Grade 5

READING

Understanding and Using Literary Texts

Standard 5-1 the student will read and comprehend a variety of literary texts in print and nonprint formats.

Students in grade five read four major types of literary texts: fiction, literary nonfiction, poetry, and drama. In the category of fiction, they read the following specific types of texts: chapter books, adventure stories, historical fiction, contemporary realistic fiction, science fiction, picture books, folktales, legends, tall tales, and myths. In the category of literary nonfiction, they read personal essays, autobiographical and biographical sketches, and speeches. In the category of poetry, they read narrative poems, lyrical poems, humorous poems, and free verse.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

5-1.1 Analyze literary texts to draw conclusions and make inferences.
5-1.2 Differentiate among the first-person, limited-omniscient (third person), and omniscient (third person) points of view.
5-1.3 Interpret devices of figurative language (including simile, metaphor, personification, and hyperbole) and sound devices (including onomatopoeia and alliteration).
5-1.4 Analyze literary texts to distinguish between direct and indirect characterization.
5-1.5 Understand the effect of an author’s craft—such as tone and the use of figurative language, dialogue, and imagery—on the meaning of literary texts.
5-1.6 Analyze the details that support the expression of the main idea in a given literary text.
5-1.7 Create responses to literary texts through a variety of methods such as writing, creative dramatics, and the visual and performing arts.
5-1.8 Carry out independent reading for extended periods of time to derive pleasure.
5-1.9 Exemplify the characteristics of types of fiction (including legends and myths) and types of nonfiction (including speeches and personal essays).
5-1.10 Understand the characteristics of poetry (including stanzas, rhyme schemes, and the use of repetition and refrains).
Grade 5

READING

Understanding and Using Informational Texts

Standard 5-2 The student will read and comprehend a variety of informational texts in print and nonprint formats.

Students in grade five read informational (expository/persuasive/argumentative) texts of the following types: essays, historical documents, informational trade books, textbooks, news and feature articles, magazine articles, advertisements, encyclopedia entries, reviews (e.g., book, movie, product), journals, and speeches. They also read directions, maps, time lines, graphs, tables, charts, schedules, recipes, and photos embedded in informational texts. In addition, they examine commercials, documentaries, and other forms of nonprint informational texts.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

- 5-2.1 Summarize the central idea and supporting evidence of a given informational text.
- 5-2.2 Analyze informational texts to draw conclusions and make inferences.
- 5-2.3 Analyze a given text to detect author bias by locating indicators such as unsupported opinions.
- 5-2.4 Create responses to informational texts through a variety of methods such as drawings, written works, and oral presentations.
- 5-2.5 Carry out independent reading for extended periods of time to gain information.
- 5-2.6 Understand that titles, print styles, chapter headings, captions, subheadings, and white space provide information to the reader.
- 5-2.7 Use graphic features such as illustrations, graphs, charts, maps, diagrams, and graphic organizers as sources of information.
- 5-2.8 Use functional text features (including tables of contents, glossaries, indexes, and appendixes).
- 5-2.9 Predict events in informational texts on the basis of cause-and-effect relationships.
Grade 5

READING

Building Vocabulary

Standard 5-3  The student will use word analysis and vocabulary strategies to read fluently.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

5-3.1  Use context clues such as those that provide an example, a definition, or a restatement to generate the meanings of unfamiliar and multiple-meaning words.
5-3.2  Analyze the meaning of words by using a knowledge of Greek and Latin roots and affixes.
5-3.3  Interpret the meaning of idioms and euphemisms encountered in texts.
Grade 5

WRITING

Developing Written Communications

Standard 5-4 The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions of written Standard American English.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

5-4.1 Use prewriting techniques to organize written works.
5-4.2 Use complete sentences in a variety of types (including simple, compound, and complex sentences) in writing.
5-4.3 Create multiple-paragraph compositions that include a central idea with supporting details and use appropriate transitions between paragraphs.
5-4.4 Use the conventions of written Standard American English (including those regarding irregular comparative and superlative adjectives such as good, better, best; irregular adverbs; interjections; past participles of commonly misused verbs; and subject-verb and pronoun-antecedent agreement with collective nouns).
5-4.5 Use proofreading skills to edit for the correct use of written Standard American English:
   • capitalization (including the names of ethnic and national groups and the names of established religions and languages);
   • punctuation (including colons and hyphens); and
   • use of commonly confused words such as affect and effect.
5-4.6 Use revision strategies to improve word choice and the organization and development of ideas in written works.
Grade 5

WRITING

Producing Written Communications in a Variety of Forms

Standard 5-5   The student will write for a variety of purposes and audiences.

Indicators

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5-5.1</td>
<td>Create informational pieces such as book reviews and newsletter articles that use language appropriate for the specific audience.</td>
</tr>
<tr>
<td>5-5.2</td>
<td>Create narratives that have a fully developed plot and a consistent point of view.</td>
</tr>
<tr>
<td>5-5.3</td>
<td>Create written descriptions using precise language and vivid details.</td>
</tr>
<tr>
<td>5-5.4</td>
<td>Create written pieces such as picture books, comic books, and graphic novels to entertain a specific audience.</td>
</tr>
</tbody>
</table>

The teacher should continue to address earlier indicators as they apply to more difficult texts.
Grade 5

RESEARCHING
Applying the Skills of Inquiry and Oral Communication

Standard 5-6  The student will access and use information from a variety of sources.

Indicators

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5-6.1</td>
<td>Clarify and refine a research topic.</td>
</tr>
<tr>
<td>5-6.2</td>
<td>Use print sources such as books, magazines, charts, graphs, diagrams, dictionaries, encyclopedias, atlases, thesauri, newspapers, and almanacs and nonprint media to access information.</td>
</tr>
<tr>
<td>5-6.3</td>
<td>Select information appropriate for the research topic.</td>
</tr>
<tr>
<td>5-6.4</td>
<td>Paraphrase research information accurately and meaningfully.</td>
</tr>
<tr>
<td>5-6.5</td>
<td>Create a list of sources that contains information (including author, title, and full publication details) necessary to properly credit and document the work of others.</td>
</tr>
<tr>
<td>5-6.6</td>
<td>Use vocabulary (including Standard American English) that is appropriate for the particular audience or purpose.</td>
</tr>
<tr>
<td>5-6.7</td>
<td>Use appropriate organizational strategies to prepare written works and oral and visual presentations.</td>
</tr>
<tr>
<td>5-6.8</td>
<td>Select appropriate graphics, in print or electronic form, to support written works and oral and visual presentations.</td>
</tr>
</tbody>
</table>
During the middle-grade years, students refine their reading preferences and lay the groundwork for being lifelong readers. Sixth-grade students apply skills they have acquired in the earlier grades to read and interpret more challenging texts. Both on their own and with their peers, they read a variety of informational texts as well as four major types of literary texts: fiction, literary nonfiction, poetry, and drama. They also learn to respond to texts in a variety of ways. Students examine such facets of an author’s craft such as the way a particular style of writing can elicit emotion from the reader or create vivid images in the reader’s mind.

Possessing a rich and authentic vocabulary allows any individual to be a skillful and appreciative reader. In order to read fluently, adolescent students must be able to use word analysis and other interpretive strategies. As they learn to master texts that use complex vocabulary, they transfer that knowledge of language into their own writing and speaking.

In the sixth grade, students use writing to entertain, to inform, to describe, and to persuade. They plan, draft, revise, edit, and publish narrative and expository writing. They pay careful attention to the author’s craft—examining the content and development, the organization, the quality of voice, and the correct use of Standard American English conventions in their own writing and in the writings of others. They also learn to use a variety of sentence structures to express their thoughts in both oral and written form.

The research process offers adolescents the opportunity to be actively involved in learning about topics that are relevant to their lives and that appeal to their interests. Sixth graders access information in print and electronic forms and use both primary and secondary sources as reference materials. They distinguish between their own ideas and the ideas of others in their research and in their writing. Using evidence to support the ideas they examine, they properly credit the work of others by documenting the sources they have used.
Grade 6

READING

Understanding and Using Literary Texts

Standard 6-1  The student will read and comprehend a variety of literary texts in print and nonprint formats.

Students in grade six read four major types of literary texts: fiction, literary nonfiction, poetry, and drama. In the category of fiction, they read the following specific types of texts: chapter books, adventure stories, historical fiction, contemporary realistic fiction, science fiction, folktales, tall tales, and myths. In the category of literary nonfiction, they read personal essays, classical essays, memoirs, autobiographical and biographical sketches, character sketches, and speeches. In the category of poetry, they read narrative poems, lyrical poems, humorous poems, and free verse.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

6-1.1  Analyze literary texts to draw conclusions and make inferences.
6-1.2  Differentiate among the first-person, limited-omniscient (third person), and omniscient (third person) points of view.
6-1.3  Interpret devices of figurative language (including simile, metaphor, personification, and hyperbole) and sound devices (including onomatopoeia and alliteration).
6-1.4  Analyze the process of cause and effect and its impact on characters, setting, and conflict in a given literary text.
6-1.5  Understand the effect of an author’s craft (including tone and the use of flashback and foreshadowing) on the meaning of literary texts.
6-1.6  Compare/contrast main ideas within and across literary texts.
6-1.7  Create responses to literary texts through a variety of methods such as written works, oral presentations, media productions, and the visual and performing arts.
6-1.8  Carry out independent reading for extended periods of time to derive pleasure.
6-1.9  Understand the characteristics of poetry (including stanzas, rhyme schemes, and the use of repetition and refrains) and drama (including stage directions and the use of monologues).
6-1.10 Exemplify the characteristics of types of fiction (including legends and myths) and types of nonfiction (including speeches and personal essays).
Grade 6

READING

Understanding and Using Informational Texts

Standard 6-2  The student will read and comprehend a variety of informational texts in print and nonprint formats.

Students in grade six read informational (expository/persuasive/argumentative) texts of the following types: essays, historical documents, informational trade books, textbooks, news and feature articles, magazine articles, advertisements, encyclopedia entries, reviews (e.g., book, movie, product), journals, and speeches. They also read directions, maps, time lines, graphs, tables, charts, schedules, recipes, and photos embedded in informational texts. In addition, they examine commercials, documentaries, and other forms of nonprint informational texts.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

6-2.1  Analyze central ideas within and across informational texts.
6-2.2  Analyze informational texts to draw conclusions and make inferences.
6-2.3  Understand indicators of an author's bias such as the omission of relevant facts and statements of unsupported opinions.
6-2.4  Create responses to informational texts through a variety of methods such as drawings, written works, oral presentations, and media productions.
6-2.5  Carry out independent reading for extended periods of time to gain information.
6-2.6  Interpret information that text elements such as print styles and chapter headings provide to the reader.
6-2.7  Interpret information from graphic features such as illustrations, graphs, charts, maps, diagrams, and graphic organizers.
6-2.8  Interpret information from functional text features such as tables of contents and glossaries.
6-2.9  Predict events in informational texts on the basis of cause-and-effect relationships.
6-2.10 Exemplify the use of propaganda techniques (including testimonials and bandwagon) in informational texts.
Grade 6

READING

Building Vocabulary

Standard 6-3  The student will use word analysis and vocabulary strategies to read fluently.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

6-3.1  Use context clues such as those that provide an example, a definition, or a restatement to generate the meanings of unfamiliar and multiple-meaning words.

6-3.2  Analyze the meaning of words by using a knowledge of Greek and Latin roots and affixes.

6-3.3  Interpret the meaning of idioms and euphemisms encountered in texts.

6-3.4  Distinguish between the denotation and the connotation of a given word.
Grade 6

WRITING

Developing Written Communications

Standard 6-4 The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions of written Standard American English.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

6-4.1 Use prewriting techniques to organize written works.
6-4.2 Use complete sentences in a variety of types (including simple, compound, and complex sentences) in writing.
6-4.3 Create multiple-paragraph compositions that include a central idea with supporting details and use appropriate transitions between paragraphs.
6-4.4 Use the conventions of written Standard American English (including those regarding main and subordinate clauses, indefinite pronouns, pronoun-antecedent agreement, and consistent verb tenses).
6-4.5 Use proofreading skills to edit for the correct use of written Standard American English:
   • the uses of the semicolon and
   • the use of the comma to enclose appositives and to separate introductory clauses and long introductory phrases from the main body of sentences.
6-4.6 Use revision strategies to improve clarity, tone, voice, and the development of ideas in written works.
Grade 6

WRITING
Producing Written Communications in a Variety of Forms

Standard 6-5  The student will write for a variety of purposes and audiences.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

6-5.1  Create informational pieces such as brochures, pamphlets, and reports that use language appropriate for the specific audience.

6-5.2  Create narratives that have a fully developed plot and a consistent point of view.

6-5.3  Create written descriptions using precise language and vivid details.

6-5.4  Create persuasive writings such as print advertisements and commercial scripts that develop a central idea with supporting evidence and use language appropriate for the specific audience.
Grade 6

RESEARCHING

Applying the Skills of Inquiry and Oral Communication

Standard 6-6 The student will access and use information from a variety of sources.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

6-6.1 Clarify and refine a research topic.
6-6.2 Use direct quotations, paraphrasing, or summaries to incorporate into oral or written works the information gathered from a variety of research sources.
6-6.3 Create a list of sources that contains information (including author, title, and full publication details) necessary to properly credit and document the work of others.
6-6.4 Use vocabulary (including Standard American English) that is appropriate for the particular audience or purpose.
6-6.5 Use appropriate organizational strategies to prepare written works and oral and visual presentations.
6-6.6 Select appropriate graphics, in print or electronic form, to support written works and oral and visual presentations.
6-6.7 Use a variety of print and electronic reference materials.
6-6.8 Design and carry out research projects by selecting a topic, constructing inquiry questions, accessing resources, and organizing information.
Grade 7
Overview

Seventh-grade students continue to apply and expand their skills in reading and writing. Both on their own and with their peers, they read a variety of informational texts and four major types of literary texts: fiction, literary nonfiction, poetry, and drama. In reading informational texts, students analyze the development and support of a central idea, create a variety of responses to what they read, and examine the ways that bias is revealed in those texts. In reading literary texts, students examine how an author’s craft influences readers. They describe how an author’s style elicits emotion from the reader, how an author uses character and plot development to support a theme, and how an author creates visual images the use of language.

Possessing a rich and authentic vocabulary allows any individual to be a skillful and appreciative reader. In order to read fluently, adolescent students must be able to use word analysis and other interpretive strategies. They identify and interpret devices of figurative language, idioms, and euphemisms they encounter in texts. As they learn to master texts that use complex vocabulary, they transfer that knowledge of language into their own writing and speaking.

Middle school students write for a variety of purposes and audiences. Seventh graders begin blending elements of descriptive writing into other modes of written works such as narrative, expository, and persuasive. The writing process allows for planning, drafting, revising, editing, and publishing student works. Students proofread and edit for the correct use of Standard American English, improving the content and development, the organization, and the quality of voice in their writing through the use of revision strategies.

Students in the middle grades learn that reading and writing can not only give them pleasure but can also serve them as tools for expanding their knowledge. The research process gives adolescents the opportunity to be actively involved in learning about topics that are relevant to their lives and that appeal to their interests. Seventh graders access information in print and electronic forms and use both primary and secondary sources as reference materials. They distinguish between their own ideas and the ideas of others in their research and in their writing. Using evidence to support the ideas they examine, they properly credit the work of others by documenting the sources they have used. They deliver oral presentations about issues and provide evidence to support their views and solutions. Through research, students learn how to access, to analyze, and to evaluate information and thus equip themselves for a lifetime of learning.
Grade 7

READING

Understanding and Using Literary Texts

Standard 7-1  The student will read and comprehend a variety of literary texts in print and nonprint formats.

Students in grade seven read four major types of literary texts: fiction, literary nonfiction, poetry, and drama. In the category of fiction, they read the following specific types of texts: chapter books, adventure stories, historical fiction, contemporary realistic fiction, science fiction, folktales, tall tales, and myths. In the category of literary nonfiction, they read personal essays, classical essays, memoirs, autobiographical and biographical sketches, character sketches, and speeches. In the category of poetry, they read narrative poems, lyrical poems, humorous poems, free verse, odes, songs/ballads, and epics.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

7-1.1  Analyze literary texts to draw conclusions and make inferences.
7-1.2  Explain the effect of point of view on a given narrative text.
7-1.3  Interpret devices of figurative language (including extended metaphor and oxymoron).
7-1.4  Analyze an author’s development of the conflict and the individual characters as either static, dynamic, round, or flat in a given literary text.
7-1.5  Interpret the effect of an author’s craft (including tone and the use of imagery, flashback, foreshadowing, symbolism, and irony) on the meaning of literary texts.
7-1.6  Analyze a given literary text to determine its theme.
7-1.7  Create responses to literary texts through a variety of methods such as written works, oral presentations, media productions, and the visual and performing arts.
7-1.8  Carry out independent reading for extended periods of time to derive pleasure.
Grade 7

READING

Understanding and Using Informational Texts

Standard 7-2  The student will read and comprehend a variety of informational texts in print and nonprint formats.

Students in grade seven read informational (expository/persuasive/argumentative) texts of the following types: essays, historical documents, informational trade books, textbooks, news and feature articles, magazine articles, advertisements, encyclopedia entries, reviews (e.g., book, movie, product), journals, and speeches. They also read directions, maps, time lines, graphs, tables, charts, schedules, recipes, and photos embedded in informational texts. In addition, they examine commercials, documentaries, and other forms of nonprint informational texts.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

7-2.1 Analyze central ideas within and across informational texts.
7-2.2 Analyze information within and across texts to draw conclusions and make inferences.
7-2.3 Identify indicators of author bias such as word choice and the exclusion and inclusion of particular information.
7-2.4 Create responses to informational texts through a variety of methods such as drawings, written works, oral presentations, and media productions.
7-2.5 Carry out independent reading for extended periods of time to gain information.
7-2.6 Analyze the impact that text elements such as print styles and chapter headings have on the meaning of a given informational text.
7-2.7 Analyze information from graphic features such as charts and graphs in informational texts.
7-2.8 Exemplify the use of propaganda techniques (including glittering generalities and name calling) in informational texts.
Standard 7-3 The student will use word analysis and vocabulary strategies to read fluently.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

7-3.1 Use context clues such as those that provide an example, a definition, a restatement, or a comparison/contrast to generate the meanings of unfamiliar and multiple-meaning words.

7-3.2 Analyze the meaning of words by using a knowledge of Greek and Latin roots and affixes.

7-3.3 Interpret the meaning of idioms and euphemisms encountered in texts.

7-3.4 Interpret the connotations of words to understand the meaning of a given text.
Grade 7

WRITING

Developing Written Communications

Standard 7-4  The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions of written Standard American English.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

7-4.1  Use prewriting techniques to organize written works.
7-4.2  Use complete sentences in a variety of types: simple, compound, complex, and compound-complex.
7-4.3  Create multiple-paragraph compositions that include a central idea with supporting details and use appropriate transitions between paragraphs.
7-4.4  Use the conventions of written Standard American English.
7-4.5  Use proofreading skills to edit for the correct use of written Standard American English: the use of ellipses and parentheses.
7-4.6  Use revision strategies to improve clarity, tone, voice, and the development of ideas in written works.
Grade 7

WRITING

Producing Written Communications in a Variety of Forms

Standard 7-5  The student will write for a variety of purposes and audiences.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

7-5.1 Create informational pieces such as books, movies, product reviews, and news reports that use language appropriate for a specific audience.

7-5.2 Create narratives such as personal essays or narrative poems that communicate the significance of an issue of personal importance and use language appropriate for the purpose and the audience.

7-5.3 Create descriptions for use in other modes of written works such as narrative, expository, or persuasive essays.

7-5.4 Create persuasive pieces such as letters to the editor or essays that include a stated position with supporting evidence and are aimed at a specific audience.
Grade 7

RESEARCHING
Applying the Skills of Inquiry and Oral Communication

Standard 7-6  The student will access and use information from a variety of sources.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

7-6.1 Clarify and refine a research topic.
7-6.2 Use direct quotations, paraphrasing, or summaries to incorporate into oral or written works the information gathered from a variety of research sources.
7-6.3 Create a list of sources that contains information (including author, title, and full publication details) necessary to properly credit and document the work of others.
7-6.4 Use vocabulary (including Standard American English) that is appropriate for the particular audience or purpose.
7-6.5 Use appropriate organizational strategies to prepare written works and oral and visual presentations.
7-6.6 Select appropriate graphics, in print or electronic form, to support written works and oral and visual presentations.
7-6.7 Use a variety of print and electronic reference materials.
7-6.8 Design and carry out research projects by selecting a topic, constructing inquiry questions, accessing resources, and organizing information.
Eighth-grade students apply and expand the skills they have acquired in the earlier grades as they become increasingly more sophisticated readers and writers. Both on their own and with their peers, they read a variety of informational texts as well as four major types of literary texts: fiction, literary nonfiction, poetry, and drama. Adolescents continue to develop their own areas of reading interest. Informational text is analyzed for the purpose of discovering how texts reflect the backgrounds, attitudes, and beliefs of the authors. Students compare/contrast different perspectives on similar topics or themes. They evaluate elements of the author’s craft such as the use of tone and imagery to create emotional responses in the reader.

Possessing a rich and authentic vocabulary allows any individual to be a skillful and appreciative reader. In order to read fluently, adolescent students use word analysis and other interpretive strategies. As they learn to master texts that use complex vocabulary, they transfer that knowledge of language into their own writing and speaking.

Writing for a variety of purposes and audiences, eighth graders increase their control over the written language. They blend elements of description into other modes of written works such as narrative, expository, and persuasive. They plan, draft, revise, edit, and publish their writings. They learn to pay careful attention to the author’s craft—examining the content and development, the organization, the quality of voice, and the use of language conventions in their own writing and the writings of others. They also learn to use a variety of sentence structures to express their thoughts in both oral and written form.

In the eighth grade, students continue to regard reading and writing as ways both to derive pleasure and to expand their knowledge. The research process offers them the opportunity to be actively involved in learning about topics that are relevant to their lives and that appeal to their interests. Eighth graders access information in print and electronic forms and use both primary and secondary sources as reference materials. They distinguish between their own ideas and the ideas of others in their research and in their writing. Using evidence to support the ideas they examine, they properly credit the work of others by documenting the sources they use. They deliver oral presentations about issues and show evidence to support their views and solutions. Through research, students learn how to access, to analyze, and to evaluate information and thus equip themselves for a lifetime of learning.
Grade 8

READING

Understanding and Using Literary Texts

Standard 8-1  The student will read and comprehend a variety of literary texts in print and nonprint formats.

Students in grade eight read four major types of literary texts: fiction, literary nonfiction, poetry, and drama. In the category of fiction, they read the following specific types of texts: chapter books, adventure stories, historical fiction, contemporary realistic fiction, science fiction, folktales, tall tales, and myths. In the category of literary nonfiction, they read personal essays, classical essays, memoirs, autobiographical and biographical sketches, character sketches, and speeches. In the category of poetry, they read narrative poems, lyrical poems, humorous poems, free verse odes, songs/ballads, and epics.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

8-1.1  Compare/contrast ideas within and across literary texts to make inferences.
8-1.2  Explain the effect of point of view on a given literary text.
8-1.3  Interpret devices of figurative language (including extended metaphor, oxymoron, and paradox).
8-1.4  Analyze a given literary text to determine its theme.
8-1.5  Analyze the effect of the author’s craft (including tone and the use of imagery, flashback, foreshadowing, symbolism, irony, and allusion) on the meaning of literary texts.
8-1.6  Create responses to literary texts through a variety of methods such as written works, oral presentations, media productions, and the visual and performing arts.
8-1.7  Carry out independent reading for extended periods of time to derive pleasure.
Grade 8

READING

Understanding and Using Informational Texts

Standard 8-2 The student will read and comprehend a variety of informational texts in print and nonprint formats.

Students in grade eight read informational (expository/persuasive/argumentative) texts of the following types: essays, historical documents, research reports, contracts, position papers (e.g., persuasive brochures, campaign literature), editorials, letters to the editor, informational trade books, textbooks, news and feature articles, magazine articles, advertisements, encyclopedia entries, reviews (e.g., book, movie, product), journals, and speeches. They also read directions, schedules, and recipes embedded in informational texts. In addition, they examine commercials, documentaries, and other forms of nonprint informational texts.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

8-2.1 Compare/contrast central ideas within and across informational texts.
8-2.2 Compare/contrast information within and across texts to draw conclusions and make inferences.
8-2.3 Analyze informational texts for indicators of author bias such as word choice and the exclusion and inclusion of particular information.
8-2.4 Create responses to informational texts through a variety of methods such as drawings, written works, oral presentations, and media productions.
8-2.5 Carry out independent reading for extended periods of time to gain information.
8-2.6 Analyze the impact that text elements such as print styles and chapter headings have on the meaning of a given informational text.
8-2.7 Analyze information from graphic features such as charts and graphs in informational texts.
8-2.8 Exemplify the use of propaganda techniques (including card stacking, plain folks, and transfer) in informational texts.
Grade 8

READING

Building Vocabulary

Standard 8-3  The student will use word analysis and vocabulary strategies to read fluently.

Indicators

<table>
<thead>
<tr>
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<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>8-3.1</td>
<td>Use context clues such as those that provide an example, a definition, a restatement, or a comparison/contrast to generate the meanings of unfamiliar and multiple-meaning words.</td>
</tr>
<tr>
<td>8-3.2</td>
<td>Analyze the meaning of words by using a knowledge of Greek and Latin roots and affixes.</td>
</tr>
<tr>
<td>8-3.3</td>
<td>Interpret the meaning of idioms and euphemisms encountered in texts.</td>
</tr>
<tr>
<td>8-3.4</td>
<td>Interpret the connotations of words to understand the meaning of a given text.</td>
</tr>
</tbody>
</table>
Grade 8

WRITING

Developing Written Communications

Standard 8-4 The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions of written Standard American English.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

8-4.1 Use prewriting techniques to organize written works.
8-4.2 Use complete sentences in a variety of types: simple, compound, complex, and compound-complex.
8-4.3 Create multiple-paragraph compositions that include a central idea with supporting details and use appropriate transitions between paragraphs.
8-4.4 Use the conventions of written Standard American English.
8-4.5 Use proofreading skills to edit for the correct use of written Standard American English.
8-4.6 Use revision strategies to improve clarity, tone, voice, and the development of ideas in written works.
Grade 8

WRITING

Producing Written Communications in a Variety of Forms

Standard 8-5  The student will write for a variety of purposes and audiences.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

8-5.1  Create informational pieces such as reports and letters of request, inquiry, or complaint that use language appropriate for the specific audience.

8-5.2  Create narratives such as memoirs that communicate the significance of particular personal relationships.

8-5.3  Create descriptions for use in other modes of written works such as narrative, expository, and persuasive essays.

8-5.4  Create persuasive pieces such as editorials, essays, or speeches that support a clearly stated position with concrete evidence.
Grade 8

RESEARCHING

Applying the Skills of Inquiry and Oral Communication

Standard 8-6  The student will access and use information from a variety of sources.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

8-6.1 Clarify and refine a research topic.
8-6.2 Use direct quotations, paraphrasing, or summaries to incorporate into oral or written works the information gathered from a variety of research sources.
8-6.3 Create a list of sources that contains information (including author, title, and full publication details) necessary to properly credit and document the work of others.
8-6.4 Use vocabulary (including Standard American English) that is appropriate for the particular audience or purpose.
8-6.5 Use appropriate organizational strategies to prepare written works and oral and visual presentations.
8-6.6 Select appropriate graphics, in print or electronic form, to support written works and oral and visual presentations.
8-6.7 Use a variety of print and electronic reference materials.
8-6.8 Design and carry out research projects by selecting a topic, constructing inquiry questions, accessing resources, and organizing information.
In English 1, students continue to develop skills through structured study and independent reading of literary and informational texts. A variety of informational texts as well as four major types of literary texts—fiction, literary nonfiction, poetry, and drama—are read and viewed both inside and outside of class. Through literary texts, students study the author’s craft by making inferences, determining point of view, and analyzing theme and figurative language. By reading a variety of informational texts, students analyze an author’s development and support of a thesis, create a variety of responses to texts, and examine the ways that bias is revealed in texts. In addition, students continue to develop and use in reading, writing, and oral communication, a knowledge of vocabulary that includes roots, affixes, euphemisms, and idioms.

High school students are a great deal more sophisticated in their use of language than they were in the lower grades. They now produce coherent and well-organized writing that includes a thesis and supporting evidence. In implementing the writing process, students compose various types of texts including informational (expository/persuasive/argumentative) pieces and narratives. They proofread and edit for the correct use of the conventions of written Standard American English, and they improve the content and development, the organization, and the quality of voice in their writing through the use of revision strategies. The ability to develop an idea thoughtfully is a skill that students will use in college and in the workplace.

In carrying out the research process, students in English 1 identify a topic, collect information from primary and secondary sources, and present their findings and conclusions in oral, written, and visual formats. In today’s technological world, with the amount of information expanding at an unparalleled rate, students must be adept at accessing information in order to become critical, independent learners, thinkers, and writers. They must be able to determine what particular type of information they need for a specific topic, and they must know how to locate that information efficiently. Students must also be able to evaluate the validity of their sources. In addition, after incorporating their own ideas with the information they have chosen from those sources, they must be able to clearly distinguish that information from their own ideas by providing accurate and complete documentation of the sources they have used.
English 1

READING

Understanding and Using Literary Texts

Standard E1-1  The student will read and comprehend a variety of literary texts in print and nonprint formats.

Students in English 1 read four major types of literary texts: fiction, literary nonfiction, poetry, and drama. In the category of fiction, they read the following specific types of texts: chapter books, adventure stories, historical fiction, contemporary realistic fiction, science fiction, folktales, myths, satires, parodies, allegories, and monologues. In the category of literary nonfiction, they read classical essays, memoirs, autobiographical and biographical sketches, and speeches. In the category of poetry, they read narrative poems, lyrical poems, humorous poems, free verse, odes, songs/ballads, and epics.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

E1-1.1 Compare/contrast ideas within and across literary texts to make inferences.
E1-1.2 Analyze the impact of point of view on literary texts.
E1-1.3 Interpret devices of figurative language (including extended metaphor, oxymoron, and paradox).
E1-1.4 Analyze the relationship among character, plot, and theme in a given literary text.
E1-1.5 Analyze the effect of the author’s craft (including tone and the use of imagery, flashback, foreshadowing, symbolism, irony, and allusion) on the meaning of literary texts.
E1-1.6 Create responses to literary texts through a variety of methods such as written works, oral presentations, media productions, and the visual and performing arts.
E1-1.7 Carry out independent reading for extended periods of time to derive pleasure.
English 1

READING

Understanding and Using Informational Texts

Standard E1-2  The student will read and comprehend a variety of informational texts in print and nonprint formats.

Students in English 1 read informational (expository/persuasive/argumentative) texts of the following types: historical documents, research reports, essays (e.g., social, political, scientific, historical, natural history), position papers (e.g., persuasive brochures, campaign literature), editorials, letters to the editor, informational trade books, textbooks, news and feature articles, magazine articles, advertisements, journals, speeches, reviews (e.g., book, movie, product), contracts, instruction manuals, product-support materials, and application forms. They also read directions, schedules, and recipes embedded in informational texts. In addition, they examine commercials, documentaries, and other forms of nonprint informational texts.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

E1-2.1  Compare/contrast theses within and across informational texts.
E1-2.2  Compare/contrast information within and across texts to draw conclusions and make inferences.
E1-2.3  Analyze informational texts for indicators of author bias such as word choice, the exclusion and inclusion of particular information, and unsupported opinion.
E1-2.4  Create responses to informational texts through a variety of methods such as drawings, written works, oral presentations, and media productions.
E1-2.5  Carry out independent reading for extended periods of time to gain information.
E1-2.6  Analyze the impact that text elements have on the meaning of a given informational text.
E1-2.7  Analyze information from graphic features such as charts and graphs in informational texts.
E1-2.8  Analyze informational texts to identify propaganda techniques.
English 1

READING

Building Vocabulary

**Standard E1-3** The student will use word analysis and vocabulary strategies to read fluently.

**Indicators**

The teacher should continue to address earlier indicators as they apply to more difficult texts.

E1-3.1 Use context clues to determine the meaning of technical terms and other unfamiliar words.

E1-3.2 Analyze the meaning of words by using knowledge of Greek and Latin roots and affixes.

E1-3.3 Interpret the connotations of words to understand the meaning of a given text.
English 1

WRITING

Developing Written Communications

Standard E1-4  The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, correct use of the conventions of written Standard American English.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

E1-4.1 Use prewriting techniques such as creating lists, having discussions, using graphic organizers, using models, and using outlines to organize written works.
E1-4.2 Use complete sentences in a variety of types: simple, compound, complex, and compound-complex.
E1-4.3 Create multiple-paragraph compositions that have an introduction and a conclusion, include a coherent thesis, and use support such as definitions and descriptions.
E1-4.4 Use the conventions of written Standard American English.
E1-4.5 Use proofreading skills to edit for the correct use of written Standard American English.
E1-4.6 Use revision strategies to improve the organization and development of content and the quality of voice in written works.
English 1

WRITING

Producing Written Communications in a Variety of Forms

Standard E1-5  The student will write for a variety of purposes and audiences.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

E1-5.1 Create informational pieces such as letters of request, inquiry, or complaint that use language appropriate for the specific audience.
E1-5.2 Create narratives such as personal essays, memoirs, or narrative poems that use descriptive language to create tone and mood.
E1-5.3 Create descriptions for use in other modes of written works such as narratives and expository or persuasive pieces.
E1-5.4 Create persuasive pieces such as editorials, essays, speeches, or reports that develop a clearly stated thesis and use support such as facts, statistics, and firsthand accounts.
English 1

RESEARCHING
Applying the Skills of Inquiry and Oral Communication

Standard E1-6 The student will access and use information from a variety of sources.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

E1-6.1 Clarify and refine a research topic.
E1-6.2 Use direct quotations, paraphrasing, or summaries to incorporate into oral or written works the information gathered from a variety of research sources.
E1-6.3 Use a standardized system of documentation (including a list of sources with full publication information and the use of in-text citations) to properly credit the work of others.
E1-6.4 Use vocabulary (including Standard American English) that is appropriate for the particular audience or purpose.
E1-6.5 Create written works and oral and visual presentations that are designed for a specific audience and purpose.
E1-6.6 Select appropriate graphics, in print or electronic form, to support written works and oral and visual presentations.
E1-6.7 Use a variety of print and electronic reference materials.
E1-6.8 Design and carry out research projects by selecting a topic, constructing inquiry questions, accessing resources, and organizing information.
English 2
Overview

Students in English 2 continue to develop their skills through the structured study and independent reading of literary and informational texts. With the focus on world literature, they read a variety of fiction, poetry, drama, and nonfiction literary texts both in class and on their own. They study the author’s craft by making inferences about meaning and the use of language, determining point of view, and analyzing theme and figurative language in literary texts. By reading informational texts, students analyze the development of a thesis. They create a variety of responses to texts and critique how bias is revealed. Students understand, interpret, analyze, and evaluate aspects of literary and informational texts. In addition, students continue to develop and use in their reading, writing, and oral communication a knowledge of vocabulary that includes roots, affixes, euphemisms, and idioms.

Students produce essays that are coherent and well organized with a thesis and supporting evidence. In implementing the writing process, students compose various types of writing including narrative, persuasive, expository, technical, and analytical. They proofread and edit for the correct use of the conventions of Standard American English, and they use revision strategies to improve the content and development, the organization, and the quality of voice in their written works.

The ability to locate, use, and evaluate information forms the basis of lifelong learning. High school students are faced with unprecedented amounts of information—in school, the workplace, and at home. They must develop skills and strategies to evaluate information critically. Students learn to question the authenticity, validity, and reliability of sources of information. In carrying out the research process, students identify a topic, collect information from primary and secondary sources, and present the information in oral, written, and visual formats. Students evaluate the validity of sources and incorporate their own ideas with the ideas of others. They also paraphrase and summarize information they have gathered from their research. They properly credit the work of others by using a standardized system of documentation.
English 2

READING

Understanding and Using Literary Texts

Standard E2-1  The student will read and comprehend a variety of literary texts in print and nonprint formats.

Students in English 2 read four major types of literary texts: fiction, literary nonfiction, poetry, and drama. In the category of fiction, they read the following specific types of texts: chapter books, adventure stories, historical fiction, contemporary realistic fiction, science fiction, folktales, myths, satires, parodies, allegories, and monologues. In the category of literary nonfiction, they read classical essays, memoirs, autobiographical and biographical sketches, and speeches. In the category of poetry, they read narrative poems, lyrical poems, humorous poems, free verse, odes, songs/ballads, and epics.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

E2-1.1 Compare/contrast ideas within and across literary texts to make inferences.
E2-1.2 Analyze the impact of point of view on literary texts.
E2-1.3 Analyze devices of figurative language (including extended metaphor, oxymoron, and paradox).
E2-1.4 Analyze the relationship among character, plot, and theme in a given literary text.
E2-1.5 Analyze the effect of the author’s craft (including tone and the use of imagery, flashback, foreshadowing, symbolism, irony, and allusion) on the meaning of literary texts.
E2-1.6 Create responses to literary texts through a variety of methods such as written works, oral presentations, media productions, and the visual and performing arts.
E2-1.7 Carry out independent reading for extended periods of time to derive pleasure.
**English 2**

**READING**

**Understanding and Using Informational Texts**

**Standard E2-2** The student will read and comprehend a variety of informational texts in print and nonprint formats.

Students in English 2 read informational (expository/persuasive/argumentative) texts of the following types: historical documents, research reports, essays (e.g., social, political, scientific, historical, natural history), position papers (e.g., persuasive brochures, campaign literature), editorials, letters to the editor, informational trade books, textbooks, news and feature articles, magazine articles, advertisements, journals, speeches, reviews (e.g., book, movie, product), contracts, instruction manuals, product-support materials, and application forms. They also read directions, schedules, and recipes embedded in informational texts. In addition, they examine commercials, documentaries, and other forms of nonprint informational texts.

**Indicators**

The teacher should continue to address earlier indicators as they apply to more difficult texts.

- **E2-2.1** Compare/contrast theses within and across informational texts.
- **E2-2.2** Compare/contrast information within and across texts to draw conclusions and make inferences.
- **E2-2.3** Analyze informational texts for indicators of author bias such as word choice, the exclusion and inclusion of particular information, and unsupported opinion.
- **E2-2.4** Create responses to informational texts through a variety of methods such as drawings, written works, oral presentations, and media productions.
- **E2-2.5** Carry out independent reading for extended periods of time to gain information.
- **E2-2.6** Analyze the impact that text elements have on the meaning of a given informational text.
- **E2-2.7** Analyze information from graphic features such as charts and graphs in informational texts.
- **E2-2.8** Analyze informational texts to identify propaganda techniques.
English 2

READING

Building Vocabulary

Standard E2-3 The student will use word analysis and vocabulary strategies to read fluently.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

E2-3.1 Use context clues to determine the meaning of technical terms and other unfamiliar words.
E2-3.2 Analyze the meaning of words by using knowledge of Greek and Latin roots and affixes.
E2-3.3 Interpret the connotations of words to understand the meaning of a given text.
English 2

WRITING

Developing Written Communications

Standard E2-4  The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions of written Standard American English.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

E2-4.1 Use prewriting techniques such as creating lists, having discussions, using graphic organizers, using models, and using outlines to organize written works.
E2-4.2 Use complete sentences in a variety of types in written works.
E2-4.3 Create multiple-paragraph compositions that have an introduction and a conclusion, include a coherent thesis, and use support such as definitions and descriptions.
E2-4.4 Use the conventions of written Standard American English.
E2-4.5 Use proofreading skills to edit for the correct use of written Standard American English.
E2-4.6 Use revision strategies to improve the organization and development of content and the quality of voice in written works.
English 2

WRITING

Producing Written Communications in a Variety of Forms

Standard E2-5  The student will write for a variety of purposes and audiences.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

E2-5.1  Produce clear and concise career-oriented/technical writings such as memos, business letters, résumés, technical reports, and information analyses.

E2-5.2  Create narratives such as personal essays, memoirs, and narrative poems that use descriptive language to enhance setting and characterization.

E2-5.3  Create descriptions for use in other modes of written works such as narratives and expository or persuasive pieces.

E2-5.4  Create persuasive writings such as editorials, essays, speeches, or reports that address a specific audience and support a clearly stated thesis with facts, statistics, and/or first-hand accounts.
English 2

RESEARCHING
Applying the Skills of Inquiry and Oral Communication

Standard E2-6 The student will access and use information from a variety of sources.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

E2-6.1 Clarify and refine a research topic.
E2-6.2 Use direct quotations, paraphrasing, or summarizing to incorporate into oral or written works the information gathered from a variety of research sources.
E2-6.3 Use a standardized system of documentation (including a list of sources with full publication information and the use of in-text citations) to properly credit the work of others.
E2-6.4 Use vocabulary (including Standard American English) that is appropriate for the particular audience or purpose.
E2-6.5 Create written works and oral and visual presentations that are designed for a specific audience and purpose.
E2-6.6 Select appropriate graphics, in print or electronic form, to support written works and oral and visual presentations.
E2-6.7 Use a variety of print and electronic reference materials.
E2-6.8 Design and carry out research projects by selecting a topic, constructing inquiry questions, accessing resources, and organizing information.
In English 3, students refine their knowledge of language through a focused study of American literature. They read and view a variety of informational texts as well as four major types of literary texts—fiction, literary nonfiction, poetry, and drama—both inside and outside of class. Through literary texts, students study the author’s craft by making inferences, determining point of view, and analyzing theme and figurative language. By reading a variety of informational texts, students analyze an author’s development and support of a thesis and create a variety of responses to texts. English 3 students analyze propaganda techniques and critique how bias is revealed in texts. In addition, students continue to develop and use in their reading, writing, and oral communication a knowledge of vocabulary that includes roots, affixes, euphemisms, and idioms.

In writing, students produce essays that are coherent and well organized with a thesis and supporting evidence. In implementing the writing process, students compose various types of written works, including narratives and informational (expository/persuasive/argumentative) pieces. They proofread and edit their work for the correct use of the conventions of written Standard American English, and they use revision strategies to improve such elements as voice, content and development, and organization.

Students in English 3 are more sophisticated and self-directed in their learning than they were in the lower grades. In carrying out the research process, they identify a topic, collect information from primary and secondary sources, and present their findings and conclusions in oral, written, and visual formats. Students must determine the particular type of information they need for a specific topic, and they must know how to locate that information efficiently. Students must also evaluate the validity of their sources. In addition, after incorporating their own ideas with information from other sources, they must clearly distinguish their own ideas from those of others by providing accurate and complete documentation.
English 3

READING

Understanding and Using Literary Texts

Standard E3-1  The student will read and comprehend a variety of literary texts in print and nonprint formats.

Students in English 3 read four major types of literary texts: fiction, literary nonfiction, poetry, and drama. In the category of fiction, they read the following specific types of texts: chapter books, adventure stories, historical fiction, contemporary realistic fiction, folktales, myths, satires, parodies, allegories, and monologues. In the category of literary nonfiction, they read classical essays, memoirs, autobiographical and biographical sketches, and speeches. In the category of poetry, they read narrative poems, lyrical poems, humorous poems, free verse, odes, songs/ballads, and epics.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

E3-1.1 Compare/contrast ideas within and across literary texts to make inferences.
E3-1.2 Evaluate the impact of point of view on literary texts.
E3-1.3 Evaluate devices of figurative language figurative language (including extended metaphor, oxymoron, and paradox).
E3-1.4 Evaluate the relationship among character, plot, and theme in a given literary text.
E3-1.5 Analyze the effect of the author’s craft (including tone and the use of imagery, flashback, foreshadowing, symbolism, irony, and allusion) on the meaning of literary texts.
E3-1.6 Create responses to literary texts through a variety of methods such as written works, oral presentations, media productions, and the visual and performing arts.
E3-1.7 Carry out independent reading for extended periods of time to derive pleasure.
English 3

READING

Understanding and Using Informational Texts

Standard E3-2  The student will read and comprehend a variety of informational texts in print and nonprint formats.

Students in English 3 read informational (expository/persuasive/argumentative) texts of the following types: historical documents, research reports, essays (e.g., social, political, scientific, historical, natural history), position papers (e.g., persuasive brochures, campaign literature), editorials, letters to the editor, informational trade books, textbooks, news and feature articles, magazine articles, advertisements, journals, speeches, reviews (e.g., book, movie, product), contracts, instruction manuals, product-support materials, and application forms. They also read directions, schedules, and recipes embedded in informational texts. In addition, they examine commercials, documentaries, and other forms of nonprint informational texts.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

E3-2.1 Evaluate theses within and across informational texts.
E3-2.2 Compare/contrast information within and across texts to draw conclusions and make inferences.
E3-2.3 Analyze informational texts for indicators of author bias such as word choice, the exclusion and inclusion of particular information, and unsupported opinion.
E3-2.4 Create responses to informational texts through a variety of methods such as drawings, written works, oral presentations, and media productions.
E3-2.5 Carry out independent reading for extended periods of time to gain information.
E3-2.6 Evaluate the impact that text elements have on the meaning of a given informational text.
E3-2.7 Evaluate information from graphic features such as charts and graphs in informational texts.
E3-2.8 Evaluate informational texts to identify propaganda techniques.
English 3

READING

Building Vocabulary

**Standard E3-3**  The student will use word analysis and vocabulary strategies to read fluently.

**Indicators**

The teacher should continue to address earlier indicators as they apply to more difficult texts.

E3-3.1 Use context clues to determine the meaning of technical terms and other unfamiliar words.

E3-3.2 Analyze the meaning of words by using knowledge of Greek and Latin roots and affixes.

E3-3.3 Understand how American history and culture have influenced the use and development of the English language.
English 3

WRITING

Developing Written Communications

Standard E3-4  The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, correct use of the conventions of written Standard American English.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

E3-4.1 Use prewriting techniques such as creating lists, having discussions, using graphic organizers, using models, and using outlines to organize written works.
E3-4.2 Use complete sentences in a variety of types in written works.
E3-4.3 Create multiple-paragraph compositions that have an introduction and a conclusion, include a coherent thesis, and use support such as definitions and descriptions.
E3-4.4 Use the conventions of written Standard American English.
E3-4.5 Use proofreading skills to edit for the correct use of written Standard American English.
E3-4.6 Use revision strategies to improve the organization and development of content and the quality of voice in written works.
Standard E3-5  The student will write for a variety of purposes and audiences.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

E3-5.1 Produce clear and concise career-oriented/technical writings such as memos, business letters, résumés, technical reports, and information analyses.

E3-5.2 Create narratives such as personal essays, memoirs, or narrative poems that use descriptive language to enhance voice and tone.

E3-5.3 Create descriptions for use in other modes of written works such as narratives and expository or persuasive pieces.

E3-5.4 Create persuasive writings such as editorials, essays, speeches, or reports that address a specific audience and use logical arguments supported by facts or expert opinions.
English 3

RESEARCHING
Applying the Skills of Inquiry and Oral Communication

Standard E3-6  The student will access and use information from a variety of sources.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

E3-6.1 Clarify and refine a research topic.
E3-6.2 Use direct quotations, paraphrasing, or summarizing to incorporate into oral or written works the information gathered from a variety of research sources.
E3-6.3 Use a standardized system of documentation (including a list of sources with full publication information and the use of in-text citations) to properly credit the work of others.
E3-6.4 Use vocabulary (including Standard American English) that is appropriate for the particular audience or purpose.
E3-6.5 Create written works and oral and visual presentations that are designed for a specific audience and purpose.
E3-6.6 Select appropriate graphics, in print or electronic form, to support written works and oral and visual presentations.
E3-6.7 Use a variety of print and electronic reference materials.
E3-6.8 Design and carry out research projects by selecting a topic, constructing inquiry questions, accessing resources, and organizing information.
Focusing on British literature, English 4 students refine and expand their skills in language through structured study and independent reading of literary and informational works. Both inside and outside of class, they read and view a variety of informational texts as well as four major types of literary texts: fiction, literary nonfiction, poetry, and drama. Through literary texts, students study the author’s craft by making inferences, determining point of view, analyzing theme, and figurative language. In reading a variety of informational texts, students analyze an author’s development of a thesis and examine the ways that bias is revealed in texts. In addition, English 4 students continue to create a variety of responses to what they read and to develop and use in their reading, writing, and oral communication a knowledge of vocabulary that includes roots, affixes, euphemisms, and idioms.

As these students increase the sophistication of their writing, they produce coherent and well-organized writing that includes a thesis and supporting evidence. In implementing the writing process, they create various types of written works, including informational (expository/persuasive/argumentative) pieces and narratives. They proofread and edit their work for the correct use of the conventions of written Standard American English, and they use revision strategies to improve such elements as voice, content and development, and organization.

In carrying out the research process, students identify a topic, collect information from primary and secondary sources, and present their findings and conclusions in oral, written, and visual formats. They must determine what particular type of information they need for a specific topic, and they must know how to locate that information efficiently. Students must also evaluate the validity of their sources. In addition, after incorporating their own ideas with ideas from other sources, they must distinguish their own ideas from those of others by providing accurate and complete documentation. In this capstone English course, high school students assimilate and strengthen the reading, writing, communicating, and researching skills they have acquired in previous courses as solid preparation for entering college or the workplace.
English 4

READING

Understanding and Using Literary Texts

Standard E4-1 The student will read and comprehend a variety of literary texts in print and nonprint formats.

Students in English 4 read four major types of literary texts: fiction, literary nonfiction, poetry, and drama. In the category of fiction, they read the following specific types of texts: adventure stories, historical fiction, contemporary realistic fiction, myths, satires, parodies, allegories, and monologues. In the category of literary nonfiction, they read classical essays, memoirs, autobiographical and biographical sketches, and speeches. In the category of poetry, they read narrative poems, lyrical poems, humorous poems, free verse, odes, songs/ballads, and epics.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

E4-1.1 Compare/contrast ideas within and across literary texts to make inferences.
E4-1.2 Evaluate the impact of point of view on literary texts.
E4-1.3 Evaluate devices of figurative language (including extended metaphor, oxymoron, and paradox).
E4-1.4 Evaluate the relationship among character, plot, and theme in a given literary text.
E4-1.5 Analyze the effect of the author’s craft (including tone and the use of imagery, flashback, foreshadowing, symbolism, irony, and allusion) on the meaning of literary texts.
E4-1.6 Create responses to literary texts through a variety of methods such as written works, oral presentations, media productions, and the visual and performing arts.
E4-1.7 Carry out independent reading for extended periods of time to derive pleasure.
English 4

READING

Understanding and Using Informational Texts

Standard E4-2 The student will read and comprehend a variety of informational texts in print and nonprint formats.

Students in English 4 read informational (expository/persuasive/argumentative) texts of the following types: historical documents, research reports, essays (e.g., social, political, scientific, historical, natural history), position papers (e.g., persuasive brochures, campaign literature), editorials, letters to the editor, informational trade books, textbooks, news and feature articles, magazine articles, advertisements, journals, speeches, reviews (e.g., book, movie, product), contracts, instruction manuals, product-support materials, and application forms. They also read directions, schedules, and recipes embedded in informational texts. In addition, they examine commercials, documentaries, and other forms of nonprint informational texts.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

E4-2.1 Evaluate theses within and across informational texts.
E4-2.2 Compare/contrast information within and across texts to draw conclusions and make inferences.
E4-2.3 Analyze informational texts for indicators of author bias such as word choice, the exclusion and inclusion of particular information, and unsupported opinion.
E4-2.4 Create responses to informational texts through a variety of methods such as drawings, written works, oral presentations, and media productions.
E4-2.5 Carry out independent reading for extended periods of time to gain information.
E4-2.6 Evaluate the impact that text elements have on the meaning of a given informational text.
E4-2.7 Evaluate information from graphic features such as charts and graphs in informational texts.
E4-2.8 Evaluate informational texts to identify propaganda techniques.
English 4

READING

Building Vocabulary

**Standard E4-3**  The student will use word analysis and vocabulary strategies to read fluently.

**Indicators**

The teacher should continue to address earlier indicators as they apply to more difficult texts.

E4-3.1 Use context clues to determine the meaning of technical terms and other unfamiliar words.
E4-3.2 Analyze the meaning of words by using knowledge of Greek and Latin roots and affixes.
E4-3.3 Understand how British history and culture have influenced the use and development of the English language.
English 4

WRITING

Developing Written Communications

Standard E4-4  The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions of written Standard American English.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

- E4-4.1 Use prewriting techniques such as creating lists, having discussions, using graphic organizers, using models, and using outlines to organize written works.
- E4-4.2 Use complete sentences in a variety of types in written works.
- E4-4.3 Create multiple-paragraph compositions that have an introduction and a conclusion, include a coherent thesis, and use support such as definitions and descriptions.
- E4-4.4 Use the conventions of written Standard American English.
- E4-4.5 Use proofreading skills to edit for the correct use of written Standard American English.
- E4-4.6 Use revision strategies to improve the organization and development of content and the quality of voice in written works.
English 4

WRITING

Producing Written Communications in a Variety of Forms

Standard E4-5  The student will write for a variety of purposes and audiences.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

E4-5.1  Produce clear and concise career-oriented/technical writings such as memos, business letters, résumés, technical reports, and information analyses.

E4-5.2  Create narratives such as personal essays, memoirs, and narrative poems that use descriptive language to enhance voice and tone.

E4-5.3  Create descriptions for use in other modes of written works such as narratives and expository or persuasive pieces.

E4-5.4  Create persuasive writings such as editorials, essays, speeches, or reports that address a specific audience and use logical arguments supported by facts or expert opinions.
English 4

RESEARCHING
Applying the Skills of Inquiry and Oral Communication

Standard E4-6  The student will access and use information from a variety of sources.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

E4-6.1  Clarify and refine a research topic.
E4-6.2  Use direct quotations, paraphrasing, or summarizing to incorporate into oral or written works the information gathered from a variety of research sources.
E4-6.3  Use a standardized system of documentation (including a list of sources with full publication information and the use of in-text citations) to properly credit the work of others.
E4-6.4  Use vocabulary (including Standard American English) that is appropriate for the particular audience or purpose.
E4-6.5  Create written works and oral and visual presentations that are designed for a specific audience and purpose.
E4-6.6  Select appropriate graphics, in print or electronic form, to support written works and oral and visual presentations.
E4-6.7  Use a variety of print and electronic reference materials.
E4-6.8  Design and carry out research projects by selecting a topic, constructing inquiry questions, accessing resources, and organizing information.
APPENDIX
Revised Bloom’s Taxonomy

In 1956, Benjamin Bloom and his colleagues published the *Taxonomy of Educational Objectives: The Classification of Educational Goals*, a groundbreaking book that classified educational goals according to the cognitive processes that learners must use in order to attain those goals. The work, which was enthusiastically received, was utilized by teachers to analyze learning in the classroom for nearly fifty years.

However, research during that time span generated new ideas and information about how learners learn and how teachers teach. Education practice is very different today. Even the measurement of achievement has changed: teachers now live in a standards-based world defined by state accountability systems.

In order to reflect the new data and insights about teaching and learning that the past forty-five years of research have yielded—and to refocus educators’ attention on the value of the original Bloom’s taxonomy—Lorin Anderson and David Krathwohl led a team of colleagues in revising and enhancing that system to make it more usable for aligning standards, instruction, and assessment in today’s schools. Their results of their work were published in 2001 as *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom’s Taxonomy of Educational Objectives* (New York: Allyn and Bacon)—a book that is important to educators because it provides the common understanding of expectations that is critical for improving student achievement in all subjects.

The revised taxonomy is two-dimensional, identifying both the kind of knowledge to be learned (knowledge dimension) and the kind of learning expected from students (cognitive processes) to help teachers and administrators improve alignment and rigor in the classroom. This taxonomy will assist educators to improve instruction, to ensure that their lessons and assessments are aligned with one another and with the state standards, that their lessons are cognitively rich, and that instructional opportunities are not missed.

Tables 1 and 2 below are reproduced from Anderson and Krathwohl’s *Taxonomy for Learning, Teaching, and Assessing*, pages 46 and 67, respectively. Table 3, “A Taxonomy for Teaching, Learning, and Assessing,” describes both dimensions of the taxonomy: the categories and subcategories of knowledge described in table 1 and the cognitive processes described in table 2. This matrix is provided as a template for teachers to use in analyzing their instruction as they seek to align standards, units/lessons/activities, and assessments. Examples and more information about specific uses of the matrix can be found in the *Taxonomy for Learning*. 
<table>
<thead>
<tr>
<th>MAJOR TYPES AND SUBTYPES</th>
<th>EXAMPLES</th>
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</thead>
<tbody>
<tr>
<td><strong>A. FACTUAL KNOWLEDGE</strong>—The basic elements students must know to be acquainted with a discipline or solve problems in it</td>
<td></td>
</tr>
<tr>
<td>AA. Knowledge of terminology</td>
<td>Technical vocabulary, musical symbols</td>
</tr>
<tr>
<td>AB. Knowledge of specific details and elements</td>
<td>Major natural resources, reliable sources of information</td>
</tr>
<tr>
<td><strong>B. CONCEPTUAL KNOWLEDGE</strong>—The interrelationships among the basic elements within a larger structure that enable them to function together</td>
<td></td>
</tr>
<tr>
<td>BA. Knowledge of classifications and categories</td>
<td>Periods of geological time, forms of business ownership</td>
</tr>
<tr>
<td>BB. Knowledge of principles and generalizations</td>
<td>Pythagorean theorem, law of supply and demand</td>
</tr>
<tr>
<td>BC. Knowledge of theories, models, and structures</td>
<td>Theory of evolution, structure of Congress</td>
</tr>
<tr>
<td><strong>C. PROCEDURAL KNOWLEDGE</strong>—How to do something, methods and inquiry, and criteria for using skills, algorithms, techniques, and methods</td>
<td></td>
</tr>
<tr>
<td>CA. Knowledge of subject-specific skills and algorithms</td>
<td>Skills used in painting with watercolors, whole-number division algorithm</td>
</tr>
<tr>
<td>CB. Knowledge of subject-specific techniques and methods</td>
<td>Interviewing techniques, scientific method</td>
</tr>
<tr>
<td>CC. Knowledge of criteria for determining when to use appropriate procedures</td>
<td>Criteria used to determine when to apply a procedure involving Newton’s second law, criteria used to judge the feasibility of using a particular method to estimate business costs</td>
</tr>
<tr>
<td><strong>D. METACOGNITIVE KNOWLEDGE</strong>—Knowledge of cognition in general as well as awareness and knowledge of one’s own cognition</td>
<td></td>
</tr>
<tr>
<td>DA. Strategic knowledge</td>
<td>Knowledge of outlining as a means of capturing the structure of a unit of subject matter in a textbook, knowledge of the use of heuristics</td>
</tr>
<tr>
<td>DB. Knowledge about cognitive tasks, including appropriate contextual and conditional knowledge</td>
<td>Knowledge of the types of tests particular teachers administer, knowledge of the cognitive demands of different tasks</td>
</tr>
<tr>
<td>DC. Self-knowledge</td>
<td>Knowledge that critiquing essays is a personal strength, whereas writing essays is a personal weakness; awareness of one’s own knowledge level</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Categories &amp; Cognitive Processes</th>
<th>Alternative Names</th>
<th>Definitions and Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. REMEMBER</strong>—Retrieve relevant knowledge from long-term memory</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>1.1 RECOGNIZING</strong></td>
<td>Identifying</td>
<td>Locating knowledge in long-term memory that is consistent with presented material (e.g., Recognize the dates of important events in United States history)</td>
</tr>
<tr>
<td><strong>1.2 RECALLING</strong></td>
<td>Retrieving</td>
<td>Retrieving relevant knowledge from long-term memory (e.g., Recall the dates of important events in United States history)</td>
</tr>
<tr>
<td><strong>2. UNDERSTAND</strong>—Construct meaning from instructional messages, including oral, written, and graphic communication</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>2.1 INTERPRETING</strong></td>
<td>Clarifying, paraphrasing, representing, translating</td>
<td>Changing from one form of representation (e.g., numerical) to another (e.g., verbal) (e.g., Paraphrase important speeches and documents)</td>
</tr>
<tr>
<td><strong>2.2 EXEMPLIFYING</strong></td>
<td>Illustrating, instantiating</td>
<td>Finding a specific example or illustration of a concept or principle (e.g., Give examples of various artistic painting styles)</td>
</tr>
<tr>
<td><strong>2.3 CLASSIFYING</strong></td>
<td>Categorizing, subsuming</td>
<td>Determining that something belongs to a category (e.g., Classify observed or described cases of mental disorders)</td>
</tr>
<tr>
<td><strong>2.4 SUMMARIZING</strong></td>
<td>Abstracting, generalizing</td>
<td>Abstracting a general theme or major point(s) (e.g., Write a short summary of events portrayed on a videotape)</td>
</tr>
<tr>
<td><strong>2.5 INFERRING</strong></td>
<td>Concluding, extrapolating, interpolating, predicting</td>
<td>Drawing a logical conclusion from presented information (e.g., In learning a foreign language, infer grammatical principles from examples)</td>
</tr>
<tr>
<td><strong>2.6 COMPARING</strong></td>
<td>Contrasting, mapping, matching</td>
<td>Detecting correspondences between two ideas, objects, and the like (e.g., Compare historical events to contemporary situations)</td>
</tr>
<tr>
<td><strong>2.7 EXPLAINING</strong></td>
<td>Constructing models</td>
<td>Constructing a cause-and-effect model of a system (e.g., Explain the causes of important 18th Century events in France)</td>
</tr>
<tr>
<td><strong>3. APPLY</strong>—Carry out or use a procedure in a given situation</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>3.1 EXECUTING</strong></td>
<td>Carrying out</td>
<td>Applying a procedure to a familiar task (e.g., Divide one whole number by another whole number, both with multiple digits)</td>
</tr>
<tr>
<td><strong>3.2 IMPLEMENTING</strong></td>
<td>Using</td>
<td>Applying a procedure to an unfamiliar task (e.g., Use Newton’s Second Law in situations in which it is appropriate)</td>
</tr>
</tbody>
</table>

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<tr>
<td>4. ANALYZE—Break material into its constituent parts and determine how the parts relate to one another and to an overall structure or purpose</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.1 DIFFERENTIATING</td>
<td>Discriminating, distinguishing, focusing, selecting</td>
<td>Distinguishing relevant from irrelevant parts or important from unimportant parts of presented material (e.g., Distinguish between relevant and irrelevant numbers in a mathematical word problem)</td>
</tr>
<tr>
<td>4.2 ORGANIZING</td>
<td>Finding coherence, integrating, outlining, parsing, structuring</td>
<td>Determining how elements fit or function within a structure (e.g., Structure evidence in a historical description into evidence for and against a particular historical explanation)</td>
</tr>
<tr>
<td>4.3 ATTRIBUTING</td>
<td>Deconstructing</td>
<td>Determine a point of view, bias, values, or intent underlying presented material (e.g., Determine the point of view of the author of an essay in terms of his or her political perspective)</td>
</tr>
<tr>
<td>5. EVALUATE—Make judgments based on criteria and standards</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.1 CHECKING</td>
<td>Coordinating, detecting, monitoring, testing</td>
<td>Detecting inconsistencies or fallacies within a process or product; determining whether a process or product has internal consistency; detecting the effectiveness of a procedure as it is being implemented (e.g., Determine if a scientist’s conclusions follow from observed data)</td>
</tr>
<tr>
<td>5.2 CRITIQUING</td>
<td>Judging</td>
<td>Detecting inconsistencies between a product and external criteria, determining whether a product has external consistency; detecting the appropriateness of a procedure for a given problem (e.g., Judge which of two methods is the best way to solve a given problem)</td>
</tr>
<tr>
<td>6. CREATE—Put elements together to form a coherent or functional whole, reorganize elements into a new pattern or structure</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.1 GENERATING</td>
<td>Hypothesizing</td>
<td>Coming up with alternative hypotheses based on criteria (e.g., Generate hypotheses to account for an observed phenomenon)</td>
</tr>
<tr>
<td>6.2 PLANNING</td>
<td>Designing</td>
<td>Devising a procedure for accomplishing some task (e.g., Plan a research paper on a given historical topic)</td>
</tr>
<tr>
<td>6.3 PRODUCING</td>
<td>Constructing</td>
<td>Inventing a product (e.g., Build habitats for a specific purpose)</td>
</tr>
<tr>
<td>THE KNOWLEDGE DIMENSION</td>
<td>THE COGNITIVE PROCESS DIMENSION</td>
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<td>3. Apply—Carry out or use a procedure in a given situation 3.1 Executing 3.2 Implementing</td>
<td>4. Analyze—Break material into its constituent parts and determine how the parts relate to one another and to an overall structure or purpose 4.1 Differentiating 4.2 Organizing 4.3 Attributing</td>
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<td>5. Evaluate—Make judgments based on criteria and standards 5.1 Checking 5.2 Critiquing</td>
<td>6. Create—Put elements together to form a coherent or functional whole; reorganize elements into a new pattern or structure 6.1 Generating 6.2 Planning 6.3 Producing</td>
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**A. Factual Knowledge**—The basic elements that students must know to be acquainted with a discipline or solve problems in it
  - Aa. Knowledge of terminology
  - Ab. Knowledge of specific details and elements

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  - Ba. Knowledge of classifications and categories
  - Bb. Knowledge of principles and generalizations
  - Bc. Knowledge of theories, models, and structures

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  - Ca. Knowledge of subject-specific skills and algorithms
  -Cb. Knowledge of subject-specific techniques and methods
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