

STATE CURRICULUM-READING/ENGLISH LANGUAGE ARTS

Grades 3 - 8

1.0 General Reading Processes: Phonemic Awareness: Students will master the ability to hear, identify, and manipulate individual sounds in spoken words by the end of grade one.

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
A. Phonemic Awareness					

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1.0 General Reading Processes: Phonics: Students will apply their knowledge of letter/sound relationships and word structure to decode unfamiliar words.

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<p>B. Phonics</p> <p>1. Use a variety of phonetic skills to read unfamiliar words</p> <p>a. Apply phonics skills</p> <p><i>Assessment Limits:</i></p> <ul style="list-style-type: none"> ➤ <i>Hard and soft consonants</i> ➤ <i>Initial consonant blends (2 letters)</i> ➤ <i>Open and closed syllables</i> ➤ <i>Digraphs</i> <p>2. Decode words in grade-level texts</p> <p>a. Sound out common word parts</p> <p>b. Break words into familiar parts</p> <p>c. Use word meanings and order in sentences to confirm decoding efforts</p>	<p>B. Phonics</p> <p>1. Use a variety of phonetic skills to read unfamiliar words</p> <p>a. Apply phonics skills</p>				

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1.0 General Reading Processes: Fluency: Students will read orally with accuracy and expression at a rate that sounds like speech.

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<p>C. Fluency*</p> <p>1. Read orally from familiar text at an appropriate rate</p> <p>a. Listen to models of fluent reading</p> <p>b. Read familiar text at a rate that is conversational and consistent</p> <p>2. Read grade-level text accurately</p> <p>a. Reread and self-correct while reading</p> <p>b. Decode words automatically</p>	<p>C. Fluency*</p> <p>1. Read orally at an appropriate rate</p> <p>a. Read familiar text at a rate that is conversational and consistent</p> <p>2. Read grade-level text with both high accuracy and appropriate pacing, intonation, and expression</p> <p>a. Apply knowledge of word structures and patterns to read with automaticity</p> <p>b. Demonstrate appropriate use of phrasing</p> <ul style="list-style-type: none"> • Attend to sentence patterns and structures that signal meaning in text • Use punctuation cues to guide meaning and expression 	<p>C. Fluency*</p> <p>1. Read orally at an appropriate rate</p> <p>a. Read familiar text at a rate that is conversational and consistent</p> <p>2. Read grade-level text with both high accuracy and appropriate pacing, intonation, and expression</p> <p>a. Apply knowledge of word structures and patterns to read with automaticity</p> <p>b. Demonstrate appropriate use of phrasing</p> <ul style="list-style-type: none"> • Attend to sentence patterns and structures that signal meaning in text • Use punctuation cues to guide meaning and expression 	<p>C. Fluency*</p> <p>1. Read orally at an appropriate rate</p> <p>a. Read familiar text at a rate that is conversational and consistent</p> <p>2. Read grade-level text with both high accuracy and appropriate pacing, intonation, and expression</p> <p>a. Apply knowledge of word structures and patterns to read with automaticity</p> <p>b. Demonstrate appropriate use of phrasing</p> <ul style="list-style-type: none"> • Attend to sentence patterns and structures that signal meaning in text • Use punctuation cues to guide meaning and expression 	<p>C. Fluency*</p> <p>1. Read orally at an appropriate rate</p> <p>a. Read familiar text at a rate that is conversational and consistent</p> <p>2. Read grade-level text with both high accuracy and appropriate pacing, intonation, and expression</p> <p>a. Apply knowledge of word structures and patterns to read with automaticity</p> <p>b. Demonstrate appropriate use of phrasing</p> <ul style="list-style-type: none"> • Attend to sentence patterns and structures that signal meaning in text • Use punctuation cues to guide meaning and expression 	<p>C. Fluency*</p> <p>1. Read orally at an appropriate rate</p> <p>a. Read familiar and independent level text at a rate that is conversational and consistent</p> <p>b. Read instructional level text that is challenging yet manageable</p> <p>2. Read grade-level text with both high accuracy and appropriate pacing, intonation, and expression</p> <p>a. Apply knowledge of word structures and patterns to read with automaticity</p> <p>b. Demonstrate appropriate use of phrasing</p> <ul style="list-style-type: none"> • Attend to sentence patterns and structures that signal meaning in text • Use punctuation cues to guide meaning and expression

*Independent level text (Put Reading First) is relatively easy text for the reader, with no more than approximately 1 in 20 words that are difficult for the reader (95% success).

Instructional level text (Put Reading First) is challenging but manageable text for the reader, with no more than approximately 1 in 10 words difficult for the reader (90% success).

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1.0 General Reading Processes: Fluency: Students will read orally with accuracy and expression at a rate that sounds like speech.

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<p>c. Use word context clues, sentence structure, and visual clues to guide self-correction</p> <p>d. Increase sight words read fluently</p> <p>3. Read grade level text with expression</p> <p>a. Demonstrate appropriate use of phrasing</p> <ul style="list-style-type: none"> • Attend to sentence patterns and structures that signal meaning in text • Use punctuation cues to guide meaning and expression • Use pacing and intonation to convey meaning and expression 	<ul style="list-style-type: none"> • Use pacing and intonation to convey meaning and expression • Adjust intonation and pitch appropriately <p>c. Increase sight words read fluently</p>	<ul style="list-style-type: none"> • Use pacing and intonation to convey meaning and expression • Adjust intonation and pitch appropriately <p>c. Increase sight words read fluently</p>	<ul style="list-style-type: none"> • Use pacing and intonation to convey meaning and expression • Adjust intonation and pitch appropriately <p>c. Increase sight words read fluently</p>	<ul style="list-style-type: none"> • Use pacing and intonation to convey meaning and expression • Adjust intonation and pitch appropriately <p>c. Increase sight words read fluently</p>	<ul style="list-style-type: none"> • Use pacing and intonation to convey meaning and expression • Adjust intonation and pitch appropriately <p>c. Increase sight words read fluently</p>

*Independent level text (Put Reading First) is relatively easy text for the reader, with no more than approximately 1 in 20 words that are difficult for the reader (95% success).
 Instructional level text (Put Reading First) is challenging but manageable text for the reader, with no more than approximately 1 in 10 words difficult for the reader (90% success).

STATE CURRICULUM-READING/ENGLISH LANGUAGE ARTS

Grades 3 - 8

1.0 General Reading Processes: Vocabulary: Students will use a variety of strategies and opportunities to understand word meaning and to increase vocabulary.

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<p>• Adjust intonation and pitch appropriately to convey meaning and expression</p> <p>D. Vocabulary</p> <p>1. Develop and apply vocabulary through exposure to a variety of texts</p> <p>a. Acquire new vocabulary through listening to, independently reading, and discussing a variety of literary and informational texts</p> <p>b. Discuss words and word meanings daily as they are encountered in texts, instruction, and conversation</p> <p>c. Collect 12-20 new words for deeper study each week</p>	<p>D. Vocabulary</p> <p>1. Develop and apply vocabulary through exposure to a variety of texts</p> <p>a. Acquire new vocabulary through listening to, independently reading, and discussing a variety of literary and informational texts</p> <p>b. Discuss words and word meanings daily as they are encountered in texts, instruction, and conversation</p> <p>c. Collect 12-20 new words for deeper study each week</p>	<p>D. Vocabulary</p> <p>1. Develop and apply vocabulary through exposure to a variety of texts</p> <p>a. Acquire new vocabulary through listening to, independently reading, and discussing a variety of literary and informational texts</p> <p>b. Discuss words and word meanings daily as they are encountered in texts, instruction, and conversation</p>	<p>D. Vocabulary</p> <p>1. Develop and apply vocabulary through exposure to a variety of texts</p> <p>a. Acquire new vocabulary through listening to, independently reading, and discussing a variety of literary and informational texts</p> <p>b. Discuss words and word meanings daily as they are encountered in texts, instruction, and conversation</p>	<p>D. Vocabulary</p> <p>1. Develop and apply vocabulary through exposure to a variety of texts</p> <p>a. Acquire new vocabulary through listening to, independently reading, and discussing a variety of literary and informational texts</p> <p>b. Discuss words and word meanings daily as they are encountered in texts, instruction, and conversation</p>	<p>D. Vocabulary</p> <p>1. Develop and apply vocabulary through exposure to a variety of texts</p> <p>a. Acquire new vocabulary through listening to, independently reading, and discussing a variety of literary and informational texts</p> <p>b. Discuss words and word meanings daily as they are encountered in texts, instruction, and conversation</p>

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1.0 General Reading Processes: Vocabulary: Students will use a variety of strategies and opportunities to understand word meaning and to increase vocabulary.

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<p>2. Develop a conceptual understanding of new words</p> <p>a. Identify and sort common words into conceptual categories such as general to specific, lesser to greater</p> <p>b. Identify and explain word relationships to determine the meanings of words</p> <p>c. Identify and use correctly new words acquired through study of their relationships to other words</p> <p>3. Understand, acquire, and use new vocabulary</p> <p>a. Use context to determine the meanings of words</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ Above grade-level words used in context ➤ Words with multiple meanings <p>b. Use word structure to determine the meanings of words</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ Grade-appropriate 	<p>2. Develop a conceptual understanding of new words</p> <p>a. Classify and categorize increasingly complex words into sets and groups</p> <p>b. Identify and explain word relationships to determine the meanings of words</p> <p>c. Identify and use correctly new words acquired through study of their relationships to other words</p> <p>3. Understand, acquire, and use new vocabulary</p> <p>a. Use context to determine the meanings of words</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ Above grade-level words used in context ➤ Words with multiple meanings <p>b. Use word structure to determine the meanings of words</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ Grade-appropriate prefixes and suffixes 	<p>2. Develop and apply a conceptual understanding of new words</p> <p>a. Classify and categorize increasingly complex words into sets and groups</p> <p>b. Identify and explain relationships between and among words</p> <p>3. Understand, acquire, and use new vocabulary</p> <p>a. Use context to determine the meanings of words</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ Above grade-level words used in context ➤ Words with multiple meanings <p>b. Use word structure to determine the meanings of words</p>	<p>2. Apply a conceptual understanding of new words</p> <p>a. Classify and categorize increasingly complex words into sets and groups</p> <p>b. Explain relationships between and among words</p> <p>3. Understand, acquire, and use new vocabulary</p> <p>a. Use context to determine the meanings of words</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ Above grade-level words used in context ➤ Words with multiple meanings <p>b. Use word structure to determine the meanings of words</p>	<p>2. Apply a conceptual understanding of new words</p> <p>a. Classify and categorize increasingly complex words into sets and groups</p> <p>b. Explain relationships between and among words</p> <p>3. Understand, acquire, and use new vocabulary</p> <p>a. Use context to determine the meanings of words</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ Above grade-level words used in context ➤ Words with multiple meanings <p>b. Use word structure to determine the meanings of words</p>	<p>2. Apply and refine a conceptual understanding of new words</p> <p>a. Classify and categorize increasingly complex words</p> <p>b. Explain relationships between and among words</p> <p>3. Understand, acquire, and use new vocabulary</p> <p>a. Use context to determine the meanings of words</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ Above grade-level words used in context ➤ Words with multiple meanings <p>b. Use word structure to determine the meanings of words</p>

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1.0 General Reading Processes: Vocabulary: Students will use a variety of strategies and opportunities to understand word meaning and to increase vocabulary.

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<p><i>prefixes and suffixes</i></p> <p>c. Use resources to determine the meanings of words</p> <p>d. Use new vocabulary in speaking and writing to gain and extend content knowledge and clarify expression</p>	<p>➤ <i>Grade-appropriate root words</i></p> <p>➤ <i>Grade-appropriate inflectional endings</i></p> <p>c. Use resources to determine the meanings of words</p> <p>d. Use new vocabulary in speaking and writing to gain and extend content knowledge and clarify expression</p>	<p>c. Use resources to confirm definitions and gather further information about words</p> <p>d. Use new vocabulary in speaking and writing to gain and extend content knowledge and clarify expression</p>	<p>c. Use resources to confirm definitions and gather further information about words</p> <p>d. Use new vocabulary in speaking and writing to gain and extend content knowledge and clarify expression</p>	<p>c. Use resources to confirm definitions and gather further information about words</p> <p>d. Use new vocabulary in speaking and writing to gain and extend content knowledge and clarify expression</p>	<p>c. Use resources to confirm definitions and gather further information about words</p> <p>d. Use new vocabulary in speaking and writing to gain and extend content knowledge and clarify expression</p>

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Grades 3 - 8

1.0 General Reading Processes: Comprehension: Students will use a variety of strategies to understand what they read (construct meaning).

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<p>E. General Reading Comprehension</p> <p>1. Develop comprehension skills through exposure to a variety of print and non-print texts, including traditional print and electronic texts</p> <p>a. Listen to critically, read, and discuss texts representing diversity in content, culture, authorship, and perspective, including areas such as race, gender, disability, religion, and socio-economic background</p> <p>b. *Read a minimum of 25 self-selected and/or assigned books or book equivalents representing various genres</p> <p>c. Discuss reactions to and ideas/information gained from reading experiences with adults and peers in both formal and informal situations</p>	<p>E. General Reading Comprehension</p> <p>1. Develop comprehension skills through exposure to a variety of print and non-print texts, including traditional print and electronic texts</p> <p>a. Listen to critically, read, and discuss texts representing diversity in content, culture, authorship, and perspective, including areas such as race, gender, disability, religion, and socio-economic background</p> <p>b. *Read a minimum of 25 self-selected and/or assigned books or book equivalents representing various genres</p> <p>c. Discuss reactions to and ideas/information gained from reading experiences with adults and peers in both formal and informal situations</p>	<p>E. General Reading Comprehension</p> <p>1. Develop and apply comprehension skills through exposure to a variety of print and non-print texts, including traditional print and electronic texts</p> <p>a. Listen to critically, read, and discuss texts representing diversity in content, culture, authorship, and perspective, including areas such as race, gender, disability, religion, and socio-economic background</p> <p>b. *Read a minimum of 25 self-selected and/or assigned books or book equivalents representing various genres</p> <p>c. Discuss reactions to and ideas/information gained from reading experiences with adults and peers in both formal and informal situations</p>	<p>E. General Reading Comprehension</p> <p>1. Develop and apply comprehension skills through exposure to a variety of print and non-print texts, including traditional print and electronic texts</p> <p>a. Listen to critically, read, and discuss texts representing diversity in content, culture, authorship, and perspective, including areas such as race, gender, disability, religion, and socio-economic background</p> <p>b. *Read a minimum of 25 self-selected and/or assigned books or book equivalents representing various genres</p> <p>c. Discuss reactions to and ideas/information gained from reading experiences with adults and peers in both formal and informal situations</p>	<p>E. General Reading Comprehension</p> <p>1. Apply comprehension skills through exposure to a variety of print and non-print texts, including traditional print and electronic texts</p> <p>a. Listen to critically, read, and discuss texts representing diversity in content, culture, authorship, and perspective, including areas such as race, gender, disability, religion, and socio-economic background</p> <p>b. *Read a minimum of 25 self-selected and/or assigned books or book equivalents representing various genres</p> <p>c. Discuss reactions to and ideas/information gained from reading experiences with adults and peers in both formal and informal situations</p>	<p>E. General Reading Comprehension</p> <p>1. Apply and refine comprehension skills through exposure to a variety of print and non-print texts, including traditional print and electronic texts</p> <p>a. Listen to critically, read, and discuss texts representing diversity in content, culture, authorship, and perspective, including areas such as race, gender, disability, religion, and socio-economic background</p> <p>b. *Read a minimum of 25 self-selected and/or assigned books or book equivalents representing various genres</p> <p>c. Discuss reactions to and ideas/information gained from reading experiences with adults and peers in both formal and informal situations</p>

Note: *New Standards identifies the need for students to process 1 million words per year to maintain academic progress.

STATE CURRICULUM-READING/ENGLISH LANGUAGE ARTS

Grades 3 - 8

1.0 General Reading Processes: Comprehension: Students will use a variety of strategies to understand what they read (construct meaning).

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<p>2. Use strategies to prepare for reading (before reading)</p> <p>a. Survey and preview the text by examining features such as the title, pictures, illustrations, photographs, charts, and graphs</p> <p>b. Set a purpose for reading the text</p> <p>c. Make predictions and ask questions about the text</p> <p>d. Make connections to the text from prior knowledge and experiences</p>	<p>2. Use strategies to prepare for reading (before reading)</p> <p>a. Survey and preview the text by examining features such as the title, illustrations, photographs, charts, and graphs</p> <p>b. Set a purpose for reading the text</p> <p>c. Make predictions and ask questions about the text</p> <p>d. Make connections to the text from prior knowledge and experiences</p>	<p>2. Use strategies to prepare for reading (before reading)</p> <p>a. Survey and preview the text by examining features such as the title, illustrations, photographs, charts, and graphs</p> <p>b. Set a purpose for reading the text</p> <p>c. Make predictions and ask questions about the text</p> <p>d. Make connections to the text from prior knowledge and experiences</p>	<p>2. Use strategies to prepare for reading (before reading)</p> <p>a. Survey and preview the text</p> <p>b. Set a purpose for reading the text</p> <p>c. Make predictions and ask questions about the text</p> <p>d. Make connections to the text from prior knowledge and experiences</p>	<p>2. Use strategies to prepare for reading (before reading)</p> <p>a. Select and apply appropriate strategies to prepare for reading the text</p>	<p>2. Use strategies to prepare for reading (before reading)</p> <p>a. Select and apply appropriate strategies to prepare for reading the text</p>

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1.0 General Reading Processes: Comprehension: Students will use a variety of strategies to understand what they read (construct meaning).

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<p>3. Use strategies to make meaning from text (during reading)</p> <p>a. Reread the difficult parts slowly and carefully</p> <p>b. Use own words to restate the difficult part</p> <p>c. Read on and revisit the difficult part</p> <p>d. Look back through the text to search for connections between and among ideas</p> <p>e. Make, confirm, or adjust predictions</p> <p>f. Periodically summarize while reading</p> <p>g. Periodically paraphrase important ideas or information</p> <p>h. Visualize what was read for deeper understanding</p> <p>i. Explain personal connections to the ideas or information in the text</p>	<p>3. Use strategies to make meaning from text (during reading)</p> <p>a. Reread the difficult parts slowly and carefully</p> <p>b. Use own words to restate the difficult part</p> <p>c. Read on and revisit the difficult part</p> <p>d. Skim the text to search for connections between and among ideas</p> <p>e. Make, confirm, or adjust predictions</p> <p>f. Periodically summarize while reading</p> <p>g. Periodically paraphrase important ideas or information</p> <p>h. Visualize what was read for deeper understanding</p> <p>i. Use a graphic organizer or another note-taking technique to record important ideas or information</p> <p>j. Explain personal connections to the ideas or information in the text</p>	<p>3. Use strategies to make meaning from text (during reading)</p> <p>a. Reread the difficult parts slowly and carefully</p> <p>b. Use own words to restate the difficult part</p> <p>c. Read on and revisit the difficult part</p> <p>d. Skim the text to search for connections between and among ideas</p> <p>e. Make, confirm, or adjust predictions</p> <p>f. Periodically summarize while reading</p> <p>g. Periodically paraphrase important ideas or information</p> <p>h. Visualize what was read for deeper understanding</p> <p>i. Use a graphic organizer or another note-taking technique to record important ideas or information</p> <p>j. Explain personal connections to the ideas or information in the text</p>	<p>3. Use strategies to make meaning from text (during reading)</p> <p>a. Reread the difficult parts slowly and carefully</p> <p>b. Use own words to restate the difficult part</p> <p>c. Read on and revisit the difficult part</p> <p>d. Skim the text to search for connections between and among ideas</p> <p>e. Make, confirm, or adjust predictions</p> <p>f. Periodically summarize while reading</p> <p>g. Periodically paraphrase important ideas or information</p> <p>h. Visualize what was read for deeper understanding</p> <p>i. Use a graphic organizer or another note-taking technique to record important ideas or information</p> <p>j. Explain personal connections to the ideas or information in the text</p>	<p>3. Use strategies to make meaning from text (during reading)</p> <p>a. Select and apply appropriate strategies to make meaning from text during reading</p>	<p>3. Use strategies to make meaning from text (during reading)</p> <p>a. Select and apply appropriate strategies to make meaning from text during reading</p>

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1.0 General Reading Processes: Comprehension: Students will use a variety of strategies to understand what they read (construct meaning).

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<p>4. Use strategies to demonstrate understanding of the text (after reading)</p> <p>a. Identify and explain the main idea</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ <i>Of the text or a portion of the text</i> <p>b. Identify and explain what is directly stated in the text</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ <i>In the text or a portion of the text</i> <p>c. Identify and explain what is not directly stated in the text by drawing inferences</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ <i>From the text or a portion of the text</i> <p>d. Draw conclusions based on the text and prior knowledge</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ <i>From the text or a portion of the text</i> 	<p>4. Use strategies to demonstrate understanding of the text (after reading)</p> <p>a. Identify and explain the main idea</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ <i>Of the text or a portion of the text</i> <p>b. Identify and explain what is directly stated in the text</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ <i>In the text or a portion of the text</i> <p>c. Identify and explain what is not directly stated in the text by drawing inferences</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ <i>From the text or a portion of the text</i> <p>d. Draw conclusions or make generalizations about the text</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ <i>From the text or a portion of the text</i> 	<p>4. Use strategies to demonstrate understanding of the text (after reading)</p> <p>a. Identify and explain the main idea</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ <i>Of the text or a portion of the text</i> <p>b. Identify and explain what is directly stated in the text</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ <i>In the text or a portion of the text</i> <p>c. Identify and explain what is not directly stated in the text by drawing inferences</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ <i>From the text or a portion of the text</i> <p>d. Draw conclusions or make generalizations about the text</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ <i>From the text or a portion of the text</i> 	<p>4. Use strategies to demonstrate understanding of the text (after reading)</p> <p>a. Identify and explain the main idea</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ <i>Of the text or a portion of the text</i> <p>b. Identify and explain what is directly stated in the text</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ <i>In the text or a portion of the text</i> <p>c. Identify and explain what is not directly stated in the text by drawing inferences</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ <i>From the text or a portion of the text</i> <p>d. Draw conclusions or make generalizations about the text</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ <i>From the text or a portion of the text</i> 	<p>4. Use strategies to demonstrate understanding of the text (after reading)</p> <p>a. Identify and explain the main idea</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ <i>Of the text or a portion of the text</i> <p>b. Identify and explain information directly stated in the text</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ <i>In the text or a portion of the text</i> <p>c. Draw inferences and/or conclusions and make generalizations</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ <i>From the text or a portion of the text</i> 	<p>4. Use strategies to demonstrate understanding of the text (after reading)</p> <p>a. Identify and explain the main idea or argument</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ <i>Of the text or a portion of the text</i> <p>b. Identify and explain information directly stated in the text</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ <i>In the text or a portion of the text</i> <p>c. Draw inferences and/or conclusions and make generalizations</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ <i>From the text or a portion of the text</i>

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Grades 3 - 8

1.0 General Reading Processes: Comprehension: Students will use a variety of strategies to understand what they read (construct meaning).

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<p>e. Confirm, refute, or make predictions and form new ideas <u>Assessment Limits:</u> ➤ <i>The development, topics, or ideas that might logically be included if the text were extended</i></p> <p>f. Paraphrase the main idea <u>Assessment Limits:</u> ➤ <i>Of the text or a portion of the text</i></p> <p>g. Summarize <u>Assessment Limits:</u> ➤ <i>The text or a portion of the text</i></p> <p>h. Connect the text to prior knowledge or personal experience <u>Assessment Limits:</u> ➤ <i>Prior knowledge that clarifies, extends, or challenges the ideas in the text or a portion of the text</i></p>	<p>e. Confirm, refute, or make predictions and form new ideas <u>Assessment Limits:</u> ➤ <i>The development, topics, or ideas that might logically be included if the text were extended</i></p> <p>f. Paraphrase the main idea <u>Assessment Limits:</u> ➤ <i>Of the text or a portion of the text</i></p> <p>g. Summarize <u>Assessment Limits:</u> ➤ <i>The text or a portion of the text</i></p> <p>h. Connect the text to prior knowledge or personal experience <u>Assessment Limits:</u> ➤ <i>Prior knowledge that clarifies, extends, or challenges the ideas in the text or a portion of the text</i></p>	<p>e. Confirm, refute, or make predictions and form new ideas <u>Assessment Limits:</u> ➤ <i>The development, topics, or ideas that might logically be included if the text were extended</i></p> <p>f. Paraphrase the main idea <u>Assessment Limits:</u> ➤ <i>Of the text or a portion of the text</i></p> <p>g. Summarize <u>Assessment Limits:</u> ➤ <i>The text or a portion of the text</i></p> <p>h. Connect the text to prior knowledge or personal experience <u>Assessment Limits:</u> ➤ <i>Prior knowledge that clarifies, extends, or challenges the ideas in the text or a portion of the text</i></p>	<p>e. Confirm, refute, or make predictions and form new ideas <u>Assessment Limits:</u> ➤ <i>The development, topics, or ideas that might logically be included if the text were extended</i></p> <p>f. Paraphrase the main idea <u>Assessment Limits:</u> ➤ <i>Of the text or a portion of the text</i></p> <p>g. Summarize <u>Assessment Limits:</u> ➤ <i>The text or a portion of the text</i></p> <p>h. Connect the text to prior knowledge or personal experience <u>Assessment Limits:</u> ➤ <i>Prior knowledge or experience that clarifies, extends, or challenges the ideas and/or information in the text or a portion of the text</i></p>	<p>d. Confirm, refute, or make predictions <u>Assessment Limits:</u> ➤ <i>The development, topics, or ideas that might logically be included if the text were extended</i></p> <p>e. Summarize or paraphrase <u>Assessment Limits:</u> ➤ <i>The text or a portion of the text</i></p> <p>f. Connect the text to prior knowledge or personal experience <u>Assessment Limits:</u> ➤ <i>Prior knowledge or experience that clarifies, extends, or challenges the ideas and/or information in the text or a portion of the text</i></p>	<p>d. Confirm, refute, or make predictions <u>Assessment Limits:</u> ➤ <i>The development, topics, or ideas that might logically be included if the text were extended</i></p> <p>e. Summarize or paraphrase <u>Assessment Limits:</u> ➤ <i>The text or a portion of the text</i></p> <p>f. Connect the text to prior knowledge or personal experience <u>Assessment Limits:</u> ➤ <i>Prior knowledge or experience that clarifies, extends, or challenges the ideas and/or information in the text or a portion of the text</i></p>

Note: *New Standards identifies the need for students to process 1 million words per year to maintain academic progress.

STATE CURRICULUM-READING/ENGLISH LANGUAGE ARTS

Grades 3 - 8

2.0 Comprehension of Informational Text: Students will read, comprehend, interpret, analyze, and evaluate informational text.

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<p>A. Comprehension of Informational Text</p> <p>1. Develop comprehension skills by reading a variety of self-selected and assigned print and non-print informational texts, including electronic media</p> <p>a. Read, use, and identify the characteristics of nonfiction materials such as textbooks, appropriate reference materials, personal narratives, diaries, journals, biographies, newspapers, letters, articles, web sites and other online materials, other appropriate content-specific texts to gain information and content knowledge</p> <p><u>Assessment Limits:</u></p> <p>➤ <i>Grade-appropriate informational texts</i></p> <p>b. Read, use, and identify the characteristics of functional documents such as sets of directions, science investigations, atlases, posters, flyers, forms, instructional manuals, menus, pamphlets, rules, invitations, recipes,</p>	<p>A. Comprehension of Informational Text</p> <p>1. Develop comprehension skills by reading a variety of self-selected and assigned print and non-print informational texts, including electronic media</p> <p>a. Read, use, and identify the characteristics of nonfiction materials such as textbooks, appropriate reference materials, personal narratives, diaries, journals, biographies, newspapers, letters, articles, web sites and other online materials, other appropriate content-specific texts to gain information and content knowledge</p> <p><u>Assessment Limits:</u></p> <p>➤ <i>Grade-appropriate informational texts</i></p> <p>b. Read, use, and identify the characteristics of functional documents such as sets of directions, science investigations, atlases, posters, flyers, forms, instructional manuals, menus, pamphlets, rules, invitations, recipes,</p>	<p>A. Comprehension of Informational Text</p> <p>1. Develop and apply comprehension skills by reading a variety of self-selected and assigned print and non-print informational texts, including electronic media</p> <p>a. Read, use, and identify the characteristics of nonfiction materials such as textbooks, appropriate reference materials, research and historical documents, personal narratives, diaries, journals, biographies, newspapers, letters, articles, web sites and other online materials, other appropriate content-specific texts to gain information and content knowledge</p> <p><u>Assessment Limits:</u></p> <p>➤ <i>Grade-appropriate informational texts</i></p> <p>b. Read, use, and identify the characteristics of functional documents such as sets of directions, science investigations, atlases, posters, flyers, forms, instructional manuals, menus, pamphlets, rules, invitations, recipes,</p>	<p>A. Comprehension of Informational Text</p> <p>1. Develop and apply comprehension skills by reading a variety of self-selected and assigned print and non-print informational texts, including electronic media</p> <p>a. Read, use, and identify the characteristics of nonfiction materials such as textbooks, appropriate reference materials, research and historical documents, personal narratives, diaries, journals, biographies, newspapers, letters, articles, web sites and other online materials, other appropriate content-specific texts to gain information and content knowledge</p> <p><u>Assessment Limits:</u></p> <p>➤ <i>Grade-appropriate informational texts</i></p> <p>b. Read, use, and identify the characteristics of functional documents such as sets of directions, science investigations, atlases, posters, flyers, forms, instructional manuals, menus, pamphlets, rules, invitations, recipes,</p>	<p>A. Comprehension of Informational Text</p> <p>1. Apply comprehension skills by selecting, reading, and interpreting a variety of print and non-print informational texts, including electronic media</p> <p>a. Read, use, and identify the characteristics of primary and secondary sources of academic information such as textbooks, trade books, reference and research materials, periodicals, editorials, speeches, interviews, articles, non-print materials, and other appropriate content-specific texts</p> <p><u>Assessment Limits:</u></p> <p>➤ <i>Grade-appropriate primary and secondary texts</i></p> <p>b. Read, use, and identify the characteristics of workplace and other real-world documents such as sets of directions, science investigations, atlases, posters, flyers, forms, instructional manuals, menus, pamphlets, rules,</p>	<p>A. Comprehension of Informational Text</p> <p>1. Apply and refine comprehension skills by selecting, reading, and analyzing a variety of print and non-print informational texts, including electronic media</p> <p>a. Read, use, and identify the characteristics of primary and secondary sources of academic information such as textbooks, trade books, reference and research materials, periodicals, editorials, speeches, interviews, articles, non-print materials, and other appropriate content-specific texts</p> <p><u>Assessment Limits:</u></p> <p>➤ <i>Grade-appropriate primary and secondary texts</i></p> <p>b. Read, use, and identify the characteristics of workplace and other real-world documents such as sets of directions, science investigations, atlases, posters, flyers, forms, instructional manuals, menus, pamphlets, rules,</p>

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Grades 3 - 8

2.0 Comprehension of Informational Text: Students will read, comprehend, interpret, analyze, and evaluate informational text.

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<p>advertisements, other functional documents</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ <i>Grade-appropriate functional documents</i> <p>c. Select and read to gain information from personal interest materials such as brochures, books, magazines, cookbooks, and web sites</p> <p>2. Identify and use text features to facilitate understanding of informational texts</p> <p>a. Use print features such as large bold print, font size/type, italics, colored print, quotation marks, and underlining</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ <i>In the text or a portion of the text</i> <p>b. Use graphic aids such as illustrations and pictures, photographs, drawings, sketches, cartoons, maps (key, scale, legend), graphs, charts/tables,</p>	<p>advertisements, other functional documents</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ <i>Grade-appropriate functional documents</i> <p>c. Select and read to gain information from personal interest materials such as brochures, books, magazines, cookbooks, catalogs, and web sites</p> <p>2. Identify and use text features to facilitate understanding of informational texts</p> <p>a. Use print features such as large bold print, font size/type, italics, colored print, quotation marks, underlining, and other print features encountered in informational texts</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ <i>In the text or a portion of the text</i> <p>b. Use graphic aids such as illustrations and pictures, photographs, drawings, sketches, cartoons, maps (key, scale, legend), graphs, charts/tables,</p>	<p>advertisements, other functional documents</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ <i>Grade-appropriate functional documents</i> <p>c. Select and read to gain information from personal interest materials such as brochures, books, magazines, cookbooks, catalogs, and web sites</p> <p>2. Identify and use text features to facilitate understanding of informational texts</p> <p>a. Use print features such as large bold print, font size/type, italics, colored print, quotation marks, underlining, and other appropriate content-specific texts</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ <i>In the text or a portion of the text</i> <p>b. Use graphic aids such as illustrations and pictures, photographs, drawings, sketches, cartoons, maps (key, scale, legend), graphs, charts/tables,</p>	<p>advertisements, other functional documents</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ <i>Grade-appropriate functional documents</i> <p>c. Select and read to gain information from personal interest materials such as brochures, books, magazines, cookbooks, catalogs, and web sites</p> <p>2. Identify and use text features to facilitate understanding of informational texts</p> <p>a. Use print features such as large bold print, font size/type, italics, colored print, quotation marks, underlining, and other appropriate content-specific texts</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ <i>In the text or a portion of the text</i> <p>b. Use graphic aids such as illustrations and pictures, photographs, drawings, sketches, cartoons, maps (key, scale, legend), graphs, charts/tables,</p>	<p>invitations, recipes, advertisements, other functional documents</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ <i>Grade-appropriate workplace and real-world documents</i> <p>c. Select and read to gain information from personal interest materials such as books, magazines, cookbooks, catalogs, web sites, and other online materials</p> <p>2. Analyze text features to facilitate understanding of informational texts</p> <p>a. Analyze print features that contribute to meaning</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ <i>In the text or a portion of the text</i> <p>b. Analyze graphic aids that contribute to meaning</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ <i>In the text or a portion of the text</i> 	<p>invitations, recipes, advertisements, other functional documents</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ <i>Grade-appropriate workplace and real-world documents</i> <p>c. Select and read to gain information from personal interest materials such as books, pamphlets, how-to manuals, magazines, web sites, and other online materials</p> <p>2. Analyze text features to facilitate and extend understanding of informational texts</p> <p>a. Analyze print features that contribute to meaning</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ <i>In the text or a portion of the text</i> <p>b. Analyze graphic aids that contribute to meaning</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ <i>In the text or a portion of the text</i>

STATE CURRICULUM-READING/ENGLISH LANGUAGE ARTS

Grades 3 - 8

2.0 Comprehension of Informational Text: Students will read, comprehend, interpret, analyze, and evaluate informational text.

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<p>and diagrams <u>Assessment Limits:</u> ➤ <i>In the text or a portion of the text</i></p> <p>c. Use informational aids such as introductions and overviews, materials lists, timelines, captions, glossed words, labels, numbered steps, pronunciation key, transition words, boxed text <u>Assessment Limits:</u> ➤ <i>In the text or a portion of the text</i></p> <p>d. Use organizational aids such as titles, chapter titles, headings, subheadings, tables of contents, numbered steps, glossaries, indices, transition words <u>Assessment Limits:</u> ➤ <i>In the text or a portion of the text</i></p>	<p>and diagrams, other graphic aids encountered in informational texts <u>Assessment Limits:</u> ➤ <i>In the text or a portion of the text</i></p> <p>c. Use informational aids such as introductions and overviews, materials lists, timelines, captions, glossed words, labels, numbered steps, bulleted lists, footnoted words, pronunciation key, transition words, boxed text <u>Assessment Limits:</u> ➤ <i>In the text or a portion of the text</i></p> <p>d. Use organizational aids such as titles, chapter titles, headings, subheadings, tables of contents, numbered steps, glossaries, indices, transition words <u>Assessment Limits:</u> ➤ <i>In the text or a portion of the text</i></p>	<p>and diagrams, other graphic aids encountered in informational texts <u>Assessment Limits:</u> ➤ <i>In the text or a portion of the text</i></p> <p>c. Use informational aids such as introductions and overviews, materials lists, timelines, captions, glossed words, labels, numbered steps, bulleted lists, footnoted words, pronunciation key, and transition words, other informational aids encountered in informational texts <u>Assessment Limits:</u> ➤ <i>In the text or a portion of the text</i></p> <p>d. Use organizational aids such as titles, chapter titles, headings, subheadings, tables of contents, numbered steps, glossaries, indices, transition words, other organizational aids encountered in organizational texts <u>Assessment Limits:</u> ➤ <i>In the text or a portion of the text</i></p>	<p>and diagrams, other graphic aids encountered in informational texts <u>Assessment Limits:</u> ➤ <i>In the text or a portion of the text</i></p> <p>c. Use informational aids such as introductions and overviews, materials lists, timelines, captions, glossed words, labels, numbered steps, bulleted lists, footnoted words, pronunciation key, transition words, end notes, and works cited, other informational aids encountered in informational texts <u>Assessment Limits:</u> ➤ <i>In the text or a portion of the text</i></p> <p>d. Use organizational aids such as titles, chapter titles, headings, subheadings, tables of contents, numbered steps, glossaries, indices, transition words, other organizational aids encountered in organizational texts <u>Assessment Limits:</u> ➤ <i>In the text or a portion of the text</i></p>	<p>c. Analyze informational aids that contribute to meaning <u>Assessment Limits:</u> ➤ <i>In the text or a portion of the text</i></p> <p>d. Analyze organizational aids that contribute to meaning <u>Assessment Limits:</u> ➤ <i>In the text or a portion of the text</i></p>	<p>c. Analyze informational aids that contribute to meaning <u>Assessment Limits:</u> ➤ <i>In the text or a portion of the text</i></p> <p>d. Analyze organizational aids that contribute to meaning <u>Assessment Limits:</u> ➤ <i>In the text or a portion of the text</i></p>

STATE CURRICULUM-READING/ENGLISH LANGUAGE ARTS

Grades 3 - 8

2.0 Comprehension of Informational Text: Students will read, comprehend, interpret, analyze, and evaluate informational text.

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<p>e. Use online features such as URLs, hypertext links, sidebars, drop down menus, home pages <u>Assessment Limits:</u> ➤ <i>In the text or a portion of the text</i></p> <p>f. Identify and explain the contributions of text features to meaning <u>Assessment Limits:</u> ➤ <i>In the text or a portion of the text</i></p> <p>3. Develop knowledge of organizational structure of informational text to understand what is read a. Identify and analyze the organization of texts such as sequential and/or chronological order, main idea and supporting details, cause/effect, and problem solution, <u>Assessment Limits:</u> ➤ <i>In the text or a portion of the text</i></p>	<p>e. Use online features such as URLs, hypertext links, sidebars, drop down menus, home pages, site maps <u>Assessment Limits:</u> ➤ <i>In the text or a portion of the text</i></p> <p>f. Identify and explain the contributions of text features to meaning <u>Assessment Limits:</u> ➤ <i>In the text or a portion of the text</i></p> <p>3. Develop knowledge of organizational structure of informational text to understand what is read a. Identify and analyze the organizational patterns of texts such as sequential and/or chronological order, similarities/differences, main idea and supporting details, cause/effect, and problem/solution, <u>Assessment Limits:</u> ➤ <i>In the text or a portion of the text</i></p>	<p>e. Use online features such as URLs, hypertext links, sidebars, drop down menus, home pages, site maps, other features characteristic of online texts <u>Assessment Limits:</u> ➤ <i>In the text or a portion of the text</i></p> <p>f. Identify and explain the contributions of text features to meaning <u>Assessment Limits:</u> ➤ <i>In the text or a portion of the text</i></p> <p>3. Develop and apply knowledge of organizational structure of informational text to understand what is read a. Identify and analyze the organizational patterns of texts such as sequential and/or chronological order, cause/effect, problem/solution, similarities/differences, description, main idea and supporting details <u>Assessment Limits:</u> ➤ <i>In the text or a portion of the text</i></p>	<p>e. Use online features such as URLs, hypertext links, sidebars, drop down menus, home pages, site maps, other features characteristic of online texts <u>Assessment Limits:</u> ➤ <i>In the text or a portion of the text</i></p> <p>f. Identify and explain the contributions of text features to support the main idea of the text <u>Assessment Limits:</u> ➤ <i>In the text or a portion of the text</i></p> <p>3. Develop and apply knowledge of organizational structure of informational text to facilitate understanding a. Identify and analyze the organizational patterns of texts such as sequential and/or chronological order, cause/effect, problem/solution, similarities/differences, description, main idea and supporting details, and transition or signal words and phrases that indicate the organizational pattern <u>Assessment Limits:</u></p>	<p>e. Analyze online features that contribute to meaning <u>Assessment Limits:</u> ➤ <i>In the text or a portion of the text</i></p> <p>f. Analyze the relationship between the text features and the content of the text as a whole <u>Assessment Limits:</u> ➤ <i>In the text or a portion of the text</i></p> <p>3. Apply knowledge of organizational patterns of informational text to facilitate understanding a. Analyze the organizational patterns of texts such as sequential and/or chronological order, cause/effect, problem/solution, similarities/differences, description, main idea and supporting details, order of importance, and transition or signal words and phrases that indicate the organizational pattern <u>Assessment Limits:</u> ➤ <i>In the text or a</i></p>	<p>e. Analyze online features that contribute to meaning <u>Assessment Limits:</u> ➤ <i>In the text or a portion of the text</i></p> <p>f. Analyze the relationship between the text features and the content of the text as a whole <u>Assessment Limits:</u> ➤ <i>In the text or a portion of the text</i></p> <p>3. Apply knowledge of organizational patterns of informational text to facilitate understanding and analysis a. Analyze the organizational patterns of texts such as common organizational patterns, and transition or signal words and phrases that indicate the organizational pattern <u>Assessment Limits:</u> ➤ <i>In the text or a portion of the text</i></p>

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Grades 3 - 8

2.0 Comprehension of Informational Text: Students will read, comprehend, interpret, analyze, and evaluate informational text.

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<p align="center"><i>a portion of the text</i></p> <p>b. Identify and explain the author's opinion <u>Assessment Limits:</u> ➤ <i>In the text or a portion of the text</i></p> <p>c. State and support main ideas and messages <u>Assessment Limits:</u> ➤ <i>In the text or a portion of the text</i></p> <p>d. Summarize or paraphrase <u>Assessment Limits:</u> ➤ <i>The text or a portion of the text</i></p> <p>e. Identify and explain information not related to the main idea <u>Assessment Limits:</u> ➤ <i>In the text or a portion of the text</i></p> <p>f. Identify and explain relationships between and among ideas such as comparison/contrast,</p>	<p align="center"><i>a portion of the text</i></p> <p>b. Identify and explain the author's opinion <u>Assessment Limits:</u> ➤ <i>In the text or a portion of the text</i></p> <p>c. State and support main ideas and messages <u>Assessment Limits:</u> ➤ <i>In the text or a portion of the text</i></p> <p>d. Summarize or paraphrase <u>Assessment Limits:</u> ➤ <i>The text or a portion of the text</i></p> <p>e. Identify and explain information not related to the main idea <u>Assessment Limits:</u> ➤ <i>In the text or a portion of the text</i></p> <p>f. Identify and explain relationships between and among ideas such as comparison/contrast,</p>	<p>➤ <i>Purpose of the author or the text or a portion of the text</i></p> <p>➤ <i>Connections between the text and the intended audience</i></p> <p>b. Identify and explain the author's opinion <u>Assessment Limits:</u> ➤ <i>In the text or a portion of the text</i></p> <p>c. State and support main ideas and messages <u>Assessment Limits:</u> ➤ <i>In the text or a portion of the text</i></p> <p>d. Summarize or paraphrase <u>Assessment Limits:</u> ➤ <i>The text or a portion of the text</i></p> <p>e. Identify and explain information not related to the main idea <u>Assessment Limits:</u> ➤ <i>In the text or a portion of the text</i></p> <p>f. Identify and explain relationships between and among ideas such as comparison/contrast,</p>	<p>➤ <i>Purpose of the author or the text or a portion of the text</i></p> <p>➤ <i>Connections between the text and the intended audience</i></p> <p>b. Identify and explain the author's opinion <u>Assessment Limits:</u> ➤ <i>In the text or a portion of the text</i></p> <p>c. State and support main ideas and messages <u>Assessment Limits:</u> ➤ <i>In the text or a portion of the text</i></p> <p>d. Summarize or paraphrase <u>Assessment Limits:</u> ➤ <i>The text or a portion of the text</i></p> <p>e. Identify and explain information not related to the main idea <u>Assessment Limits:</u> ➤ <i>In the text or a portion of the text</i></p> <p>f. Explain relationships between and among ideas such as comparison/contrast,</p>	<p align="center"><i>author or the text or a portion of the text</i></p> <p>➤ <i>Connections between the text and the intended audience</i></p> <p>b. Identify and explain the author's argument, viewpoint, or perspective <u>Assessment Limits:</u> ➤ <i>In the text or a portion of the text</i></p> <p>c. State and support main ideas and messages <u>Assessment Limits:</u> ➤ <i>In the text or a portion of the text</i></p> <p>d. Summarize or paraphrase <u>Assessment Limits:</u> ➤ <i>The text or a portion of the text</i></p> <p>e. Identify and explain information or ideas peripheral to the main idea or message <u>Assessment Limits:</u> ➤ <i>In the text or a portion of the text</i></p> <p>f. Explain relationships between and among ideas <u>Assessment Limits:</u></p>	<p align="center"><i>author or the text or a portion of the text</i></p> <p>➤ <i>Connections between the text and the intended audience</i></p> <p>b. Analyze the author's argument, viewpoint, or perspective <u>Assessment Limits:</u> ➤ <i>In the text or a portion of the text</i></p> <p>c. State and support main ideas and messages <u>Assessment Limits:</u> ➤ <i>In the text or a portion of the text</i></p> <p>d. Summarize or paraphrase <u>Assessment Limits:</u> ➤ <i>The text or a portion of the text</i></p> <p>e. Analyze information or ideas peripheral to the main idea or message <u>Assessment Limits:</u> ➤ <i>In the text or a portion of the text</i></p> <p>f. Analyze relationships between and among ideas <u>Assessment Limits:</u></p>

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2.0 Comprehension of Informational Text: Students will read, comprehend, interpret, analyze, and evaluate informational text.

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<p>cause/effect, sequence/chronology <u>Assessment Limits:</u> ➤ <i>In the text or a portion of the text</i></p> <p>g. Draw conclusions and inferences and make generalizations and predictions from text <u>Assessment Limits:</u> ➤ <i>From the text or a portion of the text</i></p> <p>h. Distinguish between a fact and an opinion <u>Assessment Limits:</u> ➤ <i>In a text or a portion of a text</i></p> <p>i. Identify and explain how someone might use the text <u>Assessment Limits:</u> ➤ <i>Application of the text for personal or content-specific use</i></p>	<p>cause/effect, sequence/chronology <u>Assessment Limits:</u> ➤ <i>In the text or a portion of the text</i> ➤ <i>Relationships between and among ideas in one or more texts</i></p> <p>g. Draw conclusions and inferences and make generalizations and predictions from text <u>Assessment Limits:</u> ➤ <i>From one text or a portion of the text or across multiple texts</i></p> <p>h. Distinguish between a fact and an opinion <u>Assessment Limits:</u> ➤ <i>In one or more texts or a portion of a text</i></p> <p>i. Identify and explain how someone might use the text <u>Assessment Limits:</u> ➤ <i>Application of the text for personal or content-specific use</i></p>	<p>cause/effect, sequence/chronology <u>Assessment Limits:</u> ➤ <i>In the text or a portion of the text</i> ➤ <i>Relationships between and among ideas in one or more texts</i></p> <p>g. Draw conclusions and inferences and make generalizations and predictions from text <u>Assessment Limits:</u> ➤ <i>From one text or a portion of the text or across multiple texts</i></p> <p>h. Distinguish between a fact and an opinion <u>Assessment Limits:</u> ➤ <i>In one or more texts or a portion of a text</i></p> <p>i. Identify and explain how someone might use the text <u>Assessment Limits:</u> ➤ <i>Application of the text for personal or content-specific use</i> ➤ <i>Topics and ideas within a text or across texts that may have implications for readers or contemporary society</i></p>	<p>cause/effect, sequence/chronology <u>Assessment Limits:</u> ➤ <i>In the text or a portion of the text</i> ➤ <i>Relationships between and among ideas in one or more texts</i></p> <p>g. Synthesize ideas from text <u>Assessment Limits:</u> ➤ <i>From one text or a portion of the text or across multiple texts</i></p> <p>h. Distinguish between a fact and an opinion <u>Assessment Limits:</u> ➤ <i>In one or more texts or a portion of a text</i></p> <p>i. Explain how someone might use the text <u>Assessment Limits:</u> ➤ <i>Application of the text for personal or content-specific use</i> ➤ <i>Topics and ideas within a text or across texts that may have implications for readers or contemporary society</i></p>	<p>➤ <i>In the text or a portion of the text</i> ➤ <i>Relationships between and among ideas within a text or across multiple texts</i></p> <p>g. Synthesize ideas from text <u>Assessment Limits:</u> <i>From one text or a portion of the text or across multiple texts</i></p> <p>h. Distinguish between a fact and an opinion <u>Assessment Limits:</u> ➤ <i>In one or more texts or a portion of a text</i></p> <p>i. Explain how someone might use the text <u>Assessment Limits:</u> ➤ <i>Application of the text for personal use or content-specific use</i> ➤ <i>Topics and ideas within a text or across texts that may have implications for readers or contemporary society</i></p>	<p>➤ <i>In the text or a portion of the text</i> ➤ <i>Relationships between and among ideas in one text or across multiple texts</i></p> <p>g. Synthesize ideas from text <u>Assessment Limits:</u> ➤ <i>From one text or a portion of the text or across multiple texts</i></p> <p>h. Explain the implications of the text or how someone might use the text <u>Assessment Limits:</u> ➤ <i>Application of the text for personal use or content-specific use</i> ➤ <i>Issues and ideas within a text or across texts that may have implications for readers or</i></p>

STATE CURRICULUM-READING/ENGLISH LANGUAGE ARTS

Grades 3 - 8

2.0 Comprehension of Informational Text: Students will read, comprehend, interpret, analyze, and evaluate informational text.

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<p>j. Connect the text to prior knowledge or experience <u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ <i>Prior knowledge that clarifies, extends, or challenges the ideas or information in the text or a portion of the text</i> <p>5. Identify and explain the author's use of language</p> <p>a. Identify and explain specific words or phrases that contribute to the meaning of a text <u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ <i>Significant words and phrases, (e.g., similes, metaphors, personification, etc.) in the text or a portion of the text</i> ➤ <i>Denotations of above-grade-level words in context</i> 	<p>j. Connect the text to prior knowledge or experience <u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ <i>Prior knowledge that clarifies, extends, or challenges the ideas or information in the text or a portion of the text</i> <p>5. Identify and explain the author's use of language</p> <p>a. Identify and explain specific words or phrases that contribute to the meaning of a text <u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ <i>Significant words and phrases, (e.g., similes, metaphors, personification, etc.) in the text or a portion of the text</i> ➤ <i>Connotations of grade-appropriate words in context</i> ➤ <i>Denotations of above-grade-level words in context</i> 	<p>j. Connect the text to prior knowledge or experience <u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ <i>Prior knowledge that clarifies, extends, or challenges the ideas in the text or a portion of the text</i> <p>5. Identify and explain the author's use of language</p> <p>a. Identify and explain specific words or phrases that contribute to the meaning of a text <u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ <i>Significant words and phrases (e.g., figurative language, idioms, etc.) in the text or a portion of the text</i> ➤ <i>Connotations of grade-appropriate words in context</i> ➤ <i>Denotations of above-grade-level words in context</i> 	<p>j. Connect the text to prior knowledge or experience <u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ <i>Prior knowledge that clarifies, extends, or challenges the ideas in the text or a portion of the text</i> <p>5. Analyze purposeful use of language</p> <p>a. Analyze specific words or phrases that contribute to the meaning of a text <u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ <i>Significant words and phrases (e.g., figurative language, idioms, etc.) in the text or a portion of the text</i> ➤ <i>Connotations of grade-appropriate words in context</i> ➤ <i>Denotations of above-grade-level words in context</i> 	<p>j. Connect the text to prior knowledge or experience <u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ <i>Prior knowledge that clarifies, extends, or challenges the ideas in the text or a portion of the text</i> <p>5. Analyze purposeful use of language</p> <p>a. Analyze specific word choice that contributes to the meaning and/or creates style <u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ <i>Significant words and phrases (e.g., figurative language, idioms, etc.) in the text or a portion of the text</i> ➤ <i>Connotations of grade-appropriate words in context</i> ➤ <i>Denotations of above-grade-level words in context</i> ➤ <i>Discernible styles, such as persuasive, informal, formal, etc.</i> 	<p align="right"><i>contemporary society</i></p> <p>i. Connect the text to prior knowledge or experience <u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ <i>Prior knowledge that clarifies, extends, or challenges the ideas in the text or a portion of the text</i> <p>5. Analyze purposeful use of language</p> <p>a. Analyze specific word choice that contributes to the meaning and/or creates style <u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ <i>Significant words and phrases (e.g., figurative language, idioms, colloquialisms, etc.) in the text or a portion of the text</i> ➤ <i>Connotations of grade-appropriate words in context</i> ➤ <i>Denotations of above-grade-level words in context</i> ➤ <i>Discernible styles, such as persuasive, informal, formal, etc.</i>

STATE CURRICULUM-READING/ENGLISH LANGUAGE ARTS

Grades 3 - 8

2.0 Comprehension of Informational Text: Students will read, comprehend, interpret, analyze, and evaluate informational text.

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<p>b. Identify and explain specific words and punctuation that create tone <u>Assessment Limits:</u> ➤ <i>In the text or a portion of the text</i></p> <p>c. Identify and explain the effect of repetition of words or phrases <u>Assessment Limits:</u> ➤ <i>In the text or a portion of the text</i></p> <p>6. Read critically to evaluate informational text a. Explain whether the text fulfills the reading purpose <u>Assessment Limits:</u> ➤ <i>Connections between the content of the text and the purpose for reading</i></p> <p>b. Identify and explain additions or changes to format or text features that would make the text easier to understand</p>	<p>b. Identify and explain specific words and punctuation that create tone <u>Assessment Limits:</u> ➤ <i>In the text or a portion of the text</i></p> <p>c. Identify and explain the effect of repetition of words and phrases <u>Assessment Limits:</u> ➤ <i>In the text or a portion of the text</i></p> <p>6. Read critically to evaluate informational text a. Explain whether the text fulfills the reading purpose <u>Assessment Limits:</u> ➤ <i>Connections between the content of the text and the purpose for reading</i></p> <p>b. Identify and explain additions or changes to format or text features that would make the text easier to understand</p>	<p>b. Identify and explain specific words and punctuation that create tone <u>Assessment Limits:</u> ➤ <i>In the text or a portion of the text</i></p> <p>c. Identify and explain the effect of repetition of words and phrases <u>Assessment Limits:</u> ➤ <i>In the text or a portion of the text</i></p> <p>6. Read critically to evaluate informational text a. Explain whether the text fulfills the reading purpose <u>Assessment Limits:</u> ➤ <i>Connections between the content of the text and the purpose for reading</i></p> <p>b. Identify and explain additions or changes to format or text features that would make the text easier to understand</p>	<p>b. Analyze specific language choices that create tone <u>Assessment Limits:</u> ➤ <i>In the text or a portion of the text</i></p> <p>c. Analyze the effect of repetition of words and phrases on meaning <u>Assessment Limits:</u> ➤ <i>In the text or a portion of the text</i></p> <p>6. Read critically to evaluate informational text a. Explain whether the text fulfills the reading purpose <u>Assessment Limits:</u> ➤ <i>Connections between the content of the text and the purpose for reading</i></p> <p>b. Analyze changes or additions to the structure and text features that would make the text easier to understand</p>	<p>b. Analyze specific language choices to determine tone <u>Assessment Limits:</u> ➤ <i>In the text or a portion of the text</i></p> <p>c. Analyze repetition and variation of specific words and phrases that contribute to meaning <u>Assessment Limits:</u> ➤ <i>In the text or a portion of the text</i></p> <p>6. Read critically to evaluate informational text a. Analyze the extent to which the text fulfills the reading purpose <u>Assessment Limits:</u> ➤ <i>Connections between the content of the text and the purpose for reading</i></p> <p>b. Analyze the extent to which the structure and text features clarify the purpose and the information</p>	<p>b. Analyze specific language choices to determine tone <u>Assessment Limits:</u> ➤ <i>In the text or a portion of the text</i></p> <p>c. Analyze the appropriateness of tone <u>Assessment Limits:</u> ➤ <i>In the text or a portion of the text</i></p> <p>d. Analyze repetition and variation of specific words and phrases that contribute to meaning <u>Assessment Limits:</u> ➤ <i>In the text or a portion of the text</i></p> <p>6. Read critically to evaluate informational text a. Analyze the extent to which the text or texts fulfill the reading purpose <u>Assessment Limits:</u> ➤ <i>Connections between the content of the text and the purpose for reading</i></p> <p>b. Analyze the extent to which the structure and text features clarify the purpose and the information</p>

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Grades 3 - 8

2.0 Comprehension of Informational Text: Students will read, comprehend, interpret, analyze, and evaluate informational text.

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ In the text or a portion of the text <p>c. Identify and explain what makes the text a reliable source of information</p> <p>d. Explain whether or not the author's opinion is presented fairly</p>	<p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ In the text or a portion of the text <p>c. Identify and explain what makes the text a reliable source of information</p> <p>d. Explain whether or not the author's opinion is presented fairly</p>	<p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ In the text or a portion of the text <p>c. Identify and explain what makes the text a reliable source of information</p> <p>d. Explain whether or not the author's opinion is presented fairly</p>	<p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ Connections between effectiveness of format and text features in clarifying the main idea and/or purpose of the text ➤ Connections between effectiveness of organizational pattern and clarity of the main idea and/or purpose of the text <p>c. Analyze the text and its information for reliability</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ Connections between the credentials of the author and the information in the text ➤ Verification of information included in the text <p>d. Determine and explain whether or not the author's argument or position is presented fairly</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ Evidence of 	<p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ Connections between effectiveness of format and text features in clarifying the main idea and/or purpose of the text ➤ Connections between effectiveness of organizational pattern and clarity of the main idea and/or purpose of the text <p>c. Analyze the text and its information for reliability</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ Connections between the credentials of the author and the information in the text ➤ Currency of the information in the text ➤ Verification of information included in the text <p>d. Analyze the author's argument or position for clarity and/or bias</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ Evidence of opposing points of view 	<p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ Connections between effectiveness of format and text features in clarifying the main idea and/or purpose of the text ➤ Connections between effectiveness of organizational pattern and clarity of the main idea and/or purpose of the text <p>c. Analyze the text and its information for reliability</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ Connections between the credentials of the author and the information in the text ➤ Currency of the information in the text ➤ Verification of information included in the text <p>d. Analyze the author's argument or position for clarity and/or bias</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ Evidence of opposing points of view

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Grades 3 - 8

2.0 Comprehension of Informational Text: Students will read, comprehend, interpret, analyze, and evaluate informational text.

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<p>e. Identify and explain information not included in the text <u>Assessment Limits:</u> ➤ <i>Information that would enhance or clarify the reader's understanding of an idea in the text or a portion of text</i></p> <p>f. Identify and explain words and other techniques that affect the reader's feelings</p>	<p>e. Identify and explain information not included in the text <u>Assessment Limits:</u> ➤ <i>Information that would enhance or clarify the reader's understanding of an idea in the text or a portion of text</i></p> <p>f. Identify and explain words and other techniques that affect the reader's feelings <u>Assessment Limits:</u> ➤ <i>Significant words and phrases that have an emotional appeal</i></p>	<p>e. Identify and explain information not included in the text <u>Assessment Limits:</u> ➤ <i>Information that would enhance or clarify the reader's understanding of an idea in the text or a portion of text</i></p> <p>f. Identify and explain words and other techniques the author uses to appeal to emotion <u>Assessment Limits:</u> ➤ <i>Significant words and phrases that have an emotional appeal</i></p>	<p align="center"><i>opposing points of view</i></p> <p>e. Identify and explain information not included in the text <u>Assessment Limits:</u> ➤ <i>Information that would enhance or clarify the reader's understanding of an idea in the text or a portion of text</i></p> <p>f. Identify and explain language and other techniques intended to persuade the reader <u>Assessment Limits:</u> ➤ <i>Significant words and phrases that have an emotional appeal</i></p>	<p>e. Analyze additional information that would clarify or strengthen the author's argument or viewpoint <u>Assessment Limits:</u> ➤ <i>Information that would enhance or clarify the reader's understanding of an idea in the text or a portion of text</i></p> <p>f. Analyze language and other techniques intended to persuade the reader <u>Assessment Limits:</u> ➤ <i>Significant words and phrases that have an emotional appeal</i></p>	<p>e. Analyze additional information that would clarify or strengthen the author's argument or viewpoint <u>Assessment Limits:</u> ➤ <i>Information that would enhance or clarify the reader's understanding of an idea in the text or a portion of text</i></p> <p>f. Analyze the effectiveness of persuasive techniques to sway the reader to a particular point of view <u>Assessment Limits:</u> ➤ <i>Significant words and phrases that have an emotional appeal</i></p> <p>g. Analyze the effect of elements of style on meaning <u>Assessment Limits:</u> ➤ <i>Stylistic elements, (e.g., formal versus informal language, varied sentence structure, or the use of non-sentences)</i></p>

STATE CURRICULUM-READING/ENGLISH LANGUAGE ARTS

Grades 3 - 8

3.0 Comprehension of Literary Text: Students will read, comprehend, interpret, analyze, and evaluate literary text.

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<p>A. Comprehension of Literary Text</p> <p>1. Develop comprehension skills by reading a variety of self-selected and assigned literary texts including print and non-print</p> <p>a. Listen to critically, read, and discuss a variety of literary texts representing diverse cultures, perspectives, ethnicities, and time periods</p> <p>b. Listen to critically, read, and discuss a variety of different types of fiction and nonfiction texts</p> <p>2. Use text features to facilitate understanding of literary texts</p> <p>a. Identify and explain how organizational aids such as the title of the book, story, poem, or play, contribute to meaning</p> <p><u>Assessment Limits:</u></p> <p>➤ <i>In the text or a portion of the text</i></p>	<p>A. Comprehension of Literary Text</p> <p>1. Develop comprehension skills by reading a variety of self-selected and assigned literary texts including print and non-print</p> <p>a. Listen to critically, read, and discuss a variety of literary texts representing diverse cultures, perspectives, ethnicities, and time periods</p> <p>b. Listen to critically, read, and discuss a variety of literary forms and genres</p> <p>2. Use text features to facilitate understanding of literary texts</p> <p>a. Identify and explain how organizational aids such as the title of the book, story, poem, or play, contribute to meaning</p> <p><u>Assessment Limits:</u></p> <p>➤ <i>In the text or a portion of the text</i></p>	<p>A. Comprehension of Literary Text</p> <p>1. Develop and apply comprehension skills by reading a variety of self-selected and assigned literary texts including print and non-print</p> <p>a. Listen to critically, read, and discuss a variety of literary texts representing diverse cultures, perspectives, ethnicities, and time periods</p> <p>b. Listen to critically, read, and discuss a variety of literary forms and genres</p> <p>2. Analyze text features to facilitate understanding of literary texts</p> <p>a. Identify and explain how organizational aids such as the title of the book, story, poem, or play, titles of chapters, subtitles, subheadings contribute to meaning</p> <p><u>Assessment Limits:</u></p> <p>➤ <i>In the text or a portion of the text</i></p>	<p>A. Comprehension of Literary Text</p> <p>1. Develop and apply comprehension skills by reading and analyzing a variety of self-selected and assigned literary texts including print and non-print</p> <p>a. Listen to critically, read, and discuss a variety of literary texts representing diverse cultures, perspectives, ethnicities, and time periods</p> <p>b. Listen to critically, read, and discuss a variety of literary forms and genres</p> <p>2. Analyze text features to facilitate understanding of literary texts</p> <p>a. Identify and explain how organizational aids such as the title of the book, story, poem, or play, titles of chapters, subtitles, subheadings contribute to meaning</p> <p><u>Assessment Limits:</u></p> <p>➤ <i>In the text or a portion of the text</i></p>	<p>A. Comprehension of Literary Text</p> <p>1. Apply comprehension skills by reading and analyzing a variety of self-selected and assigned literary texts including print and non-print</p> <p>a. Listen to critically, read, and discuss a variety of literary texts representing diverse cultures, perspectives, ethnicities, and time periods</p> <p>b. Listen to critically, read, and discuss a variety of literary forms and genres</p> <p>2. Analyze text features to facilitate understanding of literary texts</p> <p>a. Analyze text features that contribute to meaning</p> <p><u>Assessment Limits:</u></p> <p>➤ <i>In the text or a portion of the text</i></p>	<p>A. Comprehension of Literary Text</p> <p>1. Refine comprehension skills by reading and analyzing a variety of self-selected and assigned literary texts including print and non-print</p> <p>a. Listen to critically, read, and discuss a variety of literary texts representing diverse cultures, perspectives, ethnicities, and time periods</p> <p>b. Listen to critically, read, and discuss a variety of literary forms and genres</p> <p>2. Analyze and evaluate text features to facilitate and extend understanding of literary texts</p> <p>a. Analyze text features that contribute to meaning</p> <p><u>Assessment Limits:</u></p> <p>➤ <i>In the text or a portion of the text</i></p>

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Grades 3 - 8

3.0 Comprehension of Literary Text: Students will read, comprehend, interpret, analyze, and evaluate literary text.

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<p>b. Identify and explain how graphic aids such as pictures and illustrations, punctuation, print features contribute to meaning</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ <i>In the text or a portion of the text</i> <p>c. Identify and explain how informational aids such as footnoted words and phrases and captions contribute to meaning</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ <i>In the text or a portion of the text</i> <p>3. Use elements of narrative texts to facilitate understanding</p> <p>a. Identify and distinguish among types of narrative texts such as the general categories of fiction versus nonfiction, realistic fiction, tall tales, legends, fables, fairy tales, and biographies</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ <i>Grade-appropriate narrative texts</i> 	<p>b. Identify and explain how graphic aids such as pictures and illustrations, punctuation, print features contribute to meaning</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ <i>In the text or a portion of the text</i> <p>c. Identify and explain how informational aids such as footnoted words and phrases and captions contribute to meaning</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ <i>In the text or a portion of the text</i> <p>3. Use elements of narrative texts to facilitate understanding</p> <p>a. Identify and distinguish among types of narrative texts such as stories, folk tales, realistic fiction, historical fiction, fables, fairy tales, fantasy, and biographies</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ <i>Grade-appropriate narrative texts</i> 	<p>b. Identify and explain how graphic aids such as pictures and illustrations, punctuation, print features contribute to meaning</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ <i>In the text or a portion of the text</i> <p>c. Identify and explain how informational aids such as footnoted words and phrases and captions contribute to meaning</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ <i>In the text or a portion of the text</i> <p>3. Analyze elements of narrative texts to facilitate understanding and interpretation</p> <p>a. Identify and distinguish among types of narrative texts such as short stories, folklore, legends, myths, realistic fiction, science fiction, historical fiction, biographies, autobiographies, personal narratives, plays, and poetry</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ <i>Grade-appropriate narrative texts</i> 	<p>b. Identify and explain how graphic aids such as pictures and illustrations, punctuation, print features contribute to meaning</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ <i>In the text or a portion of the text</i> <p>c. Identify and explain how informational aids such as footnoted words and phrases, biographical information about the author, introductions, photographs, etc.</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ <i>In the text or a portion of the text</i> <p>3. Analyze elements of narrative texts to facilitate understanding and interpretation</p> <p>a. Identify and distinguish among types of narrative texts such as short stories, folklore, realistic fiction, science fiction, historical fiction, fantasy, essays, biographies, autobiographies, personal narratives, plays, and poetry</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ <i>Grade-appropriate narrative texts</i> 	<p>3. Analyze elements of narrative texts to facilitate understanding and interpretation</p> <p>a. Distinguish among types of grade-appropriate narrative texts such as short stories, folklore, realistic fiction, science fiction, historical fiction, fantasy, essays, biographies, autobiographies, personal narratives, plays, and lyric and narrative poetry</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ <i>Grade-appropriate narrative texts</i> 	<p>3. Analyze and evaluate elements of narrative texts to facilitate understanding and interpretation</p> <p>a. Distinguish among types of grade-appropriate narrative texts such as short stories, folklore, realistic fiction, science fiction, historical fiction, fantasy, essays, memoirs, biographies, autobiographies, personal narratives, plays, and lyric and narrative poetry</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ <i>Grade-appropriate narrative texts</i>

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Grades 3 - 8

3.0 Comprehension of Literary Text: Students will read, comprehend, interpret, analyze, and evaluate literary text.

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<p>b. Identify and explain the elements of a story <u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ <i>Main problem, sequence or chronology of events, and solution to the problem</i> <p>c. Identify and describe the setting and the mood <u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ <i>Details that create the setting</i> ➤ <i>Details that create the mood</i> <p>d. Identify and analyze the characters <u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ <i>Character's traits based on what character says, does, and thinks and what other</i> 	<p>b. Identify and explain the elements of a story <u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ <i>Main problem, sequence or chronology of events, and solution to the problem</i> <p>c. Identify and describe the setting and the mood <u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ <i>Details that create the setting</i> ➤ <i>Details that create the mood</i> <p>d. Identify and analyze the characters <u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ <i>Character's traits based on what character says, does, and thinks and what other</i> 	<p>b. Identify and explain the events of the plot <u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ <i>Main problem, exposition, rising action, climax, and resolution</i> <p>c. Identify and describe the setting and the mood and explain how the setting affects the characters and the mood <u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ <i>Details that create the setting and/or mood in the text or a portion of the text</i> ➤ <i>Connections among the characters, the setting, and the mood in the text or a portion of the text</i> <p>d. Analyze characterization <u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ <i>Character's traits based on what character says, does, and thinks and what other characters or the</i> 	<p>b. Analyze the events of the plot <u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ <i>Exposition, rising action, climax, and resolution</i> <p>c. Analyze details that provide information about the setting, the mood created by the setting, and ways in which the setting affects characters <u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ <i>Details the create the setting and/or mood in the text or a portion of the text</i> ➤ <i>Connections among the characters, the setting, and the mood in the text or a portion of the text</i> <p>d. Analyze characterization <u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ <i>Character's traits based on what character says, does, and thinks and what other characters or the</i> 	<p>b. Analyze the events of the plot <u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ <i>Exposition, rising action, climax, and resolution</i> <p>c. Analyze details that provide information about the setting, the mood created by the setting, and ways in which the setting affects characters <u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ <i>Details the create the setting and/or mood in the text or a portion of the text</i> ➤ <i>Connections among the characters, the setting, and the mood in the text or a portion of the text</i> <p>d. Analyze characterization <u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ <i>Character's traits based on what character says, does, and thinks and what other characters or the</i> 	<p>b. Analyze the events of the plot <u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ <i>Exposition, rising action, climax, and resolution</i> <p>c. Analyze details that provide information about the setting, the mood created by the setting, and the role the setting plays in the text <u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ <i>Details the create the setting and/or mood in the text or a portion of the text</i> ➤ <i>Connections among the characters, the setting, and the mood in the text or a portion of the text</i> ➤ <i>Connections between setting and theme</i> <p>d. Analyze characterization <u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ <i>Character's traits based on what character says, does, and thinks and what other characters or the</i>

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Grades 3 - 8

3.0 Comprehension of Literary Text: Students will read, comprehend, interpret, analyze, and evaluate literary text.

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<p><i>characters or the narrator says</i></p> <ul style="list-style-type: none"> ➤ <i>Character's motivations</i> ➤ <i>Character's personal growth and development</i> <p>e. Identify and explain relationships between and among characters, setting, and events</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ <i>In the text or a portion of the text or across multiple texts</i> <p>f. Identify and explain how the actions of the character(s) affect the plot</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ <i>In the text or a portion of the text or across multiple texts</i> 	<p><i>characters or the narrator says</i></p> <ul style="list-style-type: none"> ➤ <i>Character's motivations</i> ➤ <i>Character's personal growth and development</i> <p>e. Identify and explain relationships between and among characters, setting, and events</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ <i>In the text or a portion of the text or across multiple texts</i> <p>f. Identify and explain how the actions of the character(s) affect the plot</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ <i>In the text or a portion of the text or across multiple texts</i> 	<p><i>narrator says</i></p> <ul style="list-style-type: none"> ➤ <i>Character's motivations</i> ➤ <i>Character's personal growth and development</i> <p>e. Identify and explain relationships between and among characters, setting, and events</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ <i>In the text or a portion of the text or across multiple texts</i> <p>f. Identify and explain how the actions of the character(s) affect the plot</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ <i>In the text or a portion of the text or across multiple texts</i> 	<p><i>narrator says</i></p> <ul style="list-style-type: none"> ➤ <i>Character's motivations</i> ➤ <i>Character's personal growth and development</i> <p>e. Analyze relationships between and among characters, setting, and events</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ <i>In the text or a portion of the text or across multiple texts</i> <p>f. Identify and explain how the actions of the character(s) affect the plot</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ <i>In the text or a portion of the text or across multiple texts</i> <p>g. Analyze internal and/or external conflicts that motivate characters and those that advance the plot</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ <i>In the text or a portion of the text</i> <p>h. Identify and explain the author's approach to issues of time in a narrative</p>	<p><i>narrator says</i></p> <ul style="list-style-type: none"> ➤ <i>Character's motivations</i> ➤ <i>Character's personal growth and development</i> <p>e. Analyze relationships between and among characters, setting, and events</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ <i>In the text or a portion of the text or across multiple texts</i> <p>f. Analyze the actions of the characters that serve to advance the plot</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ <i>In the text or a portion of the text or across multiple texts</i> <p>g. Analyze internal and/or external conflicts that motivate characters and those that advance the plot</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ <i>In the text or a portion of the text</i> <p>h. Analyze the author's approach to issues of time in a narrative</p> <p><u>Assessment Limits:</u></p>	<p><i>narrator says</i></p> <ul style="list-style-type: none"> ➤ <i>Character's motivations</i> ➤ <i>Character's personal growth and development</i> <p>e. Analyze relationships between and among characters, setting, and events</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ <i>In the text or a portion of the text or across multiple texts</i> <p>f. Analyze the actions of the characters that serve to advance the plot</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ <i>In the text or a portion of the text or across multiple texts</i> <p>g. Analyze internal and/or external conflicts that motivate characters and those that advance the plot</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ <i>In the text or a portion of the text</i> <p>h. Analyze the author's approach to issues of time in a narrative</p> <p><u>Assessment Limits:</u></p>

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Grades 3 - 8

3.0 Comprehension of Literary Text: Students will read, comprehend, interpret, analyze, and evaluate literary text.

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<p>f. Identify and describe the narrator</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ <i>Conclusions about the narrator based on his or her thoughts and/or observations</i> <p>4. Use elements of poetry to facilitate understanding</p> <p>a. Use structural features such as structure and form including lines and stanzas, shape, refrain, chorus, and rhyme scheme to identify poetry as a literary form</p>	<p>g. Identify and describe the narrator</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ <i>Conclusions about the narrator based on his or her thoughts and/or observations</i> <p>4. Use elements of poetry to facilitate understanding</p> <p>a. Use structural features such as structure and form including lines and stanzas, shape, refrain, chorus, rhyme scheme, and types of poems such as haiku, diamonte, etc., to identify poetry as a literary form and distinguish among types of poems</p>	<p>g. Identify and describe the narrator</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ <i>Conclusions about the narrator based on his or her thoughts and/or observations</i> <p>4. Analyze elements of poetry to facilitate understanding and interpretation</p> <p>a. Use structural features to identify poetry as a literary form and distinguish among types of poems such as haiku, form/shape poetry, etc.</p>	<p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ <i>Flashback</i> <p>i. Identify and explain the point of view</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ <i>Connections between point of view and meaning</i> ➤ <i>Conclusions about the narrator based on his or her thoughts and/or observations</i> <p>4. Analyze elements of poetry to facilitate understanding and interpretation</p> <p>a. Use structural features to distinguish among types of poems such as haiku, form/shape poetry, cinquain, etc.</p>	<ul style="list-style-type: none"> ➤ <i>Flashback</i> ➤ <i>Foreshadowing</i> <p>i. Analyze the point of view</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ <i>Connections between the point of view and meaning</i> ➤ <i>Conclusions about the narrator based on his/her thoughts and/or observations</i> <p>j. Analyze the interactions among narrative elements and their contribution to meaning</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ <i>Connections among narrative elements and meaning</i> <p>4. Analyze elements of poetry to facilitate understanding and interpretation</p> <p>a. Use structural features to distinguish among types of poetry such as ballad, narrative, lyric</p>	<ul style="list-style-type: none"> ➤ <i>Flashback</i> ➤ <i>Foreshadowing</i> <p>i. Analyze the point of view and its effect on meaning</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ <i>Connections between point of view and meaning</i> ➤ <i>Conclusions about the narrator based on his/ her thoughts and/or observations</i> <p>j. Analyze the interactions among narrative elements and their contribution to meaning</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ <i>Connections among narrative elements and meaning</i> <p>4. Analyze and evaluate elements of poetry to facilitate understanding and interpretation</p> <p>a. Use structural features to distinguish among types of poetry such as ballad, narrative, lyric, elegy, etc.</p>

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Grades 3 - 8

3.0 Comprehension of Literary Text: Students will read, comprehend, interpret, analyze, and evaluate literary text.

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<p>b. Identify and explain the meaning of words, lines, and stanzas <u>Assessment Limits:</u> ➤ <i>Literal versus figurative meaning</i></p> <p>c. Identify and explain sound elements of poetry <u>Assessment Limits:</u> ➤ <i>Rhyme, rhyme scheme</i> ➤ <i>Alliteration and other repetition</i></p> <p>d. Identify and explain other poetic elements such as setting, mood, tone, etc., that contribute to meaning <u>Assessment Limits:</u> ➤ <i>Elements of grade-appropriate lyric and narrative poems that contribute to meaning</i></p>	<p>b. Identify and explain the meaning of words, lines, and stanzas <u>Assessment Limits:</u> ➤ <i>Literal versus figurative meaning</i></p> <p>c. Identify and explain sound elements of poetry <u>Assessment Limits:</u> ➤ <i>Rhyme, rhyme scheme</i> ➤ <i>Alliteration and other repetition</i></p> <p>d. Identify and explain other poetic elements such as setting, mood, tone, etc., that contribute to meaning <u>Assessment Limits:</u> ➤ <i>Elements of grade-appropriate lyric and narrative poems that contribute to meaning</i></p>	<p>b. Identify and explain the meaning of words, lines, and stanzas <u>Assessment Limits:</u> ➤ <i>Literal versus figurative meaning</i></p> <p>c. Identify and explain sound elements of poetry <u>Assessment Limits:</u> ➤ <i>Rhyme, rhyme scheme</i> ➤ <i>Alliteration and other repetition</i> ➤ <i>Onomatopoeia</i></p> <p>d. Identify and explain other poetic elements such as setting, mood, tone, etc., that contribute to meaning <u>Assessment Limits:</u> ➤ <i>Elements of grade-appropriate lyric and narrative poems that contribute to meaning</i></p>	<p>b. Identify and explain the meaning of words, lines, and stanzas <u>Assessment Limits:</u> ➤ <i>Literal versus figurative meaning</i></p> <p>c. Identify and explain how sound elements of poetry contribute to meaning <u>Assessment Limits:</u> ➤ <i>Rhyme, rhyme scheme</i> ➤ <i>Alliteration and other repetition</i> ➤ <i>Onomatopoeia</i></p> <p>d. Identify and explain other poetic elements such as setting, mood, tone, etc., that contribute to meaning <u>Assessment Limits:</u> ➤ <i>Elements of grade-appropriate lyric and narrative poems that contribute to meaning</i></p>	<p>b. Analyze language and structural features to determine meaning <u>Assessment Limits:</u> ➤ <i>Literal versus figurative meaning</i></p> <p>c. Analyze sound elements of poetry that contribute to meaning <u>Assessment Limits:</u> ➤ <i>Rhyme, rhyme scheme</i> ➤ <i>Alliteration and other repetition</i> ➤ <i>Onomatopoeia</i></p> <p>d. Analyze other poetic elements such as setting, mood, tone, etc., that contribute to meaning <u>Assessment Limits:</u> ➤ <i>Elements of grade-appropriate lyric and narrative poems that contribute to meaning</i></p>	<p>b. Analyze language and structural features to determine meaning <u>Assessment Limits:</u> ➤ <i>Literal versus figurative meaning</i></p> <p>c. Analyze sound elements of poetry that contribute to meaning <u>Assessment Limits:</u> ➤ <i>Rhyme, rhyme scheme</i> ➤ <i>Alliteration and other repetition</i> ➤ <i>Onomatopoeia</i></p> <p>d. Analyze other poetic elements such as setting, mood, tone, etc., that contribute to meaning <u>Assessment Limits:</u> ➤ <i>Elements of grade-appropriate lyric and narrative poems that contribute to meaning</i></p>

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Grades 3 - 8

3.0 Comprehension of Literary Text: Students will read, comprehend, interpret, analyze, and evaluate literary text.

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<p>5. Use elements of drama to facilitate understanding</p> <p>a. Use structural features to identify a play as a literary form</p> <p>b. Identify and explain the action of a scene <u>Assessment Limits:</u> ➤ <i>Literal versus interpretive meaning</i></p> <p>c. Identify and explain stage directions that help to create character and movement</p> <p>d. Identify and explain stage directions and dialogue that help to create character <u>Assessment Limits:</u> ➤ <i>In the text or a portion of the text</i></p>	<p>5. Use elements of drama to facilitate understanding</p> <p>a. Use structural features to identify a play as a literary form</p> <p>b. Identify and explain the action of a scene <u>Assessment Limits:</u> ➤ <i>Literal versus interpretive meaning</i></p> <p>c. Identify and explain stage directions that help to create character and movement</p> <p>d. Identify and explain stage directions and dialogue that help to create character <u>Assessment Limits:</u> ➤ <i>In the text or a portion of the text</i></p>	<p>5. Analyze elements of drama to facilitate understanding</p> <p>a. Use structural features to identify a play as a literary form and distinguish among types of plays</p> <p>b. Identify and explain the action of a scene <u>Assessment Limits:</u> ➤ <i>Literal versus interpretive meaning</i></p> <p>c. Identify and explain how stage directions create character and movement</p> <p>d. Identify and explain stage directions and dialogue that help to create character <u>Assessment Limits:</u> ➤ <i>In the text or a portion of the text</i></p>	<p>5. Analyze elements of drama to facilitate understanding</p> <p>a. Use structural features to distinguish among types of plays</p> <p>b. Identify and explain the action of scenes and acts <u>Assessment Limits:</u> ➤ <i>Literal versus interpretive meaning</i></p> <p>c. Identify and explain how stage directions create character movement</p> <p>d. Identify and explain stage directions and dialogue that help to create character <u>Assessment Limits:</u> ➤ <i>In the text or a portion of the text</i></p>	<p>5. Analyze elements of drama to facilitate understanding and interpretation</p> <p>a. Use structural features to distinguish among types of plays</p> <p>b. Analyze the action of individual scenes and acts and their relationship to the plot <u>Assessment Limits:</u> ➤ <i>Literal versus interpretive meaning</i></p> <p>c. Analyze how stage directions affect dialogue, characters, and plot <u>Assessment Limits:</u> ➤ <i>In the text or a portion of the text</i></p>	<p>5. Analyze and evaluate elements of drama to facilitate understanding and interpretation</p> <p>a. Use structural features to distinguish among types of plays</p> <p>b. Analyze structural features of drama that contribute to meaning <u>Assessment Limits:</u> ➤ <i>Literal versus interpretive meaning</i></p> <p>c. Analyze how dialogue and stage directions work together to create characters and plot <u>Assessment Limits:</u> ➤ <i>In the text or a portion of the text</i></p>

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Grades 3 - 8

3.0 Comprehension of Literary Text: Students will read, comprehend, interpret, analyze, and evaluate literary text.

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<p>6. Determine important ideas and messages in literary texts</p> <p>a. Identify and explain main ideas and universal themes</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ Main ideas of the text or a portion of the text ➤ Message, moral, or lesson learned from the text <p>b. Identify and explain a similar idea or theme in more than one text</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ Messages, morals, or lessons learned across texts <p>c. Retell the text</p> <p>d. Summarize</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ The text or a portion of the text 	<p>6. Determine important ideas and messages in literary texts</p> <p>a. Identify and explain main ideas and universal themes</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ Main ideas of the text or a portion of the text ➤ Message, moral, or lesson learned from the text <p>b. Identify and explain a similar theme in more than one text</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ Messages, morals, or lessons learned across texts <p>c. Paraphrase</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ The text or a portion of the text <p>d. Summarize</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ The text or a portion of the text 	<p>6. Determine important ideas and messages in literary texts</p> <p>a. Identify and explain main ideas and universal themes</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ Main ideas of the text or a portion of the text ➤ Message, moral, or lesson learned from the text <p>b. Identify and explain similar themes across multiple texts</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ Messages, morals, or lessons learned across texts <p>c. Paraphrase</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ The text or a portion of the text <p>d. Summarize</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ The text or a portion of the text 	<p>6. Determine important ideas and messages in literary texts</p> <p>a. Analyze main ideas and universal themes</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ Of the text or a portion of the text ➤ Experiences, emotions, issues, and ideas in a text that give rise to universal themes ➤ Message, moral, or lesson learned from the text <p>b. Analyze similar themes across multiple texts</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ Experiences, emotions, issues, and ideas across texts that give rise to universal themes <p>c. Paraphrase</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ The text or a portion of the text <p>d. Summarize</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ The text or a portion of the text 	<p>6. Analyze important ideas and messages in literary texts</p> <p>a. Analyze main ideas and universal themes</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ Of the text or a portion of the text ➤ Experiences, emotions, issues, and ideas in a text that give rise to universal themes <p>b. Analyze similar themes across multiple texts</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ Experiences, emotions, issues, and ideas across texts that give rise to universal themes <p>c. Summarize or paraphrase</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ The text or a portion of the text <p>d. Reflect on and explain personal connections to the text</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ Connections between personal 	<p>6. Analyze and interpret important ideas and messages in literary texts</p> <p>a. Analyze main ideas and universal themes</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ Of the text or a portion of the text ➤ Experiences, emotions, issues, and ideas in a text that give rise to universal themes <p>b. Analyze similar themes across multiple texts</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ Experiences, emotions, issues, and ideas across texts that give rise to universal themes <p>c. Summarize or paraphrase</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ The text or a portion of the text <p>d. Reflect on and explain personal connections to the text</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ Connections between personal

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Grades 3 - 8

3.0 Comprehension of Literary Text: Students will read, comprehend, interpret, analyze, and evaluate literary text.

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<p>e. Identify and explain personal connections to the text <u>Assessment Limits:</u> ➤ <i>Connections between personal experiences and the theme or main ideas</i></p> <p>7. Identify and describe the author's use of language</p> <p>a. Identify and explain how the use of dialogue contributes to a story</p>	<p>e. Identify and explain personal connections to the text <u>Assessment Limits:</u> ➤ <i>Connections between personal experiences and the theme or main ideas</i></p> <p>7. Identify and describe the author's use of language</p> <p>a. Identify and explain how the use of dialogue contributes to a story</p>	<p>e. Identify and explain personal connections to the text <u>Assessment Limits:</u> ➤ <i>Connections between personal experiences and the theme or main ideas</i></p> <p>f. Explain the implications of the text for the reader and/or society <u>Assessment Limits:</u> ➤ <i>Ideas and issues of a text that may have implications for the reader</i></p> <p>7. Identify and describe the author's use of language</p> <p>a. Identify and explain how the use of dialogue contributes to a story</p>	<p>e. Identify and explain personal connections to the text <u>Assessment Limits:</u> ➤ <i>Connections between personal experiences and the theme or main ideas</i></p> <p>f. Explain the implications of the text for the reader and/or society <u>Assessment Limits:</u> ➤ <i>Ideas and issues of a text that may have implications for the reader</i></p> <p>7. Analyze the author's purposeful use of language</p> <p>a. Analyze specific words and phrases that contribute to meaning <u>Assessment Limits:</u> ➤ <i>Significant words and phrases (e.g., idioms, colloquialisms, etc.) with a specific effect on meaning</i> ➤ <i>Denotations of above-grade-level words used in</i></p>	<p><i>experiences and the theme or main ideas</i></p> <p>e. Explain the implications of the text for the reader and/or society <u>Assessment Limits:</u> ➤ <i>Ideas and issues of a text that may have implications for the reader</i></p> <p>7. Analyze the author's purposeful use of language</p> <p>a. Analyze how specific language choices contribute to meaning <u>Assessment Limits:</u> ➤ <i>Significant words (e.g., idioms, colloquialisms, etc.) with a specific effect on meaning</i> ➤ <i>Denotations of above-grade-level words used in context</i></p>	<p><i>experiences and the theme or main ideas</i></p> <p>e. Explain the implications of the text for the reader and/or society <u>Assessment Limits:</u> ➤ <i>Ideas and issues of a text that may have implications for the reader</i></p> <p>7. Analyze and evaluate the author's purposeful use of language</p> <p>a. Analyze and evaluate how specific language choices contribute to meaning <u>Assessment Limits:</u> ➤ <i>Significant words (e.g., idioms, colloquialisms, etc.) with a specific effect on meaning</i> ➤ <i>Denotations of above-grade-level words used in</i></p>

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3.0 Comprehension of Literary Text: Students will read, comprehend, interpret, analyze, and evaluate literary text.

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<p>b. Identify and explain specific words and phrases that contribute to meaning</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ Significant words and phrases with a specific effect on meaning ➤ Denotations of above-grade-level words used in context <p>c. Identify and explain words and punctuation that create tone</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ In the text or a portion of the text <p>d. Identify and explain figurative language</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ Simile ➤ Personification ➤ Onomatopoeia 	<p>b. Identify and explain specific words and phrases that contribute to meaning</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ Significant words and phrases with a specific effect on meaning ➤ Denotations of above-grade-level words used in context <p>c. Identify and explain words and punctuation that create tone</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ In the text or a portion of the text <p>d. Identify and explain figurative language</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ Similes ➤ Metaphors ➤ Personification ➤ Onomatopoeia 	<p>b. Identify and explain specific words and phrases that contribute to meaning</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ Significant words and phrases with a specific effect on meaning ➤ Denotations of above-grade-level words used in context ➤ Connotations of grade-appropriate words and phrases in context <p>c. Identify and explain words and phrases that create tone</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ In the text or a portion of the text <p>d. Identify and explain figurative language that contributes to meaning</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ In the text or a portion of the text 	<p align="center"><i>context</i></p> <ul style="list-style-type: none"> ➤ Connotations of grade-appropriate words and phrases in context <p>b. Analyze words and phrases that create tone</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ In the text or a portion of the text <p>c. Identify and explain figurative language that contributes to meaning</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ In the text or a portion of the text <p>d. Analyze how sensory language contributes to meaning</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ Specific words and phrases in the text or a portion of the 	<ul style="list-style-type: none"> ➤ Connotations of grade-appropriate words and phrases in context <p>b. Analyze language choices that create tone</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ In the text or a portion of the text <p>c. Analyze figurative language that contributes to meaning and/or creates style</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ In the text or a portion of the text <p>d. Analyze imagery that contributes to meaning and/or creates style</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ Specific words and phrases in the text or a portion of the 	<p align="center"><i>context</i></p> <ul style="list-style-type: none"> ➤ Connotations of grade-appropriate words and phrases in context <p>b. Analyze and evaluate language choices that create tone</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ In the text or a portion of the text <p>c. Analyze the appropriateness of a particular tone</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ Connections between tone and other narrative elements <p>d. Analyze and evaluate figurative language that contributes to meaning and/or creates style</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ In the text or a portion of the text

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Grades 3 - 8

3.0 Comprehension of Literary Text: Students will read, comprehend, interpret, analyze, and evaluate literary text.

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<p>e. Identify and explain language that appeals to the senses and feelings <u>Assessment Limits:</u> ➤ <i>Specific words and phrases in the text or a portion of the text</i></p> <p>f. Identify and explain repetition and exaggeration <u>Assessment Limits:</u> ➤ <i>In the text or a portion of the text</i></p> <p>8. Read critically to evaluate literary texts</p> <p>a. Identify and explain the believability of the characters' actions and the story's events <u>Assessment Limits:</u> ➤ <i>In the text or a portion of the text</i></p> <p>b. Identify and explain questions left unanswered by the text <u>Assessment Limits:</u> ➤ <i>Questions and predictions about</i></p>	<p>e. Identify and explain language that appeals to the senses and feelings <u>Assessment Limits:</u> ➤ <i>Specific words and phrases in the text or a portion of the text</i></p> <p>f. Identify and explain repetition and exaggeration <u>Assessment Limits:</u> ➤ <i>In the text or a portion of the text</i></p> <p>8. Read critically to evaluate literary texts</p> <p>a. Identify and explain the believability of the characters' actions and the story's events <u>Assessment Limits:</u> ➤ <i>In the text or a portion of the text</i></p> <p>b. Identify and explain questions left unanswered by the text <u>Assessment Limits:</u> ➤ <i>Questions and predictions about</i></p>	<p>e. Identify and explain language that appeals to the senses and feelings <u>Assessment Limits:</u> ➤ <i>Specific words and phrases in the text or a portion of the text</i></p> <p>f. Identify and explain how repetition and exaggeration contribute to meaning <u>Assessment Limits:</u> ➤ <i>In the text or a portion of the text</i></p> <p>8. Read critically to evaluate literary texts</p> <p>a. Determine and explain the plausibility of the characters' actions and the plot <u>Assessment Limits:</u> ➤ <i>In the text or a portion of the text</i></p> <p>b. Identify and explain questions left unanswered by the text <u>Assessment Limits:</u> ➤ <i>Questions and predictions about</i></p>	<p align="center"><i>text</i></p> <p>e. Analyze how repetition and exaggeration contribute to meaning <u>Assessment Limits:</u> ➤ <i>In the text or a portion of the text</i></p> <p>8. Read critically to evaluate literary texts</p> <p>a. Determine and explain the plausibility of the characters' actions and the plot <u>Assessment Limits:</u> ➤ <i>In the text or a portion of the text</i></p> <p>b. Identify and explain questions left unanswered by the text <u>Assessment Limits:</u> ➤ <i>Questions and predictions about</i></p>	<p align="center"><i>text</i></p> <p>e. Analyze elements of style and their contribution to meaning <u>Assessment Limits:</u> ➤ <i>Common elements of style, such as, repetition, hyperbole, and rhetorical questions</i></p> <p>8. Read critically to evaluate literary texts</p> <p>a. Analyze the plausibility of the plot and the credibility of the characters <u>Assessment Limits:</u> <i>In the text or a portion of the text</i></p> <p>b. Analyze the extent to which the text contains ambiguities, subtleties, or contradictions <u>Assessment Limits:</u> ➤ <i>Questions and</i></p>	<p>e. Analyze imagery that contributes to meaning and/or creates style <u>Assessment Limits:</u> ➤ <i>Specific words and phrases that create sensory images or contribute to style in the text or a portion of the text</i></p> <p>f. Analyze elements of style and their contribution to meaning <u>Assessment Limits:</u> ➤ <i>Common elements of style such as repetition, hyperbole, and rhetorical questions</i></p> <p>8. Read critically to evaluate literary texts</p> <p>a. Analyze and evaluate the plausibility of the plot and the credibility of the characters <u>Assessment Limits:</u> ➤ <i>In the text or a portion of the text</i></p> <p>b. Analyze and evaluate the extent to which the text contains ambiguities, subtleties, or contradictions <u>Assessment Limits:</u></p>

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3.0 Comprehension of Literary Text: Students will read, comprehend, interpret, analyze, and evaluate literary text.

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<p><i>events, situations, and conflicts that might occur if the text were extended</i></p>	<p><i>events, situations, and conflicts that might occur if the text were extended</i></p> <p>c. Identify and explain the relationship between a literary text and its historical context</p>	<p><i>events, situations, and conflicts that might occur if the text were extended</i></p> <p>c. Identify and explain the relationship between a literary text and its historical context</p> <p>d. Identify and explain the relationship between the structure and the purpose of the text</p>	<p><i>events, situations, and conflicts that might occur if the text were extended</i></p> <p>c. Identify and explain the relationship between a literary text and its historical and/or social context</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ <i>Implications of the historical or social context on a literary text</i> <p>d. Identify and explain the relationship between the structure and the purpose of the text</p>	<p><i>predictions about events, situations, and conflicts that might occur if the text were extended</i></p> <p>c. Analyze the relationship between a literary text and its historical and/or social context</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ <i>Implications of the historical or social context on a literary text</i> <p>d. Analyze the relationship between the structure and the purpose of the text</p>	<ul style="list-style-type: none"> ➤ <i>Questions and predictions about events, situations, and conflicts that might occur if the text were extended</i> <p>c. Analyze and evaluate the relationship between a literary text and its historical, social, and/or political context</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ <i>Implications of the historical or social context on a literary text</i> <p>d. Analyze the relationship between the structure and the purpose of the text</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ <i>In the text or a portion of the text</i>

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4.0 Writing: Students will compose in a variety of modes by developing content, employing specific forms, and selecting language appropriate for a particular audience and purpose.

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<p>A. Writing</p> <p>1. Compose texts using the prewriting and drafting strategies of effective writers and speakers</p> <p>a. Generate topics based on discussion of common experiences using techniques, such as, graphic organizers, journal writing, listing, webbing, and discussion of prior experiences</p>	<p>A. Writing</p> <p>1. Compose texts using the prewriting and drafting strategies of effective writers and speakers</p> <p>a. Generate and select topics using techniques, such as, graphic organizers, journal writing, free writing, listing, webbing, and discussion of prior experiences</p>	<p>A. Writing</p> <p>1. Compose texts using the prewriting and drafting strategies of effective writers and speakers</p> <p>a. Generate, select, and narrow topics, collectively and independently, using graphic organizers, prior writing, and/or prior experiences</p>	<p>A. Writing</p> <p>1. Compose texts using the prewriting and drafting strategies of effective writers and speakers</p> <p>a. Use a variety of self-selected prewriting strategies to generate, select, narrow, and develop ideas</p> <ul style="list-style-type: none"> • <i>Evaluate topics for personal relevance, scope, and feasibility</i> • <i>Begin a coherent plan for developing ideas</i> • <i>Explore and evaluate relevant sources of information</i> 	<p>A. Writing</p> <p>1. Compose texts using the prewriting and drafting strategies of effective writers and speakers</p> <p>a. Use a variety of self-selected prewriting strategies to generate, select, narrow, and develop ideas</p> <ul style="list-style-type: none"> • <i>Evaluate topics for personal relevance, scope, and feasibility</i> • <i>Begin a coherent plan for developing ideas</i> • <i>Explore and evaluate relevant sources of information</i> 	<p>A. Writing</p> <p>1. Compose texts using the prewriting and drafting strategies of effective writers and speakers</p> <p>a. Use a variety of self-selected prewriting strategies to generate, select, narrow, and develop ideas</p> <ul style="list-style-type: none"> • <i>Evaluate topics for personal relevance, scope, and feasibility</i> • <i>Begin a coherent plan for developing ideas</i> • <i>Explore and evaluate relevant sources of information</i>

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Grades 3 - 8

4.0 Writing: Students will compose in a variety of modes by developing content, employing specific forms, and selecting language appropriate for a particular audience and purpose.

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<p>b. Plan and organize ideas for writing by using an appropriate organizational structure, such as, chronological or sequential order, comparison and contrast</p> <ul style="list-style-type: none"> • <i>Complete an idea by providing topic, support, and concluding sentences</i> 	<p>b. Plan and organize ideas for writing by using an appropriate organizational structure, such as, chronological or sequential order, comparison and contrast, cause and effect</p> <ul style="list-style-type: none"> • <i>Complete an idea by providing topic, support, and concluding sentences</i> 	<p>b. Select and use appropriate organizational structures, such as, narrative, chronological or sequential order, description, main idea and detail, problem/solution, question/answer, comparison and contrast, cause and effect</p> <ul style="list-style-type: none"> • <i>Complete an idea by providing topic, support, and concluding sentences</i> 	<p>b. Select, organize, and develop ideas appropriate to topic, audience, and purpose</p> <ul style="list-style-type: none"> • <i>Organize information logically</i> • <i>Use effective organizational structures</i> • <i>Select or eliminate information as appropriate</i> • <i>Verify the effectiveness of paragraph development by modifying topic, support, and concluding sentences as necessary</i> 	<p>b. Select, organize, and develop ideas appropriate to topic, audience, and purpose</p> <ul style="list-style-type: none"> • <i>Organize information logically</i> • <i>Use techniques, such as, graphic organizers and signal words to complete and clarify organizational structures</i> • <i>Verify the effectiveness of paragraph development by modifying topic, support, and concluding sentences as necessary</i> 	<p>b. Select, organize, and develop ideas appropriate to topic, audience, and purpose</p> <ul style="list-style-type: none"> • <i>Organize information logically</i> • <i>Use techniques, such as, graphic organizers and signal words to complete and clarify organizational structures</i> • <i>Verify the effectiveness of paragraph development by modifying topic, support, and concluding sentences as necessary</i>

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4.0 Writing: Students will compose in a variety of modes by developing content, employing specific forms, and selecting language appropriate for a particular audience and purpose.

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<p>2. Compose oral, written, and visual presentations that express personal ideas, inform, and persuade</p> <p>a. Compose to express personal ideas to develop fluency using a variety of forms, such as, journals, narratives, letters, reports, and paragraphs</p> <p>b. Describe in prose and poetry by using sensory details and vivid language with active verbs and colorful adjectives</p> <p>c. Compose to inform using summary and selection of major points and examples to support a main idea</p>	<p>2. Compose oral, written, and visual presentations that express personal ideas, inform, and persuade</p> <p>a. Compose to express personal ideas to develop fluency using a variety of forms suited to topic, audience, and purpose</p> <p>b. Describe in prose and poetry by using purposeful imagery and sensory details with active verbs and colorful adjectives</p> <p>c. Compose to inform using a structure with a clear beginning, middle, and end and a selection of major points, examples, and facts to support a main idea</p>	<p>2. Compose oral, written, and visual presentations that express personal ideas, inform, and persuade</p> <p>a. Compose to express personal ideas by experimenting with a variety of forms and techniques suited to topic, audience, and purpose</p> <p>b. Describe in prose and/or poetic forms to clarify, extend, or elaborate on ideas by using vivid language such as imagery and figurative language</p> <p>c. Compose to inform using relevant support and a variety of appropriate organizational structures and signal words within a paragraph</p>	<p>2. Compose oral, written, and visual presentations that express personal ideas, inform, and persuade</p> <p>a. Compose to express personal ideas by experimenting with a variety of forms and techniques suited to topic, audience, and purpose to develop an awareness of voice and tone</p> <p>b. Describe in prose and/or poetic forms to clarify, extend, or elaborate on ideas by using vivid language such as imagery, figurative language, and sound elements</p> <p>c. Compose to inform using relevant support and a variety of appropriate organizational structures and signal words within a paragraph</p>	<p>2. Compose oral, written, and visual presentations that express personal ideas, inform, and persuade</p> <p>a. Compose to express personal ideas by experimenting with a variety of forms and techniques suited to topic, audience, and purpose in order to develop a personal style and a clear, intentional, and consistent voice and tone</p> <p>b. Describe in prose and/or poetic forms to clarify, extend, or elaborate on ideas by using evocative language and appropriate organizational structure to create a dominant impression</p> <p>c. Compose to inform using relevant support and a variety of appropriate organizational structures and signal words within and between paragraphs</p>	<p>2. Compose oral, written, and visual presentations that express personal ideas, inform, and persuade</p> <p>a. Compose to express personal ideas by experimenting with a variety of forms and techniques suited to topic, audience, and purpose in order to develop a personal style, a distinctive voice, and a deliberate tone</p> <p>b. Describe in prose and/or poetic forms to clarify, extend, or elaborate on ideas by using evocative language and appropriate organizational structure to create a dominant impression</p> <p>c. Compose to inform using relevant support and appropriate organizational structures while maintaining an objective perspective</p>

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4.0 Writing: Students will compose in a variety of modes by developing content, employing specific forms, and selecting language appropriate for a particular audience and purpose.

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<p>d. Compose to persuade using significant reasons and relevant support</p> <ul style="list-style-type: none"> • <i>Agree or disagree with an idea and generate convincing reasons with relevant support</i> • <i>Consider effective forms</i> <p>e. Use writing-to-learn strategies such as journals, admit/exit slips, diagrams, drawings, graphic organizers, and "think-aloud's on paper" to connect ideas and thinking about lesson content</p>	<p>d. Compose to persuade using significant reasons and relevant support</p> <ul style="list-style-type: none"> • <i>Agree or disagree with an idea and generate convincing reasons with relevant support</i> • <i>Consider effective forms and word choice</i> <p>e. Use writing-to-learn strategies such as diagrams, flow charts, freewriting, learning logs, and "think-aloud's on paper" to connect ideas and thinking about lesson content</p>	<p>d. Compose to persuade using significant reasons and relevant support to agree or disagree with an idea</p> <ul style="list-style-type: none"> • <i>Take a position and generate convincing reasons to support it</i> • <i>Consider the effectiveness of form, diction, audience appeal, and organization</i> <p>e. Use writing-to-learn strategies such as learning logs, dialogue journals, and quickwrites to connect ideas and thinking about lesson content</p>	<p>d. Compose to persuade by supporting, modifying, or disagreeing with a position, using effective rhetorical strategies</p> <ul style="list-style-type: none"> • <i>Support, modify, or disagree with a position and generate convincing evidence to support it</i> • <i>Consider the effectiveness of diction, audience appeal, and organization</i> • <i>Use connotation, repetition, and figurative language to control audience emotion and reaction</i> • <i>Use authoritative citations</i> <p>e. Use writing-to-learn strategies such as dialect journals, quickwrites, and mindmaps to make connections between learning and prior knowledge</p>	<p>d. Compose to persuade by supporting, modifying, or disagreeing with a position, using effective rhetorical strategies</p> <ul style="list-style-type: none"> • <i>Write an assertion and use evidence that appeals to audience emotion, reasoning, or trust</i> • <i>Organize ideas to construct a logical progression</i> • <i>Use diction and syntax that is sincere, honest, and trustworthy</i> • <i>Use connotation, repetition, parallelism, and figurative language to control audience emotion and reaction</i> • <i>Use authoritative citations when effective and document appropriately</i> <p>e. Use writing-to-learn strategies such as reflective and metacognitive writing to set goals, make discoveries, and make connections among learned ideas</p>	<p>d. Compose to persuade by supporting, modifying, or refuting a position, using effective rhetorical strategies</p> <ul style="list-style-type: none"> • <i>Write an assertion and use evidence that appeals to audience emotion, reasoning, or trust</i> • <i>Organize ideas to construct a logical progression</i> • <i>Use diction and syntax that is sincere, honest, and trustworthy</i> • <i>Use connotation, repetition, and figurative language to control audience emotion and reaction</i> • <i>Use authoritative citations when effective and document appropriately</i> <p>e. Use writing-to-learn strategies such as reflective journals, metacognitive writings, and projections based on reflections to analyze and synthesize thinking and learning</p>

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4.0 Writing: Students will compose in a variety of modes by developing content, employing specific forms, and selecting language appropriate for a particular audience and purpose.

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<p>f. Manage time and process when writing for a given purpose</p> <p>3. Compose texts using the revising and editing strategies of effective writers and speakers</p> <p>a. Revise texts for clarity, completeness, and effectiveness</p> <ul style="list-style-type: none"> • <i>Eliminate words and ideas that do not support the main idea</i> • <i>Clarify meaning by rearranging words within a sentence</i> • <i>Clarify meaning by rearranging sentences within a text for a clear beginning, middle, and end</i> 	<p>f. Manage time and process when writing for a given purpose</p> <p>3. Compose texts using the revising and editing strategies of effective writers and speakers</p> <p>a. Revise texts for clarity, completeness, and effectiveness</p> <ul style="list-style-type: none"> • <i>Eliminate words and ideas that do not support the main idea</i> • <i>Clarify meaning by adding modifiers and sensory words within a sentence</i> • <i>Clarify meaning by rearranging sentences within a text for a clear beginning, middle, and end</i> • <i>Provide sentence variety and length by combining sentences and correcting rambling sentences</i> 	<p>f. Manage time and process when writing for a given purpose</p> <p>3. Compose texts using the revising and editing strategies of effective writers and speakers</p> <p>a. Revise texts for clarity, completeness, and effectiveness</p> <ul style="list-style-type: none"> • <i>Eliminate words and ideas that do not support the main idea</i> • <i>Clarify meaning by rearranging words within a sentence</i> • <i>Clarify meaning by rearranging sentences within a text</i> • <i>Provide sentence variety and length by combining sentences and correcting rambling sentences</i> 	<p>f. Manage time and process when writing for a given purpose</p> <p>3. Compose texts using the revising and editing strategies of effective writers and speakers</p> <p>a. Revise texts for clarity, completeness, and effectiveness</p> <ul style="list-style-type: none"> • <i>Eliminate redundant and irrelevant words and ideas</i> • <i>Clarify meaning through the placement of antecedents, modifiers, connectors, and transitional devices</i> • <i>Coordinate equal ideas within a sentence</i> • <i>Subordinate less important ideas with a sentence using phrases and clauses</i> • <i>Maintain consistent person, number and tense</i> • <i>Modify sentences from passive to active voice</i> • <i>Vary sentence types and lengths to</i> 	<p>f. Manage time and process when writing for a given purpose</p> <p>3. Compose texts using the revising and editing strategies of effective writers and speakers</p> <p>a. Revise texts for clarity, completeness, and effectiveness</p> <ul style="list-style-type: none"> • <i>Eliminate redundant and irrelevant words and ideas</i> • <i>Clarify meaning through the placement of antecedents, modifiers, connectors, and transitional devices</i> • <i>Clarify the relationships among ideas through coordination and subordination that are purposeful, logical, succinct, and balanced</i> • <i>Clarify meaning and purpose by using active voice and consistent person, number, tense, and mood</i> • <i>Vary sentence types and lengths to clarify and extend</i> 	<p>f. Manage time and process when writing for a given purpose</p> <p>3. Compose texts using the revising and editing strategies of effective writers and speakers</p> <p>a. Revise texts for clarity, completeness, and effectiveness</p> <ul style="list-style-type: none"> • <i>Eliminate redundant and irrelevant words and ideas</i> • <i>Clarify meaning through the placement of antecedents, modifiers, connectors, and transitional devices</i> • <i>Clarify the relationships among ideas through coordination and subordination that are purposeful, logical, succinct, and parallel</i> • <i>Clarify meaning and purpose by using active voice and consistent person, number, tense, and mood</i> • <i>Vary sentence types and lengths to clarify and extend</i>

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Grades 3 - 8

4.0 Writing: Students will compose in a variety of modes by developing content, employing specific forms, and selecting language appropriate for a particular audience and purpose.

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<p>b. Use suitable traditional and electronic resources to edit final copies of text for correctness in language usage and conventions such as capitalization, punctuation, and spelling</p> <ul style="list-style-type: none"> • <i>Self edit</i> • <i>Peer edit</i> • <i>Dictionary</i> <p>c. Prepare the final product for presentation to an audience</p>	<p>b. Use suitable traditional and electronic resources to edit final copies of text for correctness in language usage and conventions such as capitalization, punctuation, and spelling</p> <ul style="list-style-type: none"> • <i>Self edit</i> • <i>Peer edit</i> • <i>Dictionary</i> • <i>Thesaurus</i> • <i>Spell checker</i> • <i>Language handbook</i> <p>c. Prepare the final product for presentation to an audience</p>	<p>b. Use suitable traditional and electronic resources to refine presentations and edit texts for effective and appropriate use of language and conventions such as capitalization, punctuation, spelling, and pronunciation</p> <ul style="list-style-type: none"> • <i>Self edit</i> • <i>Peer edit</i> • <i>Dictionary</i> • <i>Thesaurus</i> • <i>Spell checker</i> • <i>Language handbook</i> • <i>Grammar checker</i> <p>c. Prepare the final product for presentation to an audience</p>	<p align="center"><i>clarify and extend meaning and to develop style</i></p> <p>b. Use suitable traditional and electronic resources to refine presentations and edit texts for effective and appropriate use of language and conventions such as capitalization, punctuation, spelling, and pronunciation</p> <ul style="list-style-type: none"> • <i>Self edit</i> • <i>Peer edit</i> • <i>Dictionary</i> • <i>Thesaurus</i> • <i>Spell checker</i> • <i>Language handbook</i> • <i>Grammar checker</i> <p>c. Prepare the final product for presentation to an audience</p>	<p align="center"><i>meaning and to develop style</i></p> <p>b. Use suitable traditional and electronic resources to refine presentations and edit texts for effective and appropriate use of language and conventions such as capitalization, punctuation, spelling, and pronunciation</p> <ul style="list-style-type: none"> • <i>Self edit</i> • <i>Peer edit</i> • <i>Dictionary</i> • <i>Thesaurus</i> • <i>Spell checker</i> • <i>Language handbook</i> • <i>Grammar checker</i> • <i>Style book</i> <p>c. Prepare the final product for presentation to an audience</p>	<p align="center"><i>meaning, to demonstrate style, and to sustain audience interest</i></p> <p>b. Use suitable traditional and electronic resources to refine presentations and edit texts for effective and appropriate use of language and conventions such as capitalization, punctuation, spelling, and pronunciation</p> <ul style="list-style-type: none"> • <i>Self edit</i> • <i>Peer edit</i> • <i>Dictionary</i> • <i>Thesaurus</i> • <i>Spell checker</i> • <i>Language handbook</i> • <i>Grammar checker</i> • <i>Style book</i> <p>c. Prepare the final product for presentation to an audience</p>

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Grades 3 - 8

4.0 Writing: Students will compose in a variety of modes by developing content, employing specific forms, and selecting language appropriate for a particular audience and purpose.

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<p>4. Identify how language choices in writing and speaking affect thoughts and feelings</p> <p>a. Select words appropriate for audience, situation, or purpose</p> <p>b. Acquire and use new vocabulary</p> <p>c. Consider the effect of word choices on the audience</p>	<p>4. Identify how language choices in writing and speaking affect thoughts and feelings</p> <p>a. Select words appropriate for audience, situation, or purpose</p> <p>b. Describe how listeners might respond differently to similar words such as nightmare/dream, loud/deafening, cute/gorgeous</p> <p>c. Consider the effect of word choices on the audience</p>	<p>4. Identify how language choices in writing and speaking affect thoughts and feelings</p> <p>a. Select words appropriate for audience, situation, or purpose</p> <p>b. Describe how listeners might respond differently to similar words such as nightmare/dream, loud/deafening, cute/gorgeous</p> <p>c. Consider how word choices affect the audience</p>	<p>4. Identify how language choices in writing and speaking affect thoughts and feelings</p> <p>a. Use precise word choice, formal to informal, based on audience, situation, or purpose</p> <p>b. Consider the connotative and/or denotative meanings of words when selecting vocabulary</p> <p>c. Consider how word choices affect the audience</p>	<p>4. Identify how language choices in writing and speaking affect thoughts and feelings</p> <p>a. Use precise word choice, formal to informal, based on audience, situation, or purpose</p> <p>b. Make effective decisions regarding word choice according to connotative and denotative meanings</p> <p>c. Consider how readers or listeners might respond differently to the same words</p>	<p>4. Identify how language choices in writing and speaking affect thoughts and feelings</p> <p>a. Choose a level of language, formal to informal, appropriate for a specific audience, situation, or purpose</p> <p>b. Differentiate connotative from denotative meanings of words to make precise word choices</p> <p>c. Consider how readers or listeners might respond differently to the same words</p>

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Grades 3 - 8

4.0 Writing: Students will compose in a variety of modes by developing content, employing specific forms, and selecting language appropriate for a particular audience and purpose.

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<p>5. Assess the effectiveness of choice of details, word choice, and use of figurative language in the student's own composing</p> <p>a. Assess the effectiveness of choice of details and words/phrases that extend meaning in student's own composing</p> <p>b. Explain how specific words/phrases used by the writer affects reader response</p> <p>c. Examine and use basic transitions such as "and," "but," "or," "first," "second," and "last"</p>	<p>5. Assess the effectiveness of choice of details, organizational pattern, word choice, and use of figurative language in the student's own composing</p> <p>a. Assess the effectiveness of word choice in student's own composing</p> <ul style="list-style-type: none"> • <i>Language suitable for a given purpose</i> • <i>Words/phrases that extend meaning</i> <p>b. Explain how specific words/phrases used by the writer affects reader response</p> <p>c. Examine and use spatial transitions such as "near," "far," "on the left," and "in the distance"</p>	<p>5. Assess the effectiveness of choice of details, organizational pattern, word choice, syntax, use of figurative language, and rhetorical devices in the student's own composing</p> <p>a. Assess the effectiveness of word choice that reveals a student's purpose for writing</p> <ul style="list-style-type: none"> • <i>Language appropriate for a particular audience</i> • <i>Language suitable for a given purpose</i> • <i>Words/phrases/sentences that extend meaning in a given context</i> <p>b. Explain how specific words/phrases/sentences affect reader/listener response</p> <p>c. Examine and use transitions showing importance and relation such as "because," "additionally," "unless," "although," and "so"</p>	<p>5. Assess the effectiveness of choice of details, organizational pattern, word choice, syntax, use of figurative language, and rhetorical devices in the student's own composing</p> <p>a. Assess the effectiveness of diction that reveals his or her purpose</p> <ul style="list-style-type: none"> • <i>Language appropriate for a particular audience</i> • <i>Language suitable for a given purpose</i> • <i>Words/phrases/sentences that extend meaning in a given context</i> <p>b. Explain how the specific language and expression used by the writer or speaker affects reader/listener response</p> <p>c. Evaluate the use of transitions in a text</p>	<p>5. Assess the effectiveness of choice of details, organizational pattern, word choice, syntax, use of figurative language, and rhetorical devices in the student's own composing</p> <p>a. Assess the effectiveness of diction that reveals his or her purpose</p> <ul style="list-style-type: none"> • <i>Language appropriate for a particular audience</i> • <i>Language suitable for a given purpose</i> • <i>Words/phrases/sentences that extend meaning in a given context</i> <p>b. Explain how the specific language and expression used by the writer or speaker affects reader/listener response</p> <p>c. Evaluate the use of transitions in a text</p>	<p>5. Assess the effectiveness of choice of details, organizational pattern, word choice, syntax, use of figurative language, and rhetorical devices in the student's own composing</p> <p>a. Assess the effectiveness of diction that reveals his or her purpose</p> <ul style="list-style-type: none"> • <i>Language appropriate for a particular audience</i> • <i>Language suitable for a given purpose</i> • <i>Words/phrases/sentences that extend meaning in a given context</i> <p>b. Explain how the specific language and expression used by the writer or speaker affects reader/listener response</p> <p>c. Evaluate the use of transitions and their effectiveness in a text</p>

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Grades 3 - 8

4.0 Writing: Students will compose in a variety of modes by developing content, employing specific forms, and selecting language appropriate for a particular audience and purpose.

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<p>6. Explain how textual changes in a work clarify meaning or fulfill a purpose</p> <p>a. Revise own text for word choice</p>	<p>6. Explain how textual changes in a work clarify meaning, address a particular audience, or fulfill a purpose</p> <p>a. Revise own text for word choice</p> <p>b. Explain how revisions in word choice affect meaning</p>	<p>6. Explain how textual changes in a work enhance tone, clarify meaning, address a particular audience, or fulfill a purpose</p> <p>a. Identify the tone of one's own writing, and revise word choice to modify tone in order to address a given purpose and/or audience</p> <p>b. Explain how revisions in word choice and syntax affect meaning</p>	<p>6. Explain how textual changes alter tone, clarify meaning, address a particular audience, or fulfill a purpose</p> <p>a. Identify the tone of one's own writing, and revise word choice to modify tone in order to address a given purpose and/or audience</p> <p>b. Justify revisions in syntax and diction from a previous draft of his or her same text by explaining how the change affects meaning</p>	<p>6. Evaluate textual changes in a work and explain how these changes alter tone, clarify meaning, address a particular audience, or fulfill a purpose</p> <p>a. Alter the tone of one's own writing by revising its diction for a specific purpose and/or audience</p> <p>b. Justify revisions in syntax and diction from a previous draft of his or her same text by explaining how the change affects meaning</p>	<p>6. Evaluate textual changes in a work and explain how these changes alter tone, clarify meaning, address a particular audience, or fulfill a purpose</p> <p>a. Alter the tone of one's own writing by revising its diction for a specific purpose and/or audience</p> <p>b. Justify revisions in syntax and diction from a previous draft of his or her same text by explaining how the change affects meaning</p>

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Grades 3 - 8

4.0 Writing: Students will compose in a variety of modes by developing content, employing specific forms, and selecting language appropriate for a particular audience and purpose.

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<p>7. Locate, retrieve, and use information from various sources to accomplish a purpose</p> <p>a. Identify and use sources of information on a topic</p> <p>b. Use various information retrieval sources (traditional and/or electronic) to obtain information on a topic</p>	<p>7. Locate, retrieve, and use information from various sources to accomplish a purpose</p> <p>a. Identify and use sources of information on a topic</p> <p>b. Use various information retrieval sources (traditional and/or electronic) to obtain information on a topic</p>	<p>7. Locate, retrieve, and use information from various sources to accomplish a purpose</p> <p>a. Identify, evaluate, and use sources of information on a self-selected and/or given topic</p> <p>b. Use various information retrieval sources (traditional and/or electronic) to obtain information on a self-selected and/or given topic</p>	<p>7. Locate, retrieve, and use information from various sources to accomplish a purpose</p> <p>a. Identify, evaluate, and use sources of information on a self-selected and/or given topic</p> <p>b. Use various information retrieval sources (traditional and/or electronic) to obtain information on a self-selected and/or given topic</p>	<p>7. Locate, retrieve, and use information from various sources to accomplish a purpose</p> <p>a. Identify, evaluate, and use sources of information on a self-selected and/or given topic</p> <p>b. Use various information retrieval sources (traditional and/or electronic) to obtain information on a self-selected and/or given topic</p>	<p>7. Locate, retrieve, and use information from various sources to accomplish a purpose</p> <p>a. Identify, evaluate, and use appropriate sources of information on a self-selected and/or given topic</p> <p>b. Use various information retrieval sources (traditional and/or electronic) to obtain information on a self-selected and/or given topic</p>

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Grades 3 - 8

4.0 Writing: Students will compose in a variety of modes by developing content, employing specific forms, and selecting language appropriate for a particular audience and purpose.

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<p>c. Use note taking and organizational strategies to record and organize information</p> <ul style="list-style-type: none"> • <i>Participate in teacher-directed note-taking and organization of information</i> 	<p>c. Use note taking, organizational strategies, and simple documentation of information to record and organize information</p> <ul style="list-style-type: none"> • <i>Participate in teacher-directed note-taking and organization of information</i> 	<p>c. Select appropriate information for note taking and organizing information</p> <ul style="list-style-type: none"> • <i>Practice appropriate strategies for organizing information and/or taking notes</i> 	<p>c. Use appropriate note taking procedures, organizational strategies, and proper documentation of sources of information</p> <ul style="list-style-type: none"> • <i>Appropriate strategies for taking notes</i> <ul style="list-style-type: none"> ▪ Appropriate strategies for organizing source information or notes ▪ Information to include or exclude when using a note taking method ▪ Advantages, disadvantages, or limitations of a given strategy or procedure for recording or organizing information ▪ Advantages, disadvantages, or limitations of sources of information, such as bias, accuracy, availability, variety, currency 	<p>c. Use appropriate note taking procedures, organizational strategies, and proper documentation of sources of information</p> <ul style="list-style-type: none"> • <i>Appropriate strategies for taking notes</i> <ul style="list-style-type: none"> ▪ Appropriate strategies for organizing source information or notes ▪ Information to include or exclude when using a note taking method ▪ Advantages, disadvantages, or limitations of a given strategy or procedure for recording or organizing information ▪ Advantages, disadvantages, or limitations of sources of information, such as bias, accuracy, availability, variety, currency 	<p>c. Use a systematic process for recording, documenting, and organizing this information</p> <ul style="list-style-type: none"> • <i>Appropriate strategies for taking notes</i> <ul style="list-style-type: none"> ▪ Appropriate strategies for organizing source information or notes ▪ Information to include or exclude when using a note taking method ▪ Advantages, disadvantages, or limitations of a given strategy or procedure for recording or organizing information ▪ Advantages, disadvantages, or limitations of sources of information, such as bias, accuracy, availability, variety, currency

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Grades 3 - 8

4.0 Writing: Students will compose in a variety of modes by developing content, employing specific forms, and selecting language appropriate for a particular audience and purpose.

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<p>d. Use information to fulfill a given purpose</p>	<p>d. Use information to fulfill a given purpose</p> <p>e. Credit sources when paraphrasing and quoting to avoid plagiarism</p>	<p>d. Use information from two or more sources to fulfill a given purpose</p> <p>e. Credit sources when paraphrasing, summarizing, and quoting to avoid plagiarism</p>	<ul style="list-style-type: none"> • <i>Use a recognized format for documentation, such as, MLA</i> <p>d. Synthesize information from two or more sources to fulfill a self-selected or given purpose</p> <p>e. Use a recognized format to credit sources when paraphrasing, summarizing, and quoting to avoid plagiarism</p>	<ul style="list-style-type: none"> • <i>Use a recognized format for documentation, such as, MLA</i> <p>d. Synthesize information from two or more sources to fulfill a self-selected or given purpose</p> <p>e. Use a recognized format to credit sources when paraphrasing, summarizing, and quoting to avoid plagiarism</p>	<ul style="list-style-type: none"> • <i>Use a recognized format for documentation, such as, MLA</i> <p>d. Synthesize information from two or more sources to fulfill a self-selected or given purpose</p> <p>e. Use a recognized format to credit sources when paraphrasing, summarizing, and quoting to avoid plagiarism</p>

STATE CURRICULUM-READING/ENGLISH LANGUAGE ARTS

Grades 3 - 8

5.0 Controlling Language: Students will control language by applying the conventions of standard English in speaking and writing.*

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<p>A. Grammar</p> <p>1. Recognize elements of grammar in personal and academic reading</p> <p>2. Recognize, recall, and use basic elements of grammar to express ideas clearly**</p> <p>a. Identify and use parts of speech such as nouns, pronouns, verbs, adverbs, adjectives (including articles)</p> <p>b. Identify and incorporate subjects and verbs when composing simple sentences</p>	<p>A. Grammar</p> <p>1. Recognize elements of grammar in personal and academic reading</p> <p>2. Recognize, recall, and use basic elements of grammar to express ideas clearly**</p> <p>a. Identify and use parts of speech such as prepositions, conjunctions, and interjections</p> <p>b. Combine short, related sentences using a series, compound subjects, and key words</p>	<p>A. Grammar</p> <p>1. Recognize elements of grammar in personal and academic reading</p> <p>2. Recognize, recall, and use basic elements of grammar to express ideas clearly**</p> <p>a. Recognize the meaning, position, form, and function of words when identifying grammatical concepts such as concrete, collective, and abstract nouns; demonstrative and relative pronouns; subordinating conjunctions</p> <p>b. Combine sentences using appositives, participial phrases, adjectives, adverbs, and prepositional phrases</p>	<p>A. Grammar</p> <p>1. Recognize elements of grammar in personal and academic reading</p> <p>2. Recognize, recall, and use grammar concepts and skills to strengthen control of oral and written language**</p> <p>a. Recognize the meaning, position, form, and function of words when identifying grammatical concepts such as indefinite pronouns, perfect verb tenses, conjunctive adverbs, and correlative conjunctions</p> <p>b. Combine sentences using knowledge of subjects and predicates, logical placement of modifiers, and logical coordination, subordination, and sequencing of ideas</p>	<p>A. Grammar</p> <p>1. Recognize elements of grammar in personal and academic reading</p> <p>2. Apply knowledge of grammar concepts and skills to control oral and written language**</p> <p>a. Consider the meaning, position, form, and function of words when identifying and using grammatical concepts such as verbal and verbal phrases (gerunds, participles, and infinitives), reflexive and intensive pronouns, progressive forms of verbs, and active and passive voice</p> <p>b. Combine and expand sentences by incorporating subjects, predicates, and modifiers and by logically coordinating, subordinating, and sequencing ideas</p>	<p>A. Grammar</p> <p>1. Recognize elements of grammar in personal and academic reading</p> <p>2. Apply knowledge of grammar concepts and skills to control oral and written language**</p> <p>a. Consider the meaning, position, form, and function of words when identifying and using all grammatical concepts</p> <p>b. Combine and expand sentences by incorporating subjects, predicates, and modifiers and by logically coordinating, subordinating, and sequencing ideas</p>

* Emphasis is on application of conventions rather than memorization of terms.

**At each grade level, curricular options include more complex examples of previous years' objectives.

STATE CURRICULUM-READING/ENGLISH LANGUAGE ARTS

Grades 3 - 8

5.0 Controlling Language: Students will control language by applying the conventions of standard English in speaking and writing.*

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<p>c. Compose complete and correct declarative, interrogative, imperative, and exclamatory sentences</p> <p>d. Identify and use verb forms such as singular/plural, regular/irregular</p> <p>e. Identify and use verb tenses such as present, past, and future</p>	<p>c. Compose simple and compound sentences using coordinating conjunctions</p> <p>d. Identify and use verb forms such as singular/plural, regular/irregular</p> <p>e. Identify and use verb tenses such as present, past, and future</p>	<p>c. Differentiate between a phrase and a clause and between grammatically complete sentences and non-sentences, such as, sentence fragments and stringy/rambling sentences</p> <p>d. Compose simple, compound, and complex sentences using independent and dependent clauses, transitions, and conjunctions to connect ideas</p>	<p>c. Differentiate grammatically complete sentences from non-sentences, including fused sentences</p> <p>d. Compose simple, compound, complex, and compound-complex sentences using independent and dependent clauses, transitions, conjunctions, and appropriate punctuation to connect ideas</p>	<p>c. Differentiate grammatically complete sentences from non-sentences, including comma splices</p> <p>d. Compose simple, compound, complex, and compound-complex sentences using independent, dependent, restrictive, and nonrestrictive clauses; transitions; conjunctions; and appropriate punctuation to connect ideas</p>	<p>c. Differentiate grammatically complete sentences from non-sentences</p> <p>d. Compose simple, compound, complex, and compound-complex sentences using independent, dependent, restrictive, and nonrestrictive clauses; transitions; conjunctions; and appropriate punctuation to connect ideas</p>
<p>B. Usage</p> <p>1. Recognize examples of conventional usage in personal and academic reading</p> <p>2. Comprehend and apply standard English usage in oral and written language**</p> <p>a. Use singular subjects with singular verbs and plural subjects with plural verbs</p>	<p>B. Usage</p> <p>1. Recognize examples of conventional usage in personal and academic reading</p> <p>2. Comprehend and apply standard English usage in oral and written language**</p> <p>a. Use singular subjects with singular verbs and plural subjects with plural verbs</p>	<p>B. Usage</p> <p>1. Recognize examples of conventional usage in personal and academic reading</p> <p>2. Comprehend and apply standard English usage in oral and written language**</p> <p>a. Apply appropriate subject/verb agreement such as in compound subjects and with phrases that interrupt the subject and the verb</p>	<p>B. Usage</p> <p>1. Recognize examples of conventional usage in personal and academic reading</p> <p>2. Comprehend and apply standard English usage in oral and written language**</p> <p>a. Apply appropriate subject/verb agreement such as with collective nouns, indefinite pronouns, and inverted word order</p>	<p>B. Usage</p> <p>1. Recognize examples of conventional usage in personal and academic reading</p> <p>2. Comprehend and apply standard English usage in oral and written language**</p> <p>a. Apply appropriate subject/verb agreement such as agreement involving words of amount, time, and money</p>	<p>B. Usage</p> <p>1. Recognize examples of conventional usage in personal and academic reading</p> <p>2. Comprehend and apply standard English usage in oral and written language**</p> <p>a. Apply appropriate English usage, involving subject/verb agreement</p>

* Emphasis is on application of conventions rather than memorization of terms.

**At each grade level, curricular options include more complex examples of previous years' objectives.

STATE CURRICULUM-READING/ENGLISH LANGUAGE ARTS

Grades 3 - 8

5.0 Controlling Language: Students will control language by applying the conventions of standard English in speaking and writing.*

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<p>b. Apply consistent and appropriate use of verb tenses such as past, present, and future; pronouns such as personal and possessive; and modifiers</p> <p>c. Recognize and correct common usage errors such as homophones, contractions, and commonly confused words</p> <p>d. Use available resources to correct or confirm editorial choices</p> <p>e. Explain editorial choices</p>	<p>b. Apply consistent and appropriate use of verb tenses such as past, present, and future; pronouns such as personal, possessive, and pronoun/antecedent agreement; and modifiers</p> <p>c. Recognize and correct common usage errors such as homophones, contractions, and commonly confused words</p> <p>d. Use available resources to correct or confirm editorial choices</p> <p>e. Explain editorial choices</p>	<p>b. Apply consistent and appropriate use of the principal parts of regular and irregular verbs; person, number, and case of pronouns; pronoun/antecedent agreement; and degrees of comparison of modifiers</p> <p>c. Recognize and correct common usage errors such as misplaced modifiers and incorrect use of verbs such as <i>lie - lay, rise - raise, sit - set</i></p> <p>d. Use available resources to correct or confirm editorial choices</p> <p>e. Explain editorial choices</p>	<p>b. Apply consistent and appropriate use of the principal parts of regular and irregular verbs; person, number, and case of pronouns; pronoun/antecedent agreement; and degrees of comparison of modifiers</p> <p>c. Recognize and correct common usage errors such as misplaced modifiers; incorrect use of verbs; double negatives; and commonly confused words such as <i>accept - except</i></p> <p>d. Use available resources to correct or confirm editorial choices</p> <p>e. Explain editorial choices</p>	<p>b. Apply consistent and appropriate use of the person, number, and case of pronouns; pronoun/antecedent agreement; special pronoun problems such as who - whom, and incomplete constructions; active and passive voice; and verbal and verbal phrases</p> <p>c. Recognize and correct common usage errors such as misplaced and dangling modifiers; incorrect use of verbs; double negatives; and commonly confused words such as <i>accept - except</i></p> <p>d. Use available resources to correct or confirm editorial choices</p> <p>e. Explain editorial choices</p>	<p>b. Apply consistent and appropriate use of the person, number, and case of pronouns; pronoun/antecedent agreement; special pronoun problems such as who - whom, and incomplete constructions; active and passive voice; and verbal and verbal phrases</p> <p>c. Recognize and correct common usage errors such as misplaced and dangling modifiers; incorrect use of verbs; double negatives; and commonly confused words such as <i>accept - except</i></p> <p>d. Use available resources to correct or confirm editorial choices</p> <p>e. Explain editorial choices</p>

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STATE CURRICULUM-READING/ENGLISH LANGUAGE ARTS

Grades 3 - 8

5.0 Controlling Language: Students will control language by applying the conventions of standard English in speaking and writing.*

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<p>C. Mechanics</p> <p>1. Explain the purpose of mechanics to make and clarify meaning in academic and personal reading and writing</p> <p>2. Apply standard English punctuation and capitalization in written language**</p> <p>a. Use end punctuation correctly</p> <p>b. Use commas correctly in dates, addresses, city and state, salutations and closings, and items in a series</p> <p>c. Use underlining for titles of books</p> <p>d. Use apostrophes in contractions and singular possessives</p>	<p>C. Mechanics</p> <p>1. Explain the purpose of mechanics to make and clarify meaning in academic and personal reading and writing</p> <p>2. Apply standard English punctuation and capitalization in written language**</p> <p>a. Use correct and varied end punctuation</p> <p>b. Use commas correctly in appositives, items in a series, and before a coordinating conjunction in a compound sentence</p> <p>c. Use underlining, quotation marks, or italics to identify titles of documents</p> <p>d. Use apostrophes in contractions and possessives</p>	<p>C. Mechanics</p> <p>1. Explain and justify the purpose of mechanics to make and clarify meaning in academic and personal reading and writing</p> <p>2. Apply standard English punctuation and capitalization in written language**</p> <p>a. Use commas correctly in direct address and to separate adjectives and parenthetical expressions such as <i>on the other hand, for example, by the way</i></p> <p>b. Use apostrophes in plural possessives and nouns that end in -s</p> <p>c. Use quotation marks and commas in dialogue</p> <p>d. Use a colon to introduce a list</p>	<p>C. Mechanics</p> <p>1. Explain and justify the purpose of mechanics to make and clarify meaning in academic and personal reading and writing</p> <p>2. Apply standard English punctuation and capitalization in written language**</p> <p>a. Use commas and semicolons correctly such as in a compound sentence</p> <p>b. Use parentheses and dashes correctly</p> <p>c. Use appropriate punctuation for special formats such as e-mail, bulleted lists, letters, memos, citations, and outlines</p> <p>d. Use a colon to introduce a list</p>	<p>C. Mechanics</p> <p>1. Explain and justify the purpose of mechanics to make and clarify meaning in academic and personal reading and writing</p> <p>2. Apply standard English punctuation and capitalization in written language**</p> <p>a. Use commas and semicolons correctly such as in a compound sentence joined by a conjunctive adverb</p> <p>b. Use an apostrophe to designate possession with indefinite pronouns and adjectives</p> <p>c. Use correctly the mechanics of writing</p> <p>d. Use a colon to introduce a list</p>	<p>C. Mechanics</p> <p>1. Explain and justify the purpose of mechanics to make and clarify meaning in academic and personal reading and writing</p> <p>2. Apply standard English punctuation and capitalization in written language**</p> <p>a. Punctuate at the word level</p> <ul style="list-style-type: none"> • <i>Hyphen</i> • <i>Slash</i> <p>b. Use correctly the mechanics of writing</p> <p>c. Use available resources for all mechanics of writing rules that may be in flux</p>

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STATE CURRICULUM-READING/ENGLISH LANGUAGE ARTS

Grades 3 - 8

5.0 Controlling Language: Students will control language by applying the conventions of standard English in speaking and writing.*

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<p>e. Use quotation marks in simple dialogue</p> <p>f. Use capital letters to begin a sentence and identify a proper noun</p> <p>g. Indent for paragraphs</p> <p>3. Explain editorial choices involving mechanics</p> <p>D. Spelling</p> <p>1. Recognize conventional spelling in and through personal and academic reading</p> <p>2. Apply conventional spelling in written language</p> <p>a. Spell non-phonetic high frequency words</p> <p>b. Spell words with common prefixes and suffixes</p>	<p>e. Use quotation marks and commas in simple dialogue and for direct quotations</p> <p>f. Use capital letters correctly in titles and the first word in a direct quotation</p> <p>g. Indent for paragraphs</p> <p>3. Explain editorial choices involving mechanics</p> <p>D. Spelling</p> <p>1. Recognize conventional spelling in and through personal and academic reading</p> <p>2. Apply conventional spelling in written language</p> <p>a. Spell grade-appropriate high frequency and content words</p> <p>b. Modify spellings when adding inflectional endings and suffixes</p>	<p>e. Use quotation marks and commas in simple dialogue and for direct quotations</p> <p>3. Explain editorial choices involving mechanics</p> <p>D. Spelling</p> <p>1. Recognize conventional spelling in and through personal and academic reading</p> <p>2. Apply conventional spelling in written language</p> <p>a. Spell grade-appropriate high frequency and content words</p> <p>b. Spell multi-syllabic words with complex spelling patterns</p>	<p>3. Explain editorial choices involving mechanics</p> <p>D. Spelling</p> <p>1. Recognize conventional spelling in and through personal and academic reading</p> <p>2. Apply conventional spelling in written language</p> <p>a. Use conventional spelling in personal writing</p> <p>b. Develop self-monitoring strategies for frequently misspelled words</p>	<p>3. Explain editorial choices involving mechanics</p> <p>D. Spelling</p> <p>1. Recognize conventional spelling in and through personal and academic reading</p> <p>2. Apply conventional spelling in written language</p> <p>a. Use conventional spelling in personal writing</p> <p>b. Develop self-monitoring strategies for frequently misspelled words</p>	<p>3. Explain editorial choices involving mechanics</p> <p>D. Spelling</p> <p>1. Recognize conventional spelling in and through personal and academic reading</p> <p>2. Apply conventional spelling in written language</p> <p>a. Use conventional spelling in personal writing</p> <p>b. Develop self-monitoring strategies for frequently misspelled words</p>

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STATE CURRICULUM-READING/ENGLISH LANGUAGE ARTS

Grades 3 - 8

5.0 Controlling Language: Students will control language by applying the conventions of standard English in speaking and writing.*

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<p>c. Modify spellings when adding inflectional endings and suffixes</p> <p>d. Spell words that follow regular spelling patterns in multi-syllabic words</p> <p>e. Spell previously studied contractions and possessives</p> <p>f. Access resources as a spelling aid (word wall, dictionary, technology)</p> <p>3. Maintain a personal list of words to use in editing original writing</p>	<p>c. Spell one-syllable and multi-syllabic words with complex spelling patterns such as <i>-tion, -ous, ph-, kn-</i>, etc.</p> <p>d. Access resources as a spelling aid (word wall, dictionary, technology)</p> <p>e. Use mnemonic devices to recall frequently misspelled words</p> <p>3. Maintain a personal list of words to use in editing original writing</p>	<p>c. Use suitable traditional and electronic resources as a spelling aid</p> <p>d. Use mnemonic devices to recall frequently misspelled words</p> <p>3. Maintain a personal list of words to use in editing original writing</p>	<p>c. Use suitable traditional and electronic resources as a spelling aid</p> <p>3. Maintain a personal list of words to use in editing original writing</p>	<p>c. Use suitable traditional and electronic resources as a spelling aid</p> <p>3. Maintain a personal list of words to use in editing original writing</p>	<p>c. Use suitable traditional and electronic resources as a spelling aid</p> <p>3. Maintain a personal list of words to use in editing original writing</p>

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STATE CURRICULUM-READING/ENGLISH LANGUAGE ARTS

Grades 3 - 8

5.0 Controlling Language: Students will control language by applying the conventions of standard English in speaking and writing.*

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<p>E. Handwriting</p> <p>1. Produce writing that is legible to the audience</p> <p>a. Use manuscript fluently when appropriate to the task</p> <p>b. Form upper and lower case letters using cursive writing</p> <p>c. Use connecting strokes to write continuous text for daily assignments</p> <p>d. Use cursive writing for independent assignments to build accuracy and automaticity</p> <p>e. Use word processing technology when appropriate</p>	<p>E. Handwriting</p> <p>1. Produce writing that is legible to the audience</p> <p>a. Maintain accuracy and automaticity in manuscript and cursive writing</p> <p>b. Use word processing technology when appropriate</p>	<p>E. Handwriting</p> <p>1. Produce writing that is legible to the audience</p> <p>a. Write fluidly and legibly in manuscript and cursive</p> <p>b. Use word processing technology when appropriate</p>	<p>E. Handwriting</p> <p>1. Produce writing that is legible to the audience</p> <p>a. Write fluidly and legibly in manuscript and cursive</p> <p>b. Use word processing technology when appropriate</p>	<p>E. Handwriting</p> <p>1. Produce writing that is legible to the audience</p> <p>a. Write fluidly and legibly in manuscript and cursive</p> <p>b. Use word processing technology when appropriate</p>	<p>E. Handwriting</p> <p>1. Produce writing that is legible to the audience</p> <p>a. Write fluidly and legibly in manuscript and cursive</p> <p>b. Use word processing technology when appropriate</p>

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STATE CURRICULUM-READING/ENGLISH LANGUAGE ARTS

Grades 3 - 8

6.0 Listening: Students will demonstrate effective listening to learn, process, and analyze information.

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<p>A. Listening</p> <p>1. Demonstrate active listening strategies</p> <p>a. Attend to the speaker</p> <p>b. Ask appropriate questions</p> <p>c. Respond appropriately to clarify and understand</p>	<p>A. Listening</p> <p>1. Demonstrate active listening strategies</p> <p>a. Attend to the speaker</p> <p>b. Ask appropriate questions</p> <p>c. Contribute relevant comments</p> <p>d. Relate prior knowledge</p>	<p>A. Listening</p> <p>1. Demonstrate active listening strategies</p> <p>a. Attend to the speaker</p> <p>b. Ask appropriate questions</p> <p>c. Contribute relevant comments</p> <p>d. Relate prior knowledge</p>	<p>A. Listening</p> <p>1. Apply and demonstrate listening skills appropriately in a variety of settings and for a variety of purposes</p> <p>a. Attend to the speaker</p> <p>b. Ask appropriate questions</p> <p>c. Contribute relevant comments</p> <p>d. Relate prior knowledge</p> <p>e. Use note taking to assist listening when appropriate</p> <p>f. Maintain visual contact with the speaker</p> <p>g. Maintain focus by identifying and managing barriers to listening</p>	<p>A. Listening</p> <p>1. Apply and demonstrate listening skills appropriately in a variety of settings and for a variety of purposes</p> <p>a. Use criteria to evaluate oral presentations such as purpose, delivery techniques, content, visual aids, body language, and facial expressions</p> <p>b. Gather information from listening to a speaker</p> <p>c. Use memory techniques for various listening tasks</p>	<p>A. Listening</p> <p>1. Apply and demonstrate listening skills appropriately in a variety of settings and for a variety of purposes</p> <p>a. Respond to a speaker's cues appropriately</p> <p>b. Identify regional and social language differences</p> <p>c. Determine and apply criteria to evaluate oral presentations</p>

STATE CURRICULUM-READING/ENGLISH LANGUAGE ARTS

Grades 3 - 8

6.0 Listening: Students will demonstrate effective listening to learn, process, and analyze information.

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<p>2. Comprehend and analyze what is heard</p> <p>a. Determine whether a speaker's general purpose is to inform, to persuade, or to entertain</p> <p>b. Identify rhythms and patterns of language, including alliteration, onomatopoeia, rhyme, and repetition</p> <p>c. Demonstrate an understanding of what is heard by retelling, asking questions, relating prior knowledge, and summarizing</p> <p>d. Follow a set of multi-step directions</p>	<p>2. Comprehend and analyze what is heard</p> <p>a. Determine speaker's purpose</p> <p>b. Identify how the language of the presentation contributes to effect and meaning</p> <p>c. Demonstrate an understanding of what is heard by retelling, asking questions, relating prior knowledge, and summarizing</p> <p>d. Follow a set of multi-step directions</p>	<p>2. Comprehend and analyze what is heard</p> <p>a. Determine speaker's purpose</p> <p>b. Identify how the language of the presentation contributes to effect and meaning</p> <p>c. Elaborate on the information and ideas presented</p> <p>d. Draw conclusions based on the information presented</p>	<p>2. Apply comprehension and literary analysis strategies and skills for a variety of listening purposes and settings</p> <p>a. Elaborate on the information and ideas presented</p> <p>b. Make inferences or draw conclusions based on the presentation</p> <p>c. Determine speaker's attitude through verbal and non-verbal cues such as tone of voice, inflections, body language, and facial expressions</p> <p>d. Explain how the effects of language contribute to meaning</p>	<p>2. Apply comprehension and literary analysis strategies and skills for a variety of listening purposes and settings</p> <p>a. Ask relevant questions concerning the speaker's content, delivery, and purpose</p> <p>b. Determine a speaker's purpose and viewpoint</p> <p>c. Interpret the speech or performance or presentation</p> <p>d. Make inferences or draw conclusions based on the presentation</p>	<p>2. Demonstrate comprehension and literary analysis strategies and skills for a variety of listening purposes and settings</p> <p>a. Evaluate the effectiveness of the elements of the speech or performance or presentation</p> <p>b. Interpret the speech or performance or presentation</p> <p>c. Analyze a speaker's purpose and viewpoint</p> <p>d. Identify and evaluate a speaker's stylistic devices such as clear organization, clear viewpoint, use of support, language appropriate to audience, topic appropriate to audience</p>

STATE CURRICULUM-READING/ENGLISH LANGUAGE ARTS

Grades 3 - 8

6.0 Listening: Students will demonstrate effective listening to learn, process, and analyze information.

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<p>e. Listen carefully to expand and enrich vocabulary</p> <p>f. Make judgments based on information from the speaker</p>	<p>e. Listen carefully to expand and enrich vocabulary</p> <p>f. Make judgments based on information from the speaker</p>	<p>e. Determine speaker's attitude through verbal and non-verbal cues such as tone of voice, inflections, and facial expressions</p>	<p>e. Provide constructive feedback to speakers concerning the delivery as well as its overall impact upon the listeners</p>	<p>e. Provide constructive feedback to speakers concerning the coherence and logic of a speech's content and delivery as well as its overall impact upon the listeners</p>	<p>e. Evaluate a speaker's credibility such as bias, hidden agendas, use of research/information from reliable sources</p> <p>f. Explain and support a personal response to an oral presentation</p>

STATE CURRICULUM-READING/ENGLISH LANGUAGE ARTS

Grades 3 - 8

7.0 Speaking: Students will communicate effectively in a variety of situations with different audiences, purposes, and formats.

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<p>A. Speaking</p> <p>1. Use organization and delivery strategies at an appropriate level</p> <p>a. Speak clearly enough to be heard and understood in a variety of situations for a variety of purposes</p> <p>b. Use appropriate non-verbal techniques to enhance communication</p> <ul style="list-style-type: none"> • <i>Posture</i> • <i>Eye contact</i> • <i>Facial expressions</i> • <i>Gestures</i> 	<p>A. Speaking</p> <p>1. Use organization and delivery strategies at an appropriate level</p> <p>a. Demonstrate appropriate volume, articulation, enunciation, intonation, pacing, timing, and stress</p> <p>b. Demonstrate appropriate timing</p> <ul style="list-style-type: none"> • <i>Fluency</i> • <i>Pacing</i> • <i>Rate</i> <p>c. Use appropriate non-verbal techniques to enhance communication</p> <ul style="list-style-type: none"> • <i>Posture</i> • <i>Eye contact</i> • <i>Facial expressions</i> • <i>Gestures</i> 	<p>A. Speaking</p> <p>1. Use organization and delivery strategies at an appropriate level</p> <p>a. Demonstrate appropriate volume, articulation, enunciation, intonation, pacing, timing, and stress</p> <p>b. Demonstrate appropriate timing</p> <ul style="list-style-type: none"> • <i>Fluency</i> • <i>Pacing</i> • <i>Rate</i> <p>c. Use appropriate non-verbal techniques to enhance communication</p> <ul style="list-style-type: none"> • <i>Posture</i> • <i>Eye contact</i> • <i>Facial expressions</i> • <i>Gestures</i> 	<p>A. Speaking</p> <p>1. Demonstrate appropriate organizational strategies and delivery techniques to plan for a variety of oral presentation purposes</p> <p>a. Identify the purpose, audience, and setting for a presentation</p> <p>b. Identify the needs and perspectives of the audience</p> <p>c. Select and plan for appropriate use of visual aids</p> <p>d. Select the topic of an oral presentation</p>	<p>A. Speaking</p> <p>1. Demonstrate appropriate organizational strategies and delivery techniques to plan for a variety of oral presentation purposes</p> <p>a. Select the purpose and format for an oral presentation</p> <p>b. Evaluate the needs and perspectives of the audience</p> <p>c. Anticipate and effectively answer listener concerns and counter arguments through the inclusion and arrangement of details, reasons, examples, and other elements</p> <p>d. Use a variety of organization structures such as narrative, cause and effect, chronological order, description, main idea and detail, problem/solution, question/answer,</p>	<p>A. Speaking</p> <p>1. Demonstrate appropriate organizational strategies and delivery techniques to plan for a variety of oral presentation purposes</p> <p>a. Refine a presentation using varied media</p> <p>b. Uses a combination of organizational structures such as narrative, cause and effect, chronological/sequential order, description, main idea with supporting details, problem/solution, question/answer, comparison and contrast, making appropriate transitions within a presentation</p> <p>c. Speak to persuade by including a well-defined thesis, differentiating fact from opinion, and support arguments with detailed evidence, examples, reasoning and persuasive language</p>

STATE CURRICULUM-READING/ENGLISH LANGUAGE ARTS

Grades 3 - 8

7.0 Speaking: Students will communicate effectively in a variety of situations with different audiences, purposes, and formats.

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<p>2. Make oral presentations</p> <p>a. Speak in a variety of situations to inform and/or relate experiences, including retelling stories</p> <p>b. State a position and support it with reasons</p> <p>c. Participate in dramatic presentations</p> <p>d. Plan and deliver effective oral presentations</p> <p>e. Use props when appropriate</p>	<p>2. Make oral presentations</p> <p>a. Speak in a variety of situations to inform and/or relate experiences, including retelling stories</p> <p>b. State a position and support it with reasons</p> <p>c. Participate in dramatic presentations</p> <p>d. Plan and deliver effective oral presentations</p> <p>e. Use props when appropriate</p>	<p>2. Make oral presentations</p> <p>a. Speak in a variety of situations to inform and/or relate experiences, including retelling stories</p> <p>b. State a position and support it with reasons</p> <p>c. Participate in dramatic presentations</p> <p>d. Plan and deliver effective oral presentations</p> <p>e. Use props when appropriate</p>	<p>e. Gather/construct adequate support</p> <p>f. Identify and use a variety of organization structures such as narrative, cause and effect, chronological order, description, main idea and detail, problem/solution, question/answer, comparison and contrast</p>	<p>comparison and contrast, and contrast that are appropriate to the purpose and topic</p>	