

Hyde Park Central School District

**Grade 6 ELA
Scope & Sequence**

Summer 2005

Grades 6 ELA Curriculum Scope and Sequence

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**Grade 6 ELA Scope & Sequence
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**Hyde Park Central School District
Department of Humanities**

**Grade 6 ELA Scope & Sequence
Philosophy**

A variety of factors has led the Hyde Park CSD to focus on the English Language Arts curriculum across the K-12 spectrum, and in particular, at the middle school level. As the bridge between elementary and secondary schools, at a time when students are experiencing the most significant changes of their lives, it is critical to have a curriculum that can honor the infinite variety of needs adolescents at this juncture have, while simultaneously helping students navigate the precipitous transition from the elementary school to the high school. In light of those issues and the role Haviland plays in transforming children, middle school teachers met over the course of the last year, both in conjunction with the other levels and independently, to articulate their beliefs about a middle level ELA curriculum and how it could feasibly achieve those goals. Those conversations identified the importance of skills, critical thinking, and the ability to transfer knowledge in the development of adolescent literacy. Additional collaboration identified the expectations of teachers and administrators regarding, specifically, effective writing programs. Ultimately, we returned specifically to those needs most urgent at the middle level, and identified the need for a curriculum that offered both consistency and flexibility. With this vision in mind, we developed an initial plan to write ELA curricula.

Rationale

The document on the following pages was developed in response to several curricular and philosophical developments. New York State recently published revised K-12 English Language Arts Standards and Performance Indicators. In order to enable teachers to develop teaching practices reflective of State expectations for sixth grade students, a group of middle school teachers met to identify how their current instruction aligns with these changing norms; to revise existing practice to address all of the Performance Indicators; and to strengthen and extend pedagogy to help all students achieve success in these areas. This has become increasingly important in light of imminent assessments that measure every student's progress, in relation to these indicators, annually from grades three through eight. In order for students to have every available opportunity to meet the State-identified targets for their cohort, all students must have equitable access to a comprehensive, consistent, and coherent curriculum. At the same time, the curriculum cannot stifle the need for individualization, to acknowledge and address the enormous differences that characterize middle level students. Balancing these dueling desires necessitated the collaborative construction of curriculum, which in this case has resulted in the framework herein.

Overview

This document is intended to serve as a tool for, primarily, sixth grade teachers. It can be utilized in the following ways:

- to identify what performance indicators must be taught in sixth grade ELA;
- to verify that planned instruction addresses all of the current indicators;
- to make use of existing resources to instruct these indicators;
- to incorporate strategies that will promote student success in relation to the given Indicators;
- to develop a long-range instructional plan;
- to create a record of instructional practice.

As such, this document is formatted to encourage individual interaction with it, in contrast to many traditional curricular documents. As well as being available online, and in binders that allow it to be easily taken out and reproduced or re-located into a plan book or other teacher tool, this text includes space for teachers to document when and how they taught each indicator. This access provides teachers with a record for future planning, a tool for reflection on past practice, and a starting point for collaborative dialogue and exchange.

This work represents a one step in the creation of locally developed ELA curriculum aligned to the revised NYS Standards. In addition to this overview, teachers should have additional resources and support in order to enhance their instruction further. Professional conversations around this document, across the curriculum and the grades, are necessary. In the future, subsequent work should elaborate on both the strategies and resources contained in this first draft, and benchmark assessments and rubrics are required to measure student competence regarding these Performance Indicators. In conjunction with a K-12 Writing Continuum and NYS Core Curricula, and supported by the team-based approach of the middle years program, we are confident Hyde Park's students will demonstrate the skills necessary for academic, professional, and personal growth.

6th Grade ELA Scope & Sequence

Standard 1: Students will read, write, listen, and speak for information and understanding.

Standard 2: Students will read, write, listen, and speak for literary response and expression.

Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.

Standard 4: Students will read, write, listen, and speak for social interaction.

Performance Indicators (SWBAT)	Where Addressed	Suggested Resources, Topics, & Strategies	When Completed	How Addressed
S1 Reading_Students will read, write, listen, and speak for information and understanding.	<ul style="list-style-type: none"> • As listeners and readers, students will collect data, facts, and ideas, discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts. As speakers and writers, they will use oral and written language to acquire, interpret, apply, and transmit information. 			
<ul style="list-style-type: none"> • Locate and use school and public library resources, with some direction, to acquire information 	<ul style="list-style-type: none"> • Research Reports / Projects 	<ul style="list-style-type: none"> • Country Reports • Science Fair Project 		
<ul style="list-style-type: none"> • Use the table of contents and indexes to locate information 	<ul style="list-style-type: none"> • Research Reports / Projects 	<ul style="list-style-type: none"> • Country Reports • Science Fair Project 		
<ul style="list-style-type: none"> • Read to collect and interpret data, facts, and ideas from multiple sources 	<ul style="list-style-type: none"> • Research Reports / Projects 	<ul style="list-style-type: none"> • Country Reports • Science Fair Project 		
<ul style="list-style-type: none"> • Read the steps of a procedure in order to accomplish a task such as completing a science experiment or installing software 	<ul style="list-style-type: none"> • Research Reports / Projects • Writing Assignments 	<ul style="list-style-type: none"> • Country Reports • Science Fair Project • Essay Writing • Book Reports 		
<ul style="list-style-type: none"> • Skim material to gain an overview of content or locate specific information 	<ul style="list-style-type: none"> • Research Reports / Projects 	<ul style="list-style-type: none"> • Country Reports • Science Fair Project 		
<ul style="list-style-type: none"> • Use text features, such as headings, captions, and titles, to understand and interpret informational texts 	<ul style="list-style-type: none"> • Research Reports / Projects 	<ul style="list-style-type: none"> • Country Reports • Science Fair Project 		

Performance Indicators (SWBAT)	Where Addressed	Suggested Resources, Topics, & Strategies	When Completed	How Addressed
<ul style="list-style-type: none"> Recognize organizational formats to assist in comprehension of informational texts 	<ul style="list-style-type: none"> Content Area Current Events 	<ul style="list-style-type: none"> Textbooks Newspapers / Periodicals Electronic Resources Content related informational texts 		
<ul style="list-style-type: none"> Identify missing, conflicting, unclear, and irrelevant information 	<ul style="list-style-type: none"> Content Area Current Events 	<ul style="list-style-type: none"> Textbooks Newspapers / Periodicals Advertisements Word Problems Primary Sources Content related informational texts 		
<ul style="list-style-type: none"> Distinguish between fact and opinion 	<ul style="list-style-type: none"> Content Area Current Events 	<ul style="list-style-type: none"> Textbooks Newspapers / Periodicals Advertisements Word Problems Primary Sources Content related informational texts 		
<ul style="list-style-type: none"> Identify information that is implied rather than stated 	<ul style="list-style-type: none"> Content Area 	<ul style="list-style-type: none"> All Resources 		
<ul style="list-style-type: none"> Compare and contrast information about one topic from multiple sources 	<ul style="list-style-type: none"> Compare and Contrast Essay 	<ul style="list-style-type: none"> Text and resources on Athens and Sparta 		
<ul style="list-style-type: none"> Recognize how new information is related to prior knowledge or experience 	<ul style="list-style-type: none"> Content Area 	<ul style="list-style-type: none"> KWL chart Connections in reading <ul style="list-style-type: none"> Text to world Text to text Text to self 		
<ul style="list-style-type: none"> Identify main ideas and supporting details in informational texts to distinguish relevant and irrelevant information 	<ul style="list-style-type: none"> Research Reports / Projects Content Area 	<ul style="list-style-type: none"> Country reports Science fair projects 		

Performance Indicators (SWBAT)	Where Addressed	Suggested Resources, Topics, & Strategies	When Completed	How Addressed
<ul style="list-style-type: none"> Use knowledge of structure, content, and vocabulary to understand informational texts, with assistance 	<ul style="list-style-type: none"> Content Area 	<ul style="list-style-type: none"> Textbooks Newspapers / periodicals Content related informational texts 		
<ul style="list-style-type: none"> Condense, combine, or categorize new information from one or more sources with assistance 	<ul style="list-style-type: none"> Research Reports / Projects Content Area 	<ul style="list-style-type: none"> Textbooks Newspapers / periodicals Advertisements Word problems Primary sources Content related informational texts 		
<ul style="list-style-type: none"> Draw conclusions and make inferences on the basis of explicit and implied information, with assistance 	<ul style="list-style-type: none"> Content Area 	<ul style="list-style-type: none"> All resources 		
<ul style="list-style-type: none"> Make, confirm, or revise predictions, with assistance 	<ul style="list-style-type: none"> Content Area 	<ul style="list-style-type: none"> Fictional works Science experiments Multiple informational resources 		
<p>S2 Reading Students will read, write, listen, and speak for literary response and expression.</p>	<ul style="list-style-type: none"> Students will read and listen to oral, written and electronically produced texts and performances, relate texts and performances to their own lives, and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent. As speakers and writers, students will use oral and written language for self-expression and artistic creation. 			
<ul style="list-style-type: none"> Read, view, and interpret texts from a variety of genres 	<ul style="list-style-type: none"> Fiction (myths, poetry, short stories, novels, drama) Nonfiction 	<ul style="list-style-type: none"> Glencoe Various teacher-selected materials, texts, literature Social Studies textbook, teacher resources (plays) Science -- Planet play 		
<ul style="list-style-type: none"> Define characteristics of different genres 	<ul style="list-style-type: none"> Fiction (short story, novel, myths and legends, drama) 	<ul style="list-style-type: none"> Glencoe Various teacher-selected materials, texts, literature 		

Performance Indicators (SWBAT)	Where Addressed	Suggested Resources, Topics, & Strategies	When Completed	How Addressed
	<ul style="list-style-type: none"> • Nonfiction (informational books and articles, biographies, books of true experience, essays, speeches, historical documents) • Poetry (lyric, narrative, ballad) 	<ul style="list-style-type: none"> • Social Studies textbook, teacher resources 		
<ul style="list-style-type: none"> • Select literary texts on the basis of personal needs and interests, and reads silently for enjoyment for extended periods 	<ul style="list-style-type: none"> • Within the required independent reading 	<ul style="list-style-type: none"> • Reading logs • Reading charts • Book talks • Literacy circles • Book projects 		
<ul style="list-style-type: none"> • Read aloud from a variety of genres (e.g., plays and poems) <ul style="list-style-type: none"> ◦ Use inflection and intonation appropriate to text read and audience 	<ul style="list-style-type: none"> • Fiction (e.g., drama and poetry) • Nonfiction 	<ul style="list-style-type: none"> • Glencoe • Various teacher-selected materials, texts, literature • Social Studies textbook, teacher resources • Science – Planet play 		
<ul style="list-style-type: none"> • Recognize that the same story can be told in different genres (e.g, novels, poems, or plays) 	<ul style="list-style-type: none"> • Fiction • Nonfiction 	<ul style="list-style-type: none"> • Glencoe (“Dog of Pompeii” and “Volcano”) • plays, poetry, and historical fiction 		
<ul style="list-style-type: none"> • Identify literary elements, (e.g. setting, plot, character, rhythm, and rhyme) of different genres 	<ul style="list-style-type: none"> • Fiction • Poetry • Nonfiction 	<ul style="list-style-type: none"> • Glencoe • Various teacher-selected materials, texts, and literature 		
<ul style="list-style-type: none"> • Recognize how the author uses literary devices, such as 	<ul style="list-style-type: none"> • Fiction • Poetry 	<ul style="list-style-type: none"> • Glencoe • Various teacher-selected 		

Performance Indicators (SWBAT)	Where Addressed	Suggested Resources, Topics, & Strategies	When Completed	How Addressed
simile, metaphor, and personification, to create meaning		materials, texts, and literature		
<ul style="list-style-type: none"> Recognize how different authors treat similar themes 	<ul style="list-style-type: none"> Fiction 	<ul style="list-style-type: none"> Glencoe Various teacher-selected materials, texts, and literature 		
<ul style="list-style-type: none"> Identify the ways in which characters change and develop throughout a story 	<ul style="list-style-type: none"> Fiction 	<ul style="list-style-type: none"> Glencoe Various teacher-selected materials, texts, and literature 		
<ul style="list-style-type: none"> Interpret characters, plot, setting, and theme, using evidence from the text, with assistance 	<ul style="list-style-type: none"> Fiction (novels and short stories) 	<ul style="list-style-type: none"> Glencoe Various teacher-selected materials, texts, and literature Plot line Visual character map 		
<ul style="list-style-type: none"> Identify the author's point of view, such as first person narrator and omniscient narrator, with assistance 	<ul style="list-style-type: none"> Fiction Nonfiction 	<ul style="list-style-type: none"> Glencoe Various teacher-selected materials, texts, and literature Primary sources 		
<ul style="list-style-type: none"> Determine how the use and meaning of literary devices, such as symbolism, metaphor, and simile, alliteration, personification, flashback, and foreshadowing, convey the author's message or intent, with assistance 	<ul style="list-style-type: none"> Fiction (novels, short stories, and poetry) 	<ul style="list-style-type: none"> Glencoe Various teacher-selected materials, texts, and literature 		
<ul style="list-style-type: none"> Recognize how the author's 	<ul style="list-style-type: none"> Fiction (novels, 	<ul style="list-style-type: none"> Glencoe 		

Performance Indicators (SWBAT)	Where Addressed	Suggested Resources, Topics, & Strategies	When Completed	How Addressed
use of language creates images or feelings, with assistance	short stories, and poetry	<ul style="list-style-type: none"> • Various teacher-selected materials, texts, and literature • Visualizing strategy 		
<ul style="list-style-type: none"> • Identify poetic elements, such as repetition, rhythm, and rhyming patterns, in order to interpret poetry, with assistance 	<ul style="list-style-type: none"> • Poetry 	<ul style="list-style-type: none"> • Glencoe • Various teacher-selected materials, texts, and literature 		
<ul style="list-style-type: none"> • Identify social and cultural context and other characteristics of the time period to enhance understanding and appreciation of text, with assistance 	<ul style="list-style-type: none"> • Fiction 	<ul style="list-style-type: none"> • Historical fiction (novels, short stories, and ghost stories) • Poetry 		
<p>S3 Reading Students will read, write, listen, and speak for critical analysis and evaluation.</p>	<p>•As listeners and readers, students will analyze experiences, ideas, information, and issues presented by others using a variety of established criteria. As speakers and writers, they will present, in oral and written language and from a variety of perspectives, their opinions and judgments on experiences, ideas, information and issues.</p>			
<ul style="list-style-type: none"> • Evaluate information, ideas, opinions, and themes by identifying <ul style="list-style-type: none"> ○ a central idea and supporting details ○ precise and vague language ○ statements of fact, opinion, and exaggeration ○ missing or unclear information 	<ul style="list-style-type: none"> ▪ Content area • Research reports/projects 	<ul style="list-style-type: none"> • Textbooks • Newspapers / periodicals • Advertisements • Word problems • Primary sources • Content related informational texts • Fiction 		
<ul style="list-style-type: none"> • Use established and personal criteria to analyze and evaluate the quality of ideas and information in text 	<ul style="list-style-type: none"> • Content area 	<ul style="list-style-type: none"> • Textbooks • Newspapers / periodicals • Advertisements • Primary sources 		

Performance Indicators (SWBAT)	Where Addressed	Suggested Resources, Topics, & Strategies	When Completed	How Addressed
		<ul style="list-style-type: none"> • Content related informational texts • Fiction 		
<ul style="list-style-type: none"> • Identify different perspectives, such as social, cultural, ethnic, and historical, on an issue presented in one or more than one text 	<ul style="list-style-type: none"> • Content area 	<ul style="list-style-type: none"> • Textbooks • Newspapers / periodicals (current events / social issues) • Advertisements • Primary sources • Content related informational texts • Fiction • Memoir / autobiography 		
<ul style="list-style-type: none"> • Recognize how one's own point of view contributes to forming an opinion about information and ideas 	<ul style="list-style-type: none"> • Content area 	<ul style="list-style-type: none"> • Glencoe • Author studies • Primary sources • Editorials • Political cartoons 		
<ul style="list-style-type: none"> • Evaluate with assistance, the validity and accuracy of information, ideas, themes, opinions, and experiences in text to <ul style="list-style-type: none"> ○ evaluate examples, details, or reasons used to support ideas ○ identify differing points of views in texts and presentations ○ identify cultural and ethnic values and their impact on content with assistance 	<ul style="list-style-type: none"> • Content area 	<ul style="list-style-type: none"> • • Establish criteria to evaluate validity within text • Fiction • Connections in reading <ul style="list-style-type: none"> ○ Text-to-world ○ Text-to-text ○ Text-to-self • Textbooks • Newspapers / periodicals (current events / social issues) • Advertisements • Primary sources • Content related informational texts 		
S4 Reading Students will	•Students will use oral and written language for effective social communication with a wide			

Performance Indicators (SWBAT)	Where Addressed	Suggested Resources, Topics, & Strategies	When Completed	How Addressed
read, write, listen, and speak for social interaction.	variety of people. As readers and listeners, they will use the social communications of others to enrich their understanding of people and their views.			
<ul style="list-style-type: none"> • Share reading experiences to build a relationship with peers or adults; for example, read together silently or aloud with a partner or in small groups 	<ul style="list-style-type: none"> • Content areas 	<ul style="list-style-type: none"> • Literacy circles • Cooperative learning across content areas 		
<ul style="list-style-type: none"> • Respect the age, gender, position, and cultural traditions of the writer 	<ul style="list-style-type: none"> • Content areas 	<ul style="list-style-type: none"> • Classroom discussion <ul style="list-style-type: none"> ○ Discuss background of author ○ Address initial student reaction to text 		
<ul style="list-style-type: none"> • Recognize the types of language (e.g., jargon, colloquialisms, informal vocabulary, and e-mail conventions) that are appropriate to social communication 	<ul style="list-style-type: none"> • Poetry • Content area 	<ul style="list-style-type: none"> • Read and “translate” social communication texts into standard English • e.g. students read an informal communication and translate into formal language (can be content specific) <ul style="list-style-type: none"> ○ Read clichés and “translate” ○ Communicate with peers via e-mail and notes 		
S1 Writing Students will read, write, listen, and speak for information and understanding.	<ul style="list-style-type: none"> • Students will read and listen to oral, written and electronically produced texts and performances, relate texts and performances to their own lives, and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent. As speakers and writers, students will use oral and written language for self-expression and artistic creation. 			
<ul style="list-style-type: none"> • Use at least three sources of information, with appropriate citations, to develop reports 	<ul style="list-style-type: none"> • Research Reports / Projects 	<ul style="list-style-type: none"> • Country Reports • Science Fair Project 		
<ul style="list-style-type: none"> • Take notes to record and organize relevant data, facts, and ideas 	<ul style="list-style-type: none"> • Research Reports / Projects 	<ul style="list-style-type: none"> • Country Reports • Science Fair Project • Note taking 		

Performance Indicators (SWBAT)	Where Addressed	Suggested Resources, Topics, & Strategies	When Completed	How Addressed
	<ul style="list-style-type: none"> • Content area 			
<ul style="list-style-type: none"> • State a main idea and support it with details and examples 	<ul style="list-style-type: none"> • Content area 	<ul style="list-style-type: none"> • Essay writing (persuasive, interdisciplinary) • Graphic organizers, outlines, webs, constructive schematics 		
<ul style="list-style-type: none"> • Compare and contrast ideas and information from two or three sources 	<ul style="list-style-type: none"> • Content area 	<ul style="list-style-type: none"> • Athens/ Sparta essay, utilizing Venn diagrams • Primary sources • McGraw-Hill 		
<ul style="list-style-type: none"> • Adopt an organizational format, such as chronological order, that is appropriate for informational writing 	<ul style="list-style-type: none"> • Content area • Research Reports / Projects 	<ul style="list-style-type: none"> • Essay writing for a variety of purposes • Country Reports • Science Fair Project • Graphic organizers, outlines, webs, constructive schematics, flow chart 		
<ul style="list-style-type: none"> • Use paragraphing to organize ideas and information 	<ul style="list-style-type: none"> • Content area • Research Reports / Projects 	<ul style="list-style-type: none"> • Essay writing for a variety of purposes • Country Reports • Science Fair Project • Graphic organizers, outlines, webs, constructive schematics, flow chart 		
<ul style="list-style-type: none"> • Use paraphrasing, with assistance 	<ul style="list-style-type: none"> • Research Reports / Projects • Content area 	<ul style="list-style-type: none"> • Country Reports • Science Fair Project • Note taking 		
<ul style="list-style-type: none"> • Maintain a portfolio that includes informational writing 	<ul style="list-style-type: none"> • Content area 	<ul style="list-style-type: none"> • Essay writing • Needs to be developed 		
<ul style="list-style-type: none"> • Include relevant and exclude irrelevant information, with assistance 	<ul style="list-style-type: none"> • Research Reports / Projects 	<ul style="list-style-type: none"> • Country Reports • Science Fair Project 		
<ul style="list-style-type: none"> • Connect, compare, and 	<ul style="list-style-type: none"> • Research 	<ul style="list-style-type: none"> • Country Reports 		

Performance Indicators (SWBAT)	Where Addressed	Suggested Resources, Topics, & Strategies	When Completed	How Addressed
contrast ideas and information from one or more sources, with assistance	Reports / Projects • Content area	• Science Fair Project • Athens and Sparta essay • Connections- text to world		
• Support ideas with examples, definitions, analogies, and direct references to the text, with assistance	• Content area	• DBQ • Essays – with specific support from the text as evidence		
• Answer questions about informational material and write accurate and complete responses, with assistance	• Content area	• Country Reports • Science Fair Project • Students will consider the five W's and H when addressing a topic		
S2 Writing Students will read, write, listen, and speak for literary response and expression.	• Students will read and listen to oral, written and electronically produced texts and performances, relate texts and performances to their own lives, and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent. As speakers and writers, students will use oral and written language for self-expression and artistic creation.			
<ul style="list-style-type: none"> • Write original literary texts <ul style="list-style-type: none"> ○ Use organizing structures, such as stanzas, chapters, scenes, and verses ○ Develop characters, create a setting, and establish a plot ○ Use examples of literary devices, such as rhythm, rhyme, simile, and personification ○ Establish a consistent point of view (e.g., first or third person) ○ Use vocabulary to create a desired 	<ul style="list-style-type: none"> • Poetry • Short stories 	<ul style="list-style-type: none"> • Writing poems in various forms, as appropriate to content, mood, and message • Use plot line to address the literary elements and concepts • Character maps • Writing while maintaining a consistent point of view <ul style="list-style-type: none"> ○ Short stories ○ Writing from alternative points of view e.g., a turkey at Thanksgiving, character in story, historical figure, inanimate object, etc. • Visualizing/brainstorming to generate vocabulary that 		

Performance Indicators (SWBAT)	Where Addressed	Suggested Resources, Topics, & Strategies	When Completed	How Addressed
effect		conveys content, mood, and message • Using editing process to strengthen vocabulary choices • Creating dialogue with realistic vocabulary • After reading a text, select a small number of key words to create “found poetry”		
<ul style="list-style-type: none"> • Write interpretive essays to <ul style="list-style-type: none"> ○ Summarize the plot ○ Describe the characters and explain how they change ○ Describe the setting and recognize its importance to the story ○ Draw a conclusion about the work ○ Interpret the impact of literary devices, such as simile and personification ○ Recognize the impact of rhythm and rhyme in poems 	<ul style="list-style-type: none"> • Literary responses including thesis, supporting evidence, and a conclusion 	<ul style="list-style-type: none"> • Using a variety of literature (teacher and/or student selected), students will write about... <ul style="list-style-type: none"> ○ the events in text ○ how characters are impacted by these events ○ how setting is relevant to these events / changes ○ what themes the author is addressing through the characters and his/ her experiences ○ what literary devices the author used and were they effective ○ create a newspaper (front page), movie poster, book jacket, story board, etc. that addresses aspects of the text 		
<ul style="list-style-type: none"> • Respond to literature, connecting the response to 	<ul style="list-style-type: none"> • Literature • Content area 	<ul style="list-style-type: none"> • Written responses <ul style="list-style-type: none"> ○ text-to-self 		

Performance Indicators (SWBAT)	Where Addressed	Suggested Resources, Topics, & Strategies	When Completed	How Addressed
personal experience				
<ul style="list-style-type: none"> • Maintain a writing portfolio that includes literary, interpretive, and responsive writing 	<ul style="list-style-type: none"> • Literature 	<ul style="list-style-type: none"> • Literary, interpretive, and responsive writing * Needs to be developed 		
<ul style="list-style-type: none"> • Express opinions and support them through specific references to the text, with assistance 	<ul style="list-style-type: none"> • Literature • Content area 	<ul style="list-style-type: none"> • Literary response writing <ul style="list-style-type: none"> ○ Can be done in reading logs ○ Literacy circles leading to written pieces ○ Book reviews ○ Mock letters to editor/author 		
<ul style="list-style-type: none"> • Demonstrate understanding of plot and theme, with assistance 	<ul style="list-style-type: none"> • Literature 	<ul style="list-style-type: none"> • Using a variety of literature (teacher and/or student selected), students will write about... <ul style="list-style-type: none"> ○ the events in text ○ themes found within text 		
<ul style="list-style-type: none"> • Identify and describe characters and their motivations, with assistance 	<ul style="list-style-type: none"> • Literature 	<ul style="list-style-type: none"> • Character map • Reading log • Writing from the character's point of view 		
<ul style="list-style-type: none"> • Analyze the impact of the setting, with assistance 	<ul style="list-style-type: none"> • Literature 	<ul style="list-style-type: none"> • Plot line • Rewrite a work or excerpt using an alternate setting 		
<ul style="list-style-type: none"> • Identify how the use of literary devices, such as symbolism, metaphor and simile, personification, and flashback, affects meaning, with assistance 	<ul style="list-style-type: none"> • Literature • Poetry 	<ul style="list-style-type: none"> • Identify and record examples of symbolism, metaphor, simile, and personification and rewrite without these devices and share, compare, and debrief • Using a template for simile/metaphor, students generate their own examples 		

Performance Indicators (SWBAT)	Where Addressed	Suggested Resources, Topics, & Strategies	When Completed	How Addressed
		<ul style="list-style-type: none"> • Chart what is known about the text, what is learned through flashback, and how that impacts understanding 		
<ul style="list-style-type: none"> • Draw conclusions and provide reasons for the conclusions, with assistance 	<ul style="list-style-type: none"> • Literature • Poetry 	<ul style="list-style-type: none"> • Literary response writing <ul style="list-style-type: none"> ○ Can be done in reading logs ○ Literacy circles leading to written pieces ○ Book reviews 		
<ul style="list-style-type: none"> • Compare and contrast characters, setting, mood, and voice in more than one literary text or performance, with assistance 	<ul style="list-style-type: none"> • Literature 	<ul style="list-style-type: none"> • Short Story <ul style="list-style-type: none"> ○ Chart comparing/contrasting setting, mood, and voice • Novels <ul style="list-style-type: none"> ○ Literacy circles leading to written pieces 		
S3 Writing Students will read, write, listen, and speak for critical analysis and evaluation.	<ul style="list-style-type: none"> • Listeners and readers, students will analyze experiences, ideas, information, and issues presented by others using a variety of established criteria. As speakers and writers, they will present, in oral and written language and from a variety of perspectives, their opinions and judgments on experiences, ideas, information and issues. 			
<ul style="list-style-type: none"> • Use strategies, such as note taking, semantic webbing or mapping, and outlining, to plan and organize writing 	<ul style="list-style-type: none"> • Research Reports / Projects • Literature • Content area texts 	<ul style="list-style-type: none"> • Country Reports • Science Fair Project • Essay drafting and planning 		
<ul style="list-style-type: none"> • Use supporting evidence from text to evaluate ideas, information, themes, or experiences 	<ul style="list-style-type: none"> • Research Reports / Projects • Literature • Content area texts 	<ul style="list-style-type: none"> • Country reports • Science fair project • Essay drafting and planning • Reading logs 		
<ul style="list-style-type: none"> • Analyze the impact of an event or issue from personal, peer group, and school community perspectives 	<ul style="list-style-type: none"> • Current events / Social Issues • Content area 	<ul style="list-style-type: none"> • Writing responses to current events pieces 		

Performance Indicators (SWBAT)	Where Addressed	Suggested Resources, Topics, & Strategies	When Completed	How Addressed
<ul style="list-style-type: none"> • Use information and ideas from other subject areas and personal experiences to form and express opinions and judgments 	<ul style="list-style-type: none"> • Current events / Social Issues • Content area • Literature 	<ul style="list-style-type: none"> • Persuasive essay writing • Letter writing • Writing editorial pieces in response to current events • Write persuasive letters to characters from a literary work 		
<ul style="list-style-type: none"> • Adopt an organizational format (e.g., compare/contrast) appropriate for critical analysis and evaluation 	<ul style="list-style-type: none"> • Content area 	<ul style="list-style-type: none"> • Graphic organizers, webs, and flow chart 		
<ul style="list-style-type: none"> • Use precise vocabulary in writing analysis and evaluation 	<ul style="list-style-type: none"> • Content area 	<ul style="list-style-type: none"> • Essay writing (e.g. class generated thesis statement) • Brainstorming alternative words to strengthen a thesis statement or an analysis • Minimizing generalizations through the use of more precise vocabulary (e.g. replacing “better” with “more efficient”) 		
<ul style="list-style-type: none"> • Maintain a writing portfolio that includes writing for critical analysis and evaluation 	<ul style="list-style-type: none"> • Content area 	<ul style="list-style-type: none"> • Analytic writing <i>*Needs to be further developed</i> 		
<ul style="list-style-type: none"> • Present clear analysis, using examples, details, and reasons from text, with assistance 	<ul style="list-style-type: none"> • Content area • Literature 	<ul style="list-style-type: none"> • Research reports/projects • Science fair project • Literary responses • Collaborate in groups to take a stand and defend with examples, details, and reasons from text • Use post-it notes to mark specific textual evidence or examples while reading and use to develop response 		

Performance Indicators (SWBAT)	Where Addressed	Suggested Resources, Topics, & Strategies	When Completed	How Addressed
<ul style="list-style-type: none"> Select content and choose strategies for written presentation on the basis of audience, purpose, and content, with assistance 	<ul style="list-style-type: none"> Content area Letter writing (e.g. business letter that goes beyond a letter of request and friendly letter) Persuasive essay/letter 	<ul style="list-style-type: none"> Brainstorming/prewriting Write a letter on the same topic to two different audiences 		
<ul style="list-style-type: none"> Explain connections between and among texts to extend the meaning of each individual text, with assistance 	<ul style="list-style-type: none"> Content area Literature 	<ul style="list-style-type: none"> Connections- text to text 		
<ul style="list-style-type: none"> Compare and contrast literary elements in more than one genre and/or by more than one author, with assistance 	<ul style="list-style-type: none"> Literature 	<ul style="list-style-type: none"> Connections- text to text Literary response Venn diagram Drama Poetry Short stories/novels 		
<p>S4 Writing Students will read, write, listen, and speak for social interaction.</p>	<p>Students will use oral and written language for effective social communication with a wide variety of people. As readers and listeners, they will use the social communications of others to enrich their understanding of people and their views.</p>			
<ul style="list-style-type: none"> Share the process of writing with peers and adults; for example, write a condolence note, get well-card, or thank-you letter with a writing partner or in small groups 	<ul style="list-style-type: none"> Content area 	<ul style="list-style-type: none"> Collaborate to write a group based letter to a specific audience 		
<ul style="list-style-type: none"> Respect the age, gender, social position, and cultural traditions of the recipient 	<ul style="list-style-type: none"> Content area Letter writing (e.g. use appropriate salutation/greeting) 	<ul style="list-style-type: none"> Write to pen pals, teachers, politicians, and authors Write thank-you cards (e.g. play at FDR and/or IBM Engineer Day) 		
<ul style="list-style-type: none"> Develop a personal voice that 	<ul style="list-style-type: none"> Content area 	<ul style="list-style-type: none"> Friendly letters/memos 		

Performance Indicators (SWBAT)	Where Addressed	Suggested Resources, Topics, & Strategies	When Completed	How Addressed
enables the reader to get to know the writer	<ul style="list-style-type: none"> Letter writing 			
<ul style="list-style-type: none"> Write personal reactions about experiences, events, and observations, using a form of social communication 	<ul style="list-style-type: none"> Letter writing 	<ul style="list-style-type: none"> Write thank-you card (e.g. play at FDR and/or IBM Engineer Day) 		
<ul style="list-style-type: none"> Maintain a portfolio that includes writing for social communication 	<ul style="list-style-type: none"> Content area 	<ul style="list-style-type: none"> Write for social communication <i>*Needs to be further developed</i> 		
S1 Listening Students will read, write, listen, and speak for information and understanding.	<ul style="list-style-type: none"> As listeners and readers, students will collect data, facts, and ideas, discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts. As speakers and writers, they will use oral and written language to acquire, interpret, apply, and transmit information. 			
<ul style="list-style-type: none"> Follow a sequence of instructions consisting of at least three steps when engaging in a task or assignment 	<ul style="list-style-type: none"> Content area read aloud 	<ul style="list-style-type: none"> Scientific process Oral instructions regarding regular classroom procedures 		
<ul style="list-style-type: none"> Identify essential details for note taking 	<ul style="list-style-type: none"> Content area read aloud 	<ul style="list-style-type: none"> Utilize various strategies to promote active listening (e.g., direct students to listen for 5 names; to answer 5Ws and H; to create a timeline using transition terms) Generate/brainstorm list of key words or aural cues that serve as indicators of important information (e.g., “most importantly,” “however,” “consequently,” etc.) Conduct pre-listening activities (anticipatory activities, word splashes, 		

Performance Indicators (SWBAT)	Where Addressed	Suggested Resources, Topics, & Strategies	When Completed	How Addressed
<ul style="list-style-type: none"> Distinguish between fact and opinion 	<ul style="list-style-type: none"> Content area read aloud 	KWL, etc.) <ul style="list-style-type: none"> Generate/ brainstorm list of key words that indicate facts vs. opinions Listen to commercials/ advertisements and distinguish between fact and opinion, or identify words that show opinion 		
<ul style="list-style-type: none"> Identify information that is implicit rather than stated 	<ul style="list-style-type: none"> Content area read aloud 	<ul style="list-style-type: none"> Complete visualizing activities based on oral clues, and then evaluate their accuracy (e.g., <u>Two Bad Ants</u>) Question/discuss oral information Interpret dramatic performance 		
<ul style="list-style-type: none"> Connect new information to prior knowledge or experience 	<ul style="list-style-type: none"> Content area subject matter read aloud Literature (read-alouds, recordings, CDs) <ul style="list-style-type: none"> Connections Text to self Text to world text to text 	<ul style="list-style-type: none"> Literacy circles/small group discussion KWLs 		
<ul style="list-style-type: none"> Recall significant ideas and details, with assistance 	<ul style="list-style-type: none"> Literature (read-alouds, recordings, CDs) 	<ul style="list-style-type: none"> Content area subject matter read aloud Complete visualizing activities based on oral clues, and elaborate details recalled with assistance Take notes Complete a graphic organizer 		

Performance Indicators (SWBAT)	Where Addressed	Suggested Resources, Topics, & Strategies	When Completed	How Addressed
<ul style="list-style-type: none"> • Make, confirm, or revise predictions, with assistance 	<ul style="list-style-type: none"> • Literature read aloud and/or recordings 	<ul style="list-style-type: none"> • Content area subject matter read aloud • Questions/discussions during which students predict subject or coming events/actions (e.g., in read-aloud poetry, short stories, novel excerpts) 		
<ul style="list-style-type: none"> • Draw conclusions and make inferences on the basis of explicit and implied information, with assistance 	<ul style="list-style-type: none"> • Literature read aloud and/or recordings 	<ul style="list-style-type: none"> • Respond in writing/orally to the reading <ul style="list-style-type: none"> ○ Identify character's motivations 		
<p>S2 Listening Students will read, write, listen, and speak for literary response and expression.</p>	<ul style="list-style-type: none"> • Students will read and listen to oral, written and electronically produced texts and performances, relate texts and performances to their own lives, and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent. As speakers and writers, students will use oral and written language for self-expression and artistic creation. 			
<ul style="list-style-type: none"> • Distinguish different genres, such as story, biography, poem, or play 	<ul style="list-style-type: none"> • Literature read aloud and/or recordings 	<ul style="list-style-type: none"> • Identify genre of piece read aloud 		
<ul style="list-style-type: none"> • Identify a character's motivation 	<ul style="list-style-type: none"> • Literature read aloud and/or recording 	<ul style="list-style-type: none"> • Discuss the reasons for character's actions 		
<ul style="list-style-type: none"> • Recognize the use of literary devices, such as symbolism, personification, rhythm, and rhyme, in presentation of literary texts, and determine their impact on meaning 	<ul style="list-style-type: none"> • Literature read aloud and/or recordings • Poetry 	<ul style="list-style-type: none"> • Identify the rhyme scheme in a poem read aloud • Discuss how a break in rhyme scheme in the poem "The Shark" by John Ciardi aids in understanding the poem's meaning. 		
<ul style="list-style-type: none"> • Identify cultural and historical influences in texts and performances 	<ul style="list-style-type: none"> • Literature read aloud and/or recordings • Drama 	<ul style="list-style-type: none"> • Listen to segments of speeches or performances of historical significance 		
<p>S3 Listening Students</p>	<ul style="list-style-type: none"> • A As listeners and readers, students will analyze experiences, ideas, information, and issues 			

Performance Indicators (SWBAT)	Where Addressed	Suggested Resources, Topics, & Strategies	When Completed	How Addressed
<p>will read, write, listen, and speak for critical analysis and evaluation.</p>	<p>presented by others using a variety of established criteria. As speakers and writers, they will present, in oral and written language and from a variety of perspectives, their opinions and judgments on experiences, ideas, information and issues.</p>			
<ul style="list-style-type: none"> Form an opinion or judgment about the validity and accuracy of information, ideas, opinions, issues, themes, and experiences, with assistance 	<ul style="list-style-type: none"> Content area 	<ul style="list-style-type: none"> Identify whether student science projects presented follow scientific procedure and lead to the stated conclusions Discuss current events/ editorials / book reviews 		
<ul style="list-style-type: none"> Recognize that the criteria used to analyze and evaluate presentations may be influenced by one's point of view and purpose for listening 	<ul style="list-style-type: none"> Content area 	<ul style="list-style-type: none"> Discuss that when evaluating presentations personal bias and preferences can influence one's evaluation Collaborate to establish objective criteria relevant to the purpose for listening <i>*needs to be developed</i> 		
<ul style="list-style-type: none"> Recognize and use the perspectives of others, including teachers and peers, to analyze and evaluate presentations 	<ul style="list-style-type: none"> Content area 	<ul style="list-style-type: none"> Discuss that when evaluating presentations differing perspectives and preferences can influence one's evaluation Collaborate to establish objective criteria relevant to the purpose for listening <i>*needs to be developed</i> 		
<ul style="list-style-type: none"> Recognize persuasive presentations and identify the techniques (e.g., choice of language and use of sound effects) used to accomplish that purpose 	<ul style="list-style-type: none"> Content area 	<ul style="list-style-type: none"> Listen to commercials and identify the language and sound effects used to persuade Produce commercials that utilize persuasive techniques (e.g., emotional appeal, ethical appeal) <ul style="list-style-type: none"> Create an ad for a new 		

Performance Indicators (SWBAT)	Where Addressed	Suggested Resources, Topics, & Strategies	When Completed	How Addressed
		product (e.g., new candy bar, product for afterlife in ancient Egypt, product endorsed by gods/goddesses, create a jingle • Book talks		
<ul style="list-style-type: none"> Recognize persuasive techniques, such as emotional and ethical appeals in presentations, with assistance 	<ul style="list-style-type: none"> Content area 	<ul style="list-style-type: none"> Listen to commercials and identify the language and sound effects used to persuade Produce commercials that utilize persuasive techniques <ul style="list-style-type: none"> Create an ad for a new product (e.g., new candy bar, product for afterlife in ancient Egypt, product endorsed by gods/goddesses, create a jingle) Book talks 		
<ul style="list-style-type: none"> Consider the experience and qualifications of the speaker in analyzing and evaluating presentations, with assistance 	<ul style="list-style-type: none"> Content area 	<ul style="list-style-type: none"> Incorporate criteria for evaluation and analysis that consider speaker's experience and qualifications Study the background of author or speaker before listening 		
<ul style="list-style-type: none"> Identify missing or unclear information, with assistance 	<ul style="list-style-type: none"> Content area 	<ul style="list-style-type: none"> Current events discussions and presentations Science project presentations Evaluate commercials/propaganda 		
S4 Listening Students will read, write, listen,	Students will use oral and written language for effective social communication with a wide variety of people. As readers and listeners, they will use the social communications of others to enrich their			

Performance Indicators (SWBAT)	Where Addressed	Suggested Resources, Topics, & Strategies	When Completed	How Addressed
and speak for social interaction.	understanding of people and their views.			
<ul style="list-style-type: none"> Respect the age, gender, social position, and cultural traditions of the speaker 	<ul style="list-style-type: none"> Teachable moments 	<ul style="list-style-type: none"> Discuss tolerance and understanding Review and enforce Code of Conduct Model appropriate listening, reflection, and response 		
<ul style="list-style-type: none"> Recognize friendly communication on the basis of volume, tone, and rate of speaker's voice 	<ul style="list-style-type: none"> Teachable moments 	<ul style="list-style-type: none"> Identify that dialogue between characters in a listening piece is friendly Differentiate between friendly and unfriendly, formal and informal communication 		
<ul style="list-style-type: none"> Recognize that social communication may include informal language, such as jargon and colloquialisms 	<ul style="list-style-type: none"> Teachable moments Content area 	<ul style="list-style-type: none"> Generate list of outdated or regional terminology/phrases Share IM pieces orally Share jargon related to students interests (e.g., skateboarding, sports, hobbies) 		
<ul style="list-style-type: none"> Recognize the meaning of the speaker's nonverbal cues 	<ul style="list-style-type: none"> Content area 	<ul style="list-style-type: none"> Use Culturegrams Discuss well known non-verbal cues 		
S1 Speaking Students will read, write, listen, and speak for information and understanding.	<ul style="list-style-type: none"> As listeners and readers, students will collect data, facts, and ideas, discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts. As speakers and writers, they will use oral and written language to acquire, interpret, apply, and transmit information. 			
<ul style="list-style-type: none"> Synthesize and paraphrase information 	<ul style="list-style-type: none"> Content area 	<ul style="list-style-type: none"> State main ideas and details in their own words 		
<ul style="list-style-type: none"> Make connections between sources of information 	<ul style="list-style-type: none"> Content area 	<ul style="list-style-type: none"> State connections text to text, text to world 		
<ul style="list-style-type: none"> Present reports of five to 	<ul style="list-style-type: none"> Content area 	<ul style="list-style-type: none"> Science fair and country 		

Performance Indicators (SWBAT)	Where Addressed	Suggested Resources, Topics, & Strategies	When Completed	How Addressed
seven minutes for teachers and peers on topics related to any school subject		report • Book reviews		
• Summarize main points as part of the conclusion	• Content area	• Science fair and country report • Book reviews		
• Use notes, outlines, and visual aids appropriate to the presentation	• Content area	• Science fair and country report • Book reviews		
S2 Speaking Students will read, write, listen, and speak for literary response and expression.	• Students will read and listen to oral, written and electronically produced texts and performances, relate texts and performances to their own lives, and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent. As speakers and writers, students will use oral and written language for self-expression and artistic creation.			
• Use audible voice and pacing appropriate to content and audience when presenting original works, such as stories, poems, and plays, to adults and peers	• Content area	• Share original poetry and/or short stories with audience feedback • Model reading aloud appropriately		
• Share book reviews	• Content area	• Book reviews, book talks, literacy circles		
• Summarize the plot, describe the motivation of characters, and explain the importance of setting	• Content area • Literature	• Book reviews, book talks, literacy circles • Act out a scene from a literary work		
• Use notes or outlines appropriately in presentations	• Content area	• Book reviews, book talks, literacy circles • Country report and science fair projects		
S3 Speaking Students will read, write, listen, and speak for critical analysis and evaluation.	• As listeners and readers, students will analyze experiences, ideas, information, and issues presented by others using a variety of established criteria. As speakers and writers, they will present, in oral and written language and from a variety of perspectives, their opinions and judgments on experiences, ideas, information and issues.			

Performance Indicators (SWBAT)	Where Addressed	Suggested Resources, Topics, & Strategies	When Completed	How Addressed
<ul style="list-style-type: none"> Express an opinion or judgment about information, ideas, opinions, themes, and experiences in books, essays, articles, and advertisements 	<ul style="list-style-type: none"> Content area 	<ul style="list-style-type: none"> Give students opportunities to state their ideas and opinions 		
<ul style="list-style-type: none"> Use information and ideas from other subject areas and from personal experiences to form and express opinions and judgments 	<ul style="list-style-type: none"> Content area 	<ul style="list-style-type: none"> State connections – text to self, text to text, and text to world 		
<ul style="list-style-type: none"> Articulate a thesis statement and support it with details, examples, and reasons 	<ul style="list-style-type: none"> Content area 	<ul style="list-style-type: none"> Book reviews, book talks, literacy circles Country report and science fair projects 		
<ul style="list-style-type: none"> Persuade, using appropriate language, tone, volume, and gestures 	<ul style="list-style-type: none"> Content area 	<ul style="list-style-type: none"> Prewriting discussion for persuasive essay <ul style="list-style-type: none"> Students attempt to sway the opinions of others Create and present commercials / advertisements for student created products 		
<ul style="list-style-type: none"> Use notes or outlines appropriately in presentations 	<ul style="list-style-type: none"> Content area 	<ul style="list-style-type: none"> Book reviews, book talks, literacy circles Country report and science fair projects Students attempt to sway the opinions of others as prewriting to persuasive essay Create and present commercials / advertisements for student created products 		
<p>S4 Speaking Students will read, write, listen,</p>	<p>• Students will use oral and written language for effective social communication with a wide variety of people. As readers and listeners, they will use the social communications of others to enrich their</p>			

Performance Indicators (SWBAT)	Where Addressed	Suggested Resources, Topics, & Strategies	When Completed	How Addressed
and speak for social interaction.	understanding of people and their views.			
<ul style="list-style-type: none"> • Discuss the content of friendly notes, cards, and letters with a teacher or classmate, in order to get to know the writer and each other 	<ul style="list-style-type: none"> • Content area 	<ul style="list-style-type: none"> • Collaborate to write a group based letter to a specific audience 		
<ul style="list-style-type: none"> • Use the informal language of social communication 	<ul style="list-style-type: none"> • Content area • Teachable moments 	<ul style="list-style-type: none"> • Collaborate • Generate list of outdated or regional terminology/ phrases • Share IM pieces orally • Share jargon related to students interests (e.g., skateboarding, sports, hobbies) 		
<ul style="list-style-type: none"> • Respect the age, gender, social position, culture, and interests of the listener 	<ul style="list-style-type: none"> • Content area • Teachable moments 	<ul style="list-style-type: none"> • Speak in a manner consistent with the Code of Conduct • Model appropriate speaking, reflection, and response 		
<ul style="list-style-type: none"> • Use the rules of conversation, such as avoid interrupting and respond respectfully 	<ul style="list-style-type: none"> • Content area • Teachable moments 	<ul style="list-style-type: none"> • Model appropriate speaking, reflection, and response • Establish rules for cooperative group work and class participation 		

**K-12 Writing Continuum
and
Qualities of Writing
By Grade Level**

K-12 Writing Continuum and Qualities of Writing By Grade Level

Hyde Park CSD has a tradition, dating back to the 1970s, of being in the forefront of writing instruction. The earliest versions of the Sequential Writing Program were adapted from the K-12 Individualized Writing Program funded by ESEA Title IV(C) Project 70-014 (1973). In Hyde Park's first incarnation (1980), the ILA emphasized the organization of communicative writing, with specific techniques suggested to provide students frameworks within which to clearly convey their ideas. Subsequent revisions to the program in 1982 and 1984 resulted in the Sequential Writing Program (SWP), which continued to use the logic of classical argumentation to guide the organization of student writing. Additional components emphasizing the interdisciplinary uses of writing and the importance of writing across the curriculum were developed. These connections were formalized, at the elementary level, in revisions that were undertaken in 1997, and at the secondary level as a result of updates made in 2001 and 2003.

In the summer of 2005, as a result of preparatory work undertaken over the course of prior years, a K-12 writing continuum was developed. This document was generated by a committee of teachers representing ELA and Reading teachers from all levels. In it, common terminology is used to identify the significant qualities of all writing, providing a universal language for collaboration and consistent expectations for instruction. At the same time, hierarchically organized expectations, kindergarten through twelfth grade, are identified to facilitate the movement of students from one level of instruction to the next. NYSED Literacy Competencies, published in May of 2005, form the backbone of this progression.

The underlying conceptual basis of the continuum derives from a variety of sources. It is heavily borrowed from the "6+1" model of writing developed in the last two decades by, among others, Northwest Regional Educational Laboratory (NWREL). According to NWREL, identifying common characteristics of effective writing arose from the evaluation of over 40,000 essays by educational, literary, and managerial leaders, the overwhelming majority of whom were able to pinpoint the same handful of features that differentiated strong writing from weak writing. These traits, or qualities, encompassed both the content and conventions of expository, creative, and narrative texts. In the writing continuum on the subsequent pages of this document, the categorization of these features were adapted to incorporate analysis by the District's ELA curriculum writers and to more completely reflect the language of the NYS English Language Arts Standards, strengthening the connections between District-wide and State expectations. The traits utilized as the framework of the continuum are as follows:

Meaning. This trait, or quality, evaluates the extent to which a given piece of writing conveys understanding or knowledge of the topic under discussion. In addition to evincing a sense of authority about self-selected topics, this quality addresses the comprehension of a given text or topic to which the student is responding. In the case of specifically assigned tasks, *meaning* can also refer to the way in which the student responds to a prompt or question.

Development. While *meaning* and *development* overlap, the trait of *development* focuses on the student's ability to elaborate on the ideas presented in his/her writing. The use of specific, appropriate, and well-articulated description, details, examples, and/or evidence contributes to the *development* of a given piece of writing, and ultimately, its ability to make *meaning*.

Organization. In addition to providing a formal structure appropriate to the type of writing under consideration, the *organizational* framework of a composition or poem clarifies the *meaning* of the text. The framework of any piece of writing constructs a hierarchy of ideas and/or words, lending *development* and readability to the piece. Easily noticeable in patterned poetry (e.g. haiku) or compare/contrast essays, the *organization* can be imposed upon ideas to sort and classify them; alternatively, as with blank verse or some narratives, the *organization* of both the work as a whole and its constituent parts may grow out of the author's generated ideas.

Language Use. The trait of *language use* deals with the flow of the words, sentences, and paragraphs of a written piece. A well written piece, in the area of *language use*, conveys a sense of style or rhythm. Sentence structure and word choice are nuanced, enhancing *meaning* as well as appeal. Writers who pay close attention to language use demonstrate understanding of connotation and sentence combination.

Conventions. A grasp of *conventions*, such as spelling and punctuation, improves both the *meaning* and the style of a text. The use of conventions goes hand-in-hand with *language use* to enhance clarity and readability. Although frequently more concrete than concepts surrounding *language use*, *conventions* are challenging for writers to master. Once mastered, however, the creative use of *conventions* can lend itself to sophisticated *language use*.

Writing Behaviors. Rather than focusing on a specific feature of a composition, the quality of *writing behaviors* considers the activities writers engage in, in order to address the aforementioned traits. *Writing behaviors* look at what a writer needs to do in order to construct *meaning*, build *development*, impose *organization*, address *language use*, and apply *conventions*. In addition to considering prewriting activities, *writing behaviors* encompasses the drafting, revising, editing, and proofreading skills that are conducted in the production of written work. The attitudes of writers are considered as a component of these behaviors.

Presentational Aspects. Often considered in the more formal sense of presentations, the quality of *presentational aspects* refers to the whole range of activities that take place to prepare a "final copy" of a work. In this trait, the visual appeal of the work is given attention. While this might include the completion of a typed version to be presented to a class, it also includes the use of text features (such as headings) that enhance meaning. Captions on visual displays, as well as attractive fonts, are both components of a work's *presentational aspects*.

For each of these qualities of writing, the curriculum writers used NYS Standards and their own knowledge of student development, as well as existing curricular and data-based resources, to identify what competent writers need to know and be able to do at each grade level, from kindergarten through twelfth grade. This was the foundation of the continuum aspect of the Writing Continuum, which enabled a recursive progression of skills to be delineated.

In this document, teachers have the entire Writing Continuum at their disposal, so that they can efficiently compare their own students' current level with those that students learned previously, as well as those they need to be able to acquire competency in subsequently. In addition, the

qualities expected for each grade level are reproduced and highlighted. Teachers may thus use the document to ensure both vertical and horizontal alignment of their curriculum.

The Writing Continuum does not specify particular writing tasks or writing types. The underlying philosophical premise is that the traits that make writing effective are universal. While the assignment might vary from class to class, or grade to grade, the characteristics of strong writing – as well as strong writers – change only in the degree of their sophistication. It is expected that teachers will continue to assign a variety of writing tasks that reflect the range of writing students must complete at every level

K-12 WRITING CONTINUUM

Meaning				
Grade K	Grade 1	Grade 2	Grade 3	Grade 4
<ul style="list-style-type: none"> • Label drawings with letters or words 	<ul style="list-style-type: none"> • Write stories and informational text that establish a topic and use words that can be understood by others 	<ul style="list-style-type: none"> • Write stories and informational text that establish a topic and use words that can be understood by others 	<ul style="list-style-type: none"> • Write in response to the reading of imaginative and informational texts (oral and written) 	<ul style="list-style-type: none"> • Respond in writing to (oral and written) prompts that follow the reading of literary and informational texts
<ul style="list-style-type: none"> • Write as part of play (e.g., playing store, school, restaurant) 	<ul style="list-style-type: none"> • Write compositions that include text, illustrations, and other graphics to communicate for different purposes (e.g., tell stories, communicate feelings, provide information) 	<ul style="list-style-type: none"> • Write compositions that include text, illustrations, and other graphics to communicate for different purposes (e.g., tell stories, communicate feelings, provide information) 	<ul style="list-style-type: none"> • Write on a wide range of topics, both teacher and student selected 	<ul style="list-style-type: none"> • Write on a wide range of topics, both teacher and student-selected
<ul style="list-style-type: none"> • Write compositions that include letters or words and drawings to communicate for different purposes (e.g., tell stories, communicate feelings, provide information) 	<ul style="list-style-type: none"> • Write on a wide range of topics, both teacher and student selected 	<ul style="list-style-type: none"> • Write on a wide range of topics, both teacher and student selected 	<ul style="list-style-type: none"> • Write to address a specific purpose and/or audience 	<ul style="list-style-type: none"> • Write to address a specific purpose and/or audience
<ul style="list-style-type: none"> • Write on a wide range of topics, both teacher and student selected 	<ul style="list-style-type: none"> • Write to address a specific purpose and/or audience 	<ul style="list-style-type: none"> • Write to address a specific purpose and/or audience 	<ul style="list-style-type: none"> • Combine multiple sources when writing informational text (e.g. report), with assistance 	<ul style="list-style-type: none"> • Combine multiple sources when writing informational text (e.g. report, essay)
<ul style="list-style-type: none"> • Write to address a specific purpose and/or audience 	<ul style="list-style-type: none"> • Write in response to the reading of imaginative and informational text (oral and written) 	<ul style="list-style-type: none"> • Write in response to the reading of imaginative and informational text (oral and written) 	<ul style="list-style-type: none"> • Make connections to text and/or personal experience 	<ul style="list-style-type: none"> • Write with age-appropriate insight
<ul style="list-style-type: none"> • Write in response to the reading of imaginative and informational text (oral and written) 	<ul style="list-style-type: none"> • Use content from a source when writing informational text, with assistance 	<ul style="list-style-type: none"> • Use content from a source when writing informational text, with assistance 	<ul style="list-style-type: none"> • Use illustrations, pictures or labels to convey and/or elaborate ideas 	<ul style="list-style-type: none"> • Make connections to text and/or personal experience
<ul style="list-style-type: none"> • Use illustrations, pictures or labels to convey and/or support ideas 	<ul style="list-style-type: none"> • Use illustrations, pictures or labels to convey and/or elaborate ideas 	<ul style="list-style-type: none"> • Use illustrations, pictures or labels to convey and/or elaborate ideas 	<ul style="list-style-type: none"> • Give accurate information 	<ul style="list-style-type: none"> • Use illustrations, pictures or labels to convey and/or elaborate ideas
<ul style="list-style-type: none"> • Make connections to text and/or personal experiences 	<ul style="list-style-type: none"> • Make connections to text and/or personal experiences 	<ul style="list-style-type: none"> • Make connections to text and/or personal experiences 		<ul style="list-style-type: none"> • Give accurate and complete information

Meaning

Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-11
<ul style="list-style-type: none"> Respond in writing to prompts that follow the reading and listening to literary and informational text 	<ul style="list-style-type: none"> Respond in writing to prompts that follow reading and listening to informational and literary texts 	<ul style="list-style-type: none"> Respond in writing to prompts that follow reading and listening to informational and literary texts 	<ul style="list-style-type: none"> Respond in writing to prompts that follow reading and listening to informational and literary texts 	<ul style="list-style-type: none"> Respond in writing to prompts that follow reading and listening to informational and literary texts
<ul style="list-style-type: none"> Write on a wide range of topics, both teacher and student selected 	<ul style="list-style-type: none"> Write on a wide range of topics, both teacher and student selected 	<ul style="list-style-type: none"> Write on a wide range of topics, both teacher and student selected 	<ul style="list-style-type: none"> Write on a wide range of topics, both teacher and student selected 	<ul style="list-style-type: none"> Write on a wide range of topics, both teacher and student selected
<ul style="list-style-type: none"> Understand and write for a variety of purposes and/or audiences 	<ul style="list-style-type: none"> Understand and write for a variety of purposes and/or audiences 	<ul style="list-style-type: none"> Respond in writing to prompts that follow reading and listening to informational and literary texts 	<ul style="list-style-type: none"> Understand and write for a variety of purposes and/or audiences 	<ul style="list-style-type: none"> Determine the appropriate purpose and audience prior to writing, and write with a clear sense of both
<ul style="list-style-type: none"> Combine multiple sources when writing informational text (e.g. report, DBQ, etc.) 	<ul style="list-style-type: none"> Combine multiple sources when writing informational text (e.g. report, DBQ, etc.) 	<ul style="list-style-type: none"> Write on a wide range of topics, both teacher and student selected 	<ul style="list-style-type: none"> Write with age-appropriate insight 	<ul style="list-style-type: none"> Write with insight and logical reasoning
<ul style="list-style-type: none"> Write with age-appropriate insight 	<ul style="list-style-type: none"> Write with age-appropriate insight 	<ul style="list-style-type: none"> Understand and write for a variety of purposes and/or audiences 	<ul style="list-style-type: none"> Make connections to text and/or personal experience 	<ul style="list-style-type: none"> Use fresh and original ideas

Development

Grade K	Grade 1	Grade 2	Grade 3	Grade 4
<ul style="list-style-type: none"> • Include details that support the topic, with assistance 	<ul style="list-style-type: none"> • Elaborate with specific details and examples that support the topic 	<ul style="list-style-type: none"> • Establish and maintain focus on one topic 	<ul style="list-style-type: none"> • Establish main idea and maintain focus 	<ul style="list-style-type: none"> • Establish main idea and maintain clear focus
	<ul style="list-style-type: none"> • Present ideas that are thoughtful and meaningful 	<ul style="list-style-type: none"> • Elaborate with specific details, examples, and reasons that support the main idea(s) 	<ul style="list-style-type: none"> • Elaborate with specific details, examples, and reasons that support the main idea(s) 	<ul style="list-style-type: none"> • Elaborate with specific details, examples, and reasons that support the main idea(s)
		<ul style="list-style-type: none"> • Incorporate relevant and accurate examples and descriptions 	<ul style="list-style-type: none"> • Incorporate relevant and accurate examples and descriptions 	<ul style="list-style-type: none"> • Establish and maintain focus on one topic
				<ul style="list-style-type: none"> • Incorporate relevant and accurate examples and descriptions
Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-11
<ul style="list-style-type: none"> • Establish main idea and maintain clear focus 	<ul style="list-style-type: none"> • Establish main idea and maintain clear focus 	<ul style="list-style-type: none"> • Establish main idea and maintain clear focus 	<ul style="list-style-type: none"> • Establish and articulate main idea and maintain clear focus 	<ul style="list-style-type: none"> • Thoroughly articulate main ideas
<ul style="list-style-type: none"> • Elaborate with specific details, examples, and reasons that support the main idea(s) 	<ul style="list-style-type: none"> • Incorporate relevant and accurate evidence (examples and reasons) and/or description 	<ul style="list-style-type: none"> • Incorporate relevant and accurate evidence (examples and reasons) and/or description 	<ul style="list-style-type: none"> • Incorporate relevant and accurate evidence (examples and reasons) and/or description 	<ul style="list-style-type: none"> • Incorporate relevant and accurate evidence (examples and reasons) and/or description
<ul style="list-style-type: none"> • Incorporate relevant and accurate evidence (examples and reasons) 	<ul style="list-style-type: none"> • Begin to use details to support evidence and/or description 	<ul style="list-style-type: none"> • Use details to support evidence and/or description 	<ul style="list-style-type: none"> • Use relevant details to support evidence and/or description 	<ul style="list-style-type: none"> • Use specific, accurate, and relevant details to support generalizations

Organization

Grade K	Grade 1	Grade 2	Grade 3	Grade 4
<ul style="list-style-type: none"> • Incorporate a beginning, middle and end, with assistance 	<ul style="list-style-type: none"> • Incorporate a beginning, middle and end 	<ul style="list-style-type: none"> • Write a variety of compositions with assistance, using different organizational patterns, such as informational reports, compare/contrast, sequence of events; correspondence; and imaginative stories 	<ul style="list-style-type: none"> • Write a variety of compositions, such as literary responses and informational reports, using different organizational patterns, such as cause/effect and compare/contrast 	<ul style="list-style-type: none"> • Write in a variety of organizational patterns, such as chronological order, cause/effect, and compare/ contrast
<ul style="list-style-type: none"> • Begin to use prewriting tools such as graphic organizers to organize ideas and information, with assistance 	<ul style="list-style-type: none"> • Write sentences in a logical order 	<ul style="list-style-type: none"> • Write sentences in logical order and use paragraphs to organize topics 	<ul style="list-style-type: none"> • Write sentences in logical order and use paragraphs to organize topics 	<ul style="list-style-type: none"> • Develop ideas by writing sentences that are in logical order and organized into paragraphs - Group related ideas around one main idea
<ul style="list-style-type: none"> • Use text features to structure writing (e.g., titles and labels) 	<ul style="list-style-type: none"> • Write a variety of compositions with assistance, following models of different organizational patterns 	<ul style="list-style-type: none"> • Begin to write a topic sentence and concluding statement 	<ul style="list-style-type: none"> • Write a topic sentence and concluding statement for each paragraph 	<ul style="list-style-type: none"> • Write a topic sentence and concluding statement for multiple paragraphs
	<ul style="list-style-type: none"> • Use graphic organizers to organize ideas and information, with assistance 	<ul style="list-style-type: none"> • Incorporate transition words, such as <i>first, next, last</i>, to indicate sequence and coherence 	<ul style="list-style-type: none"> • Write an introductory and concluding paragraph with assistance - Group related ideas around one main idea 	<ul style="list-style-type: none"> • Write an introductory and concluding paragraph
	<ul style="list-style-type: none"> • Use text features to structure writing (e.g., titles and labels) 	<ul style="list-style-type: none"> • Use text features to structure writing (e.g., titles and labels) 	<ul style="list-style-type: none"> • Incorporate transition words, such as <i>first, next, different from, similar to</i>, to indicate sequence and coherence 	<ul style="list-style-type: none"> • Incorporate transition words, such as <i>first, next, in addition, in contrast, similar to, different from</i>, to indicate sequence and coherence
			<ul style="list-style-type: none"> • Use text features to structure writing (e.g., titles, labels, captions, etc.) 	<ul style="list-style-type: none"> • Use text features to structure writing (e.g., titles, labels, captions, etc.)

Organization

Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-11
<ul style="list-style-type: none"> Write in a variety of organizational patterns, such as chronological order, cause/effect, compare/contrast 	<ul style="list-style-type: none"> Select and write in a variety of organizational patterns, such as chronological order, cause/effect, compare/contrast 	<ul style="list-style-type: none"> Select and write in a variety of organizational patterns, such as chronological order, cause/effect, compare/contrast 	<ul style="list-style-type: none"> Write in a variety of organizational patterns for writing, such as chronological order, cause/effect, compare/contrast 	<ul style="list-style-type: none"> Write in a variety of organizational patterns, both within paragraphs and throughout the text, that provides direction, coherence, and/or unity, such as compare/contrast, order of importance, chronological, etc
<ul style="list-style-type: none"> Develop ideas by writing sentences that are in logical order and organized into paragraphs - Group related ideas around one main idea 	<ul style="list-style-type: none"> Write topic sentences and concluding statements 	<ul style="list-style-type: none"> Write topic sentences and concluding statements 	<ul style="list-style-type: none"> Use topic sentences and concluding statements 	<ul style="list-style-type: none"> Use topic sentences and concluding statements
<ul style="list-style-type: none"> Write a topic sentence and concluding statement for multiple paragraphs 	<ul style="list-style-type: none"> Write introductions that include thesis statements, and conclusions that summarize the main points 	<ul style="list-style-type: none"> Write introductions that include thesis statements, and conclusions that summarize the main points 	<ul style="list-style-type: none"> Write introductions that include thesis statements, and conclusions that summarize the main points 	<ul style="list-style-type: none"> Write introductions that include thesis statements, and conclusions that summarize the main points as well as extend the thesis
<ul style="list-style-type: none"> Write an introductory and concluding paragraph 	<ul style="list-style-type: none"> Incorporate transition words to indicate sequence and coherence 	<ul style="list-style-type: none"> Incorporate transition words to indicate sequence and coherence 	<ul style="list-style-type: none"> Incorporate transition words to indicate sequence and coherence 	<ul style="list-style-type: none"> Incorporate transition words, both within and between paragraphs, to indicate sequence and coherence
<ul style="list-style-type: none"> Incorporate transition words, such as <i>first</i>, <i>next</i>, <i>in addition</i>, <i>in contrast</i>, <i>similar to</i>, <i>different from</i>, to indicate sequence and coherence 	<ul style="list-style-type: none"> Use text features to structure writing (e.g., titles, subheadings, labels, captions, etc.) 	<ul style="list-style-type: none"> Use text features to structure writing (e.g., titles, subheadings, labels, captions, etc.) 	<ul style="list-style-type: none"> Use text features to structure writing (e.g., titles, subheadings, labels, captions, etc.) 	<ul style="list-style-type: none"> Use text features to structure writing (e.g., titles, subheadings, labels, captions, etc.)
<ul style="list-style-type: none"> Use text features to structure writing (e.g., titles, subheading, labels, captions, etc.) 	<ul style="list-style-type: none"> Incorporate transition words, such as <i>first</i>, <i>next</i>, <i>in addition</i>, <i>in contrast</i>, <i>similar to</i>, <i>different from</i>, to indicate sequence and coherence 			
	<ul style="list-style-type: none"> Use text features to structure writing (e.g., titles, subheading, labels, captions, etc.) 			
	<ul style="list-style-type: none"> Use illustrations, pictures or labels to convey and/or elaborate ideas 			

Language Use

Grade K	Grade 1	Grade 2	Grade 3	Grade 4
<ul style="list-style-type: none"> Convey feeling in writing 	<ul style="list-style-type: none"> Use descriptive language 	<ul style="list-style-type: none"> Vary the formality of language depending on purpose of writing (e.g., friendly letter, report, etc.) 	<ul style="list-style-type: none"> Vary the formality of language depending on audience and purpose of writing (e.g., friendly letter, report) 	<ul style="list-style-type: none"> Use grade-level/content area vocabulary and varied sentence structure
<ul style="list-style-type: none"> Begin to use descriptive language 	<ul style="list-style-type: none"> Write simple sentences and begin to use compound sentences 	<ul style="list-style-type: none"> Begin to convey personal voice in writing 	<ul style="list-style-type: none"> Convey personal voice in writing 	<ul style="list-style-type: none"> Vary the tone and vocabulary according to the audience and purpose of writing
<ul style="list-style-type: none"> Write simple sentences 	<ul style="list-style-type: none"> Use content area and grade-level vocabulary 	<ul style="list-style-type: none"> Write compound sentences 	<ul style="list-style-type: none"> Use grade-level/content area vocabulary 	<ul style="list-style-type: none"> Exhibit personal voice when writing
<ul style="list-style-type: none"> Use content area and grade-level vocabulary 		<ul style="list-style-type: none"> Vary sentence starters in writing 	<ul style="list-style-type: none"> Vary sentence structure 	<ul style="list-style-type: none"> Vary sentence structure
		<ul style="list-style-type: none"> Use descriptive language 	<ul style="list-style-type: none"> Write complex sentences 	<ul style="list-style-type: none"> Begin to use literary devices and figurative language, such as similes
		<ul style="list-style-type: none"> Use grade-level/content area vocabulary 	<ul style="list-style-type: none"> Begin to use literary devices in creative writing (e.g. figurative language) 	<ul style="list-style-type: none"> Use descriptive and/or vivid language
		<ul style="list-style-type: none"> Begin to demonstrate fluency 	<ul style="list-style-type: none"> Use descriptive and/or vivid language 	<ul style="list-style-type: none"> Demonstrate consistent fluency
			<ul style="list-style-type: none"> Demonstrate fluency 	

Language Use

Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-11
<ul style="list-style-type: none"> Adjust style of writing, voice and language according to purpose and intended audience 	<ul style="list-style-type: none"> Adjust style of writing, voice and language according to purpose and intended audience 	<ul style="list-style-type: none"> <i>Adjust style of writing, voice and language according to purpose and intended audience</i> 	<ul style="list-style-type: none"> <i>Adjust style of writing, voice and language according to purpose and intended audience</i> 	<ul style="list-style-type: none"> Adjust style of writing, voice and language according to purpose and intended audience
<ul style="list-style-type: none"> Incorporate aspects of the writer's craft, such as literary devices and specific voice, into own writing 	<ul style="list-style-type: none"> Incorporate aspects of the writer's craft, such as literary devices and specific voice, into own writing 	<ul style="list-style-type: none"> <i>Incorporate aspects of the writer's craft, such as literary devices (such as?) and specific voice, into own writing</i> 	<ul style="list-style-type: none"> <i>Incorporate aspects of the writer's craft, such as literary devices (such as?) and specific voice, into own writing</i> 	<ul style="list-style-type: none"> Demonstrate effective use of "writer's craft" techniques, such as literary devices and/or figurative language to create vivid imagery, as well as dialogue where appropriate
<ul style="list-style-type: none"> Vary sentence structure 	<ul style="list-style-type: none"> Vary sentence structure 	<ul style="list-style-type: none"> Vary sentence structure 	<ul style="list-style-type: none"> Vary sentence structure 	<ul style="list-style-type: none"> Write clear, concise, and varied sentences, developing a personal writing style and voice
<ul style="list-style-type: none"> Create engaging introductions 	<ul style="list-style-type: none"> Create engaging introductions 	<ul style="list-style-type: none"> Create engaging introductions 	<ul style="list-style-type: none"> Create engaging introductions 	<ul style="list-style-type: none"> Sentence construction underscores and enhances the meaning
<ul style="list-style-type: none"> Use grade-level/content area vocabulary 	<ul style="list-style-type: none"> Use grade-level/content area vocabulary 	<ul style="list-style-type: none"> Use grade-level/content area vocabulary 	<ul style="list-style-type: none"> Use grade-level/content area vocabulary 	<ul style="list-style-type: none"> Create engaging introductions and conclusions
<ul style="list-style-type: none"> Use descriptive and vivid language 	<ul style="list-style-type: none"> Use descriptive and vivid language 	<ul style="list-style-type: none"> Use descriptive and vivid language 	<ul style="list-style-type: none"> Use descriptive and vivid language 	<ul style="list-style-type: none"> Use specific, accurate and sophisticated terminology and vocabulary, reflecting both connotative and denotative meanings
<ul style="list-style-type: none"> Demonstrate consistent fluency 	<ul style="list-style-type: none"> Demonstrate consistent fluency 	<ul style="list-style-type: none"> Demonstrate consistent fluency 	<ul style="list-style-type: none"> Demonstrate consistent fluency 	<ul style="list-style-type: none"> Use unique, compelling, and engaging language in order to create fluency, mood, and tone

Conventions

Grade K	Grade 1	Grade 2	Grade 3	Grade 4
<ul style="list-style-type: none"> • Use left-to-right and top-to-bottom when writing English 	<ul style="list-style-type: none"> • Understand the difference between conventional spelling and sound or invented spelling 	<ul style="list-style-type: none"> • Spell correctly previously studied words (e.g., grade-level multi-syllabic, decodable words; irregularly spelled content and core words) in writing 	<ul style="list-style-type: none"> • Spell correctly previously studied decodable and irregularly spelled words and spelling patterns in own writing (core words) 	<ul style="list-style-type: none"> • Correctly spell words within own writing that have been previously studied and/or frequently used words (core words)
<ul style="list-style-type: none"> • Use spacing between letters and words when writing on the line 	<ul style="list-style-type: none"> • Use conventional spelling to spell common grade-level irregularly spelled content and high-frequency words (core words) 	<ul style="list-style-type: none"> • Use spelling patterns, such as word families, in writing 	<ul style="list-style-type: none"> • Use indents to move from one paragraph to another 	<ul style="list-style-type: none"> • Correctly spell words within own writing that follow the spelling patterns of words previously studied
<ul style="list-style-type: none"> • Write legibly some uppercase and lowercase letters 	<ul style="list-style-type: none"> • Spell correctly three and four letter short vowel words 	<ul style="list-style-type: none"> • Represent all the sounds in a word when spelling independently 	<ul style="list-style-type: none"> • Apply rules of grammar, usage, and mechanics so writing is easily read and conveys meaning 	<ul style="list-style-type: none"> • Use indents to move from one paragraph to another
<ul style="list-style-type: none"> • Use upper and lowercase letters to write words 	<ul style="list-style-type: none"> • Represent most phonemes in invented spelling, although not necessarily with conventional spellings (e.g., /k/ /a/ /t/ for cat) 	<ul style="list-style-type: none"> • Write legibly all uppercase and lowercase manuscript letters 	<ul style="list-style-type: none"> • Begin to use complex sentences, and write complete compound sentences 	<ul style="list-style-type: none"> • Apply rules of grammar, usage, and mechanics so writing is easily read and conveys meaning
<ul style="list-style-type: none"> • Use developing knowledge of letter-sound correspondences to spell independently (e.g., sound or invented spelling) 	<ul style="list-style-type: none"> • Use developing knowledge of letter-sound correspondence (e.g., sound spelling or invented spelling) to spell independently grade-level decodable words, including words in word families 	<ul style="list-style-type: none"> • Use capitalization, punctuation, and spelling rules to produce final products 	<ul style="list-style-type: none"> • Write legibly all uppercase and lowercase manuscript and cursive letters 	<ul style="list-style-type: none"> • Use legible print and/or cursive writing
<ul style="list-style-type: none"> • Use conventional spelling to spell some common or familiar words (core words) 	<ul style="list-style-type: none"> • Write legibly most uppercase and lowercase manuscript letters 	<ul style="list-style-type: none"> • Use spelling and grammar resources, such as dictionaries, charts, Word Walls, and/or computer software, etc. 		
<ul style="list-style-type: none"> • Write correctly own first and last names and the names of some friends or family 	<ul style="list-style-type: none"> • Write letters legibly when dictated 	<ul style="list-style-type: none"> • Begin to use compound sentences, and write complete simple sentence 		
<ul style="list-style-type: none"> • Copy letters and words from books, magazines, signs, charts and own dictation 	<ul style="list-style-type: none"> • Use conventional capitalization and punctuation to begin and end sentences 	<ul style="list-style-type: none"> • Indent to begin a paragraph 		

Conventions

<ul style="list-style-type: none"> • Use resources such as a picture dictionary or word wall to find and write words, with assistance 	<ul style="list-style-type: none"> • Appropriately use upper and lowercase letters to write words 	<ul style="list-style-type: none"> • Use consistent spacing between letters, words, sentences, and paragraphs 		
<ul style="list-style-type: none"> • Use a period at the end of a sentence 	<ul style="list-style-type: none"> • Use spacing between letters, words, and sentences 			
	<ul style="list-style-type: none"> • Write complete simple sentences 			
Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-11
<ul style="list-style-type: none"> • Correctly spell words within own writing that have been previously studied and/or frequently used, or that follow previously studied spelling patterns 	<ul style="list-style-type: none"> • Correctly spell words within own writing that have been previously studied or that follow previously studied spelling patterns 	<ul style="list-style-type: none"> • Correctly spell words within own writing that have been previously studied or that follow previously studied spelling patterns 	<ul style="list-style-type: none"> • Correctly spell words within own writing that have been previously studied or that follow previously studied spelling patterns 	<ul style="list-style-type: none"> • Correctly spell words within own writing that have been previously studied or that follow previously studied spelling patterns
<ul style="list-style-type: none"> • Correctly and quickly spell a large body of words (core words) 	<ul style="list-style-type: none"> • Correctly spell a large body of words, such as commonly misspelled words, homonyms, content area vocabulary 	<ul style="list-style-type: none"> • Correctly spell a large body of words, such as commonly misspelled words, homonyms, content area vocabulary 	<ul style="list-style-type: none"> • Correctly spell a large body of words, such as commonly misspelled words, homonyms, content area vocabulary 	<ul style="list-style-type: none"> • Correctly spell a large body of words, such as commonly misspelled words, homonyms, content area vocabulary
<ul style="list-style-type: none"> • Indent paragraphs 	<ul style="list-style-type: none"> • Apply rules of grammar, usage, and mechanics so writing is easily read and conveys meaning 	<ul style="list-style-type: none"> • Apply rules of grammar, usage, and mechanics, so writing is easily read and conveys meaning 	<ul style="list-style-type: none"> • Apply rules of grammar, usage, and mechanics, so writing is easily read and conveys meaning 	<ul style="list-style-type: none"> • Compose mechanically and grammatically grade-appropriate texts for a variety of student-selected and teacher-selected purposes
<ul style="list-style-type: none"> • Apply rules of grammar, usage, and mechanics so writing is easily read and conveys meaning 				<ul style="list-style-type: none"> • Demonstrate proficiency in rules of grammar, usage, mechanics, which contribute to clarity, style, and readability
<ul style="list-style-type: none"> • Use legible print and/or cursive writing 				

Writing Behaviors

Grade K	Grade 1	Grade 2	Grade 3	Grade 4
<ul style="list-style-type: none"> • Write voluntarily to communicate for different purposes 	<ul style="list-style-type: none"> • Write voluntarily to communicate to others 	<ul style="list-style-type: none"> • Write voluntarily to communicate ideas and emotions to a variety of audiences 	<ul style="list-style-type: none"> • Write voluntarily to communicate ideas and emotions to a variety of audiences 	<ul style="list-style-type: none"> • Write voluntarily to communicate ideas and emotions to a variety of audiences
<ul style="list-style-type: none"> • Explore the use of prewriting strategies, such as brainstorming and using graphic organizers, with assistance 	<ul style="list-style-type: none"> • Write voluntarily for different purposes 	<ul style="list-style-type: none"> • Write voluntarily for different purposes 	<ul style="list-style-type: none"> • Write voluntarily for different purposes 	<ul style="list-style-type: none"> • Write voluntarily for different purposes
<ul style="list-style-type: none"> • Share writing with others (e.g., author's circle) 	<ul style="list-style-type: none"> • Write stories and reports using the writing process (e.g., prewriting, drafting, revising, proofreading, editing) 	<ul style="list-style-type: none"> • Write stories and reports using the writing process (e.g., prewriting, drafting, revising, proofreading, editing) 	<ul style="list-style-type: none"> • Write stories and reports using the writing process (e.g., prewriting, drafting, revising, proofreading, editing) 	<ul style="list-style-type: none"> • Write stories and reports using the writing process (e.g., prewriting, drafting, revising, proofreading, editing)
<ul style="list-style-type: none"> • Conference with teacher and peers about own writing 	<ul style="list-style-type: none"> • Explore the use of prewriting strategies, such as brainstorming and using graphic organizers, with assistance 	<ul style="list-style-type: none"> • Use prewriting strategies, such as brainstorming and using graphic organizers, with assistance 	<ul style="list-style-type: none"> • Use prewriting strategies, such as brainstorming and using graphic organizers, with assistance 	<ul style="list-style-type: none"> • Use a variety of prewriting strategies, such as brainstorming, free-writing, note-taking, and using graphic organizers
<ul style="list-style-type: none"> • Maintain a portfolio of writings and drawings as a method of reviewing work with teachers and parents/caregivers, with assistance 	<ul style="list-style-type: none"> • Use a variety of spelling resources, such as word walls and picture-dictionaries, to support correct spelling 	<ul style="list-style-type: none"> • Use a variety of spelling resources, such as word walls and dictionaries, to support correct spelling 	<ul style="list-style-type: none"> • Use a variety of spelling resources, such as word walls and dictionaries, to support correct spelling 	<ul style="list-style-type: none"> • Use a variety of spelling resources, such as spelling dictionaries and spell-check tools, to support correct spelling
	<ul style="list-style-type: none"> • Share writing with others (e.g., author's circle) 	<ul style="list-style-type: none"> • Review writing, with assistance, in order to revise for focus, development of ideas, and organization 	<ul style="list-style-type: none"> • Review writing, with assistance, in order to revise for focus, development of ideas, and organization 	<ul style="list-style-type: none"> • Review writing, with assistance, in order to revise for focus, development of ideas, and organization
	<ul style="list-style-type: none"> • Present and discuss own writing in conferences with teacher and peers 	<ul style="list-style-type: none"> • Share writing with others (e.g., participate in author's circle) 	<ul style="list-style-type: none"> • Use a variety of media, such as print and electronic, when writing 	<ul style="list-style-type: none"> • Use a variety of media, such as print and electronic, when writing
	<ul style="list-style-type: none"> • Maintain a portfolio of writings and drawings as a method of reviewing work with teachers and parents/caregivers, with assistance 	<ul style="list-style-type: none"> • Present and discuss own writing in conferences with teacher and peers 	<ul style="list-style-type: none"> • Share writing with others 	<ul style="list-style-type: none"> • Share writing with others
		<ul style="list-style-type: none"> • Maintain a portfolio of writings as a method of reviewing work with teachers and parents/caregivers, with assistance 	<ul style="list-style-type: none"> • Present and discuss own writing in conferences with teacher and peers 	<ul style="list-style-type: none"> • Use teacher conferences and peer review to revise written work
			<ul style="list-style-type: none"> • Maintain a portfolio of writings as a method of reviewing work with teachers and parents/caregivers, with assistance 	<ul style="list-style-type: none"> • Maintain a portfolio of writings as a method of reviewing work with teachers and parents/caregivers, with assistance

Writing Behaviors

Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-11
<ul style="list-style-type: none"> • Write voluntarily to communicate ideas and emotions to a variety of audiences, from self to unknown 	<ul style="list-style-type: none"> • Write voluntarily for a variety of purposes, topics, and audiences 	<ul style="list-style-type: none"> • Write voluntarily for a variety of purposes, topics, and audiences 	<ul style="list-style-type: none"> • Write voluntarily for a variety of purposes, topics, and audiences 	<ul style="list-style-type: none"> • Write voluntarily for a variety of purposes, topics, and audiences
<ul style="list-style-type: none"> • Write voluntarily for different purposes 	<ul style="list-style-type: none"> • Use the writing process (e.g. prewriting, drafting, revising, proofreading, and editing) 	<ul style="list-style-type: none"> • Use the writing process (e.g. prewriting, drafting, revising, proofreading, and editing) 	<ul style="list-style-type: none"> • Use the writing process (e.g. prewriting, drafting, revising, proofreading, and editing) 	<ul style="list-style-type: none"> • Use the writing process (e.g. prewriting, drafting, revising, proofreading, and editing)
<ul style="list-style-type: none"> • Write on a variety of topics 	<ul style="list-style-type: none"> • Use prewriting activities, such as brainstorming, note-taking, keeping an author’s notebook and using graphic organizers, etc. 	<ul style="list-style-type: none"> • Use prewriting activities, such as brainstorming, note-taking, keeping an author’s notebook and using graphic organizers, etc. 	<ul style="list-style-type: none"> • Use prewriting activities, such as brainstorming, note-taking, keeping an author’s notebook and using graphic organizers, etc. 	<ul style="list-style-type: none"> • Use prewriting activities, such as brainstorming, note-taking, keeping an author’s notebook and using graphic organizers, etc.
<ul style="list-style-type: none"> • Use the writing process (e.g., prewriting, drafting, revising, proofreading and editing) 	<ul style="list-style-type: none"> • Review writing independently in order to revise for focus, development of ideas, organization, and language use 	<ul style="list-style-type: none"> • Review writing independently in order to revise for focus, development of ideas, organization, and language use 	<ul style="list-style-type: none"> • Review writing independently in order to revise for focus, development of ideas, organization, and language use 	<ul style="list-style-type: none"> • Use computer technology, including software, (e.g. word processing and graphics to support writing process) to create, edit, and manipulate texts
<ul style="list-style-type: none"> • Use a variety of pre-writing strategies, such as brainstorming, free-writing, note-taking, and using graphic organizers 	<ul style="list-style-type: none"> • Work collaboratively with peers to plan, draft, revise, and edit written work 	<ul style="list-style-type: none"> • Work collaboratively with peers to plan, draft, revise, and edit written work 	<ul style="list-style-type: none"> • Work collaboratively with peers to plan, draft, revise, and edit written work 	<ul style="list-style-type: none"> • Review writing independently in order to revise for focus, development of ideas, organization, and language use
<ul style="list-style-type: none"> • Review writing independently in order to revise for focus, development of ideas, and organization 	<ul style="list-style-type: none"> • Use a variety of spelling resources, such as dictionaries and spell-check to spell words correctly 	<ul style="list-style-type: none"> • Use computer technology, including software, (e.g. word processing and graphics to support writing process) to create, edit, and manipulate texts 	<ul style="list-style-type: none"> • Use computer technology, including software, (e.g. word processing and graphics to support writing process) to create, edit, and manipulate texts 	<ul style="list-style-type: none"> • Work collaboratively with peers to plan, draft, revise, and edit written work

This quality continues onto the next page for grades 5-11.

Writing Behaviors

Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-11
<ul style="list-style-type: none"> • Use a variety of spelling resources, such as spelling dictionaries and spell-check tools, to support correct spelling 	<ul style="list-style-type: none"> • Use computer technology, including software, (e.g. word processing and graphics to support writing process) to create, edit, and manipulate texts 	<ul style="list-style-type: none"> • Use a variety of spelling resources, such as dictionaries and spell-check to spell words correctly 	<ul style="list-style-type: none"> • Use a variety of spelling resources, such as dictionaries and spell-check to spell words correctly 	<ul style="list-style-type: none"> • Use a variety of spelling resources, such as dictionaries and spell-check to spell words correctly
<ul style="list-style-type: none"> • Use a variety of media, such as print and electronic, when writing 	<ul style="list-style-type: none"> • Follow formatting rules and/or style sheet 	<ul style="list-style-type: none"> • Write using a variety of media to communicate ideas and information 	<ul style="list-style-type: none"> • Write using a variety of media to communicate ideas and information 	<ul style="list-style-type: none"> • Write using a variety of media to communicate ideas and information
<ul style="list-style-type: none"> • Share writing with others 	<ul style="list-style-type: none"> • Use a variety of media to communicate ideas and information 	<ul style="list-style-type: none"> • Follow formatting rules and/or style sheet 	<ul style="list-style-type: none"> • Follow formatting rules and/or style sheet 	<ul style="list-style-type: none"> • Follow formatting rules and/or style sheet
<ul style="list-style-type: none"> • Use teacher conferences and peer review to revise written work 	<ul style="list-style-type: none"> • Share writing with others 	<ul style="list-style-type: none"> • Share writing with others 	<ul style="list-style-type: none"> • Share writing with others 	<ul style="list-style-type: none"> • Share writing with others
<ul style="list-style-type: none"> • Maintain a portfolio of writings as a method of reviewing work with teachers and parents/caregivers, with assistance 	<ul style="list-style-type: none"> • Use teacher conferences and peer review to revise written work 	<ul style="list-style-type: none"> • Use teacher conferences and peer review to revise written work 	<ul style="list-style-type: none"> • Use teacher conferences and peer review to revise written work 	<ul style="list-style-type: none"> • Use teacher conferences and peer review to revise written work
	<ul style="list-style-type: none"> • Maintain a portfolio of writings 	<ul style="list-style-type: none"> • Maintain a portfolio of writings 	<ul style="list-style-type: none"> • Maintain a portfolio of writings 	<ul style="list-style-type: none"> • Maintain a portfolio of writings

Presentational Aspects

Grade K	Grade 1	Grade 2	Grade 3	Grade 4
<ul style="list-style-type: none"> • Publish writing for classroom or school display 	<ul style="list-style-type: none"> • Publish writing for classroom or school display 	<ul style="list-style-type: none"> • Publish writing for classroom or school display 	<ul style="list-style-type: none"> • Publish writing for classroom or school display 	<ul style="list-style-type: none"> • Publish writing suitable for a variety of display purposes, such as within a classroom, or school, or on the Internet
		<ul style="list-style-type: none"> • Incorporate visuals to enhance presentation (e.g., illustrations, etc.) 	<ul style="list-style-type: none"> • Incorporate visuals to enhance presentation (e.g., charts, graphs, illustrations, etc.) 	<ul style="list-style-type: none"> • Incorporate visuals to enhance presentation (e.g., charts, graphs, illustrations, etc.)
		<ul style="list-style-type: none"> • Incorporate text features to enhance presentation (e.g., titles, labels, etc.). 	<ul style="list-style-type: none"> • Incorporate text features to enhance presentation (e.g., titles, subheadings, captions, etc.). 	<ul style="list-style-type: none"> • Incorporate text features to enhance presentation (e.g., titles, subheadings, captions, etc.).
Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-11
<ul style="list-style-type: none"> • Publish writing in a variety of presentation or display mediums, for a variety of audiences 	<ul style="list-style-type: none"> • Publish writing in a variety of presentation or display mediums, for a variety of audiences 	<ul style="list-style-type: none"> • Publish writing in a variety of presentation or display media 	<ul style="list-style-type: none"> • Publish writing in a variety of presentation or display media 	<ul style="list-style-type: none"> • Publish writing in a variety of presentation or display media
<ul style="list-style-type: none"> • Incorporate visuals to enhance presentation (e.g., charts, graphs, illustrations, etc.) 	<ul style="list-style-type: none"> • Incorporate visuals to enhance presentation (e.g., charts, graphs, illustrations, etc.) 	<ul style="list-style-type: none"> • Incorporate visuals to enhance presentation (e.g., charts, graphs, illustrations, etc.) 	<ul style="list-style-type: none"> • Incorporate visuals to enhance presentation (e.g., charts, graphs, illustrations, etc.) 	<ul style="list-style-type: none"> • Incorporate visuals to enhance presentation (e.g., charts, graphs, illustrations, etc.)
<ul style="list-style-type: none"> • Incorporate text features to enhance presentation (e.g., titles, subheadings, captions, etc.) 	<ul style="list-style-type: none"> • Incorporate text features to enhance presentation (e.g., titles, subheadings, captions, etc.) 	<ul style="list-style-type: none"> • Incorporate text features to enhance presentation (e.g., titles, subheadings, captions, etc.) 	<ul style="list-style-type: none"> • Incorporate text features to enhance presentation (e.g., titles, subheadings, captions, etc.) 	<ul style="list-style-type: none"> • Incorporate text features to enhance presentation (e.g., titles, subheadings, captions, etc.)
		<ul style="list-style-type: none"> • Use legible print or cursive writing, or type 	<ul style="list-style-type: none"> • Use legible print or cursive writing, or type 	<ul style="list-style-type: none"> • Use legible print or cursive writing, or type

	Kindergarten
MEANING	<ul style="list-style-type: none"> • Label drawings with letters or words • Write as part of play (e.g., playing store, school, restaurant) • Write compositions that include letters or words and drawings to communicate for different purposes (e.g., tell stories, communicate feelings, provide information) • Write on a wide range of topics, both teacher and student selected • Write to address a specific purpose and/or audience • Write in response to the reading of imaginative and informational text (oral and written) • Use illustrations, pictures or labels to convey and/or support ideas • Make connections to text and/or personal experiences
DEVELOPMENT	<ul style="list-style-type: none"> • Include details that support the topic, with assistance
ORGANIZATION	<ul style="list-style-type: none"> • Incorporate a beginning, middle and end, with assistance • Begin to use prewriting tools such as graphic organizers to organize ideas and information, with assistance • Use text features to structure writing (e.g., titles and labels)
LANGUAGE USE	<ul style="list-style-type: none"> • Convey feeling in writing • Begin to use descriptive language • Write simple sentences • Use content area and grade-level vocabulary
CONVENTIONS	<ul style="list-style-type: none"> • Use left-to-right and top-to-bottom when writing English • Use spacing between letters and words when writing on the line • Write legibly some uppercase and lowercase letters • Use upper and lowercase letters to write words • Use developing knowledge of letter-sound correspondences to spell independently (e.g., sound or invented spelling) • Use conventional spelling to spell some common or familiar words (core words) • Write correctly own first and last names and the names of some friends or family • Copy letters and words from books, magazines, signs, charts and own dictation • Use resources such as a picture dictionary or word wall to find and write words, with assistance • Use a period at the end of a sentence
WRITING BEHAVIORS	<ul style="list-style-type: none"> • Write voluntarily to communicate for different purposes • Explore the use of prewriting strategies, such as brainstorming and using graphic organizers, with assistance • Share writing with others (e.g., author's circle) • Conference with teacher and peers about own writing • Maintain a portfolio of writings and drawings as a method of reviewing work with teachers and parents/ caregivers, with assistance
PRESENTATIONAL ASPECTS	<ul style="list-style-type: none"> • Publish writing for classroom or school display

	GRADE 1
MEANING	<ul style="list-style-type: none"> • Write stories and informational text that establish a topic and use words that can be understood by others • Write compositions that include text, illustrations, and other graphics to communicate for different purposes (e.g., tell stories, communicate feelings, provide information) • Write on a wide range of topics, both teacher and student selected • Write to address a specific purpose and/or audience • Write in response to the reading of imaginative and informational text (oral and written) • Use content from a source when writing informational text, with assistance • Use illustrations, pictures or labels to convey and/or elaborate ideas • Make connections to text and/or personal experiences
DEVELOPMENT	<ul style="list-style-type: none"> • Elaborate with specific details and examples that support the topic • Present ideas that are thoughtful and meaningful
ORGANIZATION	<ul style="list-style-type: none"> • Incorporate a beginning, middle and end • Write sentences in a logical order • Write a variety of compositions with assistance, following models of different organizational patterns • Use graphic organizers to organize ideas and information, with assistance • Use text features to structure writing (e.g., titles and labels)
LANGUAGE USE	<ul style="list-style-type: none"> • Use descriptive language • Write simple sentences and begin to use compound sentences • Use content area and grade-level vocabulary
CONVENTIONS	<ul style="list-style-type: none"> • Understand the difference between conventional spelling and sound or invented spelling • Use conventional spelling to spell common grade-level irregularly spelled content and high-frequency words (core words) • Spell correctly three and four letter short vowel words • Represent most phonemes in invented spelling, although not necessarily with conventional spellings (e.g., /k/ /a/ /t/ for cat) • Use developing knowledge of letter-sound correspondence (e.g., sound spelling or invented spelling) to spell independently grade-level decodable words, including words in word families • Write legibly most uppercase and lowercase manuscript letters • Write letters legibly when dictated • Use conventional capitalization and punctuation to begin and end sentences • Appropriately use upper and lowercase letters to write words • Use spacing between letters, words, and sentences • Write complete simple sentences
WRITING BEHAVIORS	<ul style="list-style-type: none"> • Write voluntarily to communicate to others • Write voluntarily for different purposes • Write stories and reports using the writing process (e.g., prewriting, drafting, revising, proofreading, editing) • Explore the use of prewriting strategies, such as brainstorming and using graphic organizers, with assistance • Use a variety of spelling resources, such as word walls and picture-dictionaries, to support correct spelling • Share writing with others (e.g., author's circle) • Present and discuss own writing in conferences with teacher and peers • Maintain a portfolio of writings and drawings as a method of reviewing work with teachers and parents/ caregivers, with assistance
PRESENTATIONAL ASPECTS	<ul style="list-style-type: none"> • Publish writing for classroom or school display

	Grade 2
MEANING	<ul style="list-style-type: none"> • Write stories and informational text that establish a topic and use words that can be understood by others • Write compositions that include text, illustrations, and other graphics to communicate for different purposes (e.g., tell stories, communicate feelings, provide information) • Write on a wide range of topics, both teacher and student selected • Write to address a specific purpose and/or audience • Write in response to the reading of imaginative and informational text (oral and written) • Use content from a source when writing informational text, with assistance • Use illustrations, pictures or labels to convey and/or elaborate ideas • Make connections to text and/or personal experiences
DEVELOPMENT	<ul style="list-style-type: none"> • Establish and maintain focus on one topic • Elaborate with specific details, examples, and reasons that support the main idea(s) • Incorporate relevant and accurate examples and descriptions
ORGANIZATION	<ul style="list-style-type: none"> • Write a variety of compositions with assistance, using different organizational patterns, such as informational reports, compare/contrast, sequence of events; correspondence; and imaginative stories • Write sentences in logical order and use paragraphs to organize topics • Begin to write a topic sentence and concluding statement • Incorporate transition words, such as <i>first</i>, <i>next</i>, <i>last</i>, to indicate sequence and coherence • Use text features to structure writing (e.g., titles and labels)
LANGUAGE USE	<ul style="list-style-type: none"> • Vary the formality of language depending on purpose of writing (e.g., friendly letter, report, etc.) • Begin to convey personal voice in writing • Write compound sentences • Vary sentence starters in writing • Use descriptive language • Use grade-level/content area vocabulary • Begin to demonstrate fluency
CONVENTIONS	<ul style="list-style-type: none"> • Spell correctly previously studied words (e.g., grade-level multi-syllabic, decodable words; irregularly spelled content and core words) in writing • Use spelling patterns, such as word families, in writing • Represent all the sounds in a word when spelling independently • Write legibly all uppercase and lowercase manuscript letters • Use capitalization, punctuation, and spelling rules to produce final products • Use spelling and grammar resources, such as dictionaries, charts, Word Walls, and/or computer software, etc. • Begin to use compound sentences, and write complete simple sentence • Indent to begin a paragraph • Use consistent spacing between letters, words, sentences, and paragraphs
WRITING BEHAVIORS	<ul style="list-style-type: none"> • Write voluntarily to communicate ideas and emotions to a variety of audiences • Write voluntarily for different purposes • Write stories and reports using the writing process (e.g., prewriting, drafting, revising, proofreading, editing) • Use prewriting strategies, such as brainstorming and using graphic organizers, with assistance • Use a variety of spelling resources, such as word walls and dictionaries, to support correct spelling • Review writing, with assistance, in order to revise for focus, development of ideas, and organization • Share writing with others (e.g., participate in author's circle) • Present and discuss own writing in conferences with teacher and peers • Maintain a portfolio of writings as a method of reviewing work with teachers and parents/ caregivers, with assistance
PRESENTATIONAL ASPECTS	<ul style="list-style-type: none"> • Publish writing for classroom or school display • Incorporate visuals to enhance presentation (e.g., illustrations, etc.) • Incorporate text features to enhance presentation (e.g., titles, labels, etc.).

	Grade 3
MEANING	<ul style="list-style-type: none"> ● Write in response to the reading of imaginative and informational texts (oral and written) ● Write on a wide range of topics, both teacher and student selected ● Write to address a specific purpose and/or audience ● Combine multiple sources when writing informational text (e.g. report), with assistance ● Make connections to text and/or personal experience ● Use illustrations, pictures or labels to convey and/or elaborate ideas ● Give accurate information
DEVELOPMENT	<ul style="list-style-type: none"> ● Establish main idea and maintain focus ● Elaborate with specific details, examples, and reasons that support the main idea(s) ● Incorporate relevant and accurate examples and descriptions
ORGANIZATION	<ul style="list-style-type: none"> ● Write a variety of compositions, such as literary responses and informational reports, using different organizational patterns, such as cause/effect and compare/contrast ● Write sentences in logical order and use paragraphs to organize topics ● Write a topic sentence and concluding statement for each paragraph ● Write an introductory and concluding paragraph with assistance <ul style="list-style-type: none"> - Group related ideas around one main idea ● Incorporate transition words, such as <i>first</i>, <i>next</i>, <i>different from</i>, <i>similar to</i>, to indicate sequence and coherence ● Use text features to structure writing (e.g., titles, labels, captions, etc.)
LANGUAGE USE	<ul style="list-style-type: none"> ● Vary the formality of language depending on audience and purpose of writing (e.g., friendly letter, report) ● Convey personal voice in writing ● Use grade-level/content area vocabulary ● Vary sentence structure ● Write complex sentences ● Begin to use literary devices in creative writing (e.g. figurative language) ● Use descriptive and/or vivid language ● Demonstrate fluency
CONVENTIONS	<ul style="list-style-type: none"> ● Spell correctly previously studied decodable and irregularly spelled words and spelling patterns in own writing (core words) ● Use indents to move from one paragraph to another ● Apply rules of grammar, usage, and mechanics so writing is easily read and conveys meaning ● Begin to use complex sentences, and write complete compound sentences ● Write legibly all uppercase and lowercase manuscript and cursive letters
WRITING BEHAVIORS	<ul style="list-style-type: none"> ● Write voluntarily to communicate ideas and emotions to a variety of audiences ● Write voluntarily for different purposes ● Write stories and reports using the writing process (e.g., prewriting, drafting, revising, proofreading, editing) ● Use prewriting strategies, such as brainstorming and using graphic organizers, with assistance ● Use a variety of spelling resources, such as word walls and dictionaries, to support correct spelling ● Review writing, with assistance, in order to revise for focus, development of ideas, and organization ● Use a variety of media, such as print and electronic, when writing ● Share writing with others ● Present and discuss own writing in conferences with teacher and peers ● Maintain a portfolio of writings as a method of reviewing work with teachers and parents/ caregivers, with assistance
PRESENTATIONAL ASPECTS	<ul style="list-style-type: none"> ● Publish writing for classroom or school display ● Incorporate visuals to enhance presentation (e.g., charts, graphs, illustrations, etc.) ● Incorporate text features to enhance presentation (e.g., titles, subheadings, captions, etc.).

	Grade 4
MEANING	<ul style="list-style-type: none"> ● Respond in writing to (oral and written) prompts that follow the reading of literary and informational texts ● Write on a wide range of topics, both teacher and student-selected ● Write to address a specific purpose and/or audience ● Combine multiple sources when writing informational text (e.g. report, essay) ● Write with age-appropriate insight ● Make connections to text and/or personal experience ● Use illustrations, pictures or labels to convey and/or elaborate ideas ● Give accurate and complete information
DEVELOPMENT	<ul style="list-style-type: none"> ● Establish main idea and maintain clear focus ● Elaborate with specific details, examples, and reasons that support the main idea(s) ● Establish and maintain focus on one topic ● Incorporate relevant and accurate examples and descriptions
ORGANIZATION	<ul style="list-style-type: none"> ● Write in a variety of organizational patterns, such as chronological order, cause/effect, and compare/contrast ● Develop ideas by writing sentences that are in logical order and organized into paragraphs - Group related ideas around one main idea ● Write a topic sentence and concluding statement for multiple paragraphs ● Write an introductory and concluding paragraph ● Incorporate transition words, such as <i>first, next, in addition, in contrast, similar to, different from</i>, to indicate sequence and coherence ● Use text features to structure writing (e.g., titles, labels, captions, etc.)
LANGUAGE USE	<ul style="list-style-type: none"> ● Use grade-level/content area vocabulary and varied sentence structure ● Vary the tone and vocabulary according to the audience and purpose of writing ● Exhibit personal voice when writing ● Vary sentence structure ● Begin to use literary devices and figurative language, such as similes ● Use descriptive and/or vivid language ● Demonstrate consistent fluency
CONVENTIONS	<ul style="list-style-type: none"> ● Correctly spell words within own writing that have been previously studied and/or frequently used words (core words) ● Correctly spell words within own writing that follow the spelling patterns of words previously studied ● Use indents to move from one paragraph to another ● Apply rules of grammar, usage, and mechanics so writing is easily read and conveys meaning ● Use legible print and/or cursive writing
WRITING BEHAVIORS	<ul style="list-style-type: none"> ● Write voluntarily to communicate ideas and emotions to a variety of audiences ● Write voluntarily for different purposes ● Write stories and reports using the writing process (e.g., prewriting, drafting, revising, proofreading, editing) ● Use a variety of pre-writing strategies, such as brainstorming, free-writing, note-taking, and using graphic organizers ● Use a variety of spelling resources, such as spelling dictionaries and spell-check tools, to support correct spelling ● Review writing, with assistance, in order to revise for focus, development of ideas, and organization ● Use a variety of media, such as print and electronic, when writing ● Share writing with others ● Use teacher conferences and peer review to revise written work ● Maintain a portfolio of writings as a method of reviewing work with teachers and parents/ caregivers, with assistance
PRESENTATIONAL ASPECTS	<ul style="list-style-type: none"> ● Publish writing suitable for a variety of display purposes, such as within a classroom, or school, or on the Internet ● Incorporate visuals to enhance presentation (e.g., charts, graphs, illustrations, etc.) ● Incorporate text features to enhance presentation (e.g., titles, subheadings, captions, etc.).

	Grade 5
MEANING	<ul style="list-style-type: none"> ● Respond in writing to prompts that follow the reading and listening to literary and informational text ● Write on a wide range of topics, both teacher and student selected ● Understand and write for a variety of purposes and/or audiences ● Combine multiple sources when writing informational text (e.g. report, DBQ, etc.) ● Write with age-appropriate insight
DEVELOPMENT	<ul style="list-style-type: none"> ● Establish main idea and maintain clear focus ● Elaborate with specific details, examples, and reasons that support the main idea(s) ● Incorporate relevant and accurate evidence (examples and reasons)
ORGANIZATION	<ul style="list-style-type: none"> ● Write in a variety of organizational patterns, such as chronological order, cause/effect, compare/contrast ● Develop ideas by writing sentences that are in logical order and organized into paragraphs - Group[related ideas around one main idea ● Write a topic sentence and concluding statement for multiple paragraphs ● Write an introductory and concluding paragraph ● Incorporate transition words, such as <i>first, next, in addition, in contrast, similar to, different from</i>, to indicate sequence and coherence ● Use text features to structure writing (e.g., titles, subheading, labels, captions, etc.)
LANGUAGE USE	<ul style="list-style-type: none"> ● Adjust style of writing, voice and language according to purpose and intended audience ● Incorporate aspects of the writer’s craft, such as literary devices and specific voice, into own writing ● Vary sentence structure ● Create engaging introductions ● Use grade-level/content area vocabulary ● Use descriptive and vivid language ● Demonstrate consistent fluency
CONVENTIONS	<ul style="list-style-type: none"> ● Correctly spell words within own writing that have been previously studied and/or frequently used, or that follow previously studied spelling patterns ● Correctly and quickly spell a large body of words (core words) ● Indent paragraphs ● Apply rules of grammar, usage, and mechanics so writing is easily read and conveys meaning ● Use legible print and/or cursive writing
WRITING BEHAVIORS	<ul style="list-style-type: none"> ● Write voluntarily to communicate ideas and emotions to a variety of audiences, from self to unknown ● Write voluntarily for different purposes ● Write on a variety of topics ● Use the writing process (e.g., prewriting, drafting, revising, proofreading and editing) ● Use a variety of pre-writing strategies, such as brainstorming, free-writing, note-taking, and using graphic organizers ● Review writing independently in order to revise for focus, development of ideas, and organization ● Use a variety of spelling resources, such as spelling dictionaries and spell-check tools, to support correct spelling ● Use a variety of media, such as print and electronic, when writing ● Share writing with others ● Use teacher conferences and peer review to revise written work ● Maintain a portfolio of writings as a method of reviewing work with teachers and parents/ caregivers, with assistance
PRESENTATIONAL ASPECTS	<ul style="list-style-type: none"> ● Publish writing in a variety of presentation or display mediums, for a variety of audiences ● Incorporate visuals to enhance presentation (e.g., charts, graphs, illustrations, etc.) ● Incorporate text features to enhance presentation (e.g., titles, subheadings, captions, etc.)

	Grade 6
MEANING	<ul style="list-style-type: none"> • Respond in writing to prompts that follow reading and listening to informational and literary texts • Write on a wide range of topics, both teacher and student selected • Understand and write for a variety of purposes and/or audiences • Combine multiple sources when writing informational text (e.g. report, DBQ, etc.) • Write with age-appropriate insight
DEVELOPMENT	<ul style="list-style-type: none"> • Respond in writing to prompts that follow reading and listening to informational and literary texts • Write on a wide range of topics, both teacher and student selected • Understand and write for a variety of purposes and/or audiences
ORGANIZATION	<ul style="list-style-type: none"> • Select and write in a variety of organizational patterns, such as chronological order, cause/effect, compare/contrast • Write topic sentences and concluding statements • Write introductions that include thesis statements, and conclusions that summarize the main points • Incorporate transition words to indicate sequence and coherence • Use text features to structure writing (e.g., titles, subheadings, labels, captions, etc.) • Incorporate transition words, such as <i>first, next, in addition, in contrast, similar to, different from</i>, to indicate sequence and coherence • Use text features to structure writing (e.g., titles, subheading, labels, captions, etc.) • Use illustrations, pictures or labels to convey and/or elaborate ideas
LANGUAGE USE	<ul style="list-style-type: none"> • Adjust style of writing, voice and language according to purpose and intended audience • Incorporate aspects of the writer’s craft, such as literary devices and specific voice, into own writing • Vary sentence structure • Create engaging introductions • Use grade-level/content area vocabulary • Use descriptive and vivid language • Demonstrate consistent fluency
CONVENTIONS	<ul style="list-style-type: none"> • Correctly spell words within own writing that have been previously studied or that follow previously studied spelling patterns • Correctly spell a large body of words, such as commonly misspelled words, homonyms, content area vocabulary • Apply rules of grammar, usage, and mechanics so writing is easily read and conveys meaning
WRITING BEHAVIORS	<ul style="list-style-type: none"> • Write voluntarily for a variety of purposes, topics, and audiences • Use the writing process (e.g. prewriting, drafting, revising, proofreading, and editing) • Use prewriting activities, such as brainstorming, note-taking, keeping an author’s notebook and using graphic organizers, etc. • Review writing independently in order to revise for focus, development of ideas, organization, and language use • Work collaboratively with peers to plan, draft, revise, and edit written work • Use a variety of spelling resources, such as dictionaries and spell-check to spell words correctly • Use computer technology, including software, (e.g. word processing and graphics to support writing process) to create, edit, and manipulate texts • Follow formatting rules and/or style sheet • Use a variety of media to communicate ideas and information • Share writing with others • Use teacher conferences and peer review to revise written work
PRESENTATIONAL ASPECTS	<ul style="list-style-type: none"> • Publish writing in a variety of presentation or display mediums, for a variety of audiences • Incorporate visuals to enhance presentation (e.g., charts, graphs, illustrations, etc.) • Incorporate text features to enhance presentation (e.g., titles, subheadings, captions, etc.)

	Grade 7
MEANING	<ul style="list-style-type: none"> • Respond in writing to prompts that follow reading and listening to informational and literary texts • Write on a wide range of topics, both teacher and student selected • Respond in writing to prompts that follow reading and listening to informational and literary texts • Write on a wide range of topics, both teacher and student selected • Understand and write for a variety of purposes and/or audiences
DEVELOPMENT	<ul style="list-style-type: none"> • Establish main idea and maintain clear focus • Incorporate relevant and accurate evidence (examples and reasons) and/or description • Use details to support evidence and/or description
ORGANIZATION	<ul style="list-style-type: none"> • Select and write in a variety of organizational patterns, such as chronological order, cause/effect, compare/contrast • Write topic sentences and concluding statements • Write introductions that include thesis statements, and conclusions that summarize the main points • Incorporate transition words to indicate sequence and coherence • Use text features to structure writing (e.g., titles, subheadings, labels, captions, etc.)
LANGUAGE USE	<ul style="list-style-type: none"> • Adjust style of writing, voice and language according to purpose and intended audience • Incorporate aspects of the writer’s craft, such as literary devices (such as?) and specific voice, into own writing • Vary sentence structure • Create engaging introductions • Use grade-level/content area vocabulary • Use descriptive and vivid language • Demonstrate consistent fluency
CONVENTIONS	<ul style="list-style-type: none"> • Correctly spell words within own writing that have been previously studied or that follow previously studied spelling patterns • Correctly spell a large body of words, such as commonly misspelled words, homonyms, content area vocabulary • Apply rules of grammar, usage, and mechanics, so writing is easily read and conveys meaning
WRITING BEHAVIORS	<ul style="list-style-type: none"> • Write voluntarily for a variety of purposes, topics, and audiences • Use the writing process (e.g. prewriting, drafting, revising, proofreading, and editing) • Use prewriting activities, such as brainstorming, note-taking, keeping an author’s notebook and using graphic organizers, etc. • Review writing independently in order to revise for focus, development of ideas, organization, and language use • Work collaboratively with peers to plan, draft, revise, and edit written work • Use computer technology, including software, (e.g. word processing and graphics to support writing process) to create, edit, and manipulate texts • Use a variety of spelling resources, such as dictionaries and spell-check to spell words correctly • Write using a variety of media to communicate ideas and information • Follow formatting rules and/or style sheet • Share writing with others • Use teacher conferences and peer review to revise written work • Maintain a portfolio of writings
PRESENTATIONAL ASPECTS	<ul style="list-style-type: none"> • Publish writing in a variety of presentation or display media • Incorporate visuals to enhance presentation (e.g., charts, graphs, illustrations, etc.) • Incorporate text features to enhance presentation (e.g., titles, subheadings, captions, etc.) • Use legible print or cursive writing, or type

	Grade 8
MEANING	<ul style="list-style-type: none"> • Respond in writing to prompts that follow reading and listening to informational and literary texts • Write on a wide range of topics, both teacher and student selected • Understand and write for a variety of purposes and/or audiences <ul style="list-style-type: none"> • Write with age-appropriate insight • Make connections to text and/or personal experience
DEVELOPMENT	<ul style="list-style-type: none"> • Establish and articulate main idea and maintain clear focus • Incorporate relevant and accurate evidence (examples and reasons) and/or description • Use relevant details to support evidence and/or description
ORGANIZATION	<ul style="list-style-type: none"> • Write in a variety of organizational patterns for writing, such as chronological order, cause/effect, compare/contrast <ul style="list-style-type: none"> • Use topic sentences and concluding statements • Write introductions that include thesis statements, and conclusions that summarize the main points • Incorporate transition words to indicate sequence and coherence • Use text features to structure writing (e.g., titles, subheadings, labels, captions, etc.)
LANGUAGE USE	<ul style="list-style-type: none"> • Adjust style of writing, voice and language according to purpose and intended audience • Incorporate aspects of the writer's craft, such as literary devices (such as?) and specific voice, into own writing <ul style="list-style-type: none"> • Vary sentence structure • Create engaging introductions • Use grade-level/content area vocabulary • Use descriptive and vivid language • Demonstrate consistent fluency
CONVENTIONS	<ul style="list-style-type: none"> • Correctly spell words within own writing that have been previously studied or that follow previously studied spelling patterns • Correctly spell a large body of words, such as commonly misspelled words, homonyms, content area vocabulary • Apply rules of grammar, usage, and mechanics, so writing is easily read and conveys meaning
WRITING BEHAVIORS	<ul style="list-style-type: none"> • Write voluntarily for a variety of purposes, topics, and audiences • Use the writing process (e.g. prewriting, drafting, revising, proofreading, and editing) • Use prewriting activities, such as brainstorming, note-taking, keeping an author's notebook and using graphic organizers, etc. • Review writing independently in order to revise for focus, development of ideas, organization, and language use • Work collaboratively with peers to plan, draft, revise, and edit written work • Use computer technology, including software, (e.g. word processing and graphics to support writing process) to create, edit, and manipulate texts • Use a variety of spelling resources, such as dictionaries and spell-check to spell words correctly • Write using a variety of media to communicate ideas and information <ul style="list-style-type: none"> • Follow formatting rules and/or style sheet • Share writing with others • Use teacher conferences and peer review to revise written work • Maintain a portfolio of writings
PRESENTATIONAL ASPECTS	<ul style="list-style-type: none"> • Publish writing in a variety of presentation or display media • Incorporate visuals to enhance presentation (e.g., charts, graphs, illustrations, etc.) • Incorporate text features to enhance presentation (e.g., titles, subheadings, captions, etc.) • Use legible print or cursive writing, or type

	Grade 9-11
MEANING	<ul style="list-style-type: none"> • Respond in writing to prompts that follow reading and listening to informational and literary texts • Write on a wide range of topics, both teacher and student selected • Determine the appropriate purpose and audience prior to writing, and write with a clear sense of both • Write with insight and logical reasoning • Use fresh and original ideas
DEVELOPMENT	<ul style="list-style-type: none"> • Thoroughly articulate main ideas • Incorporate relevant and accurate evidence (examples and reasons) and/or description • Use specific, accurate, and relevant details to support generalizations
ORGANIZATION	<ul style="list-style-type: none"> • Write in a variety of organizational patterns ,both within paragraphs and throughout the text, that provides direction, coherence, and/or unity, such as compare/contrast, order of importance, chronological, etc • Use topic sentences and concluding statements • Write introductions that include thesis statements, and conclusions that summarize the main points as well as extend the thesis • Incorporate transition words, both within and between paragraphs, to indicate sequence and coherence • Use text features to structure writing (e.g., titles, subheadings, labels, captions, etc.)
LANGUAGE USE	<ul style="list-style-type: none"> • Adjust style of writing, voice and language according to purpose and intended audience • Demonstrate effective use of “writer’s craft” techniques, such as literary devices and/or figurative language to create vivid imagery, as well as dialogue where appropriate • Write clear, concise, and varied sentences, developing a personal writing style and voice • Sentence construction underscores and enhances the meaning • Create engaging introductions and conclusions • Use specific, accurate and sophisticated terminology and vocabulary, reflecting both connotative and denotative meanings • Use unique, compelling, and engaging language in order to create fluency, mood, and tone
CONVENTIONS	<ul style="list-style-type: none"> • Correctly spell words within own writing that have been previously studied or that follow previously studied spelling patterns • Correctly spell a large body of words, such as commonly misspelled words, homonyms, content area vocabulary • Compose mechanically and grammatically grade-appropriate texts for a variety of student-selected and teacher-selected purposes • Demonstrate proficiency in rules of grammar, usage, mechanics, which contribute to clarity, style, and readability
WRITING BEHAVIORS	<ul style="list-style-type: none"> • Write voluntarily for a variety of purposes, topics, and audiences • Use the writing process (e.g. prewriting, drafting, revising, proofreading, and editing) • Use prewriting activities, such as brainstorming, note-taking, keeping an author’s notebook and using graphic organizers, etc. • Use computer technology, including software, (e.g. word processing and graphics to support writing process) to create, edit, and manipulate texts • Review writing independently in order to revise for focus, development of ideas, organization, and language use • Work collaboratively with peers to plan, draft, revise, and edit written work • Use a variety of spelling resources, such as dictionaries and spell-check to spell words correctly • Write using a variety of media to communicate ideas and information • Follow formatting rules and/or style sheet • Share writing with others • Use teacher conferences and peer review to revise written work • Maintain a portfolio of writings
PRESENTATIONAL ASPECTS	<ul style="list-style-type: none"> • Publish writing in a variety of presentation or display media • Incorporate visuals to enhance presentation (e.g., charts, graphs, illustrations, etc.) • Incorporate text features to enhance presentation (e.g., titles, subheadings, captions, etc.) • Use legible print or cursive writing, or type

Grade 6 ELA Scope & Sequence

NYS Resources

Hyde Park Central School District

Department of Humanities Grade 6 ELA Scope & Sequence NYS Resources

NYS Best Practices Summary

NYS provides a brief summary of research-based strategies proven effective in teaching ELA. In a citation credited to James Britton (1992), the NYS Curriculum Essential document states that “we have learned that mastery of language comes with its purposeful use and that attempts to teach the bare skills by practice exercises are bound to fail.” Instead, NYS (<http://www.emsc.nysed.gov/guides/ela/part1a.pdf>) identifies the following approaches as generally efficacious in teaching the skills necessary for literacy in the ELA core areas:

■ **Extensive reading**

Extensive reading of material of many kinds, both in school and outside, results in substantial growth in the vocabulary, comprehension abilities, and information base of students.

■ **Interactive learning**

Learning in which children and young people are involved in thinking about, writing about, and talking about their learning produces far more effective growth than instruction in which they are passive.

■ **Extension of background knowledge**

The more a reader knows about the topic of a text, the better the reader is able to construct meanings from the text.

■ **Instruction in reading and writing strategies**

When strategies spontaneously used by skilled readers and writers are intentionally taught to less skilled learners, those strategies contribute to improved reading comprehension and written composition.

■ **Integrated activities**

Organizing instruction into broad, theme-based clusters of work through which reading, writing, and speaking activities are interrelated promotes understanding of the connections among activities and ideas

■ **Attention to skills**

Many children will not automatically acquire such basic skills as word attack or grammar without direct instruction. However, when children with reading problems receive skills-based instruction to the exclusion of ample opportunities to read for meaning, the development of both vocabulary knowledge and reading comprehension suffer.

■ **Discussion and analysis**

Instruction that emphasizes discussion and analysis rather than rote memory contributes most effectively to development of students’ thinking abilities.

■ **A range of literature**

Reading and reflecting on a range of traditional and nontraditional literary works of high quality can help young people learn about the ideas and values of their own and other cultures, as well as about the experiences of different groups.

■ **Emphasis on the writing process**

Devoting time to all the processes involved in composing (planning, drafting, sharing, revising, and publishing) contributes to improved competence in writing.

■ **Imaginative and informative language**

Programs that provide balanced attention to both imaginative and informative reading, writing, listening, and speaking promote competence in handling discourse of many kinds.

■ **Early intervention**

Carefully-designed early intervention can produce significant long-term improvement in reading and writing. However, research warns against extensively isolating children for remedial instruction and highlights the need to provide extensive opportunities for children to read and write, rather than merely drill and practice of skills in isolation.

■ **Appropriate assessment**

Assessment that focuses on what is being taught in a school's curriculum and on the modes of instruction used in the curriculum promotes learners' growth toward curricular goals. It follows that alignment between curriculum and assessment must begin with goals that are central to the purposes for schooling.

Adapted from: Squire, James A. Chapter 6a. Language Arts. *Handbook of Research on Improving Student Achievement* (Gordon Cawelti, ed.). Arlington, VA: Educational Research Service, 1995.

Future curriculum work in ELA will focus on implementing these principles in specific instructional activities.

NYS Grades 3-8 ELA Assessments

Starting in January 2006, NYS will administer ELA examinations on an annual basis to all students in grades three through eight. Information about these exams, their format, purpose, and scoring procedures, as published by NYS prior to September 2005, is available under the title Introduction to the Grade 3 Through 8 Testing Program (<http://www.emsc.nysed.gov/3-8/intro.pdf>). In a high-stakes environment of universal accountability, it is imperative that teachers utilize these sample tests and accompanying explanations in planning classroom instruction. Additionally, teachers are encouraged to visit <http://www.emsc.nysed.gov/3-8/e-home.htm>, the NYS homepage for other information on grades 3-8 ELA testing, for the most recent updates and support.

NYS ELA Standards

Foremost among the included resources are the NYSED ELA standards, competencies, and performance indicators for each grade K through eight (<http://www.emsc.nysed.gov/ciai/ela/elacore.doc>).

It is critical for teachers, in order to develop instruction that prepares students for subsequent educational expectations, utilize these standards, competencies, and performance indicators to develop their curricular goals, units, lesson plans, and assessments in the areas of reading, writing, listening, and speaking.

CORE ELA CURRICULUM MAY, 2005

DEFINITIONS

Learning Standard

A learning standard is an established level or degree of quantity, value, or quality. New York State learning standards are defined as the knowledge, skills, and understandings that individuals can, and do, habitually demonstrate over time—as a consequence of instruction and experience.

New York State English Language Arts Learning Standards

Standard 1: Students will read, write, listen, and speak for **information and understanding**

As listeners and readers, students will collect data, facts, and ideas, discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts. As speakers and writers, they will use oral and written language to acquire, interpret, apply, and transmit information.

Standard 2: Students will read, write, listen, and speak for **literary response and expression**

Students will read and listen to oral, written and electronically produced texts and performances, relate texts and performances to their own lives, and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent. As speakers and writers, students will use oral and written language for self-expression and artistic creation.

Standard 3: Students will read, write, listen, and speak for **critical analysis and evaluation**

As listeners and readers, students will analyze experiences, ideas, information, and issues presented by others using a variety of established criteria. As speakers and writers, they will present, in oral and written language and from a variety of perspectives, their opinions and judgments on experiences, ideas, information and issues.

Standard 4: Students will read, write, listen, and speak for **social interaction**

Students will use oral and written language for effective social communication with a wide variety of people. As readers and listeners, they will use the social communications of others to enrich their understanding of people and their views.

Key Ideas

Key ideas are listed as the receptive language skills of listening and reading and as the expressive language skills of writing and speaking.

Core Performance Indicators

Core performance indicators are descriptions of student achievement: what students should know and be able to do in prekindergarten–grade 12 as a result of skilled instruction. Core performance indicators are those performance indicators that are common to all four English language arts standards.

Literacy Competencies

The prekindergarten–grade 3 literacy competencies have been incorporated into this core curriculum without modification from the *Early Literacy Guidance* document. In 2002, through the federal Reading First grant, the New York State Education Department is addressing the goal that all children will be able to read by the end of third grade. The *Early Literacy Guidance* document played a significant role in the successful awarding of this grant to New York State.

Grade-Specific Performance Indicators

Grade-specific performance indicators are descriptions of student achievement: what students should know and be able to do in prekindergarten–grade 12 as a result of skilled instruction. Grade-specific performance indicators are specific competencies for each key idea within each learning standard.

HOW TO USE THIS GUIDE

This revised edition (2005) of the *English Language Arts Core Curriculum* provides an increased level of specificity for each of the four English language arts learning standards. This level of specificity is delineated for each grade, prekindergarten–grade 12. This guide is organized into three grade

configurations. Each grade configuration includes core performance indicators, literacy competencies, and grade-specific performance indicators.

• **Core Performance Indicators:** Core performance indicators are common to all four English language arts standards, according to the following grade configurations:

PreK–K–1	2–3–4	5–6	7–8	9–10–11–12
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• **Literacy Competencies:** Each grade describes the literacy competencies that are organized by the four key ideas of language and literacy: reading, writing, listening, and speaking.

• **Grade-Specific Performance Indicators:** These performance indicators are organized under each key idea within each learning standard. Each key idea is defined through the presentation of grade-specific performance indicators: what students need to know and be able to do as a result of skilled instruction. When performance indicators are reinforced across multiple grades, they represent the ongoing development of skills and are repeated with the understanding that this competency will increase in complexity in accordance with grade-level expectations. Students are expected to reach proficiency at the grade level in which a performance indicator is first listed.

As educators develop and align their English language arts curricula for each grade, core performance indicators, literacy competencies, and grade-specific performance indicators must be addressed holistically.

Prekindergarten–Grade 1

Core Performance Indicators: common to all four ELA standards

Throughout prekindergarten, kindergarten, and grade 1, students are developing the following core performance indicators in the key ideas of reading, writing, listening, and speaking.

<p>Reading</p> <ul style="list-style-type: none">• Distinguish between print and pictures• Recognize the difference between letters and words• Follow left-to-right and top to bottom direction when reading• Locate parts of a book• Recognize and identify letters of the alphabet• Alphabetize high-frequency words according to the first letter• Distinguish the difference between vowels and consonants• Use beginning and ending consonants, as well as vowel sounds, to identify words• Recognize the different sounds that make up a word• Point to words in a text or on a chart when read aloud, matching spoken word to print• Recognize the singular and plural of frequently used words• Recognize own name and the names of friends and family in print• Recognize letter-sound correspondence• Recognize that words consist of a combination of sounds• Identify rhyming words• Monitor own reading by applying strategies (e.g., sounding out letters; using context, grammar, and picture clues; and rereading) to determine meaning• Read aloud with expression and fluency• Use computer software to support early reading development <p>Listening</p> <ul style="list-style-type: none">• Listen respectfully and responsively• Attend to a listening activity for a specified period of time• Avoid interrupting• Respond with expression appropriate to what is heard	<p>Writing</p> <ul style="list-style-type: none">• Create a drawing, picture, sign, or other graphic to represent a word or concept• Follow left-to-right and top-to-bottom direction when writing• Use spacing between letters and words when writing on a line• Write recognizable upper- and lowercase letters in manuscript• Capitalize the first words of sentences, the letter “I,” and proper nouns, such as names, days of the week, and months• Write the letters of own first and last names• Spell high-frequency words correctly• Use the singular and plural of high-frequency words• Put words together in sentence format by using<ul style="list-style-type: none">- end punctuation, such as periods- various parts of speech, such as nouns and adjectives, and verbs• Begin to edit your writings, with assistance• Use beginning-of-sentence capitalization and end punctuation• Use classroom resources, such as word walls, picture dictionaries, teachers, and peers, to support the writing process• Give and seek constructive feedback in order to improve writing• Use computer software to support development of early writing skills <p>Speaking</p> <ul style="list-style-type: none">• Respond respectfully• Use age-appropriate vocabulary• Take turns speaking in a group• Correct the pronunciation of words by using classroom resources, such as teachers, peers, audio- and videotapes, and computer software• Speak in complete sentences when required• Stay on topic• Speak audibly• Speak with expression appropriate to the occasion
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Kindergarten Reading

LITERACY COMPETENCIES	GRADE-SPECIFIC PERFORMANCE INDICATORS
<p>The reading competencies common to all four ELA standards in which students are making adequate progress during kindergarten are</p> <p>Phonological and Phonemic Awareness</p> <ul style="list-style-type: none"> • Identify and produce spoken words that rhyme • Blend beginning sound (onset) with ending sound (rime) to form known words in rhyming word families (<i>k-it, s-it, b-it</i>) • Count or tap the number of syllables in spoken words • Isolate individual sounds within spoken words (“What is the first sound in <i>can</i>?”)—Phoneme Isolation • Identify the same sounds in different spoken words (“What sound is the same in <i>sit, sip, and sun</i>?”)—Phoneme Identity • Categorize the word in a set of three or four words that has a different sound (“Which word doesn’t belong: <i>doll, dish, pill</i>?”)—Phoneme Categorization • Blend spoken phonemes to form words using manipulatives (e.g., counters) to represent each sound: /b/ /i/ /g/—Phoneme Blending • Segment spoken words into component sounds using manipulatives (e.g., counters) to represent each sound (“How many sounds are there in <i>big</i>? Move three counters.”)—Phoneme Segmentation • Recognize the remaining word when a phoneme is removed (“What is <i>cat</i> without the /k/?”)—Phoneme Deletion • Make a new word by adding a phoneme to an existing word (“What word do you have if you add /s/ to <i>mile</i>?”)—Phoneme Addition • Substitute one phoneme for another to make a new word (“The word is rug. Change /g/ to /n/. What is the new word?”)—Phoneme Substitution <p>Print Awareness</p> <ul style="list-style-type: none"> • Understand the purpose of print is to communicate • Follow left-to-right and top-to-bottom direction when reading English • Distinguish between letters and words • Distinguish between print and pictures • Track print by pointing to written words when 	<p>Specific performance indicators that kindergarten students are developing as they learn to read include</p> <p>Standard 1: Students will read, write, listen, and speak for information and understanding.</p> <ul style="list-style-type: none"> • Locate and use classroom and library media center resources to acquire information, with assistance • Read familiar informational texts to begin to collect data, facts, and ideas, with assistance • Interpret information represented in simple charts and webs • Draw on a prior experience to understand new data, facts, and ideas <p>Standard 2: Students will read, write, listen, and speak for literary response and expression.</p> <ul style="list-style-type: none"> • Comprehend and respond to literary texts and performances • Engage in pre-reading and reading activities to <ul style="list-style-type: none"> - select books, tapes, and poems on the basis of personal choice/interest or teacher-selected criteria, such as a theme/topic - make connections between personal experiences and stories read - predict what might happen next in a story read aloud - retell a story, with assistance • Dramatize or retell stories, using puppets, toys, and other props <p>Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.</p> <ul style="list-style-type: none"> • Identify and explain ideas and experiences from texts and performances • Engage in pre-reading and reading activities to <ul style="list-style-type: none"> - identify what they know and have learned about a specific story or topic - use illustrations to assist in understanding the content of a text and to anticipate what will happen next - predict what could happen next or the outcome of a story or article read aloud

<p>texts are read aloud by self or others</p> <ul style="list-style-type: none"> Identify the parts of a book and their functions (e.g., front cover, back cover, and title page) <p>Alphabet Recognition and Phonics</p> <ul style="list-style-type: none"> Recognize and name automatically all uppercase and lowercase manuscript letters Recognize that individual letters have associated sounds Recognize that the sequence of letters in written words represents the sequence of sounds in spoken words <ul style="list-style-type: none"> Identify some consonant letter-sound correspondences <p>Fluency</p> <ul style="list-style-type: none"> Read own name and names of family or friends Recognize and identify some sight words Read automatically a small set of high-frequency sight words (e.g., a, the, I, my, use, is, are) Read familiar kindergarten-level texts at the emergent level <p>Background Knowledge and Vocabulary Development</p> <ul style="list-style-type: none"> Learn the meaning of new words and use them in own speech Learn new words from books Use new vocabulary words to talk about life experiences Connect vocabulary and life experiences to ideas in books Use a picture dictionary to learn the meanings of words in books <p>Comprehension Strategies</p> <ul style="list-style-type: none"> Notice when sentences do not make sense Make predictions about story events Answer questions about text read aloud Retell or dramatize stories or parts of stories <p>Motivation to Read</p> <ul style="list-style-type: none"> Show interest in reading a range of kindergarten-level texts from a variety of genres, such as alphabet books, stories, poems, and informational texts Read voluntarily familiar kindergarten-level texts Show familiarity with some book titles and authors 	<ul style="list-style-type: none"> change the sequence of events in a story to create a different ending, with assistance form an opinion about the differences between events in a story and events in own life evaluate and select books, poems, or tapes on the basis of personal choice or teacher-selected criteria, such as topic, author, and illustrations distinguish between real and imaginary stories <p>Standard 4: Students will read, write, listen, and speak for social interaction.</p> <ul style="list-style-type: none"> Share reading experience to establish, maintain, and enhance personal relationships Respect the age, gender, and cultural traditions of the writer, with assistance Recognize the vocabulary and writing conventions (e.g., greetings and closings) of social communication, with assistance
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Kindergarten Writing

LITERACY COMPETENCIES	GRADE-SPECIFIC PERFORMANCE INDICATORS
<p>The writing competencies common to all four ELA standards in which students are making adequate progress during kindergarten are</p> <p>Print Awareness</p> <ul style="list-style-type: none"> • Use left-to-right and top-to-bottom direction when writing English • Use spacing between letters and words when writing on a line <p>Spelling</p> <ul style="list-style-type: none"> • Use developing knowledge of letter-sound correspondences to spell independently (e.g., sound or invented spelling) • Use conventional spelling to spell some common or familiar words • Write correctly own first and last names and the names of some friends or family <p>Handwriting</p> <ul style="list-style-type: none"> • Write legibly some uppercase and lowercase letters <p>Composition</p> <ul style="list-style-type: none"> • Label drawings with letters or words • Write as part of play (e.g., playing school, store, restaurant) • Write compositions that include letters or words and drawings to communicate for different purposes (e.g., tell stories, communicate feelings, provide information) <p>Motivation to Write</p> <ul style="list-style-type: none"> • Write voluntarily to communicate for different purposes • Share writing with others 	<p>Specific performance indicators that kindergarten students are developing as they learn to write include</p> <p>Standard 1: Students will read, write, listen, and speak for information and understanding.</p> <ul style="list-style-type: none"> • Copy letters and words from books, magazines, signs, charts, and own dictation • Write own name on pictures, drawings, paintings, and written products • Draw or write facts and ideas gathered from personal experiences • Use graphics such as posters to communicate information from personal experiences • Maintain a portfolio of informational writings and drawings, with assistance • Draw pictures to record facts from a lesson, with assistance • Use resources such as a picture dictionary or word wall to find and write words, with assistance <p>Standard 2: Students will read, write, listen, and speak for literary response and expression.</p> <ul style="list-style-type: none"> • Draw or write original literary texts to <ul style="list-style-type: none"> - create a story with a beginning, middle, and end, using pictures/drawings and some words, with assistance - create poems or jingles, using pictures/drawings and some words, with assistance • Draw or write to respond to text to <ul style="list-style-type: none"> - express feelings about characters or events in a story - describe characters or events - list a sequence of events in a story, with assistance - retell a story • Maintain a portfolio of writings and drawings in response to literature, with assistance <p>Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.</p> <ul style="list-style-type: none"> • Draw and/or write to express opinions and judgments to <ul style="list-style-type: none"> - share what they know and have learned about a theme or topic - respond in pictures or words to an

	<p>experience or event shared by a classmate</p> <ul style="list-style-type: none"> - depict an opinion about statements, illustrations, characters, and events in written and visual texts - compare characters and settings within and between stories - describe the differences between real and imaginary experiences, with assistance <ul style="list-style-type: none"> • Maintain a portfolio of writings and drawings that express opinions and judgments, with assistance <p>Standard 4: Students will read, write, listen, and speak for social interaction.</p> <ul style="list-style-type: none"> • Share writings and drawings with peers or adults; for example, write/draw with a partner or in a cooperative group • Respect the age, gender, and culture of the recipient, with assistance • Write friendly letters to others • Maintain a portfolio of writings and drawings for social interaction, with assistance
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Kindergarten Listening

<p style="text-align: center;">LITERACY COMPETENCIES</p> <p>The listening competencies common to all four ELA standards in which students are making adequate progress during kindergarten are</p>	<p style="text-align: center;">GRADE-SPECIFIC PERFORMANCE INDICATORS</p> <p>Specific performance indicators that kindergarten students are developing as they learn to listen include</p>
<p>Listening</p> <ul style="list-style-type: none"> • Listen attentively to spoken language (e.g., books read aloud, rhyming words, songs, video- and audio cassettes) • Listen attentively for different purposes (e.g., to track individual words as they are spoken, to gain information) • Understand and follow oral directions • Listen respectfully without interrupting others 	<p>Standard 1: Students will read, write, listen, and speak for information and understanding.</p> <ul style="list-style-type: none"> • Acquire information from nonfiction text • Identify words and sentences on a chart, with assistance • Follow a two step direction • Identify and respond to environmental sounds, such as a school bell or a fire alarm, that provide information • Identify similarities in information about people, places, and events <p>Standard 2: Students will read, write, listen, and speak for literary response and expression.</p> <ul style="list-style-type: none"> • Listen to literary texts and performances to <ul style="list-style-type: none"> - appreciate and enjoy literary works - match spoken words with pictures, with assistance - recall a sequence of events from a personal experience or story - identify character and setting - respond to vivid language (e.g., nonsense words and rhymes) - identify specific people and places

	<ul style="list-style-type: none"> - distinguish between a story and a poem, with assistance <p>Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.</p> <ul style="list-style-type: none"> • Form an opinion or evaluate information on the basis of information in the world • Form an opinion about a book or play read aloud by using established criteria, such as title and vocabulary, to judge books • Recognize differences in two or more versions of a familiar story, song, or finger play • Identify messages in advertisements by listening to the words <p>Standard 4: Students will read, write, listen, and speak for social interaction.</p> <ul style="list-style-type: none"> • Respect the age, gender, and culture of the speaker • Listen to friendly notes, cards, letters, and personal narratives read aloud to get to know the writer and/or classmates • Listen for the tone of voice and content that signal friendly communication
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Kindergarten Speaking

LITERACY COMPETENCIES The speaking competencies common to all four ELA standards in which students are making adequate progress during kindergarten are	GRADE-SPECIFIC PERFORMANCE INDICATORS Specific performance indicators that kindergarten students are developing as they learn to speak include
<p>Speaking</p> <ul style="list-style-type: none"> • Use kindergarten-level vocabulary and grammar in own speech • Speak for different purposes (e.g., share ideas or information, retell a story, dramatize an experience or event) • Speak audibly • Speak with speed and expression appropriate for the purpose • Take turns speaking in a group 	<p>Standard 1: Students will read, write, listen, and speak for information and understanding.</p> <ul style="list-style-type: none"> • Dictate information from personal experience • Report information briefly to peers and familiar adults, with assistance • Connect information from personal experiences to information from nonfiction texts, with assistance • Retell more than one piece of information in sequence • Share observations from classroom and home • Ask questions to clarify directions and/or classroom routines • Respond orally to simple questions and/or directions • Share information, using appropriate visual aids, such as, puppets, toys, and pictures, to illustrate a word or concept, with assistance

- Dramatize an experience or event
- Standard 2:** Students will read, write, listen, and speak for **literary response and expression.**
- Interpret words of characters in stories
 - Engage in conversations with adults and peers regarding pictures, books, and experiences
 - Role-play characters or events from stories
 - Express feelings about a work of fiction or poetry
 - Respond to stories, legends, and songs from different cultural and ethnic groups, with assistance
 - Compare stories from personal experience with stories heard
 - Dictate stories with a beginning, middle, and end
 - Express the mood of a story by using a variety of words, with assistance
 - Describe the actions of characters in a story
 - Tell real or imaginative stories on the basis of response to illustrations
 - Retell familiar stories
 - Describe familiar persons, places, or objects
 - Recite short poems, nursery rhymes, and finger plays
- Standard 3:** Students will read, write, listen, and speak for **critical analysis and evaluation.**
- Share what they know and have learned about a topic
 - Express an opinion or judgment about a story, poem, finger play, or poster
 - Compare characters or events in two or more stories
 - Express an opinion about the color, form, and style of illustrations
 - Explain personal criteria (e.g., color and pictures) for choosing a book, poem, or story
 - Dramatize differences and similarities in characters
 - Brainstorm to create an experience chart
 - Compare different versions of the same story
 - Explain why two different characters view an event differently
 - Compare events or characters in a story with their lives, with assistance
- Standard 4:** Students will read, write, listen, and speak for **social interaction.**
- Participate in small or large group storytelling, singing, and finger play, in order to interact with classmates and adults in the classroom and school environment
 - Share favorite anecdotes, riddles, and rhymes with peers and familiar adults
 - Respect the age, gender, and interests of the listener
 - Discuss the content of friendly notes, cards,

	letters, and personal narratives, with a partner or in a small group, to get to know the writer and each other
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Grade 1 Reading

LITERACY COMPETENCIES The reading competencies common to all four ELA standards in which students are making adequate progress during grade 1 are	GRADE-SPECIFIC PERFORMANCE INDICATORS The grade-specific performance indicators that grade 1 students are developing as they learn to read include
<p>Phonemic Awareness</p> <ul style="list-style-type: none"> Count the number of syllables in a word Blend spoken sounds to form words, manipulating letters to represent each sound of most one-syllable words Segment spoken words into component sounds, manipulating letters to represent each sound of most one-syllable words <p>Decoding Including Phonics and Structural Analysis</p> <ul style="list-style-type: none"> Identify and produce letter-sound correspondences, including consonants and short and long vowels Blend sounds using knowledge of letter-sound correspondences in order to decode unfamiliar, but decodable, one-syllable grade-level words Read common word families by blending the onset (/s/) and the rime (/it/, /at/) in grade-level words (s-it, s-at) Decode grade-level words using knowledge of root words, prefixes, suffixes, verb endings, plurals, contractions, and compounds Check accuracy of decoding using context to monitor and self-correct <p>Print Awareness</p> <ul style="list-style-type: none"> Identify parts of a book and their purposes including identification of author, illustrator, title page, table of contents, and chapter headings <p>Fluency</p> <ul style="list-style-type: none"> Sight-read automatically grade-level common, high-frequency words Sight-read automatically grade-level irregularly spelled words Sight-read automatically 300–500 words including sight and decodable words (Snow, C. E., Burns, M. S., & Griffin, P. (1998). <i>Preventing reading difficulties in young children</i>. Washington, DC: National Academy Press, p. 81.) Use punctuation clues to read connected text with expression, accuracy and fluency Read grade-level texts with decodable and irregularly spelled words at appropriate speed, accuracy and expression (target benchmark at grade 	<p>Standard 1: Students will read, write, listen, and speak for information and understanding.</p> <ul style="list-style-type: none"> Locate and use classroom and library media center resources to acquire information, with assistance Read grade-level informational texts to begin to collect data, facts, and ideas, with assistance Distinguish between texts with stories and texts with information Use a picture dictionary as a resource for vocabulary development Select books to meet informational needs, with assistance <p>Standard 2: Students will read, write, listen, and speak for literary response and expression.</p> <ul style="list-style-type: none"> Comprehend and respond to imaginative texts and performances; interpret, with assistance Engage in pre-reading and reading activities to <ul style="list-style-type: none"> select books, tapes, and poems on the basis of personal choice/interest or teacher-selected criteria, such as a theme/topic predict what might happen next in a story read aloud or independently draw conclusions from a story identify characters, settings, and events in a story retell a story distinguish between what is real and what is imaginary Dramatize or retell stories, using puppets, toys, and other props <p>Standard 3: Students will read, write, listen, and speak for critical analysis</p>

<p>1: 71 WPM) (Davidson, M., & Towner, J. (2000). <i>Reading Screening Test</i>. Bellingham, WA: Applied Research and Development Center.)</p> <p>Background Knowledge and Vocabulary Development</p> <ul style="list-style-type: none"> • Study antonyms, synonyms, and homonyms to learn new grade-level vocabulary • Study categories of words (e.g., animals, place names) to learn new grade-level vocabulary • Study root words, prefixes, suffixes, verb endings, and plural nouns to learn new grade-level vocabulary • Connect words and ideas in books to prior knowledge • Learn new words indirectly from reading books and other print sources • Increase background knowledge by elaborating and integrating new vocabulary and ideas from texts • Use a dictionary to learn the meanings of words <p>Comprehension Strategies</p> <ul style="list-style-type: none"> • Read grade-level texts for different purposes • Use comprehension strategies (predict/confirm, reread, self-correct) to clarify meaning of text • Work cooperatively with peers (e.g., peer pairs or small groups) to comprehend text • Use graphic or semantic organizers to organize and categorize information • Ask questions in response to texts • Answer simple questions (such as how? why? what if?) in response to texts • Sequence events in retelling stories • Summarize main ideas from informational texts • Follow simple written instructions • Use own perspectives and opinions to comprehend text <p>Motivation to Read</p> <ul style="list-style-type: none"> • Show interest in reading a range of grade-level children’s texts from a variety of genres, such as stories, folktales, fairy tales, poems, and informational texts • Read voluntarily familiar grade-level texts • Show familiarity with title and author of grade-level books 	<p>and evaluation.</p> <ul style="list-style-type: none"> • Identify, explain, and evaluate ideas, themes, and experiences from texts and performances • Engage in pre-reading and reading activities to <ul style="list-style-type: none"> - identify what they know, want to know, and have learned about a specific story, theme, or topic - predict what could happen next or the outcome of a story or article - change the sequence of events in a story to create a different ending - compare a character in a story or article to a person with the same career or experience - evaluate and select books, poems, or tapes on the basis of personal choice or teacher-selected criteria, such as theme, topic, author, and illustrations - identify the characters in a story and explain what each contributes to the events of the story - recognize different plots in books by the same author <p>Standard 4: Students will read, write, listen, and speak for social interaction.</p> <ul style="list-style-type: none"> • Share reading experiences (e.g., reading together silently or aloud) to establish, maintain, and enhance personal relationships with peers or adults • Respect the age, gender, and cultural traditions of the writer • Recognize the vocabulary of social communication (e.g., the language of salutations and closings)
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Grade 1 Writing

<p align="center">LITERACY COMPETENCIES</p> <p>The writing competencies common to all four ELA standards in which students are making adequate progress during grade 1 are</p>	<p align="center">GRADE-SPECIFIC PERFORMANCE INDICATORS</p> <p>Specific performance indicators that grade 1 students are developing as they learn to write include</p>
<p>Spelling</p> <ul style="list-style-type: none"> • Use developing knowledge of letter-sound correspondence (e.g., sound spelling or invented spelling) to spell 	<p>Standard 1: Students will read, write, listen, and speak for information and understanding.</p> <ul style="list-style-type: none"> • Copy words, phrases, and sentences from books, magazines, signs, charts, and own dictation

<p>independently grade-level decodable words, including words in word families</p> <ul style="list-style-type: none"> • Represent most phonemes in invented spelling, although not necessarily with conventional spellings (e.g., /k/ /a/ /t/ for <i>cat</i>) • Use conventional spelling to spell common grade-level irregularly spelled content and high-frequency words • Spell correctly three- and four-letter short vowel words • Understand the difference between conventional spelling, and sound or invented spelling <p>Handwriting</p> <ul style="list-style-type: none"> • Write legibly most uppercase and lowercase manuscript letters • Write letters legibly when dictated <p>Composition</p> <ul style="list-style-type: none"> • Write stories and informational text that establish a topic and use words that can be understood by others • Write compositions, beginning to use the writing process (e.g., prewriting, drafting, revising, proofreading, editing) • Use conventional capitalization and punctuation to begin and end sentences • Write compositions for different purposes and include text, illustrations, and other graphics <p>Motivation to Write</p> <ul style="list-style-type: none"> • Write voluntarily to communicate to others • Write voluntarily for different purposes (e.g., tell stories, share information, give directions, write to a friend) • Share writing with others (e.g., participate in author's circle) 	<ul style="list-style-type: none"> • Write data, facts, and ideas gathered from personal experiences • Maintain a portfolio of informational writings and drawings, with assistance • Take notes to record facts from lessons, with assistance <ul style="list-style-type: none"> - write words or draw pictures in order to capture important understandings • State the main idea, with assistance • Use resources such as a picture dictionary or word wall to find and write words, with assistance <p>Standard 2: Students will read, write, listen, and speak for literary response and expression.</p> <ul style="list-style-type: none"> • Develop original literary texts to <ul style="list-style-type: none"> - create a story with a beginning, middle, and end, using words that can be understood by others - create poems or jingles, using words that can be understood by others • Write to respond to text to <ul style="list-style-type: none"> - express feelings about characters or events in one or more stories - describe characters, settings, or events - list a sequence of events in a story - retell a story, using words - identify the problem and solution in a simple story • Maintain a portfolio of writings and drawings in response to literature, with assistance • Use personal experiences to stimulate own writing, with assistance <p>Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.</p> <ul style="list-style-type: none"> • Write to express opinions and judgments to share what they know, want to know, and have learned about a theme or topic <ul style="list-style-type: none"> - respond in words to an experience or event shared by a classmate - depict an opinion about statements, illustrations, characters, and events in written and visual texts - compare characters, settings, and events within and between stories - describe the differences between real and imaginary experiences - describe the connections between personal experiences and ideas and information in written and visual texts • Maintain a portfolio of writings and drawings that express opinions and judgments, with assistance • Use prewriting tools, such as semantic webs and concept maps, to organize ideas and information, with assistance <p>Standard 4: Students will read, write, listen, and speak for social interaction.</p> <ul style="list-style-type: none"> • Share the process of writing with peers or adults;
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	<p>for example, write with a partner or in a cooperative group</p> <ul style="list-style-type: none"> • Respect the age, gender, and culture of the recipient • Write friendly letters to others, using salutations and closings • Maintain a portfolio of writings and drawings for social interaction, with assistance
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Grade 1 Listening

LITERACY COMPETENCIES	GRADE-SPECIFIC PERFORMANCE INDICATORS
<p>The listening competencies common to all four ELA standards in which students are making adequate progress during grade 1 are</p> <p>Listening</p> <ul style="list-style-type: none"> • Listen attentively to spoken language, including grade-level books read aloud • Listen attentively for different purposes • Listen respectfully without interrupting when others speak • Attend to a listening activity for a specified period of time 	<p>Specific performance indicators that grade 1 students are developing as they learn to listen include</p> <p>Standard 1: Students will read, write, listen, and speak for information and understanding.</p> <ul style="list-style-type: none"> • Acquire information from nonfiction text • Identify words and sentences on a chart • Follow directions involving a few steps • Identify similarities and differences in information about people, places, and events <p>Standard 2: Students will read, write, listen, and speak for literary response and expression.</p> <ul style="list-style-type: none"> • Listen to literary texts and performances to <ul style="list-style-type: none"> - appreciate and enjoy literary works - match spoken words with pictures - identify a character, setting, plot - respond to vivid language - identify specific people, places, and events - distinguish between a story, a poem, and a play <p>Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.</p> <ul style="list-style-type: none"> • Form an opinion and evaluate information on the basis of information in the world • Identify messages in advertisements by listening to the words, music, and sound effects <p>Standard 4: Students will read, write, listen, and speak for social interaction.</p> <ul style="list-style-type: none"> • Respect the age, gender, and culture of the speaker • Listen to friendly notes, cards, letters, and personal narratives read aloud to get to know the writer and/or classmates and fellow listeners • Listen for the tone of voice and content that signal friendly communication

Grade 1 Speaking

LITERACY COMPETENCIES The speaking competencies common to all four ELA standards in which students are making adequate progress during grade 1 are	GRADE-SPECIFIC PERFORMANCE INDICATORS Specific performance indicators that grade 1 students are developing as they learn to speak include
<p>Speaking</p> <ul style="list-style-type: none"> • Use grade-level vocabulary and conventional grammar in own speech • Speak for different purposes (e.g., share ideas or information, retell a story, dramatize an experience or event) • Vary language style (e.g., formal or informal) according to purpose of communication (e.g., conversation with peers or presentation to a group) • Speak audibly • Speak with speed and expression appropriate to the purpose and audience • Take turns in conversation or speaking in a group • Respond appropriately to what others are saying 	<p>Standard 1: Students will read, write, listen, and speak for information and understanding.</p> <ul style="list-style-type: none"> • Dictate information • Report information to peers and familiar adults • Connect information from personal experiences to information from nonfiction texts • Retell multiple pieces of information in sequence; for example, retell a story • Share observations from the classroom, home, or community • Ask questions to clarify topics, directions, and/or classroom routines • Respond orally to questions and/or directions • Share information using appropriate visual aids (e.g. puppets, toys, and pictures) to illustrate a word or concept <p>Standard 2: Students will read, write, listen, and speak for literary response and expression.</p> <ul style="list-style-type: none"> • Converse with adults and peers regarding pictures, books, and experiences • Role-play characters and events from stories • Express feelings about works of fiction and poetry • Respond to stories, legends, and songs from different cultural and ethnic groups • Compare stories from personal experience with stories heard or read • Express the mood or emotion of a story by using a variety of words • Retell familiar stories in a logical sequence • Ask for clarification of events in a story or poem • Describe familiar persons, places, or objects • Recite poems and nursery rhymes <p>Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.</p> <ul style="list-style-type: none"> • Share what they know, want to know, and have learned about a theme or topic • Express an opinion or judgment about a story, poem, poster, or advertisement • Compare characters, settings, or events in two or more stories • Explain personal criteria (e.g., color, pictures, and vocabulary) for choosing a book, poem, or story • Compare and contrast different versions of the same story • Explain why two different characters view the same action or event differently

	<ul style="list-style-type: none"> • Compare and contrast events or characters in a story with their lives <p>Standard 4: Students will read, write, listen, and speak for social interaction.</p> <ul style="list-style-type: none"> • Participate in small or large group storytelling, in order to interact with classmates and adults in the classroom and school environment • Share favorite anecdotes, riddles, and rhymes with peers and familiar adults • Respect the age, gender, and culture of the listener • Discuss the content of friendly notes, cards, letters, and personal narratives, with a partner or in a small group, to get to know the writer and each other
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Grades 2–4

Core Performance Indicators: common to all four ELA standards

Throughout grades 2, 3, and 4, students demonstrate the following core performance indicators in the key ideas of reading, writing, listening, and speaking.

<p>Reading</p> <ul style="list-style-type: none"> • Identify purpose for reading • Use letter-sound correspondence, knowledge of grammar, and overall context to determine meaning • Use decoding strategies, such as sounding out words, comparing similar words, breaking words into smaller words, and looking for word parts, such as root words, prefixes, and suffixes • Use self-monitoring strategies, such as rereading and cross-checking • Apply corrective strategies, using classroom resources, such as teachers, peers, and reference tools • Recognize the difference between phrases and sentences • Read with attention to sentence structure and punctuation, such as periods, question marks, and commas, to assist in comprehension • Engage in independent silent reading • Locate the name of the author, illustrator, title page, table of contents, index, and chapter headings • Recognize and discriminate among a variety of informational texts • Determine the meaning of unfamiliar words by using context clues, dictionaries, and other classroom resources • Read aloud at appropriate rate • Read with increasing fluency and confidence from a variety of texts • Maintain a personal reading list to 	<p>Writing</p> <ul style="list-style-type: none"> • Begin to develop a voice in writing • Spell frequently used words correctly • Use basic punctuation correctly, such as <ul style="list-style-type: none"> - commas in a series, in simple/compound sentences, and in friendly letters - periods, exclamation points, and question marks - apostrophes for contractions and singular possessives - quotation marks for titles and simple dialogue • Use, in writing simple/compound sentences, <ul style="list-style-type: none"> - correct tense of regular/irregular verbs - subject-verb agreement - varied vocabulary and sentence structure - various parts of speech, including personal pronouns • Capitalize words such as literary titles, holidays, and product names • Write sentences in logical order and create paragraphs to develop ideas • Use an organizational format that reflects a beginning, middle, and end • Develop an idea within a brief text • Learn and use the writing process (e.g., prewriting, drafting, revising, proofreading, and editing) • Use revision strategies to develop writing, including conferring with teachers and peers, and cutting and pasting • Determine the intended audience before writing • Use legible print and/or cursive writing • Use word processing <p>Speaking</p>
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<ul style="list-style-type: none"> reflect reading goals and accomplishments Use computer software to support reading <p>Listening</p> <ul style="list-style-type: none"> Listen respectfully and responsively Attend to a listening activity for an extended period of time Avoid interrupting Respond appropriately to what is heard 	<ul style="list-style-type: none"> Respond respectfully Initiate communication with peers and familiar adults Use age-appropriate vocabulary Speak in grammatically correct sentences Use gestures appropriate to conveying meaning Establish eye contact, when appropriate, to engage the audience Speak loudly enough to be heard by the audience
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Grade 2 Reading

LITERACY COMPETENCIES	GRADE-SPECIFIC PERFORMANCE INDICATORS
<p>The reading competencies common to all four ELA standards that students are developing during grade 2 are</p> <p>Decoding Including Phonics and Structural Analysis</p> <ul style="list-style-type: none"> Identify and produce all letter-sound correspondences, including consonant blends/digraphs and vowel digraphs/diphthongs Blend sounds using knowledge of letter-sound correspondences in order to decode unfamiliar, but decodable, multisyllabic grade-level words Decode by analogy using knowledge of known words in word families to read unfamiliar grade-level words (e.g., given the known <i>word boat</i>, read <i>coat</i>, <i>moat</i>, <i>goat</i>) Decode grade-level words using knowledge of word structure (e.g., roots, prefixes, suffixes, verb endings, plurals, contractions, and compounds) Check accuracy of decoding using context to monitor and self-correct <p>Print Awareness</p> <ul style="list-style-type: none"> Identify book parts and their purposes including identification of author, illustrator, title page, table of contents, index, and chapter headings <p>Fluency</p> <ul style="list-style-type: none"> Sight-read automatically grade-level, common, high-frequency words Sight-read automatically grade-level texts with decodable and irregularly spelled words at appropriate speed, accuracy, and expression (target benchmark at grade 2: 82 WPM) (Davidson, M., & Towner, J. (2000). <i>Reading Screening Test</i>. Bellingham, WA: Applied Research and Development Center.) <p>Background Knowledge and Vocabulary Development</p> <ul style="list-style-type: none"> Study antonyms, synonyms, and homonyms to 	<p>The grade-specific performance indicators that grade 2 students demonstrate as they learn to read include</p> <p>Standard 1: Students will read, write, listen, and speak for information and understanding.</p> <ul style="list-style-type: none"> Locate and use library media resources to acquire information, with assistance Read unfamiliar informational texts to collect and interpret data, facts, and ideas, with assistance Read and understand written directions Locate information in a text that is needed to solve a problem, with assistance Identify main ideas and supporting details in informational texts, with assistance Recognize and use organizational features of texts, such as page numbers and chapter headings/subheadings, to locate information, with assistance Relate data and facts from informational texts to prior information and experience, with assistance Compare and contrast information on one topic from two different sources, with assistance Identify a conclusion that summarizes the main idea, with assistance Select books to meet informational needs, with assistance Identify and interpret facts taken from maps, graphs, charts, and other visuals, with assistance Use graphic organizers to record significant details from informational texts, with assistance <p>Standard 2: Students will read, write, listen, and speak for literary response and</p>

<p>learn new grade-level vocabulary</p> <ul style="list-style-type: none"> • Study categories of words (e.g., transportation, sports) to learn new grade-level vocabulary • Study root words, prefixes, suffixes, verb endings, plural nouns, contractions, and compound words to learn new grade-level vocabulary • Connect words and ideas in books to spoken language vocabulary and background knowledge • Learn new words indirectly from reading books and other print sources. • Use a dictionary to learn the meanings of words <p>Comprehension Strategies</p> <ul style="list-style-type: none"> • Read grade-level texts with comprehension and for different purposes • Use comprehension strategies to monitor own reading (e.g., predict/confirm, reread, self-correct) to clarify meaning of text • Work cooperatively with peers (e.g., peer pairs or groups) to comprehend text • Organize text information by using graphic or semantic organizers • Compare and contrast similarities and differences among characters and events across stories • Compare and contrast similarities and differences in information from more than one informational text • Comprehend and interpret information from a variety of graphic displays including diagrams, charts, and graphs • Ask questions when listening to or reading texts • Answer literal, inferential, and critical/application questions after listening to or reading imaginative and informational texts <ul style="list-style-type: none"> • Summarize main ideas and supporting details from imaginative or informational text, both orally and in writing • Support point of view with text information • Lead or participate in discussion about grade-level books, integrating multiple strategies (e.g., ask questions, clarify misunderstandings, support point of view, summarize information) • Demonstrate comprehension of grade-level text through creative response, such as writing, drama, and oral presentation <p>Motivation to Read</p> <ul style="list-style-type: none"> • Show interest in a wide range of grade-level texts, including historical fiction, science fiction, folktales, fairy tales, poetry, and other imaginative and informational texts • Read voluntarily for own purposes and interests 	<p>expression.</p> <ul style="list-style-type: none"> • Select literature on the basis of personal needs and interests from a variety of genres and by different authors, with assistance • Engage in purposeful oral reading in small and large groups • Read print-based and electronic literary texts silently on a daily basis for enjoyment • Recognize differences among the genres of stories, poems, and plays, with assistance • Relate characters in literature to own lives, with assistance • Explain the difference between fact and fiction, with assistance • Use previous reading and life experiences to understand literature, with assistance • Make predictions and draw conclusions and inferences about characters, with assistance • Recognize the value of illustration in literary text • Use specific evidence from stories to describe characters and relate sequences of events, with assistance • Use knowledge of story structure and story elements to interpret stories, with assistance • Use graphic organizers to record significant details to compare and contrast characters and events in stories, with assistance • Summarize main ideas and supporting details from literary text, both orally and in writing, with assistance <p>Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.</p> <ul style="list-style-type: none"> • Evaluate the content by identifying, with assistance <ul style="list-style-type: none"> - the author's purpose - important and unimportant details - whether events, actions, characters, and/or setting are realistic • Compare characters in literary works • Judge the accuracy of content, with assistance from teachers and parents/caregivers <p>Standard 4: Students will read, write, listen, and speak for social interaction.</p>
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<ul style="list-style-type: none"> • Show familiarity with the title and author of grade-level books • Read independently and silently 	<ul style="list-style-type: none"> • Share reading experiences to build relationships with peers or adults; for example, read together silently or aloud • Respect the age, gender, position, and cultural traditions of the writer • Recognize the types of language (e.g., formal and informal vocabulary) that are appropriate to social communication
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Grade 2 Writing

LITERACY COMPETENCIES The writing competencies common to all four ELA standards that students are developing during grade 2 are	GRADE-SPECIFIC PERFORMANCE INDICATORS The grade-specific performance indicators that grade 2 students demonstrate as they learn to write include
<p>Spelling</p> <ul style="list-style-type: none"> • Spell correctly previously studied words (e.g., grade-level multisyllabic, decodable words; irregularly spelled content and high-frequency words) in writing • Use spelling patterns (e.g., word families) in writing • Represent all the sounds in a word when spelling independently <p>Handwriting</p> <ul style="list-style-type: none"> • Write legibly all uppercase and lowercase manuscript letters <p>Composition</p> <ul style="list-style-type: none"> • Write in response to the reading of imaginative and informational texts • Write a variety of compositions with assistance, using different organizational patterns (e.g., informational reports, such as compare/contrast, and sequence of events; correspondence; and imaginative stories) • Write original text using the writing process (e.g., prewriting, drafting, revising, proofreading, editing) • Make judgments about relevant and irrelevant content to include in writing • Write sentences in logical order and use paragraphs to organize topics • Use capitalization, punctuation, and spelling rules to produce 	<p>Standard 1: Students will read, write, listen, and speak for information and understanding.</p> <ul style="list-style-type: none"> • Use two sources of information in writing a report • Take notes to record facts by following teacher directions, with assistance • State a main idea and support it with facts, with assistance • Use organizational patterns, such as time/order, for expository writing • Connect personal experiences to new information from school subject areas, with assistance • Use spelling resources, such as dictionaries, word walls, and/or computer software, to spell words correctly <p>• Produce clear, well-organized, short reports to demonstrate understanding of a topic</p> <p>• Support explanations with evidence from text</p> <p>• Maintain a portfolio that includes informational writing as a method of reviewing work with teachers and parents/caregivers, with assistance</p> <p>Standard 2: Students will read, write, listen, and speak for literary response and expression.</p> <ul style="list-style-type: none"> • Develop original literary texts that <ul style="list-style-type: none"> - create characters, simple plot, and setting, with assistance - use rhythm and rhyme to create short poems and songs, with assistance - use descriptive language • Write interpretive and responsive essays that <ul style="list-style-type: none"> - identify the title, author, and illustrator - describe literary elements, such as plot and characters, with assistance - express a personal response to literature • Create clear, well-organized responses to stories read or listened to, supporting understanding of genres, characters, and events with details from the story, with assistance • Create imaginative stories and personal narratives that

<p>final products</p> <ul style="list-style-type: none"> • Vary the formality of language depending on purpose of writing (e.g., friendly letter, report) • Begin to convey personal voice in writing • Participate in writing conferences with teachers and peers to improve own writing and that of others <p>Motivation to Read</p> <ul style="list-style-type: none"> • Write voluntarily to communicate ideas and emotions to a variety of audiences • Write voluntarily for different purposes (e.g., tell stories, share information, give directions) • Share writing with others (e.g., participate in author's circle) 	<p>show development and organization, with assistance</p> <ul style="list-style-type: none"> • Use resources such as personal experiences to stimulate own writing • Use a computer to create, research, and interpret literary texts • Maintain a portfolio that includes imaginative writing as a method of reviewing work with teachers and parents/caregivers <p>Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.</p> <ul style="list-style-type: none"> • Use prewriting tools, such as semantic webs and concept maps, to organize ideas and information • State a main idea and provide supporting details from the text • Use relevant examples, such as reasons to support ideas, with assistance • Express opinions and make judgments that demonstrate a personal point of view, with assistance • Analyze and evaluate the author's use of plot and character in written and visual text • Use effective vocabulary in expository writing, with assistance • Use details from stories or informational texts to predict events • Maintain a portfolio that includes written analysis and evaluation as a method of reviewing work with teachers and parents/caregivers <p>Standard 4: Students will read, write, listen, and speak for social interaction.</p> <ul style="list-style-type: none"> • Share the process of writing with peers and adults; for example, write with a partner • Respect the age, gender, social position, and cultural traditions of the recipient • Use the tone, vocabulary, and sentence structure of informal conversation, with assistance • Maintain a portfolio that includes writing for social interaction as a method of reviewing work with teachers and parents/caregivers
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Grade 2 Listening

<p style="text-align: center;">LITERACY COMPETENCIES</p> <p>The listening competencies common to all four ELA standards that students are developing during grade 2 are</p>	<p style="text-align: center;">GRADE-SPECIFIC PERFORMANCE INDICATORS</p> <p>The grade-specific performance indicators that grade 2 students demonstrate as they learn to listen include</p>
<p>Listening</p> <ul style="list-style-type: none"> • Listen attentively to spoken language, including grade-level books read aloud • Listen attentively for different purposes • Listen respectfully without interrupting when others speak • Attend to a listening activity for a specified period of time 	<p>Standard 1: Students will read, write, listen, and speak for information and understanding.</p> <ul style="list-style-type: none"> • Acquire information and/or understand procedures • Identify essential details, with assistance • Determine a sequence of steps given, with assistance

	<ul style="list-style-type: none"> • Identify main ideas and supporting details, with assistance • Interpret information by drawing on prior knowledge and experience, with assistance • Collect information, with assistance <p>Standard 2: Students will read, write, listen, and speak for literary response and expression.</p> <ul style="list-style-type: none"> • Identify elements of character, plot, and setting to understand the author’s message, with assistance • Connect literary texts to previous life experiences to enhance understanding • Identify the author’s use of repetition and rhyme • Use note taking and graphic organizers to record and organize information and ideas recalled from stories read aloud, with assistance <p>Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.</p> <ul style="list-style-type: none"> • Form a personal opinion about the quality of texts read aloud, on the basis of criteria, such as characters and plot • Form an opinion about the message of advertisements, on the basis of the language used • Distinguish between fact and opinion, with assistance • Evaluate the speaker’s style of delivery by using criteria such as volume and tone of voice <p>Standard 4: Students will read, write, listen, and speak for social interaction.</p> <ul style="list-style-type: none"> • Respect the age, gender, social position, and culture of the speaker • Listen to friendly notes, cards, longer letters, and narratives read aloud to get to know the writer and/or classmates and fellow listeners • Listen for the tone of voice and content that signal friendly communication
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Grade 2 Speaking

LITERACY COMPETENCIES The speaking competencies common to all four ELA standards that students are developing during grade 2 are	GRADE-SPECIFIC PERFORMANCE INDICATORS The grade-specific performance indicators that grade 2 students demonstrate as they learn to speak include
<p>Speaking</p> <ul style="list-style-type: none"> • Speak in response to the reading of imaginative and informational texts • Use grade-level vocabulary to communicate 	<p>Standard 1: Students will read, write, listen, and speak for information and understanding.</p> <ul style="list-style-type: none"> • Provide simple directions

<p>ideas, emotions, or experiences for different purposes (e.g., share ideas about personal experience, books, or writing)</p> <ul style="list-style-type: none"> • Use conventional grammar in own speech • Vary formality of language according to purpose (e.g., conversation with peers, presentation to adults) • Speak with expression, volume, pace, and facial or body gestures appropriate to the purpose of communication, topic, and audience • Take turns in conversation and respond respectfully when speaking in a group • Participate in group discussions • Offer feedback to others during conferences 	<ul style="list-style-type: none"> • Express an opinion • Ask questions • Summarize, with assistance • Provide a sequence of steps • Describe a problem and suggest a solution • State a main idea with supporting examples and details, with assistance • Present a short oral report, using at least one source of information, such as a person, book, magazine article, television program, or electronic text • Use complete sentences, using age- and content-appropriate vocabulary <p>Standard 2: Students will read, write, listen, and speak for literary response and expression.</p> <ul style="list-style-type: none"> • Present original works, such as stories, poems, and plays, to classmates • Describe characters • Compare literary texts and performances to personal experiences and prior knowledge, with assistance • Identify cultural and ethnic features in literary texts • Ask questions to clarify literary texts and performances • Use complete sentences, correct verb tense, age-appropriate vocabulary, and logical order in oral presentation <p>Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.</p> <ul style="list-style-type: none"> • Explain the reasons for a character's actions, considering the situation • Express an opinion or judgment about a character and plot in a variety of works, with assistance • Discuss the impact of illustrations and titles in evaluating ideas, information, and experiences • Use personal experience and knowledge to analyze new ideas • Role-play to communicate an interpretation of real or imaginary people or events • Ask and respond to questions • Speak with appropriate rate and volume for the audience • Take turns speaking in a group <p>Standard 4: Students will read, write, listen, and speak for social interaction.</p> <ul style="list-style-type: none"> • Respect the age, gender, social position, and cultural traditions of the listener when speaking • Discuss the content of friendly notes, cards,
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	<p>letters, and personal narratives, with a partner or small group, in order to get to know the writer and each other</p> <ul style="list-style-type: none"> • Avoid interrupting in social conversation
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Grade 3 Reading

LITERACY COMPETENCIES The reading competencies common to all four ELA standards that students are developing during grade 3 are	GRADE-SPECIFIC PERFORMANCE INDICATORS The grade-specific performance indicators that grade 3 students demonstrate as they learn to read include
<p>Decoding Including Phonics and Structural Analysis</p> <ul style="list-style-type: none"> • Use knowledge of letter-sound correspondence to blend sounds when reading unfamiliar, but decodable, grade-level words • Decode by analogy using knowledge of syllable patterns (e.g., CVC, CVCC, CVVC) to read unfamiliar words, including multisyllabic grade-level words that are part of word families • Decode grade-level words using knowledge of word structure (e.g., roots, prefixes, suffixes, verb endings, plurals, contractions, and compounds) <p>Fluency</p> <ul style="list-style-type: none"> • Sight-read automatically grade-level high-frequency words and irregularly spelled content words • Read grade-level texts with decodable and irregularly spelled words at appropriate speed, accuracy, and expression (target benchmark at grade 3: 115 WPM) (Davidson, M., & Towner, J. (2000). <i>Reading Screening Test</i>. Bellingham, WA: Applied Research and Development Center.) <p>Background Knowledge and Vocabulary Development</p> <ul style="list-style-type: none"> • Study categories of words to learn grade-level vocabulary • Analyze word structure (e.g., roots, prefixes, suffixes) to learn word meaning • Connect words and ideas in books to spoken language vocabulary and background knowledge • Learn new vocabulary and concepts indirectly by reading books and other print sources • Identify specific words causing comprehension difficulties in oral or 	<p>Standard 1: Students will read, write, listen, and speak for information and understanding.</p> <ul style="list-style-type: none"> • Locate and use library media resources to acquire information, with assistance • Read unfamiliar texts to collect data, facts, and ideas • Read and understand written directions • Locate information in a text that is needed to solve a problem • Identify main ideas and supporting details in informational texts • Recognize and use organizational features, such as table of contents, indexes, page numbers, and chapter headings/subheadings, to locate information, with assistance • Use text features, such as captions, charts, tables, graphs, maps, notes, and other visuals, to understand informational texts, with assistance • Relate data and facts from informational texts to prior information and experience • Compare and contrast information on one topic from two different sources • Identify a conclusion that summarizes the main idea • Identify and interpret facts taken from maps, graphs, charts, and other visuals • Use graphic organizers to record significant details from informational texts <p>Standard 2: Students will read, write, listen, and speak for literary response and expression.</p> <ul style="list-style-type: none"> • Select literature on the basis of personal needs and interests from a variety of genres and by different authors • Engage in purposeful oral reading in small and large groups • Read print-based and electronic literary texts silently on a daily basis for enjoyment • Recognize the differences among the genres of stories, poems, and plays • Relate the setting, plot, and characters in literature to own lives, with assistance

<p>written language</p> <ul style="list-style-type: none"> • Use a dictionary to learn the meanings of words and a thesaurus to identify synonyms and antonyms <p>Comprehension Strategies</p> <ul style="list-style-type: none"> • Read grade-level texts with comprehension and for different purposes • Use comprehension strategies to monitor own reading (e.g., predict/confirm, reread, attend to vocabulary, self-correct) to clarify meaning of text • Work cooperatively with peers to comprehend text • Organize and categorize text information by using knowledge of a variety of text structures (e.g., cause and effect, fact and opinion, directions, time sequence) • Use knowledge of structure of imaginative text to identify and interpret plot, character, and events • Listen to or read grade-level texts and ask questions to clarify understanding • Listen to or read grade-level texts and answer literal, inferential, and critical/application questions • Summarize main ideas of informational text and details from imaginative text orally and in writing • Support point of view with details from the text • Lead and participate in discussion about grade-level texts by integrating multiple strategies (e.g., ask questions, clarify misunderstandings, support point of view, summarize information) • Demonstrate comprehension of grade-level text through creative responses, such as writing, drama, and oral presentations • Infer underlying theme or message of written text <p>Motivation to Read</p> <ul style="list-style-type: none"> • Show interest in a wide range of grade-level texts, including historical and science fiction, folktales and fairy tales, poetry, and other imaginative and informational texts • Read voluntarily for own purposes and interests • Show familiarity with titles and authors of well-known grade-level literature • Read independently and silently, including longer fiction and chapter books 	<ul style="list-style-type: none"> • Explain the difference between fact and fiction • Use previous reading and life experiences to understand and compare literature • Make predictions, draw conclusions, and make inferences about events and characters • Identify cultural influences in texts and performances, with assistance • Maintain a personal reading list to reflect reading accomplishments • Use specific evidence from stories to describe characters, their actions, and their motivations; relate sequences of events • Use knowledge of story structure, story elements, and key vocabulary to interpret stories • Use graphic organizers to record significant details about characters and events in stories • Summarize main ideas and supporting details from imaginative texts, both orally and in writing <p>Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.</p> <ul style="list-style-type: none"> • Evaluate the content by identifying <ul style="list-style-type: none"> - the author's purpose - important and unimportant details - whether events, actions, characters, and/or settings are realistic - statements of fact and opinion • Compare and contrast characters, plot, and setting in literary works, with assistance • Analyze information on the basis of new or prior knowledge and/or personal experience • Recognize how language and illustrations are used to persuade in printed and filmed advertisements, with assistance • Judge accuracy of content to gather facts, with assistance from teachers and parents/caregivers • Use opinions of teachers and classmates to evaluate personal interpretation of ideas and information <p>Standard 4: Students will read, write, listen, and speak for social interaction.</p> <ul style="list-style-type: none"> • Share reading experiences to build relationships with peers or adults; for example, read together silently or aloud • Respect the age, gender, social position, and cultural traditions of the writer • Recognize the types of language (e.g., informal vocabulary and jargon) that is appropriate to social communication
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Grade 3 Writing

LITERACY COMPETENCIES The writing competencies common to all four ELA standards that students are developing during grade 3 are	GRADE-SPECIFIC PERFORMANCE INDICATORS The grade-specific performance indicators that grade 3 students demonstrate as they learn to write include
<p>Spelling</p> <ul style="list-style-type: none"> • Spell correctly previously studied decodable and irregularly spelled words and spelling patterns in own writing <p>Handwriting</p> <ul style="list-style-type: none"> • Write legibly all uppercase and lowercase manuscript letters • Write legibly all uppercase and lowercase cursive letters <p>Composition</p> <ul style="list-style-type: none"> • Write in response to the reading of imaginative and informational texts • Write a variety of compositions, such as literary responses and informational reports, using different organizational patterns (e.g., cause and effect, compare/contrast) • Write in a variety of formats, such as print and multimedia • Write stories and reports using the writing process (e.g., prewriting, drafting, revising, proofreading, editing) • Use grade-level vocabulary and sentence patterns in writing • Write sentences in logical order and use paragraphs to organize topics • Review work independently for spelling and conventional capitalization and punctuation • Vary the formality of language depending on audience and purpose of writing (e.g., friendly letter, report) • Convey personal voice in writing • Begin to use literary elements in creative writing (e.g., figurative language) • Combine information from multiple sources when writing reports 	<p>Standard 1: Students will read, write, listen, and speak for information and understanding.</p> <ul style="list-style-type: none"> • Use at least two sources of information in writing a report • Take notes to record data, facts, and ideas, following teacher direction • State a main idea and support it with facts and details • Use organizational patterns such as compare/contrast and time/order for expository writing • Connect personal experiences to new information from school subject areas • Use a variety of resources to support spelling, such as dictionaries and spell-check tools in word processing programs • Produce clear, well-organized reports and accounts that demonstrate understanding of a topic • Support interpretations and explanations with evidence from text • Maintain a portfolio that includes informational writing as a method of reviewing work with teachers and parents/caregivers • Compare and contrast ideas between two sources, with assistance <p>Standard 2: Students will read, write, listen, and speak for literary response and expression.</p> <ul style="list-style-type: none"> • Develop original literary texts that <ul style="list-style-type: none"> - contain characters, simple plot, and setting - use rhythm and rhyme to create short poems and songs - use dialogue - use vivid language - use descriptive language to create an image • Write interpretive and responsive essays that <ul style="list-style-type: none"> - describe literary elements such as plot, setting, and characters - express a personal response - describe themes of literary texts, with assistance - compare and contrast elements of texts, with assistance • Produce clear, well-organized responses to stories read or listened to, supporting the understanding of characters and events with details from story • Produce imaginative stories and personal narratives that show development, organization, and effective language • Use resources such as personal experiences and

<ul style="list-style-type: none"> • Present and discuss own writing in conferences with teacher and peers, and respond with feedback <p>Motivation to Write</p> <ul style="list-style-type: none"> • Write voluntarily to communicate ideas and emotions to a variety of audiences • Write voluntarily for different purposes (e.g., tell stories, share information, give directions) • Publish writing for classroom or school display 	<ul style="list-style-type: none"> elements from other texts and performances to stimulate own writing • Use computer to create and respond to literary texts • Maintain a portfolio that includes imaginative and interpretive writing as a method of reviewing work with teachers and parents/caregivers <p>Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.</p> <ul style="list-style-type: none"> • Use a variety of prewriting tools to organize ideas and information • State a main idea, theme, or opinion and provide supporting details from the text • Use relevant examples, reasons, and explanations to support ideas • Express opinions and make judgments that demonstrate a personal point of view • Use personal experiences and knowledge to analyze new ideas • Analyze the author's use of setting, plot, character, rhyme, and rhythm in written and visual text • Create an advertisement, using words and pictures, to illustrate an opinion about a product • Use effective vocabulary in expository writing • Use details from stories or informational texts to predict or explain relationships between information and events • Use ideas from two sources of information to generalize about causes, effects, or other relationships • Maintain a portfolio that includes written analysis and evaluation as a method of reviewing work with teachers and parents/caregivers <p>Standard 4: Students will read, write, listen, and speak for social interaction.</p> <ul style="list-style-type: none"> • Share the process of writing with peers and adults; for example, write with a partner • Respect the age, gender, social position, and cultural traditions of the recipient • Develop a personal voice that enables the reader to get to know the writer, with assistance • Use the tone, vocabulary, and sentence structure of informal conversation • Maintain a portfolio that includes writing for social interaction as a method of reviewing work with teachers and parents/caregivers
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Grade 3 Listening

<p style="text-align: center;">LITERACY COMPETENCIES</p> <p>The listening competencies common to all four ELA standards that students are developing during grade 3 are</p>	<p style="text-align: center;">GRADE-SPECIFIC PERFORMANCE INDICATORS</p> <p>The grade-specific performance indicators that grade 3 students demonstrate as they learn to listen include</p>
<p>Listening</p> <ul style="list-style-type: none"> • Listen attentively to books read aloud 	<p>Standard 1: Students will read, write, listen, and speak for information and understanding.</p> <ul style="list-style-type: none"> • Acquire information and/or understand procedures

<ul style="list-style-type: none"> • Listen attentively for different purposes • Listen respectfully, without interrupting, when others speak • Attend to a listening activity for a specified period of time 	<ul style="list-style-type: none"> • Identify essential details • Determine a sequence of steps given • Identify main ideas and supporting details • Identify a conclusion that summarizes the main idea, with assistance • Interpret information by drawing upon prior knowledge and experience • Collect information <p>Standard 2: Students will read, write, listen, and speak for literary response and expression.</p> <ul style="list-style-type: none"> • Identify elements of character, plot, and setting to understand the author’s message or intent • Connect literary texts to personal experiences and previously encountered texts to enhance understanding and appreciation • Identify the author’s use of rhythm, repetition, and rhyme • Use note taking and graphic organizers to record and organize information and ideas recalled from stories read aloud <p>Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.</p> <ul style="list-style-type: none"> • Form a personal opinion about the quality of texts read aloud on the basis of criteria such as characters, plot, and setting • Recognize the perspective of others, with assistance • Distinguish between fact and opinion <p>Standard 4: Students will read, write, listen, and speak for social interaction.</p> <ul style="list-style-type: none"> • Respect the age, gender, position, and culture of the speaker • Get to know the writer through friendly notes, cards, longer letters, and personal narratives read aloud to classmates and fellow listeners • Identify the tone of voice and content that signal friendly communication
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Grade 3 Speaking

<p style="text-align: center;">LITERACY COMPETENCIES</p> <p>The speaking competencies common to all four ELA standards that students are developing during grade 3 are</p>	<p style="text-align: center;">GRADE-SPECIFIC PERFORMANCE INDICATORS</p> <p>The grade-specific performance indicators that grade 3 students demonstrate as they learn to speak include</p>
<p>Speaking</p> <ul style="list-style-type: none"> • Speak in response to the reading of imaginative and informational texts • Use grade-level vocabulary to communicate orally ideas, emotions, or experiences for different purposes (e.g., share ideas about personal experience, books, or writing) • Use conventional grammar • Recognize what is relevant and 	<p>Standard 1: Students will read, write, listen, and speak for information and understanding.</p> <ul style="list-style-type: none"> • Provide directions • Ask questions • Summarize, with assistance • Describe a problem and suggest one or more solutions • State a main idea with supporting details • Present a short oral report, using at least two sources of information, such as a person, book,

<p>irrelevant for a particular audience</p> <ul style="list-style-type: none"> • Communicate ideas in an organized and cohesive manner • Vary formality of language according to purpose (e.g., conversation with peers, presentation to adults) • Speak with expression, volume, pace, and facial or body gestures appropriate to the purpose of communication, topic, and audience • Take turns in conversation and respond respectfully when speaking in a group • Participate in group discussions • Offer feedback to others during conferences 	<p>magazine article, or electronic text</p> <ul style="list-style-type: none"> - speak loudly enough to be heard by the audience • Use complete sentences, using age- and content-appropriate vocabulary • Use logical order in presentations <p>Standard 2: Students will read, write, listen, and speak for literary response and expression.</p> <ul style="list-style-type: none"> • Present original works, such as stories, poems, and plays, to classmates • Give book reviews, with assistance • Describe characters and plot • Make inferences • Compare literary texts and performances to personal experiences and prior knowledge • Explain cultural and ethnic features in literary texts, with assistance • Ask questions to clarify and interpret literary texts and performance • Discuss themes of literary texts, with assistance • Use complete sentences, correct verb tense, age-appropriate vocabulary, and logical order in oral presentation <p>Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.</p> <ul style="list-style-type: none"> • Explain the reasons for a character's actions, considering both the situation and motivation of the character • Express an opinion or judgment about a character, setting, and plot in a variety of works • Discuss the impact of format, illustrations, and titles in evaluating ideas, information, and experiences • Express an opinion about school and community issues • Analyze and evaluate new ideas by using personal experiences and knowledge • Express an opinion, supporting it with text, about the accuracy of the content of literary works • Communicate an interpretation of real or imaginary people or events through role play • Use appropriate eye contact and gestures in presentations and responses • Speak with appropriate rate and volume for the audience • Take turns speaking in a group <p>Standard 4: Students will read, write, listen, and speak for social interaction.</p> <ul style="list-style-type: none"> • Respect the age, gender, social position, and cultural traditions of the listener when speaking • Discuss the content of friendly notes, cards, letters, and personal narrative, with a partner or small group, in order to get to know the writer and each other
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- Use the rules of conversation, such as avoid interrupting and respond respectfully

Grade 4 Reading

<p>LITERACY COMPETENCIES The reading competencies common to all four ELA standards that students demonstrate during grade 4 are</p>	<p>GRADE-SPECIFIC PERFORMANCE INDICATORS The grade-specific performance indicators that grade 4 students demonstrate as they learn to read include</p>
<p>Decoding Including Phonics and Structural Analysis</p> <ul style="list-style-type: none"> • Use knowledge of letter-sound correspondence to blend sounds when reading unfamiliar but decodable words • Use decoding strategies (e.g., knowledge of syllable patterns, decoding by analogy and word structure) to read unfamiliar words • Identify unfamiliar words using syntactic (grammar) cues • Identify unfamiliar words using semantic (meaning) cues • Integrate sources of information when word reading to decode and cross-check <p>Fluency</p> <ul style="list-style-type: none"> • Sight-read automatically high-frequency words and irregularly spelled content words • Read with confidence from a variety of grade-level texts with appropriate speed, accuracy, and expression <p>Background Knowledge and Vocabulary Development</p> <ul style="list-style-type: none"> • Learn grade-level vocabulary through a variety of means • Use word structure such as roots, prefixes, and suffixes to determine meaning • Use prior knowledge and experience in order to understand ideas and vocabulary found in books • Acquire new vocabulary by reading books and other print sources • Use self-monitoring strategies to identify specific vocabulary that cause comprehension difficulties • Determine the meaning of unfamiliar words by using context clues, dictionaries, and other 	<p>Standard 1: Students will read, write, listen, and speak for information and understanding.</p> <ul style="list-style-type: none"> • Acquire information by locating and using library media resources, with some assistance • Collect and interpret data, facts, and ideas from unfamiliar texts • Understand written directions and procedures • Locate information in a text that is needed to solve a problem • Identify a main idea and supporting details in informational texts • Recognize and use organizational features, such as table of contents, indexes, page numbers, and chapter headings/subheadings, to locate information • Compare and contrast information on one topic from two different sources • Identify a conclusion that summarizes the main idea • Select books independently to meet informational needs • Make inferences and draw conclusions on the basis of information from the text, with assistance • Use text features, such as captions, charts, tables, graphs, maps, notes, and other visuals, to understand and interpret informational texts • Use graphic organizers to record significant details from informational texts • Use text features, such as headings, captions, and titles, to understand and interpret informational texts, with assistance • Distinguish between fact and opinion, with assistance • Identify missing information and irrelevant information, with assistance <p>Standard 2: Students will read, write, listen, and speak for literary response and expression.</p> <ul style="list-style-type: none"> • Select literature on the basis of personal needs and interests from a variety of genres and by different authors • Engage in purposeful oral reading in small and large groups • Read print-based and electronic literary texts silently, on a daily basis, for enjoyment • Relate the setting, plot, and characters in literature to own lives • Explain the difference between fact and fiction

<p>resources</p> <ul style="list-style-type: none"> • Use a thesaurus to identify synonyms and antonyms <p>Comprehension Strategies</p> <ul style="list-style-type: none"> • Read a variety of grade-level texts with understanding • Use self-monitoring strategies, such as rereading, attending to vocabulary, and cross-checking, to determine meaning of text • Work cooperatively with others to determine meaning • Use text structure to recognize differences among a variety of texts • Ask questions to clarify understanding of grade-level texts • Read grade-level texts and answer literal, inferential, and evaluative questions • State a main idea and support it with details from the text • State a point of view and support it with details from the text • Participate in discussions about grade-level texts • Demonstrate comprehension of grade-level texts through a variety of responses, such as writing, drama, and oral presentations • Recognize the theme or message of a text <p>Motivation to Read</p> <ul style="list-style-type: none"> • Show interest in a wide range of grade-level texts, both literary and informational • Read voluntarily for differing purposes • Be familiar with titles and authors of well-known grade-level texts • Engage in independent silent reading 	<ul style="list-style-type: none"> • Make predictions, draw conclusions, and make inferences about events and characters • Identify cultural influences in texts and performances • Maintain a personal reading list to reflect reading accomplishments • Use specific evidence from stories to identify themes; describe characters, their actions, and their motivations; relate a sequence of events • Use knowledge of story structure, story elements, and key vocabulary to interpret stories • Read, view, and interpret literary texts from a variety of genres, with assistance • Define the characteristics of different genres, with assistance • Identify literary elements, such as setting, plot, and character, of different genres, with assistance • Recognize how the author uses literary devices, such as simile, metaphor, and personification, to create meaning, with assistance • Recognize how different authors treat similar themes, with assistance • Identify literary elements, such as setting, plot, and character, of different genres, with assistance • Use graphic organizers to record significant details about characters and events in stories <p>Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.</p> <ul style="list-style-type: none"> • Evaluate the content by identifying <ul style="list-style-type: none"> - the author's purpose - whether events, actions, characters, and/or settings are realistic - important and unimportant details - statements of fact, opinion, and exaggeration, with assistance - recurring themes across works in print and media • Compare and contrast characters, plot, and setting in literary works • Analyze ideas and information on the basis of prior knowledge and personal experience • Recognize how language and illustrations are used to persuade in printed and filmed advertisements and in texts, such as letters to the editor • Judge accuracy of content to gather facts, with assistance from teachers and parents/caregivers • Use opinions and reactions of teachers and classmates to evaluate personal interpretation of ideas, information, and experience • Evaluate information, ideas, opinions, and themes in texts by identifying, with assistance, <ul style="list-style-type: none"> - a central idea and supporting details - missing or unclear information • Identify different perspectives, such as social, cultural, ethnic, and historical, on an issue presented in more than one text, with assistance
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	<p>Standard 4: Students will read, write, listen, and speak for social interaction.</p> <ul style="list-style-type: none"> • Share reading experiences to build relationships with peers or adults; for example, read together silently or aloud • Respect the age, gender, position, and cultural traditions of the writer • Recognize the types of language (e.g., informal vocabulary and jargon) that are appropriate to social communication
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Grade 4 Writing

LITERACY COMPETENCIES	GRADE-SPECIFIC PERFORMANCE INDICATORS
<p>The writing competencies common to all four ELA standards that students demonstrate during grade 4 are</p> <p>Spelling</p> <ul style="list-style-type: none"> • Correctly spell words within own writing that have been previously studied and/or frequently used • Correctly spell words within own writing that follow the spelling patterns of words previously studied <p>Handwriting</p> <ul style="list-style-type: none"> • Use legible print and/or cursive writing <p>Composition</p> <ul style="list-style-type: none"> • Respond in writing to prompts that follow the reading of literary and informational texts • Write in a variety of styles, using different organizational patterns, such as chronological order, cause/effect, and compare/contrast • Use a variety of media, such as print and electronic, when writing • Write a variety of compositions, using the writing process (e.g., prewriting, drafting, revising, proofreading, editing) • Use grade-level vocabulary and varied sentence structure • Develop ideas by writing sentences that are in logical order and organized into paragraphs • Review writing independently in order to edit for the correct use of grade-appropriate spelling, punctuation, capitalization, and verb tense 	<p>The grade-specific performance indicators that grade 4 students demonstrate as they learn to write include</p> <p>Standard 1: Students will read, write, listen, and speak for information and understanding.</p> <ul style="list-style-type: none"> • Take notes to record data, facts, and ideas both by following teacher direction and by writing independently • State a main idea and support it with details • Use organizational patterns such as compare/contrast, cause/effect, and time/order, for expository writing • Use a variety of resources, such as age-appropriate dictionaries and/or computer software, to spell words correctly • Produce clear, well-organized, and well-developed explanations, reports, accounts, and directions that demonstrate understanding of a topic • Support interpretations and explanations with evidence from text • Maintain a portfolio that includes informational writing as a method of reviewing work with teachers and parents/caregivers • Compare and contrast ideas and information from two sources • Write labels and captions for graphics to convey information, with assistance <p>Standard 2: Students will read, write, listen, and speak for literary response and expression.</p> <ul style="list-style-type: none"> • Write original literary texts that <ul style="list-style-type: none"> - use dialogue to create short plays - use vivid and playful language • Write interpretive and responsive essays that <ul style="list-style-type: none"> - describe literary elements such as plot, setting, and characters - describe themes of literary texts - compare and contrast elements of texts • Produce clear, well-organized responses to stories read or listened to, supporting the understanding of characters and events with details from the story

<ul style="list-style-type: none"> • Vary the tone, vocabulary, and sentence structure according to the audience and purpose of writing • Exhibit personal voice when writing • Begin to use literary devices such as simile and figurative language • Use at least two sources of information when writing a report • Review writing with teachers and peers and be able to respond to feedback <p>Motivation to Write</p> <ul style="list-style-type: none"> • Write voluntarily to communicate ideas and emotions to a variety of audiences • Write voluntarily for different purposes • Publish writing suitable for a variety of display purposes, such as within a classroom, or school, or on the Internet 	<ul style="list-style-type: none"> • Produce imaginative stories and personal narratives that show insight, development, organization, and effective language • Use resources such as personal experiences and themes from the text and performances to stimulate own writing • Use a computer to create, respond to, and interpret literary texts • Maintain a portfolio that includes literary and interpretive writing as a method of reviewing work with teachers and parents/caregivers • Summarize the plot, with assistance • Describe the characters and explain how they change, with assistance • Describe the setting and recognize its importance to the story, with assistance • Draw a conclusion about the work, with assistance <p>Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.</p> <ul style="list-style-type: none"> • Use prewriting strategies, such as semantic webs and Venn diagrams, to organize ideas and information and to plan writing • State a main idea, theme, or opinion and provide supporting details • Use relevant examples, reasons, and explanations to support ideas • Express opinions and make judgments that demonstrate a personal point of view • Use personal experiences and knowledge to analyze and evaluate new ideas • Analyze and evaluate the author's use of setting, plot, character, rhyme, rhythm, and language in written and visual text • Use effective vocabulary in persuasive and expository writing • Use details from stories or informational texts to predict, explain, or show relationships between information and events • Use ideas from two or more sources of information to generalize about causes, effects, or other relationships • Maintain a portfolio that includes written analysis and evaluation as a method of reviewing work with teachers and parents/caregivers <p>Standard 4: Students will read, write, listen, and speak for social interaction.</p> <ul style="list-style-type: none"> • Share the process of writing with peers and adults; for example, write with a partner • Respect the age, gender, position, and cultural traditions of the recipient • Develop a personal voice that enables the reader to get to know the writer • Maintain a portfolio that includes writing for social interaction as a method of reviewing work with teachers and parents/caregivers
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Grade 4 Listening

LITERACY COMPETENCIES The listening competencies common to all four ELA standards that students demonstrate during grade 4 are	GRADE-SPECIFIC PERFORMANCE INDICATORS The grade-specific performance indicators that grade 4 students demonstrate as they learn to listen include
<p>Listening</p> <ul style="list-style-type: none"> • Listen attentively and respond appropriately to books read aloud • Listen attentively for different purposes and for an extended period of time • Respond appropriately to what is heard • Listen respectfully, and without interrupting, when others speak 	<p>Standard 1: Students will read, write, listen, and speak for information and understanding.</p> <ul style="list-style-type: none"> • Acquire information and/or understand procedures • Identify a main idea, essential details, and supporting details • Determine a sequence of steps given • Identify a conclusion that summarizes the main idea • Interpret information by drawing upon prior knowledge and experience • Distinguish between fact and opinion, with assistance • Identify information that is implicit, rather than stated, with assistance <p>Standard 2: Students will read, write, listen, and speak for literary response and expression.</p> <ul style="list-style-type: none"> • Identify elements of character, plot, and setting to understand the author’s message or intent • Compare and contrast ideas of others to own ideas • Use note taking and graphic organizers to record and organize information and ideas recalled from stories read aloud • Identify a character’s motivation, with assistance <p>Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.</p> <ul style="list-style-type: none"> • Distinguish between information in media texts, such as live news coverage, and in fictional material, such as dramatic productions • Recognize the perspective of others <ul style="list-style-type: none"> - distinguish between fact, opinion, and exaggeration • Form an opinion on a subject on the basis of information, ideas, and themes expressed in presentations, with assistance <p>Standard 4: Students will read, write, listen, and speak for social interaction.</p> <ul style="list-style-type: none"> • Respect the age, gender, position, and culture of the speaker • Listen to friendly notes, cards, longer letters, and personal narratives read aloud to get to know the writer and/or classmates and fellow listeners • Listen for the tone of voice and content that signal friendly communication

Grade 4 Speaking

LITERACY COMPETENCIES The speaking competencies common to all four ELA standards that students demonstrate during grade 4 are	GRADE-SPECIFIC PERFORMANCE INDICATORS The grade-specific performance indicators that grade 4 students demonstrate as they learn to speak include
<p>Speaking</p> <ul style="list-style-type: none"> • Speak in response to the reading of a variety of texts • Use age-appropriate vocabulary to communicate ideas • Use grammatically correct sentences when speaking • Include details that are relevant for the audience • Communicate ideas in an organized and cohesive manner • Vary the formality of language according to the audience and purpose for speaking • Speak with expression, volume, pace, and gestures appropriate for the audience and purpose of communication • Respond respectfully and avoid interrupting when speaking in a group • Participate in group discussions on a variety of topics • Offer feedback to others 	<p>Standard 1: Students will read, write, listen, and speak for information and understanding.</p> <ul style="list-style-type: none"> • Ask clarifying questions • Summarize • State a main idea with supporting examples and details • Explain a line of reasoning • Present a short oral report, using a variety of sources <ul style="list-style-type: none"> - speak loudly enough to be heard by the audience - use gestures appropriate to convey meaning • Use complete sentences, using age- and content-appropriate vocabulary • Use logical order in presentations <p>Standard 2: Students will read, write, listen, and speak for literary response and expression.</p> <ul style="list-style-type: none"> • Present original works, such as stories, poems, and plays, to classmates • Give book reviews • Describe characters, setting, and plot • Make inferences and draw conclusions • Explain cultural and ethnic features in literary texts • Ask questions to clarify and interpret literary texts and performances and respond to the questions of classmates • Use complete sentences, correct verb tense, age-appropriate vocabulary, and logical order in oral presentation <p>Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.</p> <ul style="list-style-type: none"> • Discuss the impact of vocabulary, format, illustrations, and titles in evaluating ideas, information, and experiences • Express an opinion about school and community issues • Express an opinion about the accuracy of the content of literary works, editorials, reviews, and advertisements supported by the text • Speak with appropriate rate and volume for the audience • Take turns speaking in a group <p>Standard 4: Students will read, write, listen, and speak for social interaction.</p> <ul style="list-style-type: none"> • Respect the age, gender, position, and cultural traditions of the listener when speaking

	<ul style="list-style-type: none"> • Discuss the content of friendly notes, cards, letters, and personal narrative, with a partner or small group, in order to get to know the writer and each other • Use the rules of conversation, such as avoid interrupting and respond respectfully
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Grades 5–6

Core Performance Indicators: common to all four ELA standards

Throughout grades 5 and 6, students demonstrate the following core performance indicators in the key ideas of reading, writing, listening, and speaking.

<p>Reading</p> <ul style="list-style-type: none"> • Identify purpose of reading • Adjust reading rate according to purpose for reading • Use word recognition and context clues to read fluently • Determine the meaning of unfamiliar words by using context clues, a dictionary, or a glossary • Identify signal words, such as finally or in addition, that provide clues to organizational formats such as time order • Use knowledge of punctuation to assist in comprehension • Apply corrective strategies (e.g., rereading and discussion with teachers, peers, or parents/caregivers) to assist in comprehension • Read aloud, using inflection and intonation appropriate to text read and to audience • Maintain a personal reading list to reflect reading goals and accomplishments <p>Listening</p> <ul style="list-style-type: none"> • Listen respectfully and responsively • Identify own purpose for listening • Recognize content-specific vocabulary or terminology • Listen for unfamiliar words and learn their meaning <p>Speaking</p> <ul style="list-style-type: none"> • Respond respectfully • Initiate communication with peers, teachers, and others in the school community • Use language and grammar appropriate to purpose for speaking • Use facial expressions and gestures that enhance communication • Establish eye contact during presentations 	<p>Writing</p> <ul style="list-style-type: none"> • Understand the purpose for writing; the purpose may be to explain, describe, narrate, persuade, or express feelings • Determine the intended audience before writing • Use tone and language appropriate for audience and purpose • Use prewriting activities (e.g., brainstorming, note taking, freewriting, outlining, and paragraphing) • Use the writing process (e.g., prewriting, drafting, revising, proofreading, and editing) • Use teacher conferences and peer review to revise written work • Observe the rules of punctuation, capitalization, and spelling, such as <ul style="list-style-type: none"> - punctuation of compound sentences, friendly/business letters, simple dialogue, and exact words from sources (quotations); use italics/underlining for titles - capitalization of proper nouns such as key words in literary and/or book titles, languages, and historical events - spelling of commonly misspelled words, homonyms, and content-area vocabulary • Use correct grammatical construction in <ul style="list-style-type: none"> - parts of speech such as nouns; adjectives and adverbs (comparative/superlative); pronouns (indefinite/nominative/objective); conjunctions (coordinating/subordinating); prepositions and prepositional phrases; and interjections - simple/compound/complex sentences, using, correct subject-verb agreement, verb tense, punctuation, and pronouns with clear antecedents • Use signal/transitional words (e.g., in addition, for example, finally, as a result,
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<ul style="list-style-type: none"> and group discussions • Use audible voice and pacing appropriate to content and audience • Use visual aids to support the presentation 	<ul style="list-style-type: none"> similarly, and on the other hand) to provide clues to organizational format • Use dictionaries, thesauruses, and style manuals • Use word processing skills
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Grade 5 Reading

<p style="text-align: center;">LITERACY COMPETENCIES</p> <p>The reading competencies common to all four ELA standards that students demonstrate during grade 5 are</p>	<p style="text-align: center;">GRADE-SPECIFIC PERFORMANCE INDICATORS</p> <p>The grade-specific performance indicators that grade 5 students demonstrate as they learn to read include</p>
<p>Word Recognition</p> <ul style="list-style-type: none"> • Use knowledge of a variety of decoding strategies, such as letter-sound correspondence, syllable patterns, decoding by analogy, word structure, use of syntactic (grammar) cues, and use of semantic (meaning) cues, to read unfamiliar words • Integrate sources of information to decode unfamiliar words and to cross-check, self-correcting when appropriate • Use word recognition skills and strategies, accurately and automatically, when decoding unfamiliar words • Recognize at sight a large body of high-frequency words and irregularly spelled content vocabulary <p>Background Knowledge and Vocabulary Development</p> <ul style="list-style-type: none"> • Learn grade-level vocabulary through both direct and indirect means • Use word structure knowledge, such as roots, prefixes, and suffixes, to determine meaning • Use prior knowledge and experience in order to understand ideas and vocabulary found in books • Acquire new vocabulary by reading a variety of texts • Use self-monitoring strategies to identify specific vocabulary that causes comprehension difficulties • Determine the meaning of unfamiliar words by using context clues, dictionaries, glossaries, and other resources • Use a thesaurus to identify synonyms and antonyms <p>Comprehension Strategies</p> <ul style="list-style-type: none"> • Read a variety of grade-level texts, for a variety of purposes, with 	<p>Standard 1: Students will read, write, listen, and speak for information and understanding.</p> <ul style="list-style-type: none"> • Locate and use school and public library resources, with some direction, to acquire information • Use the table of contents and indexes to locate information • Read to collect and interpret data, facts, and ideas from multiple sources • Read the steps in a procedure in order to accomplish a task such as completing a science experiment • Skim material to gain an overview of content or locate specific information • Use text features, such as headings, captions, and titles, to understand and interpret informational texts • Recognize organizational formats to assist in comprehension of informational texts • Identify missing information and irrelevant information • Distinguish between fact and opinion • Identify information that is implied rather than stated • Compare and contrast information on one topic from multiple sources • Recognize how new information is related to prior knowledge or experience • Identify main ideas and supporting details in informational texts to distinguish relevant and irrelevant information • Make inferences and draw conclusions, on the basis of information from the text, with assistance • Identify information that is implied rather than stated, with assistance <p>Standard 2: Students will read, write, listen, and speak for literary response and expression.</p> <ul style="list-style-type: none"> • Read, view, and interpret literary texts from a variety of genres • Define characteristics of different genres • Select literary texts on the basis of personal needs and interests and read silently for

<p>understanding</p> <ul style="list-style-type: none"> • Use self-monitoring strategies, such as cross-checking, summarizing, and self-questioning, to construct meaning of text • Recognize when comprehension has been disrupted and initiate self-correction strategies, such as rereading, adjusting rate of reading, and attending to specific vocabulary • Use knowledge of text structures to recognize and discriminate differences among a variety of texts and to support understanding • Ask questions to clarify understanding and to focus reading • Make connections between text being read and own lives, the lives of others, and other texts read in the past • Use prior knowledge in concert with text information to support comprehension, from forming predictions to making inferences and drawing conclusions • Read grade-level texts and answer literal, inferential, and evaluative questions • State or summarize a main idea and support/elaborate with relevant details • Present a point of view or interpretation of a text, such as its theme, and support it with significant details from the text • Participate cooperatively and collaboratively in group discussions of texts • Note and describe aspects of the writer's craft • Read aloud, accurately and fluently, with appropriate rate of reading, intonation, and inflection • Demonstrate comprehension of grade-level texts through a range of responses, such as writing, drama, and oral presentations <p>Motivation to Read</p> <ul style="list-style-type: none"> • Show interest in a wide range of texts, topics, and genres for reading • Read voluntarily for a variety of purposes • Be familiar with titles and authors of a wide range of literature • Engage in independent silent reading for extended periods of time 	<p>enjoyment for extended periods</p> <ul style="list-style-type: none"> • Read aloud from a variety of genres; for example, read the lines of a play or recite a poem <ul style="list-style-type: none"> - use inflection and intonation appropriate to text read and audience • Recognize that the same story can be told in different genres, such as novels, poems, or plays, with assistance • Identify literary elements, such as setting, plot, and character, of different genres • Recognize how the author uses literary devices, such as simile, metaphor, and personification, to create meaning • Recognize how different authors treat similar themes • Identify the ways in which characters change and develop throughout a story • Compare characters in literature to people in own lives <p>Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.</p> <ul style="list-style-type: none"> • Evaluate information, ideas, opinions, and themes in texts by identifying <ul style="list-style-type: none"> - a central idea and supporting details - details that are primary and those that are less important - statements of fact, opinion, and exaggeration - missing or unclear information • Use established criteria to analyze the quality of information in text • Identify different perspectives, such as social, cultural, ethnic, and historical, on an issue presented in one or more than one text <p>Standard 4: Students will read, write, listen, and speak for social interaction.</p> <ul style="list-style-type: none"> • Share reading experiences to build a relationship with peers or adults; for example, read together silently or aloud with a partner or in small groups • Respect the age, gender, position, and cultural traditions of the writer • Recognize conversational tone in friendly communication • Recognize the types of language (e.g., jargon, informal vocabulary, and email conventions) that are appropriate to social communication
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Grade 5 Writing

LITERACY COMPETENCIES The writing competencies common to all four ELA standards that students demonstrate during grade 5 are	GRADE-SPECIFIC PERFORMANCE INDICATORS The grade-specific performance indicators that grade 5 students demonstrate as they learn to write include
<p>Spelling</p> <ul style="list-style-type: none"> • Correctly spell words within own writing that have been previously studied and/or frequently used • Correctly spell words within own writing that follow the spelling patterns of words that have been previously studied • Spell a large body of words accurately and quickly when writing • Use a variety of spelling resources, such as spelling dictionaries and spell-check tools, to support correct spelling <p>Handwriting</p> <ul style="list-style-type: none"> • Use legible print and/or cursive writing <p>Composition</p> <ul style="list-style-type: none"> • Respond in writing to prompts that follow the reading of literary and informational texts • Respond to writing prompts that follow listening to literary and informational texts • Write on a wide range of topics • Understand and use writing for a variety of purposes • Use a variety of different organizational patterns for writing, such as chronological order, cause/effect, compare/contrast • Use a variety of media, such as print and electronic, when writing • Use the writing process (e.g., prewriting, drafting, revising, proofreading, and editing) • Use a variety of prewriting strategies, such as brainstorming, freewriting, note taking, and webbing • Review writing independently in order to revise for focus, development of ideas, and organization • Review writing independently in order to edit for correct spelling, grammar, capitalization, punctuation, and paragraphing • Understand and write for a variety of audiences 	<p>Standard 1: Students will read, write, listen, and speak for information and understanding.</p> <ul style="list-style-type: none"> • Use at least three sources of information in writing a report, with assistance • Take notes to record and organize relevant data, facts, and ideas, with assistance, and use notes as part of prewriting activities • State a main idea and support it with details and examples • Compare and contrast ideas and information from two sources • Write labels or captions for graphics, such as charts, graphs, and diagrams, to convey information • Adopt an organizational format, such as chronological order, that is appropriate for informational writing • Use paragraphing to organize ideas and information, with assistance • Maintain a portfolio that includes informational writing <p>Standard 2: Students will read, write, listen, and speak for literary response and expression.</p> <ul style="list-style-type: none"> • Develop original literary texts that <ul style="list-style-type: none"> - use organizing structures such as stanzas and chapters - create a lead that attracts the reader's interest - provide a title that interests the reader - develop characters and establish a plot - use examples of literary devices, such as rhyme, rhythm, and simile - establish consistent point of view (e.g., first or third person) with assistance • Write interpretive essays that <ul style="list-style-type: none"> - summarize the plot - describe the characters and how they change - describe the setting and recognize its importance to the story - draw a conclusion about the work - interpret the impact of literary devices, such as simile and personification - recognize the impact of rhythm and rhyme in poems • Respond to literature, connecting the response to personal experience • Use resources, such as personal experiences and themes from other texts and performances, to

<ul style="list-style-type: none"> Adjust style of writing, voice, and language used according to purpose and intended audience Incorporate aspects of the writer's craft, such as literary devices and specific voice, into own writing Use multiple sources of information when writing a report Review writing with teachers and peers <p>Motivation to Write</p> <ul style="list-style-type: none"> Write voluntarily to communicate ideas and emotions to a variety of audiences, from self to unknown Write voluntarily for different purposes Write on a variety of topics Publish writing in a variety of presentation or display mediums, for a variety of audiences 	<p>plan and create literary texts</p> <ul style="list-style-type: none"> Maintain a writing portfolio that includes literary, interpretive, and responsive writing <p>Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.</p> <ul style="list-style-type: none"> Use strategies, such as note taking, semantic webbing, or mapping, to plan and organize writing Use supporting evidence from text to evaluate ideas, information, themes, or experiences Analyze the impact of an event or issue from personal and peer group perspectives Analyze literary elements in order to evaluate the quality of ideas and information in text <ul style="list-style-type: none"> Use information and ideas from other subject areas and personal experiences to form and express opinions Adapt an organizational format, such as compare/contrast, appropriate for critical analysis and evaluation, with assistance Use precise vocabulary in writing analysis and evaluation, with assistance Maintain a writing portfolio that includes writing for critical analysis and evaluation <p>Standard 4: Students will read, write, listen, and speak for social interaction.</p> <ul style="list-style-type: none"> Share the process of writing with peers and adults; for example, write a condolence note, get-well card, or thank-you letter with a writing partner or in small groups Respect the age, gender, position, and cultural traditions of the recipient Develop a personal voice that enables the reader to get to know the writer Write personal reactions to experiences and events, using a form of social communication Maintain a portfolio that includes writing for social communication
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Grade 5 Listening

<p style="text-align: center;">LITERACY COMPETENCIES</p> <p>The listening competencies common to all four ELA standards that students demonstrate during grade 5 are</p>	<p style="text-align: center;">GRADE-SPECIFIC PERFORMANCE INDICATORS</p> <p>The grade-specific performance indicators that grade 5 students demonstrate as they learn to listen include</p>
<p>Listening</p> <ul style="list-style-type: none"> Listen attentively to a variety of texts read aloud Listen attentively for different purposes and for an extended period of time Identify own purpose(s) for listening 	<p>Standard 1: Students will read, write, listen, and speak for information and understanding.</p> <ul style="list-style-type: none"> Follow instructions that provide information about a task or assignment Identify essential details for note taking Distinguish between fact and opinion Identify information that is implicit rather than stated Connect new information to prior knowledge or

<ul style="list-style-type: none"> • Respond appropriately to what is heard • Listen respectfully, and without interrupting, when others speak 	<p>experience</p> <p>Standard 2: Students will read, write, listen, and speak for literary response and expression.</p> <ul style="list-style-type: none"> • Distinguish different genres, such as story, biography, poem, or play, with assistance • Identify a character’s motivation • Recognize the use of literary devices, such as simile, personification, rhythm, and rhyme, in presentation of literary texts • Use personal experience and prior knowledge to interpret and respond to literary texts and performances • Identify cultural and historical influences in texts and performances, with assistance <p>Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.</p> <ul style="list-style-type: none"> • Form an opinion on a subject on the basis of information, ideas, and themes expressed in presentations • Recognize and use the perspective of others to analyze presentations • Use prior knowledge and experiences to analyze the content of presentations • Recognize persuasive presentations and identify the techniques used to accomplish that purpose, with assistance • Evaluate the quality of the speaker’s presentation style by using criteria such as volume, tone of voice, and rate <p>Standard 4: Students will read, write, listen, and speak for social interaction.</p> <ul style="list-style-type: none"> • Respect the age, gender, position, and cultural traditions of the speaker • Recognize friendly communication on the basis of volume and tone of the speaker’s voice • Recognize that social communication may include informal language such as jargon • Recognize the meaning of the speaker’s nonverbal cues
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Grade 5 Speaking

<p>LITERACY COMPETENCIES</p> <p>The speaking competencies common to all four ELA standards that students demonstrate during grade 5 are</p>	<p>GRADE-SPECIFIC PERFORMANCE INDICATORS</p> <p>The grade-specific performance indicators that grade 5 students demonstrate as they learn to speak include</p>
<p>Speaking</p> <ul style="list-style-type: none"> • Speak in response to the reading of a variety of texts • Use appropriate and specific vocabulary to communicate ideas • Use grammatically correct sentences when speaking • Include details that are relevant for the 	<p>Standard 1: Students will read, write, listen, and speak for information and understanding.</p> <ul style="list-style-type: none"> • Ask probing questions • Interview peers • Share information from personal experience • Share information from a variety of texts • State a main idea and support it with facts, details, and examples

<p>audience</p> <ul style="list-style-type: none"> • Communicate ideas in an organized and coherent manner • Vary the formality of language according to the audience and purpose for speaking • Speak with expression, volume, pace, and gestures appropriate for the topic, audience, and purpose of communication • Respond respectfully to others • Participate in group discussions on a variety of topics • Offer feedback to others in a respectful and responsive manner 	<ul style="list-style-type: none"> • Compare and contrast information • Present reports of approximately five minutes for teachers and peers • Summarize main points • Use notes, outlines, and visual aids appropriate to the presentation <p>Standard 2: Students will read, write, listen, and speak for literary response and expression.</p> <ul style="list-style-type: none"> • Present original works, such as stories, poems, and plays, to adults and peers, using audible voice and pacing appropriate to content and audience • Share book reviews • Summarize the plot and describe the motivation of characters • Connect a personal response to literature to prior experience or knowledge • Recognize the importance of cultural and historical characteristics in texts and performances • Ask questions and respond to questions for clarification • Use notes or outlines appropriately in presentations <p>Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.</p> <ul style="list-style-type: none"> • Ask questions and respond to questions for clarification • Express an opinion about information, ideas, opinions, themes, and experiences in books, essays, articles, and advertisements • Analyze an event or issue by using role play as a strategy • Use information and ideas from personal experiences to form and express opinions and judgments • Use notes or outlines appropriately in presentations <p>Standard 4: Students will read, write, listen, and speak for social interaction.</p> <ul style="list-style-type: none"> • Discuss the content of friendly notes, cards, and letters with a teacher or classmate in order to get to know the writer and each other • Use the informal language of social communication • Respect the age, gender, position, culture, and interests of the listener • Use the rules of conversation, such as avoid interrupting and respond respectfully
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Grade 6 Reading

LITERACY COMPETENCIES The reading competencies common to all four ELA standards that students demonstrate during grade 6 are	GRADE-SPECIFIC PERFORMANCE INDICATORS The grade-specific performance indicators that grade 6 students demonstrate as they learn to read include
<p>Word Recognition</p> <ul style="list-style-type: none"> • Use knowledge of a variety of decoding strategies, such as letter-sound correspondence, syllable patterns, decoding by analogy, word structure, use of syntactic (grammar) cues, and use of semantic (meaning) cues, to read unfamiliar words • Integrate sources of information to decode unfamiliar words, self-monitor, and self-correct for word-reading accuracy • Use word recognition skills and strategies quickly, accurately, and automatically when decoding unfamiliar words • Recognize at sight a large body of high-frequency words and specialized content vocabulary <p>Background Knowledge and Vocabulary Development</p> <ul style="list-style-type: none"> • Extend knowledge of word meaning through direct and indirect means • Use word structure knowledge, such as roots (e.g., Greek and Latin), prefixes, and suffixes, to determine word meaning • Use prior knowledge and experience in order to understand ideas and vocabulary found in a variety of texts • Acquire new vocabulary by engaging with a variety of texts written by a range of different authors • Use self-monitoring strategies to identify specific vocabulary difficulties that disrupt comprehension, and employ an efficient course of action, such as using a known word base or a resource such as a glossary to resolve the difficulty • Determine the meaning of unfamiliar words by using context, dictionaries, glossaries, and other print resources, including electronic resources • Use a thesaurus to identify synonyms and antonyms <p>Comprehension Strategies</p> <ul style="list-style-type: none"> • Read grade-level texts from a variety of genres, in varying text formats and by 	<p>Standard 1: Students will read, write, listen, and speak for information and understanding.</p> <ul style="list-style-type: none"> • Locate and use school and public library resources, with some direction, to acquire information • Use the table of contents and indexes to locate information • Read to collect and interpret data, facts, and ideas from multiple sources • Read the steps of a procedure in order to accomplish a task such as completing a science experiment or installing software • Skim material to gain an overview of content or locate specific information • Use text features, such as headings, captions, and titles, to understand and interpret informational texts • Recognize organizational formats to assist in comprehension of informational texts • Identify missing, conflicting, unclear, and irrelevant information • Distinguish between fact and opinion • Identify information that is implied rather than stated • Compare and contrast information about one topic from multiple sources • Recognize how new information is related to prior knowledge or experience • Identify main ideas and supporting details in informational texts to distinguish relevant and irrelevant information • Apply thinking skills, such as define, classify, and infer, to interpret data, facts, and ideas from informational texts, with assistance • Use knowledge of structure, content, and vocabulary to understand informational texts, with assistance • Condense, combine, or categorize new information from one or more sources, with assistance • Draw conclusions and make inferences on the basis of explicit and implied information, with assistance • Make, confirm, or revise predictions, with assistance <p>Standard 2: Students will read, write, listen, and speak for literary response and expression.</p>

<p>different authors, for a variety of purposes</p> <ul style="list-style-type: none"> • Use a variety of strategies (e.g., summarizing, forming questions, visualizing, and making connections) to support understanding of texts read • Employ self-monitoring strategies and engage in self-correcting behaviors when comprehension has been disrupted • Ask questions to self-monitor comprehension, to clarify understanding, and to focus reading • Make connections between texts being read to own lives, the lives of others, other texts read in the past, and the world at large • State or summarize a main idea and support it or elaborate on it with relevant details • Present a point of view or interpretation of a text, such as its theme or the author's intended message, and support it with relevant details from the text • Read grade-level texts and answer literal, inferential, analytic, and evaluative questions • Use prior knowledge, along with multiple sources of information, to support comprehension, from forming predictions to making inferences and drawing conclusions • Note and describe aspects of the writer's craft, and explain the role that crafting techniques play in helping the reader comprehend the text • Participate cooperatively and collaboratively in group discussions of texts • Demonstrate comprehension of grade-level texts through a range of responses, such as writing, drama, and presentations • Demonstrate personal response to grade-level texts through a range of responses, such as writing, drama, and oral presentations <p>Motivation to Read</p> <ul style="list-style-type: none"> • Show interest in reading a wide range of texts, topics, genres, and authors • Read voluntarily for a variety of purposes • Be familiar with titles and authors of a wide range of literature 	<ul style="list-style-type: none"> • Read, view, and interpret texts from a variety of genres • Define characteristics of different genres • Select literary texts on the basis of personal needs and interests and read silently for enjoyment for extended periods • Read aloud from a variety of genres (e.g., plays and poems) <ul style="list-style-type: none"> - use inflection and intonation appropriate to text read and audience • Recognize that the same story can be told in different genres (e.g., novels, poems, or plays) • Identify literary elements, (e.g., setting, plot, character, rhythm, and rhyme) of different genres • Recognize how the author uses literary devices, such as simile, metaphor, and personification, to create meaning • Recognize how different authors treat similar themes • Identify the ways in which characters change and develop throughout a story • Interpret characters, plot, setting, and theme, using evidence from the text, with assistance • Identify the author's point of view, such as first-person narrator and omniscient narrator, with assistance • Determine how the use and meaning of literary devices, such as symbolism, metaphor and simile, alliteration, personification, flashback, and foreshadowing, convey the author's message or intent, with assistance • Recognize how the author's use of language creates images or feelings, with assistance • Identify poetic elements, such as repetition, rhythm, and rhyming patterns, in order to interpret poetry, with assistance <ul style="list-style-type: none"> • Identify social and cultural context and other characteristics of the time period to enhance understanding and appreciation of text, with assistance <p>Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.</p> <ul style="list-style-type: none"> • Evaluate information, ideas, opinions, and themes by identifying <ul style="list-style-type: none"> - a central idea and supporting details - precise and vague language - statements of fact, opinion, and exaggeration - missing or unclear information • Use established and personal criteria to analyze and evaluate the quality of ideas and information in text • Identify different perspectives, such as social,
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<ul style="list-style-type: none"> Engage in independent silent reading for extended periods of time 	<p>cultural, ethnic, and historical, on an issue presented in one or more than one text</p> <ul style="list-style-type: none"> Recognize how one's own point of view contributes to forming an opinion about information and ideas Evaluate, with assistance, the validity and accuracy of information, ideas, themes, opinions, and experiences in text to <ul style="list-style-type: none"> identify conflicting information consider the background and qualifications of the writer evaluate examples, details, or reasons used to support ideas identify differing points of view in texts and presentations identify cultural and ethnic values and their impact on content, with assistance <ul style="list-style-type: none"> identify multiple levels of meaning <p>Standard 4: Students will read, write, listen, and speak for social interaction.</p> <ul style="list-style-type: none"> Share reading experiences to build a relationship with peers or adults; for example, read together silently or aloud with a partner or in small groups Respect the age, gender, position, and cultural traditions of the writer Recognize the types of language (e.g., jargon, colloquialisms, informal vocabulary, and email conventions) that are appropriate to social communication
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Grade 6 Writing

<p style="text-align: center;">LITERACY COMPETENCIES</p> <p>The writing competencies common to all four ELA standards that students demonstrate during grade 6 are</p>	<p style="text-align: center;">GRADE-SPECIFIC PERFORMANCE INDICATORS</p> <p>The grade-specific performance indicators that grade 6 students demonstrate as they learn to write include</p>
<p>Spelling</p> <ul style="list-style-type: none"> Correctly spell words within own writing that have been previously studied or that follow previously studied spelling patterns Use a variety of spelling resources, such as dictionaries and spell-check tools, to support correct spelling <p>Handwriting</p> <ul style="list-style-type: none"> Use legible print and/or cursive writing <p>Composition</p> <ul style="list-style-type: none"> Engage in a variety of writing activities, both student and 	<p>Standard 1: Students will read, write, listen, and speak for information and understanding.</p> <ul style="list-style-type: none"> Use at least three sources of information, with appropriate citations, to develop reports Take notes to record and organize relevant data, facts, and ideas State a main idea and support it with details and examples Compare and contrast ideas and information from two or three sources Adopt an organizational format, such as chronological order, that is appropriate for informational writing Use paragraphing to organize ideas and information Use paraphrasing, with assistance Maintain a portfolio that includes informational writing Include relevant and exclude irrelevant information, with

<p>teacher initiated, to respond to the reading of literary and informational texts</p> <ul style="list-style-type: none"> Engage in a variety of writing activities, both student and teacher initiated, in response to listening to literary and informational texts Write on a wide range of topics, both student and teacher selected Write for a variety of purposes, selecting a form of writing appropriate to the function of the written communication Select an organizational pattern for writing that effectively communicates the topic and purpose of the text to the intended audience Write, using a variety of media such as print and electronic Use the writing process (e.g., prewriting, drafting, revising, proofreading, and editing) Use a variety of prewriting strategies to plan and organize writing Review writing independently in order to revise for focus, development of ideas, organization, and language use Review writing independently to address editing concerns Write for a wide variety of audiences Adjust style of writing, including voice and language used, according to purpose and audience Demonstrate effective use of writer's-craft techniques, such as literary devices, when writing Review writing with teachers and peers <p>Motivation to Write</p> <ul style="list-style-type: none"> Engage in writing voluntarily to communicate ideas and emotions to a variety of audiences Engage in writing voluntarily for a variety of purposes Engage in writing voluntarily on a range of topics 	<p>assistance</p> <ul style="list-style-type: none"> Connect, compare, and contrast ideas and information from one or more sources, with assistance Support ideas with examples, definitions, analogies, and direct references to the text, with assistance Answer questions about informational material and write accurate and complete responses, with assistance <p>Standard 2: Students will read, write, listen, and speak for literary response and expression.</p> <ul style="list-style-type: none"> Write original literary texts <ul style="list-style-type: none"> use organizing structures, such as stanzas, chapters, scenes, and verses develop characters, create a setting, and establish a plot use examples of literary devices, such as rhythm, rhyme, simile, and personification establish a consistent point of view (e.g., first or third person) use vocabulary to create a desired effect Write interpretive essays to <ul style="list-style-type: none"> summarize the plot describe the characters and explain how they change describe the setting and recognize its importance to the story draw a conclusion about the work interpret the impact of literary devices, such as simile and personification recognize the impact of rhythm and rhyme in poems Respond to literature, connecting the response to personal experience Maintain a writing portfolio that includes literary, interpretive, and responsive writing Express opinions and support them through specific references to the text, with assistance Demonstrate understanding of plot and theme, with assistance Identify and describe characters and their motivations, with assistance Analyze the impact of the setting, with assistance Identify how the use of literary devices, such as symbolism, metaphor and simile, personification, and flashback, affects meaning, with assistance Draw conclusions and provide reasons for the conclusions, with assistance Compare and contrast characters, setting, mood, and voice in more than one literary text or performance, with assistance <p>Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.</p> <ul style="list-style-type: none"> Use strategies, such as note taking, semantic webbing or mapping, and outlining, to plan and organize writing Use supporting evidence from text to evaluate ideas, information, themes, or experiences
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<ul style="list-style-type: none"> • Publish writing in a variety of presentation or display mediums, for a variety of audiences 	<ul style="list-style-type: none"> • Analyze the impact of an event or issue from personal, peer group, and school community perspectives • Use information and ideas from other subject areas and personal experiences to form and express opinions and judgments • Adopt an organizational format (e.g., compare/contrast) appropriate for critical analysis and evaluation • Use precise vocabulary in writing analysis and evaluation • Maintain a writing portfolio that includes writing for critical analysis and evaluation • Present clear analysis, using examples, details, and reasons from text, with assistance • Select content and choose strategies for written presentation on the basis of audience, purpose, and content, with assistance • Explain connections between and among texts to extend the meaning of each individual text, with assistance • Compare and contrast literary elements in more than one genre and/or by more than one author, with assistance <p>Standard 4: Students will read, write, listen, and speak for social interaction.</p> <ul style="list-style-type: none"> • Share the process of writing with peers and adults; for example, write a condolence note, get well-card, or thank-you letter with a writing partner or in small groups • Respect the age, gender, social position, and cultural traditions of the recipient • Develop a personal voice that enables the reader to get to know the writer • Write personal reactions about experiences, events, and observations, using a form of social communication • Maintain a portfolio that includes writing for social communication
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Grade 6 Listening

<p style="text-align: center;">LITERACY COMPETENCIES</p> <p>The listening competencies common to all four ELA standards that students demonstrate during grade 6 are</p>	<p style="text-align: center;">GRADE-SPECIFIC PERFORMANCE INDICATORS</p> <p>The grade-specific performance indicators that grade 6 students demonstrate as they learn to listen include</p>
<p>Listening</p> <ul style="list-style-type: none"> • Listen attentively, for an extended period of time, to a variety of texts read aloud • Listen attentively, for an extended period of time, to oral presentations • Listen attentively for different purposes, both student determined and teacher determined • Respond appropriately to what is heard 	<p>Standard 1: Students will read, write, listen, and speak for information and understanding.</p> <ul style="list-style-type: none"> • Follow a sequence of instructions consisting of at least three steps when engaging in a task or assignment • Identify essential details for note taking • Distinguish between fact and opinion • Identify information that is implicit rather than stated • Connect new information to prior knowledge or experience • Recall significant ideas and details, with assistance • Make, confirm, or revise predictions, with assistance

<ul style="list-style-type: none"> Listen respectfully when others speak 	<ul style="list-style-type: none"> Draw conclusions and make inferences on the basis of explicit and implied information, with assistance <p>Standard 2: Students will read, write, listen, and speak for literary response and expression.</p> <ul style="list-style-type: none"> Distinguish different genres, such as story, biography, poem, or play Identify a character’s motivation Recognize the use of literary devices, such as symbolism, personification, rhythm, and rhyme, in presentation of literary texts, and determine their impact on meaning Identify cultural and historical influences in texts and performances <p>Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.</p> <ul style="list-style-type: none"> Form an opinion or judgment about the validity and accuracy of information, ideas, opinions, issues, themes, and experiences, with assistance Recognize that the criteria used to analyze and evaluate presentations may be influenced by one’s point of view and purpose for listening Recognize and use the perspectives of others, including teachers and peers, to analyze and evaluate presentations Recognize persuasive presentations and identify the techniques (e.g., choice of language and use of sound effects) used to accomplish that purpose Recognize persuasive techniques, such as emotional and ethical appeals in presentations, with assistance Consider the experience and qualifications of speakers in analyzing and evaluating presentations, with assistance Identify missing or unclear information, with assistance <p>Standard 4: Students will read, write, listen, and speak for social interaction.</p> <ul style="list-style-type: none"> Respect the age, gender, social position, and cultural traditions of the speaker Recognize friendly communication on the basis of volume, tone, and rate of the speaker’s voice Recognize that social communication may include informal language, such as jargon and colloquialisms Recognize the meaning of the speaker’s nonverbal cues
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Grade 6 Speaking

<p>LITERACY COMPETENCIES The speaking competencies common to all four ELA standards that students demonstrate during grade 6 are</p>	<p>GRADE-SPECIFIC PERFORMANCE INDICATORS The grade-specific performance indicators that grade 6 students demonstrate as they learn to speak include</p>
<p>Speaking</p> <ul style="list-style-type: none"> Speak in response to listening to a 	<p>Standard 1: Students will read, write, listen, and speak for information and understanding.</p>

<p>variety of texts</p> <ul style="list-style-type: none"> • Speak in response to listening to and viewing a variety of performances • Use appropriate and precise vocabulary to communicate ideas • Use grammatically correct sentences when speaking • Include details and examples relevant to the audience when speaking • Communicate ideas in an organized and coherent manner • Demonstrate understanding of the need to vary formality of language according to the audience and purpose for speaking • Speak with expression, volume, pace, and gestures appropriate for the topic, audience, and purpose of communication • Respond respectfully to others, and offer feedback to others in a respectful and responsive manner • Participate in group discussions on a range of topics and for a variety of purposes 	<ul style="list-style-type: none"> • Synthesize and paraphrase information • Make connections between sources of information • Present reports of five to seven minutes for teachers and peers on topics related to any school subject • Summarize main points as part of the conclusion • Use notes, outlines, and visual aids appropriate to the presentation <p>Standard 2: Students will read, write, listen, and speak for literary response and expression.</p> <ul style="list-style-type: none"> • Use audible voice and pacing appropriate to content and audience when presenting original works, such as stories, poems, and plays, to adults and peers • Share book reviews • Summarize the plot, describe the motivation of characters, and explain the importance of setting • Use notes or outlines appropriately in presentations <p>Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.</p> <ul style="list-style-type: none"> • Express an opinion or judgment about information, ideas, opinions, themes, and experiences in books, essays, articles, and advertisements • Use information and ideas from other subject areas and from personal experiences to form and express opinions and judgments • Articulate a thesis statement and support it with details, examples, and reasons • Persuade, using appropriate language, tone, volume, and gestures • Use notes or outlines appropriately in presentations <p>Standard 4: Students will read, write, listen, and speak for social interaction.</p> <ul style="list-style-type: none"> • Discuss the content of friendly notes, cards, and letters with a teacher or classmate, in order to get to know the writer and each other • Use the informal language of social communication • Respect the age, gender, social position, culture, and interests of the listener • Use the rules of conversation, such as avoid interrupting and respond respectfully
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Grades 7–8

Core Performance Indicators: common to all four ELA standards

Throughout grades 7 and 8, students demonstrate the following core performance indicators in the key ideas of reading, writing, listening, and speaking.

<p>Reading</p> <ul style="list-style-type: none"> • Identify a purpose for reading • Adjust reading rate according to the purpose for reading • Use word recognition and context clues to read fluently 	<p>Writing</p> <ul style="list-style-type: none"> • Understand the purpose for writing; the purpose may be to explain, describe, narrate, persuade, or express feelings • Identify the intended audience • Use tone and language appropriate to
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<ul style="list-style-type: none"> • Determine the meaning of unfamiliar words by using context clues, a dictionary, a glossary, and structural analysis (i.e., looking at roots, prefixes, and suffixes of words) • Distinguish between dictionary meaning and implied meaning of the author’s words • Identify transitional words or phrases, such as furthermore or in comparison, that provide clues to organizational formats such as compare/contrast • Use knowledge of punctuation to assist in comprehension • Apply corrective strategies, such as discussing with others and monitoring for misunderstandings, to assist in comprehension • Seek opportunities for improvement in reading comprehension by choosing more challenging writers, topics, and texts • Maintain a personal reading list to reflect reading accomplishments <p>Listening</p> <ul style="list-style-type: none"> • Adapt listening strategies to different purposes and settings • Listen respectfully and responsively • Identify own purpose for listening • Recognize content-specific vocabulary or terminology <p>Speaking</p> <ul style="list-style-type: none"> • Respond respectfully • Initiate communication with peers and adults in the school and local community • Adapt language and presentational features for the audience and purpose • Use language and grammar appropriate to the purpose for speaking • Use volume, tone, pitch, and rate appropriate to content and audience • Use effective nonverbal communication • Use visual aids to enhance the presentation • Establish and maintain eye contact with audience 	<p>audience and purpose</p> <ul style="list-style-type: none"> • Use prewriting activities (e.g, brainstorming, note taking, freewriting, outlining, and paragraphing) • Use the writing process (e.g., prewriting, drafting, revising, proofreading, and editing) • Write clear, concise, and varied sentences, developing a personal writing style and voice • Observe rules of punctuation, italicization, capitalization, and spelling as follows: <ul style="list-style-type: none"> - punctuate correctly simple/compound/complex sentences, undivided/divided direct quotations, exact words from sources (quotations), titles of articles/literary works, and business letters - use italics and underlining for titles - capitalize proper nouns, such as geographical names, academic courses, and organizations - spell correctly commonly misspelled words, homonyms, and content-area vocabulary • Use correct grammatical construction in <ul style="list-style-type: none"> - parts of speech, such as nouns; adjectives and adverbs (comparative/superlative); pronouns (indefinite/nominative/objective); conjunctions (coordinating/subordinating); prepositions and prepositional phrases; interjections; and conjunctions to connect ideas - simple/compound/complex sentences; note especially subject-verb agreement, infinitives and participles, clear antecedents for pronouns, placement of modifiers, and use active voice • Use signal/transitional words or phrases, such as first, next, and in addition, to produce organized, cohesive texts • Use dictionaries, thesauruses, and style manuals • Use computer software (e.g., word processing, import graphics) to support the writing process • Write for an authentic purpose, including publication
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Grade 7 Reading

<p align="center">LITERACY COMPETENCIES</p> <p>The reading competencies common to all four ELA standards that students demonstrate during grade 7 are</p>	<p align="center">GRADE-SPECIFIC PERFORMANCE INDICATORS</p> <p>The grade-specific performance indicators that grade 7 students demonstrate as they learn to read include</p>
<p>Word Recognition</p> <ul style="list-style-type: none"> • Recognize at sight a large body of 	<p>Standard 1: Students will read, write, listen, and speak for information and understanding.</p>

<p>words and specialized-content vocabulary</p> <ul style="list-style-type: none"> • Use a variety of word recognition strategies, such as letter-sound correspondence, syllable patterns, decoding by analogy, word structure, use of syntactic (grammar) cues, and use of semantic (meaning) cues, to read unfamiliar words quickly and accurately • Use multiple sources of information, including context, to self-monitor and self-correct for word-reading accuracy <p>Background Knowledge and Vocabulary</p> <ul style="list-style-type: none"> • Develop vocabulary through extensive reading of a variety of texts across subjects and genres • Use knowledge of word roots (e.g., Greek, Latin, and Anglo-Saxon) and word parts to determine word meaning • Determine the meaning of unfamiliar vocabulary and idioms by using prior knowledge and context clues • Use a variety of resources, such as dictionaries, glossaries, and other print and electronic references, to determine the meaning of unfamiliar vocabulary <p>Comprehension/Response</p> <ul style="list-style-type: none"> • Comprehend and respond to a variety of texts from a range of genres and in a variety of formats for a variety of purposes • Identify and connect main ideas and themes of texts, using knowledge of text structures, organization, and purposes for reading • Use a variety of comprehension strategies (e.g., predicting, questioning, summarizing, visualizing, and making connections) to support understanding and response to reading • Identify and analyze points of view presented in written texts • Extend understanding of texts by relating content to personal experiences, other texts, and/or world events • Participate in group discussions to further understanding and response to reading 	<ul style="list-style-type: none"> • Locate and use school and public library resources to acquire information • Interpret data, facts, and ideas from informational texts by applying thinking skills, such as define, classify, and infer • Preview informational texts, with guidance, to assess content and organization and select texts useful for the task • Use indexes to locate information and glossaries to define terms • Use knowledge of structure, content, and vocabulary to understand informational text • Distinguish between relevant and irrelevant information • Identify missing, conflicting, and/or unclear information • Formulate questions to be answered by reading informational text, with assistance • Compare and contrast information from a variety of different sources • Condense, combine, or categorize new information from one or more sources • Draw conclusions and make inferences on the basis of explicit and implied information • Make, confirm, or revise predictions <p>Standard 2: Students will read, write, listen, and speak for literary response and expression.</p> <ul style="list-style-type: none"> • Recognize that one text may generate multiple interpretations • Interpret characters, plot, setting, and theme, using evidence from the text • Identify the author's point of view, such as first-person narrator and omniscient narrator • Recognize recurring themes in a variety of literary works • Determine how the use and meaning of literary devices (e.g., symbolism, metaphor and simile, alliteration, personification, flashback, and foreshadowing) convey the author's message or intent • Recognize how the author's use of language creates images or feelings • Identify poetic elements, such as repetition, rhythm, and rhyming patterns, in order to interpret poetry • Read silently and aloud from a variety of genres, authors, and themes • Identify questions of personal importance and interest, and list works of literature that addresses them • Compare motives of characters, causes of events, and importance of setting in literature to people, events, and places in their own lives • Identify social and cultural context and other characteristics of the time period to enhance
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<ul style="list-style-type: none"> • Demonstrate comprehension and respond to reading through activities such as writing, drama, and oral presentations • Read grade-level texts with appropriate expression, phrasing, and rate of reading <p>Motivation to Read</p> <ul style="list-style-type: none"> • Develop personal reading goals and maintain records of reading accomplishments • Read voluntarily for a variety of purposes • Be familiar with titles and authors of a wide range of grade- or age-appropriate literature • Engage in independent silent reading for extended periods of time 	<p>understanding and appreciation of text</p> <ul style="list-style-type: none"> • Compare a film, video, or stage version of a literary work with the written version <p>Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.</p> <ul style="list-style-type: none"> • Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text to <ul style="list-style-type: none"> - identify conflicting information - consider the background and qualifications of the writer - evaluate examples, details, or reasons used to support ideas - identify propaganda, with assistance - identify techniques used to persuade, such as emotional and ethical appeals, with assistance - identify differing points of view in texts and presentations - identify cultural and ethnic values and their impact on content - identify multiple levels of meaning • Judge a text by using evaluative criteria from a variety of perspectives, such as literary and personal, with assistance • Recognize the effect of one's own point of view in evaluating ideas, information, opinions, and issues <p>Standard 4: Students will read, write, listen, and speak for social interaction.</p> <ul style="list-style-type: none"> • Share reading experiences with peers or adults; for example, read together silently or aloud with a partner or in small groups • Consider the age, gender, social position, and cultural traditions of the writer • Recognize conversational tone in social communication • Recognize the types of language (e.g., informal, culture-specific terminology, jargon, colloquialisms, and email conventions) that are appropriate to social communication
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Grade 7 Writing

<p align="center">LITERACY COMPETENCIES</p> <p>The writing competencies common to all four ELA standards that students demonstrate during grade 7 are</p>	<p align="center">GRADE-SPECIFIC PERFORMANCE INDICATORS</p> <p>The grade-specific performance indicators that grade 7 students demonstrate as they learn to write include</p>
<p>Written Language Conventions</p> <ul style="list-style-type: none"> • Correctly spell a large body of words • Use a variety of spelling strategies (e.g., spelling patterns) and spelling resources (e.g., spelling dictionaries and spell-check) 	<p>Standard 1: Students will read, write, listen, and speak for information and understanding.</p> <ul style="list-style-type: none"> • Use several sources of information, in addition to an encyclopedia, in developing research reports • Identify an appropriate format for sharing information with an intended audience • Take research notes, using a note-taking process, with assistance

<p>tools) to support correct spelling</p> <ul style="list-style-type: none"> • Use legible print or cursive handwriting, or word processing, as is appropriate to the writing context <p>Composition</p> <ul style="list-style-type: none"> • Use a variety of strategies to plan and organize ideas for writing, such as keeping a list of topic ideas and a writer’s notebook, using graphic organizers, etc. • Write on a wide range of topics, both student and teacher selected • Write for a variety of purposes, with attention given to using the form of writing that best supports its purpose • Write for a range of audiences, adjusting writing style and tone accordingly • Engage in a variety of writing activities, both student and teacher initiated, to respond to the reading of literary and informational texts • Engage in a variety of writing activities, both student and teacher initiated, in response to listening to literary and informational texts • Revise writing to improve organization, clarity, and coherence • Edit writing to adhere to the conventions of written English • Work collaboratively with peers to plan, draft, revise, and edit written work • Write, using a variety of media to communicate ideas and information <p>Motivation to Write</p> <ul style="list-style-type: none"> • Engage in writing voluntarily for a variety of purposes, topics, and audiences • Publish writing in a variety of presentation or display media 	<ul style="list-style-type: none"> • Use outlines and graphic organizers, such as semantic webs, to plan reports, with assistance • Include relevant information and exclude irrelevant information • Use paraphrase and quotation correctly • Connect, compare, and contrast ideas and information from one or more sources • Support ideas with examples, definitions, analogies, and direct references to the text • Use graphics, such as graphs, charts, and diagrams, to enhance the communication of information • Cite sources in footnotes and bibliography, using correct form, with assistance • Write accurate and complete responses to questions about informational material • Maintain a portfolio that includes informational writing <p>Standard 2: Students will read, write, listen, and speak for literary response and expression.</p> <ul style="list-style-type: none"> • Write original literary texts to <ul style="list-style-type: none"> - develop a narrative, using an organizational plan such as chronology - sequence events (e.g., rising action, conflict, climax, falling action, and resolution) to advance a plot, with assistance - develop complex characters and create a setting - use literary devices - maintain a consistent point of view that enhances the message - select a genre and use appropriate conventions, such as dialogue, rhythm, and rhyme, with assistance - use language that is creative • Write interpretive and responsive essays of approximately three pages to <ul style="list-style-type: none"> - express opinions and support them through specific references to the text - demonstrate understanding of plot and theme - identify and describe characters and their motivations - analyze the impact of the setting - explain how the use of literary devices, such as symbolism, metaphor and simile, personification, and flashback, affects meaning - draw conclusions and provide reasons for the conclusions - compare and contrast characters, setting, mood, and voice in more than one literary text or performance - make connections between literary text and personal experience or knowledge • Maintain a writing portfolio that includes imaginative, interpretive, and responsive writing <p>Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.</p>
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	<ul style="list-style-type: none"> • Present clear analysis, using examples, details, and reasons from text • Present a hypothesis and predict possible outcomes • Select content and choose strategies for written presentation on the basis of audience, purpose, and content • Present a subject from more than one perspective by using various resources (e.g., news articles, nonfiction texts, personal experiences, and other school subjects) • Explain connections between and among texts to extend the meaning of each individual text • Compare and contrast literary elements in more than one genre and/or by more than one author • Maintain a writing portfolio that includes writing for critical analysis and evaluation <p>Standard 4: Students will read, write, listen, and speak for social interaction.</p> <ul style="list-style-type: none"> • Share the process of writing with peers and adults; for example, write a condolence note, get well-card, or thank-you letter with a writing partner or in small groups • Respect the age, gender, social position, and cultural traditions of the recipient • Develop a personal voice that enables the reader to get to know the writer • Write personal reactions about experiences, events, and observations, using a form of social communication • Identify the social communication techniques of published writers • Maintain a portfolio that includes writing for social communication • Use the conventions of email
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Grade 7 Listening

LITERACY COMPETENCIES	GRADE-SPECIFIC PERFORMANCE INDICATORS
<p>The listening competencies common to all four ELA standards that students demonstrate during grade 7 are</p>	<p>The grade-specific performance indicators that grade 7 students demonstrate as they learn to listen include</p>
<p>Listening</p> <ul style="list-style-type: none"> • Listen actively and attentively, for an extended period of time, to a variety of texts read aloud • Listen actively and attentively, for an extended period of time, to oral presentations • Listen actively and attentively, for an extended 	<p>Standard 1: Students will read, write, listen, and speak for information and understanding.</p> <ul style="list-style-type: none"> • Identify essential information for note taking • Listen in planning or brainstorming sessions with peers • Listen to and follow multistep directions that provide information about a task or assignment • Recall significant ideas and details, and describe the relationships between and among them • Distinguish between relevant and irrelevant oral information • Make, confirm, or revise predictions by distinguishing between relevant and irrelevant oral information

<p>period of time, for different purposes and to different speakers</p> <ul style="list-style-type: none"> Respond appropriately to what was heard 	<ul style="list-style-type: none"> Draw conclusions and make inferences on the basis of explicit information Recognize that the speaker's voice quality and delivery impact communication, with assistance <p>Standard 2: Students will read, write, listen, and speak for literary response and expression.</p> <ul style="list-style-type: none"> Interpret and respond to texts on a variety of themes from different genres and authors Listen to class lectures, and small group and classroom discussions, to comprehend and interpret literary text Recognize different levels of meaning in presentations Identify how the author's choice of words/characterization and use of other literary devices affect the listener's interpretation of the oral text, with assistance Identify how the poet's use of repetition, rhythm, and rhyming patterns affects the listener's interpretation of poetry, with assistance Recognize that the meaning of the spoken word can vary on the basis of tone, volume, pitch, and rate Recognize how the posture, facial expression, and gestures of the speaker or actor are used to evoke a response Identify questions of personal importance and interest and seek to address them by listening to and interpreting films, plays, and dramatic readings Recognize social, historical, and cultural features in presentations of literary texts, with assistance <p>Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.</p> <ul style="list-style-type: none"> Form an opinion or judgment about the validity and accuracy of information, ideas, opinions, themes, and experiences Recognize multiple levels of meaning Use personal experiences and knowledge, and the opinions of speakers in school and community settings, to make judgments from a variety of perspectives Recognize persuasive techniques, such as emotional and ethical appeals, in presentations Consider the experience and qualifications of speakers when analyzing and evaluating presentations, with assistance Identify missing or unclear information Evaluate the organization of presentations Evaluate the quality of the speaker's presentation style by using criteria such as voice quality and enunciation <p>Standard 4: Students will read, write, listen, and speak for social interaction.</p> <ul style="list-style-type: none"> Participate as a listener in social conversation with one or more people who are friends or acquaintances Respect the age, gender, social position, and cultural traditions of the speaker Listen for more than one level of meaning Withhold judgment Appreciate the speaker's uniqueness
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Grade 7 Speaking

LITERACY COMPETENCIES	GRADE-SPECIFIC PERFORMANCE INDICATORS
<p>The speaking competencies common to all four ELA standards that students demonstrate during grade 7 are</p>	<p>The grade-specific performance indicators that grade 7 students demonstrate as they learn to speak include</p>
<p>Speaking</p> <ul style="list-style-type: none"> • Speak in grammatically correct sentences, communicating ideas in an organized and coherent manner • Use appropriate and precise vocabulary to convey ideas effectively • Ask probing questions to elicit information, including evidence to support the speaker’s claims and conclusions • Use a variety of speaking techniques (e.g., adjusting tone, volume, and tempo; enunciating; and making eye contact) to make effective presentations • Participate actively and productively in group discussions • Organize information to achieve particular purposes and to appeal to the background and interests of the audience, with logic and coherence, when making presentations 	<p>Standard 1: Students will read, write, listen, and speak for information and understanding.</p> <ul style="list-style-type: none"> • Prepare and give presentations on informational topics • Contribute to group discussions by offering comments to clarify ideas and information • Present information to address audience needs • Present examples, definitions, and direct references to the text in support of ideas • Connect, compare, and contrast ideas and information • Use the conventions of the presentational format for panel discussions and mock trials • Ask questions to clarify information <p>Standard 2: Students will read, write, listen, and speak for literary response and expression.</p> <ul style="list-style-type: none"> • Present interpretations and support them through specific references to the text • Explain social, historical, and cultural features of literary text • Present original literary texts, using language and text structures that are inventive; for example, <ul style="list-style-type: none"> - use conventions of the literary genre, such as story, poem, and play - use an introduction that catches and excites the interest of the listener • Ask and respond to questions to clarify an interpretation or response to literary texts and performances <p>Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.</p> <ul style="list-style-type: none"> • Express opinions or judgments about information, ideas, opinions, themes, and experiences • Use an organizational format (e.g., question/answer, compare/contrast, and cause/effect) so that ideas and information are clear • State a hypothesis and predict possible outcomes • Present content, using strategies designed for the audience and purpose • Present a subject from one or more perspectives • Credit sources of information and opinions accurately in presentations and handouts, with assistance • Ask and respond to questions to clarify an opinion or judgment <p>Standard 4: Students will read, write, listen, and speak for social interaction.</p> <ul style="list-style-type: none"> • Respect the age, gender, social position, and cultural

	<p>traditions of the listener</p> <ul style="list-style-type: none"> • Provide feedback by asking questions • Use courtesy; for example, avoid sarcasm, ridicule, dominating the conversation, and interrupting • Use culture-specific language, jargon, and colloquialisms appropriate to the purpose and the listener • Adopt conventions of email to establish friendly tone in electronic-based social communication
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Grade 8 Reading

LITERACY COMPETENCIES	GRADE-SPECIFIC PERFORMANCE INDICATORS
<p>The reading competencies common to all four ELA standards that students demonstrate during grade 8 are</p> <p>Word Recognition</p> <ul style="list-style-type: none"> • Recognize at sight a large body of high-frequency words and specialized content vocabulary • Use a variety of word recognition strategies, such as letter-sound correspondence, syllable patterns, decoding by analogy, word structure, use of syntactic (grammar) cues, and use of semantic (meaning) cues, to read unfamiliar words quickly and accurately • Use varied sources of information, including context, to monitor and self-correct for word-reading accuracy <p>Background Knowledge and Vocabulary Development</p> <ul style="list-style-type: none"> • Acquire grade-appropriate vocabulary by reading a variety of texts across subject areas • Determine the meaning of unfamiliar words, terms, and idioms by using context, dictionaries, glossaries, and other print and electronic resources • Determine the meaning of unfamiliar words, terms, and idioms by using word structure knowledge, such as roots (e.g., Greek and Latin), prefixes, and suffixes, to determine word meaning • Determine the meaning of unfamiliar words, terms, and idioms by using prior knowledge and context clues 	<p>The grade-specific performance indicators that grade 8 students demonstrate as they learn to read include</p> <p>Standard 1: Students will read, write, listen, and speak for information and understanding.</p> <ul style="list-style-type: none"> • Locate and use school and public library resources independently to acquire information • Apply thinking skills, such as define, classify, and infer, to interpret data, facts, and ideas from informational texts • Read and follow written multistep directions or procedures to accomplish a task or complete an assignment • Preview informational texts to assess content and organization and select texts useful for the task • Use indexes to locate information and glossaries to define terms • Use knowledge of structure, content, and vocabulary to understand informational text • Distinguish between relevant and irrelevant information • Identify missing, conflicting, or unclear information • Formulate questions to be answered by reading informational text • Compare and contrast information from a variety of different sources • Condense, combine, or categorize new information from one or more sources • Draw conclusions and make inferences on the basis of explicit and implied information • Make, confirm, or revise predictions <p>Standard 2: Students will read, write, listen, and speak for literary response and expression.</p> <ul style="list-style-type: none"> • Read silently and aloud from a variety of genres, authors, and themes • Interpret characters, plot, setting, theme, and dialogue, using evidence from the text • Identify the author’s point of view, such as first-person narrator and omniscient narrator • Determine how the use and meaning of literary devices, such as symbolism, metaphor and simile,

<ul style="list-style-type: none"> • Recognize grade-appropriate synonyms and antonyms and use a thesaurus to identify additional examples • Recognize multiple meanings of words and connections among meanings of words <p>Fluency</p> <ul style="list-style-type: none"> • Read grade-appropriate texts with appropriate expression, phrasing, and pacing <p>Comprehension/Response</p> <ul style="list-style-type: none"> • Respond to and comprehend various genres for student-selected and teacher-selected purposes • Combine multiple strategies (e.g., predict/confirm, question, visualize, summarize, monitor, self-correct) to enhance comprehension and response • Use text structure and literary devices to aid comprehension and response • Work collaboratively with peers to comprehend and respond to texts • Analyze, contrast, support, and critique points of view in a wide range of genres • Find, evaluate, and combine information from print and electronic sources for student-selected and teacher-selected inquiries • Demonstrate comprehension and response through a range of activities, such as writing, drama, oral presentation, and mixed media performance <p>Motivation to Read</p> <ul style="list-style-type: none"> • Show interest in reading a wide range of texts, topics, genres, and authors • Read voluntarily for a variety of personal and academic purposes • Be familiar with titles and authors of a wide range of grade-appropriate literature • Engage in independent silent reading for extended periods of time 	<p>illustration, personification, flashback, and foreshadowing, convey the author’s message or intent</p> <ul style="list-style-type: none"> • Recognize how the author’s use of language creates images or feelings • Identify poetic elements, such as repetition, rhythm, and rhyming patterns, in order to interpret poetry • Compare motives of characters, causes of events, and importance of setting in literature to people, events, and places in own lives • Identify social and cultural contexts and other characteristics of the time period in order to enhance understanding and appreciation of text • Compare a film, video, or stage version of a literary work with the written version <p>Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.</p> <ul style="list-style-type: none"> • Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in texts: for example, <ul style="list-style-type: none"> - identify conflicting information - consider the background and qualifications of the writer - question the writer’s assumptions, beliefs, intentions, and biases - evaluate examples, details, or reasons used to support ideas - identify fallacies of logic that lead to unsupported conclusions - discriminate between apparent messages and hidden agendas - identify propaganda and evaluate its effectiveness - identify techniques the author uses to persuade (e.g., emotional and ethical appeals) - identify differing points of view in texts and presentations - identify cultural and ethnic values and their impact on content - identify multiple levels of meaning • Judge a text by using evaluative criteria from a variety of perspectives, such as literary, political, and personal • Suspend judgment until all information has been presented <p>Standard 4: Students will read, write, listen, and speak for social interaction.</p> <ul style="list-style-type: none"> • Share reading experiences with peers or adults; for example, read together silently or aloud with a partner or in small groups • Consider the age, gender, social position, and traditions of the writer • Recognize the types of language (e.g., informal vocabulary, culture-specific terminology, jargon, colloquialisms, and email conventions) that are appropriate to social communication
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Grade 8 Writing

LITERACY COMPETENCIES	GRADE-SPECIFIC PERFORMANCE INDICATORS
<p>The writing competencies common to all four ELA standards that students demonstrate during grade 8 are</p> <p>Spelling</p> <ul style="list-style-type: none"> • Correctly spell most words in one’s writing • Use a variety of spelling resources, such as spelling dictionaries and spell-check tools, to spell words correctly <p>Text Production</p> <ul style="list-style-type: none"> • Use legible print or cursive writing, or type <p>Composition</p> <ul style="list-style-type: none"> • Compose, mechanically grade-appropriate texts for a variety of student-selected and teacher-selected purposes • Write with voice to address varied purposes, topics, and audiences across the curriculum • Organize writing effectively to communicate ideas to an intended audience • Compose arguments to support points of view with relevant details from single and multiple texts • Work collaboratively with peers to plan, draft, revise, and edit written work • Produce written and multimedia reports of inquiry, using multiple sources <p>Motivation to Write</p> <ul style="list-style-type: none"> • Engage in writing voluntarily for a variety of purposes, topics, and audiences • Publish writing in a variety of presentation or display media 	<p>The grade-specific performance indicators that grade 8 students demonstrate as they learn to write include</p> <p>Standard 1: Students will read, write, listen, and speak for information and understanding.</p> <ul style="list-style-type: none"> • Use several sources of information, in addition to an encyclopedia, to develop research reports • Identify appropriate format for sharing information with intended audience and comply with the accepted features of that format • Take research notes, using a note-taking process • Use outlines and graphic organizers, such as semantic webs, to plan reports • Include relevant and exclude irrelevant information • Use paraphrase and quotation correctly • Connect, compare, and contrast ideas and information from one or more sources • Support ideas with examples, definitions, analogies, and direct references to the text • Cite sources in notes and bibliography, using correct form • Write accurate and complete responses to questions about informational material • Maintain a portfolio that includes informational writing <p>Standard 2: Students will read, write, listen, and speak for literary response and expression.</p> <ul style="list-style-type: none"> • Write original literary texts to <ul style="list-style-type: none"> - develop a narrative, using an organizational plan such as chronology or flashback - sequence events to advance a plot; use action, conflict, climax, falling action, and resolution - maintain a consistent point of view that enhances the message and/or establishes the mood - select a genre and use appropriate conventions, such as dialogue, rhythm, and rhyme • Write interpretive and responsive essays of approximately three pages to <ul style="list-style-type: none"> - express opinions and support them through specific references to the text - demonstrate an understanding of plot and theme - identify and describe characters and their motivations - analyze the importance of setting - identify and interpret how the use of literary devices, such as symbolism, metaphor and simile, alliteration, personification, flashback, and foreshadowing, affects meaning - draw conclusions and provide reasons for the conclusions - compare and contrast characters, setting, mood,

	<p>and voice in more than one literary text or performance</p> <ul style="list-style-type: none"> • Maintain a writing portfolio that includes literary, interpretive, and responsive writing <p>Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.</p> <ul style="list-style-type: none"> • Present clear analyses, using examples, details, and reasons from text • Present a hypothesis and predict possible outcomes from one or more perspectives • Select content and choose strategies for written presentation on the basis of audience, purpose, and content • Explain connections between and among texts to extend the meaning of each individual text • Compare and contrast the use of literary elements in more than one genre, by more than one author • Maintain a writing portfolio that includes writing for critical analysis and evaluation <p>Standard 4: Students will read, write, listen, and speak for social interaction.</p> <ul style="list-style-type: none"> • Share the process of writing with peers and adults; for example, write a condolence note, get-well card, or thank-you letter with a writing partner or in small groups • Respect the age, gender, social position, and cultural traditions of the recipient • Develop a personal voice that enables the reader to get to know the writer • Write personal reactions to experiences, events, and observations, using a form of social communication • Identify and model the social communication techniques of published writers • Maintain a portfolio that includes writing for social communication • Use the conventions of email
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Grade 8 Listening

LITERACY COMPETENCIES The listening competencies common to all four ELA standards that students demonstrate during grade 8 are	GRADE-SPECIFIC PERFORMANCE INDICATORS The grade-specific performance indicators that grade 8 students demonstrate as they learn to listen include
<p>Listening</p> <ul style="list-style-type: none"> • Listen with comprehension, for an extended period of time, to texts read aloud • Listen with comprehension, for an extended period of time, to oral presentations • Listen with comprehension for student-determined and teacher-determined purposes • Respond appropriately to what is 	<p>Standard 1: Students will read, write, listen, and speak for information and understanding.</p> <ul style="list-style-type: none"> • Recall significant ideas and details and the relationships between and among them • Identify missing, conflicting, or unclear information • Draw conclusions and make inferences on the basis of explicit and implied information • Recognize that the speaker’s voice and delivery impact communication <p>Standard 2: Students will read, write, listen, and speak for literary response and expression.</p>

<p>heard</p> <ul style="list-style-type: none"> Listen with comprehension and respect when others speak 	<ul style="list-style-type: none"> Listen to class lectures, and small group and classroom discussions, to comprehend, interpret, and critique literary text Identify how the author's choice of words, use of characterization, and use of other literary devices affect the listener's interpretation of the oral text Identify how the poet's use of repetition, rhythm, and rhyming patterns affects the listener's interpretation of poetry Recognize social, historical, and cultural features in presentation of literary texts <p>Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.</p> <ul style="list-style-type: none"> Form an opinion or judgment about the validity and accuracy of information, ideas, opinions, issues, themes, and experiences Recognize persuasive techniques, such as emotional and ethical appeals, in presentations Consider the experience, qualifications, and possible biases of speakers in analyzing and evaluating presentations Identify conflicting, missing, or unclear information Suspend judgment until all information has been presented Evaluate the quality of the speaker's presentation style by using criteria such as voice quality, enunciation, and delivery <p>Standard 4: Students will read, write, listen, and speak for social interaction.</p> <ul style="list-style-type: none"> Participate as a listener in social conversation with one or more people who are friends or acquaintances Respect the age, gender, social position, and cultural traditions of the speaker Listen for more than one level of meaning, articulated and unspoken Encourage the speaker with appropriate facial expressions and gestures Withhold judgment Appreciate the speaker's uniqueness
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Grade 8 Speaking

<p style="text-align: center;">LITERACY COMPETENCIES</p> <p>The speaking competencies common to all four ELA standards that students demonstrate during grade 8 are</p>	<p style="text-align: center;">GRADE-SPECIFIC PERFORMANCE INDICATORS</p> <p>The grade-specific performance indicators that grade 8 students demonstrate as they learn to speak include</p>
<p>Speaking</p> <ul style="list-style-type: none"> Speak to share responses to a variety of texts and performances Use precise vocabulary to communicate ideas Speak, using grammatical structures suited 	<p>Standard 1: Students will read, write, listen, and speak for information and understanding.</p> <ul style="list-style-type: none"> Prepare and give presentations on informational topics Contribute to group discussions by offering

<p>to particular audiences</p> <ul style="list-style-type: none"> • Speak to include details and examples relevant to the audience and purpose • Communicate spoken ideas in an organized and coherent manner • Speak with expression, volume, pace, and gestures appropriate to the topic, audience, and purpose of communication • Respond respectfully to others • Participate in group discussions on a range of topics and for a variety of purposes • Offer verbal feedback to others in a respectful and responsive manner 	<p>comments to clarify and interpret ideas and information</p> <ul style="list-style-type: none"> • Present information to address audience needs and to anticipate questions • Present examples, definitions, analogies, and direct references to the text in support of ideas • Connect, compare, and contrast ideas and information • Use the conventions of the presentational format for panel discussions, debates, and mock trials • Ask and respond to questions to clarify information <p>Standard 2: Students will read, write, listen, and speak for literary response and expression.</p> <ul style="list-style-type: none"> • Express interpretations and support them through specific references to the text • Present original, literary texts, using language and text structures that are inventive; for example, <ul style="list-style-type: none"> - use rhyme, rhythm, and repetition to create an emotional or aesthetic effect • Ask and respond to questions to clarify an interpretation or response to literary texts and performances <p>Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.</p> <ul style="list-style-type: none"> • Express opinions or judgments about information, ideas, opinions, issues, themes, and experiences • State a hypothesis and predict possible outcomes from one or more perspectives • Present content, using strategies designed for the audience, purpose, and context • Credit sources of information and opinions accurately in presentations and handouts <p>Standard 4: Students will read, write, listen, and speak for social interaction.</p> <ul style="list-style-type: none"> • Respect the age, gender, social position, and cultural traditions of the listener • Provide feedback by asking questions designed to encourage further conversation • Use courtesy; for example, avoid sarcasm, ridicule, dominating the conversation, and interrupting • Use culture-specific language, jargon, colloquialisms, and gestures appropriate to the purpose, occasion, and listener • Respond to the listener's interests, needs, and reactions to social conversation • Adopt conventions of email to establish
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	friendly tone in electronic-based social communication
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Grades 9–12

Core Performance Indicators: common to all four ELA standards

Throughout grades 9, 10, 11, and 12, students demonstrate the following core performance indicators in the key ideas of reading, writing, listening, and speaking.

<p>Reading</p> <ul style="list-style-type: none"> • Identify the purpose for reading • Adjust the reading rate according to the purpose for reading • Determine the meaning of unfamiliar words by using classroom and other resources • Distinguish between dictionary meaning and implied meaning of the writer’s words • Follow the logic of compound/complex sentence structure • Use knowledge of punctuation to assist in comprehension • Identify transitional words or phrases that make text cohesive (e.g., finally, in addition, and in contrast) • Recognize the organizational format, such as hierarchical, chronological, and cause/effect • Use strategies such as discussing with others, reading guides and summaries, and reading aloud to assist in comprehension • Identify opportunities for improvement of reading comprehension skills; for example, exposure to seek a wider range of writers, topics, and styles • Maintain a personal reading list to reflect reading accomplishments <p>Listening</p> <ul style="list-style-type: none"> • Listen respectfully and responsively • Recognize the use and impact of effective language • Demonstrate appropriate body language as a listener • Identify own purpose for listening • Recognize content-specific vocabulary, terminology, or jargon unique to particular groups of people <p>Speaking</p> <ul style="list-style-type: none"> • Respond respectfully • Initiate communication with peers and adults in the school and local community • Use a presentational format appropriate for the audience and purpose • Use the conventions of standard spoken English appropriate to the message and audience 	<p>Writing</p> <ul style="list-style-type: none"> • Understand the purpose for writing; the purpose may be to explain, describe, narrate, persuade, or express feelings • Identify the intended audience • Use tone and language appropriate to the audience and purpose • Use prewriting activities (e.g., brainstorming, freewriting, note taking, outlining, and paragraphing) • Use the writing process (e.g., prewriting, drafting, revising, proofreading, and editing) • Write clear, concise sentences • Observe the rules of punctuation, capitalization, and spelling <ul style="list-style-type: none"> - punctuation of simple and compound sentences, dialogue, titles of articles - capitalization of words such as proper adjectives, titles of persons, and words in quotes - spelling of commonly misspelled words, homonyms, content-area vocabulary • Use correct grammatical construction <ul style="list-style-type: none"> - parts of speech, such as nouns; adjectives and adverbs (comparative/superlative); pronouns (indefinite/nominative/objective); conjunctions (coordinating/subordinating); prepositions and prepositional phrases; interjections; and conjunctions to connect ideas - complete simple, compound, and complex sentences of varied structure containing dependent clauses and using correct subject-verb agreement, correct verb tense, and pronouns with clear antecedents • Use dictionaries, thesauruses, and style manuals • Use an organizational format that
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<ul style="list-style-type: none">• Apply delivery techniques such as voice projection and demonstrate physical poise• Use nonverbal communication techniques to help disclose message• Use visual aids and props effectively• Respond to the audience's reaction and adapt presentation• Establish and maintain eye contact with audience	<p>provides direction, coherence, and/or unity</p> <ul style="list-style-type: none">• Use computer technology to create, manipulate, and edit text
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Grade 6 ELA Scope & Sequence

Resources & References

Hyde Park Central School District
Department of Humanities
**Grade 6 ELA Scope & Sequence
Resources & References**

K-5 Technology Skills Rubric

ELA educators should refer to the scope and sequence of elementary technology skills in the development of expectations for computer literacy. Beginning in the 2005/2006 academic year, these skills will be incorporated into instruction for all K-5 students. Future revisions will reinforce the alignment between ELA standards and technology skills.

K-5 Technology Skills Rubric

Revised October 2004

	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
Typing	Type Name	Start Read, Write and Type.	Complete Read, Write and Type.	Start Type to Learn.	Use Type to Learn. Type 10 words per min. with 90% accuracy.	Use Type to Learn. Type 15 words per min. with 90% accuracy.
Word Processing	Type Name	Type a sentence with capitals and periods.		Type a short paragraph.	Word Formatting: Spelling and grammar and thesaurus. Change fonts and font sizes. Center words and paragraphs.	Create a Newsletter: Use Bullets, Numbers and Margins.
Multi-Media Presentation		Create original art work using paint.		Insert images. Use drawing tools to create objects.	PowerPoint: Apply designs, backgrounds, font styles and colors to all slides.	Advanced PowerPoint: Use transitions, sounds, and movies in a slide show.
Spreadsheets				Make a list.	Sort and find data in a list, Sum a column of numbers	Create graphs for information. Format graphs with labels and legends.
Resource and File Management	Find his/her name on a teacher list. Navigate age-appropriate software. Follow appropriate computer rules.			Use a personal login. Save and retrieve documents to a home directory. (End of year)	Copy text or images from any application to any other application.	
Internet	Launch Internet browser. Use book marked sites.	Use history and back buttons in browser.	Google search introduced.	Introduced to copyright laws for copy and paste.		Follow copyright laws for copy and paste.

For Further Study

The following texts and websites are provided as a partial bibliography and resource guide for the ideas, institutions, and instructional practices in the foregoing pages. Again, teachers are encouraged to add their own list of useful references and suggestions.

About the Writing Process

Atwell, Nancie. In the Middle: New Understanding About Writing, Reading, and Learning (Workshop Series). New Hampshire: Heinemann (Boynnton/Cook), 1998.

Calkins, Lucy <http://rwproject.tc.columbia.edu/> and <http://www.unitsofstudy.com/default.asp>

Rief, Linda. Seeking Diversity: Language Arts with Adolescents. New Hampshire: Heinemann, 1991.

About 6+ 1 Writing Traits

Northwest Regional Educational Laboratories
<http://www.nwrel.org/assessment/gettingstarted.php?odelay=2&d=1&s=6>

Fletcher, Ralph and Portalupi, JoAnn. Teaching the Qualities of Writing. New Hampshire: Heinemann (FirstHand), 2004.

About Understanding by Design

McTighe, Jay and Wiggins, Grant. Understanding by Design. New Jersey: Prentice Hall, 2000.

The UBD Exchange <http://www.ubdexchange.org>

About Authentic Assessment

North Central Regional Educational Laboratory
<http://www.ncrel.org/sdrs/areas/issues/envrnmnt/stw/sw11k8.htm>

Assessment rubrics <http://www.uwstout.edu/soe/profdev/assess.shtml>

Lesson Plans Aligned to NYS Standards

NYS Virtual Learning System <http://eservices.nysed.gov/vls/>

Marco Polo Lesson Plans http://www.marcopolo-education.org/teacher/content_index.aspx

Professional Organizations for Teachers of English

National Council of Teachers of English <http://www.ncte.org>

NYS English Council <http://www.nysecteach.org/>

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