

Curriculum Guide *For* *Language Arts*

(Revised July 2015)



Table of Contents

	<u>Pg#</u>
1) Purpose Statement for our Language Arts Curriculum	3
2) Adopted Textbooks/Curriculum Materials	4 - 5
5) Overview of Language Arts Curriculum <i>- Writing Forms / Genres (pg. 6-9)</i> <i>- Lang. Arts (Scope & Sequence) (pg.10-15)</i>	6 - 15
6) Language Arts Curriculum Standards	16 - 17
7) Language Arts Curriculum Guide Organization & Format	18
8) Prepared Graduate Competencies In Reading, Writing, and Communicating	19 - 20
9) 21st Century Skills and Readiness Competencies in	21 - 22
7) Language Arts Curriculum Framework	23 - 122

The Purpose of The Language Arts in St. John's Lutheran School Curriculum

At St. John's Lutheran School we value the study of the Language Arts as an important tool in implementing our vision and philosophy statements. The ability to communicate clearly (to read, write, speak and listen) forms the core of human culture. Reading, writing, speaking, and listening skills are essential tools for learning, for success in the workplace, for enriching and expanding our lives, and for responsible citizenship. We believe that these skills are particularly critical in the area of education. Success in learning is grounded in students acquiring solid knowledge and skills in reading, writing, speaking, and listening.

Reading and writing also have the power to bridge time and place. Through reading and writing we can gain a greater understanding of the human condition as it relates to Christian teaching. We remain in contact with people who lived before us through literature and other written records of human experience. We look and reach to the future by knowing how to locate, read, and make use of an ever-increasing amount of information. At St. John's we hope to create students that will use these skills to think critically and use this thinking to approach the world with a Christian-based perspective.

"A written word is the choicest of relics. It is something at once more intimate with us and more universal than any other work of art. It is the work of art nearest to life itself. It may be translated into every language, and not only be read but actually breathed from all human lips; not be represented on canvas or in marble only but be carved out of the breath of life itself. The symbol of an ancient man's thought becomes a modern man's speech."

Henry David Thoreau, Walden

Adopted Textbooks/Curriculum Materials

Writing:

- *Units of Study in Opinion, Information, and Narrative Writing Grade K-5 & 6-8* (by Lucy Culkins & Teachers College Reading & Writing Project – Columbia University ©2013)
- *English* / Houghton Mifflin / ©2001
- *Six-Traits Writing* – Ruth Culham
- We also use our Houghton Mifflin Reading Curriculum to support our writing.

* We use Writer's Workshop Methodology/Philosophy in teaching our writing curriculum.

Reading:

Kindergarten – *No More Letter of the Week* ©2003
(Supplemented by *Beginning to Read, Write, and Listen* MacMillan/McGraw Hill ©1995 / ACE (Phonics Pilot Program))

K – 2 – Modern Curriculum Press Phonics ©2003

1st Grade – Macmillan/McGraw Hill Reading ©1995

**2nd-5th Grade – *Houghton Mifflin Reading*
Houghton Mifflin Company ©2005**

6th Grade – Macmillan/McGraw Hill Reading ©1995

7th Grade – Various Novels/Stories (see list below)

8th Grade - Various Novels/Stories (see list below)

Books/Literature:

- **The following books/ novels are used in the classroom to supplement the reading curriculum:**

2nd Grade – *My Father’s Dragon/ Junie B. Jones Is Not A Crook/ Judy Moody Predicts the Future/ Freckle Juice / Fables & Fairy Tales / Chronicles of Narnia (Teacher Read)*

3rd Grade - *North American Explorers/ First American Colonies/ Lewis and Clark/ Let's Drive Henry Ford/ Catwings/ Starting School with an Enemy/ The Lucky Baseball Bat/ Secret Land of the Past/ Aliens for Lunch/ Let's Ride Paul Revere!/ Runaway Ralph/ Strider/ Charlotte's Web*

4th Grade - *Dear Mr. Henshaw/ The Cricket in Times Square/ The Summer of the Swans/ Pedro's Journal/ Ben and Me/ In the Year of the Boar and Jackie Robinson/ Tales of a Fourth Grade Nothing/ Indian and the Cupboard * Various other novel sets for use in Literature Circles*

5th Grade - *Lion, the Witch, and the Wardrobe/ The Secret School/ Bridge to Terabithia/ Hatchet/ M.C. Higgins/ Adventures of Tom Sawyer/ Tuck Everlasting/ The Pinballs/ A Gathering of Days/ Abel's Island/ One Day in the Alpine Tundra / Prince Caspian*

6th Grade - *Island of the Blue Dolphins/ The Secret Garden/ Across Five Aprils/ A Wrinkle in Time/ The Witch of Blackbird Pond/ Anne Frank: The Diary of a Young Girl/ Treasure Island/ Lyddie*

7th Grade - *The Westing Game (Mysteries)/ The Giver (Fantasy) /Number the Stars / Where the Red Fern Grows/ Roll of Thunder Hear My Cry / and various short stories*

8th Grade – *My Brother Sam is Dead/ Christmas Carol/ Don’t Look Behind You/ Greek Mythology/ Our Town (Play)/ Animal Farm/ The Old Man and the Sea/ Summer of My German Soldier/ Short Stories/ Book Talks*

Overview of Language Arts Curriculum

Overview of Writing Curriculum

Narrative Writing

Kindergarten

- *In the Launching the Writing Workshop Unit students tell stories from their lives as best they can, through drawing, labeling, and writing.*
- *In the Writing for Readers Unit students focus on getting more letters and words onto every page, editing their work and using increasingly conventional spelling.*

1st Grade

- *In the Small Moments Unit students craft lots of small-moment books, writing in ways that bring their characters to life.*
- *In the From Scenes to Series Unit students use all they know about writing narratives to create their own series of fictional chapter books.*

2nd Grade

- *In the Lessons from the Masters Unit students learn to study published texts to learn writing techniques to try in their own narratives.*

3rd Grade

- *In the Crafting True Stories Unit students write personal narrative using the complete writing process, including drafts and revision.*
- *In the Once Upon a Time Unit students first adapt and then write their own fairy tales, learning to use cohesive details, point of view, and story structure.*

4th Grade

- *In The Arc of Story Unit students develop fictional characters with motivations and struggles and write these characters into carefully structured stories.*

5th Grade

- *In the Narrative Craft Unit students write personal narratives, making purposeful choices about the techniques, structures and language they use to convey their meaning.*
- *In Shaping Texts Unit students write memoirs that combine essay and narrative structures to convey significant insights and personal themes.*

6th Grade

- In the Personal Narrative Unit, students write true stories, learning strategies to generate meaningful story ideas, manage pace, elaborate on important scenes, and deepen insights.

7th Grade

- In the Writing Realistic Fiction Unit, students write engaging short fiction by creating action-filled plots and believable characters and by crafting nuanced, memorable scenes.

8th Grade

- In the Investigative Journalism Unit, students learn to use sharp observations of life to write news and investigative articles about meaningful topics, crafting vivid narratives and elaborating multiple perspectives.

Information Writing

Kindergarten

- In the How-To Books Unit students plan, revise, and edit lots of informational texts that teach readers procedures for doing things.

1st Grade

- In the Nonfiction Chapter Books Unit students combine pictures, charts, and domain-specific vocabulary to create engaging teaching texts.

2nd Grade

- In the Lab Reports and Science Books Unit students write procedural texts, descriptions and analyses about experiments, then use that to write science-based information books.

3rd Grade

- In The Art of Information Writing Unit students write chapter books about topics on which they are experts, employing a variety of structures and sub-structures.

4th Grade

- In the Bringing History to Life Unit students write research reports in which they use research skills to learn about a central topic and then elaborate.

5th Grade

- In The Lens of History Unit students write through historical lenses and from primary sources, using multiple writing structures to build focused research reports.

6th Grade

- In the Research-Based Information Writing Unit, students learn ways to research and write informational essays, books, and digital presentations or websites to teach their readers about a topic, using increasingly sophisticated ways to draw on and structure information to explain a position or make a call to action.

7th Grade

- In the Writing about Reading Unit, students intensify their engagement with reading by writing innovative, reflective companion books that explain, develop, and extend ideas about books they love.

8th Grade

- In the Position Papers Unit, students will learn ways writers explain complex issues and compose arguments by drawing on evidence, contextualizing their positions and addressing multiple perspectives.

Opinion/Argument Writing

Kindergarten

- In the Persuasive Writing of All Kinds Unit students craft petitions, letters, and signs that rally people to address problems in their class, then school, then world.

1st Grade

- In the Writing Reviews Unit students create interesting, convincing reviews that present and rank their favorite toys, television shows, books, and more.

2nd Grade

- In the Writing About Reading Unit students write letters and essays about their opinions about characters, scenes, or whole books using examples from the texts.

3rd Grade

- In the Changing the World Unit students persuade people about causes they believe in using evidence, crafting techniques, and attention to audience.

4th Grade

- In the Boxes and Bullets Unit students build arguments about topics they know well using logical structures and carefully arranged ideas and evidence.

- In The Literary Essay Unit students write claim-based, evidence-rich literary essays after close readings of complex texts.

5th Grade

- *In the Shaping Texts Unit students write memoirs that combine essay and narrative structures to convey significant insights and personal themes.*
- *In The Research-Based Argument Essay Unit students build powerful arguments using carefully-weighed evidence, analysis, and rebuttal of counter-claims.*

6th Grade

- *In The Literary Essay Unit, students craft essays that make arguments about characters and themes, learning strategies essayists use to gather, analyze, and explain evidence from the text to support their claims.*

7th Grade

- *In The Art of Argument Unit students will learn to write essays that build convincing, nuanced arguments, balancing evidence and analysis to persuade readers to shift their beliefs or take action.*

8th Grade

- *In The Literary Essay Unit students write arguments and counterarguments about themes in texts, supporting their positions with details of plot, character and author's craft.*

Poetry

- Poetry is taught in its various forms throughout the grade levels. Students will learn and work with many different forms of poetry (Free Verse, Shape Poem, Quatrain, Cinquain, Haiku, Tanka, Limerick, Diamante, Acrostic, etc.) and are also introduced to the many poetic devices that are used in poetry and elsewhere.

Other Writing Types/Genres

- We incorporate other writing types and genres into our writing curriculum throughout the grades and throughout the school year. Descriptive Writing, letter writing, journaling, etc. are inter woven into the curriculum.

Language Arts (Scope and Sequence)

I=Introduce E=Emphasize M=Master R=Review

Skills Being Taught	K	1	2	3	4	5	6	7	8
Alphabet									
Recitation	M R	R	R	R	R	R	R	R	R
Alphabetical Order of Letters	EM	M	M	R	R	R	R	R	R
Identification (Capital/Lower)	M	M	R	R	R	R	R	R	R
Alphabetize by first letter		I	E	M	R	R	R	R	R
Alphabetize by second letter		I	I	M	R	R	R	R	R
Alphabetize by third letter		I	I	E	M	R	R	R	R
Phonics									
Beginning Sounds	IE	E M	M	R	R	R	R	R	R
Blends (Clusters)	I	E	M	R	R	R	R	R	R
Compound Words	I	E	M	R	R	R	R	R	R
Consonants	IE	M	MR	R	R	R	R	R	R
Consonant Digraphs	IE	E	M	R	R	R	R	R	R
Consonant Sound Associations	IE	E M	M	R	R	R	R	R	R
Contractions		I	E M	M	R	R	R	R	R
Decoding Printed Words	IE	M	M	R	R	R	R	R	R
Dictionary Usage		I	E	E	M	R	R	R	R
Diphthongs	I	E	E	M	R	R	R	R	R
Doubling Consonant before Endings		I	E	E	M	R	R	R	R
Dropping Final “E” Endings	I	I	E	M	R	R	R	R	R
Endings	I	E	E	M	R	R	R	R	R
Ending Sounds	IE	E	M	R	R	R	R	R	R
Hard / Soft	IE	E	M	M	R	R	R	R	R

Skills Being Taught	K	1	2	3	4	5	6	7	8
Plurals	I	IE	E	M	R	R	R	R	R
Prefixes			IE	E	M	R	R	R	R
Rhyme Words	IE	EM	M	R	R	R	R	R	R
Roots		I	E	M	R	R	R	R	R
Stressed/Unstressed Syllables			I	I	E	M	R	R	R
Suffixes			I	E	E	M	R	R	R
Syllables		I	E	M	R	R	R	R	R
Synonyms, Antonyms, Homonyms		I	E	E	M	R	R	R	R
Vowel Controlled “r”		I	E	M	R	R	R	R	R
Vowels – Schwa Sound			I	E	M	R	R	R	R
Vowels – Short/Long (a,e,i,o,u)	IE	EM	M	R	R	R	R	R	R
Reading									
Alliteration	I	I	E	M	R	R	R	R	R
Bible			I	E	M	M	R	R	R
Categorize and Classify	I	E	M	R	R	R	R	R	R
Cause – Effect Relationships	I	I	E	EM	M	R	R	R	R
Characters (Identify)	I	E	EM	R	R	R	R	R	R
Understands Character’s Feelings	I	I	E	E	M	R	R	R	R
Compare & Contrast	I	I	E	M	R	R	R	M	R
Conflict Resolution in Story	I	I	E	M	R	R	R	R	R
Making Connections/Use Schema	I	I	E	E	M	R	R	R	R
Context		I	E	E	M	R	R	R	R
Dedication, Title Page	I	I	E	M	R	R	R	R	R
Determine Text Organization		I	I	E	E	E	E	M	R
Draw Conclusions	I	I	E	E	M	R	R	R	R
Distinguish Between Fantasy/Realism	I	E	M	R	R	R	R	R	R

Skills Being Taught	K	1	2	3	4	5	6	7	8
Enjoy Literature	I	E	E	E	E	E	E	E	M
Evaluate	I	I	E	$\begin{smallmatrix} E \\ M \end{smallmatrix}$	M	R	R	R	R
Fact / Fiction (Identification)	IE	E	M	R	R	R	R	R	R
Follow Instructions	IE	E	M	R	R	R	R	R	R
Glossary		I	I	E	E	M	R	R	R
Graphs	IE	E	M	R	R	R	R	R	R
Identify Setting	I	E	M	R	R	R	R	R	R
Identify Title & Author	IE	M	R	R	R	R	R	R	R
Idioms				I	I	E	M	R	R
Illustrations	I	E	M	R	R	R	R	R	R
Index		IE	E	$\begin{smallmatrix} E \\ M \end{smallmatrix}$	M	R	R	R	R
Inferring	I	I	E	E	E	E	M	R	R
Making Judgments	I	I	E	E	E	M	R	R	R
Making Generalizations		I	I	E	E	M	R	R	R
Main Idea, Topic, and Supporting Details	I	I	I	E	E	M	R	R	R
Monitor Comprehension	I	IE	E	E	E	E	E	M	R
Newspaper (articles/editorials)				I	E	E	M	R	R
Oral Reading	I	E	M	M	M	M	R	R	R
Outlines				I	E	E	M	M	M
Personification – understand						I	E	E	M
Pictorial Clues	I	E	$\begin{smallmatrix} E \\ M \end{smallmatrix}$	M	R	R	R	R	R
Prediction	I	E	E	E	E	E	E	E	E
Propaganda Techniques						I	E	E	E
Poetry	I	I	E	E	M	R	R	R	R
Psalms				I	E	E	M	R	R
Problem/Conflict		I	E	M	R	R	R	R	R

Skills Being Taught	K	1	2	3	4	5	6	7	8
Punctuation	I	E	E M	R	R	R	R	R	M
Asks Questions / Questioning	I	I	E	E	M	R	R	R	R
Rereading for Meaning	I	I	E	E	M	R	R	R	R
Recognize Fact / Opinion	I	I	E	M	R	R	R	R	R
Recognize Author's Viewpoint			I	I	E	E M	M	R	R
Recognize Story Structure	I	I	E	M	R	R	R	R	R
Summarize	I	I	I	E	E	M	R	R	R
Understand Sequence of Events	I	I	E	E	M	R	R	R	R
Understand Genres			I	E	E	M	R	R	R
Using Table of Contents		I	I	E	M	R	R	R	R
Visualizing	I	I	E	M	R	R	R	R	R
Writing									
Address Envelope		I	I	E	M	R	R	R	R
Capital Letter to Begin Sentence	I	E	M	R	R	R	R	R	R
Complete Sentences	I	E	M	R	R	R	R	R	R
Cursive			I	E	E	E	M	R	R
Left-to-Right Progression	IE	E M	M	R	R	R	R	R	R
Revise / Edit	I	I	I	E	E	E	E	M	M
Speaking									
Express Thoughts	IE	E	M	R	R	R	R	R	R
Group Discussion	IE	E	E	M	R	R	R	R	M
Italics			I	I	E	M	R	R	R
Memorization/Recitation	IE	M	M	M	R	R	R	R	R
Retelling of Story	I	E	M	R	R	R	R	R	R
Speaking (&Listening) Campaign (Debate)					I	E	E	M	R
Using Note Cards					I	I	E	E	M

Skills Being Taught	K	1	2	3	4	5	6	7	8
Spelling									
Basic Sight Words	I	E M	M	M	R	R	R	R	R
Listening									
Taking Notes – Oral Material				I	I	E	E	E M	M
Follow Oral Directions	IE	M	M	R	R	R	R	R	R
Listen For Information	I	I	E	M	R	R	R	R	R
Grammar									
Adjectives		I	E	E	M	R	R	R	R
Adverbs			I	E	M	R	R	R	R
Apostrophe		I	E	E	M	R	R	R	R
Clauses						I	E	E	M
Colon, Semi-Colon				I	I	E	E	E	M
Commas		I	IE	E	E M	M	R	R	M
Conjunctions					I	E	E	E	EM
Identify Sentence Types	I	I	E	M	R	R	R	R	R
Nouns	I	I	E	E	M	R	R	R	R
Participals / Participial Phrases									I
Periods	I	E	E	M	R	R	R	R	R
Preposition					I	IE	M	E	M
Pronouns		I	I	E	E	E	M	R	R
Punctuation	I	I	E	E	M	R	R	R	M
Quotation Marks	I	I	I	E	M	R	R	R	R
Sentence Diagrams							I	M	E
Subject Complements								I	E
Verbs	I	I	E	E	M	R	R	R	R
Verb Tenses		I	E	E	E	E	E	M	R

Skills Being Taught	K	1	2	3	4	5	6	7	8
Irregular Verbs				I	E	E M	M	M	R
Subjects and Predicates			I	E	E	M	R	R	R
Possessives		I	I	E	M	R	R	R	R
Prepositions / Prepositional Phrases					I	IE	M	E	M
Research									
Encyclopedias (Book & Online)			I	I	E	E	M	R	R
Dictionary	I	I	E	E	M	R	R	R	R
Thesaurus			I	I	IE	E	E	M	R
Use the Library	I	IE	E	M	R	R	R	R	M
Use Multimedia Resources			I	I	E	E	E	M	R
Use Electronic Resources / Technology	I	I	I	I	E	E	E	M	R
Use Newspapers/Magazines			I	I	E	E	M	R	R
Paraphrase / Synthesize						I	E	E	M
Select and Evaluate Sources				I	I	E	E	E	M
Read and Use Primary Sources				I	E	E	E	M	R
Categorize Information			I	IE	E	M	R	R	R
Take Notes				I	IE	E	E	M	R
Study Skills									
Skimming/Scan					I	IE	E	E	E
Taking Notes				I	IE	E	E	M	R
Locate/Use Parts of a book		I	I	E	M	R	R	R	R
Use Graphic Organizers		I	I	I	E	E	E	M	R
Outline				I	E	E	E	M	R

- **Often times many of the skills are dealt with or reintroduced at a higher difficulty level in the upper grades. This is why the I,E,M, and R sometimes are switched around.**

St. Johns Language Arts

Curriculum Standards

(Adapted from the Colorado Model Content Standards and the Common Core State Standards for English Language Arts & Literacy)

These St. John's curriculum standards in English Language Arts are the topical organization of the concepts and skills every St. John's student should know and be able to do throughout their Kindergarten through eighth grade experience.. The four standards of Reading, Writing, and Communicating are:

1. Oral Expression and Listening

Learning of word meanings occurs rapidly from birth through adolescence within communicative relationships. Everyday interactions with parents, teachers, peers, friends, and community members shape speech habits and knowledge of language. Language is the means to higher mental functioning, that which is a species-specific skill, unique to humans as a generative means for thinking and communication. Through linguistic oral communication, logical thinking develops and makes possible critical thinking, reasoning, development of information literacy, application of collaboration skills, self-direction, and invention.

Oral language foundation and written symbol systems concretize the way a student communicates. Thus, students develop oral language skills in listening and speaking, and master the written language skills of reading and writing. Specifically, holding students accountable for language mastery from the perspectives of scientific research in linguistics, cognitive psychology, human information processing, brain-behavior relationships, and socio-cultural perspectives on language development will allow students to master 21st century skills and serve the state, region, and nation well.

2. Reading for All Purposes

Literacy skills are essential for students to fully participate in and expand their understanding of today's global society. Whether they are reading functional texts (voting ballots, a map, a train schedule, a driver's test, a job application, a text message, product labels); reference materials (textbooks, technical manuals, electronic media); or print and non-print literary texts, students need reading skills to fully manage, evaluate, and use the myriad information available in their day-to-day lives.

3. Writing and Composition

Writing is a fundamental component of literacy. Writing is a means of critical inquiry; it promotes problem solving and mastering new concepts. Adept writers can work through various ideas while producing informational, persuasive, and narrative or literary texts. In other words, writing can be used as a medium for reasoning and making intellectual connections. As students arrange ideas to persuade, describe, and inform, they engage in logical critique, and they are likely to gain new insights and a deeper understanding of concepts and content.

4. Research and Reasoning

Research and Reasoning skills are pertinent for success in a postsecondary and workforce setting. Students need to acquire these skills throughout their schooling. This means students need to be able to distinguish their own ideas from information created or discovered by others, understand the importance of creating authentic works, and correctly cite sources to give credit to the author of the original work.

5. Students read and understand a variety of materials including the Bible and other Christian literature.

The Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science and Technical Subjects include a separate standard for Language. In this document, those Language expectations are integrated into the four standards above as appropriate.

Language Arts Curriculum Guide

Organization and Format

The standards are presented in a format which follows each standard from one grade level to the next starting from Kindergarten and working up to eighth grade. Included in each grade levels standards and curriculum are sections which show how 21st century skills and the elements of school readiness and postsecondary and workforce readiness indicators give depth and context to essential learning.

The elements of the revised standards are:

Prepared Graduate Competencies: The kindergarten through eighth-grade concepts and skills that all students who complete their education at St. John's must master to ensure their success in a postsecondary and workforce setting.

Standard: The topical organization of an academic content area.

Grade Level Expectations: The articulation (at each grade level), concepts, and skills of a standard that indicate a student is making progress toward being ready for high school. *What do students need to know from kindergarten through eighth grade?*

Evidence Outcomes: The indication that a student is meeting an expectation at the mastery level. *How do we know that a student can do it?*

21st Century Skills and Readiness Competencies: Includes the following:

- ***Inquiry Questions:***

Sample questions are intended to promote deeper thinking, reflection and refined understandings precisely related to the grade level expectation.

- ***Relevance and Application:***

Examples of how the grade level expectation is applied at home, on the job or in a real-world, relevant context.

- ***Nature of the Discipline:***

The characteristics and viewpoint one keeps as a result of mastering the grade level expectation

Prepared Graduate Competencies in Reading, Writing, and Communicating

The prepared graduate competencies are the Kindergarten through eighth grade concepts and skills that all students who complete their education at St. John's must master to ensure their success in a secondary, postsecondary, and workforce setting

Prepared Graduates:

- Collaborate effectively as group members or leaders who listen actively and respectfully pose thoughtful questions, acknowledge the ideas of others, and contribute ideas to further the group's attainment of an objective
- Deliver organized and effective oral presentations for diverse audiences and varied purposes
- Use language appropriate for purpose and audience
- Demonstrate skill in inferential and evaluative listening
- Interpret how the structure of written English contributes to the pronunciation and meaning of complex vocabulary
- Demonstrate comprehension of a variety of informational, literary, and persuasive texts
- Evaluate how an author uses words to create mental imagery, suggest mood, and set tone
- Read a wide range of literature (American and world literature) to understand important universal themes and the human experience
- Seek feedback, self-assess, and reflect on personal learning while engaging with increasingly more difficult texts
- Engage in a wide range of nonfiction and real-life reading experiences to solve problems, judge the quality of ideas, or complete daily tasks
- Write with a clear focus, coherent organization, sufficient elaboration, and detail

- Effectively use content-specific language, style, tone, and text structure to compose or adapt writing for different audiences and purposes
- Apply standard English conventions to effectively communicate with written language
- Implement the writing process successfully to plan, revise, and edit written work
- Master the techniques of effective informational, literary, and persuasive writing
- Discriminate and justify a position using traditional lines of rhetorical argument and reasoning
- Articulate the position of self and others using experiential and material logic
- Gather information from a variety of sources; analyze and evaluate the quality and relevance of the source; and use it to answer complex questions
- Use primary, secondary, and tertiary written sources to generate and answer research questions
- Evaluate explicit and implicit viewpoints, values, attitudes, and assumptions concealed in speech, writing, and illustration
- Demonstrate the use of a range of strategies, research techniques, and persistence when engaging with difficult texts or examining complex problems or issues

Exercise ethical conduct when writing, researching, and documenting sources.

21st Century Skills and Readiness Competencies in Language Arts

The 21st century skills are the synthesis of the essential abilities students must apply in our rapidly changing world. Today's students need a repertoire of knowledge and skills that are more diverse, complex, and integrated than any previous generation. Reading, Writing, and Communicating are inherently demonstrated in each of St. John's 21st century skills, as follows:

Critical Thinking and Reasoning

Critical thinking and reasoning are vital to advance in the technologically sophisticated world we live in. In order for students to be successful and powerful readers, writers, and communicators, they must incorporate critical thinking and reasoning skills. Students need to be able to successfully argue a point, justify reasoning, evaluate for a purpose, infer to predict and draw conclusions, problem-solve, and understand and use logic to inform critical thinking.

Information Literacy

The student who is information-literate accesses information efficiently and effectively by reading and understanding essential content of a range of informational texts and documents in all academic areas. This involves evaluating information critically and competently; accessing appropriate tools to synthesize information; recognizing relevant primary and secondary information; and distinguishing among fact, point of view, and opinion.

Collaboration

Reading, writing, and communicating must encompass collaboration skills. Students should be able to collaborate with each other in multiple settings: peer groups, one-on-one, in front of an audience, in large and small group settings, and with people of other ethnicities. Students should be able to participate in a peer review, foster a safe environment for discourse, mediate opposing perspectives, contribute ideas, speak with a purpose, understand and apply knowledge of culture, and seek others' ideas.

Self Direction

Students who read, write, and communicate independently portray self-direction by using metacognition skills. These important skills are a learner's automatic awareness of knowledge and ability to understand, control, and manipulate cognitive processes. These skills are important not only in school but throughout life, enabling the student to learn and set goals independently.

Invention

Applying new ways to solve problems is an ideal in reading and writing instruction. Invention is one of the key components of creating an exemplary writing piece or synthesizing information from multiple sources. Invention takes students to a higher level of metacognition while exploring literature and writing about their experiences.

Language Arts Curriculum Framework

Standard 1: Oral Expression and Listening

Learning of word meanings occurs rapidly from birth through adolescence within communicative relationships. Everyday interactions with parents, teachers, peers, friends, and community members shape speech habits and knowledge of language. Language is the means to higher mental functioning, that which is a species-specific skill, unique to humans as a generative means for thinking and communication. Through linguistic oral communication, logical thinking develops and makes possible critical thinking, reasoning, development of information literacy, application of collaboration skills, self-direction, and invention. Oral language foundation and written symbol systems concretize the way a student communicates. Thus, students at St. John's work to develop oral language skills in listening and speaking, and master the written language skills of reading and writing.

Prepared Graduate Competencies

The Kindergarten through Grade 8 concepts and skills that all students who complete their education at St. John's must master to ensure their success in a postsecondary and workforce setting.

Prepared Graduate Competencies in the Oral Expression and Listening Standard:

- Collaborate effectively as group members or leaders who listen actively and respectfully pose thoughtful questions, acknowledge the ideas of others, and contribute ideas to further the group's attainment of an objective
- Deliver organized and effective oral presentations for diverse audiences and varied purposes
- Use language appropriate for purpose and audience
- Demonstrate skill in inferential and evaluative listening

Standard: 1 Oral Expression and Listening

Prepared Graduates: Use language appropriate for purpose and audience

Grade Level Expectation: Kindergarten

Concepts and skills students master:

1. Oral communication skills are built within a language-rich environment

Evidence Outcomes

Students can:

- Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- Add drawings or other visual displays to descriptions as desired to provide additional detail.
- Speak audibly and express thoughts, feelings, and ideas clearly.
- Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
- Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
- Identify real-life connections between words and their use (e.g., note places at school that are colorful).
- Distinguish shades of meaning among verbs describing the same general action (e.g., *walk*, *march*, *strut*, *prance*) by acting out the meanings.
- Express words and word meanings as encountered in books and conversation
- Use new vocabulary that is directly taught through reading, speaking, and listening
- Relate new vocabulary to prior knowledge

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. Why are the sounds and letters in words important?
2. Why is it important to learn new words and build speaking vocabularies?
3. When talking to a partner, why is important to speak clearly and use words the person understands?
4. How would the world be different if people didn't speak to each other?

Relevance and Application:

1. Provide opportunities and tools for students to see and use written language for a variety of purposes, drawing attention to specific letters and words. (Early math concepts require a student to identify and sort common shapes and identify simple patterns.)
2. Electronic sources provide a tool for displaying word and letters.
3. Animation can enhance story telling.

Nature of History:

1. Good communicators seek out opportunities to learn and use new words that build and enhance their oral language skills.

Standard: 1 Oral Expression and Listening

Prepared Graduates:

- Use language appropriate for purpose and audience
- Demonstrate skill in inferential and evaluative listening

Grade Level Expectation: Kindergarten

Concepts and skills students master:

2. Communication relies on effective verbal and nonverbal skills

Evidence Outcomes

Students can:

- Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.
 - i. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
 - ii. Continue a conversation through multiple exchanges.
- Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
- Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- Listen with comprehension to follow two-step directions.
- Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. What are proper ways for people to ask for something they need?
2. Why is it important for people to wait their turn before speaking?
3. What does it mean to be a good listener?

Relevance and Application:

1. When asking for directions it is important to ask clarifying questions to avoid getting lost.
2. Speaking politely to customers and acknowledging their concerns is important to people who work in stores and restaurants.

Nature of History:

2. Good communicators are courteous and speak with respect for others.

Standard: 1 Oral Expression and Listening

Prepared Graduates: Demonstrate skill in inferential and evaluative listening

Grade Level Expectation: Kindergarten

Concepts and skills students master:

3. Vocal sounds produce words and meaning to create early knowledge of phonemic awareness

Evidence Outcomes

Students can:

- Identify and create rhyming words
- Identify and create alliterations
- Identify words orally according to shared beginning or ending sounds
- Blend sounds orally to make one-syllable words
- Segment one-syllable words into sounds
- Segment spoken words into onset (initial consonant sounds) and rime (vowel to end of syllable)
- Identify the initial, medial, and final phoneme (speech sound) of spoken words

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. Why are phonemes (speech sounds) important?
2. What is the difference between phonemes (speech sounds) and other sounds?
3. Could people communicate well if they could only use five words?

Relevance and Application:

1. Identifying differences between common sounds in the home is necessary for safety and everyday living (such as the phone and doorbell, smoke alarm and kitchen timer).
2. Recorded sources of sample sounds are used to help clarify the spoken word.

Nature of History:

1. The ability to segment and blend phonemes facilitates spelling and decoding.
2. Phonological and phonemic awareness prepares the brain for reading and spelling.
3. The ability to notice and manipulate phonemes orally is essential for successful reading development.

Standard: 1. Oral Expression and Listening

Prepared Graduates:

- Use language appropriate for purpose and audience
- Demonstrate skill in inferential and evaluative listening

Grade Level Expectation: First Grade

Concepts and skills students master:

1. Multiple strategies develop and expand oral vocabulary

Evidence Outcomes

Students can:

- Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- Produce complete sentences when appropriate to task and situation.
- Give and follow simple two-step directions.

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. Why is it important to learn new words?
2. How is the meaning of a word demonstrated without speaking?
3. How do presenters decide which words to use when they speak?
4. What is the value of using different words in writing?

Relevance and Application:

1. Choose specific words to make communication clearer. (Storytellers select their words very carefully to express a thought or feeling clearly to the audience or reader.)
2. Use words to orally describe actions, people, places, things, and ideas. (Visual artists demonstrate the ability to express many words through a work of art. A picture is worth a thousand words.)
3. Increase exposure to words for use in speaking and writing.
4. Library database products can provide exposure to oral and written vocabulary.
5. Electronic drawing tools can be used to illustrate vocabulary.

Nature of Reading, Writing, and Communicating:

1. Good communicators use a variety of words when speaking and writing to demonstrate their understanding of a topic.

Standard: 1. Oral Expression and Listening

Prepared Graduates:

- Use language appropriate for purpose and audience
- Collaborate effectively as group members or leaders who listen actively and respectfully pose thoughtful questions, acknowledge the ideas of others, and contribute ideas to further the group's attainment of an objective

Grade Level Expectation: First Grade

Concepts and skills students master:

2. Verbal and nonverbal language is used to express and receive information

Evidence Outcomes

Students can:

- Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.
 - i. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
 - ii. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
 - iii. Ask questions to clear up any confusion about the topics and texts under discussion.
- Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. What does it mean to communicate courteously in conversations?
2. How can students ask for something without speaking out in class?
3. Why is it important for students to wait their turn before speaking?

Relevance and Application:

1. By listening, responding to others' ideas, and working together people can solve problems together that may not have been solved by an individual.
2. A variety of technology tools help people clarify a speaker's or author's meaning when listening or reading.

Nature of Reading, Writing, and Communicating:

1. Communicators can ask for things they need without being disruptive.
2. Communicators know how to communicate effectively with peers, teachers, and family members.

Standard: 1. Oral Expression and Listening

Prepared Graduates:

- Use language appropriate for purpose and audience

Grade Level Expectation: First Grade

Concepts and skills students master:

3. Identifying and manipulating phonemes in spoken words allow people to understand the meaning of speech

Evidence Outcomes

Students can:

- Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
 - i. Distinguish long from short vowel sounds in spoken single-syllable words.
 - ii. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
 - iii. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
 - iv. Segmenting spoken single-syllable words into their complete sequence of individual sounds (phonemes).

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. Why are phonemes (speech sounds) important?
2. What is the difference between phonemes (speech sounds) and other sounds?
3. How would English sound if we used letter sounds the same in every word?

Relevance and Application:

1. Poets blend words and phrases together to produce poems that *sound* like feelings.
2. Audio and digital technologies assist students in identifying the differences among types of sounds.
3. When learning a new language, students must learn how that language uses speech sounds before they can speak fluently.

Nature of Reading, Writing, and Communicating:

1. Phonological and phonemic awareness prepares the brain for reading and spelling.
2. The ability to notice and manipulate phonemes orally is essential for successful reading development.
3. Good speakers notice and manipulate phonemes to make their presentation interesting and understandable to their audience.

Standard: 1. Oral Expression and Listening

Prepared Graduates:

- Collaborate effectively as group members or leaders who listen actively and respectfully pose thoughtful questions, acknowledge the ideas of others, and contribute ideas to further the group's attainment of an objective

Grade Level Expectation: Second Grade

Concepts and skills students master:

1. Discussions contribute and expand on the ideas of self and others

Evidence Outcomes

Students can:

- Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- Contribute knowledge to a small group or class discussion to develop a topic
- Maintain focus on the topic
- Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
- Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
- Use content-specific vocabulary to ask questions and provide information.

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. Why is it important to use precise vocabulary in communication?
2. How do people remember new words and their mean?
3. How do people connect new words to things that are important to them?
4. What is the most important thing to do to ensure people understand a presentation?

Relevance and Application:

1. The use of precise language is important when communicating with others to clearly express an idea.
2. Online dictionary resources offer new ways to expand vocabulary (such as personal word bank, word wall, picture dictionary, or glossary).
3. Music writers (composers) and musical performers work together to create new songs and exciting performances.
4. Use electronic collaboration tools to contribute to the group goal.

Nature of Reading, Writing, and Communicating:

1. Good communicators choose their words carefully.

Standard: 1. Oral Expression and Listening

Prepared Graduates:

- Demonstrate skill in inferential and evaluative listening

Grade Level Expectation: Second Grade

Concepts and skills students master:

2. New information can be learned and better dialogue created by listening actively

Evidence Outcomes

Students can:

- Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.
 - i. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
 - ii. Build on others' talk in conversations by linking their comments to the remarks of others.
 - iii. Ask for clarification and further explanation as needed about the topics and texts under discussion.
- Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. Do people learn more by talking or listening? Why?
2. How do people respond to ideas that are unfair?

Relevance and Application:

1. Communicators check their personal thinking to ensure other points of view are considered fairly.
2. Listeners use background knowledge to answer questions before asking others.
3. Video game designers create a variety of options to allow the players to have choices.
4. Doctors listen to their patients and use their own knowledge of medicine to make a diagnosis.
5. Use electronic tools to provide feedback.

Nature of Reading, Writing, and Communicating:

1. Good listeners make new discoveries by using their own knowledge along with information they hear from others.

Standard: 1. Oral Expression and Listening

Prepared Graduates:

- Use language appropriate for purpose and audience

Grade Level Expectation: Third Grade

Concepts and skills students master:

1. Oral communication is used both informally and formally

Evidence Outcomes

Students can:

- Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
- Distinguish different levels of formality
- Speak clearly, using appropriate volume and pitch for the purpose and audience
- Select and organize ideas sequentially or around major points of information that relate to the formality of the audience
- Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
- Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
- Use grammatically correct language for the audience and specific vocabulary to communicate ideas and supporting details

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. Do children talk differently to their friends than to their teachers? Why?
2. Could presenters speak passionately about a topic if their back was turned to the audience?
3. When people talk to someone who speaks a different language, how do they know that the person is happy, sad, scared, or mad?
4. Why is it important to speak clearly with appropriate volume and pitch?

Relevance and Application:

1. Participate in group discussions around a topic of interest. (Actors in a group scene must communicate the appropriate thoughts and feelings for the audience to understand their intent.)
2. Speak at a rate and volume others can understand. (Television reporters demonstrate expertise in clearly presenting to an audience.)
3. Use correct grammatical structures to clearly express new ideas to a group.
4. Collaborate with a group for a presentation (such as a book report or dramatic reading).
5. Electronic tools visual mapping tools can be used to organize ideas.

Nature of Reading, Writing, and Communicating:

1. Good communicators make changes to their presentations based on the interests of different audiences.

Standard: 1. Oral Expression and Listening

Prepared Graduates:

- Collaborate effectively as group members or leaders who listen actively and respectfully pose thoughtful questions, acknowledge the ideas of others, and contribute ideas to further the group's attainment of an objective

Grade Level Expectation: Third Grade

Concepts and skills students master:

2. Successful group activities need the cooperation of everyone

Evidence Outcomes

Students can:

- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.
 - i. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
 - ii. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
 - iii. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
 - iv. Explain their own ideas and understanding in light of the discussion.
 - v. Use eye contact, volume, and tone appropriate to audience and purpose
 - vi. Use different types of complete sentences to share information, give directions, or request information
- Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. What are the different kinds of roles people have when working in a group?
2. Do rules help people or hold them back?
3. What characteristics do good group leaders have?

Relevance and Application:

1. Express and support ideas with others. (Filmmakers select the most exciting and meaningful scenes from a movie to use in trailers.)
2. Drivers need to follow the rules of the road to keep themselves and others safe.
3. Interact with others by sharing knowledge, stories, and interests to build positive relationships. (Dancers in an ensemble work together to present a dance performance for others to enjoy.)
4. Online shared workspaces can be used to enhance collaboration.

Nature of Reading, Writing, and Communicating:

1. Good communicators work collaboratively with others to have the desired effect on their audience.

Standard: 1. Oral Expression and Listening

Prepared Graduates:

- Use language appropriate for purpose and audience

Grade Level Expectation: Fourth Grade

Concepts and skills students master:

1. A clear communication plan is necessary to effectively deliver and receive information

Evidence Outcomes

Students can:

- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.
 - i. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
 - ii. Follow agreed-upon rules for discussions and carry out assigned roles.
 - iii. Pose and respond 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.
 - iv. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
- Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- Identify the reasons and evidence a speaker provides to support particular points.
- Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
- Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. Why is important to listen to all members in a group before making a decision about an issue or problem?
2. What are some important things to do when presenting ideas to a group?
3. Why is paraphrasing someone else's thinking important before sharing other opinions?

Relevance and Application:

1. Learning how to listen and support ideas with others is a life skill (Businesses of all sizes create communication plans so all employees are kept informed and know how and where to offer their opinion.)
2. Interacting with others by sharing knowledge, ideas, stories, and interests builds positive relationships. For example, when planning a school festival students, parents, and teachers work together to develop ideas and plan the work.
3. Using databases to organize information about and audience can improve a meeting.

Nature of Reading, Writing, and Communicating:

1. Good communicators acknowledge the ideas of others.

Standard: 1. Oral Expression and Listening

Prepared Graduates:

- Use language appropriate for purpose and audience
- Deliver organized and effective oral presentations for diverse audiences and varied purposes

Grade Level Expectation: Fifth Grade

Concepts and skills students master:

1. Effective communication requires speakers to express an opinion, provide information, describe a process, and persuade an audience

Evidence Outcomes

Students can:

- Describe a process and persuade an audience
 - i. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes.
 - ii. Use appropriate eye contact and speak clearly at an understandable pace.
- Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
- Adapt speech to a variety of contexts and tasks. (CCSS: SL.5.6)
- Adapt language as appropriate to purpose: to persuade, explain/provide information, or express an opinion.

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. How do presenters make themselves clear when presenting ideas to others?
2. How do presenters make a good impression when speaking with others?
3. When presenters want to persuade audience members, what is important for them to remember?

Relevance and Application:

1. Performing artists rehearse to perfect a performance before presenting to an audience.
2. Video-recording and then viewing a presentation can help speakers understand what they do well and what they need to improve.
3. Advertising agencies develop media campaigns (for TV, radio, the Internet, newspapers, and magazines) to persuade people to buy their products.
4. Online resources offer samples of language use from diverse backgrounds.
5. Webinars allow sharing among and between a broader audience.

Nature of Reading, Writing, and Communicating:

1. Effective communicators can present a topic they know well and take the opposing side of an issue.
2. Skilled presenters plan and prepare for the delivery of a presentation.

Standard: 1. Oral Expression and Listening

Prepared Graduates:

- Collaborate effectively as group members or leaders who listen actively and respectfully pose thoughtful questions, acknowledge the ideas of others, and contribute ideas to further the group's attainment of an objective
- Demonstrate skill in inferential and evaluative listening

Grade Level Expectation: Fifth Grade

Concepts and skills students master:

2. Listening strategies are techniques that contribute to understanding different situations and serving different purposes

Evidence Outcomes	21 st Century Skills and Readiness Competencies
Students can: <ul style="list-style-type: none">- Listen to other's ideas and form their own opinions- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly.<ul style="list-style-type: none">i. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.ii. Follow agreed-upon rules for discussions and carry out assigned roles.iii. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.iv. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.- Model a variety of active listening strategies (eye contact, note taking, questioning, formulating clarifying questions)<ul style="list-style-type: none">i. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.- Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	Inquiry Questions: <ol style="list-style-type: none">1. How is eye contact used to persuade others who are listening?2. When is it important to use volume as a tool in communication?3. Why is it difficult to accept someone else's point of view?4. What can speakers do to make people want to listen to what they have to say?5. How does body language tell a speaker that he/she is having the desired effect on the audience?
	Relevance and Application: <ol style="list-style-type: none">1. Using precise language increases clarity in communication. (A mediator listens to both sides of an argument and then gives a recommendation to solve the problem.)2. Utilizing online presentation tools engages audiences from across the world.3. Acknowledging, both verbally and in writing, what has been heard is critical when learning new information.
	Nature of Reading, Writing, and Communicating: <ol style="list-style-type: none">1. Good listeners seek to understand before they respond.

Standard: 1. Oral Expression and Listening

Prepared Graduates:

- Collaborate effectively as group members or leaders who listen actively and respectfully pose thoughtful questions, acknowledge the ideas of others, and contribute ideas to further the group's attainment of an objective

Grade Level Expectation: Sixth Grade

Concepts and skills students master:

1. Successful group discussions require planning and participation by all

Evidence Outcomes

Students can:

- Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
- Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
 - i. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
 - ii. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
 - iii. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
 - iv. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
- Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
- Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
- Use evidence to develop credibility (such as citing textual evidence to support opinions)
- Recognize the difference between informal and formal language and make choices appropriate for group purposes

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. What happens when members of a group don't listen to one another?
2. How do members of a group know if they are using credible sources?
3. What active listening strategies can individuals use while working in a group?
4. Why is it important for people to wait their turn before providing an opinion or giving feedback?
5. What tools can be used in a small group to organize the discussion?

Relevance and Application:

1. Contributing ideas and listening respectfully lead to greater buy-in and give society a larger understanding of views of group members. (Scientists collect seemingly unrelated facts and discoveries and put them together to formulate a hypothesis. Coaches develop game plans that require the players to actively listen and participate to be successful.)
2. The Internet offers search engines and library databases that help users identify credible sources.

Nature of Reading, Writing, and Communicating:

1. Collaboration expands thinking and understanding by integration of others' ideas and perspectives.

Standard: 1. Oral Expression and Listening

Prepared Graduates:

- Deliver organized and effective oral presentations for diverse audiences and varied purposes

Grade Level Expectation: Seventh Grade

Concepts and skills students master:

1. Formal presentations require preparation and effective delivery

Evidence Outcomes

Students can:

- Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
- Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
- Prepare for audience and purpose by ensuring proper length of presentation, suitable mode of dress, appropriate topic, and engaging content
- Implement strategies to rehearse presentation (such as memorizing key phrases, creating note cards, practicing with friends, etc.)

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. What background knowledge can presenters apply to their research?
2. Why is it important to use good research strategies when finding information on a topic?
3. How do I know if a source is trustworthy?
4. How does the lack of a component (introduction, main idea, supporting details, and conclusion) change the intent of a presentation?

Relevance and Application:

1. Learning to paraphrase is a skill that is used daily when summarizing.
2. Parents often ensure the well-being of their children by asking who, what, when, where, why, and how questions.
3. Online resources offer access to a variety of primary and secondary resources.
4. Electronic presentation tools can enhance oral presentations.
5. Online resources can be used to offer examples of quality presentations.

Nature of Reading, Writing, and Communicating:

1. Skilled communicators use a variety of ways to present research, which continues to build their intellectual fluency.
2. Skilled communicators thoroughly review their research findings before presenting to an audience.

Standard: 1. Oral Expression and Listening

Prepared Graduates:

- Collaborate effectively as group members or leaders who listen actively and respectfully pose thoughtful questions, acknowledge the ideas of others, and contribute ideas to further the group's attainment of an objective

Grade Level Expectation: Seventh Grade

Concepts and skills students master:

2. Small and large group discussions rely on active listening and the effective contributions of all participants

Evidence Outcomes

Students can:

- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
 - i. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
 - ii. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
 - iii. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
 - iv. Acknowledge new information expressed by others and, when warranted, modify their own views.
- Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
- Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. What makes an effective discussion?
2. How can everyone contribute without a few people dominating the discussion?
3. What strategies do effective communicators use to involve other people in the discussion?

Relevance and Application:

1. Journalists summarize complex issues for the general public.
2. Political representatives integrate the needs and wants of a community into new policy recommendations.
3. Real-time feedback technologies rely on the active participation of all members to have a successful discussion.
4. Musical ensembles require the cooperation of all players to produce the desired sound.

Nature of Reading, Writing, and Communicating:

1. Skilled communicators demonstrate a balance between listening and sharing.
2. Skilled listeners recognize that others have important ideas.

Standard: 1. Oral Expression and Listening**Prepared Graduates:**

- Collaborate effectively as group members or leaders who listen actively and respectfully pose thoughtful questions, acknowledge the ideas of others, and contribute ideas to further the group's attainment of an objective

Grade Level Expectation: Eighth Grade**Concepts and skills students master:**

1. Communication skills and interviewing techniques are required to gather information and to develop and deliver oral presentations

Evidence Outcomes**Students can:**

- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
 - i. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
 - ii. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
 - iii. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
 - iv. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
 - v. Identify a central idea and prepare and ask relevant interview questions for researching and developing ideas further
 - vi. Evaluate the effectiveness of the techniques used and information gained from the interview
 - vii. Give a planned oral presentation to a specific audience for an intended purpose
 - viii. Demonstrate appropriate verbal and nonverbal delivery techniques (clear enunciation, gesture, volume, pace, use of visuals, and language) for intended effect
- Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
- Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

21st Century Skills and Readiness Competencies**Inquiry Questions:**

1. How do delivery techniques change in relation to audience purpose or content?
2. What makes a good interview?
3. How do presenters determine what information is relevant when preparing a report or presentation?
4. How do speakers know if an audience is actively engaged in a presentation?

Relevance and Application:

1. When hiring, a supervisor must develop and use effective interview techniques to select the proper candidate.
2. Public speakers can study theatre arts to improve their presentation skills.
3. Audio and video recording technologies assist in studying interview footage to assimilate relevant information.
4. Electronic presentation tools can be used to enhance oral presentations.
5. Long distance interviews can be conducted electronically.

Nature of Reading, Writing, and Communicating:

1. Skilled communicators use dialogue to understand and to be understood, with consideration for self and others.
2. Skilled communicators must be open to the ideas of others.

Standard: 1. Oral Expression and Listening

Prepared Graduates:

- Demonstrate skill in inferential and evaluative listening

Grade Level Expectation: Eighth Grade

Concepts and skills students master:

- 2. A variety of response strategies clarifies meaning or messages

Evidence Outcomes

Students can:

- Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
- Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
- Paraphrase speaker's meaning
- Ask questions to clarify inferences

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. How do people develop good listening skills?
2. How do audience members determine the meaning of nonverbal cues?
3. Why is it important to understand the speaker's background?
4. How is asking questions a useful strategy in learning?

Relevance and Application:

1. Public speakers use appropriate gestures, facial expressions, posture, and body language in a variety of situations (such as resolving conflicts, negotiating, and presenting reports).
2. Professionals use oral communication skills to foster collaboration. For example, jury members are required to determine if a witness is telling the truth; business executives work in teams to complete a project on time.
3. Computer animation technologies portray the nonverbal intent of a character.
4. Use electronic tools, such as word mapping techniques, to analyze a speaker's meaning.

Nature of Reading, Writing, and Communicating:

1. Skilled listeners recognize the contributions of others.
2. Skilled listeners listen and ask good questions.

Standard 2. Reading for All Purposes

Literacy skills are essential for students to fully participate in and expand their understanding of today's global society. Whether they are reading functional texts (voting ballots, a map, a train schedule, a driver's test, a job application, a text message, product labels); reference materials (textbooks, technical manuals, electronic media); or print and non-print literary texts, students need reading skills to fully manage, evaluate, and use the myriad information available in their day-to-day lives.

Prepared Graduate Competencies

The Kindergarten through grade 8 concepts and skills that all students who complete their education at St. John's must master to ensure their success in a postsecondary and workforce setting.

Prepared Graduate Competencies in the Reading for All Purposes Standard:

- Interpret how the structure of written English contributes to the pronunciation and meaning of complex vocabulary
- Demonstrate comprehension of a variety of informational, literary, and persuasive texts
- Evaluate how an author uses words to create mental imagery, suggest mood, and set tone
- Read a wide range of literature (American and world literature) to understand important universal themes and the human experience
- Seek feedback, self-assess, and reflect on personal learning while engaging with increasingly more difficult texts
- Engage in a wide range of nonfiction and real-life reading experiences to solve problems, judge the quality of ideas, or complete daily tasks

Standard: 2. Reading for All Purposes

Prepared Graduates:

- Interpret how the structure of written English contributes to the pronunciation and meaning of complex vocabulary
- Demonstrate comprehension of a variety of informational, literary, and persuasive texts

Grade Level Expectation: Kindergarten

Concepts and skills students master:

1. A concept of print to read and a solid comprehension of literary texts are the building blocks for reading

Evidence Outcomes	21 st Century Skills and Readiness Competencies
Students can: <ul style="list-style-type: none">- Use Key Ideas and Details to:<ul style="list-style-type: none">i. With prompting and support, ask and answer questions about key details in a text.ii. With prompting and support, retell familiar stories, including key details.iii. With prompting and support, identify characters, settings, and major events in a story.- Use Craft and Structure to:<ul style="list-style-type: none">i. Ask and answer questions about unknown words in a text.ii. Recognize common types of texts (e.g., storybooks, poems).iii. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.- Use Integration of Knowledge and Ideas to:<ul style="list-style-type: none">i. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).ii. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.- Use Range of Reading and Level of Text Complexity to:<ul style="list-style-type: none">i. Actively engage in group reading activities with purpose and understanding.	Inquiry Questions: <ol style="list-style-type: none">1. During a picture-walk through a book, what do readers predict? Why?2. What words can readers use to describe the main character in a story?3. Was the title of this story a good title? What could be another title?
	Relevance and Application: <ol style="list-style-type: none">1. Thinking about the characters in a story helps make a connection to them.2. Online games and computer software provide a means to practice identifying main characters, setting, key events, arranging events in order.
	Nature of Reading, Writing, and Communicating: <ol style="list-style-type: none">1. Reading helps people understand themselves and make connections to the world.

Standard: 2. Reading for All Purposes

Prepared Graduates:

- Interpret how the structure of written English contributes to the pronunciation and meaning of complex vocabulary
- Demonstrate comprehension of a variety of informational, literary, and persuasive texts

Grade Level Expectation: Kindergarten

Concepts and skills students master:

2. A concept of print to read and a solid comprehension of informational text are the building blocks for reading

Evidence Outcomes

Students can:

- Use Key Ideas and Details to:
 - i. With prompting and support, ask and answer questions about key details in a text.
 - ii. With prompting and support, identify the main topic and retell key details of a text.
 - iii. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
- Use Craft and Structure to:
 - i. With prompting and support, ask and answer questions about unknown words in a text.
 - ii. Identify the front cover, back cover, and title page of a book.
 - iii. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
- Use Integration of Knowledge and Ideas to:
 - i. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
 - ii. With prompting and support, identify the reasons an author gives to support points in a text.
 - iii. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
- Use Range of Reading and Level of Text Complexity to:
 - i. Actively engage in group reading activities with purpose and understanding.

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. How do the illustrations help you figure out the meaning of the text?
2. Explain why informational text is not read like a literary text.

Relevance and Application:

1. Environmental print, signs, or symbols help people follow directions (such as walk or wait street crossing signs, routine schedules).
2. Environmental print, signs, or symbols help to organize daily life (put materials or toys away).
3. When readers read or hear information, they remember what is learned and share information with others.

Nature of Reading, Writing, and Communicating:

1. Readers make connections to what they are reading

Standard: 2. Reading for All Purposes

Prepared Graduates:

Interpret how the structure of written English contributes to the pronunciation and meaning of complex vocabulary

Grade Level Expectation: Kindergarten

Concepts and skills students master:

3. Decoding words in print requires alphabet recognition and knowledge of letter sounds

Evidence Outcomes

Students can:

- Demonstrate understanding of the organization and basic features of print.
 - i. Follow words from left to right, top to bottom, and page by page.
 - ii. Recognize that spoken words are represented in written language by specific sequences of letters.
 - iii. Understand that words are separated by spaces in print.
 - iv. Recognize and name all upper- and lowercase letters of the alphabet.
- Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
 - i. Recognize and produce rhyming words.
 - ii. Count, pronounce, blend, and segment syllables in spoken words.
 - iii. Blend and segment onsets and rimes of single-syllable spoken words.
 - iv. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
 - v. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words
 - vi. Identify phonemes for letters.
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
 - i. Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb to *duck*).
 - ii. Use the most frequently occurring inflections and affixes (e.g., *-ed*, *-s*, *re-*, *un-*, *pre-*, *-ful*, *-less*) as a clue to the meaning of an unknown word.
- Know and apply grade-level phonics and word analysis skills in decoding words.
 - i. Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.
 - ii. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
 - iii. Read common high-frequency words by sight (e.g., *the*, *of*, *to*, *you*, *she*, *my*, *is*, *are*, *do*, *does*).
 - iv. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
- Read emergent-reader texts with purpose and understanding.

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. How do phonemes (speech sounds) connect to graphemes (letters and letter clusters)?
2. What letters are needed to spell the word _____?
3. What sounds are in the word _____?
4. How many sounds are in the word "cat"? (/k/ /a/ /t/ – three sounds)
5. Where do you find other letters in our room that are like letters in your name?
6. Why is an uppercase letter used at the beginning of a name?

Relevance and Application:

1. Readers can play with letter-sounds to make many new words (am, tam, Sam).
2. Readers recognize common words that have similar spelling patterns (ant/plant, Tim/rim/brim, sun/run/fun).
3. Using digital and video recording devices offer practice letter-sounds in order to hear and analyze their own voice.

Nature of Reading, Writing, and Communicating:

1. Readers understand that phonemes (speech sounds) are connected to print using graphemes (letters).
2. Readers know all of the letter sounds and letter names.

Standard: 2. Reading for All Purposes

Prepared Graduates:

- Demonstrate comprehension of a variety of informational, literary, and persuasive texts

Grade Level Expectation: First Grade

Concepts and skills students master:

1. Comprehending and fluently reading a variety of literary texts are the beginning traits of readers

Evidence Outcomes

Students can:

- Use Key Ideas and Details to:
 - i. Ask and answer questions about key details in a text.
 - ii. Retell stories, including key details, and demonstrate understanding of their central message or lesson.
 - iii. Describe characters, settings, and major events in a story, using key details.
 - iv. Make predictions about what will happen in the text and explain whether they were confirmed or not and why
- Use Craft and Structure to:
 - i. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
 - ii. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
 - iii. Identify who is telling the story at various points in a text.
 - iv. Follow and replicate patterns in predictable poems.
- Use Integration of Knowledge and Ideas to:
 - i. Use illustrations and details in a story to describe its characters, setting, or events.
 - ii. Compare and contrast the adventures and experiences of characters in stories.
- Use Range of Reading and Level of Text Complexity to:
 - i. With prompting and support, read prose and poetry of appropriate complexity for grade 1.
- Read with sufficient accuracy and fluency to support comprehension:
 - i. Read grade-level text with purpose and understanding.
 - ii. Read grade-level text orally with accuracy, appropriate rate, and expression.
 - iii. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. How does a reader picture the character?
2. How does a reader explain a character's actions?

Relevance and Application:

1. Readers can use a graphic organizer to sequence key events/details in a literary or informational text.
2. Readers want to pay attention to punctuation marks to help them with the meaning of the story.

Nature of Reading, Writing, and Communicating:

1. Reading fluently helps people comprehend what they have read.
2. Identifying the problem in a story also helps readers think about the solution.

Standard: 2. Reading for All Purposes

Prepared Graduates:

- Demonstrate comprehension of a variety of informational, literary, and persuasive texts

Grade Level Expectation: First Grade

Concepts and skills students master:

2. Comprehending and fluently reading a variety of informational texts are the beginning traits of readers

Evidence Outcomes

Students can:

- Use Key Ideas and Details to:
 - i. Ask and answer questions about key details in a text.
 - ii. Identify the main topic and retell key details of a text.
 - iii. Describe the connection between two individuals, events, ideas, or pieces of information in a text.
 - iv. Activate schema and background knowledge to construct meaning
- Use Craft and Structure to:
 - i. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
 - ii. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
 - iii. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- Use Integration of Knowledge and Ideas to:
 - i. Use the illustrations and details in a text to describe its key ideas.
 - ii. Identify the reasons an author gives to support points in a text.
 - iii. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
- Use Range of Reading and Level of Text Complexity to:
 - i. With prompting and support, read informational texts appropriately complex for grade 1.
- Read with sufficient accuracy and fluency to support comprehension.
 - i. Read grade-level text with purpose and understanding.
 - ii. Read grade-level text orally with accuracy, appropriate rate, and expression.
 - iii. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. What is the author saying with different punctuation marks?
2. How does a reader's voice change when a sentence uses a specific punctuation mark?
3. In informational text, why is the main idea important? How do the details support the main idea?

Relevance and Application:

1. Readers can use a graphic organizer to sequence key events/details in a literary or informational text.
2. Authors help readers make connections to the world.

Nature of Reading, Writing, and Communicating:

1. Reading fluently helps people comprehend what they have read.
2. Readers can share facts after reading an informational text.

Standard: 2. Reading for All Purposes

Prepared Graduates:

- Interpret how the structure of written English contributes to the pronunciation and meaning of complex vocabulary

Grade Level Expectation: First Grade

Concepts and skills students master:

3. Decoding words require the application of alphabetic principles, letter sounds, and letter combinations

Evidence Outcomes

Students can:

- Know and apply grade-level phonics and word analysis skills in decoding words.
 - i. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
 - ii. Decode regularly spelled one-syllable words.
 - iii. Know final -e and common vowel team conventions for representing long vowel sounds.
 - iv. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
 - v. Decode two-syllable words following basic patterns by breaking the words into syllables.
 - vi. Read words with inflectional endings.
 - vii. Recognize and read grade-appropriate irregularly spelled words.
 - viii. Use onsets and rimes to create new words (ip to make dip, lip, slip, ship)
 - ix. Accurately decode unknown words that follow a predictable letter/sound relationship

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. How do phonemes (speech sounds) connect to graphemes (letters and letter clusters)?
2. What new words can readers make from the rime /ip/? What blends can readers use to build new words?
3. What new game can you make with short vowels and closed syllables?

Relevance and Application:

1. Readers can read and spell many new words using regular phoneme/grapheme correspondences.
2. Software games can offer practice with the alphabet, sounds of letters, and letter combinations to decode words.
3. Readers recognize common words that do not fit regular spelling patterns.
4. The spelling of a suffix connects to its meaning, not its sound. (suffix -s = /z/ in dogs; -ed = /t/ in missed)

Nature of Reading, Writing, and Communicating:

1. Readers use phonemes, graphemes (letters), and morphemes (suffixes) in an alphabetic language.
2. Readers accurately read high-frequency words in connected text.
3. Readers read grade-appropriate, decodable text.

Standard: 2. Reading for All Purposes

Prepared Graduates:

- Interpret how the structure of written English contributes to the pronunciation and meaning of complex vocabulary

Grade Level Expectation: First Grade

Concepts and skills students master:

4. Understanding word structure, word relationships, and word families needs to be demonstrated to begin to read

Evidence Outcomes

Students can:

- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexibly from an array of strategies.
 - i. Use sentence-level context as a clue to the meaning of a word or phrase.
 - ii. Use frequently occurring affixes as a clue to the meaning of a word.
 - iii. Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks, looked, looking*).
- With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.
 - i. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
 - ii. Define words by category and by one or more key attributes (e.g., a *duck* is a bird that swims; a *tiger* is a large cat with stripes).
 - iii. Identify real-life connections between words and their use (e.g., note places at home that are *cozy*).
 - iv. Distinguish shades of meaning among verbs differing in manner (e.g., *look, peek, glance, stare, glare, scowl*) and adjectives differing in intensity (e.g., *large, gigantic*) by defining or choosing them or by acting out the meanings.
- Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*).
- Demonstrate understanding of the organization and basic features of print.
 - i. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
 - ii. Create new words by combining base words with affixes to connect known words to new words
 - iii. Identify and understand compound words

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. Why do readers call words with two words in them compound words?
2. When readers sort words, what are some ways to sort them (types of concepts, attributes, initial sounds)?
3. If a reader wants to show more than one, what suffix does he/she use?

Relevance and Application:

1. Readers need to use a variety of strategies for reading unfamiliar words.
2. When they recognize a compound word, readers can find the two words in it (such as hotdog, baseball, newspaper, pigpen, sandbox).
3. Using base words with affixes expands vocabulary knowledge.
4. Computer software and online games help one to understand word structure through the addition of multimedia and graphical representations of words and word families

Nature of Reading, Writing, and Communicating:

1. Readers use language structure in oral and written communication.

Standard: 2. Reading for All Purposes

Prepared Graduates:

- Demonstrate comprehension of a variety of informational, literary, and persuasive texts

Grade Level Expectation: Second Grade

Concepts and skills students master:

1. Fluent reading depends on specific skills and approaches to understanding strategies when reading literary text

Evidence Outcomes

Students can:

- Use Key Ideas and Details to:
 - i. Demonstrate use of self-monitoring comprehension strategies: rereading, checking context clues, predicting, questioning, clarifying, activating schema/background knowledge to construct meaning and draw inferences
 - ii. Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.
 - iii. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
 - iv. Describe how characters in a story respond to major events and challenges.
- Use Craft and Structure to:
 - i. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
 - ii. Read high-frequency words with accuracy and speed
 - iii. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
 - iv. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
 - v. Identify how word choice (sensory details, figurative language) enhances meaning in poetry
- Use Integration of Knowledge and Ideas to:
 - i. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
 - ii. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
- Use Range of Reading and Level of Text Complexity to:
 - i. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- Compare formal and informal uses of English.

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. Why is it important to read the title before reading the text?
2. What would happen to comprehension if readers never went back and re-read something they did not understand?
3. Why is it important to read accurately and fluently?
4. What would a summary look like if a writer did not stick to the important details?

Relevance and Application:

1. Read stories and text to others using appropriate phrasing, intonation, rate, and attention to punctuation.
2. Distinguish different literary forms (i.e., poetry, narrative, fiction).
3. Interpret the intended message in various genres (such as fables, billboards, web pages, poetry, and posters).
4. Listening and reading along with the text of digital audio stories of multiple genres aid in comprehension and fluency.

Nature of Reading, Writing, and Communicating:

1. Reading helps people understand themselves and make connections to the world.
2. Readers use comprehension strategies automatically without thinking about them.

Standard: 2. Reading for All Purposes

Prepared Graduates:

- Demonstrate comprehension of a variety of informational, literary, and persuasive texts

Grade Level Expectation: Second Grade

Concepts and skills students master:

2. Fluent reading depends on specific skills and approaches to understanding strategies when reading informational text

Evidence Outcomes	21 st Century Skills and Readiness Competencies
<p>Students can:</p> <ul style="list-style-type: none"> - Use Key Ideas and Details to: <ol style="list-style-type: none"> i. Ask and answer such questions as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i> to demonstrate understanding of key details in a text. ii. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. iii. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. iv. Summarize the main idea using relevant and significant detail in a variety of texts read or read aloud - Use Craft and Structure to: <ol style="list-style-type: none"> i. Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i>. ii. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. iii. Identify the main purpose of a text, including what the author wants to answer, explain, or describe. iv. Read text to perform a specific task (such as follow a recipe, play a game) - Use Integration of Knowledge and Ideas to: <ol style="list-style-type: none"> i. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. ii. Describe how reasons support specific points the author makes in a text. iii. Compare and contrast the most important points presented by two texts on the same topic. - Use Range of Reading and Level of Text Complexity to: <ol style="list-style-type: none"> i. Adjust reading rate according to type of text and purpose for reading ii. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. - Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. 	<p>Inquiry Questions:</p> <ol style="list-style-type: none"> 1. What text features are most useful when reading informational texts? Why? 2. How does using the table of contents save a reader time? 3. What are two or more uses of the bold key words in the text? 4. How do captions assist a reader in gathering information? <p>Relevance and Application:</p> <ol style="list-style-type: none"> 1. Use background knowledge and connect it to new information to learn many new concepts or ideas. 2. Identifying features of online websites help one navigate and understand saving time and increasing comprehension. <p>Nature of Reading, Writing, and Communicating:</p> <ol style="list-style-type: none"> 1. Readers gather information from multiple sources. Comparing what they know to what they want to learn helps construct new meaning. 2. Readers read for enjoyment and information.

Standard: 2. Reading for All Purposes

Prepared Graduates:

- Interpret how the structure of written English contributes to the pronunciation and meaning of complex vocabulary

Grade Level Expectation: Second Grade

Concepts and skills students master:

3. Decoding words with accuracy depends on knowledge of complex spelling patterns and morphology

Evidence Outcomes

Students can:

- Know and apply grade-level phonics and word analysis skills in decoding words.
 - i. Distinguish long and short vowels when reading regularly spelled one-syllable words.
 - ii. Know spelling-sound correspondences for additional common vowel teams.
 - iii. Read multisyllabic words accurately and fluently
 - iv. Decode regularly spelled two-syllable words with long vowels.
 - v. Decode words with common prefixes and suffixes.
 - vi. Identify words with inconsistent but common spelling-sound correspondences.
 - vii. Recognize and read grade-appropriate irregularly spelled words.
- Read with sufficient accuracy and fluency to support comprehension.
 - i. Read grade-level text with purpose and understanding.
 - ii. Read grade-level text orally with accuracy, appropriate rate, and expression.
 - iii. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
 - i. Use sentence-level context as a clue to the meaning of a word or phrase.
 - ii. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy/unhappy*, *tell/retell*).
 - iii. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition*, *additional*).
 - iv. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse*, *lighthouse*, *housefly*; *bookshelf*, *notebook*, *bookmark*).
- Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
 - i. Identify real-life connections between words and their use (e.g., *describe foods that are spicy or juicy*). (
 - ii. Distinguish shades of meaning among closely related verbs (e.g., *toss*, *throw*, *hurl*) and closely related adjectives (e.g., *thin*, *slender*, *skinny*, *scrawny*).
- Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*).

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. How do prefixes (un-, re-) and suffixes (-s, -ed, -est) change the meaning of a word?
2. Which words don't follow the phonics rules?
3. Which strategies should be used to decode multisyllabic words?

Relevance and Application:

1. Readers recognize common words that do not fit regular spelling patterns.
2. Readers understand that the spelling of a suffix connects to its meaning, not its sound (suffix -s = /z/ in dogs; -ed = /t/ in missed).

Nature of Reading, Writing, and Communicating:

1. The ability to decode increasingly complex words is essential for successful reading development.
2. Readers use phonemes, graphemes (letters), and morphemes (suffixes, prefixes) in an alphabetic language.

Standard: 2. Reading for All Purposes

Prepared Graduates:

- Demonstrate comprehension of a variety of informational, literary, and persuasive texts

Grade Level Expectation: Third Grade

Concepts and skills students master:

1. Strategies are needed to make meaning of various types of literary genres

Evidence Outcomes

Students can:

- Use Key Ideas and Details to:
 - i. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
 - ii. Use a variety of comprehension strategies to interpret text (attending, searching, predicting, checking, and self-correcting)
 - iii. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
 - iv. Describe and draw inferences about the elements of plot, character, and setting in literary pieces, poems, and plays
 - v. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
- Use Craft and Structure to:
 - i. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
 - ii. Use signal words (such as before, after, next) and text structure (narrative, chronology) to determine the sequence of major events
 - iii. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
 - iv. Distinguish their own point of view from that of the narrator or those of the characters.
- Use Integration of Knowledge and Ideas to:
 - i. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
 - ii. Summarize central ideas and important details from literary text
 - iii. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
- Use Range of Reading and Complexity of Text to:
 - i. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently. (
- Read grade level text accurately and fluently, attending to phrasing, intonation, and punctuation

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. How do readers use different reading strategies to better understand a variety of texts?
2. How is accuracy in reading like accuracy in mathematics?
3. What would reading be like if readers had no signal words to assist them?
4. What was one prediction that you made that changed after you read the text?

Relevance and Application:

1. The skills used in reading comprehension transfer to readers' ability to understand and interpret information.
2. Poets give readers literature with specific structure for styled meaning.
3. School plays require a plot and settings to be interesting.
4. Publishing podcasts online provide an authentic audience for students to help them in practicing fluency.

Nature of Reading, Writing, and Communicating:

1. Using what they know about phrasing and punctuation helps readers read proficiently and get more meaning from a text.
2. Reading helps people understand themselves and makes connections to the world.

Standard: 2. Reading for All Purposes

Prepared Graduates:

- Engage in a wide range of nonfiction and real-life reading experiences to solve problems, judge the quality of ideas, or complete daily tasks

Grade Level Expectation: Third Grade

Concepts and skills students master:

2. Comprehension strategies are necessary when reading informational or persuasive text

Evidence Outcomes

Students can:

- Use Key Ideas and Details to:
 - i. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
 - ii. Determine the main idea of a text; recount the key details and explain how they support the main idea.
 - iii. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
- Use Craft and Structure to:
 - i. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area*.
 - ii. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
 - iii. Distinguish their own point of view from that of the author of a text.
 - iv. Use semantic cues and signal words (because, although) to identify cause/effect and compare/contrast relationships
- Use Integration of Knowledge and Ideas to:
 - i. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
 - ii. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
 - iii. Compare and contrast the most important points and key details presented in two texts on the same topic.
- Use Range of Reading and Complexity of Text to:
 - i. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.
 - ii. Adjust reading rate according to type of text and purpose for reading.

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. How do readers use different reading strategies to better understand a variety of texts (science, social studies, nonfiction)?
2. Looking at our list of comprehension strategies, which one supported your thinking the most as you read this genre today (e.g., I used monitoring because this text had many details and technical terms.)?
3. How does cause and effect work in people's lives?
4. When does punctuation change the entire meaning of a sentence?

Relevance and Application:

1. The skills used in reading comprehension transfers to readers' ability to understand and interpret events.
2. Throughout life, people will be asked to retell or recount events that have occurred.
3. Signal words are used to assist readers in describing key events.
4. Summarizing is a life skill that will be used every day as people read, express opinions about a topic, or retell an event.
5. Readers must organize details from informational text as they read (using a graphic organizer, two-column notes, outline, etc.).
6. Reading and preparing for commenting on classroom blogs gives students practice in locating information to support opinions make predictions and draw conclusions.

Nature of Reading, Writing, and Communicating:

1. Readers read for enjoyment and information.
2. Reading helps people understand themselves and make connections to the world.
3. Readers use comprehension strategies automatically without thinking about using them.

Standard: 2. Reading for All Purposes

Prepared Graduates:

- Interpret how the structure of written English contributes to the pronunciation and meaning of complex vocabulary

Grade Level Expectation: Third Grade

Concepts and skills students master:

3. Increasing word understanding, word use, and word relationships increases vocabulary

Evidence Outcomes

Students can:

- Know and apply grade-level phonics and word analysis skills in decoding words.
 - i. Identify and know the meaning of the most common prefixes and derivational suffixes.
 - ii. Decode words with common Latin suffixes.
 - iii. Decode multisyllable words.
 - iv. Read grade-appropriate irregularly spelled words.
- Read with sufficient accuracy and fluency to support comprehension.
 - i. Read grade-level text with purpose and understanding.
 - ii. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
 - iii. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
 - i. Use sentence-level context as a clue to the meaning of a word or phrase.
 - ii. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable/disagreeable*, *comfortable/uncomfortable*, *care/careless*, *heat/preheat*).
 - iii. Use knowledge of word relationships to identify antonyms or synonyms to clarify meaning.
 - iv. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company*, *companion*).
 - v. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
- Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
 - i. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., *take steps*).
 - ii. Identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*).
 - iii. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew*, *believed*, *suspected*, *heard*, *wondered*).
- Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. How do prefixes (un-, re-) and suffixes (-ness, -ful) change the meaning of a word (happy, happiness; help, helpful)?
2. How are prefixes and suffixes useful in oral and written communication?
3. How are prefixes and suffixes similar? How are they different?

Relevance and Application:

1. Readers recognize common words that do not fit regular spelling patterns. (TV and magazines use common words that do not fit regular spelling patterns.)
2. The spelling of a base word can change when adding suffixes (hop, hopping; hope, hoping).
3. Decoding words is a skill that is useful throughout life.
4. Animated graphic organizers can assist with the task of word categorization.

Nature of Reading, Writing, and Communicating:

1. Readers use phonemes, graphemes (letters), and morphemes (suffixes, prefixes) in an alphabetic language.
2. Readers can decode words with ease and notice if words have a prefix or suffix and simply see the base word.

Standard: 2. Reading for All Purposes

Prepared Graduates:

- Demonstrate comprehension of a variety of informational, literary, and persuasive texts

Grade Level Expectation: Fourth Grade

Concepts and skills students master:

1. Comprehension and fluency matter when reading literary texts in a fluent way

Evidence Outcomes

Students can:

- Use Key Ideas and Details to:
 - i. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
 - ii. Identify and draw inferences about setting, characters (such as motivations, personality traits), and plot.
 - iii. Determine a theme of a story, drama, or poem from details in the text; summarize the text.
 - iv. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
 - v. Describe the development of plot (such as the origin of the central conflict, the action of the plot, and how the conflict is resolved)
- Use Craft and Structure to:
 - i. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).
 - ii. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
 - iii. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
- Use Integration of Knowledge and Ideas to:
 - i. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
 - ii. Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
 - iii. Summarize text by identifying important ideas and sequence and by providing supporting details, while maintaining sequence.
- Use Range of Reading and Complexity of Text to:
 - i. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
 - ii. Read familiar texts orally with fluency, accuracy, and prosody (expression)

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. How do people use different reading strategies to better understand different genres (poetry, stories, nonfiction)?
2. What can readers infer about the main character of a text?
3. How are you similar or different from the characters in the text?
4. How did the author use events to prepare the reader for the ending?
5. How would the story be different if the author changed the setting?

Relevance and Application:

1. The skills used in reading comprehension transfers to readers' ability to understand and interpret events.
2. Analyzing character traits supports working relationships in the workplace.
3. It is important to be able to identify conflict and how it occurs and to look for strategies to deal with conflict.
4. Reading with prosody increases comprehension and fluency. These are skills of proficient readers.
5. Use of voice recording software to record, listen to and follow along with words and texts can enhance understanding

Nature of Reading, Writing, and Communicating:

1. Readers think about the tone and message of the text. They use the expression to make reading clear.
2. Readers continually monitor their thinking as they read.
3. Readers think about how the setting of a story can completely change how they think about the plot. Readers think about how the story would have been different in a different setting.

Standard: 2. Reading for All Purposes

Prepared Graduates:

- Engage in a wide range of nonfiction and real-life reading experiences to solve problems, judge the quality of ideas, or complete daily tasks

Grade Level Expectation: Fourth Grade

Concepts and skills students master:

2. Comprehension and fluency matter when reading informational and persuasive texts in a fluent way

Evidence Outcomes	21 st Century Skills and Readiness Competencies
Students can: <ul style="list-style-type: none">- Use Key Ideas and Details to:<ul style="list-style-type: none">i. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.ii. Determine the main idea of a text and explain how it is supported by key details; summarize the text.iii. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.iv. Skim materials to develop a general overview of contentv. Scan to locate specific information or to perform a specific task (finding a phone number, locating a definition in a glossary, identifying a specific phrase in a passage)- Use Craft and Structure to:<ul style="list-style-type: none">i. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i>.ii. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.iii. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.iv. Identify common organizational structures (paragraphs, topic sentences, concluding sentences) and explain how they aid comprehensionv. Use text features (bold type, headings, visuals, captions, glossary) to organize or categorize informationvi. Identify conclusions- Use Integration of Knowledge and Ideas to:<ul style="list-style-type: none">i. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.ii. Explain how an author uses reasons and evidence to support particular points in a text.iii. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.- Use Range of Reading and Complexity of Text to:<ul style="list-style-type: none">i. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Inquiry Questions: <ol style="list-style-type: none">1. What does informational text tell readers about themselves, others, and the world?2. How do text features help readers gain information that they need?3. How do readers know if the text is informing them or trying to persuade them? Relevance and Application: <ol style="list-style-type: none">1. Announcers read stylized print with appropriate inflection.2. Readers interpret the intended message in various genres (such as fables, billboards, Web pages, poetry, and posters).3. Online comprehension strategies differ from those used to comprehend printed text due to non-linear design and the addition of multimedia clues which can greatly distract or aid in understanding. Nature of Reading, Writing, and Communicating: <ol style="list-style-type: none">1. Readers read for enjoyment and information.2. Readers make connections from what they are reading to previous selections within text or other sources.3. When readers analyze well-written paragraphs, they support their writing skills.

Standard: 2. Reading for All Purposes

Prepared Graduates:

- Interpret how the structure of written English contributes to the pronunciation and meaning of complex vocabulary

Grade Level Expectation: Fourth Grade

Concepts and skills students master:

3. Knowledge of complex orthography (spelling patterns), morphology (word meanings), and word relationships to decode (read) multisyllabic words contributes to better reading skills

Evidence Outcomes

Students can:

- a. Know and apply grade-level phonics and word analysis skills in decoding words.
 - i. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
- b. Read with sufficient accuracy and fluency to support comprehension.
 - i. Read grade-level text with purpose and understanding.
 - ii. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
 - iii. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- c. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
 - i. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
 - ii. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph*, *photograph*, *autograph*).
 - iii. Read and understand words with common prefixes (un-, re-, dis-) and derivational suffixes (-ful, -ly, -ness)
 - iv. Read and understand words that change spelling to show past tense: write/wrote, catch/caught, teach/taught
 - v. Read multisyllabic words with and without inflectional and derivational suffixes
 - vi. Infer meaning of words using explanations offered within a text
 - vii. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - i. Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context.
 - ii. Recognize and explain the meaning of common idioms, adages, and proverbs.
 - iii. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
- Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., *wildlife*, *conservation*, and *endangered* when discussing animal preservation).

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. How can analyzing word structures help readers understand word meanings?
2. How do prefixes (un-, re-) and suffixes (-ness, -ful) change the meaning of a word (meaning, meaningful)?
3. Why do root words change their spelling when suffixes are added?

Relevance and Application:

1. Changing accent changes the meaning of words (CONtest, conTEST).
2. Voice recording software and tools a iPods provide students opportunity to listen to and record multisyllabic words and text
3. Readers can create new words by adding prefixes and suffixes (such as wood, wooden).
4. The spelling of multisyllabic root words can change when suffixes are added (transfer, transferrable).

Nature of Reading, Writing, and Communicating:

1. The ability to notice accent is essential for successful communication.
2. Readers use phonemes, graphemes (letters), and morphemes (suffixes, prefixes) in an alphabetic language.

Standard: 2. Reading for All Purposes

Prepared Graduates:

- Demonstrate comprehension of a variety of informational, literary, and persuasive texts
- Evaluate how an author uses words to create mental imagery, suggest mood, and set tone

Grade Level Expectation: Fifth Grade

Concepts and skills students master:

1. Literary texts are understood and interpreted using a range of strategies

Evidence Outcomes

Students can:

- Use pre-reading strategies, such as identifying a purpose for reading, generating questions to answers while reading, previewing sections of texts and activating prior knowledge
- Use Key Ideas and Details to:
 - i. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (
 - ii. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
 - iii. Compare and contrast two or more character's points of view, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
- Use Craft and Structure to:
 - i. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
 - ii. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. (
 - iii. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
 - iv. Describe how a narrator's or speaker's point of view influences how events are described.
 - v. Locate information to support opinions, predictions, inferences, and identification of the author's message or theme
 - vi. Compare and contrast the varieties of English (e.g. dialects, registers) used in stories, dramas, or poems.
- Use Integration of Knowledge and Ideas to:
 - i. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
 - ii. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
 - iii. Use knowledge of literary devices (such as imagery, rhythm, foreshadowing, simple metaphors) to understand and respond to text.
- Use Range of Reading and Complexity of Text to:
 - i. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. When are thinking strategies important?
2. How do readers adjust reading strategies to better understand different texts? What does it mean to be flexible?
3. How are literary texts similar? How are they different?
4. Why does point of view matter? How does it contribute to conflict? How can understanding point of view reduce conflict?
5. If readers could remove inference skills from a person, what would be the consequences?

Relevance and Application:

1. Comprehension skills help us question the author's purpose and view the world with a critical eye (using persuasion to influence our decisions and choices).
2. Acknowledging multiple points of view help people as they meet and work with others.
3. Foreshadowing is a skill that helps people prepare for future events because it creates a fundamental readiness.
4. Authors use words to create pictures for the reader. As readers become aware of visual imagery, they increase their comprehension and use of metacognition.
5. Graphical and multimedia elements of online text provide additional context and structural clues to increase comprehension.

Nature of Reading, Writing, and Communicating:

1. Readers think about the characters and their traits and how they relate to each other.
2. Readers recognize big ideas in literary text that reflect the human experience.
3. Readers are always thinking about the words the author uses to paint pictures.

Standard: 2. Reading for All Purposes

Prepared Graduates: <ul style="list-style-type: none"> ➤ Demonstrate comprehension of a variety of informational, literary, and persuasive texts ➤ Engage in a wide range of nonfiction and real-life reading experiences to solve problems, judge the quality of ideas, or complete daily tasks 	
Grade Level Expectation: Fifth Grade	
Concepts and skills students master:	
2. Ideas found in a variety of informational texts need to be compared and understood	
Evidence Outcomes	21 st Century Skills and Readiness Competencies
Students can: <ul style="list-style-type: none"> - Use Key Ideas and Details to: <ol style="list-style-type: none"> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. Distinguish between fact and opinion, providing support for judgments made - Use Craft and Structure to: <ol style="list-style-type: none"> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i>. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. Use informational text features (such as bold type, headings, graphic organizers, numbering schemes, glossary) and text structures to organize or categorize information, to answer questions, or to perform specific tasks - Use Integration of Knowledge and Ideas to: <ol style="list-style-type: none"> Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. - Use Range of Reading and Complexity of Text to: <ol style="list-style-type: none"> By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently. 	Inquiry Questions: <ol style="list-style-type: none"> How and when do readers adjust reading strategies to better understand different types of text? What text features are most helpful and why? How do text features help readers access information quickly? Why do authors use specific text features to convey a message?
	Relevance and Application: <ol style="list-style-type: none"> Text features communicate key concepts. Skimming and scanning are important elements of learning and gathering information. The information age requires readers to process lots of information quickly and to determine importance. Online reading makes it challenging for students to learn to focus and follow hyperlinked texts only as appropriate to the information seeking task
	Nature of Reading, Writing, and Communicating: <ol style="list-style-type: none"> Readers automatically retrieve information while they skim and scan text. Readers use text features before, during, and after reading to increase connections and comprehension.

Standard: 2. Reading for All Purposes

Prepared Graduates:

- Interpret how the structure of written English contributes to the pronunciation and meaning of complex vocabulary.

Grade Level Expectation: Fifth Grade

Concepts and skills students master:

3. Knowledge of morphology and word relationships matters when reading

Evidence Outcomes

Students can:

- Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
 - i. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
 - ii. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph*, *photosynthesis*).
 - iii. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- Read and identify the meaning of words with sophisticated prefixes and suffixes
- Apply knowledge of derivational suffixes that change the part of speech of the base word (such as active, activity)
- Infer meaning of words using structural analysis, context, and knowledge of multiple meanings
- Read and identify the meaning of roots and related word families in which the pronunciation of the root does not change
- Read with sufficient accuracy and fluency to support comprehension.
 - i. Read grade-level text with purpose and understanding.
 - ii. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
 - iii. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. How does a readers' knowledge of morphology help them effectively decode and understand multisyllabic words?
2. Select one basic root word and find multiple affixes that extend the meaning of this root.
3. How did the English language end up with so many "borrowed" roots from Latin and Greek?

Relevance and Application:

1. Using knowledge of morphology supports the ability to decode and comprehend the meanings of multisyllabic words.
2. Writing using multisyllabic words enhances the quality of the work.
3. Decoding multisyllabic words allows readers to read fluently across the content areas.
4. Exposure to affixes and their meanings increases vocabulary both in writing and speaking.

Nature of Reading, Writing, and Communicating:

1. Readers use their understanding of morphology and word relationships to read texts with multisyllabic words.
2. Readers make the connections that words have prefixes and suffixes that change the meaning.

Standard: 2. Reading for All Purposes

Prepared Graduates:

- Evaluate how an author uses words to create mental imagery, suggest mood, and set tone

Grade Level Expectation: Sixth Grade

Concepts and skills students master:

1. Understanding the meaning within different types of literature depends on properly analyzing literary components

Evidence Outcomes

Students can:

- Use Key Ideas and Details to:
 - i. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
 - ii. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
 - iii. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
- Use Craft and Structure to:
 - i. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
 - ii. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
 - iii. Explain how an author develops the point of view of the narrator or speaker in a text.
- Use Integration of Knowledge and Ideas to:
 - i. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.
 - ii. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
- Use Range of Reading and Complexity of Text to:
 - i. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- Use different kinds of questions to clarify and extend comprehension
- Identify how the author uses dialogue and specific word choice to achieve an effect

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. How does understanding the author's purpose help readers comprehend the text?
2. How do specific words help readers visualize a scene? How does understanding the author's word choice contribute to imagery?
3. How do different characters represent different points of view?

Relevance and Application:

1. When readers become aware of how an author writes, they can increase their own sentence fluency when they are writing. (Comic books are creative genres that use dialogue, mood, and setting to entertain or make a point.)
2. Readers choose literary texts based on author's style, personal connections, desire to expand their world view, and interest.
3. Sometimes one can access authors online via tools such as Skype, Facebook, and blogs to gain insight into the writer's purpose.

Nature of Reading, Writing, and Communicating:

1. When readers pay attention to how an author uses language, they increase their reading fluency and comprehension.
2. Readers use the same skills they have gleaned from some of their favorite authors when they write.
3. Readers who analyze characters' responses to different situations can respond more flexibly to their own situations.
4. Reading Standards for Literacy in Science and Technical Subjects, Grades 6-8.
5. Reading Standards for Literacy in History/Social Studies, Grades 6-8.

Standard: 2. Reading for All Purposes

Prepared Graduates:

- Engage in a wide range of nonfiction and real-life reading experiences to solve problems, judge the quality of ideas, or complete daily tasks

Grade Level Expectation: Sixth Grade

Concepts and skills students master:

2. Organizing structure to understand and analyze factual information

Evidence Outcomes

Students can:

- Use Key Ideas and Details to:
 - i. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
 - ii. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
 - iii. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
- Use Craft and Structure to:
 - i. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
 - ii. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
 - iii. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
- Use Integration of Knowledge and Ideas to:
 - i. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
 - ii. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
 - iii. Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
- Use Range of Reading and Complexity of Text to:
 - i. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- Generate questions, make/confirm/adjust predictions, make inferences, and draw conclusions based on text structures
- Use information from text and text features (such as timeline, diagram, captions) to answer questions or perform specific tasks

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. How do text structures affect our understanding of various texts?
2. How do authors use text features to highlight information?
3. How are conclusions different from evaluations?
4. How can an author's perspective inform readers or persuade the readers to change their thinking?

Relevance and Application:

1. All events have a cause and effect (when a sports team loses playoff games, when an adult can't read, when students don't study for a test).
2. Drawing conclusions supports thinking when making decisions (completing a science experiment, deciding what kind of car to buy, choosing a college to attend).
3. Readers need to be aware of persuasive techniques that can influence their decisions (magazine ads about cosmetics, smoking, and alcohol).
4. Organizational structures of online text are non-linear and very different from print text, requiring understanding and skill to achieve comprehension.

Nature of Reading, Writing, and Communicating:

1. Readers use text features as a source for finding information.
2. Reading Standards for Literacy in Science and Technical Subjects, Grades 6-8.
3. Reading Standards for Literacy in History/Social Studies, Grades 6-8.

Standard: 2. Reading for All Purposes

Prepared Graduates:

- Interpret how the structure of written English contributes to the pronunciation and meaning of complex vocabulary

Grade Level Expectation: Sixth Grade

Concepts and skills students master:

3. Word meanings are determined by how they are designed and how they are used in context

Evidence Outcomes

Students can:

- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
 - i. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
 - ii. Make connections back to previous sentences and ideas to resolve problems in comprehension
 - iii. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience*, *auditory*, *audible*).
 - iv. Employ synonyms or antonyms gleaned from a passage to provide an approximate meaning of a word
 - v. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
 - vi. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - i. Interpret figures of speech (e.g., personification) in context.
 - ii. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
 - iii. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy*, *scrumping*, *economical*, *unwasteful*, *thrifty*).
- Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. How does knowledge of roots and affixes help determine the meaning of unknown words?
2. Where can readers find evidence of affixes and how they are used to convey meaning?
3. How does the larger context help readers understand confusing words or ideas?

Relevance and Application:

1. Readers apply knowledge of roots and affixes to help determine the meanings of unfamiliar words. (Doctors' and nurses read medical books and journals, scientists read research reports and scientific studies.)
2. Researchers use electronic resources to find information on unfamiliar topics or to find out more information.
3. Hypertext and quick-search features in Web sites and online databases can help one quickly obtain meaning.

Nature of Reading, Writing, and Communicating:

1. Readers transfer knowledge of roots and affixes when reading and writing unfamiliar words.
2. Readers make intentional bridging inferences and connections between sections to resolve problems in comprehension.

Standard: 2. Reading for All Purposes

Prepared Graduates:

- Seek feedback, self-assess, and reflect on personal learning while engaging with increasingly more difficult texts

Grade Level Expectation: Seventh Grade

Concepts and skills students master:

1. Literary elements, characteristics, and ideas are interrelated and guide the comprehension of literary and fictional texts

Evidence Outcomes

Students can:

- Use Key Ideas and Details to:
 - i. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
 - ii. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
 - iii. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
 - iv. Recognize the influence of setting on other narrative elements
- Use Craft and Structure to:
 - i. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
 - ii. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
 - iii. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
- Use Integration of Knowledge and Ideas to:
 - i. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
 - ii. Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.
- Use Range of Reading and Complexity of Text to:
 - i. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. How would changing the setting, character, plot, or point of view affect the outcome of a story?
2. How do authors appeal to the reader's emotions and beliefs?
3. What makes characters come alive?
4. What creates conflict? What resolves it?

Relevance and Application:

1. Exposure to literary text allows readers to connect to possibilities, points of view, and opportunities in the world.
2. Digital storytelling introduces visual and multimedia elements that can enhance student understanding of literary texts.

Nature of Reading, Writing, and Communicating:

1. Different readers respond differently to texts due to personal attitudes and beliefs about events, ideas, and themes. Readers may or may not like a particular text and they can explain why.
2. Reading Standards for Literacy in Science and Technical Subjects, Grades 6-8.
3. Reading Standards for Literacy in History/Social Studies, Grades 6-8.

Standard: 2. Reading for All Purposes

Prepared Graduates:

- Engage in a wide range of nonfiction and real-life reading experiences to solve problems, judge the quality of ideas, or complete daily tasks

Grade Level Expectation: Seventh Grade

Concepts and skills students master:

2. Informational and persuasive texts are summarized and evaluated

Evidence Outcomes

Students can:

- Use Key Ideas and Details to:
 - i. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
 - ii. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
 - iii. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
- Use Craft and Structure to:
 - i. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
 - ii. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
 - iii. Interpret a variety of graphical representations and connect them to information in the text
 - iv. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
- Use Integration of Knowledge and Ideas to:
 - i. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
 - ii. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
 - iii. Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
 - iv. Organize and synthesize information from multiple sources, determining the relevance of information
- Use Range of Reading and Complexity of Text to:
 - i. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. How does the author use language to convey his/her viewpoint? (For example, pro-slavery—the words used show a bias toward owning slaves.)
2. How can readers distinguish between facts and an author's opinion? Why does this matter?
3. How are multiple sources valuable when you are learning new information?

Relevance and Application:

1. The massive amount of information on the Internet requires readers to distinguish accurate from inaccurate information.
2. Using multiple sources is important to gather accurate information.
3. When consumers are purchasing a product, they will be bombarded with information that must be sorted for accuracy, clarity, and organization to help guide their decisions.
4. Sound, graphics, and multimedia combine with text to influence perception.

Nature of Reading, Writing, and Communicating:

1. Readers think critically when they read to separate fact from opinion.
2. Reading Standards for Literacy in Science and Technical Subjects, Grades 6-8.
3. Reading Standards for Literacy in History/Social Studies, Grades 6-8.

Standard: 2. Reading for All Purposes

Prepared Graduates:

- Evaluate how an author uses words to create mental imagery, suggest mood, and set tone

Grade Level Expectation: Seventh Grade

Concepts and skills students master:

- 3. Purpose, tone, and meaning in word choices influence literary, persuasive, and informational texts

Evidence Outcomes

Students can:

- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 7 reading and content*, choosing flexibly from a range of strategies.
 - Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
 - Use the tone of a passage to determine an approximate meaning of a word
 - Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *belligerent*, *bellicose*, *rebel*).
 - Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
 - Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
 - Differentiate between primary and secondary meanings of words
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
 - Understand that language represents and constructs how readers perceive events, people, groups, and ideas; recognize positive and negative implications of language and identify how it can affect readers in different ways
 - Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
 - Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined*, *respectful*, *polite*, *diplomatic*, *condescending*).
- Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

21st Century Skills and Readiness Competencies

Inquiry Questions:

- How is the use of the Greek root "thermo" significant in today's world?
- When a word has multiple meanings or pronunciations, how does a reader select the correct one? (For example, I want to contract with that person to detail my car. I hope I don't contract the flu.)
- What power do words have?
- How do people adjust the words they use in different contexts?

Relevance and Application:

- Prefixes from Greek and Latin are often found in words used in science and social studies books. Knowing the meaning of these roots and affixes will support strong vocabulary knowledge.
- People use words differently in different contexts (The word "he" is used to refer to women as well; we text people with different language than we use when we write a formal letter.)
- Online access to primary sources and historic newspaper collections allow one ample opportunity to apply understanding of word choice.

Nature of Reading, Writing, and Communicating:

- Readers infer meanings as well as understand words with multiple meanings by applying understanding of Greek and Latin roots.
- Readers adjust understanding when they consider historical or social contexts.

Standard: 2. Reading for All Purposes

Prepared Graduates:

- Seek feedback, self-assess, and reflect on personal learning while engaging with increasingly more difficult texts

Grade Level Expectation: Eighth Grade

Concepts and skills students master:

1. Quality comprehension and interpretation of literary texts demand self-monitoring and self-assessment

Evidence Outcomes

Students can:

- Use Key Ideas and Details to:
 - i. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
 - ii. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
 - iii. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
- Use Craft and Structure to:
 - i. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
 - ii. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
 - iii. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
- Use Integration of Knowledge and Ideas to:
 - i. Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.
 - ii. Use graphic organizers and note-taking formats while reading to map relationships among implied or explicit ideas or viewpoints
 - iii. Develop and share interpretations of literary works of personal interest
 - iv. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.
- Use Range of Reading and Complexity of Text to:
 - i. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. What motivates you to keep reading a book?
2. How do authors develop theme?
3. How do authors convey mood?
4. How do different authors approach story elements?
5. Why does a particular literary work hold value for someone?

Relevance and Application:

1. On a daily basis, people are confronted with multiple points of view. Analyzing viewpoints and perspectives will help them see both sides of an issue.
2. Having the opportunity to explore a variety of authors and literature will expand personal interest and choice of reading.
3. Dialoging with others in book clubs and via social networking sites for books such as Shelfari and Library Thing allow students to explore other points of view around literature.

Nature of Reading, Writing, and Communicating:

1. Readers are able to connect with author's style, tone, and mood to support their own personal selections.
2. Reading Standards for Literacy in Science and Technical Subjects, Grades 6-8.
3. Reading Standards for Literacy in History/Social Studies, Grades 6-8.

Standard: 2. Reading for All Purposes

Prepared Graduates:

- Engage in a wide range of nonfiction and real-life reading experiences to solve problems, judge the quality of ideas, or complete daily tasks

Grade Level Expectation: Eighth Grade

Concepts and skills students master:

2. Quality comprehension and interpretation of informational and persuasive texts demand monitoring and self-assessment

Evidence Outcomes

Students can:

- Use Key Ideas and Details to:
 - i. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
 - ii. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
 - iii. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
- Use Craft and Structure to:
 - i. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
 - ii. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
 - iii. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
- Use Integration of Knowledge and Ideas to:
 - i. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
 - ii. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
 - iii. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
 - iv. Interpret and explain informational texts of personal interest
- Range of Reading and Level of Text Complexity
 - i. By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. Why is this author qualified to write this informational text?
2. How do visuals convey information?
3. How can bias influence the reader?
4. Which texts do you connect with and why?
5. What elements make a text more attractive to some readers than others?
6. Why is it important to critique an author's credentials?

Relevance and Application:

1. While reading science and social studies texts, analyze details for relevance and accuracy.
2. When reading for information, people think about the credibility of the author to be sure that the information is current and accurate.
3. Voters need to understand both the gist of a proposition and the details.
4. The exponentially growing access to information of all types on the Internet make it essential for students to practice and hone skills for evaluating online information and learn how to efficiently and effectively locate reliable information sources.

Nature of Reading, Writing, and Communicating:

1. Readers understand there may be multiple points of view on the same topic.
2. Reading Standards for Literacy in Science and Technical Subjects, Grades 6-8.
3. Reading Standards for Literacy in History/Social Studies, Grades 6-8.

Standard: 2. Reading for All Purposes

Prepared Graduates:

- Interpret how the structure of written English contributes to the pronunciation and meaning of complex vocabulary

Grade Level Expectation: Eighth Grade

Concepts and skills students master:

3. Context, grammar, and word choice influence the understanding of literary, persuasive, and informational texts

Evidence Outcomes

Students can:

- Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies.
 - i. Select and employ strategies to persist when encountering unknown or ambiguous words or difficult passages
 - ii. Explain how authors use language to influence audience perceptions of events, people, and ideas
 - iii. Explain how word choice and sentence structure are used to achieve specific effects (such as tone, voice, and mood)
 - iv. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
 - v. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede*, *recede*, *secede*).
 - vi. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
 - vii. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - i. Interpret figures of speech (e.g. verbal irony, puns) in context.
 - ii. Use the relationship between particular words to better understand each of the words.
 - iii. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded*, *willful*, *firm*, *persistent*, *resolute*).
- Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. How has language changed through the centuries? Is the English language still changing? If so, how does that happen?
2. How can grammar and texting cause some conflicting points of view?
3. How can use of dialect or jargon bias a listener? How are words misinterpreted?
4. How does the expression "don't judge a book by its cover" apply to eighth-graders?

Relevance and Application:

1. Columnists and blog writers have a distinctive voice, tone, and mood.
2. Using online dictionaries and built in dictionary tools contained within subscription databases can enhance student ability to increase their vocabulary and understanding of online reading

Nature of Reading, Writing, and Communicating:

1. People use different types of language depending on their setting and their audience.
2. People adjust language according to the purpose of their message: In some situations, they may need more formal language to establish credibility.

Standard 3. Writing and Composition

Writing is a fundamental component of literacy. Writing is a means of critical inquiry; it promotes problem solving and mastering new concepts. Adept writers can work through various ideas while producing informational, persuasive, and narrative or literary texts. In other words, writing can be used as a medium for reasoning and making intellectual connections. As students arrange ideas to persuade, describe, and inform, they engage in logical critique, and they are likely to gain new insights and a deeper understanding of concepts and content.

From the Common Core State Standards Expectations for EACH grade level:

"Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences."

Prepared Graduate Competencies

The Kindergarten through grade 8 concepts and skills that all students who complete their education at St. John's must master to ensure their success in a postsecondary and workforce setting.

Prepared Graduate Competencies in the Writing and Composition standard:

- Write with a clear focus, coherent organization, sufficient elaboration, and detail
- Effectively use content-specific language, style, tone, and text structure to compose or adapt writing for different audiences and purposes
- Apply standard English conventions to effectively communicate with written language
- Implement the writing process successfully to plan, revise, and edit written work
- Master the techniques of effective informational, literary, and persuasive writing

Standard: 3. Writing and Composition

Prepared Graduates:

- Write with a clear focus, coherent organization, sufficient elaboration, and detail

Grade Level Expectation: Kindergarten

Concepts and skills students master:

1. Text types and purposes, labels, and familiar words are used to communicate information and ideas

Evidence Outcomes

Students can:

- Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is...*).
- Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
- Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
- With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
- With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. How do people share ideas with print?
2. What happened in this story? (If needed, prompt with a sentence stem.)
3. Why did the author like writing this story? (He/she likes dogs.)
4. What comes at the beginning of each sentence? What comes at the end?

Relevance and Application:

1. Family photo albums are sequenced and labeled to tell a simple story.
2. Drawing the scenes from an oral tale illustrates a person's interpretation of a story.

Nature of Reading, Writing, and Communicating:

1. Writers can communicate their ideas in many forms.

Standard: 3. Writing and Composition

Prepared Graduates:

- Apply standard English conventions to effectively communicate with written language

Grade Level Expectation: Kindergarten

Concepts and skills students master:

- 2. Appropriate mechanics and conventions are used to create simple texts

Evidence Outcomes

Students can:

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - i. Print many upper- and lowercase letters.
 - ii. Use frequently occurring nouns and verbs.
 - iii. Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog, dogs; wish, wishes*).
 - iv. Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*).
 - v. Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).
 - vi. Produce and expand complete sentences in shared language activities.
 - vii. Use proper spacing between words
 - viii. Write left to right and top to bottom
 - ix. Use appropriate pencil grip
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - i. Capitalize the first word in a sentence and the pronoun *I*.
 - ii. Recognize and name end punctuation.
 - iii. Write a letter or letters for most consonant and short-vowel sounds (phonemes).
 - iv. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. How does a sentence begin?
2. How does a sentence end?
3. How does a writer show that one sentence ends and another begins?

Relevance and Application:

1. Phonetically spelled words usually are seen in favorite children's books.
2. Video software has the advantage of audio and animation to emphasize the utility of punctuation and capital letters.

Nature of Reading, Writing, and Communicating:

1. Writers use upper- and lowercase letters when appropriate.
2. Writers use proper spacing between words.

Standard: 3. Writing and Composition

Prepared Graduates:

- Implement the writing process successfully to plan, revise, and edit written work

Grade Level Expectation: First Grade

Concepts and skills students master:

1. Exploring the writing process develops ideas for writing texts that carry meaning

Evidence Outcomes

Students can:

- Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
- Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
- With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
- Use pictures or graphic organizers to plan writing
- With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. How can thoughts and ideas be organized to prepare for writing?
2. Why is it important to plan before beginning to write?
3. How can a graphic organizer help writers plan their writing?

Relevance and Application:

1. Graphic organizers help to plan writing projects.
2. Simple sentences can be expanded using adjectives or phrases.
(The boy plays. The strong boy plays. The strong boy plays in the sandbox.)
3. Well-written thoughts are shared in a variety of ways (online communities, magazines, news stories).

Nature of Reading, Writing, and Communicating:

1. Writers use language that has a clear beginning, middle, and end.
2. Writers must express ideas clearly because the reader cannot ask the author for clarification.

Standard: 3. Writing and Composition

Prepared Graduates:

- Apply standard English conventions to effectively communicate with written language

Grade Level Expectation: First Grade

Concepts and skills students master:

- 2. Appropriate spelling, conventions, and grammar are applied when writing

Evidence Outcomes

Students can:

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - i. Print all upper- and lowercase letters.
 - ii. Use common, proper, and possessive nouns.
 - iii. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
 - iv. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
 - v. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
 - vi. Use frequently occurring adjectives.
 - vii. Use frequently occurring conjunctions (e.g., *and*, *but*, *or*, *so*, *because*).
 - viii. Use determiners (e.g., articles, demonstratives).
 - ix. Use frequently occurring prepositions (e.g., *during*, *beyond*, *toward*).
 - x. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - i. Write complete simple sentences.
 - ii. Capitalize dates and names of people.
 - iii. Use end punctuation for sentences.
 - iv. Use commas in dates and to separate single words in a series.
 - v. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
 - vi. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. How do phonemes (speech sounds) map to graphemes (letters and letter clusters) to form words?
2. How do punctuation marks show expression and pauses in writing?
3. How do capital letters show importance?
4. How can a writer show excitement in a sentence? (exclamation mark)

Relevance and Application:

1. Question marks are often used in children's games.
2. Phonetic patterns are the bases of nursery rhymes and children's songs.

Nature of Reading, Writing, and Communicating:

1. Writers know how to spell many words.
2. Writers hold their pencil correctly.
3. Writers use capital letters at the beginning of sentences.

Standard: 3. Writing and Composition

Prepared Graduates:

- Implement the writing process successfully to plan, revise, and edit written work

Grade Level Expectation: Second Grade

Concepts and skills students master:

1. Exploring the writing process helps to plan and draft a variety of literary genres

Evidence Outcomes

Students can:

- Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because*, *and*, *also*) to connect opinion and reasons, and provide a concluding statement or section.
- Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
- Organize ideas using pictures, graphic organizers, or story maps
- Write simple, descriptive poems
- Write with precise nouns, active verbs, and descriptive adjectives
- Use a knowledge of structure and crafts of various forms of writing gained through reading and listening to mentor texts
- Develop characters both internally (thoughts and feelings) and externally (physical features, expressions, clothing)

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. How are different literary genres different in form and substance?
2. What are two characteristics of the person you are describing?
3. Why do short poems still have an important message?
4. How do planning frames (graphic organizers, lists, photos, or drawings) help writers as they write a story?
5. How do authors collect topics for writing?
6. How might authors create an inviting beginning and satisfying ending?

Relevance and Application:

1. Authors will write funny poems and short stories for readers to enjoy.
2. Parents like to read fairy tales to their children before they go to bed.
3. The ability to read and understand poems and fictional stories will assist in building metacognition, which will aid in comprehending harder text.
4. Creative approaches to writing and story craft distinguish best-selling authors from ordinary writers.

Standard: 3. Writing and Composition

Prepared Graduates:

- Implement the writing process successfully to plan, revise, and edit written work

Grade Level Expectation: Second Grade

Concepts and skills students master:

2. Exploring the writing process helps to plan and draft a variety of simple informational texts

Evidence Outcomes

Students can:

- Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section
- Write letters and "how-to's" (procedures, directions, recipes) that follow a logical order and appropriate format
- Organize informational texts using main ideas and specific supporting details
- Organize ideas using a variety of pictures, graphic organizers or bulleted lists
- Use relevant details when responding in writing to questions about texts
- State a focus when responding to a given question, and use details from text to support a given focus
- Apply appropriate transition words to writing

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. What are different forms of informational writing?
2. Why is it important to writers to know who will be reading their work?
3. How is report writing different from storytelling?
4. How do writers use technology to support the writing process?
5. How do authors stay focused on one topic throughout a piece of writing?
6. How might technology impact the writing process for informational texts?

Relevance and Application:

1. Cooks write their recipes step-by-step so the readers can follow the directions easily.
2. Parents write to their children who live far away using conventional and digital means.

Nature of Reading, Writing, and Communicating:

1. Writers use their own experiences in their writing to make connections.
2. Writers work with peers to create organized pieces of writing.
3. Writers plan and organize information with their audience and purpose in mind.
4. Writers reread and revise while drafting.

Standard: 3. Writing and Composition

Prepared Graduates:

- Apply standard English conventions to effectively communicate with written language

Grade Level Expectation: Second Grade

Concepts and skills students master:

3. Appropriate spelling, capitalization, grammar, and punctuation are used and applied when writing

Evidence Outcomes	21 st Century Skills and Readiness Competencies
<p>Students can:</p> <ul style="list-style-type: none"> - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> i. Use collective nouns (e.g., <i>group</i>). ii. Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>). iii. Use reflexive pronouns (e.g., <i>myself, ourselves</i>). iv. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>). v. Use adjectives and adverbs, and choose between them depending on what is to be modified. vi. Apply accurate subject-verb agreement while writing vii. Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>). viii. Vary sentence beginning ix. Spell high-frequency words correctly - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none"> i. Capitalize holidays, product names, and geographic names. ii. Use commas in greetings and closings of letters. iii. Use an apostrophe to form contractions and frequently occurring possessives. iv. Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i>; <i>boy</i> → <i>boil</i>). v. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. - With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. - With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. 	<p>Inquiry Questions:</p> <ol style="list-style-type: none"> 1. How can spelling change the meaning of a word? 2. How can punctuation change the meaning of a sentence? 3. What is the primary use of the apostrophe in contractions? 4. Why is punctuation used for many different purposes in writing? 5. Why are uppercase/capital letters important in writing? <p>Relevance and Application:</p> <ol style="list-style-type: none"> 1. The meaning of a sentence can be changed by changing the order of the words in the sentence. (He can run. Can he run?) 2. Knowing when to capitalize letters will help readers understand writing. <p>Nature of Reading, Writing, and Communicating:</p> <ol style="list-style-type: none"> 1. Writers know that endings change words. 2. Writers revise their writing to choose better words to communicate what they want to say. 3. Writers use proper punctuation in their writing.

Standard: 3. Writing and Composition

Prepared Graduates:

- Implement the writing process successfully to plan, revise, and edit written work

Grade Level Expectation: Third Grade

Concepts and skills students master:

1. A writing process is used to plan, draft, and write a variety of literary genres

Evidence Outcomes

Students can:

- Write opinion pieces on topics or texts, supporting a point of view with reasons.
 - i. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
 - ii. Provide reasons that support the opinion.
 - iii. Use linking words and phrases (e.g., *because, therefore, since, for example*) to connect opinion and reasons.
 - iv. Provide a concluding statement or section.
 - v. Brainstorm ideas for writing
- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
 - i. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
 - ii. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
 - iii. Use temporal words and phrases to signal event order.
 - iv. Provide a sense of closure.
- Write descriptive poems using figurative language

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. How can thoughts and ideas be organized to prepare for writing?
2. When are transition words appropriate to use in writing?
3. What is a primary use of a graphic organizer?
4. When people brainstorm, why do they write down all ideas without judgment?

Relevance and Application:

1. Authors choose graphic organizers appropriate for the purpose of their writing and utilize the information to create a well-written piece.
2. Writers/authors present points of view to inform, entertain, and communicate a variety of ideas and opinions and to understand that language has a clear beginning, middle, and end.
3. Ghost stories and mysteries often are written with the outcome in mind.

Nature of Reading, Writing, and Communicating:

1. Writers know that a story needs a beginning, middle, and end.

Standard: 3. Writing and Composition

Prepared Graduates:

- Implement the writing process successfully to plan, revise, and edit written work

Grade Level Expectation: Third Grade

Concepts and skills students master:

2. A writing process is used to plan, draft, and write a variety of informational texts

Evidence Outcomes

Students can:

- Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
 - i. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
 - ii. State main ideas and include sufficient details or facts for appropriate depth of information (naming, describing, explaining, comparing, use of visual images)
 - iii. Develop the topic with facts, definitions, and details.
 - iv. Use linking words and phrases (e.g., *also*, *another*, *and*, *more*, *but*) to connect ideas within categories of information.
 - v. Provide a concluding statement or section.

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. How do transitions support fluent writing?
2. Why is it necessary to connect ideas when writing?
3. How do authors know what information is accurate?
4. How do authors know what information is credible?
5. Why would it be important for authors to label illustrations, photos, graphs, charts, or other media?
6. What forms of writing assist writers in sharing information?

Relevance and Application:

1. Reporters and journalists will sometimes write about one topic from different points of view.
2. Today there is so much information; people need skills to help them sort the information and make sense of it so it can be useful.

Nature of Reading, Writing, and Communicating:

1. Writers can describe events or people fluently.
2. Writers summarize information by using only the important details.

Standard: 3. Writing and Composition

Prepared Graduates:

- Apply standard English conventions to effectively communicate with written language

Grade Level Expectation: Third Grade

Concepts and skills students master:

- 3. Correct grammar, capitalization, punctuation, and spelling are used when writing

Evidence Outcomes

Students can:

- With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
- Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - i. Choose words and phrases for effect.
 - ii. Recognize and observe differences between the conventions of spoken and written standard English.
- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - i. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
 - ii. Form and use regular and irregular plural nouns.
 - iii. Use abstract nouns (e.g., *childhood*).
 - iv. Form and use regular and irregular verbs.
 - v. Form and use the simple (e.g., *I walked; I walk; I will walk*) verb tenses.
 - vi. Ensure subject-verb and pronoun-antecedent agreement.
 - vii. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
 - viii. Use coordinating and subordinating conjunctions.
 - ix. Produce simple, compound, and complex sentences.
 - x. Vary sentence beginnings, and use long and short sentences to create sentence fluency in longer texts
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - i. Capitalize appropriate words in titles.
 - ii. Use commas in addresses.
 - iii. Use commas and quotation marks in dialogue.
 - iv. Form and use possessives.
 - v. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*).
 - vi. Use spelling patterns and generalizations (e.g., *word families, position-based spellings, syllable patterns, ending rules, meaningful word parts*) in writing words.
 - vii. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. How does punctuation help people understand what they read and write?
2. What resources can be used to help spell words correctly?

Relevance and Application:

1. Desktop tools, spell-check and grammar-check are used to edit written work.
2. Newspapers, newsletter and Internet web pages rely on precise and descriptive writing to inform or entertain.

Nature of Reading, Writing, and Communicating:

1. Written symbols show both meaning and expression.
2. Writers know that words can have identical pronunciations but differ in spelling and meaning (you/ewe, eye/I).

Standard: 3. Writing and Composition

Prepared Graduates:

- Implement the writing process successfully to plan, revise, and edit written work

Grade Level Expectation: Fourth Grade

Concepts and skills students master:

1. The recursive writing process is used to create a variety of literary genres for an intended audience

Evidence Outcomes

Students can:

- Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
 - i. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
 - ii. Provide reasons that are supported by facts and details.
 - iii. Link opinion and reasons using words and phrases (e.g., *for instance*, *in order to*, *in addition*).
 - iv. Provide a concluding statement or section related to the opinion presented.
- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
 - i. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
 - ii. Choose planning strategies to support text structure and intended outcome
 - iii. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
 - iv. Use a variety of transitional words and phrases to manage the sequence of events.
 - v. Use concrete words and phrases and sensory details to convey experiences and events precisely.
 - vi. Provide a conclusion that follows from the narrated experiences or events.
- Write poems that express ideas or feelings using imagery, figurative language, and sensory details

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. How are literary genres different in form and substance?
2. How does a graphic organizer assist a writer?
3. How does writing create a visual image for the reader?

Relevance and Application:

1. Different forms of literary genre can express the same ideas in different ways.
2. Learning to write with strong words will increase how readers will perceive the messages writers are trying to convey. (Write about an event using formal and informal language.)
3. Writers who connect their personal experiences to writing will increase their skills.

Nature of Reading, Writing, and Communicating:

1. Writers include personal experiences in their writing.

Standard: 3. Writing and Composition

Prepared Graduates:

- Implement the writing process successfully to plan, revise, and edit written work

Grade Level Expectation: Fourth Grade

Concepts and skills students master:

- 2. Informational and persuasive texts use the recursive writing process

Evidence Outcomes

Students can:

- Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
 - i. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
 - ii. Choose planning strategies to support text structure and intended outcome
 - iii. Identify a text structure appropriate to purpose (sequence, chronology, description, explanation, comparison-and-contrast
 - iv. Organize relevant ideas and details to convey a central idea or prove a point
 - v. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
 - vi. Link ideas within categories of information using words and phrases (e.g., *another*, *for example*, *also*, *because*).
 - vii. Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - viii. Provide a concluding statement or section related to the information or explanation presented.

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. Which tools are available to assist the writer in planning, drafting, and revising personal writing?
2. How is word choice affected by audience and purpose?
3. How are writers persuasive without being biased?

Relevance and Application:

1. When preparing for a presentation writers can use electronic resources to add graphics and visual effects to a project.
2. Businesses use proposals to persuade consumers to buy their products.

Nature of Reading, Writing, and Communicating:

1. Writers use transition words in their writing to make transitions clearer and easier to follow.
2. Writers will sometimes use a visual that will help convey their message.

Standard: 3. Writing and Composition

Prepared Graduates:

- Apply standard English conventions to effectively communicate with written language

Grade Level Expectation: Fourth Grade

Concepts and skills students master:

3. Correct sentence formation, grammar, punctuation, capitalization, and spelling are applied to make the meaning clear to the reader

Evidence Outcomes

Students can:

- Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
- Use correct format (indenting paragraphs, parts of a letter, poem, etc.) for intended purpose
- Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - i. Choose words and phrases to convey ideas precisely.
 - ii. Choose punctuation for effect.
 - iii. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - i. Use relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*).
 - ii. Form and use the progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses. (
 - iii. Use modal auxiliaries (e.g., *can, may, must*) to convey various conditions. (
 - iv. Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*).
 - v. Form and use prepositional phrases.
 - vi. Use compound subjects (Tom and Pat went to the store) and compound verbs (Harry thought and worried about the things he said to Jane) to create sentence fluency in writing
 - vii. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
 - viii. Correctly use frequently confused words (e.g., *to, too, two; there, their*). (
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - i. Use correct capitalization.
 - ii. Use commas and quotation marks to mark direct speech and quotations from a text.
 - iii. Use a comma before a coordinating conjunction in a compound sentence.
 - iv. Spell grade-appropriate words correctly, consulting references as needed.

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. How is reading actually speech that has been written down?
2. How do writers use technology to support the writing process?
3. How would you find meaning in a piece of writing that used no punctuation?

Relevance and Application:

1. Writers organize reports differently than literary writing.
2. Writers use writing to explore ideas.
3. Proper usage of verbs is important in speaking and writing.
4. Friends and family can sometimes only truly understand your feelings when you use accurate punctuation and spelling.
5. Writers use a range of resources including technology as revising and editing tools.

Standard: 3. Writing and Composition

Prepared Graduates:

- Implement the writing process successfully to plan, revise, and edit written work

Grade Level Expectation: Fifth Grade

Concepts and skills students master:

1. The recursive writing process contributes to the creative and unique literary genres for a variety of audiences and purposes

Evidence Outcomes

Students can:

- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
 - i. Create personal and fictional narratives with a strong personal voice
 - ii. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
 - iii. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
 - iv. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
 - v. Use concrete words and phrases and sensory details to convey experiences and events precisely.
 - vi. Provide a conclusion that follows from the narrated experiences or events.
- Write poems using poetic techniques (alliteration, onomatopoeia); figurative language (simile, metaphor); and graphic elements (capital letters, line length)

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. How can the use of correct vocabulary, grammar, usage, and mechanics add clarity to writing?
2. How can various tools help a writer edit and revise written work?
3. What do authors do to ensure that they have a topic and supporting details?
4. How do graphic organizers or planning guides increase the effectiveness of a writer?
5. What is the primary message that the author wants readers to interpret from the passage? Where is the evidence from the text?

Relevance and Application:

1. Writing about personal experiences is an important step in expression.
2. Including story elements in writing provides the reader with a more complete product.

Nature of Reading, Writing, and Communicating:

1. Writers use all of the elements of a good story in their writing and have created a systematic plan for including each of them.

Standard: 3. Writing and Composition

Prepared Graduates:

- Implement the writing process successfully to plan, revise, and edit written work

Grade Level Expectation: Fifth Grade

Concepts and skills students master:

2. The recursive writing process creates stronger informational and persuasive texts for a variety of audiences and purposes

Evidence Outcomes	21 st Century Skills and Readiness Competencies
Students can: <ul style="list-style-type: none">- Write opinion pieces on topics or texts, supporting a point of view with reasons and information.<ol style="list-style-type: none">i. Include cause and effect, opinions, and other opposing viewpoints in persuasive writingii. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.iii. Provide logically ordered reasons that are supported by facts and details.iv. Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently</i>, <i>specifically</i>).v. Provide a concluding statement or section related to the opinion presented.- Write informative/explanatory texts to examine a topic and convey ideas and information clearly.<ol style="list-style-type: none">i. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.ii. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.iii. Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast</i>, <i>especially</i>).iv. Use precise language and domain-specific vocabulary to inform about or explain the topic.v. Provide a concluding statement or section related to the information or explanation presented.	Inquiry Questions: <ol style="list-style-type: none">1. What is the purpose of writing for different audiences?2. How does revising writing build new skills for writers?3. How did people gather information before the use of computers?4. If someone asked you the fastest, most efficient way to gather information about _____, what would you tell them and why? Relevance and Application: <ol style="list-style-type: none">1. Successful writing has specific organizational features, style, and craft elements. (Write a persuasive letter to an adult using mature tone and vocabulary. Select a planning guide that will be useful to plan writing.)2. Technology is used to assist in locating resources to support writers' work.3. Learning to summarize and write brief explanations is a lifelong skill that that will carry over into the workplace or college. Nature of Reading, Writing, and Communicating: <ol style="list-style-type: none">1. Writers think about the audience that they are writing for to help them organize their thoughts.2. Writers use technology as part of their resources to be more organized and thorough when they write.

Standard: 3. Writing and Composition

Prepared Graduates:

- Apply standard English conventions to effectively communicate with written language

Grade Level Expectation: Fifth Grade

Concepts and skills students master:

3. Conventions apply consistently when evaluating written texts

Evidence Outcomes	21 st Century Skills and Readiness Competencies
<p>Students can:</p> <ul style="list-style-type: none"> - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> i. Use punctuation to separate items in a series. ii. Use a comma to separate an introductory element from the rest of the sentence. iii. Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>). iv. Use underlining, quotation marks, or italics to indicate titles of works. v. Spell grade-appropriate words correctly, consulting references as needed. - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> i. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. ii. Form and use the perfect (e.g., <i>I had walked; I have walked; I will have walked</i>) verb tenses. iii. Use verb tense to convey various times, sequences, states, and conditions. iv. Recognize and correct inappropriate shifts in verb tense. v. Use correlative conjunctions (e.g., <i>either/or, neither/nor</i>). - Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. - With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. 	<p>Inquiry Questions:</p> <ol style="list-style-type: none"> 1. How do writers prepare their writing for different audiences? 2. How would writing for our first grade buddies be different than the writing that you would do to convince or persuade our principal to let us have music day? 3. How do writers organize their thinking to include the audience they are addressing? 4. Which graphic organizer that we have used may assist you with your planning? 5. What guidelines from our paragraph writing were the most helpful to you as you began to construct your paragraphs? <p>Relevance and Application:</p> <ol style="list-style-type: none"> 1. People can use an electronic thesaurus to enrich vocabulary in text. (Write letters to "writing pals" at a school in another community. Design a thank-you note for the custodian or parent volunteers.) 2. Written language differs from spoken language in terms of vocabulary, structure, and context. <p>Nature of Reading, Writing, and Communicating:</p> <ol style="list-style-type: none"> 1. Writers are thoughtful of the language they use in their writing.

Standard: 3. Writing and Composition

Prepared Graduates:

- Write with a clear focus, coherent organization, sufficient elaboration, and detail

Grade Level Expectation: Sixth Grade

Concepts and skills students master:

1. Writing literary genres for intended audiences and purposes requires ideas, organization, and voice

Evidence Outcomes

Students can:

- Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
 - i. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
 - ii. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
 - iii. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
 - iv. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
 - v. Provide a conclusion that follows from the narrated experiences or events.
- Employ a range of planning strategies to generate descriptive and sensory details (webbing, free writing, graphic organizers)
- Use a range of poetic techniques (alliteration, onomatopoeia, rhyme scheme); figurative language (simile, metaphor, personification); and graphic elements (capital letters, line length, word position) to express personal or narrative voice in texts
- Organize literary and narrative texts using conventional organizational patterns of the chosen genre
- Use literary elements of a text (well-developed characters, setting, dialogue, conflict) to present ideas in a text
- Use word choice, sentence structure, and sentence length to create voice and tone in writing

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. What descriptors help the reader visualize the character, setting, and plot in a composition?
2. What language brings a piece of writing to life for the reader?
3. How can desktop and online resources be used to edit and critique a work in progress?

Relevance and Application:

1. When working on an important project at work people can use a variety of online resources to expand their ideas.
2. Pieces of electronic information can be stored for later use, application, and research.

Nature of Reading, Writing, and Communicating:

1. Writers use the writing process, with a variety of media and technology tools to publish compositions.
2. Writers use descriptive language to create mental pictures for the reader.
3. Writing Standards for Literacy in History/Social Studies, Science and Technical Subjects, Grades 6-8.

Standard: 3. Writing and Composition

Prepared Graduates:

- Write with a clear focus, coherent organization, sufficient elaboration, and detail

Grade Level Expectation: Sixth Grade

Concepts and skills students master:

2. Writing informational and persuasive genres for intended audiences and purposes require ideas, organization, and voice develop

Evidence Outcomes

Students can:

- Write arguments to support claims with clear reasons and relevant evidence.
 - i. Introduce claim(s) and organize the reasons and evidence clearly.
 - ii. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
 - iii. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
 - iv. Establish and maintain a formal style.
 - v. Provide a concluding statement or section that follows from the argument presented.
- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
 - i. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
 - ii. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
 - iii. Use appropriate transitions to clarify the relationships among ideas and concepts.
 - iv. Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - v. Establish and maintain a formal style.
 - vi. Provide a concluding statement or section that follows from the information or explanation presented.
- Write multi-paragraph compositions that have clear topic development, logical organization, effective use of detail, and variety in sentence structure
- Organize information into a coherent essay or report with a thesis statement in the introduction and transition sentences to link paragraphs
- Write to pursue a personal interest, to explain, or to persuade
- Write to analyze informational texts (explains the steps in a scientific investigation)
- Analyze and improve clarity of paragraphs and transitions
- Select vocabulary and information to enhance the central idea
- Identify persuasive elements in a peer's writing and critique the effectiveness

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. Why is relevance so important when someone is writing?
2. How do writers monitor their work to include information that is relevant to the topic?
3. How do writers improve the organization of a piece of writing?
4. How is word selection important to a piece of writing?
5. If strong, well-selected vocabulary is used, what might a reader say to the author?
6. How does text organization help the reader understand writing?

Relevance and Application:

1. Before a project is turned in to a supervisor, people work with a co-worker to edit and revise their work.
2. Successful revision includes rereading, reflecting, rethinking, and rewriting.
3. Choosing the right words to communicate thoughts helps deliver a clear message.
4. Working together, a written piece can reflect valued points of view and motivate others.

Nature of Reading, Writing, and Communicating:

1. Writers understand that compositions may be used to convey ideas, evoke emotion, persuade, or entertain.
2. Creative and colorful writing persuades and influences events.
3. Writing Standards for Literacy in History/Social Studies, Science and Technical Subjects, Grades 6-8.

Standard: 3. Writing and Composition

Prepared Graduates:

- Apply standard English conventions to effectively communicate with written language

Grade Level Expectation: Sixth Grade

Concepts and skills students master:

3. Specific editing for grammar, usage, mechanics, and clarity gives writing its precision and legitimacy

Evidence Outcomes

Students can:

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - i. Ensure that pronouns are in the proper case (subjective, objective, possessive).
 - ii. Use intensive pronouns (e.g., *myself*, *ourselves*).
 - iii. Recognize and correct inappropriate shifts in pronoun number and person.
 - iv. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
 - v. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
 - vi. Identify fragments and run-ons and revise sentences to eliminate them
 - vii. Use coordinating conjunctions in compound sentences
 - viii. Maintain consistent verb tense within paragraph.
 - ix. Choose adverbs to describe verbs, adjectives, and other adverbs
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - i. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
 - ii. Spell correctly.
- Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - i. Vary sentence patterns for meaning, reader/listener interest, and style.
 - ii. Maintain consistency in style and tone.
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in grade level expectations 1 and 2 above.)
- With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. If piece of writing has many errors or is difficult to read, what are readers' thoughts about that piece?
2. How can writers create strong sentence fluency in their work?
3. What author uses language and organization that makes his/her work enjoyable to read?
4. How do writers monitor their spelling if spell-check is not available?

Relevance and Application:

1. Written language differs from spoken language in terms of vocabulary, structure, and context.
2. Learning to edit writing is important because it demonstrates the work to others who may be reading it (Locate examples of public places where there is poor grammar or poor spelling. Write a letter to a local business asking for support for a class project. Use electronic resources to edit and revise your project.)

Nature of Reading, Writing, and Communicating:

1. Writers pay attention to the way sentences start, which creates more sentence fluency in their writing.

Standard: 3. Writing and Composition

Prepared Graduates:

- Effectively use content-specific language, style, tone, and text structure to compose or adapt writing for different audiences and purposes

Grade Level Expectation: Seventh Grade

Concepts and skills students master:

1. Composing literary and narrative texts that incorporate a range of stylistic devices demonstrates knowledge of genre features

Evidence Outcomes

Students can:

- Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
 - i. Use a variety of planning strategies to generate and organize ideas (such as brainstorming, mapping, graphic organizers)
 - ii. Write using poetic techniques (alliteration, onomatopoeia, rhyme scheme, repetition); figurative language (simile, metaphor, personification); and graphic elements (capital letters, line length, word position) typical of the chosen genre
 - iii. Use a range of appropriate genre features (engaging plot, dialogue, stanza breaks) to develop and organize texts
 - iv. Establish a central idea, define a clear focus for each section of the text (paragraphs, verses), and use transitional words and phrases to link ideas and sections
 - v. Decide on the content and placement of descriptive and sensory details within the text to address the targeted audience and purpose
 - vi. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
 - vii. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
 - viii. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
 - ix. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
 - x. Provide a conclusion that follows from and reflects on the narrated experiences or events.
- Revise writing to strengthen the clarity and vividness of voice, tone, and ideas

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. In what ways does an author use the setting to create a mood for the story?
2. What inferences can a reader make about different character types? What aids help make that inference?
3. Why do organized events require a particular sequence?
4. How might the outcome have been different if the character had made a different decision?
5. What visual clues does a writer give about the setting of a story by using only the words of the text?

Relevance and Application:

1. Readers who think about character traits make deeper connections to what they are reading.
2. Magazines and comic books rely heavily on engaging plot, graphic elements, and poetic technique.

Nature of Reading, Writing, and Communicating:

1. Writers know the story elements to help them organize thinking as they craft their own stories.
2. Writers use figurative language, metaphor, and other techniques in their writing.
3. Writing Standards for Literacy in History/Social Studies, Science and Technical Subjects, Grades 6-8.

Standard: 3. Writing and Composition

Prepared Graduates:

- Write with a clear focus, coherent organization, sufficient elaboration, and detail

Grade Level Expectation: Seventh Grade

Concepts and skills students master:

- 2. Organization is used when composing informational and persuasive texts

Evidence Outcomes

Students can:

- Write arguments to support claims with clear reasons and relevant evidence.
 - i. Develop texts that explain a process; define a problem and offer a solution; or support an opinion
 - ii. Generate support from a variety of primary or secondary sources, such as interviews, electronic resources, periodicals, and literary texts
 - iii. Reach an authentic audience with a piece of informational or persuasive writing
 - iv. Explain and imitate emotional appeals used by writers who are trying to persuade an audience
 - v. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
 - vi. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
 - vii. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
 - viii. Establish and maintain a formal style.
 - ix. Provide a concluding statement or section that follows from and supports the argument presented.
- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
 - i. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
 - ii. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
 - iii. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
 - iv. Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - v. Establish and maintain a formal style.
 - vi. Provide a concluding statement or section that follows from and supports the information or explanation presented.

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. How do different references enhance readers' thinking about writing?
2. Why does word choice play such an important part in writing?
3. How can a writer use his/her influence to persuade readers?

Relevance and Application:

1. Hard-hitting and exciting television interviews always begin with well-thought out and organized questions.
2. Electronic race tracks, video games, and search tools are written using adapted software systems.

Nature of Reading, Writing, and Communicating:

1. Writing Standards for Literacy in History/Social Studies, Science and Technical Subjects, Grades 6-8.

Standard: 3. Writing and Composition

Prepared Graduates:

- Apply standard English conventions to effectively communicate with written language

Grade Level Expectation: Seventh Grade

Concepts and skills students master:

- 3. Editing writing for proper grammar, usage, mechanics, and clarity improves written work

Evidence Outcomes

Students can:

- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - i. Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore an old[,] green shirt*).
 - ii. Spell correctly.
- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - i. Explain the function of phrases and clauses in general and their function in specific sentences.
 - ii. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
 - iii. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
- Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
 - i. Use punctuation correctly (commas and parentheses to offset parenthetical elements; colons to introduce a list; and hyphens)
 - ii. Write and punctuate compound and complex sentences correctly
 - iii. Vary sentences using prepositional phrases, ensuring that subjects and verbs agree in the presence of intervening phrases
 - iv. Use pronoun-antecedent agreement including indefinite pronouns
 - v. Write with consistent verb tense across paragraphs
 - vi. Use adjectives and adverbs correctly in sentences to describe verbs, adjectives, and other adverbs
 - vii. Combine sentences with coordinate conjunctions
 - viii. Improve word choice by using a variety of references, such as a thesaurus
- Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. How do transition words create fluency in writing?
2. What are other purposes of transitions?
3. How can use of vocabulary help or hinder a piece of writing?
4. When does a writer know he/she has done enough editing?
5. How does editing make someone a better writer?

Relevance and Application:

1. Student council campaign speeches, posters, campaign buttons, and jingles take time and editing to build.
2. The grit required in improving punctuation and word choice distinguishes an effective communicator from one who just uses ink.

Nature of Reading, Writing, and Communicating:

1. Writers can connect prior knowledge with new information to help solve problems.

Standard: 3. Writing and Composition

Prepared Graduates:

- Effectively use content-specific language, style, tone, and text structure to compose or adapt writing for different audiences and purposes

Grade Level Expectation: Eighth Grade

Concepts and skills students master:

1. Stylistic devices and descriptive details in literary and narrative texts are organized for a variety of audiences and purposes and evaluated for quality

Evidence Outcomes

Students can:

- Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
 - i. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
 - ii. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
 - iii. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
 - iv. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
 - v. Establish and maintain a controlling idea appropriate to audience and purpose
 - vi. Integrate the use of organizing techniques that break up sequential presentation of chronology in a story (use of foreshadowing; starting in the middle of the action, then filling in background information using flashbacks)
 - vii. Write using poetic techniques (alliteration, onomatopoeia); figurative language (simile, metaphor, personification, hyperbole); and graphic elements (capital letters, line length, word position) for intended effect
 - viii. Express voice and tone and influence readers' perceptions by varying vocabulary, sentence structure, and descriptive details
 - ix. Use mentor text/authors to help craft appropriate technique
 - x. Provide a conclusion that follows from and reflects on the narrated experiences or events.

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. What are the elements of a well-developed character?
2. Why is visual imagery a skill that an author uses to create tone?
3. What makes characters interesting to the reader?
4. How does foreshadowing create connections for the reader?

Relevance and Application:

1. Readers who study key story elements will enhance their work as writers.
2. People who monitor what they are reading and attend to how a text is organized become more organized writers.

Nature of Reading, Writing, and Communicating:

1. Writers realize the importance and relevance of the setting.
2. Writing Standards for Literacy in History/Social Studies, Science and Technical Subjects, Grades 6-8.

Standard: 3. Writing and Composition

Prepared Graduates:

- Write with a clear focus, coherent organization, sufficient elaboration, and detail

Grade Level Expectation: Eighth Grade

Concepts and skills students master:

2. Ideas and supporting details in informational and persuasive texts are organized for a variety of audiences and purposes and evaluated for quality

Evidence Outcomes	21 st Century Skills and Readiness Competencies
Students can: <ul style="list-style-type: none">- Write arguments to support claims with clear reasons and relevant evidence. Develop texts that offer a comparison, show cause and effect, or support a point<ol style="list-style-type: none">Write and justify a personal interpretation of literary or informational text that includes a thesis, supporting details from the literature, and a conclusionSelect and use appropriate rhetorical techniques (such as asking questions, using humor, etc.) for a variety of purposesUse specific details and references to text or relevant citations to support focus or judgmentUse planning strategies to select and narrow topicIntroduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.Establish and maintain a formal style.Explain and imitate emotional and logical appeals used by writers who are trying to persuade an audienceProvide a concluding statement or section that follows from and supports the argument presented.- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.<ol style="list-style-type: none">Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.Use precise language and domain-specific vocabulary to inform about or explain the topic.Establish and maintain a formal style.Provide a concluding statement or section that follows from and supports the information or explanation presented.Elaborate to give detail, add depth, and continue the flow of an idea	Inquiry Questions: <ol style="list-style-type: none">1. When tools do readers use to summarize ideas as they read?2. Why do authors like to persuade readers?3. If you could persuade someone to do something that you wanted, what would that be? How might you go about persuading them in writing?4. What types of words do authors use when they are trying to convince or persuade others to do what they want?5. When can an author's influence or persuasion be dangerous? Helpful?
	Relevance and Application: <ol style="list-style-type: none">1. Convincing someone to vote for a candidate in an election usually requires comparisons, details and citations.2. <i>Consumers Reports</i> gathers, analyzes, and publishes product comparisons that evaluate for quality.
	Nature of Reading, Writing, and Communicating: <ol style="list-style-type: none">1. Writers know how important it is to connect prior knowledge with new information.2. Writers write for pleasure and to influence people.3. Writing Standards for Literacy in History/Social Studies, Science and Technical Subjects, Grades 6-8.

Standard: 3. Writing and Composition

Prepared Graduates:

- Apply standard English conventions to effectively communicate with written language

Grade Level Expectation: Eighth Grade

Concepts and skills students master:

3. Editing writing for grammar, usage, mechanics, and clarity is an essential trait of a well-written document

Evidence Outcomes

Students can:

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - i. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
 - ii. Form and use verbs in the active and passive voice.
 - iii. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
 - iv. Recognize and correct inappropriate shifts in verb voice and mood.
 - v. Use comparative and superlative adjectives and adverbs correctly in sentences
 - vi. Combine sentences with subordinate conjunctions
 - vii. Use subject-verb agreement with intervening phrases and clauses
 - viii. Identify main and subordinate clauses and use that knowledge to write varied, strong, correct, complete sentences
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - i. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
 - ii. Format and punctuate dialogue correctly
 - iii. Use an ellipsis to indicate an omission.
 - iv. Spell correctly.
- Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - i. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. How does the use of correct grammar, usage, and mechanics add clarity to writing?
2. How can various tools help a writer edit work?
3. What are some common punctuation errors? How can writers avoid these challenges in the future?
4. When do writers use software tools in their writing?
5. When is it beneficial to use the thesaurus?

Relevance and Application:

1. Writing guides are used as an essential tool for making a piece of writing professional.
2. Job interviews often include the evaluation of correct grammar and the request for a writing sample.

Nature of Reading, Writing, and Communicating:

1. Writers often use the tools from editing software programs, but don't want to become dependent on them so they will try to figure it out on their own and then double-check their work using the tools.

4. Research and Reasoning

Research and Reasoning skills are pertinent for success in a postsecondary and workforce setting. Students need to acquire these skills throughout their schooling. This means students need to be able to distinguish their own ideas from information created or discovered by others, understand the importance of creating authentic works, and correctly cite sources to give credit to the author of the original work.

Prepared Graduate Competencies

The kindergarten through grade 8 concepts and skills that all students who complete their education at St. John's must master to ensure their success in a postsecondary and workforce setting.

Prepared Graduate Competencies in the Research and Reasoning standard:

- Discriminate and justify a position using traditional lines of rhetorical argument and reasoning
- Articulate the position of self and others using experiential and material logic
- Gather information from a variety of sources; analyze and evaluate the quality and relevance of the source; and use it to answer complex questions
- Use primary, secondary, and tertiary written sources to generate and answer research questions
- Evaluate explicit and implicit viewpoints, values, attitudes, and assumptions concealed in speech, writing, and illustration
- Demonstrate the use of a range of strategies, research techniques, and persistence when engaging with difficult texts or examining complex problems or issues
- Exercise ethical conduct when writing, researching, and documenting sources

Standard: 4. Research and Reasoning

Prepared Graduates:

- Gather information from a variety of sources; analyze and evaluate the quality and relevance of the source; and use it to answer complex questions

Grade Level Expectation: Kindergarten

Concepts and skills students master:

1. A variety of locations must be explored to find information that answers questions of interest

Evidence Outcomes

Students can:

- Dictate questions that arise during instruction
- Use a variety of resources (such as direct observation, trade books, texts read aloud or viewed) to answer questions of interest through guided inquiry

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. How do people decide on a question to share and ask?
2. How do people check questions to see if they are relevant and important to learning?
3. If the author visited today, what would you ask?
4. What resources can people use to help find possible answers to their question(s)?

Relevance and Application:

1. Books are just one tool for finding answers.
2. Life is full of questions and people need to know the avenues for answering them.
3. Good readers ask questions while they are reading.
4. Students use many different types of books to learn.

Nature of Reading, Writing, and Communicating:

1. Researchers ask questions when they look at the pictures and words in their books.
2. Researchers continually find resources to support, challenge, or change thinking.
3. Questions are where learning begins.
4. People redirect their thinking when the first ideas they have don't make sense.

Standard: 4. Research and Reasoning

Prepared Graduates:

- Gather information from a variety of sources; analyze and evaluate the quality and relevance of the source; and use it to answer complex questions

Grade Level Expectation: Kindergarten

Concepts and skills students master:

2. Identify purpose, information and question an issue

Evidence Outcomes

Students can:

- Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
 - i. Identify a clear purpose for research or inquiry (If the class is learning about trees, is my need to know more about pets related?)
 - ii. Identify a significant question they are trying to answer, problem they are trying to solve, or issue they are trying to resolve
 - iii. Gather relevant information and check various information sources for accuracy (In a class discussion focused on butterflies, students ask questions related to a butterfly and the life cycle.)
- With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. What is the purpose? Is the purpose clear?
2. What is the question at issue? Is the question important?
3. Why is it important to solve problems?
4. What was a time when you wanted to solve a problem but you didn't know how?
5. Who helped you solve the problem? How did you feel when it was over?

Relevance and Application:

1. Rumors relayed by a friend may not be true.
2. Stories about a topic not related to the issue are interesting but not always important at the time.

Nature of Reading, Writing, and Communicating:

1. All reasoning has a purpose based on information and is an attempt to figure something out.
2. Researchers know that for thinking to improve, it is necessary to ask critical questions.

Standard: 4. Research and Reasoning

Prepared Graduates:

- Articulate the position of self and others using experiential and material logic

Grade Level Expectation: Kindergarten

Concepts and skills students master:

3. Quality of thinking depends on the quality of questions

Evidence Outcomes	21 st Century Skills and Readiness Competencies
Students can: <ul style="list-style-type: none">- Ask primary questions of clarity, significance, relevance, and accuracy to improve quality of thinking- State, elaborate, and exemplify the concept of fair-mindedness	Inquiry Questions: <ol style="list-style-type: none">1. How does this relate to the problem?2. How does that bear on the question?3. How does that help to resolve the issue?4. Is this the most important question to consider?5. How could check on that?6. How could we find out if that is true?7. How could verify or test that?8. Could the source illustrate what he/she means?9. What does it mean to be fair-minded?
	Relevance and Application: <ol style="list-style-type: none">1. People ask clarifying questions to think better.2. People think about clear ideas by asking questions.
	Nature of Reading, Writing, and Communicating: <ol style="list-style-type: none">1. Researchers understand that for thinking to improve, it is necessary to ask critical questions.2. All reasoning has a purpose based on information and an attempt to figure something out.

Standard: 4. Research and Reasoning

Prepared Graduates:

- Gather information from a variety of sources; analyze and evaluate the quality and relevance of the source; and use it to answer complex questions

Grade Level Expectation: First Grade

Concepts and skills students master:

1. A variety of resources leads to locating information and answering questions of interest

Evidence Outcomes

Students can:

- Write or dictate questions for inquiry that arise during instruction
- With peers, use a variety of resources (direct observation, trade books, texts read aloud or viewed) to answer questions of interest through guided inquiry
- Use text features (titles, illustrations, headings, bold type) to locate, interpret, and use information

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. What resources can students use to answer the question?
2. Why is it important to ask clear questions?
3. What are other uses of text features?
4. Why do authors use text features in their writing?
5. Which text feature do you find most useful?
6. How is using multiple resources helpful to readers or writers?
7. Why does society have such a variety of reading materials?

Relevance and Application:

1. Text features can help good readers when they are scanning material.
2. Good readers pose questions while they read.
3. Related questions occur when looking up your pet or selecting a new one.

Nature of Reading, Writing, and Communicating:

1. Researchers analyze critical questions and locate resources to answer the questions.
2. Readers use text features to help them before they begin reading.
3. Readers ask questions while they read to stay focused and help clarify thinking.

Standard: 4. Research and Reasoning

Prepared Graduates:

- Articulate the position of self and others using experiential and material logic

Grade Level Expectation: First Grade

Concepts and skills students master:

2. Purpose, information, and questions about an issue are essential steps in early research

Evidence Outcomes	21 st Century Skills and Readiness Competencies
Students can: <ul style="list-style-type: none">- Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).<ul style="list-style-type: none">i. Identify a clear and significant purpose for research (Is my purpose for researching frogs clear and is it important to understanding more about mammals?)- With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.<ul style="list-style-type: none">i. Evaluate information for clarity and accuracy	Inquiry Questions: <ol style="list-style-type: none">1. What is the purpose? Is the purpose clear? Is the purpose important in relation to the question at issue?2. What is the question at issue? Is the question important and related to the purpose?3. Is the information being gathering important to the question at issue and purpose?4. Is the information free from error?5. How do students improve their thinking?6. Why is it important to be clear about the reason for studying a certain topic?7. When people are learning new information, why is it important that the data is correct?8. What might happen if people use incorrect or unsupported information?
	Relevance and Application: <ol style="list-style-type: none">1. Before readers begin to read, they ask themselves purposeful questions. (What is the purpose for learning how to read? Am I clear on the purpose for reading? Is reading important?)2. Zoologists know that new knowledge about animals and the discovery of new species require them to ask good questions every day.
	Nature of Reading, Writing, and Communicating: <ol style="list-style-type: none">1. People who reason understand that reasoning has a purpose, is based on information, and is an attempt to figure something out.2. Curiosity and thinking help people to discover and understand things that puzzle them.

Standard: 4. Research and Reasoning

Prepared Graduates:

- Gather information from a variety of sources; analyze and evaluate the quality and relevance of the source; and use it to answer complex questions

Grade Level Expectation: Second Grade

Concepts and skills students master:

1. Reference materials help us locate information and answer questions

Evidence Outcomes

Students can:

- Identify a variety of resources and the information they might contain (dictionary, trade book, library databases, Internet web page)
- Identify a specific question and gather information for purposeful investigation and inquiry
- Use text features to locate, interpret, and use information (table of contents, illustrations, diagrams, headings, bold type)
- Use a variety of multimedia sources to answer questions of interest
- Recall information from experiences or gather information from provided sources to answer a question.

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. How do people know information is relevant, significant, and accurate?
2. How do people know which resource will provide the most accurate information?

Relevance and Application:

1. There are many ways people look up and research unknown information. (Use a dictionary to find the meaning of unfamiliar words. Use an encyclopedia to look up information. Use the Internet to conduct research. Use interviews to gather information.)

Nature of Reading, Writing, and Communicating:

1. Researchers use information to support their thinking.
2. Researchers use a variety of reference materials to support learning new information.

Standard: 4. Research and Reasoning

Prepared Graduates:

- Discriminate and justify a position using traditional lines of rhetorical argument and reasoning

Grade Level Expectation: Second Grade

Concepts and skills students master:

2. Questions are essential to analyze and evaluate the quality of thinking

Evidence Outcomes

Students can:

- Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
 - Ask primary questions of depth and breadth
 - Acknowledge the need to treat all viewpoints fair-mindedly

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. Consider this reading from the point of view of someone new. What would be your opinion?
2. What makes the situation of this reading possibly more complicated?
3. What does it mean to be fair-minded?
4. Why is it important to include other people's perspectives?
5. How can readers be sure that the information is fair and unbiased? What do you say when it is not fair information

Relevance and Application:

1. Professors share the skills of policemen and evaluate all of those with a points of view, asking questions, and determining a conclusion using the best evidence to support reasoning.
2. Examples of asking good questions for real problems include a group of students wanting to start a book contest, and probing the difficulties and complexities of a book contest.

Nature of Reading, Writing, and Communicating:

1. People who reason understand reasoning is done from a point of view, based on data, information, and evidence, and contains inferences by which they draw conclusions and give meaning to data.
2. Researchers understand that for thinking to improve, it is necessary to ask critical questions.
3. People who reason know thinking has potential strengths and weaknesses.

Standard: 4. Research and Reasoning

Prepared Graduates:

- Demonstrate the use of a range of strategies, research techniques, and persistence when engaging with difficult texts or examining complex problems or issues

Grade Level Expectation: Third Grade

Concepts and skills students master:

1. Researching a topic and sharing findings are often done with others

Evidence Outcomes

Students can:

- Conduct short research projects that build knowledge about a topic.
- Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
- Interpret and communicate the information learned by developing a brief summary with supporting details
- Develop supporting visual information (charts, maps, illustrations, models)
- Present a brief report of the research findings to an audience

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. What if research was always done alone?
2. Why are visuals part of social studies, science, and other textbooks?
3. Why is summarizing an important skill for all in a group?

Relevance and Application:

1. People who build bridges and buildings work together to research and share ideas.
2. Sports teams work together to discover the other teams' weaknesses.
3. The members of a play recognize and present information using visuals and narrative tone.
4. Researchers summarize information about a topic using reference materials.
5. Researchers organize and present information using visuals and narrative.
6. Compare and contrast Wikipedia with the content in library encyclopedia and resources.
7. Using a collaborative online tool to share your work with others

Nature of Reading, Writing, and Communicating:

1. Researchers scan visuals before they read text to help them focus their thinking.
2. Researchers summarize information from different resources.
3. Researchers look for evidence or supporting details to prepare for questions that others may ask after their presentation or during discussion.

Standard: 4. Research and Reasoning

Prepared Graduates:

- Demonstrate the use of a range of strategies, research techniques, and persistence when engaging with difficult texts or examining complex problems or issues

Grade Level Expectation: Third Grade

Concepts and skills students master:

2. Inferences and points of view exist

Evidence Outcomes

Students can:

- Recognize that different sources may have different points of view
- Assess points of view using fairness, relevance, and breadth
- Determine the clarity, relevance, and accuracy of information
- Recognize that all thinking contains inferences from which we draw conclusions and give meaning to data and situations
- Assess inferences for accuracy and fairness
- Recognize what they know and don't know (intellectual humility)

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. How and why can points of view differ?
2. What are the relevant points of view?
3. How does one person's point of view compare to others?
4. What information will support an inference?
5. What happens if people use information that is not accurate?
6. Why is useful to have many points of view on a topic?
7. When is it difficult to have different points of view?

Relevance and Application:

1. People use research to help support their ideas.
2. Different sources have different points of view.
3. People learn many things when they listen to others.
4. Readers must learn to draw conclusions and make inferences because they help to improve comprehension.

Nature of Reading, Writing, and Communicating:

1. Researchers understand that points of view are based on the interpretation of the reader.
2. Researchers understand reasoning is done from a point of view, based on data, information, and evidence, and contains inferences by which they draw conclusions and give meaning to data.

Standard: 4. Research and Reasoning

Prepared Graduates:

- Use primary, secondary, and tertiary written sources to generate and answer research questions

Grade Level Expectation: Fourth Grade

Concepts and skills students master:

1. Comprehending new information for research is a process undertaken with discipline both alone and within groups

Evidence Outcomes

Students can:

- Conduct short research projects that build knowledge through investigation of different aspects of a topic.
 - i. Identify a topic and formulate open-ended research questions for further inquiry and learning
 - ii. Present a brief report of the research findings to an audience
- Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
 - i. Identify relevant sources for locating information
 - ii. Locate information using text features, (appendices, indices, glossaries, and table of content)
 - iii. Gather information using a variety of resources (reference materials, trade books, online resources, library databases, print and media resources)
 - iv. Read for key ideas, take notes, and organize information read (using graphic organizer)
 - v. Interpret and communicate the information learned by developing a brief summary with supporting details
 - vi. Develop relevant supporting visual information (charts, maps, diagrams, photo evidence, models)
- Draw evidence from literary or informational texts to support analysis, reflection, and research.
 - i. Apply *grade 4 Reading standards* to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").
 - ii. Apply *grade 4 Reading standards* to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. What facts do writers use to support their ideas and opinions?
2. Which text features did you find the most useful as you wrote your report?
3. As researchers begin a research project, how do they organize their resources as they gather them?
4. How would you rate your own contributions to your group and why?
5. How does a group resolve conflicts as it works on a group project?
6. What evidence can students use to ensure that all members of a group make a strong contribution?

Relevance and Application:

1. Writers plan, write, and present information to an audience that reflects their point of view.
2. Students use a rubric to self-evaluate their project.
3. Good readers ask good questions.
4. Researchers who use multiple resources create a stronger research project.
5. Use electronic tools to summarize and organize your thinking
6. Use social networking tools to create and share your information.

Nature of Reading, Writing, and Communicating:

1. Researcher plan, present, and evaluate projects that define a point of view.
2. Before researchers begin a research project, they always have materials ready to take notes and highlight key ideas so that they can refer to them later.
3. Researcher can use the glossary or appendix.

Standard: 4. Research and Reasoning

Prepared Graduates:

- Articulate the position of self and others using experiential and material logic

Grade Level Expectation: Fourth Grade

Concepts and skills students master:

- 2. Identifying implications, concepts, and ideas enriches reasoning skills

Evidence Outcomes

Students can:

- Consider negative as well as positive implications of their own thinking or behavior, or others thinking or behavior
- State, elaborate, and give an example of a concept (for example, state, elaborate, and give an example of friendship or conflict)
- Identify the key concepts and ideas they and others use
- Ask primary questions of clarity, significance, relevance, accuracy, depth, and breadth

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. What are the implications or what might happen if someone takes action about an issue?
2. What are the consequences of the action?
3. How do students identify key concepts and ideas?
4. How do students know they clearly understand the concepts and topics?
5. What problems may arise if students use only their own thinking in their work?
6. How do students include the perspectives, thinking, or opinions of others as they learn?
7. How does elaborating help others understand a concept with more clarity?
8. What strategy do readers use to help them identify the key concepts or main ideas of a text?

Relevance and Application:

1. Concepts and ideas may reflect prior knowledge and experiences.
2. Presenters are able to clarify what is useful when speaking or writing.
3. When asked to share ideas, presenters must be precise and share key points so that others will be able to follow their information.
4. People must ask questions of themselves and of others for the purpose of quality understanding and reasoning.
5. People who put their thinking or the thinking of a favorite author or researcher aside to entertain other thinking use a fair-minded way to gain understanding.
6. Good communicators acknowledge that further reading or research can increase their depth of understanding.

Nature of Reading, Writing, and Communicating:

1. Researchers understand that clear concepts and ideas must be supported with facts.
2. All reasoning is expressed through and shaped by concepts, and leads somewhere or has implications and consequences.
3. Good communicators are able to state the issue or concept, elaborate on it, and have an example to clearly express their thinking.

Standard: 4. Research and Reasoning

Prepared Graduates:

- Use primary, secondary, and tertiary written sources to generate and answer research questions

Grade Level Expectation: Fifth Grade

Concepts and skills students master:

1. High-quality research requires information that is organized and presented with documentation

Evidence Outcomes

Students can:

- Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
 - i. Summarize and support key ideas
 - ii. Demonstrate comprehension of information with supporting logical and valid inferences
 - iii. Develop and present a brief (oral or written) research report with clear focus and supporting detail for an intended audience
- Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
 - i. Develop relevant supporting visual information (charts, maps, graphs, photo evidence, models)
 - ii. Provide documentation of sources used in a grade-appropriate format

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. How do writers summarize and synthesize information to reflect their ideas on a subject?
2. How do writers organize information so they can reflect on the data gathered?
3. How do writers determine what they want the audience to know and how can they measure it?

Relevance and Application:

1. Researchers organize information and present it to others around a point of view.
2. Researchers self-evaluate presentations so they can improve.
3. Presentation tools include laser light pointer, animated shows, videotape, and clickers.
4. Treasure seekers use depth radar, metal detectors, and fish school finders to determine the gather information. These are examples of logical and valid sources of supporting information.
5. Effective research with actual documenting sources often persuades a court or a clerk or peers.
6. Use online tools to present information to a broad audience.

Nature of Reading, Writing, and Communicating:

1. Researchers plan, present, and evaluate projects that have a specific point of view.

Standard: 4. Research and Reasoning

Prepared Graduates:

- Articulate the position of self and others using experiential and material logic

Grade Level Expectation: Fifth Grade

Concepts and skills students master:

2. Identifying and evaluating concepts and ideas have implications and consequences

Evidence Outcomes

Students can:

- Draw evidence from literary or informational texts to support analysis, reflection, and research.
 - i. Accurately explain the implications of concepts they use
 - ii. Identify irrelevant ideas and use concepts and ideas in ways relevant to their purpose
 - iii. Analyze concepts and draw distinctions between related but different concepts
 - iv. Demonstrate use of language that is careful and precise while holding others to the same standards
 - v. Distinguish clearly and precisely the difference between an implication and consequence
 - vi. Distinguish probable from improbable implications and consequences
 - vii. Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").
 - viii. Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. How do people decide on and use credible, relevant, appropriate, accurate, and valid information?
2. How do people explain the implications and concepts used by themselves and others, including authors?

Relevance and Application:

1. Concepts are used daily to make sense of the world. Lack of clarity with concepts perpetuates misunderstanding.
2. Accurate in-depth comprehension relies on the ability to analyze and differentiate concepts.
3. Messages communicated through reading and writing have implications that require exploration.
4. Use electronic productivity tools to illustrate and convey concepts and your own ideas.

Nature of Reading, Writing, and Communicating:

1. Researchers know all reasoning is expressed through and shaped by concepts, and lead somewhere or have implications and consequences.
2. Researchers understand the language used in documents is important.

Standard: 4. Research and Reasoning

Prepared Graduates:

- Discriminate and justify a position using traditional lines of rhetorical argument and reasoning

Grade Level Expectation: Fifth Grade

Concepts and skills students master:

3. Quality reasoning requires asking questions and analyzing and evaluating viewpoints

Evidence Outcomes	21 st Century Skills and Readiness Competencies
Students can: <ul style="list-style-type: none">- Ask primary questions of clarity, significance, relevance, accuracy, precision, logic, fairness, depth, and breadth- Acknowledge the need to treat all viewpoints fair-mindedly- Recognize what they know and don't know (intellectual humility)- Recognize the value of using the reasoning process to foster desirable outcomes (intellectual confidence in reason)	Inquiry Questions: <ol style="list-style-type: none">1. Could the author have been more specific? Could the author have given more details? Could the author have been more exact?2. Does the author's logic follow from the evidence?3. Did the author considered various points of view open-mindedly?4. Did the author determine the quality of his/her thinking and the thinking of others?5. What method can an author use to show he/she is treating all viewpoints fairly?6. When people are discussing topics with others, how do they indicate that they do not know the answer?7. How do people monitor their thinking for clarity and careful reasoning?
	Relevance and Application: <ol style="list-style-type: none">1. Asking questions of themselves and of others helps people reach quality understanding and reasoning.2. Putting individual thinking or the thinking of a favorite author/researcher aside to entertain other thinking is a fair-minded way to gain understanding.3. Acknowledging that further reading/research can increase my depth of understanding.4. Acknowledging that analyzing and assessing individual's thinking for quality reasoning fosters desirable outcomes.
	Nature of Reading, Writing, and Communicating: <ol style="list-style-type: none">1. Questions enable readers and writers to clarify information.2. Understanding when people know and when they do not know is a skill that good readers use when they monitor their thinking and reasoning.3. Throughout each day, people must pose quality questions to think about what they are reading or situations they are facing.4. All reasoning is expressed through and shaped by concepts, and leads somewhere or has implications and consequences.

Standard: 4. Research and Reasoning

Prepared Graduates:

- Gather information from a variety of sources; analyze and evaluate the quality and relevance of the source; and use it to answer complex questions

Grade Level Expectation: Sixth Grade

Concepts and skills students master:

1. Individual and group research projects require obtaining information on a topic from a variety of sources and organizing it for presentation

Evidence Outcomes	21 st Century Skills and Readiness Competencies
Students can: <ul style="list-style-type: none">- Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.<ol style="list-style-type: none">i. Identify a topic for research, developing the central idea or focus and potential research question(s)- Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.<ol style="list-style-type: none">i. Use a range of print and nonprint sources (atlases, data bases, reference materials, online and electronic resources, interviews, direct observation) to locate information to answer research questionsii. Locate specific information within resources using indexes, tables of contents, electronic search key words, etc.- Draw evidence from literary or informational texts to support analysis, reflection, and research.<ol style="list-style-type: none">i. Follow established criteria for evaluating accuracy, validity, and usefulness of informationii. Select and organize information, evidence, details, or quotations that support the central idea or focusiii. Apply <i>grade 6 Reading standards</i> to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").iv. Apply <i>grade 6 Reading standards</i> to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").	Inquiry Questions: <ol style="list-style-type: none">1. What graphs, charts, photographs, and other access features will support my information?2. With all of the resources available to me, which one would I not want to be without? Why?3. What tools meet my needs as a researcher when working with data?4. How are these tools used by professionals in many fields?5. How do you hold yourself and others accountable for sharing the work load? Relevance and Application: <ol style="list-style-type: none">1. Using organizational strategies allows researchers to conduct quality research.2. Completing a research project in a group enables multiple perspectives.3. Being able to compromise and negotiate are important tools in life.4. Selecting the best methods for research will save time and help students become more proficient in writing and presentations. Nature of Reading, Writing, and Communicating: <ol style="list-style-type: none">1. Researchers make sure research projects are organized in a cohesive manner.2. Working as an individual, small group or large group requires intellectual autonomy, intellectual integrity, intellectual humility, and so forth.3. Researchers must choose the right kind of question at issue or a purpose worth researching to conduct quality work.4. Writing Standards for Literacy in History/Social Studies, Science and Technical Subjects, Grades 6-8.

Standard: 4. Research and Reasoning

Prepared Graduates:

- Evaluate explicit and implicit viewpoints, values, attitudes, and assumptions concealed in speech, writing, and illustration

Grade Level Expectation: Sixth Grade

Concepts and skills students master:

2. Assumptions can be concealed, and require identification and evaluation

Evidence Outcomes

Students can:

- Accurately identify own assumptions, as well as those of others
- Make assumptions that are consistent with one another
- Identify the natural tendency in humans to use stereotypes, prejudices, biases, and distortions
- Identify stereotypes, prejudices, biases, and distortions in self and thinking of others
- Accurately state the assumptions underlying the inferences they or others make, and then accurately assess those assumptions for justifiability

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. How do assumptions shape people's thinking?
2. What assumptions do you have about your friends?
3. What are the implications of someone's assumptions when meeting a new person?
4. How do biases interfere with critical thinking?
5. Describe a time when recognized that you had a bias?
6. What assumption did you have about this class at the beginning of the year? How has that assumption changed?
7. When is an assumption helpful?

Relevance and Application:

1. When reading, personal assumptions affect how a reader understands and interprets the text.
2. Helping ourselves be aware of biases will assist us in becoming productive, open-minded citizens.
3. Historians shift their perspectives (different from their own) to analyze a situation.
4. Good architects question their own thinking or actions to avoid making unsupported inferences or conclusions about the properties of new building materials.

Nature of Reading, Writing, and Communicating:

1. Researchers know the quality of thinking impacts their lives and the lives of others.
2. Researchers know that assessing their assumptions is important as they make daily decisions.
3. All reasoning is based on assumptions.
4. For thinking to improve, it is necessary to ask critical questions.
5. Assessing their assumptions is important as people make daily decisions.

Standard: 4. Research and Reasoning

Prepared Graduates:

- Articulate the position of self and others using experiential and material logic

Grade Level Expectation: Sixth Grade

Concepts and skills students master:

3. Monitoring the thinking of self and others is a disciplined way to maintain awareness

Evidence Outcomes

Students can:

- Determine strengths and weaknesses of their thinking and thinking of others by using criteria including relevance, clarity, accuracy, fairness, significance, depth, breadth, logic, and precision
- Take control over their thinking to determine when thinking should be questioned and when it should be accepted. (intellectual autonomy)

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. Why is it important to understand what others are thinking?
2. Describe a situation where you had a different perspective than one of your friends?
3. Why do presenters have to be clear about their thinking for others to understand what they are trying to convey?
4. If speakers want to share information, how do they determine what may be relevant to the conversation?

Relevance and Application:

1. Students who monitor their thinking are able to select from various strategies to improve comprehension.
2. When researchers listen to others, they increase their own learning.
3. When people evaluate and assess their own thinking (metacognition), they gain clarity in their understanding.
4. Use online tools to monitor the writings of professionals in areas of personal interest.

Nature of Reading, Writing, and Communicating:

1. Researchers monitor what they are thinking so that they can be fair and unbiased.
2. Researchers' own clarity of thought brings clear communication in speaking and writing.
3. Presenters exercise persistence with new ideas even though it feels frustrating or difficult at first.

Standard: 4. Research and Reasoning

Prepared Graduates:

- Gather information from a variety of sources; analyze and evaluate the quality and relevance of the source; and use it to answer complex questions

Grade Level Expectation: Seventh Grade

Concepts and skills students master:

1. Answering a research question logically begins with obtaining and analyzing information from a variety of sources

Evidence Outcomes	21 st Century Skills and Readiness Competencies
Students can: <ul style="list-style-type: none">- Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.<ol style="list-style-type: none">i. Identify a topic for research, developing the central idea or focusii. Formulate open-ended research questions and identify potential sources of information (such as reference materials, electronic media), differentiating between primary and secondary source materials- Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.<ol style="list-style-type: none">i. Use organizational features of electronic text (bulletin boards, search engines, databases) to locate informationii. Evaluate accuracy and usefulness of information, and the credibility of the sources usediii. Collect, interpret, and analyze relevant information; identify direct quotes for use in the report and information to summarize or paraphrase that will support the thesis or research question- Draw evidence from literary or informational texts to support analysis, reflection, and research.<ol style="list-style-type: none">i. Apply <i>grade 7 Reading standards</i> to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history").ii. Apply <i>grade 7 Reading standards</i> to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").	Inquiry Questions: <ol style="list-style-type: none">1. How do people use technology for accessing and recording information?2. What is the significance in using primary sources?3. When is a primary source unhelpful? Relevance and Application: <ol style="list-style-type: none">1. Inventors and scientist who create new technologies often use an inquiry-based process for understanding, drawing conclusions, and creating new knowledge.2. Writers follow ethical, legal, and copyright laws.3. Writers expand their competencies in using online or web-based resources to complement other written resources.4. Data organization is a skill that people use daily at home and at work.5. People who remain current with new resources successfully support their learning and application of new information.6. Use graphical organizers and other online tools to organize and analyze data. Nature of Reading, Writing, and Communicating: <ol style="list-style-type: none">1. Researchers are always summarizing and synthesizing information.2. Intelligent researchers are both consumers and generators of information.3. Writing Standards for Literacy in History/Social Studies, Science and Technical Subjects, Grades 6-8.

Standard: 4. Research and Reasoning

Prepared Graduates:

- Exercise ethical conduct when writing, researching, and documenting sources

Grade Level Expectation: Seventh Grade

Concepts and skills students master:

2. Logical information requires documented sources

Evidence Outcomes	21 st Century Skills and Readiness Competencies
Students can: <ul style="list-style-type: none">- Synthesize information from multiple sources using logical organization, effective supporting evidence, and variety in sentence structure- Write reports based on research that includes quotations, footnotes, or endnotes, and use standard bibliographic format to document sources or a works cited page- Prepare presentation of research findings (written, oral, or a visual product) for clarity of content and effect, and grammatically correct use of language, spelling, and mechanics	Inquiry Questions: <ol style="list-style-type: none">1. How do writers summarize information in their own words?2. How do presenters determine if they will deliver their presentation in written, oral, or visual form?3. Which method is the most interesting to you when you are a member of the audience? Explain your thinking.4. Before beginning research, why is it important to organize and have a plan?5. How do you determine if your method of presentation is most effective?
	Relevance and Application: <ol style="list-style-type: none">1. Directional tools, manuals, and medical journals cite reference information accordingly.2. People judge others' work by what they write and what they say.3. Alternate means of copyrighting information are available online such as Creative Commons.4. When applying for jobs, applicants must use essential speaking and writing skills are for clear communication.
	Nature of Reading, Writing, and Communicating: <ol style="list-style-type: none">1. Researchers use proper documentation to give credit to the work of others.2. Researchers use effective organizational skills when planning reports and presentations.

Standard: 4. Research and Reasoning

Prepared Graduates:

- Evaluate explicit and implicit viewpoints, values, attitudes, and assumptions concealed in speech, writing, and illustration

Grade Level Expectation: Seventh Grade

Concepts and skills students master:

3. Reasoned material is evaluated for its quality using both its logic and its use of a medium

Evidence Outcomes	21 st Century Skills and Readiness Competencies
Students can: <ul style="list-style-type: none">- Identify low-credibility stories by noticing vested interests or passion associated with content- Obtain useful information from standard news stories- Identify the purpose(s) or agenda of media presentations- Consider alternative perspectives of media presentations	Inquiry Questions: <ol style="list-style-type: none">1. What point(s) of view is (are) being dismissed or played down?2. How can people gain access to the point of view being negated (from those who most intelligently understand it)?3. How does using multiple perspectives and points of view expand people's thinking?4. What makes a story have low credibility?5. What makes a story or text have high credibility?6. What makes a presentation have clarity for the audience?7. How are people influenced by something in the news?8. What are the implications if people receive poor, unreliable information? How does that influence the quality of thinking?
	Relevance and Application: <ol style="list-style-type: none">1. Readers can identify low-credibility stories by noticing vested interests or passions associated with content experts.2. Consumers identify the purpose(s) or agenda of media presentations.3. Making fair-minded, informed decisions will help citizens contribute to society in a quality manner.4. Awards are given to a well-reasoned documentary about issues.5. Entertainment that is precise like judging games need legitimate processes to be seen as fun and credible.6. Voting booths, focus group tools, and electronic surveys take a reasoned series of questions and trap feedback, opinions, and choices.
	Nature of Reading, Writing, and Communicating: <ol style="list-style-type: none">1. The quality of thinking impacts people's lives.2. For thinking to improve, people must ask critical questions.3. Researchers ask themselves the questions, "What is the source for this information? Is it credible? How do I know that?"

Standard: 4. Research and Reasoning

Prepared Graduates:

- Exercise ethical conduct when writing, researching, and documenting sources

Grade Level Expectation: Eighth Grade

Concepts and skills students master:

1. Individual research projects begin with information obtained from a variety of sources, and is organized, documented, and presented using logical procedures

Evidence Outcomes

Students can:

- Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
 - i. Differentiate between paraphrasing and using direct quotes in a report
 - ii. Organize and present research appropriately for audience and purpose
 - iii. Present findings
- Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
 - i. Differentiate between primary and secondary source materials
 - ii. Document information and quotations; use a consistent format for footnotes or endnotes; and use standard bibliographic format to document sources
 - iii. Write reports based on research that include quotations, footnotes or endnotes, and a bibliography or works cited page
- Draw evidence from literary or informational texts to support analysis, reflection, and research.
 - i. Apply *grade 8 Reading standards* to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new").
 - ii. Apply *grade 8 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. How do we use the computer and other media to answer questions about a subject?
2. What is the difference between a primary and secondary source?
3. How might you invent a new set of rules about the use and style of footnotes and endnotes which you find more creative?
4. When is a primary source unethical to use?

Relevance and Application:

1. New forms of chemicals and medicines are approved and given to people to save or improve the quality of lives only after research, bibliographies and citations are presented.
2. Search engines can exclusively do their scanning for logical and related sources based on direct quotes, footnotes and quotations in the research community networks.
3. An understanding of intellectual property can be obtained by participating and publishing online.

Nature of Reading, Writing, and Communicating:

1. Researchers know conducting reliable and valid research is an ethical responsibility.
2. Writing Standards for Literacy in History/Social Studies, Science and Technical Subjects, Grades 6-8.

Standard: 4. Research and Reasoning

Prepared Graduates:

- Discriminate and justify a position using traditional lines of rhetorical argument and reasoning

Grade Level Expectation: Eighth Grade

Concepts and skills students master:

2. Common fallacies and errors occur in reasoning

Evidence Outcomes

Students can:

- Analyze the purpose, question at issue, information, points of view, implications and consequences, inferences, assumptions, and concepts inherent in thinking
- Determine strengths and weaknesses of their thinking and thinking of others by using criteria including relevance, clarity, accuracy, fairness, significance, depth, breadth, logic, and precision
- Identify common reasoning fallacies in print and non-printed sources
- Differentiate between valid and faulty generalizations

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. How do you identify common reasoning fallacies in your thinking and others'?
2. Is a generalization usually acceptable in research reporting?
3. When students are reading text, how do they monitor clarity and bias about what others are saying?
4. What are common fallacies found in print and non-print?
5. In a global conversation, how do assumptions and "common" reasoned thinking in research work?

Relevance and Application:

1. Valid and reliable information is a signature of acceptable research.
2. Researchers monitor the sources that are selected and check the credibility of the author or the source before it is used in their work.
3. Online information can be published by anyone. Use rigorous evaluation processes to determine accuracy.

Nature of Reading, Writing, and Communicating:

1. Researchers acknowledge that there is faulty reasoning in communication, which keeps them aware of what they must do to make sure their work is clear and accurate.
2. Researchers understand that making good decisions, based on careful reasoning, are important to the quality of life.

Standard: 4. Research and Reasoning

Prepared Graduates:

- Gather information from a variety of sources; analyze and evaluate the quality and relevance of the source; and use it to answer complex questions

Grade Level Expectation: Eighth Grade

Concepts and skills students master:

3. Quality reasoning relies on supporting evidence in media

Evidence Outcomes	21 st Century Skills and Readiness Competencies
Students can: <ul style="list-style-type: none">- Take a position on an issue and support it using quality reasoning- Analyze own or others' appeal for purpose, question at issue, information, points of view, implications and consequences, assumptions, and concepts- Evaluate own or others' appeal for relevance, clarity, accuracy, fairness, significance, depth, breadth, logic, and precision- Use appropriate media to demonstrate reasoning and explain decisions in the creative process	Inquiry Questions: <ol style="list-style-type: none">1. How does someone determine the logic of a position on an issue and support it with quality reasoning and assessment?2. How might someone use media to demonstrate multiple points of view?3. How does media play a role in fairness?4. How is quality reasoning enhanced when multiple mediums are used?5. Why is media used to portray different reasons about issues?6. What is an example of a time when you looked at two sides of an issue?
	Relevance and Application: <ol style="list-style-type: none">1. Comprehension strategies should be applied to resources used in supporting a position.2. Daily, people are confronted with issues and questions that require quality reasoning.3. Careful practice and review of reasoning to determine if it is faulty or reliable can help people as they make important decisions (such as voting or buying an expensive item).4. The ability to prove reasoning is helpful when explaining an opinion to someone else.
	Nature of Reading, Writing, and Communicating: <ol style="list-style-type: none">1. Quality reasoning enhances the creation of media.2. Clearly articulating thinking and reasoning is essential to communication.3. Researchers who listen to others in a fair-minded way increase their skills in reasoning.

Standard 5: Students read and understand a variety of materials including the Bible and other Christian literature.

**** As students in grades K-4 extend their knowledge, they will***

<i>Kindergarten</i>	<i>First Grade</i>	<i>Second Grade</i>	<i>Third Grade</i>	<i>Fourth Grade</i>
<i>Benchmark 1: Read from and understand the Bible and other Christian literature</i>				
- Discuss stories from the Bible and the basic meaning behind them.	- Begin to see the Bible as more than a simple book of stories. - Begin to read from and discuss stories from Christian literature. - Discuss stories found in the Bible and the meanings behind them. - Recite verses and paraphrase stories from the Bible. - Discuss specific verses from the Bible and the relevance/meaning of the verses to ones' life.	- Discuss stories found in the Bible and the meanings behind them. - Recite verses and paraphrase stories from the Bible.	- Discuss the Bible as a historical document. - Discuss multiple Bible stories.	- Memorize selected passages/Bible verses as well as sections or parts of Luther's Small Catechism. - Compare and contrast Bible stories and other Christian literature.

<i>Benchmark 2: Relate literary themes to the human experience and critically analyze such themes through a Christian perspective</i>				
- Choose and share stories that parallel themes represented in the Bible.	- Use literature and literary themes to evaluate appropriate and inappropriate Christian responses to situations. - Discuss and demonstrate empathy, sympathy, and forgiveness to others. - Read and respond, using critical thinking, to the Bible and Christian literature in a variety of media. - Recognize through literary themes and life	- Recognize through literary themes and life experiences God has given us abilities and senses to understand, describe, and interact with His world. - Read and respond, using critical thinking, to the Bible and Christian literature in a variety of media.	- Read Bible stories and discuss how people today relate to the people in the stories.	- Use literature and literary themes to understand and evaluate Christian response to situation presented in various texts. - Compare/contrast literary themes presented in chosen reading texts to similar Biblical themes/perspectives.

	<p>experiences God has given us abilities and senses to understand, describe, and interact with His world.</p> <p>- Practice and discuss what it means to trust God's ability to help them and others.</p>			
--	--	--	--	--

*** As students in grades 5-8 extend their knowledge, they will**

<i>Fifth Grade</i>	<i>Sixth Grade</i>	<i>Seventh Grade</i>	<i>Eighth Grade</i>
<i>Benchmark 1: Read from and understand the Bible and other Christian literature</i>			
<ul style="list-style-type: none"> - Be able to discuss content facts and application. - Be able to journal about test and apply to personal life. - Make applications of people/events from the Bible to their personal lives. 	<ul style="list-style-type: none"> - Be able to discuss Biblical facts and apply them in a variety of forms. - Compare/Contrast Biblical themes and stories. - Understand the importance of memorization of the Bible for purposes such as evangelism and defense of the faith. 	<ul style="list-style-type: none"> - Reading the Bible for finding life's guidance. - Exploring the Bible as a tool for success. 	<ul style="list-style-type: none"> - Memorize preset passages. - Critically analyze periscopes. - Completes a book report on a piece of Christian literature. - Memorize select texts from Luther's Small Catechism. - Recite passages and discuss life application of these passages.

<i>Benchmark 2: Relate literary themes to the human experience and critically analyze such themes through a Christian perspective</i>			
<ul style="list-style-type: none"> - Discuss scriptural themes in context of religion material units and how they apply to everyday life. - Discuss characters and events from fiction stories and be able to relate their situations/responses in comparison or contrast to their faith. 	<ul style="list-style-type: none"> - Read and analyze stories and relate them to real world experiences, and also to Biblical examples. - Analyze conflict and solutions through a Christian viewpoint or perspective. 	<ul style="list-style-type: none"> - Discuss Bible reading and how they relate to a Christian perspective. 	<ul style="list-style-type: none"> - Identify theme in text. - Understand how death, pain, aloneness, simplicity, insanity, love, etc. give meaning in context in a variety of texts.