

MAYWOOD PUBLIC SCHOOL

Language Arts Curriculum

Language Arts Philosophy

Language arts is essential in developing comprehension and communication skills in the ever-changing global society. Reading, writing, speaking, and listening are the foundations of communication. Effective communication is the basis upon which people are empowered to interact successfully.

Language Arts Exit Outcomes

By the end of the twelfth grade, students at Maywood Public School will be able to...

1. learn and apply reading skills and strategies to construct meaning.
2. learn and apply writing skills and strategies to construct meaning.
3. learn and apply speaking and listening skills and strategies to communicate meaning.
4. identify, locate, and evaluate information using multiple literacies.

Language Arts Strands

1. Reading Skills
 - A. Knowledge of Print
 - B. Phonological Awareness
 - C. Word Analysis
 - D. Fluency
 - E. Vocabulary
 - F. Comprehension
2. Writing Skills
 - A. Writing Process
 - B. Writing Genres
3. Speaking & Listening Skills
 - A. Speaking Skills
 - B. Listening Skills
4. Multiple Literacies

Nebraska State Language Arts Standards

Kindergarten

Reading

- 0.1.1.a Identify variations in print (e.g., font, size, bold, italic, upper/lower case).
- 0.1.1.b Explain that the purpose of print is to carry information (e.g., environmental print, names).
- 0.1.1.c Demonstrate voice to print match (e.g., student points to print as someone reads).
- 0.1.1.d Demonstrate understanding that words are made up of letters.
- 0.1.1.e Identify parts of a book (e.g., cover, pages, title, author, illustrator).
- 0.1.1.f Demonstrate knowledge that print reads from left to right and top to bottom.
- 0.1.1.g Identify punctuation (e.g., period, exclamation mark, question mark).
- 0.1.2.a Segment spoken sentences into words.
- 0.1.2.b Identify and produce oral rhymes.
- 0.1.2.c Blend and segment syllable sounds in spoken words (e.g., cupcake, birthday).
- 0.1.2.d Blend spoken onsets and rimes to form simple words (e.g., v-an,gr-ab).
- 0.1.2.e Segment onsets and rimes orally (v-an, gr-ab).
- 0.1.2.f Blend phonemes in spoken words (e.g., beginning, middle, and ending sounds; recognize same sounds in different words).
- 0.1.2.g Segment phonemes in spoken words (e.g., beginning, middle, and ending sounds; recognize same sounds in different words).
- 0.1.3.a Identify upper and lower case letters.
- 0.1.3.b Match consonant and short vowel sounds to appropriate letters (e.g., matching letters to sounds while reading).
- 0.1.3.c Read at least 25 basic high frequency words from a commonly used list.
- 0.1.3.d Use phonetic knowledge to write (e.g., approximated spelling).
- 0.1.3.e Recognize known words in connected text (e.g., big book, environmental print, class list, labels).
- 0.1.3.f Identify similarities and differences in words (e.g., word endings, onset and rime) when spoken or written.
- 0.1.4.a Imitate adult's expression, reflecting meaning with voice (e.g., pause, stress, phrasing).
- 0.1.4.b Imitate repeating language patterns during reading (e.g., modeled reading, choral reading).
- 0.1.4.c Read familiar text with others, maintaining an appropriate pace.
- 0.1.5.a Examine word structure elements and word patterns to determine meaning (e.g., plural forms, simple compounds).
- 0.1.5.b Relate new grade level vocabulary to prior knowledge and use in new situations.
- 0.1.5.c Develop awareness of context clues (e.g., predictions, word and sentence clues) and text features (e.g., titles, bold print, illustrations) that may be used to infer the meaning of unknown words.
- 0.1.5.d Identify and sort pictures of objects into conceptual categories (e.g., colors, shapes).
- 0.1.5.e Determine word meaning using reference materials and classroom resources (e.g., word wall, picture dictionary, peer(s), teacher).
- 0.1.6.a Explain that the author and illustrator create books.
- 0.1.6.b Identify elements of the story including setting, character, and events.
- 0.1.6.c Retell information from narrative text including characters, setting, and events.
- 0.1.6.d Indicate that authors use words in different ways (e.g., rhythm, repeating line, simile, alliteration, onomatopoeia, sensory details).

- 0.1.6.e Retell main ideas from informational text.
- 0.1.6.f Identify text feature in informational text (e.g., titles, bold print, illustrations).
- 0.1.6.g Demonstrate a basic knowledge of familiar narrative and informational text genres (e.g., fairy tales, nursery rhymes, picture books, how-to-books).
- 0.1.6.h Make connections between characters or events in narrative and informational text, to own life or other cultures.
- 0.1.6.i Generate and/or answer clarifying questions (who, what, when, where, why, how), supporting answers using prior knowledge and information from the text.
- 0.1.6.j Identify different purposes for reading (e.g., information, pleasure).
- 0.1.6.k Build and activate prior knowledge in order to identify text to self, text to text, and text to world connections before, during, and after reading.
- 0.1.6.l Make predictions about a text using prior knowledge, pictures, and titles.
- 0.1.6.m Respond to text verbally, in writing, or artistically.

Writing

- 0.2.1.a Demonstrate that writing communicates thoughts and ideas.
- 0.2.1.b Apply prewriting activities to generate ideas (e.g., brainstorming, discussion, drawing, literature, personal/classroom experiences).
- 0.2.1.c Generate representations of ideas (e.g., pictures, labels, letter strings, words, simple sentences); select and organize ideas relevant to a topic.
- 0.2.1.d Revise writing by adding details.
- 0.2.1.e Edit writing for format and conventions (e.g., correct spelling of frequently used words, basic punctuation such as period, exclamation mark, question mark).
- 0.2.1.f Publish a legible document (e.g., handwritten).
- 0.2.1.g Print all uppercase and lowercase letters, attending to the form of the letters.
- 0.2.2.a Write for a specific purpose (e.g., lists, alphabet book, story with picture, label objects in classroom).
- 0.2.2.b Write to known audience or specific reader (e.g., letter to a familiar person, note to teacher, thank you note).

Speaking and Listening

- 0.3.1.a Communicate ideas orally in daily classroom activities and routines.
- 0.3.2.a Demonstrate listening skills needed for multiple situations and modalities (e.g., stories, songs, conversations, student sharing, teacher presentation).
- 0.3.2.b Complete a task after listening for information.
- 0.3.2.c Listen and retell main ideas of information.
- 0.3.3.a Demonstrate awareness of and sensitivity to the use of words (e.g., helpful and hurtful words).
- 0.3.3.b Demonstrate conversation strategies (e.g., face the speaker, listen while others are talking, take turns talking, eye contact).
- 0.3.3.c Participate in learning situations (e.g., small groups, show and share, cooperative problem solving, play).

Multiple Literacies

- 0.4.1.a Identify resources to find information (e.g., print, electronic).
- 0.4.1.b Demonstrate understanding of authorship of print and online resources.
- 0.4.1.c Demonstrate awareness of safe behaviors when communicating and interacting with others (e.g., rules for internet use).
- 0.4.1.d Engage in activities with learners from a variety of cultures through electronic means (e.g., podcasts, video chats, distance learning).

- 0.4.1.e Gather and share information and opinions as a result of communication with others (e.g., computer applications, teacher controlled internet downloads, multimedia presentations).

Grade 1

Reading

- 1.1.1.a Identify variations in print (e.g., font, size, bold, italic, upper/lower case).
- 1.1.1.b Explain that the purpose of print is to carry information.
- 1.1.1.c Demonstrate voice to print match (e.g., student points to words while reading).
- 1.1.1.d Demonstrate understanding that words are made up of letters.
- 1.1.1.e Identify parts of a book (e.g., pages, title, title page, author, illustrator, table of contents).
- 1.1.1.f Demonstrate knowledge that print reads from left to right and top to bottom.
- 1.1.1.g Identify punctuation (e.g., period, quotation marks, exclamation mark, question mark).
- 1.1.2.a Segment spoken sentences into words.
- 1.1.2.b Identify and produce oral rhymes.
- 1.1.2.c Blend and segment syllable sounds in spoken words.
- 1.1.2.d Blend and segment onset and rime orally (e.g., v-an, gr-ab).
- 1.1.2.e Manipulate phonemes orally (e.g., blend, segment).
- 1.1.2.f Manipulate phonemes to create new words, pseudo or real (e.g., "What is hand without the /h/?" -and; "The word is cat. Change the /t/ to /n/. What's the new word?" -can).
- 1.1.3.a Read, write, and spell words by applying common letter-sound correspondences (e.g., single letter consonants, consonant blends, long and short vowels, diagraphs).
- 1.1.3.b Use common word patterns to read, write, and spell new words (e.g., r-controlled letter-sound associations, ending [-s, -ing, -ed], consonant blends).
- 1.1.3.c Read at least 100 high-frequency words from a commonly used list.
- 1.1.3.d Spell single syllable phonetically regular words.
- 1.1.3.e Blend sounds to real words.
- 1.1.3.f Read words in connected text.
- 1.1.3.g Use word structure to read text including onsets and rimes, contractions, and common compound words (e.g., football, popcorn, daydream).
- 1.1.3.h Monitor the accuracy of decoding.
- 1.1.4.a Read in meaningful phrases that sound like natural language to support comprehension.
- 1.1.4.b Use a core of high-frequency words and phrases.
- 1.1.4.c Use repeating language patterns when reading.
- 1.1.4.d Use voice intonation (e.g., volume, tone, emphasis) to influence the meaning of text.
- 1.1.4.e Read along with others and independently practice keeping an appropriate pace for a text.
- 1.1.5.a Use word structure elements, known word, and word patterns to determine meaning (e.g., plural forms, simple compounds, base words).
- 1.1.5.b Relate new grade level vocabulary to prior knowledge and use in new situation.
- 1.1.5.c Demonstrate understanding that context clues (e.g., word and sentence clues, re-reading) and text features (e.g., photos, illustrations, titles, bold print) exist and may be used to help infer the meaning of unknown words.

- 1.1.5.d Define, sort, and categorize words into conceptual categories (e.g., opposites, living things, synonyms).
- 1.1.5.e Determine word meaning using reference materials and classroom resources (e.g. word wall, picture dictionary, peer(s), teacher).
- 1.1.5.f Locate words in reference materials (e.g., alphabetical order).
- 1.1.6.a Identify author, illustrator, and author's purpose (e.g., explain, entertain, inform).
- 1.1.6.b Identify elements of narrative text (e.g., characters, setting, events).
- 1.1.6.c Retell information from narrative text including characters, setting, and events.
- 1.1.6.d Identify the ways authors use words (e.g., rhythm, repeating line, simile, alliteration, onomatopoeia).
- 1.1.6.e Retell main ideas from informational text.
- 1.1.6.f Identify the characteristics of organizational patterns found in informational text (e.g., sequence, compare/contrast).
- 1.1.6.g Identify text features in informational text (e.g., titles, bold print, italic, illustrations, captions).
- 1.1.6.h Identify the basic characteristics of familiar narrative and informational text genres (e.g., fairy tales, nursery rhymes, picture books, how-to-books).
- 1.1.6.i Make connections between characters or events in narrative and informational text, to own life or other cultures.
- 1.1.6.j Generate and/or answer clarifying questions (who, what, when, where, why, how), supporting answers using prior knowledge and information from the text.
- 1.1.6.k Identify and explain purpose for reading (e.g., information, pleasure).
- 1.1.6.l Build and activate prior knowledge in order to identify text to self, text to text, and text to world connections before, during, and after reading.
- 1.1.6.m Self-monitor comprehension by applyin appropriate strategies to self-correct when errors detract from meaning.
- 1.1.6.n Confirm predictions about what will happen next in a text by using meaning clues (e.g., pictures, titles, cover, story-sequence, key words).
- 1.1.6.o Respond to text verbally, in writing, or artistically.

Writing

- 1.2.1.a Demonstrate that writing communicates thoughts and ideas.
- 1.2.1.b Apply presriting activities and inquiry tools to generate ideas (e.g., draw, brainstorm, graphic organizer, writing tools).
- 1.2.1.c Generate a draft by: Selecting and organizing idease relevant to topic, purpose, and genre; Composing complete sentences of varying length and complexity (e.g., dictation, labeling, simple sentences).
- 1.2.1.d Revise writing by adding details (e.g., quality of ideas, organization, sentence fluency, word choice, voice).
- 1.2.1.e Provide feedback to other writers.
- 1.2.1.f Edit writing for format and conventions (e.g., correct spelling of frequently used words, capitalization, grammar, basic punctuation such as exclamation mark).
- 1.2.1.g Publish a legible document (e.g., handwritten).
- 1.2.1.h Write with appropriate spaces between letters, words, and sentences..
- 1.2.2.a Write for a specific purpose (e.g., story with pictures, factual book, alphabet book, poem, letter).
- 1.2.2.b Write to known audience or specific reader (e.g., letter to familiar person).
- 1.2.2.c Write books and short pieces of writing that tell a story and/or provide information to readers about a topic.
- 1.2.2.d Write stories with a beginning, middle, and end.
- 1.2.2.e Compare models and examples (own and others) of various genres to create similar pieces.

Speaking and Listening

- 1.3.1.a Communicate ideas orally in a manner appropriate for the purpose and setting (e.g., language, word choice, sequence, relevance).
- 1.3.1.b Communicate orally in daily classroom activities and routines.
- 1.3.2.a Demonstrate listening skills needed for multiple situations and modalities (e.g., stories, songs, conversations, student sharing, teacher presentation).
- 1.3.2.b Use information in order to complete a task (e.g., following one/two step directions, responding to questions).
- 1.3.2.c Listen and retell specific details of information.
- 1.3.2.d Listen to and ask question about thoughts, ideas, and information being communicated.
- 1.3.3.a Demonstrate awareness of and sensitivity to the use of words (e.g., helpful and hurtful words).
- 1.3.3.b Apply conversation strategies (e.g., face the speaker, listen while others are talking, take turns talking, eye contact).
- 1.3.3.c Participate in learning situations (e.g., small groups, show and share, cooperative problem solving, play).

Multiple Literacies

- 1.4.1.a Identify resources to find information (e.g., print electronic).
- 1.4.1.b Demonstrate understanding of authorship of print and online resources.
- 1.4.1.c Demonstrate awareness of safe behaviors when communicating and interacting with others (e.g., safe information to share online).
- 1.4.1.d Engage in activities with learners from a variety of cultures through electronic means (e.g., podcasts, video chats, distance learning, e-pals).
- 1.4.1.e Gather and share information and opinions as a result of communication with others (e.g., video/audio chat, interview, podcast, multi-media presentations).

Grade 2

Reading

- 2.1.3.a Use knowledge of letter/sound correspondence and spelling patterns to read, write, and spell (e.g., consonant and vowel digraphs, diphthongs).
- 2.1.3.b Read, write, and spell sight words.
- 2.1.3.c Blend sounds to form words.
- 2.1.3.d Read words in connected text.
- 2.1.3.e Use word structure to read text (e.g., onset and rime, prefixes/suffixes, compound words, contractions, syllabication, derivation).
- 2.1.3.f Monitor the accuracy of decoding.
- 2.1.4.a Read phrases, clauses, and sentences that sound like natural language to support comprehension.
- 2.1.4.b Read high-frequency words and phrases accurately and automatically.
- 2.1.4.c Vary voice intonation (e.g., volume, tone) to reflect meaning of text.
- 2.1.4.d Use appropriate pace while reading to gain and enhance the meaning of text.
- 2.1.5.a Use word structure elements, known words, and word patterns to determine meaning (e.g., contractions, plurals, possessives, basic parts of speech, compounds, syllables).
- 2.1.5.b Relate new grade level vocabulary to prior knowledge and use in new situations.
- 2.1.5.c Identify and use context clues (e.g., word and sentence clues, re-reading) and text features (e.g., illustrations, graphs, titles, bold print) to help infer meaning of unknown words.

- 2.1.5.d Identify semantic relationships (e.g., patterns and categories, synonyms, antonyms, multiple meanings).
- 2.1.5.e Identify meaning using print and digital reference materials (e.g., dictionary, glossary).
- 2.1.5.f Locate words in reference materials (e.g., alphabetical order, guide words).
- 2.1.6.a Identify author's purpose(s) (e.g., explain, entertain, inform, persuade) to support text comprehension.
- 2.1.6.b Identify elements of narrative text (e.g., characters, setting, plot).
- 2.1.6.c Retell information from narrative text including characters, setting, and plot.
- 2.1.6.d Explain the ways authors use words (e.g., rhythm, repeating line, simile, alliteration, onomatopoeia).
- 2.1.6.e Retell and summarize the main idea from informational text.
- 2.1.6.f Identify organizational patterns found in informational text (e.g., sequence, description, compare/contrast).
- 2.1.6.g Use text features to locate information and gain meaning from a text (e.g., table of contents, maps, charts, illustrations, titles, bold print, captions).
- 2.1.6.h Identify the basic characteristics of familiar narrative and informational text genres (e.g., fairy tales, nursery rhymes, picture books, how-to books).
- 2.1.6.i Compare and contrast connections between characters or events in narrative or informational text, to own life or other cultures.
- 2.1.6.j Generate and/or answer literal, inferential, and critical questions, supporting answers using prior knowledge and literal and inferential information from the text.
- 2.1.6.k Identify and explain purpose for reading (e.g., information, pleasure, understanding).
- 2.1.6.l Build and activate prior knowledge in order to identify text to self, text to text, and text to world connections before, during, and after reading.
- 2.1.6.m Self-monitor comprehension by applying appropriate strategies to self-correct when errors detract from meaning.
- 2.1.6.n Make and confirm/modify predictions before, during, and after reading (e.g., illustrations, personal experience, events, character traits).
- 2.1.6.o Respond to text verbally, in writing, or artistically.

Writing

- 2.2.1.a Use prewriting activities and inquiry tools to generate ideas (e.g., brainstorm, map, free write, graphic organizer).
- 2.2.1.b Generate a draft by: Selecting and organizing ideas relevant to topic, purpose, and genre; Composing complete sentences of varying length, and complexity, and type (e.g., dictation, labeling, simple sentences declarative, interrogative, exclamatory); Developing a coherent beginning and end.
- 2.2.1.c Revise to improve writing (e.g., quality of ideas, organization, sentence fluency, word choice, voice).
- 2.2.1.d Provide oral feedback to other writers; utilize others' feedback to improve own writing.
- 2.2.1.e Edit writing for format and conventions (e.g., spelling, capitalization, grammar, basic punctuation).
- 2.2.1.f Publish a legible document (e.g., handwritten or electronic).
- 2.2.1.g Print legibly (e.g., letter formation, letter size, spacing, alignment).
- 2.2.2.a Write for a specific purpose (e.g., story with pictures, factual book, alphabet book, poem, letter).
- 2.2.2.b Write to known audience or specific reader (e.g., letter to familiar person).
- 2.2.2.c Write considering typical characteristics of a selected genre (e.g., variety of poems, friendly letter, how-to books).
- 2.2.2.d Use an organizational structure that includes a central idea or focus.
- 2.2.2.e Compare models and examples (own and others) of various genres to create a similar piece.

Speaking and Listening

- 2.3.1.a Communicate ideas orally in a manner appropriate for the purpose and setting (e.g., language, word choice, sequence, relevance).

- 2.3.1.b Demonstrate speaking techniques for a variety of purposes and situation.
- 2.3.2.a Demonstrate listening skills needed for multiple situations and modalities (e.g., electronic, one-to-one, small/large group, teacher presentation).
- 2.3.2.b Use information in order to complete a task (e.g., follow multi-step directions, responding to questions).
- 2.3.2.c Listen and retell specific details of information heard.
- 2.3.2.d Listen to and ask questions about thoughts, ideas, and information being communicated.
- 2.3.3.a Demonstrate awareness of and sensitivity to the use of words (e.g., helpful and hurtful words, stereotypes, multiple meaning of words).
- 2.3.3.b Apply conversation strategies (e.g., face the speaker, listen while others are talking, take turns talking, eye contact, stay on topic, non-verbal cues).
- 2.3.3.c Participate actively with others in learning situations by contributing questions, information, opinions, and ideas (e.g., book share, literature circle, field trip share, cooperative problem solving).

Multiple Literacies

- 2.4.1.a Use resources to answer guiding questions (e.g., print, electronic).
- 2.4.1.b Discuss ethical and legal use of information.
- 2.4.1.c Practice safe behaviors when communicating and interacting with others (e.g., safe information to share online).
- 2.4.1.d Engage in activities with learners from a variety of cultures through electronic means (e.g., podcasts, video chats, distance learning, e-pals).
- 2.4.1.e Gather and share information and opinions as a result of communication with others (e.g., video/audio chat, interview, podcast, multi-media presentations).
- 2.4.1.f Use social networks and information tools to gather and share information (e.g., social bookmarking, online collaborative tools).

Grade 3

Reading

- 3.1.3.a Use advanced sound/spelling patterns (e.g., special vowel spellings [ough, ion], multi-syllable words) to read, write, and spell.
- 3.1.3.b Use word structure to read text (e.g., prefixes/suffixes, compound words, contractions, syllabication, derivation).
- 3.1.4.a Read phrases, clauses, and sentences that sound like natural language to support comprehension.
- 3.1.4.b Read words and phrases accurately and automatically.
- 3.1.4.c Demonstrate conversational tone (e.g., volume, emphasis) and use of punctuation to reflect meaning of text.
- 3.1.4.d Demonstrate varied pace while reading orally to enhance the meaning of text through pause, stress, and phrasing.
- 3.1.5.a Apply word structure elements, known words, and word patterns to determine meaning (e.g., contractions, plurals, possessives, basic parts of speech, compounds, syllables).
- 3.1.5.b Relate to new grade level vocabulary to prior knowledge and use in new situations.
- 3.1.5.c Apply context clues (e.g., word, phrase, and sentence clues, re-reading) and text features (e.g., table of contents, maps, charts, font/format styles) to help infer meaning of unknown .
- 3.1.5.d Identify semantic relationships (e.g., patterns and categories, synonyms, antonyms, homonyms, multiple meanings).
- 3.1.5.e Identify meaning using print and digital reference materials (e.g., dictionary, glossary).
- 3.1.5.f Locate words in reference materials (e.g., alphabetical order, guide words).
- 3.1.6.a Identify author's purpose(s) (e.g., explain, entertain, inform, persuade) to support text comprehension.
- 3.1.6.b Identify elements of narrative text (e.g., characters, setting, plot, point of view).

- 3.1.6.c Retell and summarize narrative text including characters, setting, and plot with supporting details.
- 3.1.6.d Identify literary devices and explain the ways in which language is used (e.g., simile, alliteration, onomatopoeia, imagery, rhythm).
- 3.1.6.e Retell and summarize the main idea from informational text using supporting details.
- 3.1.6.f Recognize and apply knowledge of organizational patterns found in informational text (e.g., sequence, description, cause and effect, compare/contrast).
- 3.1.6.g Apply knowledge of text features to locate information and gain meaning from a text (e.g., table of contents, maps, charts, illustrations, headings, caption, font/format styles).
- 3.1.6.h Describe the defining characteristics of narrative and informational genres (e.g., folk tales, poetry, historical fiction, biographies, chapter books, textbooks).
- 3.1.6.i Use narrative or informational text to develop a multi-cultural perspective.
- 3.1.6.j Generate and/or answer literal, inferential, and critical questions, supporting answers using prior knowledge and literal and inferential information from the texts.
- 3.1.6.k Identify and explain purpose for reading (e.g., information, pleasure, understanding).
- 3.1.6.l Build and activate prior knowledge in order to identify text to self, text to text, and text to world connections before, during, and after reading.
- 3.1.6.m Self-monitor comprehension by recognizing when meaning is disrupted and apply strategies to clarify, confirm, or correct.
- 3.1.6.n Make and confirm/modify predictions before, during, and after reading (e.g., captions, headings, character traits, personal experience).
- 3.1.6.o Use examples and details in a text to make inferences about a story or situation.
- 3.1.6.p Respond to text verbally, in writing or artistically.

Writing

- 3.2.1.a Use prewriting activities and inquiry tools to generate and organize information (e.g., sketch, brainstorm, web, free write, graphic organizer, storyboarding, and word processing tools).
- 3.2.1.b Generate a draft by: Selecting and organizing ideas relevant to topic, purpose, and genre; composing paragraphs with grammatically correct sentences of varying length, and complexity, and type (e.g., declarative, interrogative, and exclamatory); Developing paragraphs with topic sentences and supporting facts and details.
- 3.2.1.c Revise to improve writing (e.g., quality of ideas, organization, sentence fluency, word choice, voice).
- 3.2.1.d Provide oral and/or written feedback to other writers; utilize others' feedback to improve own writing.
- 3.2.1.e Edit writing for format and conventions (e.g., spelling, capitalization, grammar, punctuation).
- 3.2.1.f Publish a legible document (e.g., handwritten or electronic).
- 3.2.1.g Write legible in cursive.
- 3.2.2.a Write in a selected genre considering purpose (e.g., inform, entertain, persuade, instruct).
- 3.2.2.b Write considering audience and what the reader needs to know.
- 3.2.2.c Write considering typical characteristics of a selected genre (e.g., variety of poems, friendly letter, how-to books).
- 3.2.2.d Apply an organizational structure appropriate to the task (e.g., logical, sequential order).
- 3.2.2.e Analyze models and examples (own and others) of various genres to create a similar piece.

Speaking and Listening

- 3.3.1.a Communicate ideas and information in a clear and concise manner appropriate for the purpose and setting (e.g., language, word choice, sequence, relevance).
- 3.3.1.b Demonstrate speaking techniques for a variety of purposes and situations.

- 3.3.1.c Utilize available media to enhance communication (e.g., poster, overhead).
- 3.3.2.a Demonstrate listening skills needed for multiple situations and modalities (e.g., electronic, one-to-one, small/large group, presentation).
- 3.3.2.b Use information in order to complete a task.
- 3.3.2.c Listen, ask questions to clarify, and take notes to ensure accuracy of information.
- 3.3.2.d Listen to and summarize thoughts, ideas, and information being communicated.
- 3.3.3.a Demonstrate awareness of and sensitivity to the use of words (e.g., stereotypes, multiple meanings of words).
- 3.3.3.b Apply conversation strategies (e.g., face the speaker, listen while others are talking, gain the floor, take turns talking, eye contact, tone, stay on topic, non-verbal cues).
- 3.3.3c Interact and collaborate with others in learning situations by contributing questions, information, opinions, and ideas using a variety of media and formats.

Multiple Literacies

- 3.4.1.a Select and use multiple resources to answer guiding questions (e.g., print, electronic).
- 3.4.1.b Discuss ethical and legal use of information.
- 3.4.1.c Practice safe and ethical behaviors when communicating and interacting with others (e.g., safe informaiton to share online, appropriate language use, utilizing appropriate sites and materials).
- 3.4.1.d Engage in activities with learners from a variety of cultures through electronic means (e.g., podcasts, video chats, distance learning, e-pals).
- 3.4.1.e Identify bias and commercialism (e.g. product placement, advertising).
- 3.4.1.f Gather and share information and opinions as a result of communication with others (e.g. video/audio chat, interview, podcast, multi-media presentations).
- 3.4.1.g Use social networks and information tools to gather and share information (e.g., social bookmarking, online collaborative tools).

Grade 4

Reading

- 4.1.3.a Use advanced sound/spelling patterns (e.g., vowel variance, multi-syllable words) to read, write, and spell.
- 4.1.3.b Use word structure to read text (e.g., prefixes/suffixes, compound words, contractions, syllabication, derivation).
- 4.1.4.a Read phrases, clauses, and sentences that sound like natural language to support comprehension.
- 4.1.4.b Read words and phrases accurately and automatically.
- 4.1.4.c Demonstrate conversational tone (e.g., volume, pitch) and use of punctuation to reflect meaning of text.
- 4.1.4.d Adjust oral or silent reading pace based on purpose, text difficulty, form, and style.
- 4.1.5.a Apply knowledge of word structure elements, known words, and word patterns to determine meaning (e.g., parts of speech, plurals, possessives, suffixes, prefixes, base and root words).
- 4.1.5.b Relate new grade level vocabulary to prior knowledge and use in new situations.
- 4.1.5.c Apply context clues (e.g., word, phrase, sentence, and paragraph clues, re-reading) and text features (e.g., glossary, headings, subheadings, captions) to infer meaning of unknown words.
- 4.1.5.d Identify semantic relationships (e.g., patterns and categories, homographs, homophones, synonyms, antonyms, multiple meanings).
- 4.1.5.e Determine meaning using print and digital reference materials (e.g., dictionary, thesaurus, glossary).

- 4.1.6.a Identify author's purpose(s) (e.g., explain, entertain, inform, persuade) and recognize how author perspective (e.g., beliefs, assumptions, biases) influences text.
- 4.1.6.b Identify and analyze elements of narrative text (e.g., character development, setting, plot, theme).
- 4.1.6.c Summarize narrative text including characters, setting, and plot with supporting details.
- 4.1.6.d Identify literary devices and explain the ways in which language is used (e.g., simile, metaphor, alliteration, onomatopoeia, imagery, rhythm).
- 4.1.6.e Retell and summarize the main idea from informational text using supporting details.
- 4.1.6.f Recognize and apply knowledge of organizational patterns found in informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion).
- 4.1.6.g Apply knowledge of text features to locate information and gain meaning from a text (e.g., glossary, maps, charts, tables, graphs, illustrations, headings, subheadings, captions, font/format styles).
- 4.1.6.h Describe the defining characteristics of narrative and informational genres (e.g., folk tales, poetry, historical fiction, biographies, chapter books, textbooks).
- 4.1.6.i Use narrative or informational text to develop a multi-cultural perspective.
- 4.1.6.j Generate and/or answer literal, inferential, critical, and interpretive questions, supporting answers using prior knowledge and literal and inferential information from the text.
- 4.1.6.k Identify and explain purpose for reading (e.g., information, pleasure, understanding).
- 4.1.6.l Build and activate prior knowledge in order to identify text to self, text to text, and text to world connections before, during, and after reading.
- 4.1.6.m Self-monitor comprehension by recognizing when meaning is disrupted and apply strategies to clarify, confirm, or correct.
- 4.1.6.n Make and confirm/modify predictions before, during, and after reading (e.g., title, topic sentences, font, key words, foreshadowing clues).
- 4.1.6.o Use examples and details in a text to make inferences about a story or situation.
- 4.1.6.p Respond to text verbally, in writing, or artistically.

Writing

- 4.2.1.a Use prewriting activities and inquiry tools to generate and organize information, guide writing and answer questions (e.g., sketch, brainstorm, diagram, free write, graphic organizer, digital idea mapping tool, word processing tools, multimedia).
- 4.2.1.b Generate a draft by: Selecting and organizing ideas relevant to topic, purpose, and genre; Composing paragraphs with grammatically correct sentences of varying length, and complexity, and type (e.g., declarative, interrogative, exclamatory, and imperative); Developing introductory and concluding paragraphs.
- 4.2.1.c Revise to improve writing (e.g., quality of ideas, organization, sentence fluency, word choice, voice).
- 4.2.1.d Provide oral, written, and/or electronic feedback to other writers; utilize others' feedback to improve own writing.
- 4.2.1.e Edit writing for format and conventions (e.g., spelling, capitalization, grammar, punctuation).
- 4.2.1.f Publish a legible document (e.g., handwritten or electronic).
- 4.2.2.a Write in a selected genre considering purpose (e.g., inform, entertain, persuade, instruct).
- 4.2.2.b Write considering audience and what the reader needs to know; select words and format with audience in mind.
- 4.2.2.c Write considering tone/voice and typical characteristics of a selected genre (e.g., memoir, biography, report, formal letter).
- 4.2.2.d Select and apply an organizational structure appropriate to the task (e.g., logical, sequential order).
- 4.2.2.e Analyze models and examples (own and others) of various genres to create a similar piece.

Speaking and Listening

- 4.3.1.a Communicate ideas and information in a clear and concise manner appropriate to the purpose and setting.
- 4.3.1.b Demonstrate speaking techniques for a variety of purposes and situations.
- 4.3.1.c Utilize available media to enhance communication (e.g., presentation software, poster).
- 4.3.2.a Demonstrate listening skills needed for multiple situations and modalities (e.g., electronic, one-to-one, small/large group, presentation).
- 4.3.2.b Listen, ask questions to clarify, and take notes to ensure accuracy of information.
- 4.3.2.c Listen to, summarize, and explain thoughts, ideas, and information being communicated.
- 4.3.3.a Demonstrate sensitivity to the use of words (e.g., stereotypes, multiple meanings of words).
- 4.3.3.b Apply conversation strategies (e.g., face the speaker, listen while others are talking, gain the floor, take turns talking, eye contact, tone, stay on topic, non-verbal cues).
- 4.3.3.c Interact and collaborate with others in learning situations by contributing questions, information, opinions, and ideas using a variety of media and formats.

Multiple Literacies

- 4.4.1.a Select and use multiple resources to answer guiding questions (e.g., print, subscription databases, web resources).
- 4.4.1. b Demonstrate ethical and legal use of information by citing sources using a prescribed format (e.g., creating a simplified citation of information used).
- 4.4.1.c Practice safe and ethical behaviors when communicating and interacting with others (e.g., safe information to share online, appropriate language use, utilizing appropriate sites and materials, respecting diverse perspectives).
- 4.4.1.d Engage in activities with learners from a variety of cultures through electronic means (e.g., podcasts, video chats, distance learning, e-pals).
- 4.4.1.e Identify bias and commercialism (e.g., product placement, advertising).
- 4.4.1.f Gather and share information and opinions as a result of communication with others (e.g., video/audio chat, interview, podcast, multi-media presentations).
- 4.4.1.g Use social networks and information tools to gather and share information (e.g., social bookmarking, online collaborative tools).

Grade 5

Reading

- 5.1.3.a Use knowledge of phonetic and structural analysis (e.g., Anglo-Saxon common roots and affixes, multiple syllable words).
- 5.1.4.a Read phrases, clauses, and sentences that sound like natural language to support comprehension.
- 5.1.4.b Read words and phrases accurately and automatically.
- 5.1.4.c Recognize and practice elements of oral prosodic reading to reflect meaning of text (e.g., poem read slowly, conversational narrative, emphasis on key points of information).
- 5.1.4.d Adjust oral or silent reading pace based on purpose, text difficulty, form, and style.
- 5.1.5.a Apply knowledge of word structure elements, known words, and word patterns to determine meaning (e.g., affixes, abbreviations, parts of speech, word origins).
- 5.1.5.b Relate new grade level vocabulary to prior knowledge and use in new situations.
- 5.1.5.c Select and apply knowledge of context clues (e.g., word, phrase, sentence, and paragraph clues, re-reading) and text features (e.g., glossary, headings, subheadings, captions, maps) to determine meaning of unknown words in a variety of text structures.

- 5.1.5.d Identify semantic relationships (e.g., multiple meanings, metaphors, similes, idioms, analogies).
- 5.1.5.e Determine meaning using print and digital reference materials (e.g., dictionary, thesaurus, glossary).
- 5.1.6.a Identify author's purpose(s) (e.g., explain, entertain, inform, persuade) and recognize how author perspective (e.g., beliefs, assumptions, biases) influences text.
- 5.1.6.b Identify and analyze elements of narrative text (e.g., character development, setting, plot, theme).
- 5.1.6.c Summarize narrative text including characters, setting, plot, and theme with supporting details.
- 5.1.6.d Identify literary devices and explain the ways in which language is used (e.g., simile, metaphor, alliteration, onomatopoeia, imagery, rhythm).
- 5.1.6.e Summarize and analyze the main idea from informational text using supporting details.
- 5.1.6.f Understand and apply knowledge of organizational patterns found in informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion).
- 5.1.6.g Apply knowledge of text features to locate information and gain meaning from a text (e.g., index, maps, charts, tables, graphs, headings, subheadings).
- 5.1.6.h Describe the defining characteristics of narrative and informational genres (e.g., textbooks, myths, fantasies, science fiction, drama, periodicals, essays)
- 5.1.6.i Recognize the social, historical, cultural, and biographical influences in a variety of genres.
- 5.1.6.j Use narrative and informational text to develop a national and global multi-cultural perspective.
- 5.1.6.k Generate and/or answer literal, inferential, critical, and interpretive questions, supporting answers using prior knowledge and literal and inferential information from the text and additional sources.
- 5.1.6.l Select text for a particular purpose (e.g., information, pleasure, answer a specific question).
- 5.1.6.m Build and activate prior knowledge in order to identify text to self, text to text, and text to world connections before, during, and after reading.
- 5.1.6.n Self-monitor comprehension by recognizing when meaning is disrupted and apply strategies to clarify, confirm, or correct.
- 5.1.6.o Use examples and details to make inferences or logical predictions while previewing and reading text.
- 5.1.6.p Respond to text verbally, in writing, or artistically.

Writing

- 5.2.1.a Use prewriting activities and inquiry tools to generate and organize information, guide writing, and answer questions (e.g., sketch, brainstorm, map, outline, diagram, free write, graphic organizer, digital idea mapping tool).
- 5.2.1.b Generate a draft by: Selecting and organizing ideas relevant to topic, purpose, and genre; Composing paragraphs with simple and compound sentences of varying length, and complexity, and type (e.g., declarative, interrogative, exclamatory, and imperative); Developing details and transitional phrases that link one paragraph to another.
- 5.2.1.c Revise to improve writing (e.g., quality of ideas, organization, sentence fluency, word choice, voice).
- 5.2.1.d Provide oral, written, and/or electronic feedback to other writers; utilize others' feedback to improve own writing.
- 5.2.1.e Edit writing for format and conventions (e.g., spelling, capitalization, grammar, punctuation).
- 5.2.1.f Publish a legible document (e.g., report, digital story) applying formatting techniques (e.g., indenting paragraphs, titles).
- 5.2.2.a Write in a selected genre considering purpose (e.g., inform, entertain, persuade, instruct).
- 5.2.2.b Write to a specified audience considering interests, background knowledge, and expectations (e.g., known or unknown individual, business, organization).
- 5.2.2.c Write considering tone/voice and typical characteristics of a selected genre (e.g., memoir, biography, report, persuasive letter, poem, essay).
- 5.2.2.d Select and apply an organizational structure appropriate to the task (e.g., logical, sequential order, description).
- 5.2.2.e Analyze models and examples (own and others') of various genres to create a similar piece.

Speaking and Listening

- 5.3.1.a Communicate ideas and information in a manner appropriate for the purpose and setting.
- 5.3.1.b Demonstrate speaking techniques for a variety of purposes and situations.
- 5.3.1.c Utilize available media to enhance communication (e.g., projection system, presentation software).
- 5.3.2.a Demonstrate listening skills needed for multiple situations and modalities (e.g., video, audio, distance, one-to-one, group).
- 5.3.2.b Listen and ask questions to clarify, and take notes to ensure accuracy of information.
- 5.3.2.c Listen to, summarize and interpret message and purpose of information being communicated.
- 5.3.3.a Demonstrate sensitivity to the use of words in general as well as to a particular audience (e.g., stereotypes, connotations, subtleties of language).
- 5.3.3.b Apply conversation strategies (e.g. face the speaker, listen while others are talking, gain the floor, eye contact, tone, stay on topic, non-verbal cues).
- 5.3.3.c Interact and collaborate with others in learning situations by contributing questions, information, opinions, and ideas using a variety of media and formats.

Multiple Literacies

- 5.4.1.a Select and use multiple resources to generate and answer question (e.g., print, subscription databases, web resources).
- 5.4.1.b Demonstrate ethical and legal use of information by citing sources using a prescribed format (e.g., creating a simplified citation of information used).
- 5.4.1.c Practice safe and ethical behaviors when communicating and interacting with others (e.g., safe information to share online, appropriate language use, utilizing appropriate sites and materials, respecting diverse perspectives).
- 5.4.1.d Engage in activities with learners from a variety of cultures through electronic means (e.g., podcasts, video chats, distance learning).
- 5.4.1.e Evaluate the message for bias and commercialism (e.g., product placement, advertising, body image).
- 5.4.1.f Gather and share information and opinions as a result of communication with others (e.g., video/audio chat, interview, podcast, multi-media presentations).
- 5.4.1.g Use social networks and information tools to gather and share information (e.g., social bookmarking, online collaborative tools).

Grade 6

Reading

- 6.1.3.a Use knowledge of phonetic and structural analysis (e.g., Anglo-Saxon, Greek, and Latin roots, foreign words frequently using in English, bases, affixes).
- 6.1.4.a Apply elements of oral prosodic reading to reflect the meaning of text (e.g., poem read slowly, conversational narrative, emphasis on key points of information).
- 6.1.4.b Adjust oral or silent reading pace based on purpose, text difficulty, form, and style.
- 6.1.5.a Determine the meaning of words through structural analysis, using knowledge of Greek, Latin, and Anglo Saxon roots, prefixes, and suffixes to understand complex words, including words in science, mathematics, and social studies.
- 6.1.5.b Relate new grade level vocabulary to prior knowledge and use in new situations.
- 6.1.5.c Select and apply knowledge of context clues (e.g., word, phrase, sentence, and paragraph clues, re-reading) and text features (e.g., glossary, headings, subheadings, index, tables, maps, charts) to determine meaning of unknown words in a variety of text structures.
- 6.1.5.d Identify semantic relationships (e.g., metaphors, similes, idioms, analogies, comparisons).
- 6.1.5.e Determine meaning using print and digital reference materials (e.g., dictionary, thesaurus, glossary).

- 6.1.6.a Explain how author's purpose and perspective affect the meaning and reliability of the text.
- 6.1.6.b Identify and analyze elements of narrative text (e.g., character development, setting, plot development, conflict, point of view, theme).
- 6.1.6.c Summarize narrative text using understanding of characters, setting, sequence of events, plot, and theme.
- 6.1.6.d Interpret and explain the author's use of literary devices (e.g., simili, metaphor, alliteration, onomatopoeia, imagery, rhythm).
- 6.1.6.e Summarize, analyze, and synthesize informational text using main idea and supporting details.
- 6.1.6.f Apply knowledge of organizational patterns found in informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion).
- 6.1.6.g Apply knowledge of text features to locate information and gain meaning from a text (e.g., index, maps, charts, tables, graphs, headings, subheadings).
- 6.1.6.h Distinguish between the defining characteristics of different narrative and informational genres (e.g., textbooks, myths, fantasies, science fiction, drama, periodicals, and essays).
- 6.1.6.i Describe the social, historical, cultural, and biographical influences in a variety of genres.
- 6.1.6.j Use narrative and informational text to develop a national and global multi-cultural perspective.
- 6.1.6.k Generate and/or answer literal, inferential, critical, and interpretive questions, supporting answers using prior knowledge and information from the text and additional sources.
- 6.1.6.l Select text for a particular purpose (e.g., information, pleasure, answer a specific question).
- 6.1.6.m Build and activate prior knowledge in order to identify text to self, text to text, and text to world connections before, during, and after reading.
- 6.1.6.n Self-monitor comprehension for accuracy and understanding when errors detract from meaning by applying appropriate strategies to self-correct.
- 6.1.6.o Use examples and details to make inferences or logical predictions while previewing and reading text.
- 6.1.6.p Respond to text verbally, in writing, or artistically.

Writing

- 6.2.1.a Use prewriting activities and inquiry tools, using available technology, to generate and organize information, guide writing, and answer questions.
- 6.2.1.b Generate a draft by: Selecting and organizing ideas relevant to topic, purpose, and genre; Composing paragraphs with simple, compound, and complex sentences, avoiding fragments and run-ons of varying length and complexity; Concluding with detailed summary linked to the purpose of the composition.
- 6.2.1.c Revise to improve writing (e.g., quality of ideas, organization, sentence fluency, word choice, voice).
- 6.2.1.d Provide oral, written, and/or electronic feedback to other writers; utilize others' feedback to improve own writing.
- 6.2.1.e Edit writing for format and conventions (e.g., spelling, capitalization, grammar, punctuation).
- 6.2.1.f Publish a legible document (e.g., report, podcast, web page, PowerPoint) that applies formatting techniques to aid comprehension (e.g., differing fonts, title page, highlighting, spacing).
- 6.2.2.a Write in a selected genre considering purpose (e.g., inform, entertain, persuade, instruct).
- 6.2.2.b Write to a specified audience considering interests, background knowledge, and expectations (e.g., known or unknown individual, business, organization, cyber audience).
- 6.2.2.c Write considering typical characteristics of the selected genre (e.g., biography, report, business memo, poem, essay, email, podcast).
- 6.2.2.d Select and apply an organizational structure appropriate to the task (e.g., chronological order, cause and effect, compare and contrast).
- 6.2.2.e Analyze models and examples (own and others') of various genres in order to create a similar piece.

Speaking and Listening

- 6.3.1.a Communicate ideas and information in a manner appropriate for the purpose and setting.

- 6.3.1.b Demonstrate and adjust speaking techniques for a variety of purposes and situations.
- 6.3.1.c Utilize available media to enhance communication.
- 6.3.2.a Demonstrate listening skills needed for multiple situations and modalities (e.g., video, audio, distance, one-to-one, group).
- 6.3.2.b Listen, ask questions to clarify, and take notes to ensure accuracy of information.
- 6.3.2.c Listen to, analyze, and evaluate message, purpose, and perspective of information being communicated.
- 6.3.3.a Demonstrate sensitivity to the use of words in general as well as to a particular audience (e.g., stereotypes, connotations, subtleties of language).
- 6.3.3.b Apply conversation strategies (e.g., listen while others are talking, gain the floor, eye contact, tone, stay on topic, non-verbal cues).
- 6.3.3.c Interact and collaborate with others in learning situations by contributing questions, information, opinions, and ideas using a variety of media and formats.

Multiple Literacies

- 6.4.1.a Select and use multiple resources to generate and answer questions and establish validity of information (e.g., print, subscription databases, web resources).
- 6.4.1.b Demonstrate ethical and legal use of information by citing sources using a prescribed format (e.g., citation of information used).
- 6.4.1.c Practice safe and ethical behaviors when communicating and interacting with others (e.g., safe information to share online, appropriate language use, utilize appropriate sites and materials, respect diverse perspectives).
- 6.4.1.d Engage in activities with learners from a variety of cultures through electronic means (e.g., podcasts, video chats, distance learning).
- 6.4.1.e While reading, listening, and viewing, evaluate the message for bias, commercialism and hidden agendas (e.g., product placement, television ad, radio ad, movie, body image, sexism).
- 6.4.1.f Gather and share information and opinions as a result of communication with others (e.g., video/audio chat, interview, podcast, multi-media presentations).
- 6.4.1.g Use social networks and information tools to gather and share information (e.g., social bookmarking, online collaborative tools).

Grade 7

Reading

- 7.1.4.a Apply elements of prosodic reading to a group of related texts and explore their potential for performance.
- 7.1.4.b Adjust oral or silent reading pace based on purpose, text difficulty, form, and style.
- 7.1.5.a Determine meaning of words through structural analysis, using knowledge of Greek, Latin, and Anglo-Saxon roots, prefixes, and suffixes to understand complex words, including words in science, mathematics, and social studies.
- 7.1.5.b Relate new grade level vocabulary to prior knowledge and use in new situations.
- 7.1.5.c Select and apply knowledge of context clues (e.g., word, phrase, sentence, and paragraph clues, re-reading) and text features (e.g., glossary, headings, subheadings, index, tables, maps, graphs, charts) appropriate to a particular text to determine meaning of unknown words.
- 7.1.5.d Analyze semantic relationships (e.g., figurative language, connotations, subtle distinctions).
- 7.1.5.e Determine meaning using print and digital reference materials.
- 7.1.6.a Analyze the meaning, reliability, and validity of the text considering author's purpose, and perspective.
- 7.1.6.b Identify and analyze elements of narrative text (e.g., character development, setting, plot development, conflict, point of view, theme).
- 7.1.6.c Analyze author's use of literary devices (e.g., foreshadowing, personification, idiom, oxymoron, hyperbole, flashback, suspense, symbolism, irony).
- 7.1.6.d Summarize, analyze, and synthesize informational text using main idea and supporting details.

- 7.1.6.e Apply knowledge of organizational patterns found in informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion, proposition/support).
- 7.1.6.f Apply knowledge of text features to locate information and gain meaning from a text (e.g., index, annotations, maps, charts, tables, graphs, headings, subheadings).
- 7.1.6.g Explain and make inferences based on the characteristics of narrative and informational genres (e.g., textbooks, myths, fantasies, science fiction, drama, periodicals, essays).
- 7.1.6.h Explain the social, historical, cultural, and biographical influences in a variety of genres.
- 7.1.6.i Use narrative and informational text to develop a national and global multi-cultural perspective.
- 7.1.6.j Generate and/or answer literal, inferential, critical, and interpretive questions, analyzing prior knowledge, information from the text and additional sources, to support answers.
- 7.1.6.k Select text for a particular purpose (e.g., understand, interpret, enjoy, solve problems, form an opinion, answer a specific question, discover models for own writing).
- 7.1.6.l Build and activate prior knowledge in order to clarify text, deepen understanding, and make connections while reading.
- 7.1.6.m Self-monitor comprehension for accuracy and understanding when errors detract from meaning by applying appropriate strategies to self-correct.
- 7.1.6.n Use examples and details to make inferences or logical predictions while previewing and reading text.
- 7.1.6.o Respond to text verbally, in writing, or artistically.

Writing

- 7.2.1.a Use prewriting activities and inquiry tools, using available technology, to generate and organize information, guide writing and answer questions.
- 7.2.1.b Generate a draft by: Selecting and organizing ideas relevant to topic, purpose, and genre; Composing paragraphs with sentences of varying length and complexity avoiding fragments and run-ons; Using effective transitional words and cues to unify important ideas.
- 7.2.1.c Revise to improve writing (e.g., quality of ideas, organization, sentence fluency, word choice, voice).
- 7.2.1.d Provide oral, written, and/or electronic feedback to other writers; utilize others' feedback to improve own writing.
- 7.2.1.e Edit writing for format and convention (e.g., spelling, capitalization, grammar, punctuation).
- 7.2.1.f Publish a legible document (e.g., report, podcast, web page, PowerPoint) that applies formatting techniques to aid comprehension (e.g., differing fonts, title page, highlighting, spacing).
- 7.2.2.a Write in a variety of genres, considering purpose (e.g., inform, entertain, persuade, instruct).
- 7.2.2.b Write in a variety of genres, considering audience (e.g., a known or unknown individual, a business, organization, or cyber audience).
- 7.2.2.c Write considering typical characteristics of the selected genre (e.g., letter to the editor, report, email, class notes, essay, research paper, play).
- 7.2.2.d Select and apply an organizational structure appropriate to the task (order of importance, similarity and difference, posing and answering a question).
- 7.2.2.e Analyze models and examples (own and others') of various genres in order to create a similar piece.

Speaking and Listening

- 7.3.1.a Communicate ideas and information in a manner appropriate for the purpose and setting.
- 7.3.1.b Demonstrate and adjust speaking techniques for a variety of purposes and situations.
- 7.3.1.c Utilize available media to enhance communication.
- 7.3.2.a Apply listening skills needed for multiple situations and modalities (e.g., video, audio, distance, one-to-one, group).

- 7.3.2.b Listen and ask probing questions to elicit information.
- 7.3.2.c Listen to, analyze, and evaluate message, purpose, and perspective of information being communicated.
- 7.3.3.a Demonstrate sensitivity to the use of words in general as well as to a particular audience (e.g., stereotypes, connotations, subtleties of language).
- 7.3.3.b Apply conversation strategies (e.g., listen while others are talking, eye contact, tone, stay on topic, non-verbal cues).
- 7.3.3.c Interact and collaborate with others in learning situations by contributing questions, information, opinions, and ideas using a variety of media and formats.

Multiple Literacies

- 7.4.1.a Select and use multiple resources to generate and answer questions and establish validity of information (e.g., print, subscription databases, web resources).
- 7.4.1.b Demonstrate ethical and legal use of information by citing sources using a prescribed format (e.g., citation of information used).
- 7.4.1.c Practice safe and ethical behaviors when communicating and interacting with others (e.g., safe information to share online, appropriate language use, utilize appropriate sites and materials, respect diverse perspectives).
- 7.4.1.d Engage in activities with learners from a variety of cultures through electronic means (e.g., podcasts, video chats, distance learning).
- 7.4.1.e While reading, listening, and viewing, evaluate the message for bias, commercialism and hidden agendas (e.g., product placement, television ad, radio ad, movie, body image, sexism).
- 7.4.1.f Gather and share information and opinions as a result of communication with other (e.g., video/audio chat, interview, podcast, multi-media presentations).
- 7.4.1.g Use social networks and information tools to gather and share information (e.g., social bookmarking, online collaborative tools).

Grade 8

Reading

- 8.1.4.a Incorporate elements of prosodic reading to communicate text.
- 8.1.4.b Adjust oral or silent reading pace based on purpose, text difficulty, form, and style.
- 8.1.4.c Recognize and represent writer's tone and style while reading individually or in groups (e.g., choral reading, reader's theatre performances).
- 8.1.5.a Determine meaning of words through structural analysis, using knowledge of Greek, Latin, and Anglo-Saxon roots, prefixes, and suffixes to understand complex words, including words in science, mathematics, and social studies.
- 8.1.5.b Relate new grade level vocabulary to prior knowledge and use in new situations.
- 8.1.5.c Select a context clue strategy to determine meaning of unknown word appropriate to text (e.g., restatement, example, gloss, annotation, sidebar).
- 8.1.5.d Analyze semantic relationships (e.g., figurative language, connotations, subtle distinctions).
- 8.1.5.e Determine meaning using print and digital reference materials.
- 8.1.6.a Analyze the meaning, reliability, and validity of the text considering author's purpose, perspective, and information from additional sources.
- 8.1.6.b Identify and analyze elements of narrative text (e.g., character development, setting, plot development, conflict, point of view, inferred and recurring themes).
- 8.1.6.c Analyze author's use of literary devices (e.g., foreshadowing, personification, idiom, oxymoron, hyperbole, flashback, suspense, symbolism, irony, transitional devices).
- 8.1.6.d Summarize, analyze, and synthesize informational text using main idea and supporting details.
- 8.1.6.e Apply knowledge of organizational patterns found in informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion, proposition/support).

- 8.1.6.f Analyze and evaluate information from text features (e.g., index, annotations, maps, charts, tables, graphs, headings, subheadings, lists).
- 8.1.6.g Analyze and make inferences based on the characteristics of narrative and informational genres.
- 8.1.6.h Analyze a variety of genres for the social, historical, cultural, and biographical influences.
- 8.1.6.i Use narrative and informational text to develop a national and global multi-cultural perspective.
- 8.1.6.j Generate and/or answer literal, inferential, critical, and interpretive questions, analyzing and synthesizing prior knowledge, information from the text and additional sources, to support answers.
- 8.1.6.k Select text for a particular purpose (e.g., understand, interpret, enjoy, solve problems, form an opinion, answer a specific question, discover models for own writing).
- 8.1.6.l Build and activate prior knowledge in order to clarify text, deepen understanding, and make connections while reading.
- 8.1.6.m Self-monitor comprehension for accuracy and understanding when errors detract from meaning by applying appropriate strategies to self-correct.
- 8.1.6.n Make complex or abstract inferences or predictions by synthesizing information while previewing and reading text.
- 8.1.6.o Respond to text verbally, in writing, or artistically.

Writing

- 8.2.1.a Use prewriting activities and inquiry tools to generate and organize information, guide writing, answer questions, and synthesize information.
- 8.2.1.b Generate a draft by: Defining and stating a thesis; Structuring ideas and arguments in an effective and sustained way, following an organizational pattern appropriate to the purpose and intended audience; Identifying and using parallelism to present items in a series and items juxtaposed for emphasis.
- 8.2.1.c Revise to improve writing (e.g., quality of ideas, organization, sentence fluency, word choice, voice).
- 8.2.1.d Provide oral, written, and electronic feedback to other writers; utilize others' feedback to improve own writing.
- 8.2.1.e Edit writing for format and conventions (e.g., spelling, capitalization, grammar, punctuation).
- 8.2.1.f Publish a legible document that applies formatting techniques to contribute to the readability and impact of the document (e.g., fonts, spacing, highlighting, images, style conventions, manuscript requirements).
- 8.2.2.a Write in a variety of genres, considering purpose and audience.
- 8.2.2.b Write considering typical characteristics of the selected genre (e.g., business letter, report, email, class notes, research paper, play, web page/blog).
- 8.2.2.c Select and apply an organizational structure appropriate to the task (e.g., problem/solution, persuasion).
- 8.2.2.d Analyze models and examples (own and others') of various genres in order to create a similar piece.

Speaking and Listening

- 8.3.1.a Communicate ideas and information in a manner appropriate for the purpose and setting.
- 8.3.1.b Demonstrate and adjust speaking techniques for a variety of purposes and situations.
- 8.3.1.c Utilize available media to enhance communication.
- 8.3.2.a Apply listening skills needed for multiple situations and modalities (e.g., video, audio, distance, one-to-one, group).
- 8.3.2.b Listen and ask questions concerning the speaker's content, delivery and purpose.
- 8.3.2.c Listen to, analyze, and evaluate thoughts, ideas, and credibility of information being communicated.
- 8.3.3.a Demonstrate sensitivity to the use of words (e.g., stereotypes, connotations, subtleties of language).
- 8.3.3.b Interact and collaborate with others in learning situations by contributing questions, information, opinions, and ideas using a variety of media and formats.
- 8.3.3.c Respect diverse perspectives while collaborating and participating as a member of the community.

Multiple Literacies

- 8.4.1.a Select and use multiple resources to answer questions and support conclusions using valid information (e.g., print, subscription databases, web resources).
- 8.4.1.b Demonstrate ethical and legal use of information by citing sources using prescribed formats and tools (e.g., online citation assistance, publication guidelines).
- 8.4.1.c Practice safe and ethical behaviors when communicating and interacting with others (e.g., safe information to share online, appropriate language use, utilize appropriate sites and materials, respect diverse perspectives).
- 8.4.1.d Engage in activities with learners from a variety of cultures through electronic means (e.g., podcasts, video chats, distance learning).
- 8.4.1.e While reading, listening, and viewing, evaluate the message for bias, commercialism and hidden agendas (e.g., product placement, television ad, radio ad, movie, body image, sexism).
- 8.4.1.f Gather and share information and opinions as a result of communication with others (e.g., video/audio chat, interview, podcast, multi-media presentations).
- 8.4.1.g Use social networks and information tools to gather and share information (e.g., social bookmarking, online collaborative tools).

Grade 12

Reading

- 12.1.4.a Independently incorporate elements of prosodic reading to interpret text in a variety of situations.
- 12.1.4.b Adjust oral or silent reading pace based on purpose, text difficulty, form, and style.
- 12.1.4.c Recognize and represent writer's tone and style while reading individually or in groups (e.g., change genre of text to perform orally).
- 12.1.5.a Determine meaning of words through structural analysis, using knowledge of Greek, Latin, and Anglo-Saxon roots, prefixes, and suffixes to understand complex words, including words in science, mathematics, and social studies.
- 12.1.5.b Relate new grade level vocabulary to prior knowledge and use in new situations.
- 12.1.5.c Independently apply appropriate strategy to determine meaning of unknown words in text.
- 12.1.5.d Use semantic relationships to evaluate, defend, and make judgments.
- 12.1.5.e Determine meaning using print and digital reference materials.
- 12.1.6.a Evaluate the meaning, reliability, and validity of the text considering author's purpose, perspective, and information from additional sources.
- 12.1.6.b Analyze and evaluate narrative text (e.g., characterization, setting, plot development, internal and external conflict, inferred and recurring themes, point of view, tone, mood).
- 12.1.6.c Analyze the function and critique the effects of the author's use of stylistic and literary devices (e.g., allusion, symbolism, irony, foreshadowing, flashback, metaphor, personification, epiphany, oxymoron, dialect, tone, mood, transitional devices).
- 12.1.6.d Summarize, analyze, synthesize, and evaluate informational text.
- 12.1.6.e Apply knowledge of organizational patterns found in informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion, proposition/support, concept definition, question/answer).
- 12.1.6.f Analyze and evaluate information from text features (e.g., index, annotations, photographs, charts, tables, graphs, headings, subheadings, lists).
- 12.1.6.g Analyze and evaluate inferences based on the characteristics of narrative and informational genres and provide evidence from the text to support understanding.
- 12.1.6.h Critique the effects of historical, cultural, political, and biographical influences in a variety of genres.
- 12.1.6.i Use narrative and informational text to develop a national and global multi-cultural perspective.

- 12.1.6.j Generate and/or answer literal, inferential, critical, and interpretive questions, analyzing, synthesizing, and evaluating prior knowledge, information from the text and additional sources, to support answers.
- 12.1.6.k Select a text for a particular purpose (e.g., understand a specific viewpoint, enjoy, solve problems, form an opinion, discover models for own writing, predict outcomes, accomplish a task).
- 12.1.6.l Build and activate prior knowledge in order to clarify text, deepen understanding, and make connections while reading.
- 12.1.6.m Self-monitor comprehension for accuracy and understanding when errors detract from meaning by applying appropriate strategies to self-correct.
- 12.1.6.n Make complex or abstract inferences or predictions by synthesizing information while previewing and reading text.
- 12.1.6.o Respond to text verbally, in writing, or artistically.

Writing

- 12.2.1.a Select and use appropriate prewriting tools to generate and organize information, guide writing, answer questions, and synthesize information.
- 12.2.1.b Generate a draft by: Constructing clearly worded and effectively placed thesis statements that convey a clear perspective on the subject; Structuring ideas and arguments in an effective and sustained way, following an organizational pattern appropriate to the purpose and intended audience; Applying standard rules of sentence formation, including parallel structure and subordination.
- 12.2.1.c Revise to improve writing (e.g., quality of ideas, organization, sentence fluency, word choice, voice).
- 12.2.1.d Provide oral, written and/or electronic feedback to other writers; utilize others' feedback to improve own writing.
- 12.2.1.e Edit writing for format and conventions (e.g., spelling, capitalization, grammar, punctuation).
- 12.2.1.f Publish a legible document that applies formatting techniques to contribute to the readability and impact of the document (e.g., fonts, spacing, highlighting image, style conventions, manuscript requirements).
- 12.2.2.a Write in a variety of genres, considering purpose, audience, medium, and available technology.
- 12.2.2.b Write considering typical characteristics of the selected genre (e.g., resume, brochure, web page/blog, news article, job application and accompanying cover letter, senior project, college application essay).
- 12.2.2.c Select and apply an organizational structure appropriate to the task.
- 12.2.2.d Analyze models and examples (own and others') of various genres in order to create a similar piece.

Speaking and Listening

- 12.3.1.a Communicate ideas and information in manner appropriate for the purpose and setting..
- 12.3.1.b Demonstrate and adjust speaking techniques for a variety of purposes and situations.
- 12.3.1.c Utilize available media to enhance communication.
- 12.3.2.a Apply listening skills needed to summarize and evaluate information given in multiple situations and modalities (e.g., video, audio, distance, one-to-one, group).
- 12.3.2.b Listen and respond to messages by expressing a point of view on the topic using questions, challenges, or affirmations.
- 12.3.2.c Listen to and evaluate the clarity, quality and effectiveness of important points, arguments, and evidence being communicated.
- 12.3.3.a Interact and collaborate with others in learning situations by contributing questions, information, opinions, and ideas using a variety of media and formats.
- 12.3.3.b Solicit and respect diverse perspectives while searching for information, collaborating, and participating as a member of the community (e.g., sensitivity to the use of words).

Multiple Literacies

- 12.4.1.a Select and use multiple resources to answer question and defend conclusions using valid information (e.g., print, subscription databases, web resources).
- 12.4.1.b Demonstrate ethical and legal use of information by citing sources using prescribed formats and tools (e.g., online citation assistance, publication guidelines).
- 12.4.1.c Practice safe and ethical behaviors when communicating and interacting with others (e.g., safe information to share on-line, appropriate language use, utilize appropriate sites and materials, respect diverse perspective).
- 12.4.1.d Engage in activities with learners from a variety of cultures through electronic means (e.g., podcasts, video chats, distance learning).
- 12.4.1.e While reading, listening, and viewing, evaluate the message for bias, commercialism and hidden agendas (e.g., product placement, television ad, radio ad, movie, body image, sexism).
- 12.4.1.f Gather and share information and opinions as a result of communication with others (e.g., video/audio chat, interview, podcast, multi-media presentations).
- 12.4.1.g Use social networks and information tools to gather and share information (e.g., social bookmarking, online collaborative tools, web page/blog).

Language Arts Curriculum Matrix (State Standards are listed in parentheses)

By the end of the twelfth grade, students at Maywood Public School will be able to....

1. Reading

Identifier	Objective											English 7	English 8	English 9	English 10	English 11	English 12	Speech I	Drama I	Journalism
		K	1st	2nd	3rd	4th	5th	6th												
1.A.1	Recognize that print varies (e.g., font, size, bold, italic, upper/lower case). (0.1.1.a; 1.1.1.a)	<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>												
1.A.2	Identify the purpose of print is to carry information (e.g., environmental print, names). (0.1.1.b; 1.1.1.b)	<i>I</i>	<i>D</i>	<i>M</i>																
1.A.3	Demonstrate voice to print match (e.g., student points to words as someone reads). (0.1.1.c; 1.1.1.c)	<i>I</i>	<i>D</i>	<i>M</i>																
1.A.4	Understand that words are made up of letters. (0.1.1.d; 1.1.1.d)	<i>I</i>	<i>M</i>																	
1.A.5	Identify parts of a book (e.g., cover, pages, title, title page, author, illustrator). (0.1.1.e; 1.1.1.e)	<i>I</i>	<i>D</i>	<i>M</i>																
1.A.6	Demonstrate knowledge that print reads from left to right and top to bottom. (0.1.1.f; 1.1.1.f)	<i>I</i>	<i>M</i>																	
1.A.7	Recognize punctuation (e.g., period, exclamation mark, question mark). (0.1.1.g; 1.1.1g)	<i>I</i>	<i>D</i>	<i>M</i>																
1.B.1	Segment spoken sentences into words (0.1.2.a; 1.1.2.a)	<i>I</i>	<i>M</i>																	

Identifier	Objective	K	1st	2nd	3rd	4th	5th	6th	English 7	English 8	English 9	English 10	English 11	English 12	Speech I	Drama I	Journalism
1.B.2.	Recognize and produce oral rhymes. (0.1.2.b; 1.1.2.b)	<i>I</i>	<i>D</i>	<i>M</i>													
1.B.3	Blend and segment syllable sounds in spoken words. (0.1.2.c; 1.1.2.c)	<i>I</i>	<i>D</i>	<i>M</i>													
1.B.4	Blend and segment onset and rime orally (word families: v-an, gr-ab) (0.1.2.d; 1.1.2.d)	<i>I</i>	<i>M</i>														
1.B.5	Match and discriminate phonemes orally (e.g., beginning, middle, and ending sounds; recognize same sounds in different words). (0.1.2.e; 1.1.2.e)	<i>I</i>	<i>M</i>														
1.B.6	Blend and segment phonemes in spoken words. (0.1.2.f; 1.1.2.f)	<i>I</i>	<i>M</i>														
1.C.1	Identify upper and lower case letters. (0.1.3.a)	<i>I, M</i>															
1.C.2	Match consonant and short vowel sounds to appropriate letters. (0.1.3.b)	<i>I, M</i>															
1.C.3	Use knowledge of letter sound correspondance and spelling patterns to read, write, and spell (e.g., consonant, vowel diagraphs, diphthongs, blends). (1.1.3.a; 2.1.3.a)	<i>I</i>	<i>D</i>	<i>M</i>													
1.C.4	Use advanced sound/spelling patterns (e.g., special vowel spellings, multi-syllable words) to read, write, and spell. (3.1.3.a; 4.1.3.a; 5.1.3.a)			<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>									
1.C.5	Use common word patterns to read, spell, and write new words (e.g, r-control letter sounds associations, endings, consonant blends). (1.1.3.b; 1.1.3.e; 2.1.3.c)	<i>I</i>	<i>D</i>	<i>M</i>													
1.C.6	Read basic high frequency words from a commonly used list. (0.1.3.c; 1.1.3.c; 2.1.3.b)	<i>I</i>	<i>D</i>	<i>M</i>													
1.C.7	Use phonetic knowledge to write and spell single syllable phonetically regular words. (0.1.3.d; 1.1.3.d)	<i>I</i>	<i>D</i>	<i>M</i>													
1.C.8	Recognize and read words in connected text (e.g., big book, environmental print, class list, labels). (0.1.3.e; 1.1.3.f; 2.1.3.d)	<i>I</i>	<i>D</i>	<i>M</i>													
1.C.9	Identify and use word structure to read text including onsets and rimes, contractions, and common compound words, prefixes, suffixes, and derivations. (0.1.3.f; 1.1.3.g; 2.1.3.e; 3.1.3.b; 4.1.3.b; 5.1.3.a; 6.1.3.a)	<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>									
1.C.10	Monitor the accuracy of decoding. (1.1.3.h; 2.1.3.f)	<i>I</i>	<i>D</i>	<i>M</i>													

Identifier	Objective	K	1st	2nd	3rd	4th	5th	6th	English 7	English 8	English 9	English 10	English 11	English 12	Speech I	Drama I	Journalism
1. C. 11	Use knowledge of phonetic and structural analysis to determine meaning (e.g., foreign root words, foreign words frequently used, bases, affixes, including words in science, mathematics, and social studies) (5.1.3.a; 6.1.3.a; 7.1.5.a; 8.1.5.a; 12.1.5.a)					<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>			
1.D.1	Imitate adults' expression and read in meaningful phrases that sound like natural language to support comprehension. (0.1.4.a; 1.1.4.a; 2.1.4.a; 3.1.4.a; 4.1.4.a; 5.1.4.a)	<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>										
1.D.2	Imitate and use repeating language patterns when reading. (0.1.4.b; 1.1.4.c)	<i>I</i>	<i>M</i>														
1.D.3	Read from familiar text with others and independently practice keeping an appropriate pace for a text. (0.1.4.c; 1.1.4.e; 2.1.4.d; 3.1.4.d)	<i>I</i>	<i>D</i>	<i>D</i>	<i>M</i>												
1.D.4	Use a core of high frequency words and phrases. (1.1.4.b; 2.1.4.b)		<i>I</i>	<i>M</i>													
1.D.5	Use voice intonation to influence text. (1.1.4.d; 2.1.4.c)		<i>I</i>	<i>M</i>													
1.D.6	Read words and phrases accurately and automatically. (3.1.4.b; 4.1.4.b; 5.1.4.b)			<i>I</i>	<i>D</i>	<i>D</i>	<i>M</i>										
1.D.7	Demonstrate conversational tone (e.g., volume emphasis, pitch) and use of punctuation to reflect meaning of text. (3.1.4.c; 4.1.4.c)			<i>I</i>	<i>D</i>	<i>M</i>											
1.D.8	Adjust oral or silent reading pace based on purpose, text difficulty, form, and style. (4.1.4.d; 5.1.4.d; 6.1.4.b; 7.1.4.b; 8.1.4.b; 12.1.4.b)				<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>	<i>M</i>	<i>M</i>	
1.D.9	Recognize and apply elements of oral prosodic reading to reflect the meaning of text (e.g., read a poem slowly, conversational narrative, performance potential). (5.1.4.c; 6.1.4.a; 7.1.4.a; 8.1.4.a; 12.1.4.a)						<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>	<i>M</i>	<i>M</i>	<i>M</i>
1.D.10	Recognize and represent writer's tone and style while reading individually or in groups (e.g., choral reading, readers' theatre performances).			<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>	<i>D</i>	<i>D</i>	
1.E.1	Examine and apply word structure elements, known words, and word patterns to determine meaning (e.g., plural forms, simple compounds, base words, contractions, possessives, parts of speech, syllables, affixes). (0.1.5.a; 1.1.5.a; 2.1.5.a; 3.1.5.a; 4.1.5.a; 5.1.5.a; 6.1.5.a)	<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>									

Identifier	Objective																
		K	1st	2nd	3rd	4th	5th	6th	English 7	English 8	English 9	English 10	English 11	English 12	Speech I	Drama I	Journalism
1.E.2	Relate new grade level vocabulary to prior knowledge and use in new situations. (0.1.5.b; 1.1.5.b; 2.1.5.b; 3.1.5.b; 4.1.5.b; 5.1.5.b; 6.1.5.b; 7.1.5.b; 8.1.5.b; 12.1.5.b)	<i>I, M</i>															
1.E.3	Develop awareness, demonstrate understanding, and apply context clues (e.g., word, sentence, and paragraph clues, re-reading) and text features (e.g., photos, illustrations, titles, bold print, index, tables, maps, annotation, sidebar) to infer the meaning of unknown words. (0.1.5.c; 0.1.6.f; 1.1.5.c; 1.1.6.g; 2.1.5.c; 2.1.6.g; 3.1.5.c; 3.1.6.g; 4.1.5.c; 4.1.6.g; 5.1.5.c; 5.1.6.g; 6.1.5.c; 6.1.6.g; 7.1.5.c; 7.1.7.f; 8.1.5.c; 8.1.6.f; 12.1.5.c; 12.1.6.g)	<i>I</i>	<i>D</i>	<i>M</i>													
1.E.4	Identify, define, and sort pictures of objects and words into conceptual categories (e.g., colors, shapes, opposites, synonyms, and living things) (0.1.5.d; 1.1.5.d)	<i>I</i>	<i>M</i>														
1.E.5	Determine word meaning using reference materials and classroom resources (e.g., word wall, picture dictionary, peers, teacher). (0.1.5.e; 1.1.5.e)	<i>I</i>	<i>D</i>	<i>M</i>													
1.E.6	Locate words in reference materials (e.g., alphabetical order, guide words, dictionary, thesaurus, glossary, on-line). (1.1.5.f; 2.1.5.e; 2.1.5.f; 3.1.5.e; 3.1.5.f; 4.1.5.e; 5.1.5.e; 6.1.5.e; 7.1.5.e; 8.1.5.e; 12.1.5.e)		<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>	<i>M</i>	<i>M</i>	<i>M</i>	<i>M</i>	<i>M</i>	<i>M</i>	<i>M</i>	<i>M</i>
1.E.7	Identify, analyze, and use semantic relationships (e.g., patterns and categories, synonyms, antonyms, multiple meanings, homographs, homophones, figurative language, connotations, subtle distinctions). (2.1.5.d; 3.1.5.d; 4.1.5.d; 5.1.5.d; 6.1.5.d; 7.1.5.d; 8.1.5.d; 12.1.5.d)		<i>I</i>	<i>D</i>	<i>M</i>	<i>D</i>	<i>D</i>										
1.F.1	Explain and identify author, illustrator, and author's purpose (e.g., explain, entertain, inform, persuade) to support text comprehension. (0.1.6.a; 1.1.6.a; 2.1.6.a; 3.1.6.a)	<i>I</i>	<i>D</i>	<i>D</i>	<i>M</i>												
1.F.2	Explain and identify author, illustrator, and author's purpose (e.g., explain, entertain, inform, persuade) and recognize how author's perspective (e.g., beliefs, assumptions, biases) affects the meaning and validity of the text. (4.1.6.a; 5.1.6.a; 6.1.6.a; 7.1.6.a; 8.1.6.a; 12.1.6.a)				<i>I</i>	<i>D</i>	<i>M</i>	<i>M</i>	<i>M</i>	<i>M</i>							

Identifier	Objective	K	1st	2nd	3rd	4th	5th	6th	English 7	English 8	English 9	English 10	English 11	English 12	Speech I	Drama I	Journalism
1.F.3	Identify elements of narrative text (e.g., characters, setting, events, plot, point of view, inferred and recurring themes, internal and external conflict). (0.1.6.b; 1.1.6.b; 2.1.6.b; 3.1.6.b; 4.1.6.b; 5.1.6.b; 6.1.6.b; 7.1.6.b; 8.1.6.b; 12.1.6.b)	I	D	D	D	D	D	D	D	D	D	D	D	M	M	M	M
1.F.4	Retell and summarize information with narrative text including character, setting, events, and plot with supporting details and theme. (0.1.6.c; 1.1.6.c; 2.1.6.c; 3.1.6.c; 4.1.6.c; 5.1.6.c; 6.1.6.c)	I	D	D	D	D	D	M									
1.F.5	Identify, explain, analyze, and critique the ways authors use words (e.g., rhythm, repeating line, figurative language, transitional devices). (0.1.6.d; 1.1.6.d; 2.1.6.d; 3.1.6.d; 4.1.6.d; 5.1.6.d; 6.1.6.d; 7.1.6.c; 8.1.6.c; 12.1.6.c)	I	D	D	D	D	D	D	D	D	D	D	D	M	M	M	M
1.F.6	Retell, summarize, analyze, synthesize, and evaluate main ideas from informational text using supporting details. (0.1.6.e; 1.1.6.e; 2.1.6.e; 3.1.6.e; 4.1.6.e; 5.1.6.e; 6.1.6.e; 7.1.6.d; 8.1.6.d; 12.1.6.d)	I	D	D	D	D	D	D	D	D	D	D	D	M	M	M	M
1.F.7	Identify and apply the characteristics of organizational patterns found in informational text (e.g., sequence, compare/contrast, description, cause/effect, fact/opinion, proposition/support, concept definition, question/answer). (1.1.6.f; 2.1.6.f; 3.1.6.f; 4.1.6.f; 5.1.6.f; 6.1.6.f; 7.1.6.e; 8.1.6.e; 12.1.6.e)		I	D	D	D	D	D	D	D	D	D	D	M	D	D	D
1.F.8	Identify, analyze, and evaluate the basic characteristics of familiar narrative and informational text genres (e.g., fairy tales, nursery rhymes, picture books, how-to books, science fiction, drama, periodicals, essays). (0.1.6.g; 1.1.6.h; 2.1.6.h; 3.1.6.h; 4.1.6.h; 5.1.6.h; 6.1.6.h; 7.1.6.g; 8.1.6.g; 12.1.6.g)	I	D	D	D	D	D	D	D	D	D	D	D	M	M	D	
1.F.9	Use narrative or informational text to develop a national and global multi-cultural perspective. (0.1.6.h; 1.1.6.i; 2.1.6.i; 3.1.6.i; 4.1.6.i; 5.1.6.j; 6.1.6.j; 7.1.6.i; 8.1.6.i; 12.1.6.i)	I	D	D	D	D	D	D	D	D	D	D	D	M	D	D	D
1.F.10	Recognize, describe, explain, analyze, and critique the social, cultural, historical, and biographical influences in a variety of genres. (5.1.6.i; 6.1.6.i; 7.1.6.h; 8.1.6.h; 12.1.6.h)						I	D	D	D	D	D	D	M	D	D	D

Identifier	Objective	K	1st	2nd	3rd	4th	5th	6th	English 7	English 8	English 9	English 10	English 11	English 12	Speech I	Drama I	Journalism
1.F.11	Generate and/or answer clarifying questions, supporting answers using prior knowledge, information from text, and additional sources. (0.1.6.i; 1.1.6.j; 2.1.6.j; 3.1.6.j; 4.1.6.j; 5.1.6.k; 6.1.6.k; 7.1.6.j; 8.1.6.j; 12.1.6.j)	<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>	<i>M</i>	<i>M</i>							
1.F.12	Identify and explain purpose for reading (e.g., information, pleasure, understanding, answer a question, form an opinion, discover models for own writing). (0.1.6.j; 1.1.6.k; 2.1.6.k; 3.1.6.k; 4.1.6.k; 5.1.6.l; 6.1.6.l; 7.1.6.k; 8.1.6.k; 12.1.6.k)	<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>	<i>M</i>	<i>M</i>							
1.F.13	Build and activate prior knowledge in order to identify text-to-self, text-to-text, and text-to-world connections, before, during, and after reading in order to deepen understanding. (0.1.6.k; 1.1.6.l; 2.1.6.l; 3.1.6.l; 4.1.6.l; 5.1.6.m; 6.1.6.m; 7.1.6.l; 8.1.6.l; 12.1.6.l)	<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>	<i>M</i>	<i>M</i>	<i>M</i>						
1.F.14	Self-monitor comprehension by recognizing and applying appropriate strategies to self-correct when errors detract from meaning. (1.1.6.m; 2.1.6.m; 3.1.6.m; 4.1.6.m; 5.1.6.n; 6.1.6.n; 7.1.6.m; 8.1.6.m; 12.1.6.m)		<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>	<i>M</i>	<i>M</i>	
1.F.15	Make and confirm/modify predictions about a text using prior knowledge, pictures, and titles. (0.1.6.l; 1.1.6.n)	<i>I</i>	<i>D</i>	<i>M</i>													
1.F.16	Make and confirm/modify predictions before, during, and after reading (e.g., illustrations, personal experience, events, captions, headings, title, topic sentence, font, key words, foreshadowing clues) to make inferences or logical predictions. (2.1.6.n; 3.1.6.n; 4.1.6.n; 5.1.6.o; 6.1.6.o; 7.1.6.n)			<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>								
1.F.17	Make complex or abstract inferences or predictions by synthesizing information while previewing and reading text. (8.1.6.n; 12.1.6.n)									<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>	<i>M</i>	<i>M</i>	
1.F.18	Respond to text verbally, in writing, or artistically. (0.1.6.m; 1.1.6.o; 2.1.6.o; 3.1.6.p; 4.1.6.p; 5.1.6.p; 6.1.6.p; 7.1.6.o; 8.1.6.o; 12.1.6.o)	<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>	<i>M</i>	<i>M</i>	<i>M</i>						

2. Writing

2.A.1	Demonstrate that writing communicates thoughts and ideas. (0.2.1.a; 1.2.1.a)	<i>I</i>	<i>D</i>	<i>M</i>													
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Identifier	Objective	K	1st	2nd	3rd	4th	5th	6th	English 7	English 8	English 9	English 10	English 11	English 12	Speech I	Drama I	Journalism
2.A.2	Apply pre-writing activities and inquiry tools to generate ideas and synthesize information (e.g., brainstorming, discussion, drawing, literature, personal/classroom experiences, graphic organizer, writing tools, free-write) (0.2.1.b; 1.2.1.b; 2.2.1.a; 3.2.1.a; 4.2.1.a; 5.2.1.a; 6.2.1.a; 7.2.1.a; 8.2.1.a; 12.2.1.a)	<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>	<i>M</i>	<i>M</i>	<i>M</i>						
2.A.3	Generate a draft by: (1) selecting and organizing ideas relevant to topic, purpose, and genre; (2) composing complete sentences of varying length and complexity (e.g., dictation, labeling, simple sentences); (3) develop a coherent beginning, middle, and end. (0.2.1.c; 1.2.1.c; 1.2.2.d; 2.2.1.b; 3.2.1.b; 4.2.1.b)	<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>											
2.A.4	Generate a draft by: (1) selecting and organizing ideas relevant to topic, purpose, and genre; (2) composing paragraphs with simple, compound, and complex sentences of varying length, avoiding fragments and run-ons; (3) concluding with detailed summary linked to the purpose of the composition. (5.2.1.b; 6.1.2.b; 7.1.2.b)			<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>							
2.A.5	Generate a draft by: (1) clearly worded and effectively placed thesis statement; (2) structure ideas and arguments in an effective and sustained way, following an organizational pattern appropriate to the purpose and intended audience; (3) applying standard rules of sentence formation, including parallel, subordination, and items juxtaposed for emphasis. (8.2.1.b; 12.2.1.b)									<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>	<i>M</i>		<i>M</i>
2.A.6	Revise and edit to improve writing by following the 6-trait writing model. (0.2.1.d; 0.2.1.e; 1.2.1.d; 1.2.1.f; 2.2.1.c; 2.2.1.e; 3.2.1.c; 3.2.1.e; 4.2.1.c; 4.2.1.e; 5.2.1.c; 5.2.1.e; 6.2.1.c; 6.2.1.e; 7.2.1.c; 7.2.1.e; 8.2.1.c; 8.2.1.f; 12.2.1.c; 12.2.1.e)	<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>	<i>M</i>		<i>M</i>						
2.A.7	Provide oral, written, and electronic feedback to other writers; utilize others' feedback to improve own writing. (1.2.1.e; 2.2.1.d; 3.2.1.d; 4.2.1.d; 5.2.1.d; 6.2.1.d; 7.2.1.d; 8.2.1.d; 12.2.1.d)		<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>	<i>M</i>	<i>M</i>	<i>M</i>

Identifier	Objective	K	1st	2nd	3rd	4th	5th	6th	English 7	English 8	English 9	English 10	English 11	English 12	Speech I	Drama I	Journalism
2.A.8	Publish a legible, formatted document (e.g., handwritten, electronic) that contributes to the readability and impact of the document. (0.2.1.f; 0.2.1.g; 1.2.1.g; 1.2.1.h; 2.2.1.f; 2.2.1.g; 3.2.1.f; 3.2.1.g; 4.2.1.f; 5.2.1.f; 6.2.1.f; 7.2.1.f; 8.2.1.f; 12.2.1.f)	<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>	<i>M</i>		<i>M</i>						
2.B.1	Write in a variety of genres considering purpose, audience (e.g., known, unknown, formal, informal), media, and available technology. (0.2.2.a; 0.2.2.b; 1.2.2.a; 1.2.2.b; 2.2.2.a; 2.2.2.b; 3.2.2.a; 3.2.2.b; 4.2.2.a; 4.2.2.b; 5.2.2.a; 5.2.2.b; 6.2.2.a; 6.2.2.b; 7.2.2.a; 7.2.2.b; 8.2.2.a; 8.2.2.b; 12.2.2.a)		<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>	<i>M</i>	<i>M</i>	
2.B.2	Write books and short pieces of writing that tell a story and/or provide information to readers about a topic. (1.2.2.c)	<i>I</i>	<i>M</i>														
2.B.3	Write considering typical characteristics of the selected genre (e.g., biography, report, poem, letters, essays, blogs). (2.2.2.c; 3.2.2.c; 4.2.2.c; 5.2.2.c; 6.2.2.c; 7.2.2.c; 8.2.2.b; 12.2.2.b)			<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>	<i>M</i>		
2.B.4	Select and apply an organizational structure appropriate to the task (e.g., chronological order, compare/contrast, cause/effect, posing/answering questions, problem/solution/persuasion). (2.2.2.d; 3.2.2.d; 4.2.2.d; 5.2.2.d; 6.2.2.d; 7.2.2.d; 8.2.2.c; 12.2.2.c)		<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>	<i>M</i>		<i>M</i>
2.B.5	Compare and analyze models and examples of various genres in order to create similar pieces. (1.2.2.e; 2.2.2.e; 3.2.2.e; 4.2.2.e; 5.2.2.e; 6.2.2.e; 7.2.2.e; 8.2.2.d; 12.2.2.d)		<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>	<i>M</i>	<i>M</i>	

3. Speaking & Listening

3.A.1	Orally communicate ideas in a manner appropriate for the purpose and setting (e.g., language, word choice, sequence, relevance). (0.3.1.a; 1.3.1.a; 1.3.1.b; 2.3.1.a; 3.3.1.a; 4.3.1.a; 5.3.1.a; 6.3.1.a; 7.3.1.a; 8.3.1.a; 12.3.1.a)	<i>I</i>	<i>D</i>	<i>M</i>	<i>M</i>	<i>M</i>	<i>M</i>										
3.A.2	Demonstrate and adjust spelling techniques for a variety of purposes and situations. (2.3.1.b; 3.3.1.b; 4.3.1.b; 5.3.1.b; 6.3.1.b; 7.3.1.b; 8.3.1.b; 12.3.1.b)			<i>I</i>	<i>D</i>	<i>M</i>	<i>M</i>		<i>M</i>								

Identifier	Objective	K	1st	2nd	3rd	4th	5th	6th	English 7	English 8	English 9	English 10	English 11	English 12	Speech I	Drama I	Journalism
3.A.3	Utilize available media to enhance communication (e.g., poster, overhead, presentation software, audio). (3.3.1.c; 4.3.1.c; 5.3.1.c; 6.3.1.c; 7.3.1.c; 8.3.1.c; 12.3.1.c)	<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>	<i>M</i>	<i>M</i>	<i>M</i>						
3.B.1	Demonstrate and apply listening skills needed for multiple situations and modalities (e.g., stories, songs, conversations, student-sharing, teacher presentation, electronic presentation). (0.3.2.a; 1.3.2.a; 2.3.2.a; 3.3.2.a; 4.3.2.a; 5.3.2.a 6.3.2.a; 7.3.2.a; 8.3.2.a 12.3.2.a)	<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>	<i>M</i>	<i>M</i>							
3.B.2	Use information in order to complete a task (e.g., follow 1-, 2-step directions, responding to questions). (0.3.2.b; 1.3.2.b; 2.3.2.b; 3.3.2.b)	<i>I</i>	<i>D</i>	<i>D</i>	<i>M</i>												
3.B.3	Listen and retell specific details of information. (0.3.2.c; 1.3.2.c; 2.3.2.c)	<i>I</i>	<i>D</i>	<i>M</i>													
3.B.4	Listen to and ask questions about thoughts, ideas, and information being communicated to insure accuracy of information. (1.3.2.d; 2.3.2.d)	<i>I</i>	<i>D</i>	<i>M</i>													
3.B.5	Listen, take notes, and ask probing questions to elicit information concerning content, delivery, and purpose. (3.3.2.c; 4.3.2.b; 5.3.2.b; 6.3.2.b; 7.3.2.b; 8.3.2.b; 12.3.2.b)				<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>	<i>D</i>	<i>D</i>	
3.B.6	Listen to, summarize, analyze, and evaluate message, purpose, and perspective of information being communicated. (3.3.2.d; 4.3.2.c; 5.3.2.c; 6.3.2.c; 7.3.2.c; 8.3.2.c 12.3.2.c)				<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>	<i>M</i>	<i>M</i>	
3.C.1	Develop awareness of and sensitivity to the use of words in general as well as to a particular audience (e.g., helpful/hurtful words, stereotypes, multiple meaning of words, connotations, subtleties of language). (0.3.3.a; 1.3.3.a; 2.3.3.a; 3.3.3.a; 4.3.3.a; 5.3.3.a; 6.3.3.a; 7.3.3.a; 8.3.3.a; 12.3.3.b)	<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>		<i>M</i>							
3.C.2	Apply conversation strategies (e.g., face the speaker, listen while others are talking, tone, staying on topic, balanced participation, lead a group discussion, accepts criticism, non-verbal cues). (0.3.3.b; 1.3.3.b; 2.3.3.b; 3.3.3.b; 4.3.3.b; 5.3.3.b; 6.3.3.b; 7.3.3.b)	<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>	<i>M</i>	<i>M</i>	<i>M</i>						

Identifier	Objective	K	1st	2nd	3rd	4th	5th	6th	English 7	English 8	English 9	English 10	English 11	English 12	Speech I	Drama I	Journalism
3.C.3	Actively participate, interact, and collaborate in learning situations by contributing questions, information, opinions, and ideas using a variety of media and formats (e.g., small groups, show and share, cooperative problem solving, play). (0.3.3.c; 1.3.3.c; 2.3.3.c; 3.3.3.c; 4.3.3.c; 5.3.3.c; 6.3.3.c; 7.3.3.c; 8.3.3.b; 12.3.3.a)	<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>	<i>M</i>	<i>M</i>	<i>M</i>						
3.C.4	Respect diverse perspectives while collaborating and participating as a member of the community. (8.3.3.c; 12.3.3.b)	<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>	<i>M</i>	<i>M</i>	<i>M</i>						

4. Multiple Literacies

4.A.1	Explore and use resources to answer guiding questions (e.g., textual, visual, digital). (0.4.1.a; 1.4.1.a; 2.4.1.a; 3.4.1.a; 4.4.1.a)	<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>											
4.A.2	Select, use, and evaluate multiple resources to answer guiding questions and establish validity of information (e.g., textual, visual, digital). (3.4.1.a; 4.4.1.a; 5.4.1.a; 6.4.1.a; 7.4.1.; 8.4.1.a; 12.4.1.a)				<i>I</i>	<i>D</i>	<i>M</i>	<i>M</i>	<i>M</i>	<i>M</i>							
4.A.3	Demonstrate understanding of authorship of print and on-line resources. (0.4.1.b; 1.4.1.b; 2.4.1.b)	<i>I</i>	<i>D</i>	<i>M</i>													
4.A.4	Demonstrate ethical and legal use of information by citing sources using a prescribed format and tools (e.g., citation of information used, on-line citation assistance, publication guidelines). (3.4.1.b; 4.4.1.b; 5.4.1.b; 6.4.1.b; 7.4.1.b; 8.4.1.b; 12.4.1.b)				<i>I</i>	<i>D</i>	<i>M</i>	<i>D</i>	<i>D</i>	<i>M</i>							
4.A.5	Demonstrate awareness of and practice safe and ethical behaviors when communicating and interacting with others (e.g., safe information to share online, appropriate language use, utilize appropriate sites and materials, respect diverse perspectives). (0.4.1.c; 1.4.1.c; 2.4.1.c; 3.4.1.c; 4.4.1.c; 5.4.1.c; 6.4.1.c; 7.4.1.c; 8.4.1.c; 12.4.1.c)	<i>I</i>	<i>D</i>	<i>M</i>	<i>M</i>	<i>M</i>	<i>M</i>										
4.A.6	Engage in activities with learners from a variety of cultures through electronic means (e.g., podcasts, video chats, distance learning). (0.4.1.d; 1.4.1.d; 2.4.1.d; 3.4.1.d 4.4.1.d; 5.4.1.d; 6.4.1.d; 7.4.1.d; 8.4.1.d; 12.4.1.d)	<i>I</i>	<i>D</i>	<i>M</i>	<i>M</i>												

Identifier	Objective	K	1st	2nd	3rd	4th	5th	6th	English 7	English 8	English 9	English 10	English 11	English 12	Speech I	Drama I	Journalism
4.A.7	While reading, listening, and viewing, evaluate the message for bias, commercialism, and hidden agendas (e.g., product placement, advertisements, movies, body image, sexism). (3.4.1.e; 4.4.1.e; 5.4.1.e; 6.4.1.e; 7.4.1.e; 8.4.1.e; 12.4.1.e)				<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>	<i>M</i>	<i>M</i>	<i>M</i>
4.A.8	Gather and share information and opinions as a result of communication with others (e.g., video/audio, chat, interview, multi-media presentations). (0.4.1.e; 1.4.1.e; 2.1.4.e; 3.4.1.f; 4.4.1.f; 5.4.1.f; 6.4.1.f; 7.4.1.f; 8.4.1.f; 12.4.1.f)	<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>	<i>M</i>	<i>M</i>	<i>M</i>						
4.A.9	Experience and use social networks and information tools to gather and share information (e.g., social bookmarking, on-line collaborative tools). (2.4.1.f; 3.4.1.f; 4.4.1.g; 5.4.1.g; 6.4.1.g; 7.4.1.g; 8.4.1.g; 12.4.1.g)		<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>	<i>M</i>	<i>M</i>	

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