

# Excellence *in* English/Language Arts: Consensus Curriculum Instructional Framework



**CATHOLIC  
SCHOOLS**

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DIOCESE *of* RICHMOND

July 1, 2023

## **Mission Statement**

The mission of the Office of Catholic Schools is to assist the Bishop in his mandate as Teacher of the Catholic Faith, by establishing a climate and framework for fostering excellence in catechetical and academic education in the schools of the diocese in adherence to the Magisterium of the Church.

The mission of the schools in the Catholic Diocese of Richmond is to develop and nurture the spiritual, intellectual, social, and emotional growth of each student in the spirit of the Gospels and the teachings of the Catholic Church.

## **Acknowledgements**

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## Introduction

Through its mission, the Office of Catholic Schools in the Diocese of Richmond is called to establish a climate and framework for fostering excellence in its schools. Aligning to this mission, the Office of Catholic Schools has developed this document, “Excellence in English/Language Arts: Consensus Curriculum Instructional Framework.”

The Consensus Curriculum Instructional Framework serves as the structure for English/Language Arts instruction in all Catholic schools in the Diocese of Richmond. This document identifies the standards and benchmarks that comprise the English/Language Arts program and articulates what students should know and be able to do. Additionally, it guides and supports teachers in delivering high-quality, effective instruction. The purpose is to assist all students as they mature into skillful readers, writers, and communicators while they grow their understanding of the Roman Catholic faith and deepen their relationship with Jesus Christ.

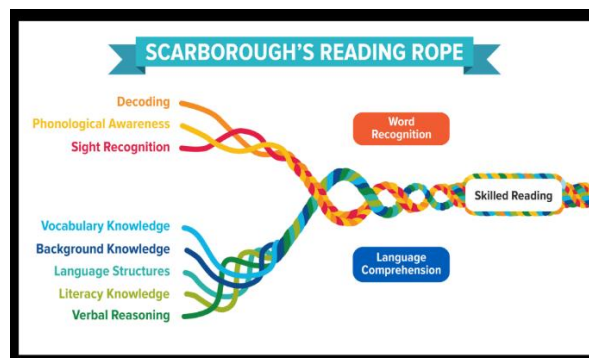
The revision process included educators from across the Diocese and representing all grade-level bands. In developing the standards, the committee reviewed the existing Consensus Curriculum standards, along with the standards from various other dioceses including the Diocese of Arlington and the Diocese of Raleigh, as well as the Virginia Department of Education (2017) English Standards of Learning Curriculum Framework. This document represents a compilation of information gleaned from these sources.

### PHILOSOPHY

The philosophy of the Diocese holds that every student can be an effective reader, writer, and communicator. Thus, **all** educators within the schools are tasked with providing instruction in the essential skills and understandings of literacy. These skills span all disciplines and are vital to students’ future success in college and career.

Additionally, the Diocese recognizes “Structured Literacy” as current best practice in foundational English/Language Arts instruction. Research is clear about what matters in literacy instruction: the weaving together of word recognition and language comprehension.

Scarborough’s (2001) “Reading Rope,” highlighting the essential components of literacy development, beautifully illustrates effective literacy instruction which yields skilled readers.



Therefore, the Diocese of Richmond strongly encourages educators to employ strategies supporting “Structured Literacy.” Early literacy instruction balances word recognition and language comprehension skills. As students move into upper elementary, middle and high school, literacy instruction shifts more heavily on language comprehension through authentic literary works and novel studies.

Additionally, spelling and vocabulary development is most effectively fostered when embedded within authentic resources rather than being taught in isolation. When students engage with real-life materials such as books, newspapers, or online articles, they are exposed to a wide range of words and their contextual usage. This exposure allows learners to encounter words in their natural settings, enabling them to grasp their meanings and nuances more effectively. Furthermore, authentic resources provide opportunities for students to observe words in authentic sentences and understand how they interact with other words and grammatical structures. This contextualized learning experience enhances their understanding of vocabulary and enables them to acquire correct spelling patterns naturally. By immersing themselves in authentic resources, learners not only develop their spelling and vocabulary skills, but also enhance their overall language proficiency in a meaningful and practical manner. Therefore, independent resources for spelling and vocabulary are not recommended. Rather, resources contained within the instructional materials and/or adopted programs are to guide instruction in spelling and vocabulary.

This well-designed curriculum not only imparts knowledge but also equips students with essential skills that they will use throughout their lives. Among these skills are critical thinking, reasoning, problem-solving, and study skills. Critical thinking involves evaluation arguments and evident to make informed decisions. Reasoning is the process of using logic to reach conclusions. Problem-solving is the ability to identify, analyze, and solve problems effectively. Study skills refer to the techniques that students use to manage their time, organize information, and retain what they learn. By incorporating these skills into the curriculum, students in the Diocese of Richmond learn how to approach challenges systematically, think creatively, and become independent learners who are capable of adapting to a changing world.

### **Structure of the Framework**

To guide the organization of the Consensus Curriculum, the Diocese of Richmond categorizes the English/Language Arts essential skills and understandings into four domains. These domains provide the focus of instruction. The domains are:

**Writing:** Students will build connections between oral and written language, growing in awareness that spoken language can be written and written language can be read. Teachers will encourage the development of writing skills that are instrumental for effective written communication and critical thinking.

**Reading:** Students will be immersed in text-rich environments that develop and expand phonological and phonic awareness, vocabulary, comprehension, and an appreciation for reading. Exposure to fiction and nonfiction texts will enable students to develop an awareness of reading materials as sources of information and enjoyment. They will learn to comprehend and think creatively through a variety of genres. Teachers will encourage the development of reading skills that are foundational to effective comprehension and critical thinking.

**Communication:** Students will develop their understanding of language and enhance their ability to communicate effectively. Students will learn rules for conversation, skills for participation in discussions, and strategies for working respectfully with others. Teachers will encourage the development of interpersonal skills that are foundational to effective communication and collaboration.

**Research:** Students will participate in the research process by asking investigative questions and solving problems. Teachers will encourage the development of research skills that honor the intellectual property of self and others.

The Diocesan English/Language Arts Instructional Framework is rooted in these four fundamental domains. These domains repeat in every grade with increasing levels of cognitive demand.

The **Scope and Sequence** document provides a longitudinal view of the instructional standards within each domain across the grades.

Grade specific matter follows. The format for each grade begins with the **Domain**, followed by a **Standard**, which offers the teacher guidance in the key concept to be covered. Each of the standards is then delineated into three components:

**Benchmarks**, which are the core content and specific knowledge students will know or be able to articulate at their grade level. They are minimum competencies that are measurable.

**Essential Knowledge**, or the key facts, concepts, and ideas needed to successfully meet benchmarks. These provide more detail about the teaching and learning of the benchmarks.

**Essential Questions**, or the overarching or topical questions that guide the lessons; these questions promote conceptual thinking and add coherence to instruction. They are not intended to be assessment questions, rather thinking questions.

It is important to recognize that certain elements of our instruction are revisited in greater depth at each grade level. Students receive spiraling instruction which develops skills in critical thinking, problem-solving, and study habits.

Additionally, **Appendices** offer teachers supplementary information and resources for instruction, including the “**reserved**” **title list**. Finally, **anchor writing exemplars**, sample **Pacing Guides** and **Instructional Outlines** are provided electronically in the evolving Curriculum Corner to assist teachers in long- and short-term planning.

## Scope and Sequence

### The student will

|               | <b>K</b>   | <b>1</b>   | <b>2</b>   | <b>3</b>  | <b>4</b>   | <b>5</b>   | <b>6</b>   | <b>7</b>   | <b>8</b>   | <b>High School</b>  |
|---------------|--|--|--|---|--|--|--|--|--|---|
| Writing       | <p>Write in manuscript</p> <p>Apply the steps of the writing process</p> <p>Practice a variety of types of writing</p> <p>Use grammar and mechanics in writing</p>   | <p>Write in manuscript</p> <p>Apply the steps of the writing process</p> <p>Practice a variety of types of writing</p> <p>Use grammar and mechanics in writing</p>   | <p>Write in manuscript and cursive</p> <p>Apply the steps of the writing process</p> <p>Practice a variety of types of writing</p> <p>Use grammar and mechanics in writing</p>   | <p>Write in manuscript and cursive</p> <p>Engage in writing as a process</p> <p>Practice a variety of types of writing</p> <p>Use parts of speech correctly</p> <p>Use the correct sentence structure</p>   | <p>Write in cursive</p> <p>Engage in writing as a process</p> <p>Practice a variety of types of writing</p> <p>Use parts of speech correctly</p> <p>Use the correct sentence structure</p>   | <p>Publish all work by keyboard or in cursive</p> <p>Engage in writing as a process</p> <p>Practice a variety of types of writing</p> <p>Use parts of speech correctly</p> <p>Use the correct sentence structure</p>   | <p>Use the proper usage of grammar and mechanics in all assignments</p> <p>Use effective written language for communication, analysis, and interpretation</p>                        | <p>Use the proper usage of grammar and mechanics in all assignments</p> <p>Use effective written language for communication, analysis, and interpretation</p>          | <p>Use the proper usage of grammar and mechanics in all assignments</p> <p>Use effective written language for communication, analysis, and interpretation</p>          | <p>Take an idea through the writing process from brainstorming to publication to create a research paper, a literary analysis paper, and a persuasive writing paper</p> <p>Demonstrate an understanding of the conventions of formal, academic writing</p> <p>Select, embed, and properly cite appropriate textual evidence to support an argument</p> <p>Have opportunity to explore expository, creative, and other forms of writing</p> <p>Practice and use appropriate vocabulary that shows progress over the year</p> <p>Develop grammar and writing mechanics continuously</p> |
| Reading       | <p>Develop phonological awareness skills</p> <p>Use phonetic principles when reading and spelling</p> <p>Develop vocabulary through reading</p> <p>Read at an appropriate pace with accuracy and intonation</p> <p>Demonstrate reading comprehension of fictional texts</p> <p>Demonstrate reading comprehension of nonfictional texts</p> | <p>Develop phonological awareness skills</p> <p>Use phonetic principles when reading and spelling</p> <p>Develop vocabulary through reading</p> <p>Read at an appropriate pace with accuracy and intonation</p> <p>Demonstrate reading comprehension of fictional texts</p> <p>Demonstrate reading comprehension of nonfictional texts</p> | <p>Develop phonological awareness skills.</p> <p>Use phonetic principles when reading and spelling.</p> <p>Develop vocabulary through reading.</p> <p>Read at an appropriate pace with accuracy and intonation.</p> <p>Demonstrate reading comprehension of fictional texts.</p> <p>Demonstrate reading comprehension of nonfictional texts.</p> | <p>Apply word analysis skills when reading</p> <p>Develop vocabulary through reading</p> <p>Read at the appropriate pace with accuracy and intonation.</p> <p>Demonstrate reading comprehension of fictional text, literary nonfiction, and poetry</p> <p>Demonstrate nonfiction reading comprehension skills</p> <p>Develop problem-solving and critical thinking skills</p> | <p>Apply word analysis skills when reading</p> <p>Develop vocabulary through reading</p> <p>Read at the appropriate pace with accuracy and intonation</p> <p>Demonstrate reading comprehension of fictional text, literary nonfiction, and poetry</p> <p>Demonstrate nonfiction reading comprehension skills</p> <p>Develop problem-solving and critical thinking skills</p> | <p>Apply word analysis skills when reading</p> <p>Develop vocabulary through reading</p> <p>Read at the appropriate pace with accuracy and intonation</p> <p>Demonstrate reading comprehension of fictional text, literary nonfiction, and poetry</p> <p>Demonstrate nonfiction reading comprehension skills</p> <p>Develop problem-solving and critical thinking skills</p> | <p>Read a variety of texts for comprehension</p> <p>Read a variety of texts to develop critical thinking skills</p> <p>Recognize word patterns to understand the meaning of text</p> | <p>Read a variety of texts for comprehension</p> <p>Read a variety of texts for critical thinking</p> <p>Recognize word patterns to understand the meaning of text</p> | <p>Read a variety of texts for comprehension</p> <p>Read a variety of texts for critical thinking</p> <p>Recognize word patterns to understand the meaning of text</p> | <p>Be assessed for reading grade and Lexile levels and show growth in reading ability, stamina, and independence by the end of the year</p> <p>Read, interpret, and analyze a variety of texts, fiction, poetry, old and new, from authors of diverse backgrounds</p> <p>Read, interpret, and analyze a variety of nonfiction texts, old and new, from authors of diverse backgrounds</p> <p>Identifies author's purpose, mood, tone, and diction</p> <p>Employ test techniques, annotation, and critical reading strategies</p>  |
| Communication | <p>Develop speaking and listening communication skills</p>   | <p>Develop speaking and listening communication skills</p>   | <p>Develop speaking and listening communication skills</p>   | <p>Use effective communication skills in a variety of settings</p> <p>Create and deliver multimodal interactive</p>   | <p>Use effective oral communication skills in a variety of settings</p> <p>Create and deliver multimodal interactive presentations</p>   | <p>Use effective oral communication skills in a variety of settings</p> <p>Create and deliver multimodal interactive presentations</p>   | <p>Use effective oral communication skills in presentations and classroom discussions</p>  | <p>Use effective oral communication skills in presentations and classroom discussions</p>  | <p>Use effective oral communication skills in presentations and classroom discussions</p>  | <p>Deliver oral presentations with good preparation and public speaking skills</p> <p>Participate politely in discussions, debates, and other verbal communication</p> <p>Read orally with fluency and appropriate expression</p> <p>Collaborate in small groups with good communication skills and fair division of labor to achieve a task or group project</p> <p>Understand and apply proper email and communication etiquette</p> <p>Use technology to present information in a variety of forms to include slides, videos, and other media</p>                                  |
| Research      | <p>Conduct research to answer questions or solve problems using available resources</p>  | <p>Conduct research to answer questions or solve problems using available resources</p>  | <p>Conduct research to answer questions or solve problems using available resources</p>  | <p>Conduct research to answer questions or solve problems using available resources to produce a three-paragraph research paper</p>   | <p>Conduct research to answer questions or solve problems using available resources to produce a four-paragraph research paper</p>   | <p>Conduct research to answer questions or solve problems using available resources to produce a five-paragraph research paper</p>   | <p>Collect and synthesize information from a variety of sources to answer questions or solve problems to produce a multiple paragraph product or presentation</p>                    | <p>Collect and synthesize information from a variety of sources to answer questions or solve problems to produce a multiple paragraph product or presentation</p>      | <p>Collect and synthesize information from a variety of sources to answer questions or solve problems to produce a multiple paragraph product or presentation</p>      | <p>Avoid plagiarism and recognize the intellectual property of others</p> <p>Evaluate the reliability, accuracy, and appropriateness of a variety of information sources</p> <p>Collect information for a research paper or project from a variety of sources in an organized and responsible fashion</p> <p>Properly cite evidence according to an appropriate style guide like MLA</p> <p>Synthesize information safely, legally, and effectively into a research paper and other projects</p>  |





## Kindergarten

### The student will:

#### Writing

- Write in manuscript
- Apply the steps of the writing process
- Practice a variety of types of writing
- Use grammar and mechanics in writing

#### Reading

- Develop phonological awareness skills
- Use phonetic principles when reading and spelling
- Develop vocabulary through reading
- Read at an appropriate pace with accuracy and intonation
- Demonstrate reading comprehension of fictional texts
- Demonstrate reading comprehension of nonfictional texts

#### Communication

- Develop speaking and listening communication skills

#### Research

- Conduct research to answer questions or solve problems using available resources

**Standard K.1****The student will write in manuscript.**

| <b>Benchmarks</b><br>Key knowledge and skills we want students to know and be able to do   |   |
|--|---|
| <ul style="list-style-type: none"> <li>a. Develops fine motor skills</li> <li>b. Demonstrates correct posture, paper placement, line placement, and ability to hold the writing tool correctly</li> <li>c. Writes in left-right and top to bottom progression</li> <li>d. Writes first and last name with correct letter formation</li> <li>e. Constructs upper and lowercase letters using correct formation</li> <li>f. Copies words and simple sentences</li> <li>g. Labels pictures with sounds and/or words</li> </ul>  |   |
| <b>Essential Knowledge</b><br>Key facts, concepts, and ideas needed to successfully meet benchmarks  | <b>Essential Questions</b><br>Questions to guide student inquiry and focus instruction to uncover big ideas             |
| <p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>• develop fine motor skills through manipulative play, cutting, tracing, copying, coloring, gluing, and painting</li> <li>• demonstrate correct posture, pencil grip (tripod grasp), paper placement, line placement, and ability to hold the writing tool correctly</li> <li>• use handwriting paper to support proper letter spacing and size</li> <li>• print capital and lowercase letters of the alphabet legibly and independently</li> <li>• use Zaner-Bloser manuscript formation               <ul style="list-style-type: none"> <li>○ letter formation</li> <li>○ number formation</li> </ul> </li> <li>• print first and last names, beginning each with a capital letter</li> </ul> <p><b>Vocabulary:</b> manuscript</p> | <ul style="list-style-type: none"> <li>• Why do we write?</li> <li>• Does it matter how we make our letters?</li> </ul> |



**Standard K.2**

**The student will apply the steps of the writing process.**

|   |   |
|---|---|
| <p><b>Benchmarks</b><br/>Key knowledge and skills we want students to know and be able to do</p> <p>a. Generates a list of ideas or topics for writing<br/>                 b. Organizes ideas for writing using a variety of prewriting strategies<br/>                 c. Constructs simple sentences<br/>                 d. Expresses ideas with alternative spelling patterns<br/>                 e. Shares and displays written work</p>   |   |
| <p><b>Essential Knowledge</b><br/>Key facts, concepts, and ideas needed to successfully meet benchmarks</p> <p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>distinguish print from pictures</li> <li>generate text to communicate and make meaning by creating drawings, letter strings, scribbles, letter approximations, or other graphic representations, as well as phonetically spelled words</li> <li>write left-to-right and top-to-bottom</li> </ul> <p><b>Steps of writing, with guidance:</b> prewriting (with pictures or lists), draft, edit, publish</p> <p>A <b>simple sentence</b> is a group of words that asks/tells something</p> <p><b>Vocabulary:</b> prewriting, idea/topic, letter, word, sentence</p> | <p><b>Essential Questions</b><br/>Questions to guide student inquiry and focus instruction to uncover big ideas</p> <ul style="list-style-type: none"> <li>Why do we write?</li> <li>What do we write about?</li> <li>What does "good" writing look like?</li> <li>How we make our writing better?</li> </ul> |



**Standard K.3**

**The student will practice a variety of types of writing.**

|   |   |
|---|---|
| <p><b>Benchmarks</b><br/>Key knowledge and skills we want students to know and be able to do</p> <p>a. Dictates a story or a sequence of events to be written down by an adult<br/>                 b. Writes and/or illustrates stories with a beginning, middle, and end<br/>                 c. Writes to express opinions<br/>                 d. Writes and/or illustrates informational text</p>  |   |
| <p><b>Essential Knowledge</b><br/>Key facts, concepts, and ideas needed to successfully meet benchmarks</p> <p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>distinguish print from pictures</li> <li>write daily for a variety of purposes, including narrative stories to describe experiences</li> <li>write on assigned and/or self-selected topics</li> <li>use writing, dictation, and drawing to tell a story</li> <li>write to describe a person, place, or thing</li> <li>generate text to communicate and make meaning by creating drawings, letter strings, scribbles, letter approximations, or other graphic representations, as well as phonetically spelled words</li> <li>capitalize the first word in a sentence and the pronoun I</li> <li>write left-to-right and top-to-bottom</li> </ul> <p><b>Types of writing</b> - narrative and opinion</p> <p><b>Vocabulary:</b> story, beginning, middle, end, sequence, opinion</p> | <p><b>Essential Questions</b><br/>Questions to guide student inquiry and focus instruction to uncover big ideas</p> <ul style="list-style-type: none"> <li>Are there different types of writing? (Tell me more...)</li> </ul> |



**Standard K.4**

**Writing**

**The student will demonstrate command of the conventions of standard English grammar and usage when writing.**

|  |   |
|--|---|
| <p><b>Benchmarks</b><br/>Key knowledge and skills we want students to know and be able to do</p>   |   |
| <p>a. Identifies nouns and verbs<br/>                 b. Identifies a statement vs a question<br/>                 c. Puts spacing between words<br/>                 d. Uses correct end punctuation (period, question mark, exclamation point)<br/>                 e. Capitalizes words to begin sentences and proper nouns (names, holidays, days of the week, and months of the year)<br/>                 f. Uses the most frequently occurring prepositions<br/>                 g. Produces and expands complete sentences in shared language activities</p>   |   |
| <p><b>Essential Knowledge</b><br/>Key facts, concepts, and ideas needed to successfully meet benchmarks</p>  | <p><b>Essential Questions</b><br/>Questions to guide student inquiry and focus instruction to uncover big ideas</p> |
| <p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>• distinguish a simple noun as a person, place, or thing</li> <li>• distinguish an action word as a verb</li> <li>• generate questions in their writing</li> <li>• capitalize the first word in a sentence, any proper nouns, and the pronoun I</li> <li>• write left-to-right and top-to-bottom</li> </ul> <p><b>Question words</b> - who, what, when, where, why, how</p> <p><b>Prepositions</b> - to, from, in, out, on, off, for, of, by, with</p> <p><b>Vocabulary:</b> nouns, verbs, capitalization, punctuation, period, exclamation point, question mark, statement</p> | <ul style="list-style-type: none"> <li>• Is there a proper way to write? (Tell me more...)</li> </ul>               |

**Standard K.5**

**The student will develop phonological awareness skills.**

| <b>Benchmarks</b><br>Key knowledge and skills we want students to know and be able to do  |   |
|---|---|
| a. Counts, pronounces, blends, and segments syllables in spoken words<br>b. Claps and counts syllables in a word<br>c. Blends and segments onset-rime of single-syllable spoken words<br>d. Identifies and produces rhyming words [Tell me a word that rhymes with car. STAR]<br>e. Demonstrates compound word deletion [Say cowboy without the cow. BOY]<br>f. Segments individual sounds in a word [Say the word as you move a chip for each sound. m-a-t; l-e-g, b-a-ck]<br>g. Isolates and pronounces the initial, medial vowel, and final sounds (phoneme (consonant-vowel-consonant, or CVC) words. This does not include CVCs ending with /l/,/r/, or /x/).<br>h. Differentiates phonemes and remember phonemes in a series [/s/ /s/ /f/ /sh/]<br>i. Adds or substitutes individual sounds (phonemes) in simple, one-syllable words to make new words.   |   |
| <b>Essential Knowledge</b><br>Key facts, concepts, and ideas needed to successfully meet benchmarks   | <b>Essential Questions</b><br>Questions to guide student inquiry and focus instruction to uncover big ideas |
| <p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>• segment a word into individual syllables using strategies including, but not limited to, clapping hands or snapping fingers</li> <li>• identify and discriminate between sentences, words, and syllables</li> <li>• identify a word that rhymes with a spoken word</li> <li>• supply a word that rhymes with a spoken word</li> <li>• produce rhyming words and recognize pairs of rhyming words presented orally</li> <li>• generate rhyming words based on a given rhyming pattern, familiar nursery rhyme, or predictable text</li> <li>• blend and segment onsets and rimes of spoken words (e.g., /b/- /oat/ = boat, black = /bl/- /ack/)</li> <li>• blend and segment multisyllabic words into syllables (e.g., The teacher asks students to say robot without the /ro-/ and students respond with /bot/.)</li> <li>• blend individual phonemes to make one-syllable words (e.g., /sh/- /i/-/p/= ship)</li> <li>• segment one-syllable words into individual phonemes (e.g., rat= /r/- /a/-/t/)</li> <li>• recognize similarities and differences in beginning and ending sounds of words</li> <li>• produce a word that has the same beginning or ending sound as a spoken word (e.g., /sock/- /sun/ and /hot/- /rat/)</li> </ul> | <ul style="list-style-type: none"> <li>• What do we hear?</li> </ul>  |

- identify pictures of objects whose names share the same beginning or ending sound
- sort pictures or objects whose names share the same beginning or ending sound

**Vocabulary:** syllable, blends, digraphs, rhyme



**Standard K.6**

**The student will use phonetic principles when reading and spelling.**

| <b>Benchmarks</b>   |  |
|---|--|
| Key knowledge and skills we want students to know and be able to do   |  |
| <ul style="list-style-type: none"> <li>a. Identifies, names, and matches the upper- and lower-case letters</li> <li>b. Produces letter-sound correspondence (match letter sounds to correct grapheme)</li> <li>c. Demonstrates speech to print match in text</li> <li>d. Identifies beginning, middle, and ending sounds in single syllable word (CVC)</li> <li>e. Differentiates between consonants and vowels</li> <li>f. Decodes and spells CVC words</li> <li>g. Decodes and spells words with consonant digraphs and consonant blends</li> <li>h. Uses phonetic strategies to spell unfamiliar words</li> <li>i. Reads and spells high frequency words as presented in instructional program</li> <li>j. Organizes words alphabetically by first letter</li> </ul>   |  |
| <b>Essential Knowledge</b>  | <b>Essential Questions</b>   |
| Key facts, concepts, and ideas needed to successfully meet benchmarks   | Questions to guide student inquiry and focus instruction to uncover big ideas  |
| <p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>• recognize capital and lowercase letters in sequence and in random order and name them rapidly</li> <li>• match capital and lowercase letter pairs</li> <li>• differentiate between vowels and consonants</li> <li>• produce the sounds of consonants, short vowels, and initial consonant digraphs</li> <li>• demonstrate concept of word by</li> <li>• tracking familiar print from left to right and top to bottom</li> <li>• matching spoken words to print, including words with more than one syllable</li> <li>• write the letter or digraph that represents a spoken sound</li> <li>• use basic knowledge of one-to-one letter-sound correspondences by producing sounds for each consonant</li> <li>• isolate initial consonants in single-syllable words (e.g., /t/ is the first sound in top)</li> <li>• identify short sounds with common spellings for the five major vowels.</li> </ul> <p><b>Produce letter-sound</b> correspondence with all consonants, vowels, digraphs, and blends</p> | <ul style="list-style-type: none"> <li>• Do words have patterns? (Tell me more...)</li> <li>• What do I do when I do not know a word?</li> </ul> |

|  |  |
|--|--|
| <p><b>Vocabulary:</b> compound words, consonant and vowels, syllables, digraphs, consonant blends, rhyme, alphabetical order, uppercase, lowercase</p> |  |
|--|--|

**Standard K.7**

The student will develop vocabulary through reading.

| <b>Benchmarks</b><br>Key knowledge and skills we want students to know and be able to do  |   |
|---|---|
| a. Develops vocabulary by listening and responding to a variety of literature read aloud<br>b. Develops vocabulary by reading and discussing fiction and nonfiction<br>c. Uses context clues to identify meanings of unfamiliar words<br>d. Identifies and defines new vocabulary from texts<br>e. Identifies the meaning of academic vocabulary in words and phrases   |   |
| <b>Essential Knowledge</b><br>Key facts, concepts, and ideas needed to successfully meet benchmarks   | <b>Essential Questions</b><br>Questions to guide student inquiry and focus instruction to uncover big ideas                       |
| <p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>• discuss meanings of specific words using synonyms and antonyms (e.g., This giraffe is <i>tall</i>. He can eat leaves on a tree. If he were <i>short</i>, he couldn't reach his food.)</li> <li>• identify new meanings for familiar words and apply them accurately (e.g., knowing <i>water</i> as a drink and learning the verb, as in <i>water</i> the flowers)</li> <li>• sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent</li> <li>• use common adjectives to distinguish objects (e.g., the <i>small red</i> square; the <i>shy white</i> cat) (Students are not required to know the term <i>adjective</i> at this level.)</li> <li>• ask and respond to questions about unknown words in a text</li> <li>• identify real-life connections between words and their use (e.g., places that are <i>loud</i>)</li> <li>• use newly-learned words in literacy tasks</li> <li>• use number words in conversations</li> <li>• use words to describe or name people, places, feelings, and things</li> <li>• use size, shape, color, and spatial words to describe people, places, and things</li> <li>• use words to show direction and location (e.g., <i>on, off, in, out, over, under, between, and beside</i>)</li> <li>• recognize when they do not understand a word or phrase and seek clarification.</li> </ul> <p><b>Vocabulary:</b> fiction, nonfiction, context clues, vocabulary</p> | <ul style="list-style-type: none"> <li>• Why do we learn new words?</li> <li>• What do I do when I do not know a word?</li> </ul> |

**Standard K.8**

**The student will read at an appropriate pace with accuracy and intonation.**

| <b>Benchmarks</b>   |   |
|---|---|
| Key knowledge and skills we want students to know and be able to do   |   |
| <ul style="list-style-type: none"> <li>a. Reads Kindergarten level texts, independently or with support</li> <li>b. Builds stamina through independent reading at or above appropriate, assessed level</li> <li>c. Demonstrates left to right and top to bottom progression of text</li> <li>d. Reads and rereads familiar stories, poems, nursery rhymes, and passages</li> <li>e. Re-reads and self-corrects</li> </ul>   |   |
| <b>Essential Knowledge</b>  | <b>Essential Questions</b>  |
| Key facts, concepts, and ideas needed to successfully meet benchmarks   | Questions to guide student inquiry and focus instruction to uncover big ideas |
| <p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>• hold printed material the correct way</li> <li>• identify the front and back covers of a book</li> <li>• distinguish the title page from all the other pages in a book</li> <li>• turn pages appropriately</li> <li>• follow text with a finger, pointing to each word as it is read from left-to-right and top-to-bottom</li> <li>• locate lines of text, words, letters, and spaces</li> <li>• match voice with print in syllables, words, and phrases</li> <li>• locate and name periods, question marks, and exclamation points.</li> <li>• recognize and identify a variety of environmental print</li> <li>• recognize and read a selection of high-frequency and sight words from familiar text (Each student may know a different set of words.)</li> <li>• recognize and identify their own first and last names</li> </ul> <p><b>Vocabulary:</b> left, right, top, bottom, fluency, reread, self-correct</p> | <ul style="list-style-type: none"> <li>• How do we read?</li> </ul>           |

**Standard K.9**

**The student will demonstrate reading comprehension of fictional texts.**

| <b>Benchmarks</b>  |  |
|--|--|
| Key knowledge and skills we want students to know and be able to do  |  |
| <ul style="list-style-type: none"> <li>a. Previews and identifies the following features: cover, title, author, illustrator</li> <li>b. Makes predictions and inferences from pictures and during read alouds</li> <li>c. Uses illustrations and context clues to aid comprehension</li> <li>d. Answers questions to retell story</li> <li>e. Relates events in sequence in a story: beginning, middle, end</li> <li>f. Identifies characteristics of a variety of literacy genres</li> <li>g. Identifies story elements; characters [who], setting [where], problem/solution [what]</li> <li>h. Distinguishes between who, what, when, where, and why</li> <li>i. Recalls information from text</li> <li>j. Demonstrates the ability to compare and contrast using graphic organizers</li> <li>k. Identifies text features specific to the topic, such as titles, headings, and pictures</li> <li>l. Set a purpose for reading</li> <li>m. Draws conclusions</li> <li>n. Interprets visual clues</li> <li>o. Determines cause and effect relationships</li> <li>p. Identifies main idea and supporting details</li> <li>q. Relates background experiences and makes personal connections to text</li> <li>r. Develops problem-solving and critical thinking skills</li> </ul> |  |
| <b>Essential Knowledge</b>   | <b>Essential Questions</b>   |
| Key facts, concepts, and ideas needed to successfully meet benchmarks  | Questions to guide student inquiry and focus instruction to uncover big ideas                  |
| <p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>• make ongoing predictions based on illustrations and text</li> <li>• describe the relationship between illustration and the story</li> <li>• link knowledge from own experiences to make sense of and talk about a text</li> <li>• give evidence that they understand the meaning of what is being read aloud, including who, what, when, where, why, and how</li> <li>• ask and respond to questions about the content of a book</li> <li>• use vocabulary from a story in discussions and retellings</li> <li>• retell a story in own words using the characters, settings, and events in the correct sequence from beginning to end</li> <li>• use words to sequence events (e.g., before, after, and next)</li> <li>• demonstrate comprehension of text through drawings or a written response</li> <li>• recognize various types of fiction texts (e.g., storybooks, poems).</li> </ul>   | <ul style="list-style-type: none"> <li>• Why do we read?</li> <li>• How do we read?</li> </ul> |

|  |  |
|--|--|
| <p><b>Vocabulary:</b> cover, title, author, illustrator, illustration, prediction, inferences, context clues, retell, sequence, characters, setting, problem, solution, compare, contrast, fiction, nonfiction</p> |  |
|--|--|

**Standard K.10**

**The student will demonstrate reading comprehension of nonfictional texts.**

| <b>Benchmarks</b>  |  |
|--|--|
| Key knowledge and skills we want students to know and be able to do  |  |
| <ul style="list-style-type: none"> <li>a. Previews and identifies the following features: cover, title, author, illustrator</li> <li>b. Makes predictions and inferences from pictures and during read alouds</li> <li>c. Uses illustrations and context clues to aid comprehension</li> <li>d. Identifies characteristics of a variety of literacy genres</li> <li>e. Distinguishes between who, what, when, where, and why</li> <li>f. Recalls information from text</li> <li>g. Demonstrates the ability to compare and contrast using graphic organizers</li> <li>h. Identifies text features specific to the topic, such as titles, headings, diagrams, pictures/captions</li> <li>i. Sets a purpose for reading</li> <li>j. Draws conclusions</li> <li>k. Interprets visual clues</li> <li>l. Determines cause and effect relationships</li> <li>m. Identifies main idea and supporting details</li> <li>n. Relates background experiences and makes personal connections to text</li> <li>o. Develops problem-solving and critical thinking skills</li> </ul> |  |
| <b>Essential Knowledge</b>   | <b>Essential Questions</b>   |
| Key facts, concepts, and ideas needed to successfully meet benchmarks  | Questions to guide student inquiry and focus instruction to uncover big ideas                  |
| <p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>• make ongoing predictions based on graphics and text</li> <li>• relate pictures and illustrations to the text in which they appear</li> <li>• identify the topic of a nonfiction selection</li> <li>• ask and respond to questions about the content of a book</li> <li>• discuss facts and information relevant to the topic</li> </ul> <p><b>Vocabulary:</b> cover, title, author, illustrator, illustration, prediction, inferences, context clues, retell, sequence, characters, setting, problem, solution, compare, contrast, fiction, nonfiction</p>  | <ul style="list-style-type: none"> <li>• Why do we read?</li> <li>• How do we read?</li> </ul> |

**Standard K.11**

**The student will develop speaking and listening communication skills.**

| <b>Benchmarks</b><br>Key knowledge and skills we want students to know and be able to do   |   |
|--|---|
| a. Expresses ideas and answer questions in complete sentences<br>b. Asks appropriate questions<br>c. Communicates with courtesy and proper volume, intonations, and enunciation<br>d. Recites material such as prayers and pledge, days of the week, months of the year<br>e. Participates in class discussions and oral activities such as 'Show & Tell'<br>f. Recites full name, address, age, birthday, and phone number<br>g. Follows the rules of conversation, takes turns with adults and peers<br>h. Follows one- and two-step directions<br>i. Expands vocabulary through speaking and listening opportunities<br>j. Works respectfully with others<br>k. Tells stories orally<br>l. Describes contents of a picture<br>m. Expands vocabulary through speaking opportunities<br>n. Listens to a variety of literature   |   |
| <b>Essential Knowledge</b><br>Key facts, concepts, and ideas needed to successfully meet benchmarks  | <b>Essential Questions</b><br>Questions to guide student inquiry and focus instruction to uncover big ideas |
| <p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>• speak audibly in complete sentences, expressing thoughts, feelings, and ideas clearly</li> <li>• participate in a range of collaborative discussions building on others' ideas and clearly expressing thoughts and opinions</li> <li>• initiate conversations with peers and teachers in a variety of school settings</li> <li>• listen actively to others in a variety of formal and informal settings involving peers and adults</li> <li>• wait for a turn to speak, allowing others to speak without unnecessary interruptions</li> <li>• maintain conversation on topic through multiple exchanges</li> <li>• match language to the purpose, situation, environment, and audience</li> <li>• repeat and follow one- and two-step oral directions</li> </ul> <p><b>Vocabulary:</b> volume, courtesy, conversation, participation, enunciation, intonation, recite, question</p> | <ul style="list-style-type: none"> <li>• Why does how we speak matter?</li> </ul>                           |





**Standard K.12**

**The student will conduct research to answer questions or solve problems using available resources.**

|  |   |
|--|---|
| <p><b>Benchmarks</b><br/>Key knowledge and skills we want students to know and be able to do</p>   |   |
| <p>a. Generates topics of interest<br/>b. Generates questions to gather information<br/>c. Identifies pictures, texts, or people as sources of information<br/>d. Finds information from provided sources</p>  |   |
| <p><b>Essential Knowledge</b><br/>Key facts, concepts, and ideas needed to successfully meet benchmarks</p>  | <p><b>Essential Questions</b><br/>Questions to guide student inquiry and focus instruction to uncover big ideas</p> |
| <p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>• generate ideas for topics based on interest or content areas (e.g., favorite animals, community helpers, or life cycles)</li> <li>• work collaboratively to generate questions to gather information</li> <li>• identify various pictures, texts, media, and people that can be used as sources of information</li> <li>• use provided sources to answer questions or solve problems</li> </ul> <p><b>Vocabulary:</b> research, questions</p> | <ul style="list-style-type: none"> <li>• How can we find answers to questions we don't know?</li> </ul>             |



## 1<sup>st</sup> Grade

### The student will:

#### Writing

- Write in manuscript
- Apply the steps of the writing process
- Practice a variety of types of writing
- Use grammar and mechanics in writing

#### Reading

- Develop phonological awareness skills
- Use phonetic principles when reading and spelling
- Develop vocabulary through reading
- Read at an appropriate pace with accuracy and intonation
- Demonstrate reading comprehension of fictional texts
- Demonstrate reading comprehension of nonfictional texts

#### Communication

- Develop speaking and listening communication skills

#### Research

- Conduct research to answer questions or solve problems using available resources



**Standard 1.1**

**The student will write in manuscript.**

|   |   |
|---|---|
| <p><b>Benchmarks</b><br/>Key knowledge and skills we want students to know and be able to do</p> <p>a. Demonstrates correct formation of all manuscript letters with proper spacing in words and sentences<br/>b. Replicates neatly and correctly written work</p>  |   |
| <p><b>Essential Knowledge</b><br/>Key facts, concepts, and ideas needed to successfully meet benchmarks</p> <p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>develop fine motor skills by cutting, tracing, copying, coloring, gluing, and painting</li> <li>demonstrate correct posture, pencil grip (tripod grasp), paper placement, line placement, and ability to hold the writing tool correctly</li> <li>use proper spacing and size</li> <li>print capital and lowercase letters of the alphabet legibly and independently</li> <li>use Zaner-Bloser manuscript letter and number formation</li> <li>print first and last names, beginning each with a capital letter</li> <li>print all capital and lowercase letters in sequence and in random order</li> </ul> <p><b>Vocabulary:</b> manuscript</p> | <p><b>Essential Questions</b><br/>Questions to guide student inquiry and focus instruction to uncover big ideas</p> <ul style="list-style-type: none"> <li>Why do we write?</li> <li>Does it matter how we make our letters? [Tell me more...]</li> </ul> |



**Standard 1.2**

**The student will apply the steps of the writing process.**

|  |   |
|--|---|
| <p><b>Benchmarks</b><br/>Key knowledge and skills we want students to know and be able to do</p>   |   |
| <p>a. Generates a list of ideas or topics for writing<br/>                 b. Organizes ideas for writing using a variety of prewriting strategies<br/>                 c. Constructs sentences using correct spacing and formatting move to 1.1<br/>                 d. Demonstrates ability to use a rubric to guide written work<br/>                 e. Uses the writing process: prewriting, drafting, revising, editing, and publishing<br/>                 f. Recognizes and applies the following proofreading marks: capitalization &amp; punctuation<br/>                 g. Conferences with teachers to revise work for clarity<br/>                 h. Shares and displays written work<br/>                 i. Writes own ideas</p>   |   |
| <p><b>Essential Knowledge</b><br/>Key facts, concepts, and ideas needed to successfully meet benchmarks</p>  | <p><b>Essential Questions</b><br/>Questions to guide student inquiry and focus instruction to uncover big ideas</p>   |
| <p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>● use previous experiences to generate ideas</li> <li>● identify the intended audience and purpose for writing (e.g., letters, stories, journals, etc.)</li> <li>● participate in teacher-directed brainstorming activities to generate ideas</li> <li>● participate in shared writing projects</li> <li>● use prewriting strategies, including, but not limited to: webbing, clustering, brainstorming, and semantic mapping, to organize ideas and information</li> <li>● revise writing with additional descriptive words (i.e., adjectives)</li> <li>● apply the alphabetic principle when writing words</li> <li>● Writes own ideas using correct spelling with known words and uses the alphabetic code to write unknown words correctly</li> <li>● share writing with others</li> </ul> <p><b>Proofreading Marks:</b> capitalization, punctuation</p> <p><b>Steps of writing, with guidance:</b> prewriting (with pictures or lists), draft, edit, publish</p> <p><b>Vocabulary:</b> prewriting, drafting, revising, editing, publishing, rubric</p> | <ul style="list-style-type: none"> <li>● Why do we write?</li> <li>● What do we write about?</li> <li>● What does “good” writing look like?</li> <li>● Can we make our writing better? [Tell me more...]</li> </ul> |



**Writing**

**Standard 1.3**

**The student will practice a variety of types of writing.**

|   |   |
|---|---|
| <p><b>Benchmarks</b><br/>Key knowledge and skills we want students to know and be able to do</p>  |   |
| <p>a. Practices writing through regular journal and free writing<br/>                 b. Writes stories with beginning, middle, and end<br/>                 c. Creates (at least one) simple paragraph<br/>                 d. Writes in a variety of poetic forms<br/>                 e. Writes to express opinions<br/>                 f. Writes informational (expository) text</p>   |   |
| <p><b>Essential Knowledge</b><br/>Key facts, concepts, and ideas needed to successfully meet benchmarks</p>   | <p><b>Essential Questions</b><br/>Questions to guide student inquiry and focus instruction to uncover big ideas</p> |
| <p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>• participate in shared writing projects</li> <li>• write to express an opinion with supporting reason(s)</li> <li>• write narratives that include at least two sequenced events, with details, and a conclusion</li> <li>• write to describe a person, place, or thing using adjectives</li> <li>• apply the alphabetic principle when writing words</li> <li>• share writing with others</li> </ul> <p><b>Types of writing</b> - narrative, opinion, poetry, journaling</p> <p><b>Vocabulary:</b> margin, narrative, verse, stanza, story, beginning, middle, end, sequence, opinion, paragraph, topic sentence, concluding sentence, supporting details/facts</p> | <ul style="list-style-type: none"> <li>• Are there different types of writing? (Tell me more...)</li> </ul>         |



**Writing**

**Standard 1.4**

**The student will demonstrate command of the conventions of standard English grammar and usage when writing.**

|   |   |
|---|---|
| <p><b>Benchmarks</b><br/>Key knowledge and skills we want students to know and be able to do</p>  |   |
| <p>a. Identifies common/proper and singular/plural nouns<br/>                 b. Identifies pronouns<br/>                 c. Identifies descriptive adjectives<br/>                 d. Identifies regular action verbs<br/>                 e. Identifies the four types of sentences: declarative, interrogative, exclamatory, and imperative<br/>                 f. Identifies subject and predicate in order to write in complete sentences<br/>                 g. Puts spacing between words<br/>                 h. Uses correct end punctuation (period, question mark, exclamation point)<br/>                 i. Capitalizes words to begin sentences and all proper nouns<br/>                 j. Uses apostrophes in contractions<br/>                 k. Uses the most frequently occurring prepositions<br/>                 l. Produces and expands complete sentences<br/>                 m. Writes using correct spelling with known words and uses the alphabetic code to write unknown words correctly</p>  |   |
| <p><b>Essential Knowledge</b><br/>Key facts, concepts, and ideas needed to successfully meet benchmarks</p>   | <p><b>Essential Questions</b><br/>Questions to guide student inquiry and focus instruction to uncover big ideas</p> |
| <p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>• use complete sentences that begin with a capital letter, use correct ending punctuation, and use commas in dates</li> <li>• capitalize the pronoun <i>I</i></li> <li>• capitalize days of the week and months of the year</li> <li>• capitalize names of people</li> <li>• spell commonly used sight words and phonetically regular words correctly</li> <li>• use resources in the classroom to spell words</li> <li>• use tools to produce and publish writing</li> <li>• share writing with others</li> </ul> <p><b>Question words</b> - who, what, when, where, why, how</p> <p><b>Prepositions</b> - to, from, in, out, on, off, for, of, by, with, between, above, below, under, near</p> <p><b>Vocabulary:</b> contractions, nouns, verbs, adjectives, singular, plural, common, proper, declarative, interrogative, exclamatory, imperative, subject, predicate, punctuation, period, question mark, exclamation point, capitalization</p> | <ul style="list-style-type: none"> <li>• Is there a proper way to write? (Tell me more...)</li> </ul>               |

**Standard 1.5**

**The student will develop phonological awareness skills.**

| <b>Benchmarks</b>   |   |
|---|---|
| Key knowledge and skills we want students to know and be able to do   |   |
| <ul style="list-style-type: none"> <li>a. Segments the sounds in a word</li> <li>b. Identifies medial sound in a word</li> <li>c. Orally produces single-syllable words by blending sounds (phonemes), including consonant blends.</li> <li>d. Demonstrates sound deletion and substitution (initial and final positions)</li> <li>e. Counts phonemes (sounds) in a one syllable word that includes blends and digraphs</li> <li>f. Blends and segments multisyllabic words</li> <li>g. Distinguishes long from short vowel sounds in spoken single-syllable words.</li> <li>h. Isolates and pronounces initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</li> <li>i. Segments spoken single-syllable words into their complete sequence of individual sounds (phonemes).</li> </ul>  |   |
| <b>Essential Knowledge</b>  | <b>Essential Questions</b>  |
| Key facts, concepts, and ideas needed to successfully meet benchmarks   | Questions to guide student inquiry and focus instruction to uncover big ideas |
| <p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>• orally produce words that rhyme by changing the initial phoneme (e.g., sip/ship, heart/part)</li> <li>• count phonemes in one-syllable words</li> <li>• blend separately spoken phonemes to make one-syllable words</li> <li>• segment words by producing each phoneme</li> <li>• determine whether the medial vowel sound is the same or different in a set of one-syllable words</li> <li>• sort picture cards by initial, medial, and final phonemes</li> <li>• remove a phoneme from an orally presented word to make a new word (e.g., rice/ice, beach/bee, weight/weigh, couch/cow)</li> <li>• add a phoneme from an orally presented word or rime to make a new word (e.g., pie/pipe, four/fork, cab/crab, ot/lot, ap/map)</li> <li>• change phonemes orally to make new words (e.g., rug/jug, bunch/lunch, card/cart, sat/sit)</li> </ul> <p><b>Vocabulary:</b> syllable, blends, digraphs</p> | <ul style="list-style-type: none"> <li>• What do we hear?</li> </ul>          |



**Standard 1.6**

**The student will use phonetic principles when reading and spelling.**

| <b>Benchmarks</b><br>Key knowledge and skills we want students to know and be able to do   |  |
|--|--|
| a. Decodes and spells words with beginning and ending consonant digraphs and blends<br>b. Decodes and spells words with short, long, r-controlled, and vowel teams<br>c. Uses word patterns and word families to segment, decode, and spell words<br>d. Decodes regular multisyllabic words<br>e. Reads and identifies compound words and contractions<br>f. Uses phonetic strategies to read and spell unfamiliar words<br>g. Identifies base word, prefixes, and suffixes<br>h. Reads and spells high frequency words as presented in instructional program<br>i. Organizes words alphabetically by first letter<br>j. Uses correct spelling with known words and uses the alphabetic code to write unknown words correctly<br>k. Produces letter-sound correspondence with all consonants and vowels<br>l. Identifies beginning, ending and medial sounds using correct letter name in a single syllable word<br>m. Decodes CVC and CVVC words fluently<br>n. Uses short vowels to spell and decode<br>o. Uses long vowels with CVCe pattern to spell and decode<br>p. Identifies inflected endings |  |
| <b>Essential Knowledge</b><br>Key facts, concepts, and ideas needed to successfully meet benchmarks  | <b>Essential Questions</b><br>Questions to guide student inquiry and focus instruction to uncover big ideas                                      |
| <p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>• apply knowledge of letter sounds in single-syllable words by               <ul style="list-style-type: none"> <li>◦ recognizing initial, medial, and final phonemes</li> <li>◦ segmenting the phonemes in a word into their complete sequence of individual phonemes (e.g., <i>top</i>: /t/-/o/-/p/, <i>jump</i>: /j/-/u/-/m/-/p/)</li> <li>◦ blending phonemes to decode or spell a word</li> </ul> </li> <li>• accurately decode unfamiliar, orthographically regular, single-syllable words and nonsense words (e.g., <i>sit</i>, <i>zot</i>) using letter-sound mappings to sound them out</li> <li>• differentiate between vowels and consonants</li> <li>• apply knowledge of word patterns to decode unfamiliar words by recognizing word patterns (e.g., CVC) and using onsets and rimes to create, read, and spell new words that include blends (e.g., the <i>l</i> and <i>r</i> blends) and digraphs (e.g., <i>ch</i>, <i>sh</i>, <i>th</i>, and <i>wh</i>)</li> </ul> | <ul style="list-style-type: none"> <li>• Do words have patterns? (Tell me more...)</li> <li>• What do I do when I do not know a word?</li> </ul> |

- use the consonant-vowel patterns CVC (e.g., *pin*), VC (e.g., *in*), and CVCC (e.g., *wind*) to decode and spell single-syllable words with a short vowel sound
- use the consonant-vowel patterns CVVC and CVCE to decode and spell some single-syllable words with a long vowel sound
- use knowledge that every syllable has a vowel sound to help determine if a word has one or two syllables
- read and spell simple two-syllable compound words following basic patterns by segmenting the words into syllables

**Produce letter-sound correspondence** with all consonants, vowels, digraphs, and blends

**Vocabulary:** compound words, contractions, apostrophe, possessives, inflected, prefix, suffix, syllable, digraphs, blends, alphabetical order

**Standard 1.7**

**The student will develop vocabulary through reading.**

| <b>Benchmarks</b><br>Key knowledge and skills we want students to know and be able to do  |   |
|---|---|
| a. Develops vocabulary by listening and responding to a variety of literature read aloud<br>b. Develops vocabulary by reading and discussing fiction and nonfiction<br>c. Uses titles and pictures to identify word meanings<br>d. Uses context clues to identify meanings of unfamiliar words<br>e. Uses story content to identify and understand word meanings<br>f. Identifies and defines new vocabulary from texts<br>g. Identifies synonyms and antonyms<br>h. Identifies the meaning of academic vocabulary in words and phrases   |   |
| <b>Essential Knowledge</b><br>Key facts, concepts, and ideas needed to successfully meet benchmarks   | <b>Essential Questions</b><br>Questions to guide student inquiry and focus instruction to uncover big ideas                       |
| <p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>• expand vocabulary by using frequently occurring root words to read inflectional forms (e.g., look, looks, looked, looking)</li> <li>• use sentence-level context as a clue to the meaning of words and phrases</li> <li>• use titles, pictures, and information in the story to make predictions about vocabulary</li> <li>• use pictures and/or rereading to confirm vocabulary choice</li> <li>• notice when words or sentences do not make sense in context</li> <li>• use intonation, pauses, and emphases that signal the structure of the sentence when reading aloud</li> <li>• use punctuation clues, including period, question mark, exclamation point, commas, and quotation marks to guide comprehension</li> <li>• reread and self-correct when text does not make sense.</li> <li>• develop vocabulary by listening to and reading a variety of texts</li> <li>• ask for the meaning of unknown words and make connections to familiar words by               <ul style="list-style-type: none"> <li>○ sorting words into categories (e.g., colors, animals)</li> <li>○ defining words by category and by one or more attributes (e.g., a swan is a bird that swims, a cardinal is a red bird)</li> <li>○ identifying real-life connections between words and their use (e.g., places that are safe)</li> </ul> </li> <li>• use vocabulary from other content areas in literacy tasks</li> <li>• ask for meanings and clarification of unfamiliar words and ideas</li> </ul> | <ul style="list-style-type: none"> <li>• Why do we learn new words?</li> <li>• What do I do when I do not know a word?</li> </ul> |

- use common irregular plural forms, such as *man/men*, *child/children*, and *mouse/mice*

**Vocabulary:** fiction, nonfiction, context clues, synonyms, antonyms, vocabulary, title, illustration, glossary



**Standard 1.8**

**The student will read at an appropriate pace with accuracy and intonation.**

|  |   |
|--|---|
| <p><b>Benchmarks</b><br/>Key knowledge and skills we want students to know and be able to do</p> <p>a. Reads first grade level texts, independently or with support<br/>                 b. Builds stamina through independent reading at or above appropriate, assessed level<br/>                 c. Reads and rereads familiar stories, poems, and passages<br/>                 d. Reads and self-corrects</p>   |   |
| <p><b>Essential Knowledge</b><br/>Key facts, concepts, and ideas needed to successfully meet benchmarks</p>  | <p><b>Essential Questions</b><br/>Questions to guide student inquiry and focus instruction to uncover big ideas</p> |
| <p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>• demonstrate concept of word by tracking print from left-to-right and top-to-bottom, following print from one line to the next line (return sweep), and matching spoken words to print</li> <li>• differentiate between letters and words by recognizing spaces between words in sentences</li> <li>• recognize that a sentence starts with a capital letter and ends with a period, question mark, or an exclamation point</li> </ul> <p><b>Vocabulary:</b> fluency, intonation, reread, self-correct, accuracy</p> | <ul style="list-style-type: none"> <li>• How do we read?</li> </ul>   |

**Standard 1.9**

**The student will demonstrate reading comprehension of fictional skills.**

| <b>Benchmarks</b>   |  |
|---|--|
| Key knowledge and skills we want students to know and be able to do   |  |
| <ul style="list-style-type: none"> <li>a. Previews and sets a purpose for reading</li> <li>b. Uses illustrations and context clues to aid comprehension</li> <li>c. Makes predictions and confirms with evidence from the text</li> <li>d. Draws conclusion</li> <li>e. Retell events in sequence in a story: beginning, middle, end</li> <li>f. Identifies characteristics of a variety of fictional literary genres</li> <li>g. Identifies story elements; characters, setting, problem/solution and theme</li> <li>h. Ask and answer who, what, when, where, why, and how</li> <li>i. Recalls information from text</li> <li>j. Identifies the following features: Title Page, Table of Contents, blurb</li> <li>k. Identifies the author's purpose (entertain or inform)</li> <li>l. Determines fact and opinion</li> <li>m. Makes inferences from pictures and texts</li> <li>n. Demonstrates the ability to compare and contrast using graphic organizers</li> <li>o. Visualizes characters, settings, and action in books</li> <li>p. Determine cause and effect relationships</li> <li>q. Relates background experiences and makes personal (text to self) connections to text</li> <li>r. Develops problem-solving and critical thinking skills</li> </ul> |  |
| <b>Essential Knowledge</b>  | <b>Essential Questions</b>   |
| Key facts, concepts, and ideas needed to successfully meet benchmarks   | Questions to guide student inquiry and focus instruction to uncover big ideas                  |
| <p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>• preview reading material by looking at the book's cover, title, and illustrations</li> <li>• set a purpose for reading by looking at the illustrations, activating prior knowledge, and predicting the outcome of the selection</li> <li>• use knowledge from own experience to make sense of and talk about a text</li> <li>• identify and describe characters, settings, and important events in a story using details</li> <li>• retell stories using the characters, settings, and events in correct sequence from beginning to end</li> <li>• demonstrate comprehension by writing about what is read</li> <li>• identify the overall theme of a fiction selection (e.g., friendship, family, working hard)</li> <li>• use expression to convey meaning when reading aloud</li> </ul>   | <ul style="list-style-type: none"> <li>• Why do we read?</li> <li>• How do we read?</li> </ul> |

- reread as necessary to confirm and self-correct word recognition and understanding
- practice reading and rereading texts at their independent reading level

**Vocabulary:** illustrations, context clues, prediction, inferences, conclusion, retell, sequence, characters, setting, problem, solution, story elements, author's purpose, entertain, inform, fact, opinion, compare, contrast, main idea, details, genre, fiction, title page, table of contents,

**Standard 1.10**

**The student will demonstrate reading comprehension of nonfictional skills.**

| <b>Benchmarks</b>   |  |
|---|--|
| Key knowledge and skills we want students to know and be able to do   |  |
| <ul style="list-style-type: none"> <li>a. Previews and sets a purpose for reading</li> <li>b. Uses illustrations and context clues to aid comprehension</li> <li>c. Makes predictions and confirms with evidence from the text</li> <li>d. Draws conclusions</li> <li>e. Identifies characteristics of a variety of nonfiction literary genres</li> <li>f. Distinguishes between who, what, when, where, why, and how</li> <li>g. Identifies main idea and at least one supporting detail</li> <li>h. Recalls information from nonfiction text</li> <li>i. Identifies the following features: Title Page, Table of Contents, Glossary, diagrams and captions</li> <li>j. Identifies the author's purpose (entertain or inform)</li> <li>k. Determines fact and opinion</li> <li>l. Makes inferences from pictures and texts</li> <li>m. Demonstrates the ability to compare and contrast using graphic organizers</li> <li>n. Answers questions to retell information</li> <li>o. Determines cause and effect relationships</li> <li>p. Relates background experiences and makes personal (text to self) connections to text</li> <li>q. Develops problem-solving and critical thinking skills</li> </ul> |  |
| <b>Essential Knowledge</b>  | <b>Essential Questions</b>   |
| Key facts, concepts, and ideas needed to successfully meet benchmarks   | Questions to guide student inquiry and focus instruction to uncover big ideas                  |
| <p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>• read with purpose and understanding</li> <li>• preview reading material and set a purpose by looking at the book's cover and graphics and by reading titles and headings</li> <li>• identify and use text features to locate facts and information in a text</li> <li>• distinguish between information provided by pictures or illustrations and information provided by words in the text</li> <li>• read various nonfiction forms, including letters, lists, recipes, newspapers, and magazines</li> <li>• identify the main idea and key details</li> <li>• practice reading and rereading texts on their independent reading level</li> </ul> <p><b>Vocabulary:</b> illustrations, context clues, prediction, inferences, conclusion, retell, sequence, author's purpose, entertain, inform, fact,</p>  | <ul style="list-style-type: none"> <li>• Why do we read?</li> <li>• How do we read?</li> </ul> |



|  |  |
|--|--|
| opinion, compare, contrast, main idea, details, genre, fiction,<br>nonfiction, title page, table of contents, glossary, captions, diagrams |  |
|--|--|



**Standard 1.11**

**The student will develop speaking and listening communication skills.**

| <b>Benchmarks</b><br>Key knowledge and skills we want students to know and be able to do   |   |
|--|---|
| a. Expresses ideas and answers questions in complete sentences<br>b. Asks appropriate questions<br>c. Communicates with courtesy and proper volume, intonations, and enunciation<br>d. Retells a story in sequential order with supporting details<br>e. Recites material such as prayers and pledge<br>f. Participates in class discussions and choral activities<br>g. Uses oral language to inform, persuade, entertain, respond, clarify, and learn<br>h. Practices and uses proper grammar in conversation<br>i. Follows and gives two- and three-step directions<br>j. Works respectfully with others<br>k. Tells stories orally   |   |
| <b>Essential Knowledge</b><br>Key facts, concepts, and ideas needed to successfully meet benchmarks  | <b>Essential Questions</b><br>Questions to guide student inquiry and focus instruction to uncover big ideas |
| <p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>• initiate conversation in a variety of school settings</li> <li>• participate in a range of collaborative discussions building on others' ideas and clearly expressing thoughts and opinions</li> <li>• ask and respond to questions to check for understanding</li> <li>• sustain two-person conversation through multiple exchanges</li> <li>• use voice level and intonation appropriate for small-group settings</li> <li>• follow rules for conversation, including listening and taking turns</li> <li>• give and follow simple two-step oral directions</li> <li>• use words of time and position, including first, second, next, on, under, beside, and over, to give directions orally</li> <li>• use verbs to give directions orally</li> <li>• speak in complete sentences when appropriate to task and situation</li> <li>• participate in a variety of oral language activities, such as                             <ul style="list-style-type: none"> <li>○ listening to stories and poems read aloud</li> <li>○ participating in discussions about stories and poems</li> <li>○ talking about words and their meanings as they are encountered in stories, poems, and conversations</li> <li>○ providing reactions to stories and poems</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>● Why does how we speak matter?</li> </ul>                           |

|  |  |
|--|--|
| <ul style="list-style-type: none"><li>○ asking and answering questions about what is said in order to gather additional information or clarify something not understood</li><li>○ describe people, places, things, and events with details</li><li>● tell and retell stories and events in logical order by<ul style="list-style-type: none"><li>○ retelling stories orally and through informal drama</li><li>○ dictating or retelling stories</li><li>○ indicating first, next, and last events in a story</li><li>○ creating stories, poems, plays, and songs</li></ul></li><li>● participate in daily oral language activities (e.g., choral speaking and the reciting of short poems, rhymes, songs, and stories with repeated patterns)</li><li>● participate in creative dramatics (e.g., classroom songs, plays, skits, and group activities) designed to give students frequent opportunities for listening and speaking</li><li>● participate in listening and speaking activities</li></ul> <p><b>Vocabulary:</b> volume, courtesy, conversation, participation, enunciation, intonation, retell, recite, question, grammar</p> |  |
|--|--|



**Standard 1.12**

**The student will conduct research to answer questions or solve problems using available resources.**

|  |   |
|--|---|
| <p><b>Benchmarks</b><br/>Key knowledge and skills we want students to know and be able to do</p> <ul style="list-style-type: none"> <li>a. Generates topics of interest</li> <li>b. Generates questions to gather information</li> <li>c. Identifies pictures, texts, or people as sources of information</li> <li>d. Finds information from provided sources</li> <li>e. Records information</li> </ul>   |   |
| <p><b>Essential Knowledge</b><br/>Key facts, concepts, and ideas needed to successfully meet benchmarks</p> <p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>• generate ideas for topics based on interest or content areas (e.g., favorite animals, life cycles, community helpers)</li> <li>• work collaboratively to generate questions to gather information.</li> <li>• identify if pictures, various texts, media, or people can be used as sources of information</li> <li>• use provided sources to answer questions or solve problems</li> <li>• use templates (e.g., graphic organizers, charts, graphs) to organize information</li> </ul> <p><b>Vocabulary: research, question, record</b></p> | <p><b>Essential Questions</b><br/>Questions to guide student inquiry and focus instruction to uncover big ideas</p> <ul style="list-style-type: none"> <li>• How can we find answers to questions we don't know?</li> </ul> |



## 2<sup>nd</sup> Grade

### The student will:

#### Writing

- Write in manuscript
- Apply the steps of the writing process
- Practice a variety of types of writing
- Use grammar and mechanics in writing

#### Reading

- Develop phonological awareness skills
- Use phonetic principles when reading and spelling
- Develop vocabulary through reading
- Read at an appropriate pace with accuracy and intonation
- Demonstrate reading comprehension of fictional texts
- Demonstrate reading comprehension of nonfictional texts

#### Communication

- Develop speaking and listening communication skills

#### Research

- Conduct research to answer questions or solve problems using available resources



**Standard 2.1**

**The student will write in manuscript and cursive.**

|   |   |
|---|---|
| <p><b>Benchmarks</b><br/>Key knowledge and skills we want students to know and be able to do</p>  |   |
| <p>a. Demonstrates correct formation of all manuscript letters<br/>                 b. Participates in an introduction to cursive strokes and letters<br/>                 c. Replicates neatly and correctly written work<br/>                 d. Copies written work accurately from a chart/board/book<br/>                 e. Constructs sentences using correct spacing and formatting in written work</p>   |   |
| <p><b>Essential Knowledge</b><br/>Key facts, concepts, and ideas needed to successfully meet benchmarks</p>   | <p><b>Essential Questions</b><br/>Questions to guide student inquiry and focus instruction to uncover big ideas</p>     |
| <p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>• write legibly</li> <li>• space words in sentences</li> <li>• space sentences in writing</li> <li>• learn basic strokes for cursive.</li> <li>• develop fine motor skills by cutting, tracing, copying, coloring, gluing, and painting</li> <li>• demonstrate correct posture, pencil grip (tripod grasp), paper placement, line placement, and ability to hold the writing tool correctly</li> </ul> <p><b>Vocabulary:</b> manuscript, cursive</p> | <ul style="list-style-type: none"> <li>• Why do we write?</li> <li>• Does it matter how we make our letters?</li> </ul> |



**Standard 2.2**

**The student will apply the steps of the writing process.**

|  |   |
|--|---|
| <p><b>Benchmarks</b><br/>Key knowledge and skills we want students to know and be able to do</p>   |   |
| <p>a. Identifies intended audience before writing<br/>                 b. Generates a list of ideas or topics for writing<br/>                 c. Organizes ideas for writing using a variety of prewriting strategies<br/>                 d. Constructs sentences/paragraphs using correct spacing and formatting<br/>                 e. Demonstrates ability to use a rubric to guide written work<br/>                 f. Uses the writing process<br/>                 g. Recognizes and applies proofreading marks (spelling)<br/>                 h. Conferences with teachers to revise work for clarity<br/>                 i. Edits writing with input from teacher<br/>                 j. Creates a final copy for display</p>   |   |
| <p><b>Essential Knowledge</b><br/>Key facts, concepts, and ideas needed to successfully meet benchmarks</p>  | <p><b>Essential Questions</b><br/>Questions to guide student inquiry and focus instruction to uncover big ideas</p>   |
| <p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>• identify the intended audience and purpose for writing (e.g., letters, stories, emails, journals, directions)</li> <li>• generate ideas and organize information before writing</li> <li>• use the writing process: prewriting, drafting, revising, editing, and publishing</li> <li>• recognize and apply the following proofreading marks: capitalization &amp; punctuation ( &amp; spelling, paragraphing)</li> <li>• participate in shared writing projects</li> <li>• strengthen writing as needed by revising writing, staying on topic, and including details</li> <li>• consult reference materials to check and correct spelling</li> </ul> <p><b>Proofreading Marks:</b> Capitalization, Punctuation, Spelling</p> <p><b>Steps of writing:</b> prewriting (with graphic organizers), draft, edit, publish</p> <p><b>Vocabulary:</b> prewriting, drafting, revising, editing, publishing, rubric</p> | <ul style="list-style-type: none"> <li>• Why do we write?</li> <li>• What do we write about?</li> <li>• What does "good" writing look like?</li> <li>• Can we make our writing better?</li> </ul> |





**Writing**

**Standard 2.3**

**The student will practice a variety of types of writing.**

|  |   |
|--|---|
| <p><b>Benchmarks</b><br/>Key knowledge and skills we want students to know and be able to do</p>   |   |
| <p>a. Practices writing through regular journal and free writing<br/>                 b. Creates personal and fictional narratives with a beginning, middle, and end<br/>                 c. Creates friendly letters, thank you notes, and invitations<br/>                 d. Creates at least two effective, indented paragraphs that contain a topic sentence followed by sentences that include supporting facts/details and end with a concluding sentence<br/>                 e. Writes in a variety of poetic forms<br/>                 f. Writes to express opinions<br/>                 g. Creates pieces of expository text<br/>                 h. Imitates literacy/poetic forms and patterns to create own works</p>  |   |
| <p><b>Essential Knowledge</b><br/>Key facts, concepts, and ideas needed to successfully meet benchmarks</p>  | <p><b>Essential Questions</b><br/>Questions to guide student inquiry and focus instruction to uncover big ideas</p> |
| <p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>• participate in shared writing projects</li> <li>• write informative/explanatory pieces that introduce the topic, use facts or opinions, and provide a concluding statement</li> <li>• write narratives describing events with details, sequence, and a closure</li> <li>• develop writing by focusing on one topic</li> <li>• write complete sentences</li> <li>• begin to compose, organize, and format paragraphs</li> <li>• use adjectives to elaborate and expand simple sentences</li> <li>• describe events, ideas, and personal stories with descriptive details</li> <li>• use time-order words, such as first, next, then, and last, to sequence and organize writing</li> <li>• produce and expand complete simple and compound sentences (e.g., The girl listened to the music. The little girl listened to the loud music.)</li> </ul> <p><b>Types of writing</b> - narrative, opinion, poetry, journaling, expository</p> <p><b>Vocabulary:</b> margin, personal/fictional narrative, verse, stanza, beginning, middle, end, sequence, opinion, paragraph, indent, topic sentence, concluding sentence, supporting details/facts</p> | <ul style="list-style-type: none"> <li>• Are there different types of writing? (Tell me more...)</li> </ul>         |



**Standard 2.4**

**Writing**

**The student will demonstrate command of the conventions of standard English grammar and usage when writing.**

|   |   |
|---|---|
| <p><b>Benchmarks</b><br/>Key knowledge and skills we want students to know and be able to do</p>  |   |
| <p>a. Identifies and uses common/proper and singular/plural nouns<br/>                 b. Identifies and uses subject/object pronouns and possessive pronouns to correctly replace the antecedent<br/>                 c. Identifies and uses descriptive adjectives<br/>                 d. Identifies and uses action, being/linking, and helping verbs with correct subject/verb agreement<br/>                 e. Identifies and uses verbs in simple present, past, and future tense<br/>                 f. Identifies and uses pronouns and verbs with contractions<br/>                 g. Identifies and uses the four types of sentences: declarative, interrogative, exclamatory, and imperative<br/>                 h. Identifies and uses complete/simple subject and predicate in order to write in complete sentences<br/>                 i. Uses correct end punctuation (period, question mark, exclamation point)<br/>                 j. Capitalizes words to begin sentences and all proper nouns<br/>                 k. Uses simple abbreviations for those with titles, calendar words, and address words<br/>                 l. Uses commas in a series as well as the salutation and closing of a letter<br/>                 m. Uses the most frequently occurring prepositions<br/>                 n. Produces and expands complete sentences<br/>                 o. Uses apostrophes in contractions and possessives</p> |   |
| <p><b>Essential Knowledge</b><br/>Key facts, concepts, and ideas needed to successfully meet benchmarks</p>   | <p><b>Essential Questions</b><br/>Questions to guide student inquiry and focus instruction to uncover big ideas</p> |
| <p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>• punctuate declarative, interrogative, imperative, and exclamatory sentences with a period, question mark, or exclamation point</li> <li>• capitalize the word <i>I</i>, all proper nouns, and words at the beginning of sentences</li> <li>• use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, fish</i>)</li> <li>• use apostrophes to form contractions and common singular possessives</li> <li>• identify simple abbreviations, including those for titles (e.g., <i>Mr., Mrs., Ms., and Dr.</i>), calendar words (e.g., <i>Jan., Feb., Mon., Tue.</i>), and address words (e.g., <i>St., Rd.</i>)</li> <li>• use commas in the salutation (e.g., <i>Dear Tyrell,</i> ) and closing (e.g., <i>Sincerely</i>) of a letter</li> </ul> <p><b>Question words</b> - who, what, when, where, why, how</p>  | <ul style="list-style-type: none"> <li>• Is there a proper way to write? (Tell me more...)</li> </ul>               |

**Prepositions** - to, from, in, out, on, off, for, of, by, with, between, above, below, under, near, before, behind, beside, across, around

**Vocabulary:** nouns (common, proper), pronouns, verbs, adjectives, singular, plural, possessive, punctuation, period, exclamation point, question mark, comma, capitalization, subject, predicate, salutation, Dr., Mr., Mrs., Ms., VA, apostrophe, contraction, declarative, interrogative, exclamatory, and imperative

**Standard 2.5**

The student will develop phonological awareness skills.

| <b>Benchmarks</b><br>Key knowledge and skills we want students to know and be able to do  |   |
|---|---|
| a. Demonstrates sound deletion and substitution (initial and final positions, including blends)<br>b. Counts phonemes (sounds) in a one syllable word that includes blends and digraphs<br>c. Blends and segments multisyllabic words   |   |
| <b>Essential Knowledge</b><br>Key facts, concepts, and ideas needed to successfully meet benchmarks   | <b>Essential Questions</b><br>Questions to guide student inquiry and focus instruction to uncover big ideas |
| <p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>• count phonemes in one-syllable words (e.g., man has three phonemes /m/-/a/-/n/, chop has three phonemes /ch/-/o/-/p/, and drop has four phonemes /d/-/r/-/o/-/p/)</li> <li>• isolate and manipulate phonemes</li> <li>• blend sounds to make one-syllable words (e.g., /p/-/a/-/n/ → pan , /d/-/r/-/i/-/p/ → drip)</li> <li>• segment words by saying each sound (e.g., pan → /p/-/a/-/n/, drip → /d/-/r/-/i/-/p/)</li> <li>• add a phoneme from an orally presented word or rime to make a new word (e.g., pie/pipe, four/fork, cab/crab, ot/lot, ap/map)</li> <li>• delete a phoneme from an orally presented word to make a new word (e.g., rice/ice, beach/bee, weight/weigh, couch/cow)</li> <li>• blend and segment multisyllabic words at the syllable level</li> <li>• identify syllables in a word (e.g., students tap snowball → /snow/-/ball/, clap out the word hamburger → /ham/- /bur/-/ger/)</li> <li>• state the word created by blending given syllables together (e.g., /fan/-/tas/-/tic/ → fantastic)</li> <li>• delete a syllable from a word and state what remains (e.g., say celebrate without brate [cele])</li> <li>• manipulate sounds in words to form new or nonsense words</li> </ul> <p><b>Vocabulary:</b> syllable, multisyllabic, blends, digraphs</p> | <ul style="list-style-type: none"> <li>• What do we hear?</li> <li>• What do we see?</li> </ul>             |



## Reading

## Standard 2.6

## The student will use phonetic principles when reading and spelling.

| <b>Benchmarks</b><br>Key knowledge and skills we want students to know and be able to do   |  |
|--|--|
| a. Uses knowledge of consonant digraphs and consonant blends to decode and spell words<br>b. Uses knowledge of short, long, r-controlled, and vowel teams to decode and spell words<br>c. Decodes regular multisyllabic words<br>d. Reads compound words, contractions, possessives and inflected endings<br>e. Uses phonetic strategies to spell unfamiliar words<br>f. Recognizes and uses base word<br>g. Recognizes and uses prefixes (un-, in-, dis-, re-, pre-) and suffixes (-s, -es, -ies, -ing, -ed, -ied)<br>h. Reads and spells high frequency words as presented in instructional program<br>i. Organizes words alphabetically by first and second letter<br>j. Identifies base words, prefixes, and suffixes<br>k. Uses dictionary to confirm spellings   |  |
| <b>Essential Knowledge</b><br>Key facts, concepts, and ideas needed to successfully meet benchmarks  | <b>Essential Questions</b><br>Questions to guide student inquiry and focus instruction to uncover big ideas                                      |
| <p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>• apply knowledge of consonants and consonant blends to decode and spell words</li> <li>• apply knowledge of consonant digraphs (e.g., <i>sh, wh, ch, th</i>) to decode and spell words</li> <li>• distinguish long and short vowels when reading one-syllable regularly spelled words</li> <li>• apply knowledge of the consonant-vowel patterns, such as CV (e.g., <i>go</i>), VC (e.g., <i>in</i>), CVC (e.g., <i>pin</i>), CVCE (e.g., <i>take</i>), CVVC (e.g., <i>wait</i>), and CVCC (e.g., <i>wind</i>) to decode and spell words</li> <li>• apply knowledge of r-controlled vowel patterns to decode and spell words</li> <li>• read regularly spelled one- and two-syllable words automatically</li> <li>• decode regular multisyllabic words</li> <li>• identify and recognize meanings of common prefixes and suffixes (e.g., <i>un-, re-, dis-, -ed, -ing, in-, pre-, -s, -es, -ies, -ied</i>)</li> <li>• use common prefixes and suffixes to decode words</li> <li>• use a variety of decoding strategies while reading to confirm or correct the pronunciation and use of words</li> </ul> | <ul style="list-style-type: none"> <li>• Do words have patterns? (Tell me more...)</li> <li>• What do I do when I do not know a word?</li> </ul> |

**Produce letter-sound correspondence** with all consonants, vowels, digraphs, and blends

**Vocabulary:** consonant, vowel, compound words, contractions, apostrophe, possessives, inflected, prefix, suffix, base word, alphabetical order, multisyllabic, syllable, digraphs, blends

**Standard 2.7**

The student will develop vocabulary through reading.

| <b>Benchmarks</b>   |   |
|---|---|
| Key knowledge and skills we want students to know and be able to do   |   |
| <ul style="list-style-type: none"> <li>a. Develops vocabulary by listening and responding to a variety of literature read aloud</li> <li>b. Develops vocabulary by reading and discussing fiction and nonfiction</li> <li>c. Uses titles and pictures to identify word meanings</li> <li>d. Uses context clues to identify meanings of unfamiliar words</li> <li>e. Uses story content to identify and understand word meanings</li> <li>f. Identifies, defines, and applies new vocabulary from texts</li> <li>g. Uses knowledge of sentence structure to identify words</li> <li>h. Recognizes and uses synonyms and antonyms</li> <li>i. Identifies the meaning of academic vocabulary in words and phrases</li> <li>j. Identifies words in the dictionary in order to use them correctly in sentences</li> </ul>  |   |
| <b>Essential Knowledge</b>  | <b>Essential Questions</b>  |
| Key facts, concepts, and ideas needed to successfully meet benchmarks   | Questions to guide student inquiry and focus instruction to uncover big ideas   |
| <p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>• use the context of a sentence to apply knowledge of homophones (e.g., such as <i>pair</i> and <i>pear</i>)</li> <li>• determine the meaning of words when a known prefix and/or suffix is added to a known root word (e.g., <i>tie/untie</i>, <i>fold/unfold</i>, <i>write/rewrite</i>, <i>call/recall</i>)</li> <li>• supply synonyms and antonyms for a given word</li> <li>• use knowledge of antonyms when reading (e.g., <i>hot/cold</i>, <i>fast/slow</i>, <i>first/last</i>)</li> <li>• use knowledge of synonyms when reading</li> <li>• use a thesaurus to expand synonym knowledge</li> <li>• demonstrate an understanding of what the apostrophe signifies in singular possessive words</li> <li>• demonstrate an understanding of the meaning of contractions</li> <li>• discuss meanings of words and develop vocabulary (e.g., closely related adjectives such as <i>slender</i>, <i>thin</i>, <i>scrawny</i>; closely related verbs such as <i>look</i>, <i>peek</i>, <i>glance</i>)</li> <li>• use knowledge of the meaning of individual words to predict the meaning of compound words</li> <li>• alphabetize words to the second and third letter</li> <li>• use specific vocabulary from content area study</li> </ul> | <ul style="list-style-type: none"> <li>• Why do we learn new words?</li> <li>• What do I do when I do not know a word?</li> </ul> |

|   |  |
|---|--|
| <p><b>Vocabulary:</b> fiction, nonfiction, vocabulary, context clues, synonyms, antonyms, vocabulary, title, illustration, glossary</p> |  |
|---|--|





**Standard 2.8**

**The student will read at an appropriate pace with accuracy and intonation**

|  |   |
|--|---|
| <p><b>Benchmarks</b><br/>Key knowledge and skills we want students to know and be able to do</p> <p>a. Reads second grade level texts<br/>b. Builds stamina through independent reading at or above appropriate, assessed level<br/>c. Reads and rereads familiar stories, poems, and passages<br/>d. Self-corrects while rereading</p>                        |   |
| <p><b>Essential Knowledge</b><br/>Key facts, concepts, and ideas needed to successfully meet benchmarks</p>  | <p><b>Essential Questions</b><br/>Questions to guide student inquiry and focus instruction to uncover big ideas</p> |
| <p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>practice reading and rereading text that is on their independent reading level to develop accuracy, fluency, and meaningful expression</li> </ul> <p><b>Vocabulary:</b> fluency, reread, self-correct, expression, intonation, accuracy</p> | <ul style="list-style-type: none"> <li>How do we read?</li> </ul>   |

**Standard 2.9**

**The student will demonstrate reading comprehension of fictional skills.**

| <b>Benchmarks</b><br>Key knowledge and skills we want students to know and be able to do  |   |
|---|---|
| a. Previews and sets a purpose for reading<br>b. Uses illustrations and context clues to aid comprehension<br>c. Makes predictions and confirms with evidence from the text<br>d. Summarizes text<br>e. Draws conclusions<br>f. Relates events in sequence in a story: beginning, middle, end<br>g. Identifies characteristics of a variety of literacy genres, including fiction, folk literature (fables, fairy tales) and poetry<br>h. Identifies story elements; characters, setting, problem/solution, plot<br>i. Distinguishes between who, what, when, where, why, and how<br>j. Determines cause and effect relationships<br>k. Identifies main idea and supporting details<br>l. Identifies the author's purpose (entertain, persuade, or inform)<br>m. Determines fact and opinion<br>n. Makes inferences from pictures and texts<br>o. Demonstrates the ability to compare and contrast within and across texts<br>p. Makes text-to-self connections<br>q. Recognizes the following figurative language: onomatopoeia, alliteration<br>r. Answers questions using evidence from a given text<br>s. Visualizes characters, setting, and action in books<br>t. Develops problem-solving and critical thinking skills |   |
| <b>Essential Knowledge</b><br>Key facts, concepts, and ideas needed to successfully meet benchmarks   | <b>Essential Questions</b><br>Questions to guide student inquiry and focus instruction to uncover big ideas |
| <b>To be successful with this standard, students are expected to</b> <ul style="list-style-type: none"> <li>• set a purpose for reading</li> <li>• use titles to generate ideas about the text</li> <li>• use details from the text to confirm and revise predictions made before, during, and after reading</li> <li>• explain how illustrations and images contribute to and clarify text</li> <li>• describe a character's traits, feelings, and actions as presented in fictional texts</li> <li>• describe the characters, settings, and important plot events using details</li> <li>• identify the main conflict and resolution in fictional texts</li> <li>• determine the theme of fictional texts (e.g., friendship, family, working hard)</li> </ul>   | <ul style="list-style-type: none"> <li>• Why do we read?</li> <li>• How do we read?</li> </ul>              |

|  |  |
|--|--|
| <ul style="list-style-type: none"><li>○ thematic topic</li><li>○ lesson learned</li><li>● use knowledge of transition words (e.g., <i>first</i>, <i>next</i>, and <i>soon</i>) to understand how information is organized in sequence</li><li>● demonstrate comprehension by writing responses to what they read</li><li>● practice reading and rereading text that is on their independent reading level to develop accuracy, fluency, and meaningful expression</li></ul> <p><b>Vocabulary:</b> illustrations, context clues, prediction, inferences, summarizes/summary, conclusion, retell, characters, setting, problem, solution, plot, story elements, author's purpose, entertain, inform, persuade, fact, opinion, cause, effect, compare, contrast, text-to-self connection, main idea, details, title page, table of contents, glossary, bold/italicized, genre, fiction, nonfiction, folk literature, fairytale, fable, poetry, onomatopoeia, alliteration</p> |  |
|--|--|



**Standard 2.10**

**The student will demonstrate reading comprehension of nonfictional skills.**

|   |   |
|---|---|
| <p><b>Benchmarks</b><br/>Key knowledge and skills we want students to know and be able to do</p>  |   |
| <p>a. Previews and sets a purpose for reading<br/>                 b. Uses illustrations and context clues to aid comprehension<br/>                 c. Makes predictions and confirms with evidence from the text<br/>                 d. Summarizes text<br/>                 e. Draws conclusion<br/>                 f. Identifies characteristics of a variety of nonfiction literary genres<br/>                 g. Distinguishes between who, what, when, where, why, and how<br/>                 h. Determines cause and effect relationships<br/>                 i. Identifies main idea and supporting details<br/>                 j. Recalls information from nonfiction text<br/>                 k. Identifies the following features: Title Page, Table of Contents, Glossary, bold/italicized print, diagram, chart, graph, map, picture/caption<br/>                 l. Identifies the author's purpose (entertain, persuade, or inform)<br/>                 m. Determines fact and opinion<br/>                 n. Makes inferences from pictures and texts<br/>                 o. Demonstrates the ability to compare and contrast within and across texts<br/>                 p. Makes text-to-self connections<br/>                 q. Answers questions using evidence from a given text</p> |   |
| <p><b>Essential Knowledge</b><br/>Key facts, concepts, and ideas needed to successfully meet benchmarks</p>   | <p><b>Essential Questions</b><br/>Questions to guide student inquiry and focus instruction to uncover big ideas</p> |
| <p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>• explain how illustrations and images contribute to and clarify text</li> <li>• skim text for section headings, bold type, and picture captions to help set a purpose for reading</li> <li>• use print clues, such as bold type, italics, and underlining, to assist in reading</li> <li>• use text features to make, revise, and confirm predictions, locate information, and answer questions</li> <li>• use knowledge of sequence to read and follow recipes and other sets of directions</li> <li>• determine the main idea using details for support</li> <li>• ask and answer questions about what is read to demonstrate understanding (e.g., who, what, when, where, why, and how)</li> <li>• begin to use knowledge of transition words (signal words; e.g., first, next, and soon) to understand how information is organized</li> <li>• demonstrate comprehension by writing about what is read</li> </ul>   | <ul style="list-style-type: none"> <li>• Why do we read?</li> <li>• How do we read?</li> </ul>                      |

- use information from the text to draw conclusions

**Vocabulary:** illustrations, context clues, prediction, inferences, summarizes/summary, conclusion, retell, author's purpose, entertain, inform, persuade, fact, opinion, cause, effect, compare, contrast, text-to-self connection, main idea, details, title page, table of contents, glossary, bold/italicized, genre, nonfiction, diagram, chart, graph, map, picture, photograph, caption



**Standard 2.11**

**The student will develop speaking and listening communication skills.**

|   |   |
|---|---|
| <p><b>Benchmarks</b><br/>Key knowledge and skills we want students to know and be able to do</p>  |   |
| <p>a. Expresses ideas and answer questions in complete sentences<br/>                 b. Asks appropriate questions<br/>                 c. Communicate with courtesy and proper volume, intonations, and enunciation<br/>                 d. Retells a story in sequential order with supporting details<br/>                 e. Recites material such as prayers and pledge<br/>                 f. Participates in class discussions and oral activities<br/>                 g. Uses oral language to inform, persuade, entertain, respond, clarify, and learn<br/>                 h. Uses proper grammar in conversation<br/>                 i. Follows and gives multi-step directions<br/>                 j. Works respectfully with others<br/>                 k. Tells stories orally<br/>                 l. Expands vocabulary through listening and speaking opportunities</p>  |   |
| <p><b>Essential Knowledge</b><br/>Key facts, concepts, and ideas needed to successfully meet benchmarks</p>   | <p><b>Essential Questions</b><br/>Questions to guide student inquiry and focus instruction to uncover big ideas</p> |
| <p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>• participate in a range of collaborative discussions by building on others' ideas and clearly expressing thoughts and opinions</li> <li>• participate in collaborative conversations for various purposes</li> <li>• ask and respond to questions to check for understanding of information presented (e.g., stay on topic, link remarks to those of others)</li> <li>• follow rules for discussion</li> <li>• use proper pitch and volume</li> <li>• speak clearly and distinctly</li> <li>• share and retell an experience or story to an audience in a logical order, with appropriate facts and descriptive details</li> <li>• select vocabulary appropriate to purpose and audience</li> <li>• express ideas clearly and in an organized manner</li> <li>• confer with small-group members about how to present information to the class</li> <li>• carry out a specific group role, such as leader, recorder, materials manager, or reporter</li> <li>• engage in taking turns in conversations by                         <ul style="list-style-type: none"> <li>○ making certain all group members have an opportunity to contribute</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Why does how we speak matter?</li> </ul>                                   |

|  |  |
|--|--|
| <ul style="list-style-type: none"><li>○ listening attentively by making eye contact while facing the speaker</li><li>○ eliciting information or opinions from others</li><li>● give and follow multi-step directions</li><li>● speak in complete sentences when appropriate to task and situation to provide details and clarification</li><li>● use the story structure of beginning, middle, and end to tell a story of an experience</li><li>● maintain and manipulate voice, such as pausing, tempo, and pitch, to convey mood</li><li>● add appropriate elaboration and detail while telling oral stories</li><li>● dramatize familiar stories (e.g., plays, skits, reader's theater)</li><li>● participate in frequent oral language activities through choral speaking and the reciting of poems and stories with repeated patterns</li></ul> <p><b>Vocabulary:</b> volume, courtesy, conversation, participation, enunciation, intonation, retell, recite, question, grammar</p> |  |
|--|--|



**Standard 2.12**

**The student will conduct research by using available resources to gather information and answer questions to complete a research project.**

|   |  |
|---|--|
| <p><b>Benchmarks</b><br/>Key knowledge and skills we want students to know and be able to do</p> <ul style="list-style-type: none"> <li>a. Generates topics of interest</li> <li>b. Generates questions to gather information</li> <li>c. Identifies pictures, texts, people, or media as sources of information</li> <li>d. Finds information from provided sources</li> <li>e. Organizes information in writing or a visual display</li> <li>f. Describes difference between plagiarism and using own words</li> </ul>  |  |
| <p><b>Essential Knowledge</b><br/>Key facts, concepts, and ideas needed to successfully meet benchmarks</p> <p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>• generate ideas for topics based on interest or content areas</li> <li>• work collaboratively to generate questions to gather information</li> <li>• identify pictures, various texts, media, or people that can be used as sources of information</li> <li>• use provided sources to gather information, answer questions, or solve problems</li> <li>• use templates or visual displays (e.g., graphic organizers, charts, graphs) to organize information</li> <li>• use own words to record information</li> </ul> <p><b>Vocabulary:</b> research, question, record, plagiarism, cite</p> | <p><b>Essential Questions</b><br/>Questions to guide student inquiry and focus instruction to uncover big ideas</p> <ul style="list-style-type: none"> <li>• How can we find answers to questions we don't know?</li> <li>• Are we allowed to use someone else's words? [Tell me more.]</li> </ul> |





## 3<sup>rd</sup> Grade

### The student will:

#### Writing

- Write in manuscript and cursive
- Engage in writing as a process
- Practice a variety of types of writing
- Use parts of speech correctly
- Use the correct sentence structure

#### Reading

- Apply word analysis skills when reading
- Develop vocabulary through reading
- Read at the appropriate pace with accuracy and intonation.
- Demonstrate reading comprehension of fictional text, literary nonfiction, and poetry
- Demonstrate nonfiction reading comprehension skills
- Develop problem-solving and critical thinking skills

#### Communication

- Use effective communication skills in a variety of settings

#### Research

- Conduct research to answer questions or solve problems using available resources to produce a three-paragraph research paper



**Standard 3.1**

**The student will write in manuscript and cursive.**

**Benchmarks**

Key knowledge and skills we want students to know and be able to do

- a. Demonstrates correct formation of capital and lowercase letters.
- b. Replicates neatly and correctly written work.

**Essential Knowledge**

Key facts, concepts, and ideas needed to successfully meet benchmarks

**To be successful with this standard, students are expected to**

- demonstrate correct posture, pencil grip (tripod grasp), paper placement, and slant
- write legibly using Zaner-Bloser formation
- form cursive letters with flow from one letter to the next

**Vocabulary:** slant, undercurve, overcurve, baseline, midline, headline, manuscript, cursive

**Essential Questions**

Questions to guide student inquiry and focus instruction to uncover big ideas

- What role does handwriting play in communication?
- Why is cursive writing important?

**Standard 3.2**

**The student will engage in writing as a process.**

**Benchmarks**

Key knowledge and skills we want students to know and be able to do

- a. Identifies intended audience before writing, recognizing its effect on style/content
- b. Organizes ideas for writing using a variety of prewriting strategies
- c. Constructs sentences/paragraphs (at least 3) using correct spacing and formatting
- d. Demonstrates ability to use a rubric to guide written work
- e. Conferences with teacher/peers to revise work for clarity
- f. Uses the writing process: prewriting, drafting, revising, editing, and publishing

**Essential Knowledge**

Key facts, concepts, and ideas needed to successfully meet benchmarks

**To be successful with this standard, students are expected to**

- use a variety of prewriting strategies to plan and organize writing
- use mentor texts as an example of writing
- develop writing by focusing on one topic
- incorporate transitional words and phrases (e.g., including but not limited to *first, next, last, also, another, more, in order to, because of this, for example*)
- add specific details for further elaboration
- use precise nouns, verbs, and adjectives
- clarify writing when revising by including specific vocabulary and information

**Writing Process:** prewriting, drafting, revising, editing, publishing

**Proofreading Marks:** Capitalization, Punctuation, Spelling

**Vocabulary:** prewriting, drafting, revising, editing, publishing, rubric

**Essential Questions**

Questions to guide student inquiry and focus instruction to uncover big ideas

- Why do we write?
- What does good writing look like?



**Standard 3.3**

**The student will practice a variety of types of writing.**

| <b>Benchmarks</b>  |  |
|--|--|
| Key knowledge and skills we want students to know and be able to do  |  |
| <ul style="list-style-type: none"> <li>a. Practices writing through regular journal and free writing</li> <li>b. Creates personal and fictional narratives</li> <li>c. Creates friendly letters and thank you notes, focusing on margins/placement of necessary parts of the letter and choosing appropriate information to include</li> <li>d. Develops paragraphs in content areas that demonstrate an understanding of concepts and an ability to communicate</li> <li>e. Creates effective paragraphs that contain a topic sentence followed by three sentences that include supporting facts/details and end with a concluding sentence</li> <li>f. Creates pieces of expository (informational) text</li> <li>g. Constructs persuasive essays</li> <li>h. Writes in a variety of poetic forms</li> </ul>   |  |
| <b>Essential Knowledge</b>   | <b>Essential Questions</b>   |
| Key facts, concepts, and ideas needed to successfully meet benchmarks  | Questions to guide student inquiry and focus instruction to uncover big ideas  |
| <p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>● demonstrate command of the conventions of standard English grammar and usage when writing</li> <li>● use a variety of prewriting strategies to plan and organize writing</li> <li>● use mentor texts as an example of writing</li> <li>● develop writing by focusing on one topic</li> <li>● follow the organization of particular forms of writing for             <ul style="list-style-type: none"> <li>○ descriptive/expository                 <ul style="list-style-type: none"> <li>■ introduce a topic and organize information in paragraph(s)</li> <li>■ use facts, definitions, quotations, details, or other examples and information to develop the topic</li> <li>■ use specific vocabulary to inform and explain the topic</li> <li>■ provide a conclusion</li> </ul> </li> <li>○ narratives                 <ul style="list-style-type: none"> <li>■ sequence events</li> <li>■ use transition words and phrases for sentence variety</li> <li>■ use specific vocabulary to develop a story</li> <li>■ provide a conclusion</li> </ul> </li> <li>○ opinion</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>● In what ways do writers structure and develop text?</li> <li>● What are ways that writers hook and hold their readers?</li> </ul> |

- state a clear opinion
- provide multiple facts using specific vocabulary as reasons for support
- provide a conclusion
- incorporate transitional words and phrases (e.g., including but not limited to *first, next, last, also, another, more, in order to, because of this, for example*)
- add specific details for further elaboration
- use precise nouns, verbs, and adjectives
- clarify writing when revising by including specific vocabulary and information

**Vocabulary:** margin, descriptive, narrative, expository, persuasive, verse, stanza



**Standard 3.4**

**The student will use parts of speech correctly.**

**Benchmarks**

Key knowledge and skills we want students to know and be able to do

- a. Identifies and uses common & proper, singular/plural (regular & irregular), and possessive nouns
- b. Identifies and uses subject/object and possessive pronouns and pronouns with contractions
- c. Identifies and uses descriptive, numerical, and comparative/superlative/positive adjectives and articles
- d. Identifies and uses action, being/linking, and helping verbs, subject-verb agreement, past/present/future tenses, and verbs with contractions
- e. Identifies and uses adverbs of manner, time, and place

**Essential Knowledge**

Key facts, concepts, and ideas needed to successfully meet benchmarks

**To be successful with this standard, students are expected to**

- choose and use past and present verb tenses for clarity
- use singular possessives to demonstrate ownership

**Vocabulary:**

- o nouns: singular, plural, common, proper, regular, irregular
- o pronoun: possessive, contraction, subject, object, pronoun, antecedent
- o adjective: descriptive, comparative, superlative, positive, article
- o verb: action, being, linking, present, past, future, contractions
- o adverb: manner, time, place

**Essential Questions**

Questions to guide student inquiry and focus instruction to uncover big ideas

- What is the purpose of grammar?
- What are parts of speech?
- Why does grammar matter?

**Standard 3.5**

**Writing**



**The student will use the correct sentence structure.**

**Benchmarks**

Key knowledge and skills we want students to know and be able to do

- a. Identifies and uses the four types of sentences: declarative, interrogative, exclamatory, and imperative
- b. Identifies and uses complete/simple subject and predicate in order to write in complete sentences
- c. Identifies coordinating conjunctions (and, but, or) to form compound sentences
- d. Remove double negatives in sentences
- e. Uses correct end punctuation
- f. Capitalizes words to begin sentences and all proper nouns
- g. Uses simple abbreviations
- h. Uses commas in a series, compound sentences, and in the salutation and closing of a letter

**Essential Knowledge**

Key facts, concepts, and ideas needed to successfully meet benchmarks

**To be successful with this standard, the students are expected to**

- write using complete sentences
- use correct punctuation for commas in a simple series and apostrophes in contractions with pronouns (e.g., I'd, we've).

**Vocabulary:** conjunctions, declarative, interrogative, exclamatory, imperative, complete subject, simple subject, complete predicate, simple predicate

**Essential Questions**

Questions to guide student inquiry and focus instruction to uncover big ideas

- Why do we use sentences?
- What is the purpose of each type of sentence?



**Standard 3.6**

The student will apply word analysis skills when reading and spelling.

**Benchmarks**

Key knowledge and skills we want students to know and be able to do

- a. Reads and spells multisyllabic words
- b. Reads and spells compound words, contractions, possessives and inflected endings
- c. Identifies and spells base words
- d. Reads and spells grade-level list words
- e. Organizes words alphabetically using third letter

**Essential Knowledge**

Key facts, concepts, and ideas needed to successfully meet benchmarks

**To be successful with this standard, students are expected to**

- apply knowledge of regular and irregular vowel patterns to decode words
- apply knowledge of ambiguous vowel patterns (e.g., ou/ow, oi/oy, oo, aw) to decode words
- apply knowledge of the change in tense (-ed), number (-s), and degree (-er and -est) signified by inflected endings to decode words
- decode regular multisyllabic words to read fluently.

**Vocabulary:** compound words, contractions, possessives, inflected, apostrophe

**Essential Questions**

Questions to guide student inquiry and focus instruction to uncover big ideas

- Why is it important to use correct spelling?
- Why do spelling rules and patterns improve written communication?

**Standard 3.7**

**The student will develop vocabulary through reading.**

**Benchmarks**

Key knowledge and skills we want students to know and be able to do

- a. Expands vocabulary by listening and responding to a variety of literature read aloud
- b. Expands vocabulary by reading and discussing fiction and nonfiction
- c. Applies meaning clues, language structure, and phonetic strategies to determine the meaning of new words
- d. Uses knowledge of sentence structure to identify words
- e. Use knowledge of roots, affixes, synonym, and antonyms to determine the meaning of new words
- f. Determines the meaning of academic words or phrases in context

**Essential Knowledge**

Key facts, concepts, and ideas needed to successfully meet benchmarks

**To be successful with this standard, students are expected to**

- use knowledge of homophones to understand unfamiliar words
- apply knowledge of roots to decode unknown words with the same root (e.g., *company, companion*)
- apply knowledge of affixes to decode words
- determine the meaning of new words formed when a known affix is added to the root word (e.g., *care/careless, heat/reheat*)
- use knowledge of synonyms
- use knowledge of antonyms
- use context clues to verify meaning of unfamiliar words and determine correct homophone usage
- use context clues, such as a restatement, a synonym, an example, or a direct description or definition included in the sentence or paragraph, to clarify the meaning of unfamiliar words.

**prefixes:** un-, re-, in-, im-, dis-, pre-, tele-

**suffixes:** -s/-es/-ies, -ing, -ed/-ied, -er (comparative), -est, -ful, -less, -ly, -y

**root words:** bio, graph/gram, phon, scope

**Vocabulary:** fiction, nonfiction, context clues, synonyms, antonyms, homographs, homonyms, prefixes, suffixes, roots

**Essential Questions**

Questions to guide student inquiry and focus instruction to uncover big ideas

- Why do we learn new words?
- What strategies and resources help to figure out unknown words?



**Standard 3.8**

**The student will read at the appropriate pace with accuracy and intonation.**

|  |  |
|--|--|
| <p><b>Benchmarks</b><br/>Key knowledge and skills we want students to know and be able to do</p> <ul style="list-style-type: none"> <li>a. Reads third grade level texts</li> <li>b. Builds stamina through independent reading at or above appropriate, assessed level</li> <li>c. Reads and rereads familiar stories, poems, and passages</li> <li>d. Self-corrects while rereading</li> </ul> |  |
| <p><b>Essential Knowledge</b><br/>Key facts, concepts, and ideas needed to successfully meet benchmarks</p>  | <p><b>Essential Questions</b><br/>Questions to guide student inquiry and focus instruction to uncover big ideas</p> <ul style="list-style-type: none"> <li>● What does fluency look like?</li> <li>● Why do readers need to know how to read fluently?</li> <li>● What impact does fluency have on comprehension?</li> </ul> |
| <p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>● practice reading and rereading text that is on their independent reading level to develop accuracy, fluency, and meaningful expression</li> </ul> <p><b>Vocabulary:</b> fluency, intonation (meaningful expression)</p>   |  |

**Standard 3.9****Reading**

**The student will demonstrate reading comprehension of fictional text, literary nonfiction, and poetry.**

**Benchmarks**

Key knowledge and skills we want students to know and be able to do

- a. Identifies characteristics of a variety of literary genres
- b. Previews and sets a purpose for reading
- c. Uses context clues to aid comprehension
- d. Makes predictions and confirms with evidence from the text
- e. Summarizes text, orally and written
- f. Relates events in sequence in a story: beginning, middle, end
- g. Identifies story elements; characters, setting, problem/solution, plot (beginning/middle/end)
- h. Identifies main idea and supporting details
- i. Identifies the author's purpose
- j. Demonstrates the ability to compare and contrast
- k. Recognizes the following figurative language: onomatopoeia, idioms, alliteration
- l. Analyzes the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole

**Essential Knowledge**

Key facts, concepts, and ideas needed to successfully meet benchmarks

**To be successful with this standard, students are expected to**

- identify literary nonfiction as a type of narrative text, which uses story elements and language to share accurate information about real people, places, and events, including (but not limited to) biography and autobiography
- use important plot events to summarize fictional text, literary nonfiction, and poetry
- make a variety of connections with the text, such as:
  - connections between the text they are reading and other texts they have read, such as identifying a similar plot or character; and
  - connections between what they already know about the topic and what they find in the reading that is new to them
- use specific details to make, confirm, and revise predictions by
  - identifying information from the text that supports or contradicts a prediction
  - revising predictions based on new understandings
- apply knowledge of characterization by
  - describing a character's attributes (e.g., traits, motivations or feelings)

**Essential Questions**

Questions to guide student inquiry and focus instruction to uncover big ideas

- Why do we read?
- What are readers thinking about as they read?
- Why is it important to read from a variety of genres?

- using evidence from the text to support generalizations about the character
- comparing and contrasting characters within a selection or between/among two or more selections
- explaining how the actions of characters contribute to the sequence of events
- apply knowledge of setting by
  - identifying the time and place of a story, using supporting details from the text
  - identifying the details that make settings similar or different
- compare and contrast characters, setting, and plot in at least two versions of the same story (e.g., Cinderella stories)
- identify the main conflict and resolution
- recognize and identify a theme or lesson of fictional text(s) (e.g., friendship, survival, determination) using key supporting details
  - thematic topic
  - lessons learned
- learn to differentiate fiction from nonfiction
- demonstrate comprehension by writing about what is read
- read with accuracy, fluency, and meaningful expression to support comprehension.
- identify the author's purpose for writing, which may include to provide information, to explain a process, or to persuade
- use prior and background knowledge as context for new learning by recognizing similarities between the text they are reading and other texts they have read;
- use text features to preview; set a purpose for reading; make, confirm, and revise predictions; and locate information
- identify details that support the main idea
- state the main idea in their own words
- practice reading and rereading familiar nonfiction texts with fluency and accuracy
- demonstrate comprehension by writing about what is read

**Vocabulary:** prediction, characters, protagonist, antagonist, setting, plot

**Standard 3.10**

**The student will demonstrate nonfiction reading comprehension skills.**

**Benchmarks**

Key knowledge and skills we want students to know and be able to do

- a. Identifies characteristics of a variety of literacy genres
- b. Previews and sets a purpose for reading
- c. Uses context clues to aid comprehension
- d. Makes predictions and confirms with evidence from the text
- e. Summarizes text, orally and written
- f. Identifies main idea and supporting details
- g. Reads and demonstrates comprehension of nonfiction texts
- h. Previews and uses text features
- i. Identifies the author's purpose
- j. Demonstrates the ability to compare and contrast

**Essential Knowledge**

Key facts, concepts, and ideas needed to successfully meet benchmarks

**To be successful with this standard, students are expected to**

- use important details to summarize nonfiction
- make a variety of connections with the text, such as:
  - connections between the text they are reading and other texts they have read; and
  - connections between what they already know about the topic and what they find in the reading that is new to them
- use specific details to make, confirm, and revise predictions by
  - identifying information from the text that supports or contradicts a prediction
  - revising predictions based on new understandings
- learn to differentiate fiction from nonfiction
- demonstrate comprehension by writing about what is read
- read with accuracy, fluency, and meaningful expression to support comprehension
- identify the author's purpose for writing, which may include to provide information, to explain a process, or to persuade
- use prior and background knowledge as context for new learning by recognizing similarities between the text they are reading and other texts they have read;

**Essential Questions**

Questions to guide student inquiry and focus instruction to uncover big ideas

- Why do we read?
- What are readers thinking about as they read?
- Why is it important to read from a variety of genres?
- How do we read nonfiction differently?

- use text features to preview; set a purpose for reading; make, confirm, and revise predictions; and locate information
- identify details that support the main idea
- state the main idea in their own words
- practice reading and rereading familiar nonfiction texts with fluency and accuracy
- demonstrate comprehension by writing about what is read.

**Text features** include table of contents, headings, pictures, captions, maps, indices, charts, and font.

**Vocabulary:**

**Standard 3.11**

**The student will develop problem-solving and critical thinking skills.**

**Benchmarks**

Key knowledge and skills we want students to know and be able to do

- a. Monitors comprehension by making connections to self, text, and world
- b. Determines cause and effect relationships
- c. Makes inferences from text
- d. Determines fact and opinion
- e. Draws conclusions using the text for support

**Essential Knowledge**

Key facts, concepts, and ideas needed to successfully meet benchmarks

**To be successful with this standard, students are expected to**

- make a variety of connections with the text, such as:
  - connections between the text they are reading and other texts they have read to generate inferences and draw conclusions; and
  - connections between what they already know about the topic and what they find in the reading that is new to them to generate inferences and draw conclusions
- identify details and sequential order of cause-and-effect relationships
- differentiate between facts and opinions
- demonstrate comprehension by writing about what is read

**Vocabulary:** inference, cause & effect, fact & opinion, comprehension

**Essential Questions**

Questions to guide student inquiry and focus instruction to uncover big ideas

- What skills do an effective problem solver need?
- What strategies are used to solve problems?



**Standard 3.12****Communication**

**The student will use effective communication skills in a variety of settings.**

**Benchmarks**

Key knowledge and skills we want students to know and be able to do

- a. Uses active listening strategies including, but not limited to, making eye contact, facing the speaker, asking questions, and summarizing
- b. Presents accurate directions to individuals and small groups
- c. Asks and responds to questions from teachers and other group members
- d. Summarizes information orally expressing ideas clearly
- e. Uses language appropriate for context and audience
- f. Increases listening and speaking vocabularies
- g. Participates in collaborative discussions
- h. Works respectfully with others in pairs, diverse groups, and whole class settings

**Essential Knowledge**

Key facts, concepts, and ideas needed to successfully meet benchmarks

**To be successful with this standard, students are expected to**

- participate in a range of collaborative discussions building on others' ideas and clearly stating thoughts, opinions, and information
- engage in taking turns in conversations by
  - making certain all group members have an opportunity to contribute
  - listening attentively
  - making eye contact while facing the speaker
  - eliciting information or opinions from others
  - supporting opinions with appropriate ideas, examples, and details
  - indicating disagreement in a constructive manner
- take initiative in moving a group discussion forward by
  - following rules for discussions and assigned group roles
  - contributing information that is on topic
  - answering questions
  - asking clarifying questions of the speaker
  - summarizing the conclusions reached in the discussion
  - explaining what has been learned
  - working respectfully with others
- ask and respond to questions to check for understanding or to clarify information presented.

**Vocabulary:****Essential Questions**

Questions to guide student inquiry and focus instruction to uncover big ideas

- What is the importance of effective communication?
- How do we communicate effectively?
- What is collaborative work?

**Standard 3.13**

**The student will conduct research to answer questions or solve problems using available resources to produce a three-paragraph research paper.**

**Benchmarks**

Key knowledge and skills we want students to know and be able to do

- a. Demonstrates ability to gather facts for research, taking notes in simple phrases from a variety of research resources
- b. Uses reliable electronic references as a source of information
- c. Acquires knowledge of and uses the following resource materials: dictionary, thesaurus, and electronic resources
- d. Organizes ideas sequentially or around major points of information using appropriate facts and relevant details
- e. Creates a final three paragraph research paper
- f. Gives oral presentations using multimodal tools to enhance communication

**Essential Knowledge**

Key facts, concepts, and ideas needed to successfully meet benchmarks

**To be successful with this standard, students are expected to**

- make decisions about which resource is best for locating a given type of information
- focus on a central topic
- develop a list of questions pertaining to a specific topic
- use appropriate resources to gather information
- organize and present information orally and/or in writing
- review writing to check that the language and/or thoughts of another author are given proper credit
- understanding of moral and ethical dimensions of information in texts and online (Library of Congress vs. Wikipedia)

**Vocabulary:****Essential Questions**

Questions to guide student inquiry and focus instruction to uncover big ideas

- Why is it important to learn how to do research?
- What is the difference between research writing and other forms of writing?
- What is reliable information?



## 4<sup>th</sup> Grade

### The student will:

#### Writing

- Write in cursive
- Engage in writing as a process
- Practice a variety of types of writing
- Use parts of speech correctly
- Use the correct sentence structure

#### Reading

- Apply word analysis skills when reading
- Develop vocabulary through reading
- Read at the appropriate pace with accuracy and intonation
- Demonstrate reading comprehension of fictional text, literary nonfiction, and poetry
- Demonstrate nonfiction reading comprehension skills
- Develop problem-solving and critical thinking skills

#### Communication

- Use effective oral communication skills in a variety of settings
- Create and deliver multimodal interactive presentations

#### Research

- Conduct research to answer questions or solve problems using available resources to produce a four-paragraph research paper



**Standard 4.1**

**The student will write in cursive.**

|  |  |
|--|--|
| <p><b>Benchmarks</b><br/>Key knowledge and skills we want students to know and be able to do</p>   |  |
| <p>a. Demonstrates correct formation of all letters<br/>                 b. Replicates neatly and correctly written work<br/>                 c. Constructs sentences/paragraphs using correct spacing and formatting<br/>                 d. Publishes work by keyboard or in cursive</p>   |  |
| <p><b>Essential Knowledge</b><br/>Key facts, concepts, and ideas needed to successfully meet benchmarks</p>  | <p><b>Essential Questions</b><br/>Questions to guide student inquiry and focus instruction to uncover big ideas</p>                                |
| <p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>• form cursive letters with flow from one letter to the next</li> <li>• demonstrate correct posture, pencil grip (tripod grasp), paper placement, and slant</li> <li>• write legibly using Zaner-Bloser formation</li> </ul> <p><b>Vocabulary:</b> slant, undercurve, overcurve, baseline, midline, headline, manuscript, cursive</p> | <ul style="list-style-type: none"> <li>• What role does handwriting play in communication?</li> <li>• Why is cursive writing important?</li> </ul> |

**Standard 4.2**

**The student will engage in writing as a process.**

| <b>Benchmarks</b><br>Key knowledge and skills we want students to know and be able to do  |   |
|---|---|
| a. Organizes paragraphs (at least 4) using graphic organizers to convey a central idea<br>b. Chooses from a variety of prewriting strategies and tools<br>c. Demonstrates ability to use a rubric to guide written work<br>d. Conferences with the teacher/peers to revise work for clarity, elaborate as needed, and usage of specific nouns, vivid verbs, descriptive adjectives, and a variety of sentence structures  |   |
| <b>Essential Knowledge</b><br>Key facts, concepts, and ideas needed to successfully meet benchmarks   | <b>Essential Questions</b><br>Questions to guide student inquiry and focus instruction to uncover big ideas       |
| <p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>• write focusing on the composing domain features of central idea, organization, unity, and elaboration</li> <li>• write focusing on the written expression domain features of word choice, specific vocabulary, and sentence variety</li> <li>• use mentor texts as an example of writing</li> <li>• produce clear and coherent writing in which the development and organization are appropriate to the purpose and audience</li> <li>• organize thoughts to convey a central idea before writing</li> <li>• use a variety of prewriting strategies</li> <li>• focus, organize, and elaborate to construct an effective, cohesive message for the reader</li> <li>• select specific information to guide readers more purposefully through the piece</li> <li>• link ideas within paragraphs using transition words and phrases</li> <li>• include sentences of various lengths and beginnings to create a rhythm</li> <li>• use available word reference resources (e.g., dictionary and thesaurus) to assist in revising writing</li> <li>• use facts and details in sentences to elaborate on the main idea.</li> </ul> <p><b>Writing Process:</b> prewriting, drafting, revising, editing, publishing</p> <p><b>Proofreading Marks:</b> Capitalization, Punctuation, Spelling</p> <p><b>Review 3rd grade skills:</b> identify intended audience, writing process</p> <p><b>Vocabulary:</b> prewriting, drafting, revising, editing, publishing, rubric</p> | <ul style="list-style-type: none"> <li>• Why do we write?</li> <li>• What does good writing look like?</li> </ul> |

**Standard 4.3**

The student will practice a variety of types of writing.

| <b>Benchmarks</b><br>Key knowledge and skills we want students to know and be able to do   |  |
|--|--|
| a. Distinguishes between formal and informal correspondence<br>b. Determines the correct format for correspondence & choose appropriate information to include<br>c. Responds to a prompt by correctly organizing ideas in a paragraph<br>d. Develops paragraphs in content areas that demonstrate an understanding of vocabulary/concepts and an ability to communicate<br>e. Creatives effective paragraphs that contain a topic sentence followed by four sentences that include supporting facts/details and end with a concluding sentence<br>f. Constructs four paragraph essays and uses transitional sentences to connect essay paragraphs as needed<br>g. Constructs persuasive essays using evidence to support assertions<br>h. Writes a variety of poetic forms focusing on onomatopoeia, alliteration, and idioms   |  |
| <b>Essential Knowledge</b><br>Key facts, concepts, and ideas needed to successfully meet benchmarks  | <b>Essential Questions</b><br>Questions to guide student inquiry and focus instruction to uncover big ideas  |
| <p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>• demonstrate command of the conventions of standard English grammar and usage when writing</li> <li>• write focusing on the composing domain features of central idea, organization, unity, and elaboration</li> <li>• write focusing on the written expression domain features of word choice, specific vocabulary, and sentence variety</li> <li>• use mentor texts as an example of writing</li> <li>• produce clear and coherent writing in which the development and organization are appropriate to the purpose and audience</li> <li>• recognize different forms of writing have different patterns of organization               <ul style="list-style-type: none"> <li>○ correspondence                   <ul style="list-style-type: none"> <li>▪ Structures and formatting of:                       <ul style="list-style-type: none"> <li>• Friendly letter</li> <li>• Business letter</li> <li>• Email</li> </ul> </li> </ul> </li> <li>○ narrative                   <ul style="list-style-type: none"> <li>▪ organize an event sequence that unfolds naturally</li> <li>▪ use transition words and phrases for sentence variety</li> <li>▪ provide a conclusion</li> <li>▪ use specific vocabulary to develop a story</li> </ul> </li> <li>○ opinion                   <ul style="list-style-type: none"> <li>▪ state a clear opinion</li> </ul> </li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• In what ways do writers structure and develop text?</li> <li>• What are ways that writers hook and hold their readers?</li> </ul> |

- provide multiple facts as reasons for support
- provide a conclusion
- organize thoughts to convey a central idea before writing
- use a variety of prewriting strategies
- focus, organize, and elaborate to construct an effective, cohesive message for the reader
- select specific information to guide readers more purposefully through the piece
- use specific vocabulary and vivid word choice
- link ideas within paragraphs using transition words and phrases
- include sentences of various lengths and beginnings to create a rhythm
- use available word reference resources (e.g., dictionary and thesaurus) to assist in revising writing
- use facts and details in sentences to elaborate on the main idea.

**Review 3rd grade skills:** journaling, free writing, personal/fictional narratives, expository/informational text

**Friendly letter** --date, greeting, body, closing, signature

**Business letter** – date, address, salutation, introduction, body, closing, signature

**Email** – email address, subject, salutation, body, closing

**Vocabulary:** margin, descriptive, narrative, expository, persuasive, verse, stanza



**Standard 4.4**

The student will use parts of speech correctly.

| <b>Benchmarks</b><br>Key knowledge and skills we want students to know and be able to do   |  |
|--|--|
| <ul style="list-style-type: none"> <li>a. Identifies and uses collective nouns</li> <li>b. Identifies and uses pronouns in the first, second, and third person</li> <li>c. identifies and uses definite/indefinite articles, demonstrative adjectives, and proper adjectives</li> <li>d. Identifies and uses words as nouns or verbs</li> <li>e. Identifies and uses comparative/superlative/positive adverbs</li> </ul>   |  |
| <b>Essential Knowledge</b><br>Key facts, concepts, and ideas needed to successfully meet benchmarks  | <b>Essential Questions</b><br>Questions to guide student inquiry and focus instruction to uncover big ideas  |
| <p><b>To be successful with this standard, the students are expected to</b></p> <ul style="list-style-type: none"> <li>• use noun/pronoun agreement</li> <li>• use reflexive pronouns correctly (e.g., <i>myself, ourselves</i>)</li> <li>• differentiate between and correctly use adjectives and adverbs (e.g., use adverbs instead of adjectives where appropriate, "He played <i>really</i> well." instead of "He played <i>real</i> well.")</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>○ nouns: collective</li> <li>○ pronouns: first, second, and third person</li> <li>○ adjectives: definite/indefinite articles, demonstrative, and proper</li> <li>○ adverbs: comparative/superlative/positive</li> </ul> | <ul style="list-style-type: none"> <li>• What is the purpose of grammar?</li> <li>• What are parts of speech?</li> <li>• Why does grammar matter?</li> </ul> |

**Standard 4.5**

**The student will use the correct sentence structure.**

|  |   |
|--|---|
| <p><b>Benchmarks</b><br/>Key knowledge and skills we want students to know and be able to do</p> <p>a. Identifies and uses coordinating conjunctions (and, but, or, so, yet, for) to form compound sentences<br/>                 b. Identifies compound subjects and predicates<br/>                 c. Uses correct punctuation at the end of sentences, dialogues, and in titles<br/>                 d. Uses commas in a series, compound sentences, direct address, transitional words, and in the salutation and closing of a letter<br/>                 e. Diagrams sentences to illustrate simple subject and predicate, compound subject &amp; predicate</p>   |   |
| <p><b>Essential Knowledge</b><br/>Key facts, concepts, and ideas needed to successfully meet benchmarks</p> <p><b>To be successful with this standard, the students are expected to</b></p> <ul style="list-style-type: none"> <li>• apply knowledge of the usage/mechanics writing domain</li> <li>• use subject-verb agreement (i.e., singular nouns with singular verbs; plural nouns with plural verbs)</li> <li>• use knowledge of sentence structure to form complete sentences</li> </ul> <p><b>Review 3rd grade skills:</b> sentence type, complete/simple subject with predicate, capitalization</p> <p><b>Vocabulary:</b> conjunctions, declarative, interrogative, exclamatory, imperative, complete subject, simple subject, complete predicate, simple predicate, diagram</p> | <p><b>Essential Questions</b><br/>Questions to guide student inquiry and focus instruction to uncover big ideas</p> <ul style="list-style-type: none"> <li>• Why do we use sentences?</li> <li>• What is the purpose of each type of sentence?</li> </ul> |

**Standard 4.6**

**The student will apply word analysis skills when reading and spelling.**

|   |   |
|---|---|
| <p><b>Benchmarks</b><br/>Key knowledge and skills we want students to know and be able to do</p> <p>a. Uses word structure knowledge to read and spell multisyllabic words<br/>b. Uses rules of spelling and syllabication regarding vowel sounds, doubling, and adding inflected endings<br/>c. Organizes words alphabetically using the fourth letter</p>   |   |
| <p><b>Essential Knowledge</b><br/>Key facts, concepts, and ideas needed to successfully meet benchmarks</p> <p><b>To be successful with this standard, the students are expected to</b></p> <ul style="list-style-type: none"> <li>• apply knowledge of regular and irregular vowel patterns to decode words</li> <li>• apply knowledge of ambiguous vowel patterns to decode words</li> <li>• apply knowledge of the change in tense, number, and degree signified by inflected endings to decode words</li> <li>• decode regular multisyllabic words to read fluently</li> </ul> <p><b>Vocabulary:</b> compound words, contractions, possessives, inflected, apostrophe</p> | <p><b>Essential Questions</b><br/>Questions to guide student inquiry and focus instruction to uncover big ideas</p> <ul style="list-style-type: none"> <li>• Why is it important to use correct spelling?</li> <li>• Why do spelling rules and patterns improve written communication?</li> </ul> |

**Standard 4.7**

The student will develop vocabulary through reading.

| <b>Benchmarks</b><br>Key knowledge and skills we want students to know and be able to do  |   |
|---|---|
| a. Expands vocabulary by reading, discussing, and listening to a variety of texts<br>b. Identifies word meanings using text features, context clues, and story content<br>c. Identifies multiple-meaning words in the dictionary in order to use them correctly in sentences<br>d. Identifies and uses synonyms, antonyms, and homonyms<br>e. Identifies affixes and their effects on words and uses them correctly<br>f. Identifies root words and uses them correctly   |   |
| <b>Essential Knowledge</b><br>Key facts, concepts, and ideas needed to successfully meet benchmarks   | <b>Essential Questions</b><br>Questions to guide student inquiry and focus instruction to uncover big ideas   |
| <p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>• use context as a clue to clarify the meaning of unfamiliar words or phrases (e.g., definitions, examples, or restatements of text)</li> <li>• use clues in the context of a sentence, paragraph, or reading selection to predict and explain the meanings of words that have more than one definition</li> <li>• use knowledge of affixes to read and understand the meanings of words</li> <li>• apply knowledge of synonyms and antonyms to understand the meanings of unfamiliar words</li> <li>• derive word meaning by using knowledge of homophones such as <i>read/red, no/know, hear/here</i></li> <li>• use context to select the applicable definition of a word from a glossary or dictionary</li> <li>• identify and consult the word-reference material(s), including the glossary, dictionary, and thesaurus, most likely to contain needed information to clarify word meaning</li> <li>• determine the meaning of general academic and content-specific words or phrases in a text</li> </ul> <p><b>Prefixes:</b> non-, over-, mis-, de-, under-, bi-, tri-, quad-, oct-;</p> <p><b>Review 3rd grade prefixes:</b> un-, re-, in-, im-, dis-, pre-, tele-</p> <p><b>Suffixes:</b> -er/-or, -ion/-ation/-tion/-ition, -al/-ial, -ness, -ment, -en;</p> <p><b>Review 3rd grade suffixes:</b> -s/-es/-ies, -ing, -ed/-ied, -er (comparative), -est, -ful, -less, -ly, -y</p> | <ul style="list-style-type: none"> <li>• Why do we learn new words?</li> <li>• What strategies and resources help to figure out unknown words?</li> </ul> |

**Root words:** rupt, terr, geo, photo, tract, meter/metr; and their effects on words

**Review 3rd grade root words:** bio, graph/gram, phon, scope)

**Vocabulary:** fiction, nonfiction, context clues, synonyms, antonyms, homographs, homonyms, prefix, suffix, root word

**Standard 4.8**

**The student will read at the appropriate pace with accuracy and intonation.**

|  |  |
|--|--|
| <b>Benchmarks</b><br>Key knowledge and skills we want students to know and be able to do   |  |
| a. Reads fourth grade level texts<br>b. Builds stamina through independent reading at or above appropriate, assessed level<br>c. Reads and rereads familiar stories, poems, and passages with fluency, accuracy, and intonation<br>d. Re-reads and self-corrects   |  |
| <b>Essential Knowledge</b><br>Key facts, concepts, and ideas needed to successfully meet benchmarks  | <b>Essential Questions</b><br>Questions to guide student inquiry and focus instruction to uncover big ideas  |
| <b>To be successful with this standard, students are expected to</b> <ul style="list-style-type: none"> <li>practice reading and rereading text that is on their independent reading level to develop accuracy, fluency, and meaningful expression</li> <li>read familiar text with fluency, accuracy, and meaningful expression</li> <li>read with sufficient accuracy and fluency to support comprehension</li> </ul> <b>Vocabulary:</b> fluency, intonation | <ul style="list-style-type: none"> <li>What does fluency look like?</li> <li>Why do readers need to know how to read fluently?</li> <li>What impact does fluency have on comprehension?</li> </ul> |

**Standard 4.9****Reading**

**The student will demonstrate reading comprehension of fictional text, literary nonfiction, and poetry.**

| <b>Benchmarks</b>   |   |
|---|---|
| Key knowledge and skills we want students to know and be able to do   |   |
| <ul style="list-style-type: none"> <li>a. Utilizes pre-reading strategies</li> <li>b. Uses context clues to aid comprehension</li> <li>c. Makes predictions and confirms with evidence from the text</li> <li>d. Summarizes text, orally and written</li> <li>e. Relates events in the plot: beginning, middle, and end</li> <li>f. Classifies characteristics of a variety of literacy genres, including fiction, nonfiction, and poetry</li> <li>g. Determines cause and effect relationships</li> <li>h. Describes story elements: characters, setting, problem/solution, theme, and point of view</li> <li>i. Identifies main idea and supporting details</li> <li>j. Identifies the author's purpose and supports with text details</li> <li>k. Demonstrates the ability to compare and contrast using graphic organizers</li> <li>l. Analyzes the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole</li> <li>m. Identifies figurative language: Hyperbole, Personification, Foreshadowing</li> </ul> |   |
| <b>Essential Knowledge</b>  | <b>Essential Questions</b>  |
| Key facts, concepts, and ideas needed to successfully meet benchmarks   | Questions to guide student inquiry and focus instruction to uncover big ideas   |
| <p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>• describe how an author's choice of language, setting, and characters develops the plot and contributes to the sequence of events</li> <li>• describe in depth a character, setting, or event, drawing on specific details from the text (e.g., words, actions, or a character's thoughts).</li> <li>• identify literary nonfiction as a type of narrative text, which uses story elements and language to share accurate information about real people, places, and events, including but not limited to biography and autobiography</li> <li>• identify genres including but not limited to: fantasy, humor, fable/fairy tale, realistic fiction, historical fiction, folklore/tall tales</li> <li>• identify the theme(s) of a text (e.g., friendship, survival, determination) <ul style="list-style-type: none"> <li>○ thematic topic</li> <li>○ lessons learned</li> </ul> </li> <li>• summarize plot events using supporting details</li> </ul>                    | <ul style="list-style-type: none"> <li>• Why do we read?</li> <li>• What are readers thinking about as they read?</li> <li>• Why is it important to read from a variety of genres?</li> </ul> |

- identify the main conflict and resolution in a poem, section of text, or book
- analyze the similarities and differences between paired fictional texts and informational nonfiction texts (e.g., similar themes and topics, patterns of events)
- make connections between the text of a story and a visual/oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text
- identify sensory words that describe sights, sounds, smells, and tastes, and describe how they contribute to the text
- refer to details, specific vocabulary, and examples in a text to draw conclusions/make inferences
- use specific details to make, confirm, or revise predictions by
  - identifying information from the text that supports or contradicts a prediction
  - revising predictions based on new understandings
- demonstrate comprehension and apply strategies by writing about what is read

**Vocabulary:** prediction, characters, protagonist, antagonist, setting, plot, Venn Diagram



**Standard 4.10**

**The student will demonstrate nonfiction reading comprehension skills.**

| <b>Benchmarks</b><br>Key knowledge and skills we want students to know and be able to do   |   |
|--|---|
| a. Utilizes pre-reading strategies<br>b. Uses context clues to aid comprehension<br>c. Makes predictions and confirms with evidence from the text<br>d. Summarizes text, orally and written<br>e. Determines cause and effect relationships<br>f. Identifies main idea and supporting details<br>g. Recalls information from nonfiction text<br>h. Identifies text features: diagrams, graphs, timelines, webs, charts, maps, and tables<br>i. Identifies the author's purpose and supports with text details<br>j. Demonstrates the ability to compare and contrast using graphic organizers  |   |
| <b>Essential Knowledge</b><br>Key facts, concepts, and ideas needed to successfully meet benchmarks  | <b>Essential Questions</b><br>Questions to guide student inquiry and focus instruction to uncover big ideas   |
| <p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>• make connections between the text of a story and a visual/oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text</li> <li>• identify sensory words that describe sights, sounds, smells, and tastes, and describe how they contribute to the text</li> <li>• refer to details, specific vocabulary, and examples in a text to draw conclusions/make inferences</li> <li>• use specific details to make, confirm, or revise predictions by               <ul style="list-style-type: none"> <li>◦ identifying information from the text that supports or contradicts a prediction</li> <li>◦ revising predictions based on new understandings</li> </ul> </li> <li>• explain how written text and accompanying graphics connect to convey meaning (e.g., charts, graphs, diagrams, timelines, animations)</li> <li>• explain author's purpose for writing, which may include providing information, explaining a process, or persuading an audience</li> <li>• identify the main idea and summarize supporting details</li> <li>• draw conclusions and make inferences using information from the text</li> <li>• demonstrate comprehension and apply strategies to write about what is read</li> </ul> | <ul style="list-style-type: none"> <li>• Why do we read?</li> <li>• What are readers thinking about as they read?</li> <li>• Why is it important to read from a variety of genres?</li> <li>• How do we read nonfiction differently?</li> </ul> |

**Vocabulary:** prediction, characters, protagonist, antagonist, setting, plot, Venn Diagram

**Standard 4.11**

**The student will develop problem-solving and critical thinking skills.**

| <b>Benchmarks</b><br>Key knowledge and skills we want students to know and be able to do  |   |
|---|---|
| <ul style="list-style-type: none"> <li>a. Determines cause and effect relationships</li> <li>b. Makes inferences from text</li> <li>c. Determines fact and opinion</li> <li>d. Draws conclusions</li> <li>e. Monitors comprehension by making connections to self, text, and world</li> </ul>   |   |
| <b>Essential Knowledge</b><br>Key facts, concepts, and ideas needed to successfully meet benchmarks   | <b>Essential Questions</b><br>Questions to guide student inquiry and focus instruction to uncover big ideas   |
| <p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>• make a variety of connections with the text, such as:               <ul style="list-style-type: none"> <li>○ connections between the text they are reading and other texts they have read to generate inferences and draw conclusions; and</li> <li>○ connections between what they already know about the topic and what they find in the reading that is new to them to generate inferences and draw conclusions</li> </ul> </li> <li>• identify details and sequential order of cause-and-effect relationships</li> <li>• differentiate between facts and opinions</li> <li>• demonstrate comprehension by writing about what is read</li> </ul> <p><b>Vocabulary:</b> inference, cause &amp; effect, fact &amp; opinion, comprehension</p> | <ul style="list-style-type: none"> <li>• What skills do an effective problem solver need?</li> <li>• What strategies are used to solve problems?</li> </ul> |

**Standard 4.12**

**Communication**



**The student will use effective oral communication skills in a variety of settings.**

**Benchmarks**

Key knowledge and skills we want students to know and be able to do

- a. Listens actively and speak using appropriate discussion rules
- b. Contributes to group discussions across content areas
- c. Summarizes information orally expressing ideas clearly
- d. Asks specific questions to gather ideas and opinions from others
- e. Uses evidence to support opinions and conclusions
- f. Connects comments to the remarks of others
- g. Uses specific vocabulary to communicate ideas
- h. Demonstrates the ability to collaborate with diverse teams, while sharing responsibility for the work
- i. Works respectfully with others and show value for individual contributions

**Essential Knowledge**

Key facts, concepts, and ideas needed to successfully meet benchmarks

**To be successful with this standard, students are expected to**

- participate in a range of discussions, building on others' ideas and clearly stating thoughts, opinions, and information
- participate in a variety of collaborative discussions by
  - following rules for discussions and assigned partner or group roles
  - offering comments that are relevant to the topic of discussion
  - asking appropriate questions to solicit knowledge and opinions from others
  - supporting opinions with appropriate examples and details
  - identifying reasons and evidence a speaker provides to support particular points
  - communicating new ideas to others
  - responding to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others
  - reviewing key ideas expressed in discussions and explaining own ideas and understanding
  - distinguishing fact from opinion
  - taking turns speaking during a discussion
  - maintaining appropriate eye contact while listening

**Essential Questions**

Questions to guide student inquiry and focus instruction to uncover big ideas

- What is the importance of effective communication?
- How do we communicate effectively?
- What is collaborative work?

- respecting the comments of others, especially if the comments express opinions that are different from the student's own.

**Vocabulary:**

**Standard 4.13****Communication**

**The student will create and deliver multimodal interactive presentations.**

**Benchmarks**

Key knowledge and skills we want students to know and be able to do

- a. Locates, organizes, and analyzes information from a variety of multimodal texts
- b. Speaks audibly with appropriate pacing
- c. Uses language and style appropriate to the audience, topic, and purpose
- d. Makes eye contact with the audience
- e. Asks and answers questions to gather or clarify information presented orally
- f. Differentiates between auditory, visual, and written media messages and their purposes
- g. Compares and contrasts how ideas and topics are depicted in a variety of media and formats

**Essential Knowledge**

Key facts, concepts, and ideas needed to successfully meet benchmarks

**To be successful with this standard, students are expected to**

- create and deliver multimodal presentations by
  - reporting on a topic or text, telling a story, or recounting an experience in an organized manner, using specific vocabulary, appropriate facts, and descriptive details to support main ideas or themes
  - organizing information around a central idea with supporting details and using specific vocabulary
  - speaking clearly, using appropriate voice level and speaking rate
  - differentiating formal and informal language and style when appropriate to task and situation (e.g., presentations, small-group discussions)
  - selecting words and phrases to convey precise ideas
  - using voice inflection for effect
  - involving audience participation through planned interactions (e.g., questioning, discussion, gathering responses, and movement)
- use active listening skills by
  - looking at the speaker
  - thinking about the main points the speaker is making
  - taking notes.
- access media messages and identify what types of media are used
- determine the purpose of various media messages

**Essential Questions**

Questions to guide student inquiry and focus instruction to uncover big ideas

- What is the importance of effective communication?
- How do we communicate effectively?
- What makes a good presentation?

- compare and contrast messages, facts, and opinions in multiple media formats

**Vocabulary:**

**Standard 4.14**

**The student will conduct research to answer questions or solve problems using available resources to produce a four-paragraph research paper.**

| <b>Benchmarks</b><br>Key knowledge and skills we want students to know and be able to do  |  |
|---|--|
| a. Demonstrates ability to gather facts for research, taking notes in simple phrases from a variety of research resources<br>b. Uses reliable electronic references as a source of information<br>c. Acquires knowledge of and uses the following resource materials: dictionary, electronic resources<br>d. Organizes ideas sequentially or around major points of information using appropriate facts and relevant details<br>e. Creates a final four paragraph research paper  |  |
| <b>Essential Knowledge</b><br>Key facts, concepts, and ideas needed to successfully meet benchmarks   | <b>Essential Questions</b><br>Questions to guide student inquiry and focus instruction to uncover big ideas  |
| <p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>• formulate questions about a topic and gather information by identifying, locating, exploring, and effectively using a variety of sources</li> <li>• recognize, select, organize, and record information pertinent to the topic</li> <li>• decide if information is relevant to the topic and reliable for use</li> <li>• identify search terms to use in searching for information</li> <li>• skim to find information related to a topic</li> <li>• evaluate and synthesize related information from two or more sources</li> <li>• develop notes that include important concepts, summaries, and identification of information sources</li> <li>• give credit to sources used</li> <li>• avoid plagiarism by giving credit whenever using another person's media, facts, graphics, music, and quotations</li> <li>• understanding of appropriate versus inappropriate resource websites (Library of Congress vs. Wikipedia)</li> <li>• understanding of plagiarism</li> <li>• Note taking skills such as graphic organizer, outlines, or note cards</li> </ul> <p><b>Vocabulary:</b></p> | <ul style="list-style-type: none"> <li>• Why is it important to learn how to do research?</li> <li>• What is the difference between research writing and other forms of writing?</li> <li>• What is reliable information?</li> </ul> |





## 5<sup>th</sup> Grade

### The student will:

#### Writing

- Publish all work by keyboard or in cursive
- Engage in writing as a process
- Practice a variety of types of writing
- Use parts of speech correctly
- Use the correct sentence structure

#### Reading

- Apply word analysis skills when reading
- Develop vocabulary through reading
- Read at the appropriate pace with accuracy and intonation
- Demonstrate reading comprehension of fictional text, literary nonfiction, and poetry
- Demonstrate nonfiction reading comprehension skills
- Develop problem-solving and critical thinking skills

#### Communication

- Use effective oral communication skills in a variety of settings
- Create and deliver multimodal interactive presentations

#### Research

- Conduct research to answer questions or solve problems using available resources to produce a five-paragraph research paper



**Standard 5.1**

**The student will publish all work by keyboard or in cursive.**

|  |   |
|--|---|
| <p><b>Benchmarks</b><br/>Key knowledge and skills we want students to know and be able to do</p> <p>a. Demonstrates correct formation of all letters in manuscript and cursive<br/>b. Replicates neatly and correctly written work<br/>c. Constructs sentences/paragraphs using correct spacing and formatting</p>   |   |
| <p><b>Essential Knowledge</b><br/>Key facts, concepts, and ideas needed to successfully meet benchmarks</p>  | <p><b>Essential Questions</b><br/>Questions to guide student inquiry and focus instruction to uncover big ideas</p> |
| <p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>• when writing in cursive             <ul style="list-style-type: none"> <li>○ form cursive letters with flow from one letter to the next</li> <li>○ demonstrate correct posture, pencil grip (tripod grasp), paper placement, and slant</li> <li>○ write legibly using Zaner-Bloser formation</li> </ul> </li> <li>• when using keyboard             <ul style="list-style-type: none"> <li>○ Refer to Technology Standard 1</li> </ul> </li> </ul> <p><b>Vocabulary:</b> slant, undercurve, overcurve, baseline, midline, headline, manuscript, cursive</p> | <ul style="list-style-type: none"> <li>• What role does writing play in communication?</li> </ul>                   |

**Standard 5.2**

**The student will engage in writing as a process.**

| <b>Benchmarks</b><br>Key knowledge and skills we want students to know and be able to do   |   |
|--|---|
| a. Organizes paragraphs (at least 5) to convey a central idea, choosing from a variety of prewriting strategies and tools, including graphic organizers<br>b. Demonstrates ability to use rubric to guide written work<br>c. Conferences with the teacher/peers to revise work for clarity, elaborate as needed, add literary devices and insert quotes for emphasis<br>d. Edits independently and with input from the teacher, using proofreading marks<br>e. Edits for subject/verb agreement and run-on sentences   |   |
| <b>Essential Knowledge</b><br>Key facts, concepts, and ideas needed to successfully meet benchmarks  | <b>Essential Questions</b><br>Questions to guide student inquiry and focus instruction to uncover big ideas       |
| <p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>• write focusing on the composing domain features of central idea, organization, unity, and elaboration</li> <li>• write focusing on the written expression domain features of word choice, specific vocabulary, tone, voice, and sentence variety</li> <li>• produce a clear and coherent written piece in which the development and organization are appropriate to purpose and audience</li> <li>• use mentor texts as an example of writing</li> <li>• focus, organize, and elaborate to construct an effective message for the reader</li> <li>• write a clear topic sentence focusing on the main idea</li> <li>• purposefully select language to demonstrate an awareness of the intended audience</li> <li>• select specific information to guide readers more purposefully through the piece</li> <li>• write multi-paragraph (expectation = 5 paragraphs) compositions focused on a central idea, organizing related information in paragraphs</li> <li>• choose precise, descriptive vocabulary and information to create tone and voice</li> <li>• revise writing by consulting with peers or adults</li> <li>• include sentences of various lengths and beginnings to create a rhythm</li> <li>• vary sentence structure by using transition words and phrases</li> <li>• clarify writing when revising</li> <li>• include supporting details that elaborate the main idea.</li> </ul> | <ul style="list-style-type: none"> <li>• Why do we write?</li> <li>• What does good writing look like?</li> </ul> |

**Writing Process:** prewriting, drafting, revising, editing, publishing

**Proofreading Marks:** Capitalization, Punctuation, Spelling, Indentation, and insertion/deletion

**3rd & 4th grade skills:** identify intended audience, writing process

**Vocabulary:** prewriting, drafting, revising, editing, publishing, rubric

**Standard 5.3**

The student will practice a variety of types of writing.

| <b>Benchmarks</b><br>Key knowledge and skills we want students to know and be able to do  |  |
|---|--|
| a. Determines the correct format for correspondence (email, letter)<br>b. Chooses appropriate information to include in a friendly vs. business letter<br>c. Responds to a prompt by correctly organizing ideas in a paragraph<br>d. Develops paragraphs in content areas that demonstrate an understanding of vocabulary/concepts and an ability to communicate<br>e. Writes multi paragraph essays<br>f. Develops an effective five paragraph essay, focusing on the well-developed paragraph and smooth transitions between paragraphs<br>g. Creates pieces of expository text (informational) and demonstrates ability to paraphrase<br>h. Writes a variety of poetic forms including similes and hyperbole   |  |
| <b>Essential Knowledge</b><br>Key facts, concepts, and ideas needed to successfully meet benchmarks   | <b>Essential Questions</b><br>Questions to guide student inquiry and focus instruction to uncover big ideas  |
| <p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>• demonstrate command of the conventions of standard English grammar and usage when writing</li> <li>• write focusing on the composing domain features of central idea, organization, unity, and elaboration</li> <li>• write focusing on the written expression domain features of word choice, specific vocabulary, tone, voice, and sentence variety</li> <li>• produce a clear and coherent written piece in which the development and organization are appropriate to purpose and audience</li> <li>• write multi paragraph essays               <ul style="list-style-type: none"> <li>○ Focus on narrative (such as biography, fables, myths)</li> <li>○ Also include                   <ul style="list-style-type: none"> <li>▪ Descriptive (such as poems, memoir, diary)</li> <li>▪ Expository (such as literary analysis, compare/contrast, how to articles, news articles, scientific research)</li> <li>▪ Persuasive (such as argumentative essay, cover letter, editorials)</li> </ul> </li> </ul> </li> <li>• recognize different forms of writing have different patterns of organization               <ul style="list-style-type: none"> <li>○ review correspondence                   <ul style="list-style-type: none"> <li>▪ Structures and formatting of:                       <ul style="list-style-type: none"> <li>▪ Friendly letter</li> <li>▪ Business letter</li> </ul> </li> </ul> </li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• In what ways do writers structure and develop text?</li> <li>• What are ways that writers hook and hold their readers?</li> </ul> |

|   |  |
|---|--|
| <ul style="list-style-type: none"><li>▪ Email</li><li>○ descriptive/expository<ul style="list-style-type: none"><li>▪ clearly introduce a topic and organize information in paragraphs</li><li>▪ use facts, definitions, opinions, quotations, details, or other examples and information to develop the topic</li><li>▪ use specific vocabulary to inform and explain the topic</li><li>▪ provide a conclusion related to the topic</li></ul></li><li>○ review previously taught narrative and persuasive writing forms</li></ul> <ul style="list-style-type: none"><li>• use mentor texts as an example of writing</li><li>• write a clear topic sentence focusing on the main idea</li><li>• purposefully select language to demonstrate an awareness of the intended audience</li><li>• select specific information to guide readers more purposefully through the piece</li><li>• write multi-paragraph (expectation = 5 paragraphs) compositions focused on a central idea, organizing related information in paragraphs</li><li>• choose precise, descriptive vocabulary and information to create tone and voice</li><li>• include sentences of various lengths and beginnings to create a rhythm</li><li>• vary sentence structure by using transition words and phrases</li><li>• include supporting details that elaborate the main idea.</li></ul> <p><b>3rd &amp; 4th grade skills:</b> journaling, free writing, personal/fictional narratives, expository/informational text, formal/informal correspondence, persuasive essay, onomatopoeia, alliteration, idioms,</p> <p><b>Vocabulary:</b> margin, descriptive, narrative, expository, persuasive, verse, stanza, simile, hyperbole</p> |  |
|---|--|

**Standard 5.4**

The student will use parts of speech correctly.

| <b>Benchmarks</b>   |  |
|---|--|
| Key knowledge and skills we want students to know and be able to do   |  |
| a. Identifies and uses concrete/abstract nouns, nouns as subject complements and indirect/direct objects<br>b. Identifies and uses pronouns to replace antecedent (subject, object and possessive) and as indirect/direct objects<br>c. Identifies and uses adjectives as subject complements, identifies the noun or pronoun that is being modified by the adjective, and identifies and uses words as nouns or adjectives<br>d. Identifies and uses present and past participles, and identifies and uses verbs in the simple and progressive tenses<br>e. Identifies the verb being modified by the adverb   |  |
| <b>Essential Knowledge</b>  | <b>Essential Questions</b>   |
| Key facts, concepts, and ideas needed to successfully meet benchmarks   | Questions to guide student inquiry and focus instruction to uncover big ideas  |
| <p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>• use adverb comparisons (e.g., <i>fast, faster, fastest</i>)</li> <li>• use adjective comparisons (e.g., <i>big, bigger, biggest</i>)</li> <li>• use adverbs instead of adjectives where appropriate (e.g., "He played <i>really</i> well." instead of "He played <i>real</i> well.")</li> <li>• use a comma to separate coordinate adjectives (e.g., "It was a <i>fascinating, enjoyable</i> movie")</li> <li>• use plural possessives, (e.g., "The <i>books'</i> covers are torn.")</li> <li>• use interjections (e.g., "<i>Yikes</i>, look at the size of that bug!")</li> <li>• form and use the perfect (e.g., "I had walked; I have walked; I will have walked.") verb tenses</li> <li>• use verb tense to convey various times, sequences, states, and conditions</li> </ul> <p><b>Vocabulary:</b> noun, concrete/abstract, subject complements, direct/indirect objects</p> <ul style="list-style-type: none"> <li>• Nouns: common/proper, singular/plural (regular/irregular), collective</li> <li>• Pronouns: possessive, subject/object, with contractions, first/second/third person</li> <li>• Adjectives: descriptive, numerical, comparative/superlative/positive, definite/indefinite articles, demonstrative, proper</li> <li>• verbs: action, being/linking, helping, subject-verb agreement, tenses, with contractions, nouns/verbs</li> <li>• adverbs: manner, time, place, comparative/superlative/positive</li> </ul> | <ul style="list-style-type: none"> <li>• What is the purpose of grammar?</li> <li>• What are parts of speech?</li> <li>• Why does grammar matter?</li> </ul> |



**Standard 5.5**

The student will use the correct sentence structure.

| <b>Benchmarks</b>  |   |
|--|---|
| Key knowledge and skills we want students to know and be able to do  |   |
| <ul style="list-style-type: none"> <li>a. Identifies and uses complete/simple subjects and predicates in order to write a complete sentence</li> <li>b. Identifies compound subjects and predicates</li> <li>c. Identifies and uses abbreviations</li> <li>d. Identifies the correct use of semicolons</li> <li>e. Diagrams sentences designed to illustrate: simple subject and predicate, compound subject and compound predicate, direct objects and subject complements, verb phrases, adjectives, adverbs, and prepositional phrases</li> </ul>   |   |
| <b>Essential Knowledge</b>   | <b>Essential Questions</b>  |
| Key facts, concepts, and ideas needed to successfully meet benchmarks  | Questions to guide student inquiry and focus instruction to uncover big ideas   |
| <p><b>To be successful with this standard, the students are expected to</b></p> <ul style="list-style-type: none"> <li>• punctuate correctly               <ul style="list-style-type: none"> <li>○ apostrophes in contractions (e.g., <i>isn't</i>), and possessives (e.g., <i>Jan's</i>);</li> <li>○ commas (e.g., items in a series, to set off the words <i>yes</i> and <i>no</i>; and to indicate direct address [<i>"Is that you, Zoe?"</i>])</li> <li>○ quotation marks with dialogue</li> <li>○ hyphens to divide words at the end of a line</li> </ul> </li> <li>• indicate titles of works by using underlining, quotation marks, or italics</li> <li>• use a comma to separate coordinate adjectives (e.g., "It was a <i>fascinating, enjoyable</i> movie")</li> <li>• use a comma to separate an introductory element from the rest of the sentence</li> </ul> <p><b>3rd &amp; 4th grade skills:</b> sentence type, complete/simple subject with predicate, capitalization, coordinating conjunctions (and, but, or, so, yet, for, nor); uses commas in a series, compound sentences, direct address, transitional words, and in the salutation and closing of letters; correct punctuation (sentences, dialogue, titles)</p> <p><b>Vocabulary:</b> conjunctions, declarative, interrogative, exclamatory, imperative, complete subject, simple subject, complete predicate, simple predicate, diagram</p> | <ul style="list-style-type: none"> <li>• Why do we use sentences?</li> <li>• What is the purpose of each type of sentence?</li> </ul> |

**Standard 5.6**

The student will apply word analysis skills when reading.

| <b>Benchmarks</b>   |   |
|---|---|
| Key knowledge and skills we want students to know and be able to do   |   |
| <ul style="list-style-type: none"> <li>a. Demonstrates structural analysis of words (root words, prefixes/suffixes, syllabication, stress marks)</li> <li>b. Organizes words alphabetically</li> <li>c. Uses the dictionary to confirm spellings</li> </ul>   |   |
| <b>Essential Knowledge</b>  | <b>Essential Questions</b>  |
| Key facts, concepts, and ideas needed to successfully meet benchmarks   | Questions to guide student inquiry and focus instruction to uncover big ideas   |
| <p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>• Use patterns to determine correct spelling of unfamiliar words</li> <li>• use context as a clue to infer the correct spelling of unfamiliar words</li> <li>• use context and sentence structure to help determine spelling patterns</li> <li>• apply knowledge of roots, affixes synonyms, antonyms, and homophones               <ul style="list-style-type: none"> <li>○ Identify and use the prefixes: en-/em-, sub-, fore-, semi-, anti-, auto-, multi-/poly-, deca-/deci-, kilo-, mille-/milli-, centi-, mid-; and their effects on words</li> <li>○ Identify and use the suffixes: -able/-ible, -ence/-ance, -logy/-ology, -an/-ian, -ive/-tive/-ative, -ship, -ism, -ess; and their effects on words</li> <li>○ Identify and use root words: ject, struct/struc, vis/vid, jur/juris, log/logue, path, ast/astr, mit, audi/aud, dict, max(i), phobe/phobia/phobic; and their effects on words                   <ul style="list-style-type: none"> <li>▪ identify the meaning of Greek and Latin affixes</li> </ul> </li> </ul> </li> </ul> <p><b>3rd &amp; 4th grade prefixes:</b> un-, re-, in-, im-, dis-, pre-, tele-, non-, over-, mis-, de-, under-, bi-, tri-, quad-, oct-</p> <p><b>3rd &amp; 4th grade suffixes:</b> -s/-es/-ies, -ing, -ed/-ied, -er (comparative), -est, -ful, -less, -ly, -y, -er/-or, -ion/-ation/-tion/-ition, -al/-ial, -ness, -ment, -en</p> <p><b>3rd &amp; 4th grade root words:</b> bio, graph/gram, phon, scope, rupt, terr, geo, photo, tract, meter/metr</p> | <ul style="list-style-type: none"> <li>• Why is it important to use correct spelling?</li> <li>• Why do spelling rules and patterns improve written communication?</li> </ul> |

|  |  |
|--|--|
| <p><b>Vocabulary:</b> compound words, contractions, possessives, inflected, homophones, apostrophe</p> |  |
|--|--|

**Standard 5.7**

The student will develop vocabulary through reading.

|   |   |
|---|---|
| <b>Benchmarks</b><br>Key knowledge and skills we want students to know and be able to do  |   |
| a. Develops vocabulary by listening and responding to a variety of literature read aloud<br>b. Identifies multiple-meaning words in the dictionary in order to use them correctly in sentences<br>c. Identifies and uses synonyms, antonyms, and homonyms<br>d. Identifies word meanings using context clues, story content, and titles and captions  |   |
| <b>Essential Knowledge</b><br>Key facts, concepts, and ideas needed to successfully meet benchmarks   | <b>Essential Questions</b><br>Questions to guide student inquiry and focus instruction to uncover big ideas   |
| <b>To be successful with this standard, students are expected to</b> <ul style="list-style-type: none"> <li>• use context as a clue to infer the correct meanings of unfamiliar words and phrases</li> <li>• use context and sentence structure to determine meanings and differentiate among multiple meanings of words</li> <li>• identify when an author uses figurative language</li> <li>• use word references and context clues to determine which meaning is appropriate in a given situation</li> <li>• select and use the word-reference material, such as a dictionary, glossary, or thesaurus, that is most likely to contain the information needed.</li> </ul> <p><b>Vocabulary:</b> fiction, nonfiction, context clues, synonyms, antonyms, homographs, homonyms, prefix, suffix, root word</p> | <ul style="list-style-type: none"> <li>• Why do we learn new words?</li> <li>• What strategies and resources help to figure out unknown words?</li> </ul> |

**Standard 5.8**

The student will read at the appropriate pace with accuracy and intonation.

|   |  |
|---|--|
| <b>Benchmarks</b><br>Key knowledge and skills we want students to know and be able to do  |  |
| a. Reads fifth grade level texts<br>b. Builds stamina through independent reading at or above appropriate, assessed level<br>c. Reads and rereads familiar stories, poems, and passages with fluency, accuracy, and intonation<br>d. Rereads and self corrects  |  |
| <b>Essential Knowledge</b><br>Key facts, concepts, and ideas needed to successfully meet benchmarks   | <b>Essential Questions</b><br>Questions to guide student inquiry and focus instruction to uncover big ideas  |
| <b>To be successful with this standard, students are expected to</b> <ul style="list-style-type: none"> <li>practice reading and rereading text that is on their independent reading level to develop accuracy, fluency, and meaningful expression.</li> <li>read texts with fluency, accuracy, and meaningful expression</li> </ul> <b>Vocabulary:</b> fluency, intonation | <ul style="list-style-type: none"> <li>What does fluency look like?</li> <li>Why do readers need to know how to read fluently?</li> <li>What impact does fluency have on comprehension?</li> </ul> |

**Standard 5.9**

**The student will demonstrate reading comprehension of fictional text, literary nonfiction, and poetry.**

| <b>Benchmarks</b> Key knowledge and skills we want students to know and be able to do   |   |
|---|---|
| <ul style="list-style-type: none"> <li>a. Utilizes pre-reading strategies</li> <li>b. Uses context clues to aid comprehension</li> <li>c. Makes, confirms, and revises predictions</li> <li>d. Summarizes text</li> <li>e. Classifies characters in a variety of literary genres, including fiction, nonfiction, and poetry</li> <li>f. Analyzes story elements: characterization, setting, theme, and five point plot (exposition, rising action, climax, falling action, and resolution)</li> <li>g. Identifies main ideas and supporting details</li> <li>h. Analyzes author's purpose and supports with text details</li> <li>i. Analyzes the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole</li> <li>j. Demonstrates the ability to compare and contrast</li> <li>k. Recognizes and interprets figurative language and literary devices: metaphors, similes, foreshadowing</li> <li>l. Develops understanding of analogies (antonyms/ synonyms)</li> </ul>   |   |
| <b>Essential Knowledge</b><br>Key facts, concepts, and ideas needed to successfully meet benchmarks   | <b>Essential Questions</b><br>Questions to guide student inquiry and focus instruction to uncover big ideas   |
| <p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>• summarize important plot events, using specific details from the text</li> <li>• describe how characters are developed by             <ul style="list-style-type: none"> <li>○ what a character says</li> <li>○ what a character thinks</li> <li>○ what a character does</li> <li>○ what other characters in the story say or think about them.</li> </ul> </li> <li>• describe how some characters change and how some characters stay the same</li> <li>• identify and explain the main conflict and resolution of the plot</li> <li>• identify the events in sequence that lead to resolution of the conflict</li> <li>• discuss why an author might have used particular words and phrases</li> <li>• determine who is telling the story and identify if the point-of-view is first or third person</li> <li>• identify the theme(s) of a text             <ul style="list-style-type: none"> <li>○ thematic topic</li> <li>○ lessons learned</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Why do we read?</li> <li>• What are readers thinking about as they read?</li> <li>• Why is it important to read from a variety of genres?</li> </ul> |

- refer to details, specific vocabulary, and examples in a text to draw conclusions/make inferences
- make, confirm, or revise predictions
- demonstrate comprehension and apply strategies to write about what is read
- identify genres, including, but not limited to, fantasy, humor, fable/fairy tale, realistic fiction, historical fiction, folklore/tall tales, mythology, mystery
- analyze the similarities and differences between paired fictional texts and informational nonfiction texts (e.g., similar themes and topics, patterns of events).

**Vocabulary:** prediction, characters, protagonist, antagonist, setting, plot, Venn Diagram, theme, exposition, rising action, climax, falling action, resolution

**Standard 5.10**

**The student will demonstrate nonfiction reading comprehension skills.**

| <b>Benchmarks</b> Key knowledge and skills we want students to know and be able to do   |   |
|---|---|
| <ul style="list-style-type: none"> <li>a. Utilizes pre-reading strategies</li> <li>b. Uses context clues to aid comprehension</li> <li>c. Makes, confirms, and revises predictions</li> <li>d. Summarizes text</li> <li>e. Identifies main ideas and supporting details</li> <li>f. Recalls information from a nonfiction text</li> <li>g. Identifies text features: diagrams, graphs, timelines, webs, charts, maps, and tables</li> <li>h. Analyzes author's purpose and supports with text details</li> <li>i. Demonstrates the ability to compare and contrast</li> </ul>   |   |
| <b>Essential Knowledge</b><br>Key facts, concepts, and ideas needed to successfully meet benchmarks   | <b>Essential Questions</b><br>Questions to guide student inquiry and focus instruction to uncover big ideas   |
| <p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>• determine the main idea of a text and summarize supporting key details</li> <li>• identify organizational patterns such as cause and effect, comparison/contrast, problem/solution, and chronological order</li> <li>• recognize transitional words and phrases authors use to signal organizational patterns, including, but not limited to,               <ul style="list-style-type: none"> <li>◦ cause and effect (e.g., <i>if, then</i>)</li> <li>◦ comparison/contrast- (e.g, <i>similarly, on the other hand</i>)</li> <li>◦ chronological (e.g., <i>today, meanwhile</i>)</li> <li>◦ problem/solution (e.g., <i>the issue is, a possible remedy</i>)</li> </ul> </li> <li>• draw conclusions and make inferences using the text as support</li> <li>• compare and contrast two accounts or perspectives of the same event or topic</li> <li>• read texts with fluency, accuracy, and meaningful expression</li> <li>• demonstrate comprehension and apply strategies to write about what is read</li> </ul> <p><b>Vocabulary:</b> prediction, characters, protagonist, antagonist, setting, plot, Venn Diagram, theme, exposition, rising action, climax, falling action, resolution</p> | <ul style="list-style-type: none"> <li>• Why do we read?</li> <li>• What are readers thinking about as they read?</li> <li>• Why is it important to read from a variety of genres?</li> <li>• How do we read nonfiction differently?</li> </ul> |



**Standard 5.11**

The student will develop problem-solving and critical thinking skills.

| <b>Benchmarks</b>  |   |
|--|---|
| Key knowledge and skills we want students to know and be able to do  |   |
| <ul style="list-style-type: none"> <li>a. Draws conclusions</li> <li>b. Analyzes cause and effect relationships</li> <li>c. Monitors comprehension by making connections to self, text, and world</li> <li>d. Makes inferences</li> <li>e. Determines fact and opinion</li> </ul>  |   |
| <b>Essential Knowledge</b>   | <b>Essential Questions</b>  |
| Key facts, concepts, and ideas needed to successfully meet benchmarks  | Questions to guide student inquiry and focus instruction to uncover big ideas   |
| <p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>• determine the main idea of a text and summarize supporting key details</li> <li>• identify organizational patterns such as cause and effect, comparison/contrast, problem/solution, and chronological order</li> <li>• recognize transitional words and phrases authors use to signal organizational patterns, including, but not limited to,               <ul style="list-style-type: none"> <li>○ cause and effect (e.g., <i>if, then</i>)</li> <li>○ comparison/contrast- (e.g., <i>similarly, on the other hand</i>)</li> <li>○ chronological (e.g., <i>today, meanwhile</i>)</li> <li>○ problem/solution (e.g., <i>the issue is, a possible remedy</i>)</li> </ul> </li> <li>• draw conclusions and make inferences using the text as support</li> <li>• compare and contrast two accounts or perspectives of the same event or topic</li> </ul> <p><b>Vocabulary:</b> inference, cause &amp; effect, fact &amp; opinion, comprehension</p> | <ul style="list-style-type: none"> <li>• What skills do an effective problem solver need?</li> <li>• What strategies are used to solve problems?</li> </ul> |

**Standard 5.12****Communication**

**The student will use effective oral communication skills in a variety of settings.**

**Benchmarks**

Key knowledge and skills we want students to know and be able to do

- a. Listens actively and speaks using appropriate discussion rules with awareness of verbal and nonverbal cues
- b. Participates in and contribute to discussions across content areas
- c. Summarizes information gathered in group activities
- d. Expresses ideas orally and clearly in pairs, diverse groups, and whole-class settings
- e. Uses evidence to support opinions and conclusions
- f. Summarizes the main points a speaker makes and connect comments to the remarks of others
- g. Demonstrates the ability to collaborate with diverse teams while sharing responsibility for the work
- h. Works respectfully with others and show value for individual contributions

**Essential Knowledge**

Key facts, concepts, and ideas needed to successfully meet benchmarks

**To be successful with this standard, students are expected to**

- participate in a range of discussions building on others' ideas and clearly stating thoughts, opinions, and information
- follow rules for discussions and assigned group roles
- participate as active listeners in group learning activities by
  - listening for main ideas
  - listening for sequence of ideas
  - taking notes
- participate as informed contributors in group learning activities by
  - asking and answering questions at appropriate times
  - responding to specific questions by making comments that contribute to the discussion and elaborating on the remarks of others
  - communicating new ideas to others
  - clarifying confusing points
  - summarizing main ideas
  - organizing information from group discussions for presentation
  - preparing a prewriting tool (e.g., outline, web, or graphic organizer) for presentation prior to delivery
- collaborate with diverse teams while respecting individual contributions
- work independently on group-related tasks

**Essential Questions**

Questions to guide student inquiry and focus instruction to uncover big ideas

- What is the importance of effective communication?
- How do we communicate effectively?
- What is collaborative work?

|                    |  |
|--------------------|--|
| <b>Vocabulary:</b> |  |
|--------------------|--|

**Standard 5.13****Communication**

**The student will create and deliver multimodal interactive presentations.**

**Benchmarks**

Key knowledge and skills we want students to know and be able to do

- a. Uses verbal and nonverbal communication skills effectively to plan and deliver collaborative and individual, formal, and informal interactive presentations
- b. Maintains eye contact with listeners
- c. Organizes content sequentially around major ideas
- d. Uses language and style appropriate to the audience, topic, and purpose
- e. Asks and answers questions to gather or clarify information presented orally
- f. Identifies the purpose and audience of auditory, visual, and written media messages
- g. Identifies the characteristics and effectiveness of a variety of media messages
- h. Compares and contrasts techniques used in a variety of media messages

**Essential Knowledge**

Key facts, concepts, and ideas needed to successfully meet benchmarks

**To be successful with this standard, students are expected to**

- demonstrate appropriate eye contact with listeners
- use appropriate facial expressions and gestures to support, accentuate, or dramatize the message
- speak clearly at an understandable pace
- use acceptable posture, according to the setting and the audience
- select information that develops the topic and is appropriate for the audience
- report on a topic or text, sequencing ideas logically and using relevant facts and descriptive details to support main ideas or themes
- narrow the topic
- put information in order, providing an overview of the information at the beginning or a summary of the information at the end
- use multimodal tools to enhance presentations
- access media messages and identify what types of media are used
- identify the attributes of a constructed message (i.e., authorship, format, audience, content, and purpose)
- deconstruct several types of media messages by addressing the main question(s) raised by the media attributes

**Essential Questions**

Questions to guide student inquiry and focus instruction to uncover big ideas

- What is the importance of effective communication?
- How do we communicate effectively?
- What makes a good presentation?

- compare/contrast techniques used effectively in a variety of media messages (e.g., animation, famous images and logos, music and sound, photo-editing)
- create media messages (e.g., videos, podcasts, print advertisements) for evaluation, focusing on effectiveness of the message
- use specific vocabulary to enhance presentations

**Vocabulary:**

**Standard 5.14**

**The student will conduct research to answer questions or solve problems using available resources to produce a five-paragraph research paper.**

| <b>Benchmarks</b><br>Key knowledge and skills we want students to know and be able to do  |  |
|---|--|
| <p>a. Demonstrates ability to gather facts for research, taking notes in simple phrases from a variety of research resources</p> <p>b. Uses reliable electronic references as a source of information</p> <p>c. Acquires knowledge of and utilizes resource materials including but not limited to the dictionary, thesaurus, and electronic sources</p> <p>d. Demonstrates ability to gather, select, and organize facts for research</p> <p>e. Demonstrates ability to take notes in simple phrases from reliable research resources and noting the source using MLA formatting</p> <p>f. Creates a final five paragraph research paper</p>   |  |
| <b>Essential Knowledge</b><br>Key facts, concepts, and ideas needed to successfully meet benchmarks   | <b>Essential Questions</b><br>Questions to guide student inquiry and focus instruction to uncover big ideas  |
| <p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>• formulate research questions based on a topic</li> <li>• identify search terms to use when searching for information</li> <li>• analyze and use information presented on charts, maps, and graphs</li> <li>• skim to find information related to a topic</li> <li>• select information that is related to the topic</li> <li>• decide if information is relevant to the topic and reliable and credible for use</li> <li>• evaluate and synthesize related information from two or more sources</li> <li>• develop notes that include important concepts, summaries, and identification of information sources</li> <li>• summarize or paraphrase information in notes and finished work</li> <li>• prevent plagiarism and its consequences by giving credit to authors when ideas or specific words are used in research</li> <li>• avoid plagiarism by giving credit whenever using another person's media, facts, graphics, music, and quotations.</li> <li>• understanding of appropriate versus inappropriate resource websites (Library of Congress vs. Wikipedia)</li> <li>• use note taking skills such as graphic organizer, outlines, or note cards</li> <li>• create a bibliography using MLA format</li> </ul> <p><b>Vocabulary:</b></p> | <ul style="list-style-type: none"> <li>• Why is it important to learn how to do research?</li> <li>• What is the difference between research writing and other forms of writing?</li> <li>• What is reliable information?</li> </ul> |



## 6<sup>th</sup> Grade

### The student will:

#### Writing

- Use the proper usage of grammar and mechanics in all assignments
- Use effective written language for communication, analysis, and interpretation

#### Reading

- Read a variety of texts for comprehension
- Read a variety of texts to develop critical thinking skills
- Recognize word patterns to understand the meaning of text

#### Communication

- Use effective oral communication skills in presentations and classroom discussions

#### Research

- Collect and synthesize information from a variety of sources to answer questions or solve problems to produce a multiple paragraph product or presentation



**Standard 6.1**

**The student will demonstrate command of the conventions of standard English grammar and usage in all assignments.**

| <b>Benchmarks</b>  |   |
|--|---|
| Key knowledge and skills we want students to know and be able to do  |   |
| <ul style="list-style-type: none"> <li>a. Identifies and uses all parts of speech correctly</li> <li>b. Uses a variety of graphic organizers including sentence diagrams, to analyze and improve sentence formation and paragraph structure</li> <li>c. Identifies and uses correct verb tense,</li> <li>d. Identifies types of adjectives and adverbs</li> <li>e. Uses subject-verb agreement</li> <li>f. Maintains consistent verb tense across paragraphs</li> <li>g. Composes different types of sentences</li> <li>h. Classifies sentences according to form and use</li> <li>i. Recognizes and use coordinating conjunctions when creating compound sentences</li> <li>j. Uses quotations marks appropriately with dialogue, direct quotation, and text-based evidence</li> <li>k. Uses correct spelling for frequently used words</li> </ul>  |   |
| <b>Essential Knowledge</b>   | <b>Essential Questions</b>  |
| Key facts, concepts, and ideas needed to successfully meet benchmarks  | Questions to guide student inquiry and focus instruction to uncover big ideas   |
| <p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>• identify and use parts of speech correctly               <ul style="list-style-type: none"> <li>○ nouns (to include concrete/abstract and possessive)</li> <li>○ pronouns</li> <li>○ verbs (to include action, linking, transitive, and intransitive)</li> <li>○ adjectives</li> <li>○ adverbs</li> <li>○ prepositions</li> </ul> </li> <li>• identify and use correct verb tense               <ul style="list-style-type: none"> <li>○ present</li> <li>○ past</li> <li>○ future</li> <li>○ present perfect</li> <li>○ past perfect</li> <li>○ future perfect</li> <li>○ emphatic mood</li> </ul> </li> <li>• compose different types of sentences               <ul style="list-style-type: none"> <li>○ simple</li> <li>○ compound</li> <li>○ parts of sentences and corresponding syntax of parts of speech</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• How does strong grammar (or poor grammar) affect how well your ideas are understood?</li> <li>• How do sentence diagrams help us to understand overall structure?</li> </ul> |

- subject
- predicate
- direct object
- indirect object

**Vocabulary:**

**Standard 6.2**

**The student will use effective written language for communication, analysis, and interpretation.**

| <b>Benchmarks</b>  |  |
|--|--|
| Key knowledge and skills we want students to know and be able to do  |  |
| <ul style="list-style-type: none"> <li>a. Demonstrates legible handwriting in manuscript and cursive</li> <li>b. Uses appropriate tone and voice with regard to audience and author's purpose</li> <li>c. Writes multi-paragraph essays</li> <li>d. Composes and identifies a topic sentence or thesis statement as appropriate</li> <li>e. Identifies and constructs paragraphs to support topic sentences or thesis statements as appropriate</li> <li>f. Organizes writing into paragraphs to include an introduction, body, and conclusion in a logical and cohesive manner</li> <li>g. Uses all phases of the writing process to create a fully developed product</li> <li>h. Demonstrates effective note taking skills from oral and written material</li> <li>i. Creates outlines or graphic organizers to organize and prioritize ideas for writing</li> <li>j. Differentiates information that is paraphrased and directly quoted</li> <li>k. Uses literary devices and other figurative language</li> <li>l. Determines the correct format for correspondence (letters and emails)</li> <li>m. Edits writing for correct grammar, capitalization, punctuation, spelling, sentence structure and paragraphing</li> <li>n. Avoids plagiarism by recognizing the intellectual property of others</li> <li>o. Uses computer technology to plan, draft, revise, edit and publish written work</li> <li>p. Uses technology to research, organize, evaluate, and communicate information</li> <li>q. Paraphrases information from a source, including in-text citation</li> </ul> |  |
| <b>Essential Knowledge</b>   | <b>Essential Questions</b>   |
| Key facts, concepts, and ideas needed to successfully meet benchmarks  | Questions to guide student inquiry and focus instruction to uncover big ideas  |
| <p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>• write multi paragraph essays               <ul style="list-style-type: none"> <li>○ Focus on descriptive (such as poems, memoir, diary)</li> <li>○ Also include                   <ul style="list-style-type: none"> <li>▪ Narrative (such as biography, fables, myth)</li> <li>▪ Expository (such as literary analysis, compare/contrast, how to articles, news articles, scientific research)</li> <li>▪ Persuasive (such as argumentative essay, cover letter, editorials)</li> </ul> </li> </ul> </li> <li>• understand elements of narrative, creative, expository, and descriptive writing</li> <li>• use phases of the writing process</li> <li>• compose with attention to central idea and organization</li> <li>• analyze and use mentor texts as models for writing</li> <li>• draft and revise original works with attention to</li> </ul>  | <ul style="list-style-type: none"> <li>• How do you effectively demonstrate your knowledge through your writing?</li> <li>• Do we write differently for content areas versus creative writing?</li> <li>• How does deliberate word choice help a writer to portray a message?</li> </ul> |

- voice
- tone
- selection of information
- intertext citations that clarify meaning
- vivid and precise vocabulary
- figurative language where appropriate
- sentence variety
  - simple, compound, complex
  - varied beginnings
- use standard/frequently used proofreading/editing marks (MLA)

**Phases of writing process:**

- prewriting
- drafting
- revising
- editing

**Vocabulary:**

**Standard 6.3**

**The student will read a variety of texts for comprehension.**

| <b>Benchmarks</b>  |   |
|--|---|
| Key knowledge and skills we want students to know and be able to do  |   |
| <ul style="list-style-type: none"> <li>a. Reads sixth grade level texts</li> <li>b. Builds stamina through independent reading at or above appropriate, assessed level</li> <li>c. Reads and recognizes various genres of literature</li> <li>d. Identifies literary devices/figurative language</li> <li>e. Identifies the five parts of plot: exposition, rising action, climax, falling action, resolution</li> <li>f. Identifies and refines understanding of narrative structure, including character, setting, plot, conflict and theme</li> <li>g. Identifies types of characters to be protagonist or antagonist, static or dynamic, flat or round</li> <li>h. Identifies the point of view of a work, distinguishing between first and third person</li> <li>i. Analyzes the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole</li> <li>j. Draws connections between theology, history, art, music and literary works</li> <li>k. Draws conclusions and makes inferences using the text for support</li> <li>l. Describes how word choice and imagery contribute to the meaning of a text</li> <li>m. Paraphrases and summarizes what is read</li> <li>n. Identifies author's purpose: entertain, persuade, inform</li> <li>o. Describes cause-and-effect relationships and their impact on plot</li> <li>p. Compares and contrasts information about one topic or character with another</li> <li>q. Differentiates between fact and fiction</li> <li>r. Identifies transitional words and phrases</li> </ul> |   |
| <b>Essential Knowledge</b>   | <b>Essential Questions</b>  |
| Key facts, concepts, and ideas needed to successfully meet benchmarks  | Questions to guide student inquiry and focus instruction to uncover big ideas   |
| <p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>• read and recognize various genres of literature               <ul style="list-style-type: none"> <li>○ Fiction</li> <li>○ Nonfiction</li> <li>○ Poetry</li> </ul> </li> <li>• identify literary devices/figurative language               <ul style="list-style-type: none"> <li>○ <u>Introduce:</u> <ul style="list-style-type: none"> <li>▪ Hyperbole</li> <li>▪ Idioms</li> <li>▪ Imagery</li> <li>▪ Irony</li> <li>▪ Onomatopoeia</li> <li>▪ Personification</li> <li>▪ Puns</li> </ul> </li> </ul> </li> </ul>   | <ul style="list-style-type: none"> <li>• How do literary devices enhance a reader's comprehension?</li> <li>• Why do we analyze text?</li> <li>• How does a good reader comprehend text?</li> <li>• Is reading always the same?</li> <li>• Why do we compare and contrast types of text?</li> </ul> |

|  |  |
|--|--|
| <ul style="list-style-type: none"><li>○ <u>Review:</u><ul style="list-style-type: none"><li>▪ Metaphor</li><li>▪ Simile</li><li>▪ Foreshadowing</li></ul></li><li>• differentiate between fact and opinion</li><li>• employ critical reading strategies: questioning, making predictions, connections, and inferences</li><li>• identify and explain cause-and-effect relationship</li><li>• use context clues to determine meanings of new vocabulary</li><li>• develop study methods in various content areas</li><li>• explain plot as<ul style="list-style-type: none"><li>○ the development of the central conflict and resolution</li><li>○ the sequence of events in the story</li></ul></li><li>• use prior knowledge and build additional background knowledge as context for new learning</li><li>• identify characterization<ul style="list-style-type: none"><li>○ direct</li><li>○ indirect</li></ul></li><li>• recognize poetic forms<ul style="list-style-type: none"><li>○ haiku</li><li>○ limerick</li><li>○ ballad</li><li>○ free verse</li></ul></li><li>• recognize poetic elements<ul style="list-style-type: none"><li>○ rhyme</li><li>○ rhythm</li><li>○ repetition</li><li>○ alliteration</li><li>○ onomatopoeia</li></ul></li><li>• identify internal and external conflicts<ul style="list-style-type: none"><li>○ man vs. man</li><li>○ man vs. self</li><li>○ man vs. nature</li></ul></li></ul> <p><b>Vocabulary:</b></p> |  |
|--|--|

**Standard 6.4**

**The student will read a variety of texts to develop critical thinking skills.**

| <b>Benchmarks</b>   |  |
|---|--|
| Key knowledge and skills we want students to know and be able to do   |  |
| <ul style="list-style-type: none"> <li>a. Recognizes and responds appropriately to the structure and style of various genres of literature</li> <li>b. Reads and analyzes various genres of fictional text, nonfiction, and poetry</li> <li>c. Identifies an author's use of literary devices</li> <li>d. Identifies and analyzes the use of figurative language</li> <li>e. Analyzes literature using the five-point plot chart: exposition, rising action, climax, falling action, resolution</li> <li>f. Analyzes story elements of characterization, setting, plot, conflict, theme, and point of view</li> <li>g. Uses prior knowledge and build additional background knowledge as context for new learning</li> <li>h. Draws connections between theology, history, art, music and literary works</li> <li>i. Determines author's tone use of tone and mood</li> <li>j. Paraphrases and summarizes what is read</li> <li>k. Identifies author's purpose</li> <li>l. Describes cause-and-effect relationships and their impact on plot</li> <li>m. Compares and contrasts information about one topic or character with another</li> <li>n. Differentiates between fact and fiction</li> <li>o. Uses critical reading strategies throughout the reading process</li> <li>p. Demonstrates ability to interpret graphs, maps, charts, tables, diagrams, and timelines</li> <li>q. Uses text structures to predict and categorize information in both print and digital texts</li> <li>r. Identifies transitional words and phrases</li> <li>s. Develops study methods in various content areas</li> <li>t. Investigates and determines a variety of test taking skills</li> </ul> |  |
| <b>Essential Knowledge</b>  | <b>Essential Questions</b>   |
| Key facts, concepts, and ideas needed to successfully meet benchmarks   | Questions to guide student inquiry and focus instruction to uncover big ideas  |
| <p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>• identify an author's use of literary devices</li> <li>• identify and analyze the use of figurative language</li> <li>• use critical reading strategies               <ul style="list-style-type: none"> <li>○ questioning</li> <li>○ making predictions</li> <li>○ connections</li> <li>○ draw conclusions</li> <li>○ make inferences</li> </ul> </li> <li>• use text structures               <ul style="list-style-type: none"> <li>○ type</li> <li>○ headings</li> </ul> </li> </ul>  | <ul style="list-style-type: none"> <li>• How do you read differently for different content areas?</li> <li>• How do we understand what we read?</li> </ul> |

- graphics
- differentiate between fact and opinion
- employ critical reading strategies: questioning, making predictions, connections, and inferences

**Vocabulary:**



**Standard 6.5**

**The student will recognize word patterns to understand the meaning of text.**

| <b>Benchmarks</b>  |  |
|--|--|
| Key knowledge and skills we want students to know and be able to do  |  |
| <ul style="list-style-type: none"> <li>a. Uses homographs, homophones, homonyms, synonyms, antonyms, and abbreviations</li> <li>b. Recognizes and uses analogies</li> <li>c. Demonstrates correct syllabication in decoding words</li> <li>d. Identifies word origin and derivations</li> <li>e. Uses Greek and Latin roots, prefixes and suffixes to determine the definition of words</li> <li>f. Uses context and sentence structure to determine meanings of words</li> <li>g. Demonstrates meaning of academic words or phrases in context</li> <li>h. Uses dictionaries, thesauruses, glossaries, and Internet sources</li> <li>i. Distinguishes between connotative and denotative meanings of words</li> </ul> |  |
| <b>Essential Knowledge</b>   | <b>Essential Questions</b>   |
| Key facts, concepts, and ideas needed to successfully meet benchmarks  | Questions to guide student inquiry and focus instruction to uncover big ideas  |
| <p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>• identify and use common Greek and Latin affixes and roots (see list in appendices)</li> <li>• recognize prefixes, suffixes, homographs, homophones, homonyms, synonyms, antonyms, and abbreviations</li> <li>• use dictionaries, thesauruses, glossaries, and Internet sources to determine definition, pronunciation, etymology, spelling, and usage of words</li> </ul> <p><b>Vocabulary:</b></p>   | <ul style="list-style-type: none"> <li>• Why is a larger working vocabulary important?</li> <li>• How do you effectively express yourself in words? (orally and written)</li> <li>• How can you use the knowledge of prefixes to help comprehend new vocabulary?</li> <li>• How can you use the knowledge of syllable types to comprehend vocabulary?</li> </ul> |

**Standard 6.6****Communication**

**The student will use effective oral communication in presentations and class discussions.**

| <b>Benchmarks</b><br>Key knowledge and skills we want students to know and be able to do   |   |
|--|---|
| a. Listens actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues<br>b. Formulates and asks relevant questions to clarify the speaker's purpose and perspective<br>c. Reads orally with fluency using appropriate expression and volume<br>d. Develops and delivers multimodal presentations<br>e. Recites poetry with fluency and proper intonation<br>f. Develops effective listening and speaking skills by following oral/written instructions and actively participating during discussions.<br>g. Participates as a facilitator and contributor in a group<br>h. Paraphrases and summarizes what is heard.  |   |
| <b>Essential Knowledge</b><br>Key facts, concepts, and ideas needed to successfully meet benchmarks  | <b>Essential Questions</b><br>Questions to guide student inquiry and focus instruction to uncover big ideas   |
| <p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>• read orally with fluency using appropriate expression and volume regarding text, ie: poetry and plays in addition to fiction and non-fiction texts.</li> <li>• identify the author's purpose when deciding tone, inflection, etc.</li> <li>• develop and deliver multimodal (spoken and written language, still or moving images, gestures) presentations, using appropriate vocabulary and tone regarding audience and purpose</li> <li>• recognize the difference between summarizing and paraphrasing</li> <li>• recognize target audience</li> <li>• recognize fluency as an important component to comprehension</li> <li>• receive and understand feedback from others</li> <li>• pose and respond to questions</li> <li>• infer and assimilate new ideas</li> <li>• ensure that all group members participate in the dialogue</li> <li>• use strategies that contribute to the discussion</li> </ul> <p><b>Vocabulary:</b></p> | <ul style="list-style-type: none"> <li>• How does the type of writing influence/affect how we read? (Content areas/fiction/non-fiction, etc.)</li> <li>• What is good oral communication? (tell me more)</li> <li>• What does it mean to be prepared? (tell me more)</li> <li>• Why is it important to acknowledge feedback?</li> </ul> |



**Standard 6.7 Research**

**The student will collect and synthesize information from a variety of sources to answer questions or solve problems to produce a multiple paragraph product or presentation.**

|  |   |
|--|---|
| <p><b>Benchmarks</b><br/>Key knowledge and skills we want students to know and be able to do</p>   |   |
| <p>a. Uses print and electronic media resources to collect and organize information<br/>                 b. Evaluates the validity and authenticity of texts and on-line sources<br/>                 c. Demonstrates ability to paraphrase and organize notes<br/>                 d. Creates a Works Cited page using correct MLA format<br/>                 e. Defines the meaning and consequences of plagiarism<br/>                 f. Avoids plagiarism and recognize the intellectual property of self and others<br/>                 g. Produces a multiple paragraph product or presentation</p>   |   |
| <p><b>Essential Knowledge</b><br/>Key facts, concepts, and ideas needed to successfully meet benchmarks</p>  | <p><b>Essential Questions</b><br/>Questions to guide student inquiry and focus instruction to uncover big ideas</p>   |
| <p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>• use computer skills; keyboarding, appropriate searches</li> <li>• use Google Docs or Microsoft Word skills</li> <li>• differentiate between primary and secondary sources</li> <li>• when evaluating validity and credibility of sources, ask questions such as                         <ul style="list-style-type: none"> <li>○ Is there a copyright symbol on the page?</li> <li>○ What is the date of the most recent publication?</li> <li>○ Does the information contain facts for support?</li> <li>○ Is the same information found in more than one source?</li> </ul> </li> </ul> <p><b>Vocabulary:</b></p> | <ul style="list-style-type: none"> <li>• Why is it important to cite sources?</li> <li>• How do we validate the authenticity of online sources?</li> <li>• Why is it important to validate the credibility of sources?</li> </ul> |



## 7<sup>th</sup> Grade

### The student will:

#### Writing

- Use the proper usage of grammar and mechanics in all assignments
- Use effective written language for communication, analysis, and interpretation

#### Reading

- Read a variety of texts for comprehension
- Read a variety of texts for critical thinking
- Recognize word patterns to understand the meaning of text

#### Communication

- Use effective oral communication skills in presentations and classroom discussions

#### Research

- Collect and synthesize information from a variety of sources to answer questions or solve problems to produce a multiple paragraph product or presentation



## Standard 7.1

## Writing

The student will demonstrate command of the conventions of standard English grammar and usage in all assignments.

| <b>Benchmarks</b><br>Key knowledge and skills we want students to know and be able to do  |  |
|---|--|
| a. Identifies and uses all parts of speech correctly<br>b. Identifies and uses correct verb tense<br>c. Identifies and uses types of adjectives and adverbs<br>d. Classifies sentences according to use: declarative, interrogative, imperative, exclamatory<br>e. Uses a variety of graphic organizers including sentence diagrams, to analyze and improve sentence formation and paragraph structure<br>f. Uses correct subject-verb agreement<br>g. Maintains consistent verb tense across paragraphs<br>h. Composes different types of sentences<br>i. Classifies sentences according to form and use<br>j. Recognizes and use coordinating and subordinating conjunctions<br>k. Uses quotations marks appropriately with dialogue, direct quotation, and text-based evidence<br>l. Uses correct spelling for frequently used word  |  |
| <b>Essential Knowledge</b><br>Key facts, concepts, and ideas needed to successfully meet benchmarks   | <b>Essential Questions</b><br>Questions to guide student inquiry and focus instruction to uncover big ideas                              |
| <p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>• identify and use parts of speech correctly               <ul style="list-style-type: none"> <li>○ nouns (to include concrete/abstract and possessive)</li> <li>○ pronouns (to include possessive and antecedent, demonstrative, indefinite, numeral, interrogative)</li> <li>○ verbs (to include action, linking, transitive, and intransitive)</li> <li>○ adjectives (descriptive, numeral, demonstrative, interrogative, indefinite)</li> <li>○ adverbs (time, place, manner, affirmation, negation)</li> <li>○ prepositions</li> <li>○ conjunctions</li> <li>○ interjections</li> </ul> </li> <li>• identify and use correct verb tenses:               <ul style="list-style-type: none"> <li>○ present, past, future, present perfect, past perfect, future perfect and emphatic mood</li> </ul> </li> <li>• parts of sentences and corresponding syntax of parts of speech               <ul style="list-style-type: none"> <li>○ subject (simple and compound)</li> <li>○ predicate (simple and compound)</li> <li>○ direct/indirect objects</li> <li>○ appositive</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• How does strong grammar (or poor grammar) affect how well your ideas are understood?</li> </ul> |

- subject complement
- object of a preposition
- subject and object modifiers
- classify sentences according to use:
  - declarative, interrogative, imperative, exclamatory
- compose different types of sentences
  - Introduce: complex
  - Review: simple and compound

**Vocabulary:**



## Standard 7.2

## Writing

The student will use effective written language for communication, analysis, and interpretation.

| <b>Benchmarks</b><br>Key knowledge and skills we want students to know and be able to do  |  |
|---|--|
| a. Produces written projects using correct MLA format<br>b. Demonstrates legible handwriting<br>c. Uses appropriate tone and voice regarding audience and author's purpose<br>d. Writes multi paragraph essays<br>e. Distinguishes between and writes topic sentences and thesis statements<br>f. Includes and cites textual evidence to support thesis statements<br>g. Organizes writing into paragraphs to include an introduction, body(ies), and conclusion in a logical and cohesive manner<br>h. Identifies and constructs paragraphs to support topic sentences or thesis statements as appropriate<br>i. Uses all phases of the writing process<br>j. Demonstrates effective note taking skills from oral and written material<br>k. Creates outlines (or use other graphic organizers) to organize and prioritize ideas for writing<br>l. Paraphrases information from a source using correct citation<br>m. Quotes text directly from a source using correct citation<br>n. Uses literary devices and other figurative language<br>o. Determines the correct format for correspondence (letters and emails)<br>p. Edits writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing |  |
| <b>Essential Knowledge</b><br>Key facts, concepts, and ideas needed to successfully meet benchmarks   | <b>Essential Questions</b><br>Questions to guide student inquiry and focus instruction to uncover big ideas  |
| <p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>• write multi paragraph essays               <ul style="list-style-type: none"> <li>○ Focus on Expository (such as literary analysis, compare/contrast, how to articles, news articles, scientific research)</li> <li>○ Also include                   <ul style="list-style-type: none"> <li>▪ Narrative (such as biography, fables, myth)</li> <li>▪ Descriptive (such as poems, memoir, diary)</li> <li>▪ Persuasive (such as argumentative essay, cover letter, editorials)</li> </ul> </li> </ul> </li> <li>• identify phases of the writing process: prewriting, drafting, revising, editing, and publishing</li> <li>• draft and revise original works with attention to               <ul style="list-style-type: none"> <li>○ voice</li> <li>○ tone</li> <li>○ selection of information</li> <li>○ intertext citations that clarify meaning</li> </ul> </li> </ul>  | <ul style="list-style-type: none"> <li>• How do you effectively demonstrate your knowledge through your writing?</li> <li>• How does your writing differ for the content areas versus creative writing?</li> </ul> |



- vivid and precise vocabulary
- figurative language where appropriate
- sentence variety
  - simple, compound, complex
  - varied beginnings
- use standard/frequently used proofreading/editing marks (MLA)
- identify evidence from a text that supports their thoughts/ideas
- identify and use literary devices/figurative language
  - Introduce:
    - juxtaposition
  - Review
    - allegory
    - allusion
    - hyperbole
    - idioms
    - imagery
    - irony
    - metaphor
    - onomatopoeia
    - personification
    - puns
    - simile
    - symbolism

**Vocabulary:**

**Standard 7.3**

**The student will read a variety of texts for comprehension.**

| <b>Benchmarks</b>   |   |
|---|---|
| Key knowledge and skills we want students to know and be able to do   |   |
| <ul style="list-style-type: none"> <li>a. Reads seventh grade level texts</li> <li>b. Builds stamina through independent reading at or above appropriate, assessed level</li> <li>c. Reads a variety of genres</li> <li>d. Identifies an author's use of literary devices/figurative language</li> <li>e. Analyzes elements of fiction and their development in a literary work</li> <li>f. Identifies types of characters and how they develop in the work</li> <li>g. Identifies the point of view of a work and its impact on a work</li> <li>h. Demonstrates ability to analyze the parts of plot</li> <li>i. Analyzes the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole</li> <li>j. Draws connections between theology, history, art, music and literary works</li> <li>k. Identifies author's purpose</li> <li>l. Determines author's tone and mood created by that tone</li> <li>m. Paraphrases and summarizes what is read</li> <li>n. Describes cause-and-effect relationships and their impact on plot</li> <li>o. Uses text structures to predict and categorize information in both print and digital texts</li> <li>p. Identifies transitional words and phrases</li> <li>q. Develops responses appropriate to a variety of assessment formats (short answer, essay response, multiple choice)</li> </ul> |   |
| <b>Essential Knowledge</b>  | <b>Essential Questions</b>  |
| Key facts, concepts, and ideas needed for students to successfully meet benchmarks  | Questions to guide student inquiry and focus instruction to uncover big ideas   |
| <p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>• differentiate between genres:             <ul style="list-style-type: none"> <li>○ fiction (including science fiction, historical fiction, fantasy), nonfiction</li> <li>○ poetry</li> <li>○ drama</li> </ul> </li> <li>• identify and use literary devices/figurative language             <ul style="list-style-type: none"> <li>○ Introduce:                 <ul style="list-style-type: none"> <li>▪ juxtaposition</li> </ul> </li> <li>○ Review                 <ul style="list-style-type: none"> <li>▪ allegory</li> <li>▪ allusion</li> <li>▪ hyperbole</li> <li>▪ idioms</li> <li>▪ imagery</li> <li>▪ irony</li> </ul> </li> </ul> </li> </ul>   | <ul style="list-style-type: none"> <li>• How does a good reader comprehend text?</li> <li>• Why do we analyze text?</li> <li>• How do literary devices enhance a reader's comprehension?</li> </ul> |

- metaphor
- onomatopoeia
- personification
- puns
- simile
- symbolism
- identify text structures: type, headings, and graphics
- recognize elements of fiction and their relationship to one another in a narrative
  - setting
  - characters (protagonist/antagonist, flat/round, static/dynamic)
  - theme
  - plot
    - exposition
    - rising action
    - climax
    - falling action
    - resolution
  - conflict
    - internal
      - person vs self
    - external
      - person vs person
      - person vs nature
      - person vs society
      - person vs supernatural
      - person vs technology
- differentiate between fact and opinion
- identify point of view: 1st person, 2nd person, 3rd person limited, 3rd omniscient
- employ critical reading strategies: questioning, making predictions, connections, and inferences
- recognize how author's word choice creates tone, mood, and determines purpose
- identify and explain cause-and-effect relationship
- identify poetic forms
  - haiku
  - limerick
  - ballad
  - free verse
  - couplet

|   |  |
|---|--|
| <ul style="list-style-type: none"><li>○ quatrain</li><li>• use context clues to determine meanings of new vocabulary</li><li>• develop study methods in various content areas</li></ul> <p><b>Vocabulary:</b></p> |  |
|---|--|

**Standard 7.4**

**The student will read a variety of texts for critical thinking.**

| <b>Benchmarks</b>  |  |
|--|--|
| Key knowledge and skills we want students to know and be able to do  |  |
| <ul style="list-style-type: none"> <li>a. Analyzes a variety of genres: fiction (to include science fiction, historical fiction, fantasy), nonfiction, and poetry</li> <li>b. Explains the effect of an author's use of literary devices/figurative language</li> <li>c. Analyzes elements of fiction</li> <li>d. Determines a theme or central idea of a text and analyze its development throughout the text</li> <li>e. Analyzes the development of the plot of a text</li> <li>f. Uses prior knowledge and build additional background knowledge as context for new learning</li> <li>g. Explains connections between theology, history, art, music and literary works</li> <li>h. Explains how author's tone affects/creates mood</li> <li>i. Paraphrases and summarizes what is read</li> <li>j. Describes how cause-and-effect relationships impact plot</li> <li>k. Compares and contrasts information about one topic or character with another</li> <li>l. Cites pieces of textual evidence to support analysis of explicit and implicit information</li> <li>m. Interprets graphs, maps, charts, tables, diagrams, and timelines</li> <li>n. Uses text structures such as type, headings and graphics to make predictions and categorize information in both print and digital texts</li> </ul> |  |
| <b>Essential Knowledge</b>   | <b>Essential Questions</b>   |
| Key facts, concepts, and ideas needed to successfully meet benchmarks  | Questions to guide student inquiry and focus instruction to uncover big ideas  |
| <p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>• differentiate between fact and opinion</li> <li>• employ critical reading strategies: questioning, making predictions, connections, and inferences</li> <li>• identify elements of fiction: characterization, setting, plot, conflict, theme and point of view</li> <li>• identify parts of plot: exposition, rising action, climax, falling action, resolution</li> <li>• identify literary devices and figurative language: allegory, allusion, hyperbole, idioms, imagery, irony, metaphor, onomatopoeia, puns, simile, symbolism</li> <li>• recognize how author's word choice creates tone, mood, and determines purpose</li> <li>• develop study methods in various content areas</li> <li>• employ a variety of test taking strategies</li> </ul> <p><b>Vocabulary:</b></p>  | <ul style="list-style-type: none"> <li>• How do you read differently for different content areas?</li> <li>• How do we understand what we read?</li> </ul> |



**Standard 7.5**

**The student will recognize word patterns to understand the meaning of text.**

|  |   |
|--|---|
| <p><b>Benchmarks</b></p> <p>Key knowledge and skills we want students to know and be able to do Learners will</p>  |   |
| <p>a. Recognize and use homographs, homophones, homonyms, synonyms, antonyms, and abbreviations</p> <p>b. Recognize and use analogies</p> <p>c. Demonstrate correct syllabication in decoding words</p> <p>d. Identify word origin and derivations</p> <p>e. Use roots, prefixes, and suffixes to determine the definition of words</p> <p>f. Use context and sentence structure to determine meanings</p> <p>g. Demonstrate knowledge of meaning of academic words or phrases in context</p> <p>h. Use dictionaries, thesauri, glossaries, and internet sources to determine definition, pronunciation, etymology, spelling, and usage of words</p> <p>i. Distinguish connotation and denotation of words</p> |   |
| <p><b>Essential Knowledge</b></p> <p>Key facts, concepts, and ideas needed to successfully meet benchmarks</p>   | <p><b>Essential Questions</b></p> <p>Questions to guide student inquiry and focus instruction to uncover big ideas</p>  |
| <p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>• Identify and use common Greek and Latin affixes and roots (see list in appendices)</li> <li>• Recognize prefixes, suffixes, homographs, homophones, homonyms, synonyms, antonyms, and abbreviations</li> <li>• Uses dictionaries, thesauruses, glossaries, and Internet sources to determine definition, pronunciation, etymology, spelling, and usage of words</li> </ul> <p><b>Vocabulary:</b></p>  | <ul style="list-style-type: none"> <li>• Why is a larger working vocabulary important?</li> <li>• How do you effectively express yourself in words? (orally and written)</li> </ul> |

**Standard 7.6****Communication**

**The student will use effective oral communication in presentations and class discussions.**

| <b>Benchmarks</b>   |   |
|---|---|
| Key knowledge and skills we want students to know and be able to do   |   |
| <ul style="list-style-type: none"> <li>a. Formulates and asks relevant, on-topic questions</li> <li>b. Reads orally with fluency using appropriate expression and volume</li> <li>c. Develops and delivers multimodal presentations</li> <li>d. Uses tone and inflection appropriate to the topic and audience</li> <li>e. Uses language and vocabulary appropriate to audience and purpose</li> <li>f. Recites poetry and prepare scenes from plays and novels</li> <li>g. Avoids plagiarism by recognizing the intellectual property of others</li> <li>h. Paraphrases and analyzes what is heard</li> <li>i. Prepares and conducts interviews</li> </ul> |   |
| <b>Essential Knowledge</b>  | <b>Essential Questions</b>  |
| Key facts, concepts, and ideas needed to successfully meet benchmarks   | Questions to guide student inquiry and focus instruction to uncover big ideas   |
| <p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>• read orally with fluency using appropriate expression and volume regarding type of text, ie: poetry, drama, in addition to fiction and non-fiction texts</li> <li>• identify the author's purpose when deciding tone, inflection, etc.</li> <li>• recognize the difference between summarizing and paraphrasing</li> <li>• recognize target audience</li> <li>• recognize fluency as an important component to comprehension</li> </ul> <p><b>Vocabulary:</b></p>  | <ul style="list-style-type: none"> <li>• How does the type of writing influence/affect how we read? (Content areas/fiction/non-fiction, etc.)</li> <li>• What does a good speech/oral presentation sound like?</li> <li>• What does a good speech/oral presentation look like?</li> <li>• What does a well-prepared presenter look/sound like?</li> </ul> |

**Standard 7.7**

**The student will collect and synthesize information from a variety of sources to answer questions or solve problems to produce a multiple paragraph product or presentation.**

| <b>Benchmarks</b><br>Key knowledge and skills we want students to know and be able to do   |  |
|--|--|
| a. Uses print and electronic media resources to collect and organize information<br>b. Evaluates the validity and authenticity of texts and on-line sources<br>c. Demonstrates ability to paraphrase and organize notes<br>d. Creates a Works Cited page using correct MLA format<br>e. Defines the meaning and consequences of plagiarism<br>f. Avoids plagiarism and recognize the intellectual property of self and others<br>g. Produces a multiple paragraph product or presentation  |  |
| <b>Essential Knowledge</b><br>Key facts, concepts, and ideas needed to successfully meet benchmarks  | <b>Essential Questions</b><br>Questions to guide student inquiry and focus instruction to uncover big ideas          |
| <p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>• use computer skills; keyboarding, appropriate searches</li> <li>• use of available resource tools</li> <li>• organize and synthesize information from a variety of sources</li> <li>• differentiate between primary and secondary sources</li> <li>• prevent plagiarism by giving credit to when using another's words</li> <li>• consider validity of sources by asking:               <ul style="list-style-type: none"> <li>○ Does the information have facts to support my claim?</li> <li>○ Is the same information found in more than one source?</li> <li>○ Is there contact information for the author(s)?</li> <li>○ Is there a copyright symbol on the page (for online sources)</li> </ul> </li> </ul> <p><b>Vocabulary:</b></p> | <ul style="list-style-type: none"> <li>• How do you conduct worthwhile research and report your findings?</li> </ul> |





## 8<sup>th</sup> Grade

### The student will:

#### Writing

- Use the proper usage of grammar and mechanics in all assignments
- Use effective written language for communication, analysis, and interpretation

#### Reading

- Read a variety of texts for comprehension
- Read a variety of texts for critical thinking
- Recognize word patterns to understand the meaning of text

#### Communication

- Use effective oral communication skills in presentations and classroom discussions

#### Research

- Collect and synthesize information from a variety of sources to answer questions or solve problems to produce a multiple paragraph product or presentation



## Standard 8.1 Writing

The student will demonstrate command of the conventions of standard English grammar and usage in all assignments.

| <b>Benchmarks</b><br>Key knowledge and skills we want students to know and be able to do   |  |
|--|--|
| a. Uses all parts of speech correctly<br>b. Uses correct verb tense<br>c. Identifies types of adjectives and adverbs<br>d. Uses subject-verb agreement<br>e. Uses a variety of graphic organizers including sentence diagrams, to analyze and improve sentence formation and paragraph structure<br>f. Classifies sentences according to use<br>g. Maintains consistent verb tense across paragraphs<br>h. Classifies and composes different types of sentences<br>i. Recognizes and uses coordinating and subordinating conjunctions<br>j. Uses quotations marks appropriately with dialogue, direct quotation, and text-based evidence<br>k. Uses correct spelling for frequently used words   |  |
| <b>Essential Knowledge</b><br>Key facts, concepts, and ideas needed to successfully meet benchmarks  | <b>Essential Questions</b><br>Questions to guide student inquiry and focus instruction to uncover big ideas                              |
| <p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>• use parts of speech correctly               <ul style="list-style-type: none"> <li>○ nouns (to include concrete and abstract)</li> <li>○ pronouns</li> <li>○ verbs (to include action, linking, transitive, and intransitive)                   <ul style="list-style-type: none"> <li>▪ verbals (participles, gerunds, infinitives)</li> </ul> </li> <li>○ adjectives</li> <li>○ adverbs</li> <li>○ prepositions</li> <li>○ conjunctions</li> <li>○ interjections</li> </ul> </li> <li>• use parts of sentences and corresponding syntax of parts of speech               <ul style="list-style-type: none"> <li>○ subject</li> <li>○ predicate</li> <li>○ direct/indirect object</li> <li>○ appositive</li> <li>○ subject complement</li> <li>○ object of a preposition</li> <li>○ subject and object modifiers</li> </ul> </li> <li>• use correct verb test</li> </ul> | <ul style="list-style-type: none"> <li>• How does strong grammar (or poor grammar) affect how well your ideas are understood?</li> </ul> |

- present, past, future, present perfect, past perfect, future perfect and emphatic mood
- classify sentences according to use as declarative, interrogative, imperative or exclamatory
- classify and compose different types of sentences
  - simple, compound, and complex

**Vocabulary:**

**Standard 8.2**

**The student will use effective written language for communication, analysis, and interpretation.**

| <b>Benchmarks</b><br>Key knowledge and skills we want students to know and be able to do   |   |
|--|---|
| a. Demonstrates legible handwriting<br>b. Uses appropriate tone and voice regarding audience and author's purpose<br>c. Composes and identifies a topic sentence or thesis statement as appropriate<br>d. Identifies and constructs paragraphs to support topic sentences or thesis statements as appropriate<br>e. Organizes writing into paragraphs to include an introduction, body, and conclusion in a logical and cohesive manner<br>f. Uses all phases of the writing process<br>g. Writes multi paragraph essays<br>h. Demonstrates effective note taking skills from oral and written material<br>i. Creates outlines or graphic organizers to organize and prioritize ideas for writing<br>j. Differentiates information that is paraphrased and directly quoted<br>k. Uses literary devices and other figurative language across written work<br>l. Determines the correct format for correspondence (letters and emails)<br>m. Edits writing for correct grammar, capitalization, punctuation, spelling, sentence structure and paragraphing   |   |
| <b>Essential Knowledge</b><br>Key facts, concepts, and ideas needed to successfully meet benchmarks  | <b>Essential Questions</b><br>Questions to guide student inquiry and focus instruction to uncover big ideas   |
| <p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>• use all phases of the writing process: prewriting, drafting, revising, editing, and publishing</li> <li>• draft and revise original works with attention to               <ul style="list-style-type: none"> <li>○ voice</li> <li>○ tone</li> <li>○ selection of information</li> <li>○ intertext citations that clarify meaning</li> <li>○ vivid and precise vocabulary</li> <li>○ figurative language where appropriate</li> <li>○ sentence variety                   <ul style="list-style-type: none"> <li>▪ simple, compound, complex</li> <li>▪ varied beginnings</li> </ul> </li> </ul> </li> <li>• write multi paragraph essays               <ul style="list-style-type: none"> <li>○ Focus on Expository (such as literary analysis, compare/contrast, how to articles, news articles, scientific research)</li> <li>○ Also include                   <ul style="list-style-type: none"> <li>▪ Narrative (such as biography, fables, myth)</li> <li>▪ Descriptive (such as poems, memoir, diary)</li> </ul> </li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• How do you effectively demonstrate your knowledge through your writing?</li> <li>• Do we write differently for content areas versus creative writing?</li> </ul> |

- Persuasive (such as argumentative essay, cover letter, editorials)
- use standard/frequently used proofreading/editing marks (MLA)
- identify evidence from a text that supports thoughts/ideas
- use literary devices/figurative language
  - Review:
    - allegory
    - allusion
    - hyperbole
    - juxtaposition
    - idioms
    - imagery
    - irony
    - onomatopoeia
    - personification
    - puns
    - metaphor
    - simile
    - symbolism

**Vocabulary:**



## Standard 8.3 Reading

The student will read a variety of texts for comprehension.

| <b>Benchmarks</b><br>Key knowledge and skills we want students to know and be able to do   |   |
|--|---|
| a. Reads eighth grade level texts<br>b. Builds stamina through independent reading at or above appropriate, assessed level<br>c. Identifies and reads a variety of genres:<br>d. Identifies an author's use of figurative language/literary devices<br>e. Demonstrates ability to analyze literature using the five-point plot chart (exposition, rising action, climax, falling action, resolution)<br>f. Analyzes story elements of characterization, setting, plot, conflict, theme, and point of view<br>g. Uses prior knowledge and build additional background knowledge as context for new learning<br>h. Analyzes the structure of texts, including how specific sentences, paragraphs, larger portions of the text relate to each other and the whole<br>i. Draws connections between theology, history, art, music, and literary works<br>j. Determines author's use of tone, voice, and mood<br>k. Paraphrases and summarizes what is read, correctly using in-text citations<br>l. Identifies author's purpose<br>m. Describes cause-and-effect relationships and their impact on plot<br>n. Compares and contrasts information about one topic or character with another<br>o. Differentiates between fact and fiction<br>p. Uses critical reading strategies throughout the reading process<br>q. Demonstrates ability to interpret graphs, maps, charts, tables, diagrams, and timelines<br>r. Uses text structures such as type, headings and graphics to predict and categorize information in both print and digital texts<br>s. Identifies transitional words and phrases |   |
| <b>Essential Knowledge</b><br>Key facts, concepts, and ideas needed to successfully meet benchmarks  | <b>Essential Questions</b><br>Questions to guide student inquiry and focus instruction to uncover big ideas   |
| <p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>• differentiate between genres: fiction (to include science fiction, historical fiction, fantasy), nonfiction, poetry, drama</li> <li>• use literary devices/figurative language               <ul style="list-style-type: none"> <li>○ Review: allegory, allusion, hyperbole, juxtaposition, idioms, imagery, irony, onomatopoeia, personification, puns, metaphor, simile, symbolism</li> </ul> </li> <li>• compare and contrast the characteristics of literary forms               <ul style="list-style-type: none"> <li>○ novel</li> <li>○ short story</li> <li>○ biography</li> <li>○ essay</li> <li>○ speech</li> <li>○ poetry</li> </ul> </li> </ul>   | <ul style="list-style-type: none"> <li>• How does a good reader comprehend text?</li> <li>• Why do we analyze text?</li> <li>• How do literary devices enhance a reader's comprehension?</li> <li>• How do tone and mood enhance a reader's comprehension?</li> </ul> |

- memoir
- recognize elements of fiction and their relationship to one another in a narrative
  - setting
  - characters (protagonist/antagonist, flat/round, static/dynamic)
  - theme
  - plot
    - exposition
    - rising action
    - climax
    - falling action
    - resolution
  - conflict
    - internal
      - person vs self
    - external
      - person vs person
      - person vs nature
      - person vs society
      - person vs supernatural
      - person vs technology
- identify characterization
  - direct
  - indirect
- differentiate between fact and opinion
- identify point of view:
  - 1st person, 2nd person, 3rd person limited, 3rd omniscient
  - employ critical reading strategies: questioning, making predictions, connections, inferences
- recognize how author's word choice creates tone, mood, and determines purpose
- analyze an author's use of literary devices
  - foreshadowing
  - irony
  - flashback
  - symbolism
- identify and explain cause-and-effect relationship
- identify poetic forms
  - Review:
    - haiku
    - limerick



|  |  |
|--|--|
| <ul style="list-style-type: none"><li>▪ ballad</li><li>▪ free verse</li><li>▪ couplet</li><li>▪ quatrain</li><li>○ Introduce<ul style="list-style-type: none"><li>▪ ode</li><li>▪ sonnet</li></ul></li><li>• compare and contrast an author's choice of sound elements in prose and poetry<ul style="list-style-type: none"><li>○ rhyme</li><li>○ rhythm</li><li>○ meter</li><li>○ repetition</li><li>○ alliteration</li><li>○ onomatopoeia</li></ul></li><li>• use context clues to determine meanings of new vocabulary</li><li>• Uses critical reading strategies of questioning, making predictions, making connections, drawing conclusions, and making inferences</li><li>• develop study methods in various content areas</li></ul> <p><b>Vocabulary:</b></p> |  |
|--|--|

**Standard 8.4**

**The student will read a variety of texts for critical thinking.**

| <b>Benchmarks</b><br>Key knowledge and skills we want students to know and be able to do  |  |
|---|--|
| a. Differentiates between genres<br>b. Differentiates between fact and fiction<br>c. Identifies an author's use of literary devices/figurative language<br>d. Analyzes how the development of characters, conflict, point of view, voice, and tone convey meaning in works of fiction<br>e. Explains the development of the theme(s)<br>f. Explains cause-and-effect relationships and their impact on plot<br>g. Uses prior knowledge and build additional background knowledge as context for new learning<br>h. Draws connections between theology, history, art, music, and literary works<br>i. Determines author's use of tone, voice, and mood<br>j. Paraphrases and summarizes what is read<br>k. Identifies author's purpose<br>l. Compares and contrasts information about one topic or character with another<br>m. Uses critical reading strategies throughout the reading process<br>n. Demonstrates ability to interpret graphs, maps, charts, tables, diagrams, and timelines<br>o. Uses text structures to predict and categorize information in both print and digital texts<br>p. Identifies transitional words and phrases |  |
| <b>Essential Knowledge</b><br>Key facts, concepts, and ideas needed to successfully meet benchmarks   | <b>Essential Questions</b><br>Questions to guide student inquiry and focus instruction to uncover big ideas  |
| <p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>• demonstrate an understanding of a variety of genres:             <ul style="list-style-type: none"> <li>○ fiction (to include science fiction, historical fiction, fantasy)</li> <li>○ nonfiction</li> <li>○ poetry</li> <li>○ drama</li> </ul> </li> <li>• differentiate between fact and opinion</li> <li>• identify literary devices/figurative language             <ul style="list-style-type: none"> <li>○ Review: allegory, allusion, hyperbole, juxtaposition, idioms, imagery, irony, onomatopoeia, personification, puns, metaphor, simile, symbolism</li> </ul> </li> <li>• employ critical reading strategies: questioning, making predictions, connections, and inferences</li> <li>• recognize elements of fiction and their relationship to one another in a narrative             <ul style="list-style-type: none"> <li>○ setting</li> </ul> </li> </ul>  | <ul style="list-style-type: none"> <li>• How do you read differently for different content areas?</li> <li>• How do we understand what we read?</li> </ul> |

- characters (protagonist/antagonist, flat/round, static/dynamic)
- theme
- plot
  - exposition
  - rising action
  - climax
  - falling action
  - resolution
- conflict
  - internal
    - person vs self
  - external
    - person vs person
    - person vs nature
    - person vs society
    - person vs supernatural
    - person vs technology
- use text structures: headings and graphics
- develop study methods in various content areas
- investigate and determine a variety of test taking skills

**Vocabulary:**



## Standard 8.5 Reading

The student will recognize word patterns to understand the meaning of text.

| <b>Benchmarks</b><br>Key knowledge and skills we want students to know and be able to do   |   |
|--|---|
| a. Identifies word origin and derivations<br>b. Uses roots, prefixes, and suffixes to determine the definition of words<br>c. Recognizes and use analogies<br>d. Uses context and sentence structure to determine meanings<br>e. Demonstrates meaning of academic words or phrases in context<br>f. Uses dictionaries, thesauri, glossaries, and Internet sources<br>g. Distinguishes between connotative and denotative meanings of words   |   |
| <b>Essential Knowledge</b><br>Key facts, concepts, and ideas needed to successfully meet benchmarks  | <b>Essential Questions</b><br>Questions to guide student inquiry and focus instruction to uncover big ideas   |
| <p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>• recognize and use prefixes, suffixes, homographs, homophones, homonyms, synonyms, antonyms, and abbreviations</li> <li>• use parts of speech</li> <li>• use dictionaries, thesauri, glossaries, and Internet sources to determine definition, pronunciation, etymology, spelling, and usage of words</li> <li>• distinguish among the connotations of words with similar denotations</li> <li>• use both context and reference skills independently to determine the nuances and connotations of words</li> </ul> <p><b>Vocabulary:</b></p> | <ul style="list-style-type: none"> <li>• Why is a larger working vocabulary important?</li> <li>• How do you effectively express yourself in words? (Orally and written)</li> </ul> |



## Standard 8.6 Communication

The student will use oral communication effectively in presentations and class discussions.

| <b>Benchmarks</b><br>Key knowledge and skills we want students to know and be able to do   |   |
|--|---|
| a. Formulate and ask relevant questions<br>b. Read orally with fluency using appropriate expression and volume i.e. poetry, plays and other texts<br>c. Develop and deliver oral presentations, using appropriate vocabulary and tone regarding audience and purpose<br>d. Recite poetry with fluency and proper intonation<br>e. Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems<br>f. Use a variety of strategies to listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues<br>g. Use self-reflection and peer editing to evaluate one's work<br>h. Avoid plagiarism by recognizing the intellectual property of self and others<br>i. Paraphrase and summarize what is heard<br>j. Prepare and conduct interviews |   |
| <b>Essential Knowledge</b><br>Key facts, concepts, and ideas needed to successfully meet benchmarks  | <b>Essential Questions</b><br>Questions to guide student inquiry and focus instruction to uncover big ideas   |
| <p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>• identify the author's purpose when deciding tone, inflection, etc.</li> <li>• recognize the difference between summarizing and paraphrasing</li> <li>• recognize target audience</li> <li>• recognize fluency as an important component to comprehension</li> <li>• recognize public speaking as essential for interviews and presentations</li> <li>• assume shared responsibility for collaborative work</li> <li>• use a variety of strategies to actively listen                             <ul style="list-style-type: none"> <li>○ focusing attention to the speaker</li> <li>○ providing appropriate feedback</li> <li>○ asking questions</li> </ul> </li> </ul> <p><b>Vocabulary:</b></p>          | <ul style="list-style-type: none"> <li>• How does the type of writing influence/affect how we read? (Content areas/fiction/non-fiction, etc.)</li> <li>• What does a good speech/oral presentation sound like?</li> <li>• What does a good speech/oral presentation look like?</li> <li>• What does a well-prepared presenter look/sound like?</li> </ul> |



**Standard 8.7**

**The student will collect and synthesize information from a variety of sources to answer questions or solve problems to produce a multiple paragraph product or presentation.**

| <b>Benchmarks</b>   |  |
|---|--|
| Key knowledge and skills we want students to know and be able to do   |  |
| <ul style="list-style-type: none"> <li>a. Uses print and electronic media resources to collect and organize information</li> <li>b. Evaluates the validity and authenticity of texts and on-line sources</li> <li>c. Demonstrates ability to paraphrase and organize notes</li> <li>d. Collects and synthesizes information from a variety of sources</li> <li>e. Analyzes information gathered from diverse sources</li> <li>f. Creates a Works Cited page using correct MLA format</li> <li>g. Defines the meaning and consequences of plagiarism</li> <li>h. Avoids plagiarism and recognize the intellectual property of self and others</li> <li>i. Produces a multiple paragraph product or presentation</li> </ul>   |  |
| <b>Essential Knowledge</b>  | <b>Essential Questions</b>   |
| Key facts, concepts, and ideas needed to successfully meet benchmarks   | Questions to guide student inquiry and focus instruction to uncover big ideas  |
| <p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>• use computer skills; keyboarding, appropriate searches</li> <li>• use of available resource tools</li> <li>• organize and synthesize information from a variety of sources</li> <li>• analyze information gathered from diverse sources                             <ul style="list-style-type: none"> <li>○ identifying misconceptions, main and supporting details, conflicting information, point of view, or bias</li> </ul> </li> <li>• differentiate between primary and secondary sources</li> <li>• prevent plagiarism by giving credit to when using another's words</li> <li>• consider validity of sources by asking:                             <ul style="list-style-type: none"> <li>○ Does the information have facts to support my claim?</li> <li>○ Is the same information found in more than one source?</li> <li>○ Is there contact information for the author(s)?</li> <li>○ Is there a copyright symbol on the page (for online sources)</li> </ul> </li> </ul> <p><b>Vocabulary:</b></p> | <ul style="list-style-type: none"> <li>• How do you conduct worthwhile research and report your findings?</li> <li>• Why is it important to cite sources?</li> <li>• How can you use peer/teacher feedback to support your findings</li> </ul> |



## High School

### WRITING AND LANGUAGE

The objective is to develop students into capable writers who express thoughts clearly, specifically, thoroughly, and correctly. By 12th grade, a successful program should produce a student who can skillfully write in a number of modes, everything from a thesis paper to a research paper, to a speech, to an effective email. A successful program grows a student’s vocabulary, understanding of grammar, style, and sentence structure; it should also improve a students’ ability to be persuasive, to choose, cite, and explain evidence, and to be organized, specific, and clear. **Every year at your school, students should be evaluated with an effective assessment at least at the beginning and end of a class to ensure that skills have grown over the course of the program.** Additionally, in every class at our school, we should employ the best practices and strive to satisfy the objectives in the left column. In the right column, the Diocese has provided guidance for how students should advance and be challenged as they grow more practiced and skilled.



| Every student at all grade levels should...  | Some of these standards should increase in complexity as students get older.<br>Underclassmen may... Upperclassmen should...   |  |
|--|--|--|
| <b>W1</b> Take an idea through the writing process from brainstorming to publication to create a research paper, a literary analysis paper, and a persuasive writing paper | <i>...produce a variety of different, formal papers including a thesis paper about literature, a research paper, and a persuasive writing, but these should be shorter and simpler than the upperclassmen's papers</i> | <i>...produce a variety of different, formal papers including a thesis paper about literature, a research paper, and a persuasive writing, but these should be longer, about more complex topics, and require more sources than the underclassmen papers</i> |
| <b>W2</b> Demonstrate an understanding of the conventions of formal, academic writing  |  |  |
| <b>W3</b> Select, embed, and properly cite appropriate textual evidence to support an argument   | <i>...receive extra support from teachers in choosing, embedding, and citing evidence, such as pre-made templates of how to phrase evidence or offering a choice of pre-selected quotes.</i>                           | <i>...demonstrate independence when evaluating the strength of evidence, discerning when to quote or paraphrase, providing adequate context, and citing in MLA format.</i>   |
| <b>W4</b> Have opportunity to explore expository, creative, and other forms of writing   |  |  |
| <b>W5</b> Practice and use appropriate vocabulary that shows progress over the year  | <i>Students should practice and implement vocabulary from an age-appropriate source (for example, 9th-12th graders could learn the words in Sadlier-Oxford levels D, E, F, and G, respectively).</i>                   |  |
| <b>W6</b> Develop grammar and writing mechanics continuously   | <i>Students should be tested <u>at the beginning and end of each year</u> to evaluate growth in <u>key grammar concepts</u></i>  |  |





## Standard W1

Take an idea through the writing process from brainstorming to publication to create a research paper, a literary analysis paper, and a persuasive writing paper

### Benchmarks

Key knowledge and skills we want students to know and be able to do

- Students can correctly identify the central task of a writing prompt and form a focused thesis in response to it
- Students will employ a variety of organizational strategies in order to gather evidence from a work of literature, research source, or as they generate their own ideas to persuade
- Students will draft a well-organized paper with a proper introduction paragraph, body paragraphs with topic sentences, and conclusion paragraph, (including works cited page when appropriate)
- Students will revise their drafts for sufficient elaboration, context, and evidence, working to establish a clear line of reasoning throughout
- Students will edit for proper spelling, grammar, punctuation, capitalization, and other writing mechanics

Every student should produce **at least three papers** in English class over the course of each year, although some teachers may wish for their students to write more. Of these papers, one must be research based, one must be a traditional thesis paper about literature, and the third should focus on persuasive techniques. Furthermore, each English department should coordinate to ensure that students are exposed to a variety of different formats and strategies (compare/contrast, Rogerian, Toulmin, Aristotelian, etc.).

The paper writing process itself is the same whether a student is an underclassmen or upperclassmen; however, it might be appropriate for underclassmen papers to be shorter, about simpler topics, and require fewer research sources than the upperclassmen equivalent papers.

### Essential Knowledge

Key facts, concepts, and ideas needed to successfully meet benchmarks

- A thesis is an answer to a question that you intend to prove with evidence
- There are many ways to structure an essay, and not all structures are appropriate for all situations; yet most of them share commonalities like an introduction paragraph, a body that contains all the evidence and persuasive/analytical language, and a conclusion paragraph
- There are many ways to prepare to write an essay that are helpful not just for writing essays, but for beginning to organize thoughts about big questions that don't have an answer yet. These include graphic organizers like Venn diagrams, Concept maps, and columned charts
- There are certain ways to present an argument that make it particularly effective, such as the ACE method: **Assertion** (answer the question in one sentence); **Evidence** (cite some evidence in a second sentence; finally, **Commentary** (elaborate/explain/persuade using the final sentence). The ACE is useful in a wide variety of papers across a wide variety of classes and can provide useful guidance regarding how long the teacher wants

### Essential Questions

Questions to guide student inquiry and focus instruction to uncover big ideas

- How do I thoroughly answer a question?
- How is an essay different from any other answer?
- How do I win an argument?
- Is a first draft good enough?

a paper to be (1 body paragraph of 3 ACEs as opposed to 3 body paragraphs of 3 ACEs, a total of 9 ACEs, etc.).

- Sometimes it's not in writing the paper, but rather revising the paper that students grow the most. "Revision" shouldn't be a simple spell check, and the paper shouldn't necessarily conclude after the first deadline. Students should be encouraged to make deep, real changes to improve not only the writing mechanics, but the ideas of the paper, too.

### **Suggested Resources/ Experiences**

Information to help support instruction

Example of how the essay writing process should unfold in a shorter paper:

#### **The Hobbit Persuasive Essay**

Students start with the prompt "Is Bilbo a hero?" Before the paper begins, students brainstorm ideas using a graphic organizer, then outline those ideas as they begin to formulate an outline. Students learn to write an AEC: Answer the question in one sentence, cite specific Evidence from the book in another sentence (with adequate context so that even someone who hasn't read the book can still understand the argument being made: see W3), and finally provide commentary (elaborate/explain/persuade) in a third sentence. Students are told they'll need three ACEs, and therefore three moments from the book, to complete the essay.

After outlining their three strongest arguments, students learn to write an introduction with a hook, background information, and thesis; a body paragraph that consists of three AECs; and a conclusion paragraph that consists of a restated thesis and summary of the paper's best points, as well as a final sentence that explains what we should now know, now that we've read the paper. Students should learn MLA format and cite the book for each AEC. Students turn in a first draft, receive feedback from peers and the teacher, revise, and then turn in the final draft.

#### **Role Model Research Paper**

This essay is as much about teaching students the research process as it is about the research paper that results. As such, a number of smaller research tasks and benchmarks happen in the weeks before the paper even starts to be composed. Students are given a list biographies in the school library, as well as the prompt: "Is \_\_\_\_\_ a role model?" Students are given a list of questions to answer about their research topic, as well as a "research tracking sheet" to keep track of where they find the answer. Students are first assigned to find information in a library book. They learn to use the book's index and table of contents to find basic information like their person's birthday, etc. Students learn to cite a book in MLA format and generate a citation for their Works Cited. Students then move onto other research sources like websites, YouTube videos, etc., recording the information on their tracking sheet and generating MLA citations for their works cited. Finally, students form an opinion about their research topic and write a thesis, brainstorm and outline some AECs, and produce a formal research paper with proper citations and at least four research sources, including at least one book and two websites. The research paper may be short, with an introduction, a body with three AECs, and a conclusion. Honors classes might write additional AECs (see guidelines for long vs. short essays below) or use additional research sources.

#### **Other underclassmen essay prompts:**

- Literary analysis: Characterization - how does the audience determine how to cast blame based on characterization? (*Romeo and Juliet*)
- Research: Human migration (*House on Mango Street*)
- Persuasive (Hon): Was Julius Caesar killed justly or unjustly? (*Julius Caesar*)
- Persuasive: Are humans inherently selfish or good? (*Lord of the Flies*)
- Literary analysis (Hon): Characterization and satire in *Sir Gawain*
- Literary analysis: Characterization of satire applied to *Lord of the Flies*

- Research (Hon): Historic characterization of the characters in the Crucible (The Crucible)
- Research: Mission work applied to Silence and Things Fall Apart

Example of how the essay writing process should unfold:

**A five-paragraph essay**

The writing process for a five-paragraph essay is similar to that of a three-paragraph essay, but the paper is longer and often more complex. Longer essays may be more appropriate for advanced and honors students, or as a large, long-term project where students spend many days or weeks learning the process of crafting a five-paragraph essay. Students will learn to write an introduction with a hook, background information, and a thesis, as well as how to write a body paragraph with a topic sentence and three AECs. As a reminder, an AEC is the process of making an Assertion (answering the essay question in one sentence), providing Evidence and citing evidence in another sentence (while providing adequate context that even someone who hasn't read the story will still understand the argument -- see W3), and then adding at least one sentence of Commentary (Elaborating/Explaining/Persuading). This final step of the AEC, the commentary, should sometimes be expanded to take multiple sentences instead of one. The primary difference is that instead of a simple three-paragraph essay with a single body paragraph, students are asked to write three body paragraphs. Each body paragraph should consist of three AECs, so this essay would contain a total of 9 AECs. Here's an outline of the shorter essay vs. the longer essay:

|                   |                   |
|-------------------|-------------------|
| 3-paragraph essay | 5-paragraph essay |
| Intro             | I. Intro          |
| Body              | II. Body 1        |
| AEC 1             | A. AEC 1          |
| AEC 2             | B. AEC 2          |
| AEC 3             | C. AEC 3          |
| Conclusion        | III. Body 2       |
|                   | A. AEC 1          |
|                   | B. AEC 2          |
|                   | C. AEC 3          |
|                   | IV. Body 3        |
|                   | A. AEC 1          |
|                   | B. AEC 2          |
|                   | C. AEC 3          |
|                   | V. Conclusion     |

Compare and contrast paper: Whose society was more judgmental: Hester Prynne of The Scarlet Letter, or Janie Woods from Their Eyes Were Watching God?

While reading the books, students are told to keep track of moments where the community seems to be judging, misunderstanding, or putting unrealistic expectations on the main characters. After reading the books, students are given this essay prompt and told to brainstorm using the graphic organizer of their choice. Students form a thesis along the lines of "While both societies were judged by doing things like A, B, and C, Hester's society was worse because X, Y, and Z." By the time they encounter an essay of this complexity, a student should have already mastered how to write an introduction with a hook, background information, and a thesis; however, since this essay is about two books, they now have to give adequate background information about both books. Similarly, students should already know how to write a body paragraph using AECs

(each AEC Answers the essay question in one sentence, provides and cited Evidence with adequate context in the second sentence, and then Comments (elaborates/explains/persuades) in the third+ sentence(s)). But unlike simpler essays where the body consisted of one paragraph of three AECs, this essay will require two body paragraphs of multiple AECs. Furthermore, since this essay is talking about two novels instead of one, each "evidence" section will need to be two cited pieces of evidence: one from *The Scarlet Letter* and one from *Their Eyes Were Watching God*, making them more like AEECs than AECs. This paper will necessarily be longer and more complex.

- I. Intro
- II. Body 1: How the societies are similar
  - A. ACCE 1
  - B. ACCE 2
  - C. ACCE 3
- III. Body 2: How one society is more judgmental than the other
  - A. ACCE 1
  - B. ACCE 2
  - C. ACCE 3
- IV. Conclusion

Additional Challenging topics for advanced, honors, and older students

Persuasive: Op-ed on American identity

Literary analysis: *Gatsby* and *Scarlet Letter*

Research: Case precedent and civil liberties (*The Crucible*, *Their Eyes Were Watching God*, and *Twelve Angry Men*)

AP Lang: Open argument (organically think of incidents in the world that support their stance for a given topic)

Persuasive: *Dorian Gray*: Choice of asserting to what degree a creator is responsible for the actions / crimes of his creation OR defining monstrosity - at what point does *Dorian* shift from innocence to evil?

Literary Analysis: Characterization in *Brave New World*: Morally ambiguous characters—characters whose behavior discourages readers from identifying them as purely evil or purely good—are at the heart of many works of literature. Choose a novel in which a morally ambiguous character plays a pivotal role. Then in a well-written, five paragraph essay analyze how the character can be viewed as morally ambiguous (using at least two character traits to support this claim) and why his or her moral ambiguity contributes to an interpretation of the work as a whole.

Literary Analysis: Symbolism in Grimm's fairy tales: Essay that thoroughly analyzes the cultural values, societal practices, or morals communicated by a chosen traditional fairytale, using symbolism to support student's interpretation of the text

- Research Paper: Creating an argument analyzing a motif throughout *Heart of Darkness* using scholarly secondary sources to support your interpretation of the meaning of the work as a whole



## Standard W2

### Demonstrate an understanding of the conventions of formal, academic writing

| <b>Benchmarks</b><br>Key knowledge and skills we want students to know and be able to do  |   |
|---|---|
| <ul style="list-style-type: none"> <li>• Except in special cases, academic work adheres to formal academic standards (no contractions, personal pronouns, abbreviations, slang, etc.)</li> <li>• Except in special cases, students always write in complete sentences</li> <li>• Students will write formal papers in adherence with widely used style manuals (MLA, etc.)</li> </ul>   |   |
| <b>Essential Knowledge</b><br>Key facts, concepts, and ideas needed to successfully meet benchmarks   | <b>Essential Questions</b><br>Questions to guide student inquiry and focus instruction to uncover big ideas                 |
| <ul style="list-style-type: none"> <li>• In the 21st century, young people are writing more than ever; however, for the first time, they are writing more often for peers via text messages and social media posts than they are for teachers. This is further complicated by predictive text and autocorrect: students sometimes write correctly only because a device assists them to correct their language, not because they knew or cared about the proper way to write it. They are getting more “bad” practice with “text message” language than “good practice” with formal tone, writing mechanics, capitalization, and punctuation. Therefore, it’s essential that teachers reinforce good habits and teach them how to turn on “formal mode” when the situation calls for it</li> <li>• While personality and style should be encouraged in many kinds of writing, to include informal essays, students should be taught conventions for formal academic writing such as avoiding personal pronouns, contractions, abbreviations, slang, etc.</li> </ul> | <ul style="list-style-type: none"> <li>• Should the way we talk and write ever change depending on our audience?</li> </ul> |
| <b>Suggested Resources/ Experiences</b><br>Information to help support instruction  |   |
| <p><b>A Code-Switching Activity</b><br/>           Students translate Shakespeare into text messages or social media posts, then share the hilarious results; then, students look through a recent text message conversation with a friend or family member and translate it into overly formal Shakespearean language.</p> <p><b>Peer Review</b><br/>           After composing the first draft of an essay, students are given a “cheat sheet” of forbidden words like personal pronouns, contractions, etc. They peer review each other’s essays, highlighting these words whenever they find one. Students must then go back and make revisions of any highlighted words in their own essays.</p>   |   |



## Standard W3

### Selects, embeds, and properly cites appropriate textual evidence to support an argument.

| <b>Benchmarks</b><br>Key knowledge and skills we want students to know and be able to do   |   |
|--|---|
| <ul style="list-style-type: none"> <li>• Students will choose relevant, concise evidence to support their arguments and viewpoints</li> <li>• Students will embed evidence with adequate context, analysis, and explanation</li> <li>• Students will use accepted style manual conventions to cite evidence</li> </ul>   |   |
| <p>Underclassmen should learn to sort relevant evidence from extraneous detail, although sometimes teacher support may be required to tell the difference between the two (for example, teachers might provide several quotes and ask students to select the one that best supports a claim). Students should learn key skills like how to abbreviate quotes, the difference between quoting and paraphrasing, and how to cite evidence using MLA format. Teachers should emphasize that proper evidence is supported by proper context (for example, when using a quote from a story to support a claim, the quote should be first introduced by identifying who is speaking the quote and what's going on in the story at the time, so that even someone who hadn't read the story would still understand the argument the student is making). However, because many students will be new to at least some of these skills, underclassmen may need to rely on supports like teacher-chosen quotes, heavy use of "speaker tags" like "says, thinks, writes" etc., and citing by writing "According to [the name of a website]" rather than using parenthetical citation while they're still beginning to master MLA format.</p> |   |
| <p>Having practiced selecting, embedding, and citing evidence with adequate context for two years, upperclassmen should demonstrate the ability to choose precise evidence without extraneous detail with less teacher support. They should:</p> <ul style="list-style-type: none"> <li>• determine when a claim would best be supported by a direct quote or a paraphrase</li> <li>• regularly find their own evidence without teacher assistance</li> <li>• embed a quotation into their own sentence without a teacher model / template</li> <li>• embed quotations smoothly (flows directly from the student's words into the evidence without a heavy reliance on speaker tags)</li> <li>• abbreviate evidence using ellipses in order to eliminate unnecessary information as well as draw connections between different moments in the text</li> <li>• Use MLA format, including parenthetical citation, for a variety of evidence types, including books, websites, and other research sources</li> </ul>  |   |
| <b>Essential Knowledge</b><br>Key facts, concepts, and ideas needed to successfully meet benchmarks  | <b>Essential Questions</b><br>Questions to guide student inquiry and focus instruction to uncover big ideas                                       |
| <ul style="list-style-type: none"> <li>• Recently, many students have demonstrated a growing weakness: a failure to provide adequate context when quoting or paraphrasing. They provide a quote to support a claim, but fail to explain who is speaking the quote, or what's going on in the story at the time the quote is spoken.</li> <li>• It's essential for students to understand that evidence is only effective when supported by adequate context.</li> <li>• It's also essential for students to evaluate the strength of their evidence, to know when paraphrasing might be stronger evidence than a quote, and to truncate quotes using ellipses.</li> </ul>  | <ul style="list-style-type: none"> <li>• Why does anyone care where information comes from?</li> <li>• When is evidence good evidence?</li> </ul> |

- Students should also understand the importance of citation, not only as a means of giving credit to the original authors and creating a way for future researchers to trace the origins of ideas, but also as a way of protecting themselves from outrage, academic and social penalties, and legal action

**Suggested Resources/ Experiences**

Information to help support instruction

Underclassmen resources and experiences

Upperclassmen resources and experiences



**Standard W4**

**Have opportunities to explore narrative, expository, creative, and other forms of writing**

|  |  |
|--|--|
| <p><b>Benchmarks</b><br/>Key knowledge and skills we want students to know and be able to do</p> <ul style="list-style-type: none"> <li>In addition to formal thesis papers, research papers, and persuasive essays, students will have opportunities to write for other reasons, such as a form of self-expression and reflection</li> <li>Students will be exposed to a wide variety of writing opportunities such as original short stories and poetry, drama and monologue, reflection journals, creative essay, autobiography, interviews, journalism, etc.</li> <li>Understand appropriate tone, structure, and strategy in different forms of writing</li> </ul>                        |  |
| <p><b>Essential Knowledge</b><br/>Key facts, concepts, and ideas needed to successfully meet benchmarks</p> <ul style="list-style-type: none"> <li>An English class that teaches students to dread writing is an English class that's worked against one of its core purposes. Writing should not be emphasized solely as a means of producing thesis papers for school, a skill that will be discarded immediately upon graduation. One countermeasure against this view, then, is to explore the various ways that writing can be a means of creativity, expression, catharsis, and fun. Writing can be used to win an argument; to report a sports victory; to deal with trauma.</li> </ul> | <p><b>Essential Questions</b><br/>Questions to guide student inquiry and focus instruction to uncover big ideas</p> <ul style="list-style-type: none"> <li>What type of writing do you like best?</li> <li>What can writing do?</li> </ul> |
| <p><b>Suggested Resources/ Experiences</b><br/>Information to help support instruction</p> <p>9th<br/>Creative writing connected to <i>The House on Mango Street</i><br/>Modernizing Shakespearean plays</p> <p>10th<br/>Read <i>The Narrative of the Life of Frederick Douglas</i> and students reflect on building their own narratives.<br/>Students write their own <i>Modest Proposal</i>.<br/>Students write poetry.<br/>Creative applications of vocabulary.<br/>Creative translations of Shakespeare.</p> <p>11th<br/>Creative applications of vocabulary.<br/>Write a monologue/persuasive speech.<br/>Students write credos.</p>   |  |



12th

Narrative Writing - college entrance essay (plus several creative pre-writing activities to help students acclimate to narrative writing)  
Creative Hamlet Journals - students write journal entries (5 total - one for each act) in the voice of one of the characters from *Hamlet*, analyzing the plot from a unique perspective  
Self-Reflection - students write reflections on their class progress and academic goals, making plans for improvement and support



## Standard W5

### Practice and implement appropriate vocabulary that shows progress throughout the year

| <b>Benchmarks</b><br>Key knowledge and skills we want students to know and be able to do   |   |
|--|---|
| <ul style="list-style-type: none"> <li>Students will routinely be introduced to grade-appropriate vocabulary words (for example, Sadlier-Oxford)</li> <li>Students will practice memorization and other study skills to acquire mastery over each word's meaning, correct form and part of speech</li> <li>Students will be routinely assessed for retention of vocabulary words</li> </ul>  |   |
| 9th graders will learn words from an age-appropriate source like Sadlier-Oxford level D  |   |
| 10th graders will learn words from an age-appropriate source like Sadlier-Oxford level E   |   |
| 11th graders will learn words from an age-appropriate source like Sadlier-Oxford level F   |   |
| 12th graders will learn words from an age-appropriate source like Sadlier-Oxford level G   |   |
| <b>Essential Knowledge</b><br>Key facts, concepts, and ideas needed to successfully meet benchmarks  | <b>Essential Questions</b><br>Questions to guide student inquiry and focus instruction to uncover big ideas   |
| <ul style="list-style-type: none"> <li>Once upon a time, success on the SAT depended on a student's knowledge of a whole slew of difficult, uncommon words; this is no longer the case, and this diminishes the importance of rote memorization of words students are unlikely to use. True vocabulary development is likely attached to the way a student converses with friends and family, as well as what the student reads</li> <li>One might argue that being able to guess an unknown word from context is a far more important skill than learning an arbitrary list of words</li> <li>Even so, rote memorization is a useful, healthy skill. Studying vocabulary not only increases students' ability to read at and above their current grade level, but also provides an opportunity to practice academic skills which greatly benefit the student in many ways in many fields of study: flash cards, creative writing, mnemonic devices, etc.</li> </ul> | <ul style="list-style-type: none"> <li>What are some good ways to learn a new word?</li> <li>What does it take to remember a word forever?</li> </ul> |
| <b>Suggested Resources/ Experiences</b><br>Information to help support instruction   |   |
| <p><b>The following activities are recommended for all grade levels; what scales up in difficulty are the vocabulary words themselves. Sadlier-Oxford provides a convenient bank of “grade level appropriate words” which can be purchased from Sadlier Oxford directly, but which are also conveniently available for free online, too. The grade level bank for 9th grade is “Level D” ; 10th is “Level E”; 11th is “Level F”; 12 is “Level G.”</b></p>  |   |

**A weekly/monthly vocabulary routine:**

Students are introduced to a set of 20 vocabulary words on Monday (such as Sadlier Oxford Levels D-G for 9th-12th graders, respectively). Through a series of in-class and homework exercises, students memorize the words and practice using them, culminating in a graded quiz on Friday. At the end of every three units, students are given a test to see if they've retained the words. At the end of the year, students take a big test to see how many words they still remember.

**Use words in a fun story**

Students work with a partner to write a skit with a fun writing prompt, such as: "Write a skit where one person is trying to trick the other person in some way." On a shared Google Doc, students will write the lines of two invented characters, and each student must type the lines of a specific character to ensure equal division of labor. Students are given a list of vocabulary words, and as the two characters in the skit converse, each must use three vocabulary words correctly. At the end of the skit, the partners should exchange skits with another group, and all should attain consensus about whether the vocabulary words have been used correctly in terms of tense, form, definition, and part of speech. Groups who wish to share can perform their skits at the end of the activity.

**Quizlet & More**

Sadlier Oxford vocabulary words can be acquired online for free by simply searching "Level D Unit 1" etc. With these resources, students can study online flashcards, quiz themselves, play individual study games, or participate in large collaborative games with the entire class by clicking on "Quizlet Live" and entering a code. A number of other online resources, some free and some with premium membership options, also have banks of Sadlier Oxford vocabulary words, and offer different fun varieties of study games. Some of these include Quizziz & Gimkit



## Standard Writing.6

### Develops grammar and writing mechanics continuously

| <b>Benchmarks</b>  |   |
|--|---|
| Key knowledge and skills we want students to know and be able to do  |   |
| <ul style="list-style-type: none"> <li>At the beginning of a class, students will be assessed for understanding of age-appropriate (see page) grammar, punctuation, and other writing mechanics</li> <li>Students will be provided with structured remediation where necessary</li> <li>At the end of a class, students will be assessed for growth</li> </ul>   |   |
| 9th grade students...<br>...will be assessed to ensure they are equipped with important foundational skills such as: understanding parts of speech (nouns, verbs, adjectives, adverbs, prepositions and prepositional phrases), punctuation, capitalization, dependent and independent clauses, possessives vs. contractions   |   |
| 10th grade students...<br>...will build on foundational skills to advance their writing clarity and style by studying:<br>...active vs. passive voice, compound and complex sentences, phrases and clauses, verb tenses, commas, and semicolons  |   |
| 11th grade students...<br>...will focus on demonstrating <b>the eight most heavily tested concepts on the SAT:</b><br>Compound and complex sentences, commas for clarity, contractions, phrases and dependent clauses, pronoun-antecedent agreement, singular / plural possessives, subject-verb agreement, verb tenses  |   |
| 12th grade students<br>...can continue to remediate concepts they still haven't mastered, their last chance to acquire these skills before leaving high school   |   |
| <b>Essential Knowledge</b>   | <b>Essential Questions</b>  |
| Key facts, concepts, and ideas needed to successfully meet benchmarks  | Questions to guide student inquiry and focus instruction to uncover big ideas   |
| <ul style="list-style-type: none"> <li>In the age of phones and computers, students get more practice writing informally than they do in settings where someone is scrutinizing their capitalization, punctuation, and grammar. Predictive text and autocorrect only further weaken many students' understandings of how to write properly without assistance</li> <li>Do not assume that students entering or transferring into high school have already mastered (and still retain) grade-appropriate grammar concepts</li> <li>It's essential to test what they know, remediate where necessary, and to check for growth and retention</li> <li>NoRedInk is an excellent resource for gathering data about whether students have achieved mastery or need remediation in a broad range of grammar concepts. It also provides growth data and automatic practice so students can practice independently</li> </ul> | <ul style="list-style-type: none"> <li>Why are there rules when writing?</li> <li>How can knowing the rules of writing help?</li> </ul> |

- However, for students in need of serious remediation, NoRedInk is only truly effective when coupled with actual hands-on instruction by a teacher who can help students when they get stuck

### **Suggested Resources/ Experiences**

Information to help support instruction

#### **NoRedInk Targeted Grammar Remediation and Mastery**

For schools equipped with student devices such as Chromebook and a NoRedInk license, the following procedure has proven to be extremely effective:

Each week:

- On Monday, students take an ungraded “diagnostic” quiz on a particular grammar concept (example: “Subject-verb agreement”)
- Teachers assign practice questions for homework, which NoRedInk automatically grades
- On Wednesday, teachers provide direct instruction on the concept and helps students who are stuck
- On Friday the homework is due, and students take a graded “growth quiz” in the concept

Each year:

- At the beginning of the year, students take a pre-test that contains a few questions that cover every unit students will study throughout the class
- Students perform a weekly routine of diagnostics, independent practice, teacher-led direct instruction, and growth quizzes on each unit
- At the end of the year, students take the same (or a very similar) test as the pre-test to see how much they’ve grown and how much they’ve retained

## READING

The objective is to develop students into capable readers who understand the main idea of a passage, and who can also make appropriate inferences about the passage as well as connections between the passage and the real world. By 12th grade, a successful program should produce a student who can skillfully and independently navigate a variety of texts, from poetry to fiction to nonfiction, and who has grown several reading levels since starting the program. **Every year at the school, a student should be evaluated for reading grade/Lexile level at least at the beginning and the end of the class to ensure that skills have grown over the course of the program.** In every class at our school, we should employ the best practices and strive to satisfy the objectives in the left column. In the right column, the Diocese has provided guidance for how students should advance and be challenged as they grow more practiced and skilled.



| Every student at all grade levels should...  | Some of these standards should increase in complexity as students get older.<br>Underclassmen may... Upperclassmen should...                                       |  |
|--|--|--|
| <b>R1</b> Be assessed for reading grade and Lexile levels and show growth in reading ability, stamina, and independence by the end of the year | <i>...be expected to read only short passages outside of school, and depend more heavily on teacher-assisted reading activities such as reading aloud in class</i> | <i>...be expected to read longer passages outside of school and to read independently with less reliance on the teacher and other outside help</i> |
| <b>R2</b> Read, interpret, and analyze a variety of texts, fiction, poetry, old and new, from authors of diverse backgrounds                   |  |  |
| <b>R3</b> Read, interpret, and analyze a variety of nonfiction texts, old and new, from authors of diverse backgrounds                         |  |  |
| <b>R4</b> Identifies author's purpose, mood, tone, and diction   |  |  |
| <b>R5</b> Employ test techniques, annotation, and critical reading strategies  |  |  |



## Standard R1

**Be assessed for reading grade and lexile levels and show growth in reading ability, stamina, and independence by the end of the year**

### Benchmarks

Key knowledge and skills we want students to know and be able to do

- At the beginning of a class, students will use a reading grade level / Lexile measurement tool (such as ReadTheory) to measure each student's reading level
- Throughout a class, students will practice reading by routinely taking reading tests (which increase in difficulty), reading for school and for pleasure, as well as learning reading and test-taking and inference strategies
- At the end of a class, students will use a reading grade level / Lexile measurement tool to assess growth

### Underclassmen:

The goal is to ultimately develop students who can be depended upon to read long passages independently outside of school; but every journey has a starting place, and for underclassmen the ratio of teacher-assisted reading to independent reading may necessarily favor teacher-assisted reading. Teachers of underclassmen might elect to read part or all of a story aloud to the students as they read along, stopping to pose guiding questions along the way. Rather than expecting students to tackle a 20-page short story alone, a teacher might read and discuss the first 10 pages in class, then assign the last 10 pages as independent reading homework.

### Upperclassmen:

As students grow in ability, maturity, and start looking forward to adulthood and college, they should be able to demonstrate greater stamina and responsibility for reading long passages of text independently, both in and out of school. Rather than reading stories aloud and discussing the stories and guiding the students in class, teachers of upperclassmen might instead choose to assign students to read a story silently and answer comprehension questions within a time limit. Upperclassmen should be able to read longer stories and more chapters of novel outside of school without use of chapter summaries like Sparknotes and still be able to demonstrate comprehension of the material.

### Essential Knowledge

Key facts, concepts, and ideas needed to successfully meet benchmarks

- We can't effectively fix what we don't measure; therefore, we should evaluate reading frequently
- In order to increase reading comprehension, readers must also improve their personal reading stamina in order to tackle increasingly challenging texts.
- Like gains in weightlifting come from struggling with a heavy weight, gains in reading come from striving to understand and guess at a concept that's just out of reach; but Sparknotes, "Googling the answer," and otherwise using technology to seek an easy answer rather than making an inference from the text alone...all of these rob students of a chance to grow intellectually. Therefore, they should be taught to avoid "cheating the reading" at all costs and actively discouraged from doing so

### Essential Questions

Questions to guide student inquiry and focus instruction to uncover big ideas

- Is reading ability something that can be improved or is it fixed?
- How do readers improve their abilities to tackle challenging texts?
- Why do we read?
- Why don't we cheat?

- Reading ability (the combination of comprehension, stamina, and nuanced insight) can and should increase from the beginning of a school year to its end.

### Suggested Resources/ Experiences

Information to help support instruction

#### Underclassmen resources/experiences

**Popcorn reading** - Students read a story for an educational objective, such as studying theme, character, or some other literary device. To read the story, the teacher asks for a volunteer to begin reading the story aloud. At the end of the paragraph, the student chooses another student to read aloud, and this student-guided reading continues until the reading for the day is finished. Some teachers may choose to accompany a story with a list of comprehension questions that students pause to answer along the way or at the end of the reading.

**Cliffhanger reading** - The teacher begins a story by reading the first part aloud to the students. Just after some problem has occurred, or just when anticipation is starting to build...the teacher stops reading. The teacher tells the students that in order to find out what happens next, they'll need to finish reading the story silently, then gives them an allotment of time to do so.

**Acting a Shakespeare Play** - Students are assigned roles and dramatize the lines as they read them aloud. In *Romeo and Juliet*, for example, students can be given pool noodles to sword fight with as Tybalt kills Mercutio and then Romeo exacts his revenge.

**Anticipation Guide** - The teacher creates a short "True or False" quiz about a story that students take *before* they read the story. In essence, they guess what will and won't happen. Then, periodically as the story is read in class, the teacher pauses so students can re-evaluate their guesses by asking students to raise their hands if they agree the statement is true or false (this can be accomplished even more effectively using technology like Nearpod, where students can't immediately see if their answer conforms to the answers of the rest of the class). After reading a passage of story, if students still disagree about whether a statement is true or false, they publicly debate it, trying to persuade the rest of the class to join their side of the debate.

**Structured Independent Reading** - The teacher sends home a permission slip asking parents to grant permission for their students to read A) any book of the student's choice, or B) any book chosen by the students and approved by the parents. Then, for a period of time each week (10 minutes a day, half an hour a week, etc.) students are allotted class time to read the books that they've chosen. After the allotted time, students complete a brief log: 1 sentence about what happened in their reading. The idea is to encourage a love of reading by allowing students choice to read what they enjoy, as well as to develop reading stamina, independence, and reading as a hobby. Some teachers may wish to offer incentives to students who continue Structured Independent Reading after school, during the weekends, and over vacation.

#### Upperclassmen resources/experiences

**Silent reading with accountability activity** - In its purest form, students are asked to read a long passage silently in class or for homework without the assistance of teachers, the internet, or friends. Students are tested for comprehension using a short quiz of multiple choice or short answer questions. The advantage of doing this in class is that students can be monitored to ensure that they receive no unauthorized help (like looking up the answers on the internet) when answering the questions.

**Summaries and Snitches** - Two students silently read the same passage of text (example: three pages of Nathaniel Hawthorne's *The Scarlet Letter*). When both have finished, student A summarizes what happened. Student B then tries to add details to the summary that Student A left out (or correct something that Student A had wrong). The students go back and forth until nothing else can be added, then they proceed to a new



passage of text. The next round, Student B summarizes first and Student A enhances/corrects. Periodically, the teacher checks in, and students report or “snitch” on what details the other student got wrong or left out.

An alternate version of this activity involves the whole class completing a reading first, and then the teacher begins by offering a deliberately “bad summary” of a story (example for “Three Little Pigs” - “Several mammals go on a journey and only one survives”). The teacher then points at random students, challenging them to add one single detail to the story that the teacher left out or got wrong. Students may not repeat the same details. The activity continues until no one can add anything new to the summary.

**Structured Independent Reading** - The teacher sends home a permission slip asking parents to grant permission for their students to read A) any book of the student's choice, or B) any book chosen by the students and approved by the parents. Then, for a period of time each week (10 minutes a day, half an hour a week, etc.) students are allotted class time to read the books that they've chosen. After the allotted time, students complete a brief log: 1 sentence about what happened in their reading. The idea is to encourage a love of reading by allowing students choice to read what they enjoy, as well as to develop reading stamina, independence, and reading as a hobby. Some teachers may wish to offer incentives to students who continue Structured Independent Reading after school, during the weekends, and over vacation.



## Standard R2

### Identify and analyze literary elements across a variety of fiction, poetry, and drama, old and new, from authors of diverse backgrounds

#### Benchmarks

Key knowledge and skills we want students to know and be able to do

#### Using a variety of texts from different cultures and time periods, students should be able to:

- identify and apply literary elements such as: Theme, Characterization (Direct v. Indirect, Round v. Flat, Static v. Dynamic), Motivation, Conflict, Setting, Plot, Point of View, Narrator/Speaker, Imagery, Symbolism, simile and metaphor, Personification, Allusion, Archetypes, rhyme, rhythm, onomatopoeia, repetition, alliteration, assonance, parallelism, and Irony
- draw connections between the literature and history, culture, the world we live in, and the students' own lives
- draw connections between the ideas expressed in the text and the characters' thoughts and actions with the beliefs of the Catholic church

#### A note on “scaffolding”

The act of reading remains largely the same at all levels of high school: it's the books, poems, and plays that should get harder from 9th to 12th grade. Therefore, the emphasis is on being able to demonstrate fluency, and comprehension at every grade level, even as the texts become increasingly challenging.

#### A note on “differentiation”

Every teacher hopes that a student who enters a class at a 9th grade reading level will exit at a 10th grade reading level. With proper training and normal conditions, this is a reasonable goal for all teachers and students. However, teachers will sometimes inherit a student who is not merely below grade level but reading at a 4th grade reading level when all his or her classmates are reading at a 9th grade reading level. In these scenarios, every effort should be made to help the student grow as much as possible; but it may also be unrealistic to expect the student to grow five grade levels in one year, just as it may be unrealistic for this student to succeed at comprehending the same texts as his or her classmates. For this reason, teachers and schools may wish to investigate methods of teaching the same lessons with alternate, grade-level-appropriate texts. They also may wish to invest in tools that make this easier, as well as develop policies about when a student should deviate from the main reading curriculum and into a remedial one.

#### Essential Knowledge

Key facts, concepts, and ideas needed to successfully meet benchmarks

- A crucial goal of a Catholic education should be to encourage students to be as Christlike as possible. Reading offers a powerful way to increase students' empathy and understanding of others, especially when students read about experiences, cultures, races, time periods, etc. other than their own
- Reading fiction also opens a window into a student's personal connection to history, culture, and current place in the world
- The theme is the underlying meaning of a work, the author's perspective on a real-world idea
- Characters allow readers to explore a variety of beliefs, biases, personalities, and choices
- Setting supports the meaning of the text by connecting the characters to a specific cultural and historical context

#### Essential Questions

Questions to guide student inquiry and focus instruction to uncover big ideas

- What can a story, poem, or play teach about the real world?
- What's the right (and wrong) way to solve a problem?
- What's the right (and wrong) way to pursue a goal?

- A narrator's or speaker's perspective controls the details and emphases that affect how readers experience and interpret that text
- The arrangement of the parts and sections of a text, the relationship of the parts to each other, and the sequence in which the text reveals information are all structural choices made by a writer to contribute to the reader's interpretation of a text

**Suggested Resources/ Experiences**

Information to help support instruction

**A reading log**

Teachers pick one or several literary elements as a point of emphasis for a story, poem, or play, and writes some short questions about the author's use of these literary elements in the text of the day. As students read the text, the teacher pauses class to give students time to answer the worksheet questions. Students might be given time to discuss and collaborate amongst themselves for formative assessment; or, students can be asked to work independently for formative assessment.

**Annotation**

Students are given a paper copy or editable electronic copy of a story. After being trained to annotate, students mark up the story as they read, highlighting key ideas, making notes in the margins, and circling literary elements that play a significant role in the story's meaning.



## Standard R3

### Read, interpret, and analyze a variety of nonfiction texts, old and new, from authors of diverse backgrounds

| <b>Benchmarks</b>  |  |
|--|--|
| Key knowledge and skills we want students to know and be able to do  |  |
| <p><b>Using a variety of expository nonfiction texts, students should be able to:</b></p> <ul style="list-style-type: none"> <li>• identify the main idea and demonstrate comprehension of the text's crucial information</li> <li>• draw connections between nonfiction texts and their historical context, the literature students are studying in class, the world students live in, and students' own lives</li> <li>• draw connections between the ideas expressed in the text and the beliefs of the Catholic Church</li> <li>• analyze/synthesize information from nonfiction to solve a problem, answer a question, or complete a task</li> <li>• identify and apply rhetorical Strategies like: Structure, Rhetorical devices (e.g. repetition, figurative language, rhetorical questions, etc.), Diction, Syntax, Appeals (ethos, pathos, logos, Kairos), &amp; Tone</li> <li>• determine the effectiveness and persuasiveness of a text through its appeals (ethos, pathos, logos, Kairos) and its logic, as well as examine its weaknesses (for example, upperclassmen might examine a text's logical fallacies if any are present)</li> </ul> |  |
| <p><b>A note on “scaffolding”</b></p> <p>The act of reading remains largely the same at all levels of high school: it's the essays, articles, and speeches that should get harder from 9th to 12th grade. Therefore, the emphasis is on being able to demonstrate fluency and comprehension at every grade level, even as the texts become increasingly challenging.</p>   |  |
| <p><b>A note on “differentiation”</b></p> <p>Every teacher hopes that a student who enters a class at a 9th grade reading level will exit at a 10th grade reading level. With proper training and normal conditions, this is a reasonable goal for all teachers and students. However, teachers will sometimes inherit a student who is not merely below grade level but reading at a 4th grade reading level when all his or her classmates are reading at a 9th grade reading level. In these scenarios, every effort should be made to help the student grow as much as possible; but it may also be unrealistic to expect the student to grow five grade levels in one year, just as it may be unrealistic for this student to succeed at comprehending the same texts as his or her classmates. For this reason, teachers and schools may wish to investigate methods of teaching the same lessons with alternate, grade-level-appropriate texts. They also may wish to invest in tools that make this easier, as well as develop policies about when a student should deviate from the main reading curriculum and into a remedial one.</p>          |  |
| <b>Essential Knowledge</b>   | <b>Essential Questions</b>   |
| Key facts, concepts, and ideas needed to successfully meet benchmarks  | Questions to guide student inquiry and focus instruction to uncover big ideas  |
| <ul style="list-style-type: none"> <li>• A crucial goal of a Catholic education should be to encourage students to be as Christlike as possible. Reading offers a powerful way to increase students' empathy and understanding of others, especially when students read about experiences, cultures, races, time periods, etc. other than their own</li> <li>• Reading nonfiction also opens a window into a student's personal connection to history, culture, and current place in the world</li> <li>• In addition to encouraging fluency and comprehension, teachers should help students draw connections between nonfiction and</li> </ul>   | <ul style="list-style-type: none"> <li>• How do others' experiences differ from my own?</li> <li>• Can writing change a mind?</li> <li>• Does historical context affect how we read and understand something?</li> <li>• Are all arguments created equal?</li> </ul> |

|   |  |
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| <p>major historical events, the stories and other literature they study in class</p> <ul style="list-style-type: none"> <li>• Students should also study what makes nonfiction effective and ineffective, the author's strategy</li> </ul>  |  |
| <p><b>Suggested Resources/ Experiences</b><br/>Information to help support instruction</p>  |  |
| <p><b>Readtheory</b> - A good, free tool that provides students with a variety of leveled nonfiction texts, all paired with automatically scored multiple choice comprehension quizzes. Students who struggle to comprehend essays are given easier ones; students who perfectly comprehend essays are challenged with harder ones. An excellent way to determine reading grade and Lexile levels in addition to practice with nonfiction</p> <p><b>Diary of Anne Frank</b> - As 9th graders read the play <i>The Diary of Anne Frank</i>, they also read nonfiction articles about Anny Frank, Jewish history, and the holocaust. They examine the Anne Frank house online and read actual excerpts from Anne's diary. Throughout the weeks that students read the play, they reflect on connections between Anne Frank and themselves, search for connections between current events and the past rise of Nazis and the plight of those they oppressed and examine logical fallacies and persuasive techniques in war propaganda materials used to influence public opinion during World War II.</p> <p><b>Ethos, logos, pathos (and fallacies) bingo</b><br/>Students are given a "Bingo card" full of logical fallacies (ad hominem, ad populum, false dichotomy, strawman, slippery slope, hasty generalization, false cause, circular thinking, tu quoque, etc.) and persuasive techniques (ethos, logos, pathos, Kairos); then they pour through political speeches, newspaper articles, and other nonfiction to try to complete a row of the bingo card. The first few students to achieve "Bingo" have to present their fallacies/persuasive techniques, and if the teacher or judges agree that all of their examples are good and adequately explained, they win prizes (extra credit, candy, donuts, etc.).</p> |  |



## Standard R4

### Identifies author's main idea and purpose, mood, tone, word choice

|  |   |
|--|---|
| <p><b>Benchmarks</b><br/>Key knowledge and skills we want students to know and be able to do</p> <ul style="list-style-type: none"> <li>• Distinguish between mood (the atmosphere of a piece) and tone (the speaker's attitude toward the subject matter)</li> <li>• Identify the central subject matter / main idea of a text and how that differs from the theme</li> <li>• Understand that in fiction, author's purpose is revealed / expressed through the theme (the author's perspective on a universal idea)</li> <li>• Analyze how an author's word choices and tone help reveal that thematic perspective</li> <li>• Determine both connotative and denotative meanings of words and phrases</li> </ul>  |   |
| <p><b>A note on "scaffolding"</b><br/>The act of reading remains largely the same at all levels of high school: it's the texts that should get harder from 9th to 12th grade. Therefore, the emphasis is on being able to demonstrate fluency, and comprehension at every grade level, even as the texts become increasingly challenging.</p> <p><b>A note on "differentiation"</b><br/>Every teacher hopes that a student who enters a class at a 9th grade reading level will exit at a 10th grade reading level. With proper training and normal conditions, this is a reasonable goal for all teachers and students. However, teachers will sometimes inherit a student who is not merely below grade level but reading at a 4th grade reading level when all his or her classmates are reading at a 9th grade reading level. In these scenarios, every effort should be made to help the student grow as much as possible; but it may also be unrealistic to expect the student to grow five grade levels in one year, just as it may be unrealistic for this student to succeed at comprehending the same texts as his or her classmates. For this reason, teachers and schools may wish to investigate methods of teaching the same lessons with alternate, grade-level-appropriate texts. They also may wish to invest in tools that make this easier, as well as develop policies about when a student should deviate from the main reading curriculum and into a remedial one.</p> |   |
| <p><b>Essential Knowledge</b><br/>Key facts, concepts, and ideas needed to successfully meet benchmarks</p> <ul style="list-style-type: none"> <li>• The theme is the underlying meaning of a work in which an author conveys his or her perspective on an idea, allowing the text to speak both to other texts and the real world</li> <li>• Mood is the atmosphere of a piece (how a reader is affected) whereas tone is the speaker of the piece's attitude towards its subject matter</li> <li>• Shifts in mood /tone can indicate important contrasts that contribute to the meaning of the work overall</li> <li>• Words with multiple meanings or connotations add nuance and complexity that can contribute to interpretations of a text</li> <li>• Descriptive words, such as adjectives and adverbs, not only qualify or modify the things they describe but also convey a perspective toward those things; similarly, diction, the author's choice of words, can also affect meaning</li> </ul>   | <p><b>Essential Questions</b><br/>Questions to guide student inquiry and focus instruction to uncover big ideas</p> <ul style="list-style-type: none"> <li>• What can we learn by thinking about the author in addition to the text?</li> <li>• How does word choice affect meaning?</li> </ul> |

- The attitude of narrators, characters, or speakers toward an idea, character, or situation emerge from their perspective and may be referred to as tone

### **Suggested Resources/ Experiences**

Information to help support instruction

#### **A house on a hill**

To reflect on the way that diction, the author's choice of words, affects the mood, students are divided into three groups. They are all given the same writing prompt (example: in one paragraph, describe a house on a hill), but each group is assigned to create a different mood (spooky, saccharine, boring, etc.). Students exchange documents and underline the diction that creates each mood.

#### **Tone trouble**

There are two sets of cards: one set is a bunch of writing prompts, and the other is a set of emotions. Drawing one card from each pile, students write short statements that meet the criteria established by the cards (an angry apology to a mother, a sarcastic request to change the meatloaf recipe in the cafeteria, a happy description of being stuck in a traffic jam. After reading each other's statements, students discuss how words can seem to say one thing in a literal sense, but reading between the lines and using context clues, the author's true purpose (and attitude) can be revealed.

#### **A modest proposal**

Students read a famous piece of satire such as Swift's "A Modest Proposal" and discuss how the author's purpose diverges from the central idea of the essay. In addition to comprehension of the text, students analyze the diction, tone, and other strategies implemented by the author to achieve his satire.



## Standard R5

### Teach test techniques, annotation, and critical reading strategies

#### Benchmarks

Key knowledge and skills we want students to know and be able to do

- **When preparing for a reading assessment, students should be equipped with useful test-taking strategies such as:**
  - Reading the questions before reading the passage to aid in active reading
  - Annotating the passage for key ideas and other useful information when possible
  - Re-reading a passage to check an answer or evaluate a guess
  - Identifying and eliminating bad answers and distractors on a multiple-choice test
  - Desensitizing themselves to the anxiety of taking a timed reading assessment by practicing many timed reading assessments at an appropriate reading comprehension level; monitoring time, double-checking answers, and leaving no question blank if time runs out
  - Reading directions and prompts carefully
  - Guessing an answer before reading the options on a multiple-choice test
- **When reading a text with unfamiliar vocabulary, students should be equipped with useful reading strategies such as:**
  - Independently looking up unfamiliar words
  - Guessing the sentence's main idea even if not every word in the sentence is known
  - Ignoring a hard word (or substituting a nonsense word) to avoid interrupting the flow and fluency of a sentence to help realize that the main idea can be guessed without 100% comprehension
  - Using context clues from surrounding text to help make an educated guess about the passage's meaning

#### A note on “scaffolding”

The act of reading remains largely the same at all levels of high school: it's the texts that should get harder from 9th to 12th grade. Therefore, the emphasis is on being able to demonstrate fluency, and comprehension at every grade level, even as the texts become increasingly challenging.

#### A note on “differentiation”

Every teacher hopes that a student who enters a class at a 9th grade reading level will exit at a 10th grade reading level. With proper training and normal conditions, this is a reasonable goal for all teachers and students. However, teachers will sometimes inherit a student who is not merely below grade level but reading at a 4th grade reading level when all his or her classmates are reading at a 9th grade reading level. In these scenarios, every effort should be made to help the student grow as much as possible; but it may also be unrealistic to expect the student to grow five grade levels in one year, just as it may be unrealistic for this student to succeed at comprehending the same texts as his or her classmates. For this reason, teachers and schools may wish to investigate methods of teaching the same lessons with alternate, grade-level-appropriate texts. They also may wish to invest in tools that make this easier, as well as develop policies about when a student should deviate from the main reading curriculum and into a remedial one.

#### Essential Knowledge

Key facts, concepts, and ideas needed to successfully meet benchmarks

#### Essential Questions

Questions to guide student inquiry and focus instruction to uncover big ideas



- In addition to basic comprehension of a text, sometimes a test score can be improved by demonstrating test-taking strategies, skills, and best practices
- Strong readers create inferences based on context clues in a passage in order to navigate unfamiliar vocabulary

- What do I do when I come across an unfamiliar word while I'm reading?
- How can I succeed at a test?

### **Suggested Resources/ Experiences**

Information to help support instruction

#### **ReadTheory and CommonLit**

A good reading test is difficult to design, but there are many free resources on the internet created by professional test-makers that can provide opportunities for students to get crucial reading and test-taking strategy practice. CommonLit provides a wide variety of texts, from poetry, to essays, to short stories, and can be sorted by grade and Lexile level. CommonLit evaluates comprehension and understanding of literary elements and author's purpose; moreover, it provides explanations of which multiple choice answers are correct and incorrect, which make for good training for students unfamiliar with this type of reading test. Finally, CommonLit also gathers data about student performance relative to the national average, and can help teachers make decisions about points of emphasis for future instruction and pedagogy.

ReadTheory does much of the same thing with a few interesting differences. Whereas CommonLit requires the teacher to select a text for the class, ReadTheory automatically assigns students random nonfiction passages. If students answer the comprehension questions well, it challenges them with a harder text; if students answer poorly, it gives them an easier text. In this way, it can eventually determine a student's reading grade level. Along the way, it also provides immediate feedback to students about why a selected answer is right or wrong, while simultaneously providing the teacher with useful data about the reading level and performance of the class as a whole.

## COMMUNICATION & PRESENTATION

The objective is to develop students into capable communicators and public speakers. By 12th grade, a successful program should produce a student who can give a memorized presentation with good public speaking skills (not reading off slides or speaker's notes), who can debate politely, persuasively, and effectively, and who can communicate ideas clearly and professionally both aloud as well as in written communications, such as emails and other professional correspondence. In every class at our school, we should employ the best practices and strive to satisfy the objectives in the left column. In the right column, the Diocese has provided guidance for how students should advance and be challenged as they grow more practiced and skilled.



| Every student at all grade levels should...  | Some of these standards should increase in complexity as students get older.<br>Underclassmen may... Upperclassmen should...   |  |
|--|--|--|
| <b>C1 Deliver oral presentations with good preparation and public speaking skills</b>  | ...rely somewhat on speaker's notes and outlines as they deliver a presentation  | ...be able to present from memory without the use of speaker's notes<br>...devote more attention to public speaking techniques   |
| <b>C2 Participate politely in discussions, debates, and other verbal communication</b>   | ...establish basic classroom etiquette such as not interrupting each other and displaying appropriate, attentive body language | ...be introduced to formal, scored discussion such as structured debate, Socratic seminar, etc.  |
| <b>C3 Read orally with fluency and appropriate expression</b>  | ...focus on fluency and building confidence when reading in front of an audience   | ...spend more time reading silently than reading aloud, but should still demonstrate fluency and build it if necessary<br>...have some lessons that focus on delivery, tone, and expression, especially with poetic or dramatic performances |
| <b>C4 Collaborate in small groups with good communication skills and fair division of labor to achieve a task or group project</b> | ...depend on the teacher to assign roles and accountability when collaborating on a group project                              | ...be given more independence to divide labor and hold each other accountable  |
| <b>C5 Understand and apply proper email and communication etiquette</b>  |  |  |
| <b>C6 Use technology to present information in a variety of forms to include slides, videos, and other media</b>                   | ...have text on technology presentations to help remember what to say, and cite using simple links                             | ...focus more on pictures and other media (since the information should be memorized, not in text form), and cite using full MLA format  |

## Standard C1

The student will deliver oral presentations using appropriate language and vocabulary for a particular topic, audience, and purpose.



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| <p><b>Benchmarks</b><br/>Key knowledge and skills we want students to know and be able to do</p> <ul style="list-style-type: none"> <li>• Students will demonstrate that they know the content, to some extent, without reading from slides, outlines, or speaker notes</li> <li>• Students will practice confident body language, eye contact, and volume</li> </ul> <p>Underclassmen may rely somewhat on outlines or hand-held speaker's notes, although some incentive should be offered to encourage students to memorize the information and not merely "read the information from the slides" or from an outline.</p> <p>Upperclassmen should be able to present without the use of speaker's notes, outlines, or reading from the slides. Additionally, with their eyes freed from notecards or the need to read anything, upperclassmen can then focus on making better eye contact with the audience and other public speaking techniques.</p>  |  |
| <p><b>Essential Knowledge</b><br/>Key facts, concepts, and ideas needed to successfully meet benchmarks</p> <ul style="list-style-type: none"> <li>• Speakers use their body language, tone, and eye contact to connect with an audience</li> <li>• Speakers will use different presentation strategies to support their purpose: persuade, inform, or entertain</li> </ul>   | <p><b>Essential Questions</b><br/>Questions to guide student inquiry and focus instruction to uncover big ideas</p> <ul style="list-style-type: none"> <li>• What is the overall purpose of the presentation?</li> <li>• Who is my target audience?</li> <li>• What rhetorical strategies should I use to address the audience appropriately?</li> </ul> |
| <p><b>Suggested Resources/ Experiences</b><br/>Information to help support instruction</p> <p>9th<br/><b>Greek Mythology Presentation</b> - Students research a variety of Greek Mythology topics and construct a multimedia presentation (Slides, Prezi, video, etc.). Research is collected in an organized fashion and cited in MLA format. <b>Students compile vital information into an outline or speaker's notes, then practice presenting the information using speaker's notes and as much eye contact as possible. Students may start by practicing the presentation in front of a smaller group while holding the outline/speaker's notes, but a higher grade is given to students who memorize their information and glance at the outline fewer than three times.</b></p> <p>10th - Learning to use survey questions<br/><b>Frankenstein Presentation</b> - Students will conduct a mock trial to convict or exonerate Victor or his creature of a felony in the state of Virginia. Students draw connections between text and Virginia State law, using grade appropriate research and citation skills. Students are given roles of attorneys and prosecutors and present according to a debate format. <b>Students may reference their notes during cross examination, but not during the rest of the trial.</b></p> |  |

11th

**Modern Issue Research Presentation** - Students will present debates on modern issues in society. The issues will be curated by the teacher and considerate of Catholic Identity, but students will be allowed to choose their issues from this list. Students will appropriately research their topics by using a variety of print and electronic resources. Students will be given the "pro" or "con" side of the argument and a framework for how the debate will be conducted. **Students will be required to write a 2-3 page research paper defending their stance on the issue prior to the debate, this paper will demonstrate thoughtful research and ensure that the students are not relying on improvisation.** In this essay, students will address a possible counterargument in order to anticipate the opposition's argumentation. Finally, **the students will present their debates in front of the class.** Students will be given five minutes between the opening arguments and the rebuttals in order to reference their notes. **Students will then be expected to present without the use of notes or visual aids throughout the debate.** A winner will be determined by a panel of judges (not students). The winner of the debate will be the team who successfully convey their argument and properly refute counterarguments while verbally citing outside/credible sources.

### **FUSA Public Speaking Skills Presentation**

Students learn basic public speaking techniques like maintaining good eye contact with the audience, how to control nervous tics, and how to project confidence through body language. Additionally, they learn four FUSA techniques: Friendliness, Usefulness, Survey Questions, and Anecdotes. Friendliness: smiling and making your audience laugh invites them in. Usefulness: explaining what your audience stands to gain by listening encourages their attention. Survey questions: asking questions that people want to answer and then calling on them to have a quick, 10-second conversation makes the presentation more fun (example: what's the weirdest thing you've ever eaten?). Anecdote: a personal story humanizes the presenter and makes the audience care about the presenter, and therefore the presentation, more. After demonstrating these techniques to the students, students must then design their own FUSA presentation to teach the class an important life lesson they've learned. As students present, the rest of the class fills out a survey to rate the presentation and make note of any nervous tics the student should work to avoid in the future.

12th

**Literary analysis presentation** - Students work together in groups to present an oral analysis of symbolic motifs (*light/darkness, sight/blindness, madness/sickness/death, or prehistoric, natural world/industrialized, modern world*) in Joseph Conrad's *Heart of Darkness*, defending their position in a clear, logical manner based on evidence in the text as well as research from outside literary criticism pieces. **After presenting their findings using a Google Slides presentation with only images and selected cited quotations (no hand-held notes), students get 5 minutes to meet with their group, then they will go head-to-head with another analysis group, attempting to assert the significance of their own findings and offering critiques of weaknesses or shortcomings in the opposing group's analysis.**



## Standard C2

### Participates politely in discussions, debates, and other verbal communication

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| <b>Benchmarks</b><br>Key knowledge and skills we want students to know and be able to do   |  |   |   |  |   |
| <ul style="list-style-type: none"> <li>• Students will listen attentively when someone is talking</li> <li>• Students will verbally contribute to a conversation, debate, and/or class discussion</li> <li>• Students will consider alternate perspectives with respect and open-mindedness</li> </ul> |  |   |   |  |   |
| <b>The goal is to uphold the benchmarks consistently or show an upward trend throughout the entire high school experience</b>  | Underclassmen should be able to conduct class discussions without interrupting each other and while displaying attentive and appropriate body language.  |   |   |  |   |
|  | By the time a student is an upperclassman, they should be familiar or at least introduced to formal, scored academic discussion such as structured debate, Socratic seminar, scored discussions, etc.  |   |   |  |   |
|  | In classes that demonstrate good leadership, motivation, and independence, students may even be put in charge of moderating these discussions, assigning roles (researcher, citation maker, judge, debate captain, speaker), and even selecting a winner without the intervention or management of the teacher.  |   |   |  |   |
|  | <table border="1"> <tr> <td> <b>Essential Knowledge</b><br/>           Key facts, concepts, and ideas needed to successfully meet benchmarks         </td> <td> <b>Essential Questions</b><br/>           Questions to guide student inquiry and focus instruction to uncover big ideas         </td> </tr> <tr> <td> <ul style="list-style-type: none"> <li>• Students understand and use appropriate etiquette during classroom conversations, presentations, and debates</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>• What is respectful communication?</li> </ul> </td> </tr> </table>                   | <b>Essential Knowledge</b><br>Key facts, concepts, and ideas needed to successfully meet benchmarks         | <b>Essential Questions</b><br>Questions to guide student inquiry and focus instruction to uncover big ideas | <ul style="list-style-type: none"> <li>• Students understand and use appropriate etiquette during classroom conversations, presentations, and debates</li> </ul> | <ul style="list-style-type: none"> <li>• What is respectful communication?</li> </ul> |
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| <b>Suggested Resources/ Experiences</b><br>Information to help support instruction   |  |   |   |  |   |
| Underclassmen Activities   | <b>A Participation Grade</b><br>The teacher informs the class that everyone must earn 10 participation points today, and that everyone in the class starts with 5 points. The whole class reads a story, switching which student reads aloud every paragraph or so. Students who read aloud earn their missing 5 points. Throughout the story, students have a chance to earn points by making predictions about where the story is headed, sharing opinions about the actions and choices made by the characters, and analyzing the story for literary elements. Some teachers may even award more than a 10/10 if the verbal |   |   |  |   |

|                          |  |
|--------------------------|--|
|                          | <p>discussion of the story is robust and positive and energetic enough. Students also lose points if they interrupt, distract, don't give their full attention to one another, or get off task during the activity.</p> <p><b>Socratic Seminar</b><br/>The teacher helps to organize a <a href="#">Socratic seminar</a> about a poem or story. The teacher provides a list of guided questions and makes it clear how the assignment is graded; the students then read the text and discuss the questions, with student discussion forming the core of the rest of the lesson.</p> <p><b>A Day in the Life of a Family Living in Poverty</b><br/>Students work with a partner for part of the class period to develop a plan for dealing with an average day in the life of someone living on the edge of poverty. Together, the students must write a detailed plan for how their pretend family will solve the problem it is presented. The students must discuss the issues, possible solutions, and come to a consensus. Individually, students must reflect about the choices made as a group, then present their findings to the rest of the class.</p>  |
| Upperclassmen Activities | <p><b>A Research Debate</b><br/>Two teams of 2-5 students are given a surprise topic, such as “Who is better? Ironman or Batman?” Teams have 15 minutes to brainstorm, assign sub-topics for each member of the team to “become experts on,” research and cite on a research tracking document, and consider possible counterarguments. When the time is up, each team has 5 minutes to present their arguments, 2 minutes to present counterarguments, and 1 minute to make a closing statement. The rest of the class, students not involved in the debate, serve as judges who score the teams on the following rubric:</p> <p>Knowledge 1 2 3 4<br/>         Persuasion 1 2 3 4<br/>         Enthusiasm 1 2 3 4<br/>         Teamwork 1 2 3 4</p> <p><b>A Harkness Discussion</b><br/>The teacher moderates, rather than leads, a <a href="#">Harkness discussion</a>, grading the “inner circle” on these key elements of academic conversations:</p> <ul style="list-style-type: none"> <li>• Think and talk like literature experts</li> <li>• Stay focused (building, connecting, and negotiating ideas)</li> <li>• Support ideas with evidence</li> <li>• Paraphrase and synthesize ideas and key points</li> <li>• Use communication behaviors to demonstrate respect</li> </ul> |



## Standard C3

### Reads orally with fluency and appropriate expression

|  |   |
|--|---|
| <p><b>Benchmarks</b><br/>Key knowledge and skills we want students to know and be able to do</p> <ul style="list-style-type: none"> <li>• Students will read aloud so teachers can evaluate reading fluency</li> <li>• Students will practice tone and delivery through poetic, dramatic, or other text readings</li> <li>• Students will build confidence reading before an audience</li> </ul> <p>Underclassmen might regularly read aloud to evaluate and develop fluency, to build confidence reading in front of an audience, and also to provide assistance to some students who might have a higher auditory reading level than when reading silently.</p> <p>While fluency is the top priority, teachers should also find opportunities to teach the importance of tone and delivery, especially when teaching poetry and drama.</p> <p>For upperclassmen, the need to read longer passages in preparation for college will demand that silent reading, as well as reading accomplished independently and out of school, may become increasingly important; however, students should still be evaluated early in the semester for fluency when reading aloud and given opportunities to continue developing this fluency as necessary.</p> <p>Furthermore, teachers may employ higher expectations in terms of tone and delivery for dramatic and poetic “performances” of reading, to the point where it may even be a graded criteria on a rubric.</p> |   |
| <p><b>Essential Knowledge</b><br/>Key facts, concepts, and ideas needed to successfully meet benchmarks</p> <ul style="list-style-type: none"> <li>• Students will learn to read with proper fluency and expression</li> <li>• Students will use tone, cadence, and other delivery strategies to enhance the overall effect of a text</li> </ul>   | <p><b>Essential Questions</b><br/>Questions to guide student inquiry and focus instruction to uncover big ideas</p> <ul style="list-style-type: none"> <li>• How can reading aloud be different than reading quietly?</li> <li>• What makes someone a great speaker?</li> </ul> |
| <p><b>Suggested Resources/ Experiences</b><br/>Information to help support instruction</p> <p>Underclassmen Activities<br/> <b>Poetry Out Loud Competition</b><br/>           Students watch example of <a href="#">Poetry Out Loud competitions</a>, browse favorite poems, write poems, and ultimately try to perfect the way they read them aloud for the greatest effect.</p> <p><b>Tongue Twister Warmup</b><br/>           Students practice reading difficult passages and tongue twisters, such as Dr. Suess's “<a href="#">Fox in Socks</a>,” for fun, to build confidence, and to develop fluency.</p> <p><b>Popcorn Reading</b></p>   |   |

Students read a short story aloud together, with each student who finishes reading calling on the next student of his or her choice to take over. The activity encourages all students to read along for fear of being called next, but also encourages fluency, builds confidence reading and speaking in front of an audience, and helps the teacher identify students who might be struggling readers.

### **Banana**

To develop fluency, students engage in a popcorn-style reading of a hard passage, substituting the word “banana” when they don’t know how to pronounce a word. In addition to being really funny, this encourages students to read fluently without stumbling on hard words. The class can then guess at the meaning of the “banana” words that weren’t read aloud, noting how context can often be used to establish the meaning of unknown vocabulary words.

### Upperclassmen Activities

#### **Memorizing Poetry, Monologue, Etc.**

Students begin by reading a famous poem or monologue again and again until they understand every nuance of how it should be delivered for maximum effect. Reading it aloud gives way to memorizing it, and ultimately presenting it to the rest of the class. Students could be scored on a rubric that measured memorization accuracy, tone and delivery, volume, eye contact, etc. 11th

#### **Acting out Shakespeare**

Not merely reading Shakespeare aloud from their desks, but stopping the performance to have the class offer suggestions about how a line could be better delivered, what the actor’s body language should be in that moment, what the character is probably thinking about when he or she utters the line, etc. In this case, the learning objective is not merely reading comprehension, but an emphasis on tone and delivery.





## Standard C4

### Collaborate in small groups with good communication and fair division of labor to achieve a task or group project

|  |   |
|--|---|
| <p><b>Benchmarks</b><br/>Key knowledge and skills we want students to know and be able to do</p> <ul style="list-style-type: none"> <li>• Students will take equitable responsibility on an assignment with a shared grade</li> <li>• Students will contribute their own ideas and respectfully consider ideas of others</li> <li>• Students will encourage participation from every member of the group</li> </ul> <p>Underclassmen may depend on teachers to create a fair division of labor when collaborating. While sometimes good collaboration happens organically, teachers of underclassmen should consider providing each collaborator a different, essential role, building “teamwork” into the rubric, or else designing assignments that require equal participation from each member of the group.</p> <p>Depending on their readiness and maturity level, upperclassmen should be encouraged to take responsibility for forming their own fair division of labor, assigning different roles and responsibilities, and even in some cases assess one another’s contributions to the success of the team as a whole.</p>  |   |
| <p><b>Essential Knowledge</b><br/>Key facts, concepts, and ideas needed to successfully meet benchmarks</p> <ul style="list-style-type: none"> <li>• Students will learn strategies and structures to fairly divide work, assign different roles, play to group members’ strengths, and work with equal responsibility (and accountability) to succeed as a team</li> </ul>  | <p><b>Essential Questions</b><br/>Questions to guide student inquiry and focus instruction to uncover big ideas</p> <ul style="list-style-type: none"> <li>• What makes an effective team?</li> <li>• What does it mean to pull your weight?</li> </ul> |
| <p><b>Suggested Resources/ Experiences</b><br/>Information to help support instruction</p> <p>Underclassmen Activities</p> <p><b>Translating Shakespeare</b><br/>While reading <i>Romeo and Juliet</i>, groups of two students are given a passage of play to “translate” from the original Shakespearean language into straightforward, easy-to-understand, 21st century English. The teacher roams from group to group and ensures the translations are accurate to the original story’s meaning. The fair division of labor is created in two ways: in each individual group, a student is assigned to translate a different character’s lines. So, in a conversation between Romeo and Benvolio, one student is responsible for Romeo’s lines, the other for Benvolio’s lines. On a larger scale, the teacher may choose to assign each group a different section of a scene, so that, in working together, the class translates the entire scene. The students can then perform the “Easy to understand” version rather than the original Shakespearean version.</p> <p><b>Jigsaw</b><br/>In a jigsaw activity, students are assigned to solve a problem that requires each student to research a different topic or perform a different task. Each student’s work on its own will not solve the problem or answer the question; however, by putting together each student’s work, the “whole puzzle” can be completed. An example of such an activity would be asking a big question like “Is Virginia doing a good job of combating climate</p> |   |

change?" One student could be assigned to research environmental laws, another student the coal industry, another nuclear energy, another clean energy like offshore wind, another mass transit, another manufacturing, etc. Each student learns what he or she can within the time allotted, and then students share what they've learned with each other, and then collaboratively discuss and arrive at an answer regarding the "big question" of the lesson.

perclassmen Activities

**Class Magazine, Newspaper, Website, Vlog, or Textbook**

The class works together to put together a "publication" like a class newspaper, magazine, textbook, etc. Students determine the roles that will be required to accomplish this task (for example: editor in chief, lead investigator, interviewer, advice columnists, sports reporter, proofreaders, photographers, web designers, etc.). Students may even be expected to propose their own deadlines and benchmarks along the way to ensure the larger long-term project stays on track.

**Creative Writing Workshop**

Students read and comment on each other's poems and stories, then participate in a moderated discussion and polite debate about how to improve the pieces. Students guide the discussion, agree and disagree with one another, and politely debate when they disagree.



## Standard Communication.5

### Students will understand and apply proper email and communication etiquette

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| <p><b>Benchmarks</b><br/>Key knowledge and skills we want students to know and be able to do</p> <ul style="list-style-type: none"> <li>• Students will learn how to write a professional email and formal letter, such as a cover letter</li> <li>• At schools equipped with email systems, students will address their teachers with proper email etiquette in terms of tone, length, and structure</li> <li>• Students will understand communication norms in terms of response turnaround time etc.</li> <li>• Students will check their email regularly</li> </ul>  |  |
| <p><b>Essential Knowledge</b><br/>Key facts, concepts, and ideas needed to successfully meet benchmarks</p> <ul style="list-style-type: none"> <li>• Students will learn etiquette and norms for writing letters and emails (salutations, body, signatures, postscripts, etc.)</li> <li>• At schools equipped with email systems, students will demonstrate that they check their email regularly and promptly respond when appropriate</li> </ul>   | <p><b>Essential Questions</b><br/>Questions to guide student inquiry and focus instruction to uncover big ideas</p> <ul style="list-style-type: none"> <li>• What does my writing say about me?</li> <li>• What does it mean to be “in the loop”?</li> </ul> |
| <p><b>Suggested Resources/ Experiences</b><br/>Information to help support instruction</p> <p>Underclassmen Resources/Experiences</p> <p><b>Learning to Write a Letter</b><br/>Students learn the proper etiquette and format for writing traditional letters by writing a letter to a relative with a formal opening, an update about what's going on in the student's life, some appropriate questions, a closing, signature, and post-script. Students learn to properly address an envelope.</p> <p><b>Learning to Write an Email</b><br/>Students learn the proper etiquette for writing and formatting an email, how to attach files, providing descriptive email subject lines, as well as expectations and norms for checking email daily, responding promptly, and keeping their inboxes tidy and organized.</p> <p><b>The Carrot and the Stick</b><br/>Students are provided motivation to check email regularly, such as extra credit, hints about the content of tests or quizzes, or other perks for students who respond on time; similarly or additionally, teachers can apply penalties for students who miss messages by neglecting to check email regularly.</p> <p>Upperclassmen Resources/Experiences</p> <p><b>A Business or Cover Letter</b><br/>After lessons on revision and formatting an original poem or story for publication, creative writing students learn to write a cover letter that would accompany a manuscript being shopped to a literary magazine for publication. Students who feel ready to publish might be encouraged to actually submit their work to real magazines.</p> |  |

**A Formal Request for a Letter of Recommendation**

Students who need letters for college recommendations might request those letters by first writing their teachers a formal request for a letter of recommendation, providing teachers with the reasons they feel the teacher can speak for them, the qualities they hope the teacher noticed in their experiences together, and some résumé accomplishments that the student is particularly proud of.



## Standard Communication.6

### Use technology to present information in a variety of forms to include slides, videos, and other media

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|---|---|
| <p><b>Benchmarks</b><br/>Key knowledge and skills we want students to know and be able to do</p> <ul style="list-style-type: none"> <li>• Students will demonstrate technological literacy in translating their ideas into a presentable form like a slideshow, video, etc.</li> <li>• Students will remember to credit or cite media sources such as pictures, video, and songs</li> <li>• Students will demonstrate technological resilience as they problem solve, publish, and present this information to an audience</li> </ul> <p>Underclassmen should demonstrate what they've learned about a topic by sharing information using a technological presentation tool like PowerPoint, Google Slides, Prezi, etc. While teachers should steer students away from presentations where students simply "regurgitate" material by reading it off the slides, and some attempt at memorizing the presented information should occur, the presentation's purpose is as much about teaching students to use the technology as it is teaching the topic. Therefore, a combination of text and pictures should be permissible (as opposed to upperclassmen presentations, where text should be minimized to encourage complete memorization of the presented material).</p> <p>While English teachers should always enforce good citation and research practices, underclassmen may be less experienced with MLA; therefore, some teachers and classes might find more success with presentations if information is cited using a simple system of links rather than strict MLA. Still, all pictures, media, information, and other intellectual property should be properly linked or ascribed to its source.</p> <p>Upperclassmen should have more experience with presentation technologies, as well as more experience with research and citation. Therefore, upperclassmen presentations should increase expectations for how much material should be memorized and reduce the amount of text that students can reference from the presentation itself, speakers notes, outlines, or scripts. Teachers may expect full MLA citations for the presented information, and some teachers may even ask upperclassmen to create MLA citations for pictures, media, and other intellectual property used in the presentations.</p> <p>Teachers may even wish to design advanced features like transitions, animation, embedded video, or original artwork.</p> |   |
| <p><b>Essential Knowledge</b><br/>Key facts, concepts, and ideas needed to successfully meet benchmarks</p> <ul style="list-style-type: none"> <li>• Students will effectively use presentation technology like Google Slides, PowerPoint, or other presentation / video editing programs to make an informative, dynamic, aesthetically pleasing, organized, and well-cited presentation</li> </ul>  | <p><b>Essential Questions</b><br/>Questions to guide student inquiry and focus instruction to uncover big ideas</p> <ul style="list-style-type: none"> <li>• How can I make what I'm teaching memorable, clear, and fun?</li> <li>• How can technology enhance a lesson?</li> </ul> |
| <p><b>Suggested Resources/ Experiences</b><br/>Information to help support instruction</p> <p>Underclassmen Resources/Experiences<br/><b>Of Mice and Men Historical Context Presentation</b><br/>Before beginning <i>Of Mice and Men</i>, students research different topics related to the culture of the 1930s and the Great Depression. Teachers provide guiding questions for each topic, and students must answer the questions and present the information to the class. Students present this information as a PowerPoint, Google Slides, Prezi, or other presentation technology. In addition to the answer to each question, students must find examples of pictures, short video clips, and/or short audio clips to teach the class about the 1930s. Classes that have already studied MLA may</p>  |   |

write MLA citations for every website consulted to answer the question and provide the media; classes that have not already studied MLA may use simple links to the websites instead of formal citations.

### **Artwork Inspired by Literature Presentation**

Students create artwork inspired by a poem or short story. In a presentation technology like PowerPoint, Google Slides, Prezi, etc., students embed the specific quote(s) that inspired the artwork, embed a picture of the art in the presentation, and then verbally present / explain the connections between text and art.

### **Miscellaneous tools and ideas**

Student created podcasts

Flipgrid

Screencastify

Canva - posters, flyers, newsletters, etc.

Upperclassmen Resources/Experiences

### **Textless Great Gatsby Historical Context Presentation**

Before reading *The Great Gatsby*, students research a number of topics related to the historical context of the novel *The Great Gatsby*. These could include Fitzgerald, Modernism, Flappers, Prohibition, the stock market, music, fashion, and Baz Luhrman. Students will create an outline of what they will discuss, with all information on the outline cited in MLA format. Students then work to **memorize** the outline. On the day of the presentation, the teacher “checks off” each bullet of the outline as the presenters relay the information to the class from memory, and students lose points for getting things wrong or leaving out major sections of the outline. The slideshow that accompanies the presentation should consist primarily of pictures, music, and/or video, all to enhance the presentation but not take the place of student knowledge. In some cases, teachers may wish to specify that the slideshow should contain **no text** except the title and Works Cited slides, truly forcing students to rely on their memory for all presented material.

### **The Public Domain Picture Presentation**

To emphasize that pictures are intellectual property just like songs, movies, and other information, a student must make a presentation using only pictures with identifiable “authors” (as opposed to the bonanza of anonymous, uncredited artwork that students often use from Google Image search). Students learn about public domain, fair use, and creative commons, then search databases that make it easy to identify the artist or photographer who originally created the photo, painting, or other artwork. All pictures used in this presentation should be fully cited in MLA format.

## RESEARCH

The objective is to develop students into capable researchers. By 12th grade, a successful program will develop students who are skilled at evaluating the reliability and appropriateness of a variety of research sources. Additionally, students should understand the importance of using and properly citing the intellectual property of others, as well as the consequences of failing to do so, and be able to cite a variety of sources in proper MLA format. Even when researching from multiple books and electronic sources, students should demonstrate the ability to stay organized and keep track of the information using outlines, notecard, electronic organization systems, or some other method of organization. And students should be able to synthesize information into a finished product, to include a research paper that grows in complexity each year as student approach graduation.



| <b>Every student at all grade levels should...</b>   | Some of these standards should increase in complexity as students get older.<br><b>Underclassmen may... Upperclassmen should...</b>                           |  |
|--|---|--|
| <b>RS1</b> Avoid plagiarism and recognize the intellectual property of others  | <i>...temporarily rely upon links and other attribution before learning proper MLA citation, especially when citing media like pictures, video, and music</i> | <i>...demonstrate a mastery of MLA format on day 1 of class, and focus on learning how to cite a wider variety of resources (pictures, music, video, etc.)</i> |
| <b>RS2</b> Evaluate the reliability, accuracy, and appropriateness of a variety of information sources                           | <i>...have a specific project that teaches the fundamentals of evaluating sources, especially websites, for reliability</i>                                   | <i>...constantly evaluate sources for all research projects, as well as expand from basic website evaluation to more adult concepts like media bias</i>        |
| <b>RS3</b> Collect information for a research paper or project from a variety of sources in an organized and responsible fashion | <i>...write shorter, 3-5 page papers as they focus on mastering MLA format and foundational research organization and skills</i>                              | <i>...write longer, 5-10 page papers as they dig deeper, cast the net wider, and synthesize information from a greater variety of sources</i>                  |
| <b>RS4</b> Properly cite evidence according to an appropriate style guide like MLA   | <i>...will focus on mastering how to cite book and basic website citations in MLA</i>   | <i>...will expand their knowledge of how to cite a wider variety of sources in MLA</i>   |
| <b>RS5</b> Synthesize information safely, legally, and effectively into a research paper and other projects                      | ...   |  |



## Standard R1

### Avoid plagiarism and recognize the intellectual property of others

|   |  |
|---|--|
| <p><b>Benchmarks</b><br/>Key knowledge and skills we want students to know and be able to do</p> <ul style="list-style-type: none"> <li>Students will be able to appropriately differentiate using their own words versus plagiarism</li> <li>Students will credit sources for any information that is summarized, paraphrased, or directly quoted using MLA format (unless they've already mastered MLA and are learning an additional style manual like APA, Chicago, etc.)</li> <li>Students will be able to define plagiarism and understand the legal and academic penalties for not properly citing source material</li> </ul>  |  |
| <p>Underclassmen may be just beginning their journey to learn about responsible citation, plagiarism, and intellectual property. Still, it's vital that students are immediately encouraged to provide attribution to the websites, texts, and people they consult to find answers, even if they put these answers in their own words. Even before MLA format is fully grasped, underclassmen should learn to accompany quotes and even paraphrased information with page numbers and authors' last names or article titles and website links. <b>Students should at least understand how to cite a book and website in MLA by the time the first thesis or research paper is assigned, as citing in MLA format (or other appropriate style guide) is always required on an essay (unless assigned as timed writing or a closed-book test during class time).</b> As mentioned in Communication Standard 6, even pictures, music, and video in a PowerPoint/Slides presentation should be attributed to the source of the media or at least linked to the website where they were acquired. As quickly as possible, students should be equipped with an understanding of how to cite books and websites in MLA format. <b>Every English class should also conduct at least one lesson that explicitly defines plagiarism (as well as the penalties students can face for stealing the intellectual property of others in high school, college, and beyond), intellectual property, and fair use.</b> Students should be made to understand that using unauthorized "study websites" like SparkNotes, Discord, Wikipedia--as well as getting answers from friends and family members--are all forms of plagiarism if the student attempts to claim those answers as their own.</p> |  |
| <p>Upperclassmen should demonstrate an advanced understanding of plagiarism, intellectual property, and MLA citation on day one. Having mastered citing books and websites in MLA format, upperclassmen should expand their horizons by learning to properly cite other research sources. <b>Citing in MLA format (or other appropriate style guide) is always required on an essay (unless assigned as timed writing or a closed-book test during class time).</b> As mentioned in Communication Standard 6, this includes learning to cite a variety of research sources beyond books and websites, such as YouTube videos, podcasts, pictures, and interviews. Some teachers may even wish students to cite media like pictures, videos, and music used in a PowerPoint/Slides presentation in full MLA format, although providing links to the sources of this media remains an acceptable form of attribution. <b>Despite the assumption that they should understand plagiarism from day one, every English class should still conduct at least one lesson that explicitly defines plagiarism (as well as the penalties students can face for stealing the intellectual property of others in high school, college, and beyond), intellectual property, and fair use.</b> Students should be made to understand that using unauthorized "study websites" like SparkNotes, Discord, Wikipedia--as well as getting answers from friends and family members--are all forms of plagiarism if the student attempts to claim those answers as their own.</p>   |  |
| <p><b>Essential Knowledge</b><br/>Key facts, concepts, and ideas needed to successfully meet benchmarks</p> <ul style="list-style-type: none"> <li>Internet culture has made it easier than ever for people to collaborate and share information but has also made it easier than ever to irresponsibly take the intellectual property of others without permission or proper attribution. It's imperative, then, to teach students the morality and legality of how to research responsibly</li> </ul>   | <p><b>Essential Questions</b><br/>Questions to guide student inquiry and focus instruction to uncover big ideas</p> <ul style="list-style-type: none"> <li>Are ideas, words, songs, pictures, and videos things that should be owned? Or shared freely?</li> <li>When can you use someone else's idea, and how can you do it responsibly?</li> <li>What are the consequences of plagiarism?</li> </ul> |



- Part of treating other people's intellectual property with respect is properly citing it, and students should properly maintain the chain of citation in MLA format

### Suggested Resources/ Experiences

Information to help support instruction

Underclassmen resources/experiences

#### Copyrights and Wrongs

[Commonsense Media](#) offers some excellent resources for teaching about intellectual property, fair use, and plagiarism. One activity on the website involves students pretending to be an advertising firm and gives them different scenarios to discuss when it's okay (and when it's not okay) to use a photograph to create an advertisement. The lesson plan includes videos, slideshows, and guided discussion topics to help students understand the concept of intellectual property, as well as the idea that just because you can use someone else's IP doesn't always mean you should.

#### 9th Grade Research Presentation

As students prepare to read the *Odyssey*, students are assigned a god or character from Greek mythology to research. Students must present a five-slide presentation that teaches A) the character's main traits B) settings associated with the character C) a non-*Odyssey* story about the character D) the character's connection to the *Odyssey*, E) A works cited slide for research, and F) a works cited slide for media. All information shared in the presentation must be cited in proper MLA format on the Works Cited, as well as parenthetically on the slide where the information was shared. Furthermore, all pictures, video, and music must be linked and attributed on the Media Works Cited slide

Upperclassmen resources/experiences



## Standard R2

### Evaluate the reliability, accuracy, and appropriateness of a variety of information sources

| <b>Benchmarks</b><br>Key knowledge and skills we want students to know and be able to do  |  |
|---|--|
| <ul style="list-style-type: none"> <li>• Students will learn to research deeply and effectively from a variety of sources</li> <li>• Students will learn about the strengths and weaknesses of a variety of information sources</li> <li>• Students will learn to fact check sources and evaluate them for currency, relevance, authority, accuracy, and purpose (the CRAAP test)</li> <li>• Students will learn about bias and consider bias when evaluating research sources</li> </ul>   |  |
| <p>Underclassmen may be new to research and might be tempted to settle for simply asking a question on an internet search engine and accept the top result as adequate research. To teach students about deeper research, teachers should employ specific lessons that require students to sift through multiple websites and research sources and evaluate them for accuracy, appropriateness, and other factors that separate high quality research sources from low quality ones (such as the CRAAP or CAPOW website evaluation tests). Because this slows down the research process, because some websites look deceptively reliable despite being unreliable, and because some underclassmen might not be mature enough to be granted free range on the internet, some teachers might find it helpful to curate a specific list of websites to use when teaching about reliability, accuracy, and appropriateness.</p>   |  |
| <p>Upperclassmen should have more experience, more maturity, and more responsibility when it comes to internet research. Beyond the websites and resources provided on specific lessons about source evaluation, upperclassmen should constantly be evaluating their sources (and using high-quality sources) on any research project. Upperclassmen may also be expected to evaluate a wider variety of sources beyond books and websites, to include literary criticism, peer-reviewed articles, government reports, news articles, videos, and more. Upperclassmen may also have a better understanding of the world beyond the school, particularly with regards to politics; therefore, teachers of upperclassmen should teach at least one lesson about evaluating for bias, perhaps asking students to evaluate how a single event in the news is reported very differently in mainstream left- and right-wing media. Students should also learn the advantages and disadvantages of different types of sources (qualitative vs. quantitative, primary vs. secondary vs. tertiary, etc.)</p> |  |
| <b>Essential Knowledge</b><br>Key facts, concepts, and ideas needed to successfully meet benchmarks   | <b>Essential Questions</b><br>Questions to guide student inquiry and focus instruction to uncover big ideas  |
| <ul style="list-style-type: none"> <li>• For all of its wonderful aspects, the internet also creates the illusion that it's easy to acquire the full truth with one easy Google search. Students should be equipped with the understanding that real truth requires deeper digging, the examination of a story from multiple points of view, the examination of each source for reliability and bias</li> <li>• Students should also understand that everyone has a bias, even when attempting to be open-minded and neutral. Students should be invited to examine their own blind spots and biases by following the advice of Jesus and Atticus Finch: "love thy neighbor as thyself," and "you never really understand a person until you consider things from his point of view...until you climb into his skin and walk around in it."</li> </ul>  | <ul style="list-style-type: none"> <li>• How do I know if something is true?</li> <li>• Can something true be misleading?</li> <li>• What's the difference between good and bad research?</li> </ul> |

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| <ul style="list-style-type: none"> <li>Students should learn specific strategies for differentiating high quality research sources from low quality ones, such as the CRAAP or CAPOW tests</li> </ul>  |  |
| <p><b>Suggested Resources/ Experiences</b><br/>Information to help support instruction</p>   |  |
| <p>Underclassmen suggested resources/experiences</p> <p><b>The CRAAP Test</b><br/>Students are given a research topic about a current event or recent scientific discovery, something where the knowledge has recently shifted or changed (Example: articles written about Ukrainian/Russian relations would be drastically different before and after Russia's 2022 invasion of Ukraine). Students are taught that not all websites and information sources are created equal, and that one way to evaluate them is the CRAAP test). <b>Currency</b> - to evaluate currency, students learn to check the date an article was published against any major changes in our understanding of the article's content, lest the article considered to be irrelevant and outdated <b>Relevance</b> - to check for relevance, students learn to identify the article's main ideas and correlate these to their research goals. If a student's research goal is to determine whether or not Pluto should be considered a planet, and an article is mostly about how Pluto was discovered in 1930, it might not contain any useful information <b>Authority</b> - Students learn to evaluate the credentials and trustworthiness of a research source's author. Anonymously written articles on the internet have diminished authority compared to articles written by an author, especially when students can Google the author's name to determine if he or she is an expert on the subject. Articles where authors cite their sources, showing readers how they conducted their research, are also considered to have a higher authority rating, as they raise our opinion of the author's trustworthiness and expertise <b>Accuracy</b> - students are taught to ask questions about an article and to read with a certain degree of skepticism. Any facts that seem especially surprising or which could be easily verified by reading an alternate article should be fact-checked by reading an alternate article. <b>Purpose</b> - Students should learn to consider the author's purpose and bias. Does the author benefit from having us feel a particular way about the subject matter? Is anything being sold, or does the author have ulterior motives for leading us to feel a certain way? Articles that seem strictly informative and educational have the least incentive to be misleading and to paint a more complete picture.</p> <p>After using the CRAAP test to evaluate a number of websites, students put together a short paper, PowerPoint/Slides presentation, or other project to explain what they learned from the highest quality sources, and how they could have been misled by some of the lower quality sources.</p> <p>Alternatively, students can produce a project or presentation about the subject matter using only high-quality sources.</p> |  |
| <p>Upperclassmen suggested resources/experiences</p> <p><b>Examine Our Own Bias</b><br/>After learning about different types of bias (one-sidedness/bias by omission, sensational language, unsubstantiated claims), students pick a controversial topic, defined as something that might be reported very differently in left- and right-wing mainstream media outlets. Students then research the topic from multiple points of view (what CNN wrote, what Fox news wrote, what the local newspapers wrote, interviews with primary sources, etc.) Finally, students must write their own article about the subject three times: one biased in the way that democrats might perceive the issue, one biased in the way that republicans might perceive the issue, and one as neutral as possible. The students also write a short explanation of what aspects of each article created the bias/neutrality.</p>  |  |

**Standard R3**

**Collect information for a research paper or project from a variety of sources in an organized and responsible fashion**



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| <p><b>Benchmarks</b><br/>Key knowledge and skills we want students to know and be able to do</p> <ul style="list-style-type: none"> <li>• Students will search for the answer to a research question from a variety of sources (research books, websites, databases, etc.)</li> <li>• Students will use a system to carefully keep track of information (notecards, outlines, graphic organizer, etc.)</li> <li>• In every English class, students will produce one research paper that demonstrates research from a variety of sources, careful citation, and vital research and organizational skills</li> </ul> <p>Underclassmen will be tasked with producing a research paper that uses at least one book and three websites, although they should be encouraged to research from as many sources as they'd like as long as they stay organized. As mentioned in RS1, all thesis and research papers should always use MLA citation (unless an alternative citation system such as APA is being taught). But as many underclassmen will be learning citation skills for the first time, as well as learning how to evaluate websites with the CRAAP test (as mentioned in RS2), many teachers may wish to keep a research paper on the shorter side, in the range of 3-5 double-spaced pages. And teachers are welcome to introduce a variety of research sources to students, they should first focus on mastering the two most commonly cited sources: a book and a website. Finally, students should be taught research organization skills such as: A) using a book's index and table of contents to find information efficiently B) staying organized using a system of notecards, an outline, and/or electronic graphic organizers C) when to quote directly vs. when to paraphrase and D) how to combine information and synthesize information from multiple sources</p> <p>Having mastered MLA citation and gained experience as researchers and website evaluators, upperclassmen should be challenged with longer and more complex research papers in the range of 5-10 double-spaced pages. The Works Cited Pages of these papers should contain many more sources than underclassmen papers, as well as a greater variety of sources (to include the addition of literary criticism, primary sources, YouTube videos, research databases, interviews, peer-reviewed articles, etc. as appropriate). The teacher's focus with upperclassmen, then, should be to encourage them to dig deeper, to cast the net wider, and to write and synthesize and report their findings more thoroughly. And of course, when dealing with a larger quantity of sources, it becomes even more important for students to stay organized, to keep research from one website separate from research from another, and to cite everything very carefully, so teachers should ensure students use a system of organization like notecards, outlines, and/or electronic graphic organizers to keep track of sources as they go.</p> |  |
| <p><b>Essential Knowledge</b><br/>Key facts, concepts, and ideas needed to successfully meet benchmarks</p> <ul style="list-style-type: none"> <li>• Researchers must have an organizational plan as they look up information from a variety of sources on a topic under investigation</li> <li>• Different research sources (books, web research, databases, interviews, etc.) can tell different parts of a story and have distinct advantages and disadvantages</li> <li>• Students should synthesize their research into a well-organized, well-cited paper</li> </ul>   | <p><b>Essential Questions</b><br/>Questions to guide student inquiry and focus instruction to uncover big ideas</p> <ul style="list-style-type: none"> <li>• What does it mean to answer a question deeply?</li> <li>• Why is it important to be organized as you collect research data?</li> <li>• How do researchers keep track of all their sources?</li> </ul> |
| <p><b>Suggested Resources/ Experiences</b><br/>Information to help support instruction</p> <p>Underclassmen suggested resources/experiences</p> <p><b>9th Grade Research Paper</b><br/>Students are assigned to research the early life, career, and legacy of a historical figure in a five-paragraph essay. Students are taught first to find information from a book with an index, using the index to create a chronological biography of their research topic's life. All book facts should be cited on the outline in MLA format. Next, students examine their biographies and ask research questions: what does my biography not give much detail about? What questions do I still have? What information might a reader find fascinating if I could find the answer? Students should then seek</p>   |  |

to answer their research questions using the internet, using properly cited website facts to enhance the outline that originated solely from book research. Students will be taught to carefully cited each website they use so as not to mix up facts with their book research or facts learned from other websites. Finally, students should take their properly cited outline and turn it into a well-written, 3-5 double-spaced research paper that balances the student's own original words, paraphrasing, and quotation to tell the story of their research topic's life. The paper should be properly cited both with in-text parenthetical citations as well as a Works Cited page in MLA format. Students may use as many websites, books, and other sources as they'd like, but the paper's works cited should contain at least one book and three different websites.

Upperclassmen suggested resources/experiences

**11th Grade Rogerian Research Paper**

Students are assigned to research how an issue or historical event could be viewed in two different ways from two different perspectives (example: Thomas Jefferson can be viewed as a champion of freedom and democratic ideals by some, while simultaneously being viewed as a full participant in the evils of slavery by others), and then write a paper that gives equal weight and attention to both points of view. The paragraph that paints Jefferson in a positive light should contain four different sources, including primary sources, all properly attributed and cited in MLA format. The paragraph that criticizes Jefferson should also draw from at least four different properly cited sources, including primary sources. This at least five-page paper should include a works cited in MLA format with at least eight unique sources.



## Standard Research Skills.4

### Properly cite evidence according to an appropriate style guide like MLA

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| <p><b>Benchmarks</b><br/>Key knowledge and skills we want students to know and be able to do</p> <ul style="list-style-type: none"> <li>• Students will complete a variety of assignments using MLA format</li> <li>• Students will understand when and where to appropriately cite source information that is paraphrased, summarized, or quoted</li> <li>• Students will learn the necessary elements within a citation (publisher, author, date of publication, etc.) and where to locate that information on both digital and print resources</li> <li>• Students will learn how to cite using both digital and print resources to successfully identify when an online citation aid is not correct</li> <li>• Students will include in-text citations and Works Cited pages for all thesis papers, research papers, and research projects</li> <li>• Teachers will model appropriate citations, when appropriate, on their own class resources to showcase the importance of crediting resources</li> </ul> |  |
| <p>Underclassmen</p> <ul style="list-style-type: none"> <li>• can cite a standard print resource (book, encyclopedia, etc.) and understand where the required elements of citation are located</li> <li>• can cite a standard digital resource (i.e., website) and understand where the required elements of the citation are located</li> <li>• will understand that a Works Cited alone is insufficient without parenthetical or in-text citations</li> <li>• will understand formatting</li> </ul>  |  |
| <p>Upperclassmen</p> <ul style="list-style-type: none"> <li>• will learn to cite a wider variety of resources such as YouTube videos, research databases, government articles, interviews, articles with two or more authors, etc.</li> <li>• upon mastering MLA, some teachers may choose to teach upperclassmen alternate forms of citation, such as APA</li> </ul>  |  |
| <p><b>Essential Knowledge</b><br/>Key facts, concepts, and ideas needed to successfully meet benchmarks</p> <ul style="list-style-type: none"> <li>• Different content areas use different style manuals to give credit to authors in a consistent and organized fashion</li> <li>• Digital and print sources will both provide citation information such as publisher, author, and date of publication, but that information will be located in different places according to the source type</li> <li>• MLA formatting is used for the humanities and literary works. APA formatting is used for technical and scientific works.</li> </ul>  | <p><b>Essential Questions</b><br/>Questions to guide student inquiry and focus instruction to uncover big ideas</p> <ul style="list-style-type: none"> <li>• Why is it important to provide both in-text citations and a works cited page at the end of a research paper / presentation?</li> <li>• How do researchers find the publication information they need to create proper citations?</li> </ul> |
| <p><b>Suggested Resources/ Experiences</b><br/>Information to help support instruction</p>   |  |
| <p><b>MLA Format Unit on NoRedInk</b><br/>Prime opportunities, lessons, and activities for teaching students about citation and MLA format are already described in the "Suggested Resources/Experiences" under <u>Research Skill Standard 2</u> and the research papers described under <u>Research Skill Standard 3</u>. However, for schools with access to NoRedInk, the grammar service provides an excellent unit on how to format parenthetical citations, the nuances of where the period goes, and when to punctuate the end of a quote when using MLA citations.</p>   |  |



## Standard R5

### Synthesize information safely, legally, and effectively into a research paper and other projects

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| <p><b>Benchmarks</b><br/>Key knowledge and skills we want students to know and be able to do</p> <ul style="list-style-type: none"> <li>• Students will learn not only to obtain and responsibly cite researched information, but to paraphrase, synthesize, and draw conclusions about it in their own words</li> <li>• Students will learn to construct a thesis and strong arguments to support a thesis</li> <li>• Students will learn how to structure an argument in order to appropriately synthesize information in a logical and persuasive manner</li> <li>• Students will appropriately cite all source material using the MLA style guide as detailed in <a href="#">Research Skills Standard 4</a></li> </ul>   |  |
| <p>Underclassmen may be used to writing “book reports” rather than writing a paper that defends a thesis; therefore, specific attention should be paid to teach students how to construct a good thesis, how to construct arguments to support the thesis, and how to effectively use researched evidence to support the arguments. To support a thesis with researched information, students must learn to synthesize and paraphrase the information they research from other sources, as well to make logical inferences about the information they’re using, and to “add value” to the information by explaining it and analyzing the information in their own words. A useful methodology for teaching this is the ACE argumentation strategy mentioned under <a href="#">Writing Standard 1</a>. In this way, students learn not merely to fill a research paper with cited facts from websites without any context or analysis, but rather be encouraged to tell an organic, interconnected story in their own words about the research topic, enhanced by the students’ own insights, analysis, and explanations along the way, while still carefully citing their sources.</p> |  |
| <p>Upperclassmen should have begun to master the art of synthesizing information from research sources into their own words and adding value with their own analysis, explanations, and persuasive language where appropriate, and should be able to demonstrate competence with this process from day one. As upperclassmen papers will generally be longer, more complex, and incorporate more research sources (as illustrated in <a href="#">Research Skill Standard 3</a>), it’s not typically the act of synthesis that becomes more challenging as students get older. Rather, older students are being asked to read and synthesize harder texts, and more of them. Upperclassmen should also practice taking information from two different sources and combining this information into a single sentence that cites both sources.</p>  |  |
| <p><b>Essential Knowledge</b><br/>Key facts, concepts, and ideas needed to successfully meet benchmarks</p> <ul style="list-style-type: none"> <li>• When quoting, some students fail to provide enough context that the quote adequately supports the thesis; when paraphrasing, some students fail to go into adequate detail to explain, analyze, and otherwise connect the paraphrased material to the main argument or idea being expressed. Therefore, teachers should help students “add value” to quoted and paraphrased material by encouraging them to add context, make inferences, add analysis and explanation, or even persuasive language where appropriate</li> </ul>  | <p><b>Essential Questions</b><br/>Questions to guide student inquiry and focus instruction to uncover big ideas</p> <ul style="list-style-type: none"> <li>• Can I accurately explain what I read in my own words?</li> <li>• Can I support my own theories and arguments using outside research?</li> </ul> |
| <p><b>Suggested Resources/ Experiences</b><br/>Information to help support instruction</p>   |  |
| <p><b>Writing ACEs</b><br/>As detailed in <a href="#">Writing Standard 1</a>, an excellent process for encouraging students to adequately synthesize information is the ACE argumentation method. To any given question that requires a researched response, students can be asked to A - Answer the question in one sentence, C - Cite</p>  |  |

some evidence, either by quoting or paraphrasing the source material, and E- Explaining/Expanding upon the cited information to help explain/analyze/persuade the reader to see how the cited information helps to prove the point.

Once students are trained in how to write an ACE, an ACE can be employed from everything to a single answer on a worksheet (Example: Do you consider Bilbo to be a hero? Answer with an ACE) to a requirement for a body paragraph on a rubric (Example: Write a five-paragraph essay about whether the tragic ending of *Romeo and Juliet* could have been avoided. Each body paragraph should contain three ACEs, or a total of nine ACEs overall for the paper).



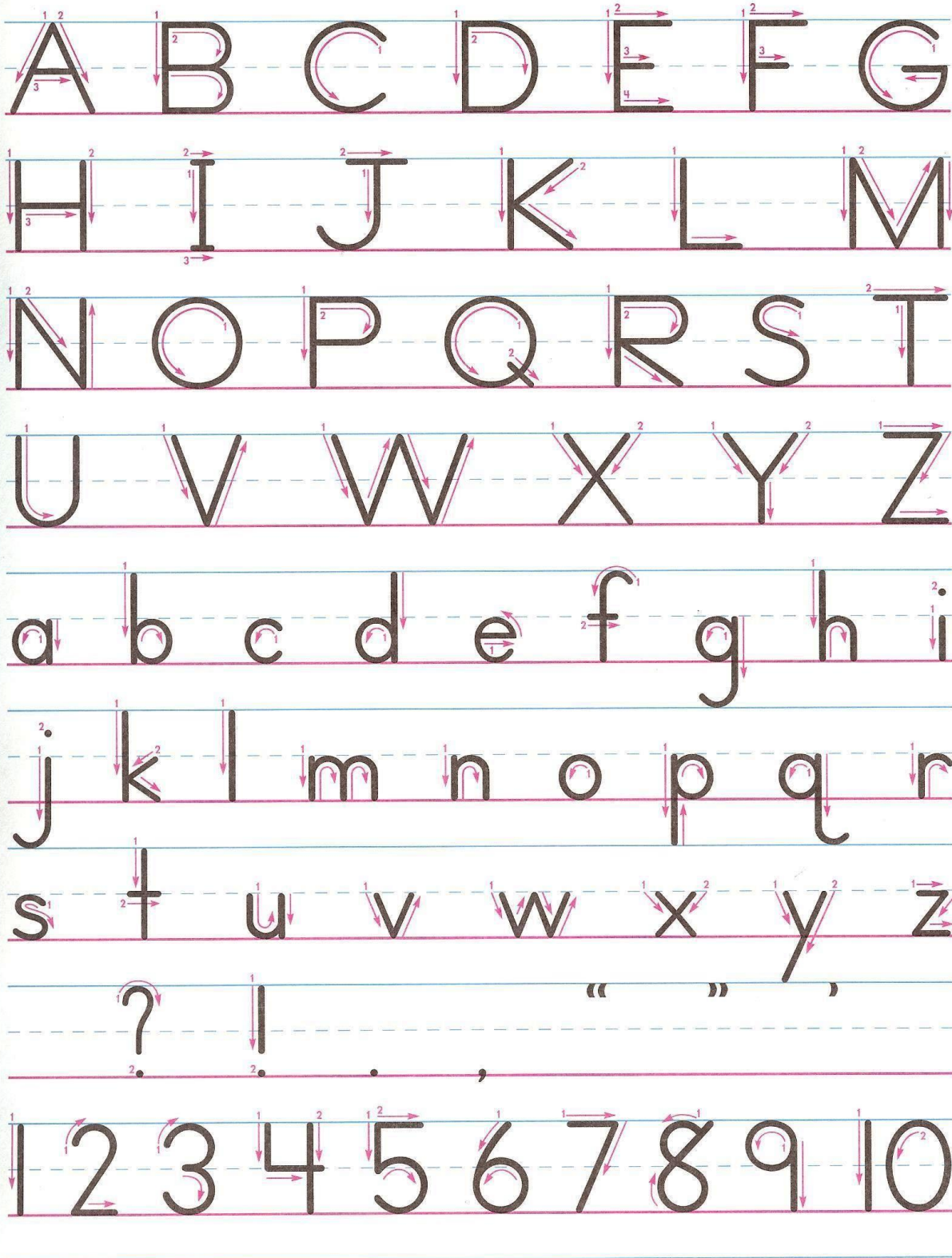


## Reserved Title List

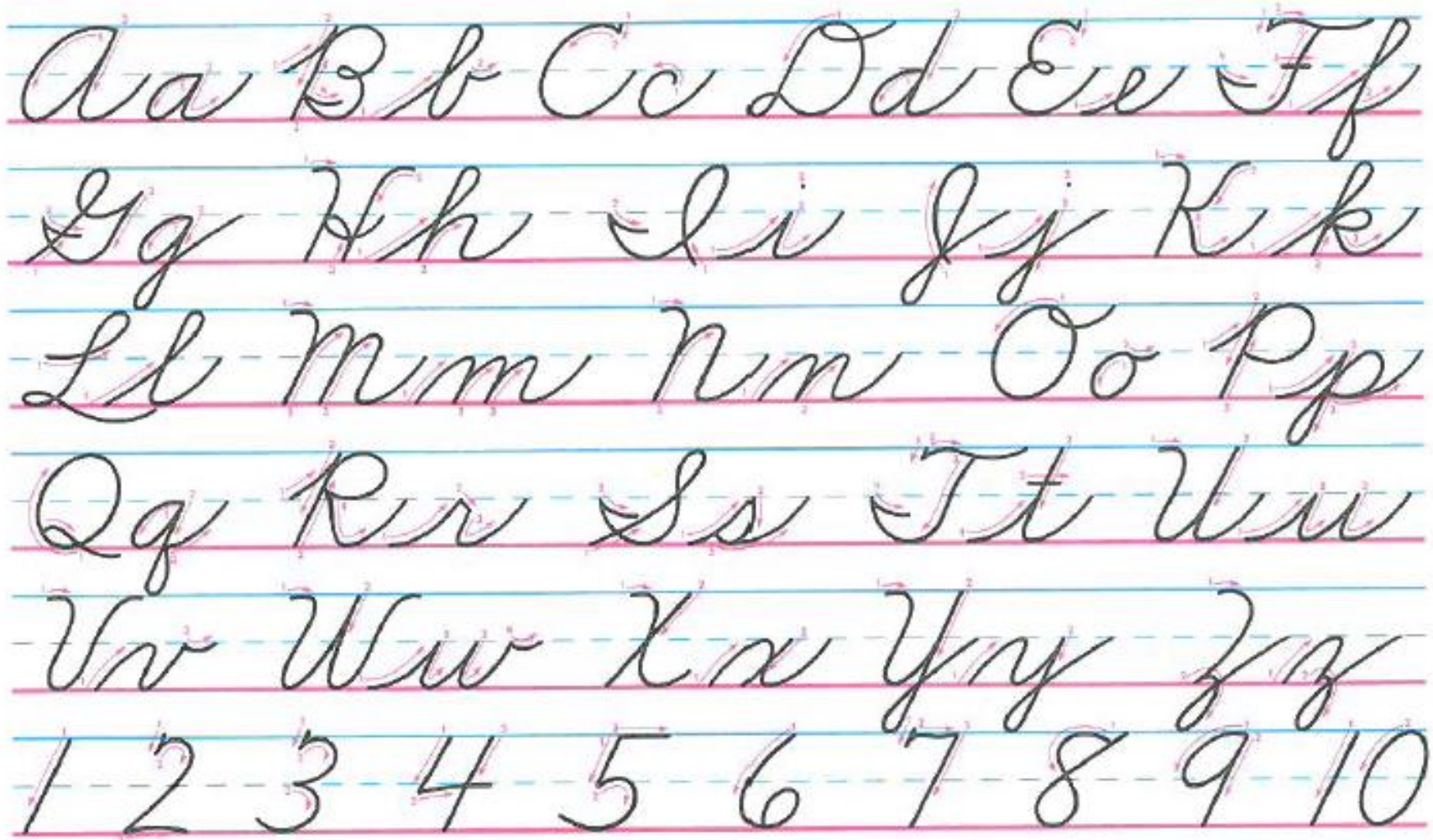
| Grade       | Title/Author   | Of Key Importance:   |
|-------------|--|--|
| High School | <p>Hamlett – Shakespeare, William<br/>           The Picture of Dorian Gray – Wilde, Oscar<br/>           Heart of Darkness – Conrad, Joseph<br/>           Brave New World – Huxley, Aldous</p> <p>Death of a Salesman – Miller, Arthur<br/>           Of Mice and Men – Steinbeck, John<br/>           The Crucible – Miller, Arthur<br/>           The Great Gatsby – Fitzgerald, F. Scott<br/>           The Scarlett Letter – Hawthorne, Nathaniel<br/>           Their Eyes Were Watching God – Hurston, Zora Neale</p> <p>Lord of the Flies – Golding, William<br/>           Sir Gawain and the Green Knight – Gawain Poet<br/>           Fahrenheit 451 – Bradbury, Ray<br/>           Frankenstein – Shelly, Mary</p> <p>Romeo and Juliet – Shakespeare, William<br/>           Animal Farm – Orwell, George<br/>           The Secret Life of Bees – Kidd, Sue Monk</p> | <ul style="list-style-type: none"> <li>• These titles have been “reserved” as <u>instructional novels</u> for the indicated grade.</li> <li>• They are not required texts.</li> <li>• Teachers may teach any novel below their grade, but not above – they can teach down, but not up!</li> <li>• Teachers may teach any other titles not on the list, at their discretion.</li> <li>• Students may <u>independently</u> select from across the list to read for <i>enjoyment</i>; however, they should not be assigned (even in small group/paired novel study) titles on this list above their grade.</li> </ul> |
| 8th         | <p>The Outsiders – Hinton, S. E.<br/>           Unbroken (Young Adult Version) – Hillenbrand, Laura<br/>           To Kill a Mockingbird – Lee, Harper</p>   |  |
| 7th         | <p>Brown Girl Dreaming – Woodson, Jacqueline<br/>           Refugee – Grantz, Alan<br/>           A Christmas Carol – Dickenson, Charles</p>   |  |
| 6th         | <p>Fever 1793 – Anderson, Laurie Halse<br/>           The Lion, the Witch, and the Wardrobe – Lewis, C. S.<br/>           Brotherhood – Wesrick, A. B.</p>   |  |
| 5th         | <p>Holes – Sachar, Louis<br/>           Where the Red Fern Grows – Rawls, Wilson<br/>           Number the Stars – Lowry, Lois</p>   |  |
| 4th         | <p>Frindle – Clements, Andrew<br/>           Tales of a Fourth Grade Nothing – Blume, Judy<br/>           The One and Only Ivan – Applegate, Katherine</p>   |  |
| 3rd         | <p>Because of Winn Dixie – DiCamillo, Kate<br/>           Sarah, Plain and Tall – MacLachlan, Patricia<br/>           The Chocolate Touch – Catling, Patrick Skene</p>   |  |

## Resources

### Zaner-Bloser Manuscript



Zaner-Bloser Cursive



### Zaner-Bloser Proofreading Editing Marks



Indent



Make a capital



Make a small letter



Add something



Take out something



Add a period



New paragraph



Spelling error

## Works Cited

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