaries, technology, and textual features (e.g., definitional footnotes, sidebars) to verify word spellings (ELA-3-H3)

Speaking and Listening

Standard 4:

27. Use standard English grammar, diction, and syntax when responding to questions, participating in informal group discussions, and making presentations (ELA-4-H1)
28. Select language appropriate to specific purposes and audiences when speaking, including:
- delivering informational/book reports in class
 - conducting interviews/surveys of classmates or the general public
 - participating in class discussions (ELA-4-H1)
29. Listen to oral instructions and presentations, speeches, discussions, and carry out procedures, including:
- taking accurate notes
 - writing summaries or responses
 - forming groups (ELA-4-H2)
30. Organize and use precise language to deliver oral directions and instructions about general, technical, or scientific topics (ELA-4-H2)
31. Deliver oral presentations that include the following:
- phrasing, enunciation, voice modulation, verbal and nonverbal techniques, and inflection adjusted to stress important ideas and impact audience response
 - language choices selected to suit the content and context
 - an organization that includes an introduction, relevant details that develop the topic, and a conclusion (ELA-4-H3)
32. Use active listening strategies, including:
- monitoring messages for clarity
 - selecting and organizing essential information
 - noting cues such as changes in pace
 - generating and asking questions concerning a speaker's content, delivery, and attitude toward the subject (ELA-4-H4)
33. Deliver clear, coherent, and concise oral presentations about information and ideas in texts (ELA-4-H4)
34. Analyze media information in oral and written responses, including:
- summarizing the coverage of a media event
 - comparing messages from different media (ELA-4-H5)
35. Participate in group and panel discussions, including:

English Language Arts (ELA) Grade-Level Expectations

- identifying the strengths and talents of other participants
- acting as facilitator, recorder, leader, listener, or mediator
- evaluating the effectiveness of participant's performance (ELA-4-H6)

Information Resources

Standard 5:

36. Identify and use organizational features to locate relevant information for research projects using a variety of resources, including:
 - print resources (e.g., prefaces, appendices, annotations, citations, bibliographic references)
 - electronic texts (e.g., database keyword searches, search engines, e-mail addresses) (ELA-5-H1)
37. Locate, analyze, and synthesize information from a variety of grade-appropriate resources, including:
 - multiple printed texts (e.g., encyclopedias, atlases, library catalogs, specialized dictionaries, almanacs, technical encyclopedias, and periodicals)
 - electronic sources (e.g., Web sites, databases)
 - other media sources (e.g., community and government data, television and radio resources, and other audio and visual materials) (ELA-5-H2)
38. Analyze the usefulness and accuracy of sources by determining their validity (e.g., authority, accuracy, objectivity, publication date, and coverage) (ELA-5-H2)
39. Access information and conduct research using various grade-appropriate, data-gathering strategies/tools, including:
 - formulating clear research questions
 - gathering evidence from primary and secondary sources
 - using graphic organizers (e.g., outlining, charts, timelines, webs)
 - compiling and organizing information to support the central ideas, concepts, and themes of formal papers or presentations (ELA-5-H3)
40. Write a variety of research reports, which include the following:
 - research supporting the main ideas
 - facts, details, examples, and explanations from sources
 - graphics when appropriate
 - complete documentation (e.g., endnotes, parenthetical citations, works cited lists or bibliographies) (ELA-5-H3)
41. Use word processing and/or other technology (e.g., illustration, page-layout, Web-design programs) to draft, revise, and publish various works, including research reports documented with parenthetical citations and bibliographies or works cited lists (ELA-5-H4)
42. Give credit for borrowed information in grade-appropriate research reports following acceptable use policy, including:
 - using parenthetical documentation to integrate quotes and citations
 - preparing bibliographies and/or works cited list (ELA-5-H5)
43. Analyze information found in a variety of complex graphic organizers, including detailed maps, comparative charts, extended tables, graphs, diagrams, cutaways, overlays, and sidebars to determine usefulness for research (ELA-5-H6)

Tenth Grade

Reading and Responding

Standard 1:

1. Extend basic and technical vocabulary using a variety of strategies, including:

English Language Arts (ELA) Grade-Level Expectations

- use of context clues
 - use of knowledge of Greek and Latin roots and affixes
 - use of denotative and connotative meanings
 - tracing etymology (ELA-1-H1)
2. Analyze the development of story elements, including:
- characterization
 - plot and subplot(s)
 - theme
 - mood/atmosphere (ELA-1-H2)
3. Analyze the significance within a context of literary devices, including:
- imagery
 - symbolism
 - flashback
 - foreshadowing
 - irony, ambiguity, contradiction
 - allegory
 - tone
 - dead metaphor
 - personification, including pathetic fallacy (ELA-1-H2)
4. Draw conclusions and make inferences about ideas and information in grade-appropriate texts in oral and written responses, including:
- short stories/novels
 - nonfiction works
 - five-act plays
 - poetry/epics
 - film/visual texts
 - consumer/instructional materials
 - public documents (ELA-1-H3)
5. Analyze ways in which ideas and information in texts, such as almanacs, microfiche, news sources, technical documents, Internet sources, and literary texts, connect to real-life situations and other texts or represent a view or comment on life (ELA-1-H4)

Standard 6:

6. Compare and/or contrast cultural elements including a group's history, perspectives, and language found in multicultural texts in oral and written responses (ELA-6-H1)
7. Analyze connections between historical contexts and the works of authors, including Sophocles and Shakespeare (ELA-6-H2)
8. Analyze recurrent themes in world literature (ELA-6-H2)
9. Analyze, in oral and written responses, distinctive elements, including theme and structure, of literary forms and types, including:
- essays by early and modern writers
 - lyric, narrative, and dramatic poetry
 - drama, including ancient, Renaissance, and modern
 - short stories, novellas, and novels
 - biographies and autobiographies
 - speeches (ELA-6-H3)
10. Identify and explain in oral and written responses the ways in which particular genres reflect life experiences, for example:
- an essay expresses a point of view
 - a legend chronicles the life of a cultural hero
 - a short story or novel provides a vicarious life experience (ELA-6-H4)

English Language Arts (ELA) Grade-Level Expectations

Standard 7:

11. Demonstrate understanding of information in grade-appropriate texts using a variety of reasoning strategies, including:
 - summarizing and paraphrasing information and story elements
 - comparing and contrasting information in various texts (e.g., televised news, news magazines, documentaries, online information)
 - comparing and contrasting complex literary elements, devices, and ideas within and across texts
 - examining the sequence of information and procedures in order to critique the logic or development of ideas in texts
 - making inferences and drawing conclusions
 - making predictions and generalizations (ELA-7-H1)
12. Solve problems using reasoning skills, including:
 - using supporting evidence to verify solutions
 - analyzing the relationships between prior knowledge and life experiences and information in texts
 - using technical information in specialized software programs, manuals, interviews, surveys, and access guides to Web sites (ELA-7-H2)
13. Use knowledge of an author's background, culture, and philosophical assumptions to analyze the relationship of his/her works to the themes and issues of the historical period in which he/she lived (ELA-7-H3)
14. Evaluate the effects of an author's life in order to interpret universal themes and messages across different works by the same author (ELA-7-H3)
15. Analyze information within and across grade-appropriate texts using various reasoning skills, including:
 - identifying cause-effect relationships
 - raising questions
 - reasoning inductively and deductively
 - generating a theory or hypothesis
 - distinguishing facts from opinions and probability (ELA-7-H4)

Writing

Standard 2:

16. Develop organized, coherent paragraphs that include the following:
 - topic sentences
 - logical sequence
 - transitional words and phrases
 - appropriate closing sentences
 - parallel construction where appropriate (ELA-2-H1)
17. Develop multiparagraph compositions organized with the following:
 - a clearly stated central idea/thesis statement
 - a clear, overall structure that includes an introduction, a body, and an appropriate conclusion
 - supporting paragraphs appropriate to the topic organized in a logical sequence (e.g., spatial order, order of importance, ascending/descending order, chronological order, parallel construction)
 - transitional words and phrases that unify throughout (ELA-2-H1)
18. Develop complex compositions on student- or teacher-selected topics that are suited to an identified audience and purpose and that include the following:
 - word choices appropriate to the identified audience and/or purpose
 - vocabulary selected to clarify meaning, create images, and set a tone

English Language Arts (ELA) Grade-Level Expectations

- information/ideas selected to engage the interest of the reader
 - clear voice (individual personality) (ELA-2-H2)
19. Develop complex compositions using writing processes, including:
- selecting topic and form
 - determining purpose and audience
 - prewriting (e.g., brainstorming, clustering, outlining, generating main idea/thesis statements)
 - drafting
 - conferencing (e.g., with peers and teachers)
 - revising for content and structure based on feedback
 - proofreading/editing to improve conventions of language
 - publishing using technology (ELA-2-H3)
20. Develop complex paragraphs and multiparagraph compositions using all modes of writing, emphasizing exposition and persuasion (ELA-2-H4)
21. Use all modes to write complex compositions, including:
- comparison/contrast of ideas and information in reading materials or current issues
 - literary analyses that compare and contrast multiple texts
 - editorials on current affairs (ELA-2-H4)
22. Develop writing using a variety of complex literary and rhetorical devices, including imagery and the rhetorical question (ELA-2-H5)
23. Develop individual writing style that includes the following:
- a variety of sentence structures (e.g., parallel or repetitive) and lengths
 - diction selected to create a tone and set a mood
 - selected vocabulary and phrasing that reflect the character and temperament (voice) of the writer (ELA-2-H5)
24. Write for various purposes, including:
- formal and business letters, such as letters of complaint and requests for information
 - letters to the editor
 - job applications
 - text-supported interpretations that connect life experiences to works of literature (ELA-2-H6)

Writing/Proofreading

Standard 3:

25. Apply standard rules of sentence formation, avoiding common errors, such as:
- fragments
 - run-on sentences
 - syntax problems (ELA-3-H2)
26. Apply standard rules of usage, including:
- making subjects and verbs agree
 - using verbs in appropriate tenses
 - making pronouns agree with antecedents
 - using pronouns in appropriate cases (e.g., nominative and objective)
 - using adjectives in comparative and superlative degrees
 - using adverbs correctly
 - avoiding double negatives (ELA-3-H2)
27. Apply standard rules of mechanics, including:
- using commas to set off appositives or parenthetical phrases
 - using quotation marks to set off titles of short works

English Language Arts (ELA) Grade-Level Expectations

- using colons preceding a list and after a salutation in a business letter
 - using appropriate capitalization, including names of political and ethnic groups, religions, and continents (ELA-3-H2)
28. Use correct spelling conventions when writing and editing (ELA-3-H3)
29. Use a variety of resources, such as dictionaries, thesauruses, glossaries, technology, and textual features (e.g., definitional footnotes, sidebars), to verify word spellings (ELA-3-H3)

Speaking and Listening

Standard 4:

30. Use standard English grammar, diction, and syntax when speaking in formal presentations and informal group discussions (ELA-4-H1)
31. Select language appropriate to specific purposes and audiences, including:
- delivering informational/book reports in class
 - conducting interviews/surveys of classmates or the general public
 - participating in class discussions (ELA-4-H1)
32. Listen to detailed oral instructions and presentations and carry out complex procedures, including:
- taking accurate notes
 - writing summaries or responses
 - forming groups (ELA-4-H2)
33. Organize and use precise language to deliver oral directions and instructions about general, technical, or scientific topics (ELA-4-H2)
34. Deliver oral presentations that include the following:
- volume, phrasing, enunciation, voice modulation, and inflection adjusted to stress important ideas and impact audience response
 - language choices adjusted to suit the content and context
 - an organization that includes an introduction, selected details, and a conclusion arranged to impact an audience (ELA-4-H3)
35. Use active listening strategies, including:
- monitoring message for clarity
 - selecting and organizing essential information
 - noting cues such as changes in pace
 - generating and asking questions concerning a speaker's content, delivery, and attitude toward the subject (ELA-4-H4)
36. Deliver clear, coherent, and concise oral presentations and responses about information and ideas in a variety of texts (ELA-4-H4)
37. Analyze media information in oral and written responses, including:
- comparing and contrasting the ways in which print and broadcast media cover the same event
 - evaluating media messages for clarity, quality, effectiveness, motive, and coherence
 - listening to and critiquing audio/video presentations (ELA-4-H5)
38. Participate in group and panel discussions, including:
- identifying the strengths and talents of other participants
 - acting as facilitator, recorder, leader, listener, or mediator
 - evaluating the effectiveness of participants' performances (ELA-4-H6)

Information Resources

Standard 5:

39. Select and evaluate relevant information for a research project using the organizational features of a variety of resources, including:

English Language Arts (ELA) Grade-Level Expectations

- print texts such as prefaces, appendices, annotations, citations, bibliographic references, and endnotes
 - electronic texts such as database keyword searches, search engines, and e-mail addresses (ELA-5-H1)
40. Locate, analyze, and synthesize information from grade-appropriate resources, including:
- multiple printed texts (e.g., encyclopedias, atlases, library catalogs, specialized dictionaries, almanacs, technical encyclopedias, and periodicals)
 - electronic sources (e.g., Web sites and databases)
 - other media sources (e.g., community and government data, television and radio resources, and other audio and visual materials) (ELA-5-H2)
41. Analyze the usefulness and accuracy of sources by determining their validity (e.g., authority, accuracy, objectivity, publication date, coverage) (ELA-5-H2)
42. Access information and conduct research using various grade-appropriate data-gathering strategies/tools, including:
- formulating clear research questions
 - using research methods to gather evidence from primary and secondary sources
 - using graphic organizers (e.g., outlining, charts, timelines, webs)
 - compiling and organizing information to support the central ideas, concepts, and themes of a formal paper or presentation (ELA-5-H3)
43. Write a variety of research reports, which include the following:
- research that supports the main ideas
 - facts, details, examples, and explanations from multiple sources
 - graphics when appropriate
 - complete documentation (e.g., endnotes, parenthetical citations, works cited lists, or bibliographies) (ELA-5-H3)
44. Use word processing and/or technology to draft, revise, and publish various works, including research reports documented with parenthetical citations and bibliographies or works cited lists (ELA-5-H4)
45. Follow acceptable use policy to document sources in research reports using various formats, including:
- preparing extended bibliographies of reference materials
 - integrating quotations and citations while maintaining flow of ideas
 - using standard formatting for source acknowledgment according to a specified style guide
 - using parenthetical documentation following *MLA Guide* within a literature-based research report (ELA-5-H5)
46. Analyze information found in complex graphic organizers, including detailed maps, comparative charts, extended tables, graphs, diagrams, cutaways, overlays, and sidebars to determine usefulness for research (ELA-5-H6)

Eleventh and Twelfth Grades

Reading and Responding

Standard 1:

1. Extend basic and technical vocabulary using a variety of strategies, including:
 - analysis of an author's word choice
 - use of related forms of words
 - analysis of analogous statements (ELA-1-H1)

**English Language Arts (ELA)
Grade-Level Expectations**

2. Analyze the significance of complex literary and rhetorical devices in American, British, or world texts, including:
 - apostrophes
 - rhetorical questions
 - metaphysical conceits
 - implicit metaphors (metonymy and synecdoche) (ELA-1-H2)
3. Draw conclusions and make inferences about ideas and information in complex texts in oral and written responses, including:
 - fiction/nonfiction
 - drama/poetry
 - public documents
 - film/visual texts
 - debates/speeches (ELA-1-H3)
4. Evaluate ways in which the main idea, rationale or thesis, and information in complex texts, including consumer, workplace, public, and historical documents, represent a view or comment on life (ELA-1-H4)

English Language Arts (ELA) Grade-Level Expectations

Standard 6:

5. Analyze and critique the impact of historical periods, diverse ethnic groups, and major influences (e.g., philosophical, political, religious, ethical, social) on American, British, or world literature in oral and written responses (ELA-6-H1)
6. Analyze and explain the significance of literary forms, techniques, characteristics, and recurrent themes of major literary periods in ancient, American, British, or world literature (ELA-6-H2)
7. Analyze and synthesize in oral and written responses distinctive elements (e.g., structure) of a variety of literary forms and types, including:
 - essays and memoirs by early and modern essay writers
 - epic poetry such as *Beowulf*
 - forms of lyric and narrative poetry such as the ballad, sonnets, pastorals, elegies, and the dramatic monologue
 - drama, including ancient, Renaissance, and modern comedies and tragedies
 - short stories, novellas, and novels
 - biographies and autobiographies
 - speeches (ELA-6-H3)
8. Analyze in oral and written responses the ways in which works of ancient, American, British, or world literature represent views or comments on life, for example:
 - an autobiography/diary gives insight into a particular time and place
 - the pastoral idealizes life in the country
 - the parody mocks people and institutions
 - an allegory uses fictional figures to express truths about human experiences (ELA-6-H4)

Standard 7:

9. Demonstrate understanding of information in American, British, and world literature using a variety of strategies, for example:
 - interpreting and evaluating presentation of events and information
 - evaluating the credibility of arguments in nonfiction works
 - making inferences and drawing conclusions
 - evaluating the author's use of complex literary elements, (e.g., symbolism, themes, characterization, ideas)
 - comparing and contrasting major periods, themes, styles, and trends within and across texts
 - making predictions and generalizations about ideas and information
 - critiquing the strengths and weaknesses of ideas and information
 - synthesizing (ELA-7-H1)
10. Identify, gather, and evaluate appropriate sources and relevant information to solve problems using multiple sources, including:
 - school library catalogs
 - online databases
 - electronic resources
 - Internet-based resources (ELA-7-H2)
11. Analyze and evaluate the philosophical arguments presented in literary works, including American, British, or world literature (ELA-7-H2)
12. Analyze and evaluate works of American, British, or world literature in terms of an author's life, culture, and philosophical assumptions (ELA-7-H3)
13. Analyze information within and across grade-appropriate print and nonprint texts using various reasoning skills, including:
 - identifying cause-effect relationships

**English Language Arts (ELA)
Grade-Level Expectations**

- raising questions
- reasoning inductively and deductively
- generating a theory or hypothesis
- skimming/scanning
- distinguishing facts from opinions and probability (ELA-7-H4)

Writing

Standard 2:

14. Develop complex compositions, essays, and reports that include the following:
 - a clearly stated central idea/thesis statement
 - a clear, overall structure (e.g., introduction, body, appropriate conclusion)
 - supporting paragraphs organized in a logical sequence (e.g., spatial order, order of importance, ascending/descending order, chronological order, parallel construction)
 - transitional words, phrases, and devices that unify throughout (ELA-2-H1)
15. Develop complex compositions on student- or teacher-selected topics that are suited to an identified audience and purpose and that include the following:
 - word choices appropriate to the identified audience and/or purpose
 - vocabulary selected to clarify meaning, create images, and set a tone
 - information/ideas selected to engage the interest of the reader
 - clear voice (individual personality) (ELA-2-H2)
16. Develop complex compositions using writing processes such as the following:
 - selecting topic and form (e.g., determining a purpose and audience)
 - prewriting (e.g., brainstorming, clustering, outlining, generating main idea/thesis statements)
 - drafting
 - conferencing with peers and teachers
 - revising for content and structure based on feedback
 - proofreading/editing to improve conventions of language
 - publishing using available technology (ELA-2-H3)
17. Use the various modes to write complex compositions, including:
 - definition essay
 - problem/solution essay
 - a research project
 - literary analyses that incorporate research
 - cause-effect essay
 - process analyses
 - persuasive essays (ELA-2-H4)
18. Develop writing/compositions using a variety of complex literary and rhetorical devices (ELA-2-H5)
19. Extend development of individual style to include the following:
 - avoidance of overused words, clichés, and jargon
 - a variety of sentence structures and patterns
 - diction that sets tone and mood
 - vocabulary and phrasing that reflect the character and temperament (voice) of the writer (ELA-2-H5)
20. Write for various purposes, including:
 - interpretations/explanations that connect life experiences to works of American, British, and world literature
 - functional documents (e.g., resumes, memos, proposals) (ELA-2-H6)

**English Language Arts (ELA)
Grade-Level Expectations**

Writing/Proofreading

Standard 3:

21. Apply standard rules of sentence formation, including parallel structure (ELA-3-H2)
22. Apply standard rules of usage, for example:
 - avoid splitting infinitives
 - use the subjunctive mood appropriately (ELA-3-H2)
23. Apply standard rules of mechanics and punctuation, including:
 - parentheses
 - brackets
 - dashes
 - commas after introductory adverb clauses and long introductory phrases
 - quotation marks for secondary quotations
 - internal capitalization
 - manuscript form (ELA-3-H2)
24. Use a variety of resources (e.g., dictionaries, thesauruses, glossaries, technology) and textual features, (e.g., definitional footnotes, sidebars) to verify word spellings (ELA-3-H3)

Speaking and Listening

Standard 4:

25. Use standard English grammar, diction, and syntax when speaking in formal presentations and informal group discussions (ELA-4-H1)
26. Select language appropriate to specific purposes and audiences for speaking, including:
 - delivering informational/book reports in class
 - conducting interviews/surveys of classmates or the general public
 - participating in class discussions (ELA-4-H1)
27. Listen to detailed oral instructions and presentations and carry out complex procedures, including:
 - reading and questioning
 - writing responses
 - forming groups
 - taking accurate, detailed notes (ELA-4-H2)
28. Organize and use precise language to deliver complex oral directions or instructions about general, technical, or scientific topics (ELA-4-H2)
29. Deliver presentations that include the following:
 - language, diction, and syntax selected to suit a purpose and impact an audience
 - delivery techniques including repetition, eye contact, and appeal to emotion suited to a purpose and audience
 - an organization that includes an introduction, relevant examples, and/or anecdotes, and a conclusion arranged to impact an audience (ELA-4-H3)
30. Use active listening strategies, including:
 - monitoring messages for clarity
 - selecting and organizing information
 - noting cues such as changes in pace (ELA-4-H4)
31. Deliver oral presentations, including:
 - speeches that use appropriate rhetorical strategies
 - responses that analyze information in texts and media
 - persuasive arguments that clarify or defend positions (ELA-4-H4)
32. Give oral and written analyses of media information, including:

English Language Arts (ELA) Grade-Level Expectations

- identifying logical fallacies (e.g., attack *ad hominem*, false causality, overgeneralization, bandwagon effect) used in oral addresses
 - analyzing the techniques used in media messages for a particular audience
 - critiquing a speaker's diction and syntax in relation to the purpose of an oral presentation
 - critiquing strategies (e.g., advertisements, propaganda techniques, visual representations, special effects) used by the media to inform, persuade, entertain, and transmit culture (ELA-4-H5)
33. Participate in group and panel discussions, including:
- identifying the strengths and talents of other participants
 - acting as facilitator, recorder, leader, listener, or mediator
 - evaluating the effectiveness of participants' performance (ELA-4-H6)

Information Resources

Standard 5:

34. Select and critique relevant information for a research project using the organizational features of a variety resources, including:
- print texts (e.g., prefaces, appendices, annotations, citations, bibliographic references)
 - electronic texts (e.g., database keyword searches, search engines, e-mail addresses) (ELA-5-H1)
35. Locate, analyze, and synthesize information from a variety of complex resources, including:
- multiple print texts (e.g., encyclopedias, atlases, library catalogs, specialized dictionaries, almanacs, technical encyclopedias, and periodicals)
 - electronic sources (e.g., Web sites or databases)
 - other media (e.g., community and government data, television and radio resources, and audio and visual materials) (ELA-5-H2)
36. Analyze the usefulness and accuracy of sources by determining their validity (e.g., authority, accuracy, objectivity, publication date, coverage) (ELA-5-H2)
37. Access information and conduct research using various grade-appropriate data-gathering strategies/tools, including:
- formulating clear research questions
 - evaluating the validity and/or reliability of primary and/or secondary sources
 - using graphic organizers (e.g., outlining, charts, timelines, webs)
 - compiling and organizing information to support the central ideas, concepts, and themes of a formal paper or presentation
 - preparing annotated bibliographies and anecdotal scripts (ELA-5-H3)
38. Write extended research reports (e.g., historical investigations, reports about high interest and library subjects) which include the following:
- researched information that supports main ideas
 - facts, details, examples, and explanations from sources
 - graphics when appropriate
 - complete documentation (e.g., endnotes or parenthetical citations, works cited lists or bibliographies) consistent with a specified style guide (ELA-5-H3)
39. Use word processing and/or technology to draft, revise, and publish various works, including:
- functional documents (e.g., requests for information, resumes, letters of complaint, memos, proposals), using formatting techniques that make the document user friendly
 - analytical reports that include databases, graphics, and spreadsheets

**English Language Arts (ELA)
Grade-Level Expectations**

- research reports on high-interest and literary topics (ELA-5-H4)
40. Use selected style guides to produce complex reports that include the following:
- credit for sources (e.g., appropriate parenthetical documentation and notes)
 - standard formatting for source acknowledgment (ELA-5-H5)
41. Analyze and synthesize information found in various complex graphic organizers, including detailed maps, comparative charts, extended tables, graphs, diagrams, cutaways, overlays, and sidebars (ELA-5-H6)