
English Language Arts Table of Contents

| | |
|------------------------------|-----|
| Special License Rights | ii |
| Pre-Kindergarten | 1 |
| Kindergarten | 7 |
| Grade 1 | 17 |
| Grade 2 | 27 |
| Grade 3 | 39 |
| Grade 4 | 52 |
| Grade 5 | 59 |
| Grade 6 | 68 |
| Grade 7 | 77 |
| Grade 8 | 87 |
| Grade 9 | 96 |
| Grade 10 | 107 |
| Grade 11 | 118 |
| Grade 12 | 130 |

Description of the Adaptations to the New Standards® Performance Standards and New Standards® Primary Literary Standards by DoDEA

NCEE and the University of Pittsburgh collaborated in developing the New Standards® Performance Standards, which are curriculum standards for English and Language Arts (ELA), mathematics, science, and applied learning for grades 4, 8 and 10, and the New Standards® Primary Literary Standards, which are standards for reading and writing for grades K through 3. DoDEA has developed content standards for grades Pre-K, 5, 6, 7, 9, 11 and 12 based on New Standards® Performance Standards and the New Standards® Primary Literary Standards. DoDEA will use its NCEE-based content standards as a basis for conducting subsequent curriculum and standards work, to include a collection of student work for use as exemplars of performance benchmarks, and the description of how such student work meets DoDEA content standards. It will also continue to refine existing NCEE-based standards solely for its own internal applications.

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English Language Arts: Pre- Kindergarten

Strand:

E1 Reading

Reading fundamentally, is the process of understanding written language. Preschool children learn to read by having books read to them, reading alone, and by playing with the sounds of language. They come to understand that print conveys meaning when adults read to them and use print to convey messages.

Standard:

E1a: Print-Sound Code

Children learn about print concepts by living in an environment rich in signs, symbols, words, numbers, and art that reflect the children's different cultures. They acquire knowledge of the alphabet when provided with experiences that present letters in ways that are meaningful to their lives. Children learn to discriminate sounds by playing with language through planned opportunities and by their own discovery.

Components:

E1a.1: Children know that letters of the alphabet are a special category of visual graphics that can be individually named.

E1a.2: Children hear and discriminate the sounds of language.

E1a.3: Children explore the concepts of print and develop the knowledge that print conveys a message.

Standard:

E1b: Getting the Meaning

Learning to use comprehension skills begins with understanding that symbols and print convey meaning and by using oral language to describe past experiences. Providing children with opportunities to actively engage in literacy activities that build on prior knowledge and experiences promotes their reading comprehension.

Components:

E1b.1: Children use emerging listening and speaking skills to construct meaning from conversations with others.

E1b.2: Children use emerging reading skills to explore the use of print and to construct meaning from print.

Standard:

E1c: Reading Habits

Preschool children's reading habits develop as they listen to stories, poems, chants and songs and engage in conversations with others. By observing others using print for creative and meaningful activities, being read to daily, and having opportunities to explore books, children realize that words and books can amuse, delight, comfort, illuminate, inform, and excite.

Components:

E1c.1: Children demonstrate an interest in a variety of literature and other printed materials.

E1c.2: Children demonstrate book-handling awareness.

E1c.3: Children relate information to their own experiences by responding to questions, discussing pictures, naming and identifying objects, and reacting to stories.

Strand:

E2 Writing

Preschool children should have opportunities to experiment with writing materials everyday. As their fine motor skills develop their beginning "texts" move from scribbles, to drawings, to scribble-like letters, and finally to familiar words and phrases. They gain exposure to the mechanics of writing by having their own

stories recorded by others. They come to appreciate the power and beauty of written language when they understand that print carries meaning.

Standard:

E2a: Habits and Processes

Learning to speak and write begins with opportunities to engage in conversations with families, other young children, and adults. Preschool children must have multiple opportunities to experiment with using symbols, letters, and a variety of writing materials.

Components:

E2a.1: The student creates messages by drawing, dictating, and using emergent writing.

E2a.2: The student develops competence in the use of writing materials.

Standard:

E2b: Writing Purposes and Resulting Genres

Learning to write for and speak with others begins with meaningful verbal and written correspondence with families, friends, and teachers. Young children use words and visual representations to help adults understand their needs, recount events, enter into and participate in play with others, create imaginative stories, ask questions, express and understand feelings, and solve problems. Preschool children need to hear language being used for different purposes; and they need an environment that supports the use of authentic oral and written language.

Components:

E2b.1: The student demonstrates an understanding of the need to express their ideas in writing.

E2b.2: The student writes and speaks for a variety of audiences and purposes.

Standard:

E2c Language Use and Conventions

Children naturally acquire numerous grammatical rules as they listen to and use language in daily conversations. They become aware of the rhythm, cadence, and structure of our language as they engage in meaningful discussion with responsive adults. An understanding of how language is used in various social settings is an important foundation for learning the conventions of vocabulary and grammar.

Components:

E2c.1: The student begins to experiment with basic writing conventions such as grasp, body and paper positioning, and writing progression.

E2c.2: The student listens to and experiments with the rhythm, cadence, and structure of language through listening to and experimenting with oral language, as well as, an exposure to written language.

Strand:

E3 Speaking and Listening

Speaking and listening are foundational skills for reading. By reading, writing and talking, children encounter sounds, words and language uses that, together, make a natural bridge to sounding out words, understanding stories and writing to communicate. By “thinking out loud”, asking questions, listening to others, discussing topics, and collaborating and solving problems, with others, children learn about the things that make up their world. Speaking and listening are academic, social and life skills that are valued in school and the world. Children who can talk about what they know, hold a polite conversation, take turns in a discussion and perform in front of a group hold a distinct advantage in school and social situations.

Standard:

E3a: Habits

Children must develop certain habits that become a natural part of their social and academic experience. They need daily interactions with peers

and adults to engage in quality talk and attentive listening and to give and receive useful feedback. Learning to initiate and sustain lengthier conversations is important at this age. Quality preschool programs are rich in literacy so that children see the connection between spoken language and printed words.

Components:

E3a.1: Talking a Lot

Activities involving high-quality, purposeful talk and attentive feedback are critical for the development of language skills. Such talk can occur simultaneously with learning activities, playtime and mealtime. Children should experiment and *play* with language daily. Specifically we expect preschool children to:

- talk daily for various purposes;
- engage in play using talk to enact or extend a story line;
- playfully manipulate language;
- express ideas, feelings and needs;
- listen and respond to direct questions;
- ask questions;
- talk and listen in small groups; and
- share and talk daily about their own experiences, products or writing.

Components:

E3a.2: Talking to One's Self

Preschoolers begin to use language to monitor their social behavior, verbalize goals, talk themselves through a task, remember steps in a newly learned skill or emphasize their intentions. This behavior is a precursor to the valuable self-monitoring skills used later in reading. Specifically, we expect preschool children to:

- begin to make spontaneous and audible corrections to their own behavior, actions or language; and
- talk to themselves out loud to make plans, guide behavior and actions, or monitor thinking.

Components:

E3a.3: Conversing at Length on a Topic

Daily conversations with others are critical if children are going to develop their language skills. Preschoolers begin to advance from simple yes or no answers to lengthier exchanges on a single, familiar topic or experience. Specifically, we expect preschool children to:

- initiate and sustain a conversation with comments or questions through at least four exchanges;
- recognize the topic of the conversation and make topic-relevant responses;
- recognize invitations to converse versus questions intended to elicit a brief response; and
- listen to others and avoid "talking-over".

Components:

E3a.4: Discussing Books

Understanding the conventions of book reading is critical to the development of early reading skills. Discussing books should become an automatic companion to read-aloud sessions with preschoolers. Very young children relate texts primarily to their own experiences, but they also should be provided ample opportunities to discuss pictures, name and identify objects, and react to stories. Specifically, we expect preschool children to:

- gather around a book and pay attention to the reader and the book;

- know the front-to-back progression of a book and the left-to-right progression of print;
- know that words and pictures convey meaning;
- pose and answer specific questions about the text;
- recite familiar refrains from book(s) that have been heard several times;
- if asked, use the text to predict what might happen next;
- discuss character motivation; and
- identify a favorite book and tell why they like it.

Standard:

E3b: Kinds of Talk and Resulting Genres

Children need ample opportunities to speak and listen in the different genres. Standard 2 identifies four genres as narrative, explaining and seeking information, getting things done, and producing and responding to performances.

Components:

E3b.1: Narrative

The spoken narrative is a precursor to the forms of fiction and nonfiction narrative accounts that children eventually will read. In addition, relating past experiences is a prerequisite for transitioning from speech to print. Preschool children can produce longer narratives if adults extend the production with questions that increase structure. Specifically, by the end of preschool we expect children to:

- give a simple narrative recounting two or more events that are not necessarily in chronological order;
- recount knowledge gained through observation, experience or text,
- orient the listener by giving some setting information about people, objects, and where and when events occurred;
- describe information and evaluate or reflect on it;
- include quotations; and
- mark the end of the story directly or with a coda.

Components:

E3b2 Explaining and Seeking Information

Children who experience daily read-alouds and conversation with peers and adults are likely to turn to books to seek information. In later year, children are expected information in essays and reports, the preschool version of which is explanatory talk. Though preschoolers still may use personal narratives to provide information explanatory talk should begin to appear. Specifically, we expect preschool children to:

- seek or provide information by observing; looking at books; or asking teachers, parents and peers;
- request or provide explanations of their own or others' actions, speech or feelings;
- explain their own or others intentions and thinking when asked;
- give simple, one-sentence explanations with supporting details or evidence;
- request or provide explanations of word meanings;
- use all their sense to describe physical characteristics of objects, self and others;
- describe objects, self and others in terms of location and position; and
- gestures and sounds when they don't have descriptive words.

Components:

E3b.3: Getting Things Done

Children are able to give and follow directions on simple tasks that are

visible, familiar or close at hand. While their ability to plan step by step is limited, they may articulate future goals or actions. They can complete projects that span several days with assistance. Their sharing and negotiating skills are just beginning to mature. Specifically, we expect preschool children to:

- listen to, comprehend and carry out directions with three to four simple steps;
- give directions that include several sequenced steps;
- ask for clarification to carry out more complicated directions;
- use actions or pictures to augment language; and engage in brief conversation to negotiate sharing, planning and problem solving.

Components:

E3b.4: Producing and Responding to Performances

When preschoolers respond to a performance, they are taking the first tentative steps toward what eventually will become reflection and critique of works, or art, music or literature. Offering polite attention or giving a simple reaction is sufficient at this age. They are ready to produce brief performances, especially in small groups accompanied by music, rhyme or body movement. This is an excellent entrée into skills needed in reading aloud, giving reports and public speaking in later years.

Specifically, we expect preschool children to:

- attend to a performance for 10 or more minutes;
- describe the experience and/or their reaction to the performance;
- ask questions about things that they don't understand;
- join in appropriately;
- draw from a rehearsed repertoire to give a brief performance;
- as a performer, look at the audience as appropriate;
- speak, sing or act in a loud-enough voice; and
- speak, sing or act out a few sentences.

Standard:

E3c: Language Use and Conventions

Language for use in social interaction, word play, phonological awareness and a growing vocabulary all support the development of fluency and accuracy in speaking, listening, reading and writing.

Components:

E3c.1: Rules of Interaction

Preschoolers need to feel confidence speaking. A general respect for language differences and social rules of school interaction is critical for children's willingness to talk—and talk is critical to academic success. Specifically we expect preschool children to:

- know and be able to describe rules for school interactions; and
- learn rules for polite interactions.

Components:

E3c.2: Word Play, Phonological Awareness and Language Awareness

Children's enjoyment of language and capacity to play with language enriches their lives and offer opportunities to learn things about language that will be helpful to them later on with formal reading and writing. While children play and experiment with words, they develop foundation skills for reading and writing. Specifically, we expect preschool children to:

- listen for and play with the rhythm of language;
- recognize and enjoy rhymes;
- play with language through songs, alliteration and word substitution;
- play with words and their meanings;
- experiment with unconventional uses of words;

- recognize and enjoy metaphorical language;
- in a string of sounds or words, listen for and identify the first, middle or last sound or word in the string;
- in a string of sounds or words, listen for and identify the missing sound or word;
- try oral blending of familiar word parts;
- build letter recognition;
- recognize violations of word order;
- engage in sentence play; and
- transition from speech to print.

Components:

E3c.3: Vocabulary and Word Choice

There is a direct correlation between vocabulary development and academic success, so students' acquisition of new words should be emphasized from the start. Learning new words and the ideas and concepts associated with those words should occur daily. The most effective way for increasing vocabulary is by reading to them. Specifically, we expect preschool children to:

- add words to familiar knowledge domains;
- sort relationships among words in knowledge domains;
- add new domains from subjects and topics they are studying;
- learn new words daily in conversation;
- learn new words daily from what is being explored or read aloud;
- show a general interest in words and word meanings, asking adults what a word means or offering definitions;
- recognize that things may have more than one name;
- categorize objects or pictures and tell why they go together;
- increase vocabulary of verbs, adjectives and adverbs to exercise options in word choice;
- use some abstract words and understand that these words differ from concrete things, places or people; and
- use verbs referring to cognition, communication and emotions.

Strand:

E1 Reading

Reading, fundamentally, is the process of understanding written language. It requires students to recognize words on a page, comprehend what they mean, and say them aloud in ways that clearly convey their meaning. Readers must use a variety of skills and strategies, drawing on what they know about words and their concepts, to build a sense of what the author means to say.

Standard:

E1a: Print-Sound Code

Kindergarten children should learn the basics of the print-sound code: how letters stand for sounds; how words are constructed from individual sounds; and how words break up into individual sounds. In kindergarten, children should be learning phonemic awareness, the ability to hear and say the separate sounds (phonemes) in words.

Component:

E1a.1: Knowledge of Letters and Their Sounds

By the end of the year, we expect kindergarten students to:

- recognize and name most letters;
- recognize and say the common sounds of most letters and write a letter that goes with a spoken sound; and
- use their knowledge of sounds and letters to write phonetically, representing consonant sounds with single letters in the correct sequence.

Component:

E1a.2 Phonemic Awareness.

In kindergarten, children should be learning phonemic awareness, the ability to hear and say the separate sounds (phonemes) in words. Specifically, by the end of the year, we expect kindergarten students to be able to:

- produce rhyming words and recognize pairs of rhyming words;
- isolate initial consonants in single-syllable words;
- when a single-syllable word is pronounced, identify the onset and rime and begin to fully separate the sounds by saying each sound aloud; and
- blend onsets and rimes to form words and begin to blend separately spoken phonemes to make a meaningful one-syllable word.

Component:

E1a.3: Reading Words

By the end of kindergarten, children should have caught on to the alphabetic idea; i.e., how the writing system works with respect to sounds. By the end of the year, we expect kindergarten students to:

- use their knowledge of letter sounds to figure out a few simple, regularly spelled, single-syllable words;
- read simple texts containing familiar letter-sound correspondences and high-frequency words; and
- read some words on their own, including a small number (about 20) of simple, high-frequency words by “sight”—that is, when children encounter the words in a story, they do not need to sound the words out.

Standard:

E1b: Getting the Meaning

Getting the meaning is a complex task that doesn’t just happen by reading individual words. Readers must use a variety of skills and strategies, drawing on what they know about words and their concepts,

to build a sense of what the author means to say. Children at the end of kindergarten should understand that every word in a text says something specific.

Component:

E1b.1: Accuracy and Fluency

By the end of the year, we expect kindergarten students to:

- read level B books that they have not seen before, but that have been previewed for them, attending to each word in sequence and getting most of them correct; and
- read “emergently”—that is, “reread” a favorite story, recreating the words of the text with fluent intonation and phrasing and showing through verbal statements or occasional pointing that they understand that the print on the page controls what is said.

Component:

E1b.2: Self-Monitoring and Self-Correcting Strategies

When students are rereading a familiar book at the end of kindergarten, we expect them to use self-monitoring and self-correcting skills when necessary to:

- look at the correct page;
- say the word to which they are pointing;
- read to make sense.

When listening to stories read aloud, children should monitor whether the story is making sense to them. By the end of the year, we expect kindergarten students to:

- ask why a character would do that;
- say they don’t understand something; and
- say the character “is scared because…” or “did that because…”.

Component:

E1b.3: Comprehension

In addition to recognizing words, kindergartners should be able to get the gist of texts they read. When they read on their own with expected levels of accuracy and fluency, by the end of the year we expect kindergarten students to:

- give evidence that they are following the meaning of what they are reading (for example, retelling what they have read using their own words or colloquial phrasing).

Kindergarten children also should be able to concentrate on and make sense of texts they hear read to them. The following are visible indicators that comprehension is taking place. By the end of the year, we expect kindergarten students to:

- retell the story in their own words or re-enact it, getting the events in the correct sequence;
- respond to simple questions about the book’s content (for example, “Can you tell me what this story was about?” “What was Maria trying to do?” “Why did Antoine hide under the bed?”);
- create artwork or a written response that shows comprehension of the story that was read;
- use knowledge from their own experience to make sense of and talk about the text; and
- make predictions based on illustrations or portions of stories.

Standard:

E1c: Reading Habits

To be true readers, primary students must develop the habit of reading—a lot. Reading wisely and deeply is a way for students to master reading

skills and to acquire background knowledge that helps them construct meaning. Primary students should read and hear a variety of texts and authors, in a variety of ways, every day.

Component:

E1c.1: Reading a Lot

By the end of the year, we expect kindergarten students to:

- choose reading as a way to enjoy free time and ask for books to be read aloud to them;
- listen to one or two books read aloud each day in school and discuss these books with teacher guidance;
- hear another one or two books read to them each day at home or in after-school care;
- “reread” or read along—alone or with a partner or adult—two to four familiar books each day; and
- engage with a range of genres: literature (stories, songs, poems, plays); functional texts (how-to books, signs, labels, messages); and informational texts (all-about books, attribute texts).

Component:

E1c.2: Reading Behaviors

By the end of the year, we expect kindergarten students to:

- hold a book right side up and turn pages in the correct direction;
- be able to follow text with a finger, pointing to each word as it is read; and
- pay attention to what the words they read are saying.

Component:

E1c.3: Discussing Books

We expect children to discuss books every day. Such discussions allow children to use and extend their vocabularies, to explore the ideas presented in books, to develop and use comprehension strategies, and to show that they can engage in “accountable talk”—conversations in which children build ideas together as a group, argue respectfully and logically with one another, and attend carefully to the language of texts. By the end of the year, we expect kindergarten students to:

- give reactions to the book, with backup reasons;
- listen carefully to each other;
- relate their contributions to what others have said;
- ask each other to clarify things they say; and
- use newly learned vocabulary.

Component:

E1c.4: Vocabulary

Most children enter kindergarten with vocabularies that are more than ample for what they read. But because the vocabulary of the books they will read in the first, second and third grades expands dramatically, children’s vocabularies also must grow—even in kindergarten. Children should learn not only new words but also new meanings and uses for familiar words. By the end of the year, we expect kindergarten students to:

- notice words that they don’t know when they are read to and talked with and guess what the words mean from how they are used;
- talk about words and word meanings as they are encountered in books and conversations;
- show an interest in collecting words and playing with ones they like; and
- learn new words every day from talk and books read aloud.

Strand:

E2 Writing

Children should write every day, choosing and developing their topics. Their beginning “texts” may include material that is spoken, drawn and/or acted out

along with their attempts to print letters and words. With partners, they respond to one another's work and help each other—most often by encouraging “add that”—to extend the story and make it more interesting to a reader.

Standard:

E2a: Habits and Processes

As early as kindergarten, children should write every day, choosing and developing their topics. Their beginning “texts” may include material that is spoken, drawn and acted out along with their attempts to print letters and words.

With partners, they respond to one another's work and help each other—most often by encouraging “add that” to extend the story and make it more interesting to a reader. Young writers don't always make the suggested additions in writing because the physical act of forming letters and the concentration required to sound out and spell words tire them out.

What appears on the page usually only hints at the rich composing kindergarten children do mentally. By the end of the year, we expect kindergarten students to:

- write daily;
- generate content and topics for writing;
- write without resistance when given the time, place and materials;
- use whatever means are at hand to communicate and make meaning: drawings, letter strings, scribbles, letter approximations and other graphic representations, as well as gestures, intonations and role-played voices; and
- make an effort to reread their own writing and listen to that of others, showing attentiveness to meaning.

Standard:

E2b: Writing Purposes and Resulting Genres

Kindergartners write to understand and make themselves understood and to participate in the grown-up world of written words and communication. Typically, they are determined and inventive in their often hybrid productions of writing. Kindergarten writing is practically a genre unto itself until children learn to control word boundaries.

Component:

E2b.1: Sharing Events, Telling Stories: Narrative Writing

By the end of the year, we expect kindergarten students to produce narratives that:

- contain a “story” that may be only a single event or several events loosely linked, which the author may react to, comment on, evaluate, sum up or tie together;
- tell events as they move through time (control for chronological ordering);
- may include gestures, drawing and/or intonations that support meaning; and
- may incorporate storybook language (for example, “and they lived happily ever after”).

Component:

E2b.2: Informing Others: Report or Information Writing

Kindergarten writers on target to meet standards usually are full of their own new knowledge, and they delight in reporting it to others. They make lists that tell “all about” a particular topic (for example, “all about my brother”, “about whales”, “about me”) and with prompting can reread these texts, leaving out information that is not about the topic. They may mimic

the informational reporting style of books they have encountered in the classroom. By the end of the year, we expect kindergarten students to:

- gather, collect and share information about a topic;
- maintain a focus—stay on topic; and
- exclude extraneous information when prompted.

Component:

E2b.3: Getting Things Done: Functional Writing

Kindergartners should write for functional purposes both within the classroom and outside of school. Youngsters on their way to meeting standards find innumerable reasons for writing to get things done. A child who has erected a block castle might post a warning to classmates not to wreck it. A student whose birthday is coming up might create invitations to a party. By the end of the year, we expect kindergarten students to be able to use writing to:

- tell someone what to do (for example, give directions, send messages); and
- name or label objects and places.

Component:

E2b.4: Producing and Responding to Literature

Children on target for meeting the standards re-enact, retell, borrow and burrow into all forms of literature, including stories, songs, poems and plays. They do this both formally and informally throughout the day. Initially, children's engagement with literature is mostly oral. Over the course of the year, children also will respond to literature in writing. It is important to emphasize that children's proficiency at producing literature is dependent upon how deeply they are immersed in literary reading activities. By the end of the year, we expect kindergarten students to:

- re-enact and retell stories;
- create their own stories, poems, plays and songs; and
- use literary forms and language.

Standard:

E2c: Language Use and Conventions

Kindergartners freely write in whatever manner they can, showing little or no concern for spelling, punctuation, capitalization and other conventions that will become important later. As a result, most of their writing is readable only by the author.

Component:

E2c.1: Style and Syntax

Kindergarten is early for young writers to notice conventional elements of style; however, the writings of kindergarten children do have a strong voice, even if it consistently one of naiveté' and wonder. The kindergarten writer's voice usually conveys a sense that the author is central to the message. As children grow, their voices will change; their writing will become easier to read aloud and will sound more like natural or story language. By the end of the year, we expect kindergarten students to produce writing that:

Use one's own language:

- uses the syntax of oral language so it is easy to read aloud.

Take on language of authors:

- approximates some of the phrasing and rhythms of literacy language.

Component:

E2c.2: Vocabulary and Word Choice

Just as kindergarten writers get their sense of syntax from the language they hear spoken, so do they rely on oral language for the vocabulary

that captures their ideas. By the end of the year, we expect kindergarten students to:

Use one's own language:

- use words in their writing that they use in their conversation, usually represented phonetically.

Take on language of authors:

- use in their writing some words they like from the books read to them.
- make choices about which words to use on the basis of whether they accurately convey the child's meaning.

Component:

E2c.3: Spelling

By the end of the year, we expect kindergarten students to:

- independently create text with words that an adult (who is knowledgeable about spelling development and about the content of that child's piece of writing) can decipher;
- reread their own text, with a match between what they say and the words they have written on paper;
- pause voluntarily in the midst of writing to reread what they have written (tracking);
- leave space between words;
- control for directionality (left to right, top to bottom); and
- represent words frequently with the initial consonant sound.

Component:

E2c.4: Punctuation, Capitalization, and Other Conventions

At this stage we do not expect the child to show any regularity in-or even awareness of-punctuation and conventions. Most kindergartners are so preoccupied with the letter-sound puzzle that they literally don't see or react to such marks as capital letters and commas. When they do become aware of punctuation, kindergarten writers frequently use a period as a marker to separate words or designate the end of each line or page. Eventually, they will use the conventional placement of a period at the end of a sentence.

Strand:

**E3 Speaking
And Listening**

The most significant feature of language development among kindergartners and first graders is the enormous growth in vocabulary. They continue to talk about topics that are familiar and engaging to them. By this age, they can tell stories that make sense. They can define new words and explain all sorts of things to other students. They are starting to understand the rules of socializing with others.

Standard:

E3a: Habits

Talking in a variety of situations and for different purposes is important as children are beginning to write because their early writings are very dependent on their oral language. They can be expected to listen much more attentively now, and they may begin adapting their speech for different audiences. They engage in longer turns of conversation.

Components:

E3a.1: Talking a Lot

Children's talk that once primarily took place in one-on-one or small-group settings—now encompasses larger groups and audiences. Their comments and questions become more specific that expressing basic ideas needs or feelings. Language play continues to be an important part of their development. By the end of first grade we expect children to:

- talk about their ideas, experiences and feelings;

- listen to others, signaling comprehension by clarifying, agreeing, empathizing or commenting as appropriate;
- playfully manipulate language;
- listen to and engage in sentence play;
- negotiate how to work and play;
- ask or answer focused questions for the purpose of learning something; and
- share and talk about what they are reading or learning.

In kindergarten and first grade, children transition from speech to print and begin writing daily. We expect children to:

- share and talk about their writing daily; and
- give and receive feedback by asking questions or making comments about truth, clarity, extent, and relevance.

Components:

E3a.2: Talking to One’s Self

By kindergarten, children begin to recognize the value of talking aloud. They move from a nearly unconscious use of language to purposefully articulating problem-solving strategies and self-correcting while reading aloud. By the end of first grade we expect children to:

- make spontaneous corrections to their own behavior, actions or language;
- talk to themselves out loud to make plans, guide behavior or monitor thinking; and
- mimic the language of adults.

While they are reading we expect children to:

- monitor themselves at the word and sentence levels; and
- use a variety of self-correcting strategies.

Components:

E3a.3: Conversing at Length on a Topic

Children know the difference between questions requiring brief responses and invitations to converse. In addition, their ability to make topic-relevant responses and their attempts to initiate and sustain conversation result in lengthier exchanges. By the end of first grade we expect children to:

- initiate conversations by bringing up topics that are likely to interest others;
- initiate and sustain a conversation with comments or questions through at least six or seven exchanges;
- occasionally ask for or provide clarification;
- solicit others’ contributions; and
- mark new topics explicitly.

Components:

E3a.4: Discussing Books

By the end of kindergarten, children use newly learned vocabulary to discuss books that they have read or enjoyed in read-alouds, partner reading or independent reading. They use their own experiences to make sense of and talk about texts and to make predictions. They can retell or reenact events in sequence, respond to simple content questions, and create artwork or written responses that show their comprehension. By the end of first grade, we expect children to:

- compare two works by the same author;
- talk about several books on the same theme;
- refer explicitly to parts of the text when presenting or defending acclaim;
- politely disagree when appropriate;

- ask each other questions that seek elaboration and justification; attempt to explain why their interpretation of a book is valid;
- extend the story;
- make predictions and explain their reasoning;
- talk about the motives of characters;
- describe the causes and effects of specific events;
- retell or summarize the story; and
- describe in their own words new information they gained from the text.

Standard:

E3b: Kinds of Talk and Resulting Genres

In kindergarten and first grade, children engage in a variety of genres to manage their activities, school, playtime and social interactions. These four genres are identified as narrative explaining and seeking information, getting things done, and producing and responding to performances.

Components:

E3b.1: Narrative

Children should require little or no adult prompting to complete a narrative. Their ability to put events in chronological order increases and their level of detail goes beyond basic information and response. They can learn techniques that make their narratives more interesting. They tend to end their narrative before the climax so resolutions require special attention. By the end of first grade, we expect children to:

- independently give a detailed narrative account of an experience in which the actual sequence of numerous events is clear.

Kindergarten and first grade children should learn to include these elements for telling more interesting and varied narratives:

- solicit and/or engage the listener's attention directly or indirectly before going into the full account;
- orient the listener to the setting;
- describe information and evaluate or reflect on it;
- develop characters by portraying themselves as one or by talking about another character's goals and motivations;
- include quotations;
- build the sequence of events to a climax and comment on how things were resolved; or
- mark the end of the story directly with a coda to bring the impact of the past experience up to the present time.

Components:

E3b.2: Explaining and Seeking Information

Children's efforts to seek information from books or conversations with others become more focused and organized. Descriptions broaden from physical features, location and position to multiple characteristics. Their descriptions extend beyond themselves to include the emotions, thinking and intentions of others. By the end of first grade, we expect children to:

- seek or provide information by observing; going to the library; or asking teachers, parents or peers;
- listen to information and exhibit comprehension;
- request or provide explanations of their own and others' intentions and thinking, especially;
- describe things by focusing on multiple characteristics;
- describe things in more evaluative terms, giving reasons for evaluations; and

- share information that is organized on a topic and supported by a visual aid.

Components:

E3b.3: Getting Things Done

Children should argue an opinion, yet their viewpoint remains primarily self-centered. They can consider the perspective and needs of another person, giving and/or receiving direction for a lengthier or more complicated sequence of steps. They continue to ask for clarification and take more responsibility for understanding information. By the end of first grade we expect children to:

- listen to, comprehend and carry out directions with five or six simple steps;
- give directions that include several sequenced steps, explaining and elaborating when necessary;
- ask for clarification to carry out more complicated directions, [persisting if necessary];
- use actions, writing or drawing to augment language; and
- engage in extended conversations about a problem with both sides presenting and listening to arguments and solutions.

Components:

E3b.4: Producing and Responding to Performances

Children's responses to performances of all kinds move beyond simple reactions to include more evaluative statements. Their performances include rehearsal and memorization of a few lines of a play or poem. Producing performances begins to become more public. They can add read-alouds to the memorized performances. By the end of first grade we expect children to:

- give simple evaluative expressions about a performance and explain their reasoning;
- critique a performance based on agreed-upon criteria;
- ask questions about things that they don't understand;
- draw from a rehearsed repertoire to give a brief performance;
- rehearse and memorize short poems or lines of a play; and
- give a brief author performance or presentation of work.

Standard:

E3c: Language Use and Conventions

Children advance from knowing the most basic rules of interaction to knowing more subtle nuances in speech and social convention. Frequent playful interchanges with the sounds and meanings of words help to establish the critical connection between oral language and reading and writing. They continue to increase their vocabulary daily.

Components:

E3c.1: Rules of Interaction

Children have generally adjusted to the social conventions of the school setting and understand the need for civility and polite interactions. They are more accountable and are ready to expand their awareness of speaking effectively and appropriately in different circumstances. By the end of first grade we expect children to:

- know and be able to describe rules for school interactions;
- learn rules for polite interactions;
- hold self and others accountable to the rules by using verbal reminders to self and others; and
- speak one at a time, look at and listen to the speaker, yield and/or signal for a chance to speak, and adjust volume to the setting.

Components:

E3c.2: Word Play, Phonological Awareness and Language Awareness

At this age, children are ready to extend word play, as they have developed an appreciation for rhyme and alliteration and have a general awareness of word meanings. Now they are ready to produce certain types of words and become more conscious of their own grammatical constructions. By the end of first grade we expect children to:

- produce rhyming words and recognize pairs of rhyming words;
- isolate initial consonants in single-syllable words;
- segment the onset and the rime in single-syllable words;
- segment the individual sounds in single-syllable words by saying each sound aloud;
- blend onsets and rimes to form words;
- blend separately spoken phonemes to make a meaningful work;
- play with alliteration, tongue twisters, and onomatopoeia;
- begin to use double meanings or multiple meanings of words for riddles or jokes;
- vary sentence openers and use a wide range of syntactic patterns; and
- examine and discuss the structure of words.

Components:

E3c.3: Vocabulary and Word Choice

Through conversation, daily interaction with adults and peers, and especially reading and being read to, children in kindergarten and first grade continue to increase their vocabulary at an astounding rate. By the end of first grade we expect children to:

- build word maps that show the relationship between words, placing newly acquired words in categories that are relevant;
- begin to define words they know using simple superordinants;
- show flexibility within the domain;
- learn new words from reading being read to daily and classroom study experiences;
- study word families;
- know more than one way to describe a particular referent or verb;
- recognize multiple meanings or words;
- understand that clusters of words refer to the same events or phenomena but from different perspectives; and
- increase vocabulary of verbs, adjectives and adverbs to gain fluency and exercise options in word choice.

Strand:

E1 Reading

Reading, fundamentally, is the process of understanding written language. It requires students to recognize words on a page, comprehend what they mean, and say them aloud in ways that clearly convey their meaning. Readers must use a variety of skills and strategies, drawing on what they know about words and their concepts, to build a sense of what the author means to say.

Standard:

E1a: Print-Sound Code

Knowledge of the print-sound code should take root, as the phonemic awareness that children developed in kindergarten deepens and expands. By the end of grade 1, students should be well on the way to mastering phonemic awareness. No longer working on sounds or letters separately, they now are able to put these elements of the code together to read meaningful, connected texts. The set of high-frequency words they recognize also has expanded since kindergarten.

Component:

E1a.1: Knowledge of Letters and Their Sounds

- No equivalent component at this grade level.

Component:

E1a.2: Phonemic Awareness

By the end of the year, first-grade students' phonemic awareness should be consolidated fully. They should be able to demonstrate, without difficulty, all of the skills and knowledge expected at the end of kindergarten. The ability to segment and blend each of the sounds in words—which they began to develop in kindergarten—should now be developed fully. By the end of the year, we expect first-grade students to:

- separate the sounds by saying each sound aloud; and
- blend separately spoken phonemes to make a meaningful word.

Component:

E1a.3: Reading Words.

By the end of grade 1, we expect students to:

- know the regular letter-sound correspondences and use them to recognize or figure out regularly spelled one- and two-syllable words;
- use onsets and rimes to create new words that include blends and digraphs; and
- recognize about 150 high-frequency words as they encounter the words in reading.

Standard:

E1b: Getting the Meaning

First-grade students read aloud leveled books. They sound like they know what they are reading. Readers also must use a variety of skills and strategies, drawing on what they know about words and their concepts, to build a sense of what the author means to say.

Component:

E1b.1: Accuracy

By the end of the year, we expect first-grade students to:

- read Level I books that they have not seen before, but that have been previewed for them, with ninety percent or better accuracy of word recognition (self-correction allowed).

Component:

E1b.2: Fluency

When they read aloud, we expect first graders to sound like they know what they are reading. Fluent readers may pause occasionally to

work out difficult passages. (Such pauses provided they are preceded and following by fluent reading, are more likely to indicate use of self-monitoring strategies than lack of fluency). By the end of the year, we expect first-grade students to:

- independently read aloud from Level I books that have been previewed for them, using intonation, pauses and emphasis that signal the structure of the sentence and the meaning of the text; and
- use the cues of punctuation—including commas, periods, question marks and quotation marks—to guide them in getting meaning and fluently reading aloud.

Component:

E1b.3: Self-Monitoring and Self-Correcting Strategies

Whenever children read, they should use a variety of self-monitoring and word recognition strategies to help them figure out words they do not recognize immediately. By the end of first grade, we expect children to monitor their own reading for accuracy and sense and to use successfully strategies to solve reading problems. To see these strategies—which normally are deployed privately and silently inside children’s minds—it may be necessary to ask children to read aloud from books that are a bit of a stretch for them in terms of difficulty. When they read books like those that are more difficult, we expect to see more overt self-monitoring behaviors, less accuracy and fluency, and slower or less precise comprehension. By the end of the year, we expect first-grade students to:

- notice whether the words sound right, given their spelling;
- notice whether the words make sense in context;
- notice when sentences don’t make sense;
- solve reading problems and self-correct, through strategies that include using syntax and word-meaning clues, comparing pronounced sounds to printed letters, gathering context clues from surrounding sentences or pictures, and deriving new words by analogy to known words and word parts; and
- check their solution to a difficult word against their knowledge of print-sound correspondences and the meaning of the text.

Component:

E1b.4: Comprehension

By the end of first grade, we expect children to demonstrate their comprehension of books that they read independently or with a partner, as well as books that adults read to them. We also expect them to read and understand simple written instructions and functional messages. When they independently read texts they have not seen before, by the end of the year, we expect first-grade students to:

- retell the story;
- tell what the book is about (summarize it);
- describe in their own words what new information they gained from the text; and
- answer comprehension questions similar to those for kindergartners.

The texts that adults read to first graders usually have more complex conceptual and grammatical features than the texts the children read independently, permitting greater depth in the kinds of comprehension children can display. For texts that are read to them, we expect children at the end of first grade also to be able to:

- extend the story;

- make predictions about what might happen next and say why;
- talk about the motives of characters; and
- describe the cause and effects of specific events.

Standard:

E1c: Reading Habits

Through first-grade (and grade 2), expectations for independent and assisted reading are elaborated separately from those expectations for students who are being read to. Books read to students are chosen for their interest and literary value; they usually have greater complexity than a student can handle reading independently or with assistance.

Component:

E1c.1: Independent and Assisted Reading

By the end of the year, we expect first-grade students to:

- read four to more books every day independently or with assistance;
- discuss at least one of these books with another student or a group;
- read some favorite books many times, gaining deeper comprehension;
- read their own writing and sometimes the writing of their classmates; and
- read functional messages they encounter in the classroom (for example: labels, signs, instructions).

Component:

E1c.2: Being Read To

By the end of the year, we expect first-grade students to:

- hear two or four books or other texts (for example, poems, instructions, newspaper or magazine articles, songs) read aloud every day; and
- listen to and discuss every day at least one book or chapter that is longer and more difficult than what they can read independently or with assistance.

Component:

E1c.3: Discussing Books

Daily discussion of books continues to be essential in first grade.

Children now can deal with more complex and longer texts and relate books to teach other. In classroom and small-group discussions of their reading and of books read to them, by the end of the year, we expect first-grade students to:

- demonstrate the skills we look for in the comprehension component of Reading Standard E1b: Getting the Meaning;
- compare two books by the same author;
- talk about several books on the same theme;
- refer explicitly to parts of the text when presenting or defending a claim;
- politely disagree when appropriate;
- ask others questions that seek elaboration and justification; and
- attempt to explain why their interpretation of a book is valid.

Component:

E1c.4: Vocabulary

Like kindergartners, first graders know more words than they can read or write. They still acquire most of their new vocabulary by listening to spoken language and hearing books read aloud, though reading and discussing books enhances the quality and breadth of their word knowledge. Children easily absorb into their vocabulary new words that come up and recur in conversation and reading. By the end of the year, we expect first-grade students to:

- make sense of new words from how the words are used, refining their sense of the words as they encounter them again;
- notice and show interest in understanding unfamiliar words in texts that are read to them;

- talk about the meaning of some new words encountered in independent and assisted reading;
- know how to talk about what words mean in terms of functions and features; and
- learn new words every day from talk and books read aloud.

Strand:

E2 Writing

First-grade students write every day, either independently and with a partner or partners. When given blocks of time for writing, students take responsibility for choosing a topic and developing text around it. Students work for more than a single day on creating a piece of writing. Taking selected pieces of their work through the process of planning, drafting, getting response, revising and editing is very much the norm for first-grade writers.

Standard:

E2a: Habits and Processes

Polished pieces are placed on display, read aloud, presented to someone the child cares about or acknowledged in some public way. Such displays are important ways of recognizing young writers' accomplishments. By the end of the year, we expect first-grade students to:

- write daily;
- generate topics and content for writing;
- reread their work often with the expectation that others will be able to read it;
- solicit and provide responses to writing;
- revise, edit and proofread as appropriate;
- apply a sense of what constitutes good writing (that is, apply some commonly agreed-upon criteria to their own work); and
- polish at least 10 pieces throughout the year.

Standard:

E2b: Writing Purposes and Resulting Genres

Written and oral work are done with more elaboration and confidence than was evidenced in kindergarten. As writers, many begin to show an intention to really connect with a reader.

Component:

E2b.1: Sharing Events, Telling Stories: Narrative Writing

By the end of the year, we expect first-grade students to:

- evidence a plan in their writing, including making decisions about where in a sequence of events they should enter;
- develop a narrative or retelling containing two or more appropriately sequenced events that readers can reconstruct easily, which the author then often reacts to, comments on, evaluates, sums up or ties together;
- frequently incorporate drawings, diagrams or other suitable graphics with written text, as well as gestures, intonation and role-played voices with oral renditions;
- demonstrate a growing awareness of author's craft by employing some writing strategies; and providing some sense of closure;
- imitate narrative elements and derive stories from books they have read or had read to them; and
- in some cases, begin to recount not just events but also reactions, signaled by phrases like "I wondered," "I noticed," "I thought" or "I said to myself."

Component:

E2b.2: Informing Others: Report or Informational Writing

By the end of the year, we expect first-grade students to:

- gather information pertinent to a topic, sort it into major categories—possibly using headings or chapters—and report it to others;
- independently recognize and exclude or delete extraneous information according to appropriate standards governing what “fits”; and
- demonstrate a growing desire and ability to communicate with readers by using details to develop their points; sometimes including pictures, diagrams, maps and other graphics that enhance the reader’s understanding of the text; and paying attention to signing off.

Component:

E2b.3: Getting Things Done

Functional Writing: By the end of the year, we expect first-grade students to:

- give instructions;
- describe, in appropriate sequence and with few details, the steps one must take to make or do a particular thing; and
- claim, mark or identify objects and places.

Component:

E2b.4: Producing and Responding to Literature

By the end of the year, we expect first-grade students to:

- write stories, memoirs, poems, songs and other literacy forms;
- demonstrate not only an awareness of but also an ability to reproduce some of the literacy language and styles they hear and read in the classroom;
- imitate a text or write in a genre when they respond to it;
- re-enact and retell stories, songs, poems;
- plays and other literacy works they encounter;
- produce simple evaluative expressions about the text;
- make simple comparisons of the story to events or people in their own lives;
- compare two books by the same author;
- discuss several books on the same themes;
- make explicit reference to parts of the text when presenting or defending a claim; and
- present a plausible interpretation of a book.

Standard:

E2c: Language Use and Conventions

First graders still write mostly in their own language, producing text that mirrors the sentence structure and vocabulary of their speech. Although they are beginning to develop a sense of writing for a reader, their writers’ voices still are mostly egocentric. They can make more choices about which words to use, in which form and in what order. They also may produce text containing fragments of the language of other writers or speakers.

Component:

E2c.1: Style and Syntax

By the end of the year, we expect first-grade students to:

Take on language of authors:

- vary sentence openers instead of relying on the same sentence stem;
- use a wide range of the syntactic patterns;
- typical of spoken language;
- embed literacy language where appropriate; and
- sometimes mimic sentence structures from various genres they are reading.

Component:

E2c.2: Vocabulary and Word Choice

By the end of the year, we expect first-grade students to:

- produce writing that uses the full range of words in their speaking vocabulary;
- select a more precise word when prompted; and
- use newly learned words they like from their reading, the books they hear read, words on the classroom wall and talk.

Component:

E2c.3: Spelling

By the end of the year, we expect first-grade students to:

- produce writing that contains a large proportion of correctly spelled, high frequency words;
- write text that usually can be read by the child and others—regardless of the scarcity of correctly spelled words—because most of the perceived sounds in unfamiliar words are phonetically represented;
- draw on a range of resources for deciding how to spell unfamiliar words; and
- automatically spell some familiar words and word endings correctly.

Component:

E2c.4: Punctuation, Capitalization and Other Conventions

Although first-grade students will not have consistent control over punctuation, capitalization and other conventions, by the end of the year, we expect first-grade students to:

- demonstrate interest and awareness by approximating the use of some punctuation, including exclamation points, quotation marks, periods, question marks, ellipses, colons, and capitalization of proper names and sentence beginnings; and
- use punctuation accurately and sometimes use conventions that are borrowed from a favorite author to add emphasis, suggest mood, be clear and direct readers to use particular intonations.

Strand:

**E3 Speaking
And Listening**

The most significant feature of language development among kindergartners and first graders is the enormous growth in vocabulary. They continue to talk about topics that are familiar and engaging to them. By this age, they can tell stories that make sense. They can define new words and explain all sorts of things to other students. They are starting to understand the rules of socializing with others.

Standard:

E3a: Habits

Talking in a variety of situations and for different purposes is important as children are beginning to write because their early writings are very dependent on their oral language. They can be expected to listen much more attentively now, and they may begin adapting their speech for different audiences. They engage in longer turns of conversation.

Components:

E3a.1: Talking a Lot

Children’s talk that once primarily took place in one-on-one or small-group settings—now encompasses larger groups and audiences. Their comments and questions become more specific that expressing basic ideas needs or feelings. Language play continues to be an important part of their development. By the end of first grade we expect children to:

- talk about their ideas, experiences and feelings;
- listen to others, signaling comprehension by clarifying, agreeing, empathizing or commenting as appropriate;
- playfully manipulate language;
- listen to and engage in sentence play;

- negotiate how to work and play;
- ask or answer focused questions for the purpose of learning something; and
- share and talk about what they are reading or learning.

In kindergarten and first grade, children transition from speech to print and begin writing daily. We expect children to:

- share and talk about their writing daily; and
- give and receive feedback by asking questions or making comments about truth, clarity, extent, and relevance.

Components:

E3a.2: Talking to One’s Self

By kindergarten, children begin to recognize the value of talking aloud. They move from a nearly unconscious use of language to purposefully articulating problem-solving strategies and self-correcting while reading aloud. By the end of first grade we expect children to:

- make spontaneous corrections to their own behavior, actions or language;
- talk to themselves out loud to make plans, guide behavior or monitor thinking; and
- mimic the language of adults.

While they are reading we expect children to:

- monitor themselves at the word and sentence levels; and
- use a variety of self-correcting strategies.

Components:

E3a.3: Conversing at Length on a Topic

Children know the difference between questions requiring brief responses and invitations to converse. In addition, their ability to make topic-relevant responses and their attempts to initiate and sustain conversation result in lengthier exchanges. By the end of first grade we expect children to:

- initiate conversations by bringing up topics that are likely to interest others;
- initiate and sustain a conversation with comments or questions through at least six or seven exchanges;
- occasionally ask for or provide clarification;
- solicit others’ contributions; and
- mark new topics explicitly.

Components:

E3a.4: Discussing Books

By the end of kindergarten, children use newly learned vocabulary to discuss books that they have read or enjoyed in read-alouds, partner reading or independent reading. They use their own experiences to make sense of and talk about texts and to make predictions. They can retell or reenact events in sequence, respond to simple content questions, and create artwork or written responses that show their comprehension. By the end of first grade, we expect children to:

- compare two works by the same author;
- talk about several books on the same theme;
- refer explicitly to parts of the text when presenting or defending a claim;
- politely disagree when appropriate;
- ask each other questions that seek elaboration and justification; attempt to explain why their interpretation of a book is valid;
- extend the story;
- make predictions and explain their reasoning;

- talk about the motives of characters’;
- describe the causes and effects of specific events;
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- describe in their own words new information they gained from the text.

Standard:

E3b: Kinds of Talk and Resulting Genres

In kindergarten and first grade, children engage in a variety of genres to manage their activities, school, playtime and social interactions. These four genres are identified as narrative explaining and seeking information, getting things done, and producing and responding to performances.

Components:

E3b.1: Narrative

Children should require little or no adult prompting to complete a narrative. Their ability to put events in chronological order increases and their level of detail goes beyond basic information and response. They can learn techniques that make their narratives more interesting. They tend to end their narrative before the climax so resolutions require special attention. By the end of first grade, we expect children to:

- independently give a detailed narrative account of an experience in which the actual sequence of numerous events is clear.

Kindergarten and first grade children should learn to include these elements for telling more interesting and varied narratives:

- solicit and/or engage the listener’s attention directly or indirectly before going into the full account;
- orient the listener to the setting;
- describe information and evaluate or reflect on it;
- develop characters by portraying themselves as one or by talking about another character’s goals and motivations;
- include quotations;
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- mark the end of the story directly with a coda to bring the impact of the past experience up to the present time.

Components:

E3b.2: Explaining and Seeking Information

Children’s efforts to seek information from books or conversations with others become more focused and organized. Descriptions broaden from physical features, location and position to multiple characteristics. Their descriptions extend beyond themselves to include the emotions, thinking and intentions of others. By the end of first grade, we expect children to:

- seek or provide information by observing; going to the library; or asking teachers, parents or peers;
- listen to information and exhibit comprehension;
- request or provide explanations of their own and others’ intentions and thinking, especially;
- describe things by focusing on multiple characteristics;
- describe things in more evaluative terms, giving reasons for evaluations; and
- share information that is organized on a topic and supported by a visual aid.

Components:

E3b.3: Getting Things Done

Children should argue an opinion, yet their viewpoint remains primarily

self-centered. They can consider the perspective and needs of another person, giving and/or receiving direction for a lengthier or more complicated sequence of steps. They continue to ask for clarification and take more responsibility for understanding information. By the end of first grade we expect children to:

- listen to, comprehend and carry out directions with five or six simple steps;
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- ask for clarification to carry out more complicated directions, [persisting if necessary];
- use actions, writing or drawing to augment language; and
- engage in extended conversations about a problem with both sides presenting and listening to arguments and solutions.

Components:

E3b.4: Producing and Responding to Performances

Children’s responses to performances of all kinds move beyond simple reactions to include more evaluative statements. Their performances include rehearsal and memorization of a few lines of a play or poem. Producing performances begins to become more public. They can add read-alouds to the memorized performances. By the end of first grade we expect children to:

- give simple evaluative expressions about a performance and explain their reasoning;
- critique a performance based on agreed-upon criteria;
- ask questions about things that they don’t understand;
- draw from a rehearsed repertoire to give a brief performance;
- rehearse and memorize short poems or lines of a play; and
- give a brief author performance or presentation of work.

Standard:

E3c: Language Use and Conventions

Children advance from knowing the most basic rules of interaction to knowing more subtle nuances in speech and social convention,. Frequent playful interchanges with the sounds and meanings of words help to establish the critical connection between oral language and reading and writing. They continue to increase their vocabulary daily.

Components:

E3c.1: Rules of Interaction

Children have generally adjusted to the social conventions of the school setting and understand the need for civility and polite interactions. They are more accountable and are ready to expand their awareness of speaking effectively and appropriately in different circumstances. By the end of first grade we expect children to:

- know and be able to describe rules for school interactions;
- learn rules for polite interactions;
- hold self and others accountable to the rules by using verbal reminders to self and others; and
- speak one at a time, look at and listen to the speaker, yield and/or signal for a chance to speak, and adjust volume to the setting.

Components:

E3c.2: Word Play, Phonological Awareness and Language Awareness

At this age, children are ready to extend word play, as they have developed an appreciation for rhyme and alliteration and have a general awareness of word meanings. Now they are ready to produce certain

types of words and become more conscious of their own grammatical constructions. By the end of first grade we expect children to:

- produce rhyming words and recognize pairs of rhyming words;
- isolate initial consonants in single-syllable words;
- segment the onset and the rime in single-syllable words;
- segment the individual sounds in single-syllable words by saying each sound aloud;
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- blend separately spoken phonemes to make a meaningful work;
- play with alliteration, tongue twisters, and onomatopoeia;
- begin to use double meanings or multiple meanings of words for riddles or jokes;
- vary sentence openers and use a wide range of syntactic patterns; and
- examine and discuss the structure of words.

Components:

E3c.3: Vocabulary and Word Choice

Through conversation, daily interaction with adults and peers, and especially reading and being read to, children in kindergarten and first grade continue to increase their vocabulary at an astounding rate. By the end of first grade we expect children to:

- build word maps that show the relationship between words, placing newly acquired words in categories that are relevant;
- begin to define words they know using simple superordinants;
- show flexibility within the domain;
- learn new words from reading being read to daily and classroom study experiences;
- study word families;
- know more than one way to describe a particular referent or verb;
- recognize multiple meanings or words;
- understand that clusters of words refer to the same events or phenomena but from different perspectives; and
- increase vocabulary of verbs, adjectives and adverbs to gain fluency and exercise options in word choice.

Strand:

E1 Reading:

Reading, fundamentally, is the process of understanding written language. It requires students to recognize words on a page, comprehend what they mean, and say them aloud in ways that clearly convey their meaning. Readers must use a variety of skills and strategies, drawing on what they know about words and their concepts, to build a sense of what the author means to say.

Standard:

E1a: Print-Sound Code

By the end of the year, second-grade students have a firm grasp of the print-sound code and should be able to read the full range of English spelling patterns by the end of second grade. By the end of the year, we expect second-grade students to:

- read regularly spelled one- and two-syllable words automatically; and
- recognize or figure out most irregularly spelled words and such spelling patterns as diphthongs, special vowel spellings and common word endings.

Standard:

E1b: Getting the Meaning

Second-graders read books that require higher-level conceptual thinking to understand the subtleties of plot and character development. Students must sustain their reading over several days to finish the book. Most of the reading is done silently and independently, but some parts of the book may be read aloud for emphasis or interest.

Component:

E1b.1: Accuracy

By the end of the year, we expect second-grade students to be able to:

- independently read aloud unfamiliar Level L books with 90 percent or better accuracy of word recognition allowing for self-correction.

Component:

E1b.2: Fluency

By the end of the year, we expect second-grade students to be able to:

- independently read aloud unfamiliar Level L books that they have previewed silently on their own, using intonation, pauses and emphasis that signal the meaning of the text; and
- use the cues of punctuation—including commas, periods, question marks and quotation marks—to guide them in getting meaning and fluently reading aloud.

Component:

E1b.3: Self-Monitoring and Self-Correcting Strategies

At second grade, self-monitoring should be a well-established habit, and all the strategies developed earlier should be used regularly and almost automatically.

In addition, second graders' strategies should be more focused than before on comprehension and meaning of extended sequences of text. Readers' fluency continues to drop when harder texts require them to monitor overtly for accuracy and sense and to use strategies for solving reading problems and self-correcting.

By the end of the year, we expect second-grade students to:

- know when they don't understand a paragraph and search for clarification clues within the text; and

| | |
|------------|--|
| Component: | <ul style="list-style-type: none">• examine the relationship between earlier and later parts of a text and figure out how they make sense together. <p>E1b.4: Comprehension</p> <p>By the end of second grade, we expect children to demonstrate their comprehension of a variety of narrative, literary, functional and informational texts that they read independently or with a partner, as well as texts that adults read to them.</p> <p>For books that they read independently, including functional and informational texts, we expect children at the end of second grade to be able to do all of the things we expected of them in first grade, both orally and in writing. In addition, by the end of the year, we expect them to:</p> <ul style="list-style-type: none">• recognize and be able to talk about organizing structures;• combine information from two different parts of the text;• infer cause-and-effect relations that are not stated explicitly;• compare the observations of the author to their own observations when reading nonfiction texts; and• discuss how, why and what-if questions about nonfiction texts. <p>The texts that adults read to second graders usually have more complex conceptual and syntactic features than the texts the children read independently, and this permits greater depth in the kinds of comprehension children can display.</p> <p>For texts that are read to them, we expect children at the end of second grade to be able to do all of the things they can do for independently read texts. In addition, we expect them to:</p> <ul style="list-style-type: none">• discuss or write about the themes of a book-what the “messages’ of the book might be;• trace characters and plots across multiple episodes, perhaps ones that are read on successive days; and• relate later parts of a story to earlier parts, in terms of themes, cause and effect, etc. |
| Standard: | <p>E1c: Reading Habits</p> <p>Through grade 2, expectations for independent and assisted reading are elaborated separately from those expectations for students who are being read to. Children in second grade read more complex books that are considerably longer than books read in first grade and that often have chapters. They also should be reading to learn throughout the school day in all areas of the curriculum.</p> <p>By second grade, students should recognize and be able to discuss literary qualities of the children’s literature they read. They should identify and talk (or write) about similarities in different books by the same author; differences in similar books by different authors; genre features; and the effects of author’s craft, including word choice, plot, beginnings, endings and character development.</p> |
| Component: | <p>E1c.1: Independent and Assisted Reading</p> <p>By the end of the year, we expect second-grade students to:</p> <ul style="list-style-type: none">• read one or two short books or long chapters every day and discuss what they read with another student or a group;• read good children’s literature every day;• read multiple books by the same author and be able to discuss differences and similarities among these books; |

- reread some favorite books or parts of longer books, gaining deeper comprehension and knowledge of author’s craft;
- read narrative accounts, responses to literature, informational writing, reports, narrative procedures, recounting, memoirs, poetry, plays and other genre;
- read their own writing and the writing of their classmates, including pieces compiled in class books or placed on public display;
- read the functional and instructional messages they see in the classroom environment and some of those encountered outside school; and
- voluntarily read to each other, signaling their sense of themselves as readers.

Component:

E1c.2: Being Read To

By the end of the year, we expect second-grade students to:

- have worthwhile literature read to them to model the language and craft of good writing; and
- listen to and discuss at least one text that is longer and more difficult than what they can read independently or with assistance.

Additionally, we expect students to:

- hear texts read aloud from a variety of genres; and
- use reading strategies explicitly modeled by adults in read-aloud and assisted reading.

Component:

E1c.3: Discussing Books

In classroom and small-group discussions of their reading and of books read to them, we expect students finishing second grade to:

- demonstrate the skills we look for in the comprehension component of E1b: Getting the Meaning;
- recognize genre features and compare works by different authors in the same genre;
- discuss recurring themes across works;
- paraphrase or summarize what another speaker has said and check whether the original speaker accepts the paraphrase;
- sometimes challenge another speaker on whether facts are accurate, including reference to the text;
- sometimes challenge another speaker on logic or inference; ask other speakers to provide supporting information or details; and
- politely correct someone who paraphrases or interprets their ideas incorrectly.

Component:

E1c.4: Vocabulary

By the end of the year, we expect second-grade students to:

- recognize when they don’t know what a word means and use a variety of strategies for making sense of how it is used in the passage they are reading;
- talk about the meaning of some new words encountered in reading after they have finished reading and discussing a text;
- notice and show interest in understanding unfamiliar words in texts that are read to them;
- know how to talk about what nouns mean in terms of function, features and category; and
- learn new words everyday from their reading and talk.

Strand:

E2 Writing

Second graders need large blocks of time for writing so they can sustain their work longer, say more and provide more detail than they have in the past. They use specific criteria to decide what to write about—what is important to them, what they know something about, what will yield a good product and what will reach the audience. They reread their writing, get help from their teachers or peers and revise and adjust to make their writing understandable to their audience.

Standard:

E2a: Habits and Processes

If second graders are to develop the expected levels of proficiency as writers, their daily writing habits must continue and expand. Working independently, second-grade children who are meeting standards make plans for their writing. They understand there are choices about how to write about a topic, and they are able to select a genre, develop an angle or conjure a vision to frame their writing. By the end of the year, we expect second-grade students to:

- write daily;
- generate their own topics and make decisions about which pieces to work on over several days or longer;
- extend pieces of writing by, (for example, turning a narrative into a poem or a short description into a long report);
- regularly solicit and provide useful feedback;
- routinely reread, revise, edit and proofread their work;
- take on strategies and elements of author’s craft that the class has discussed in their study of literary works;
- apply commonly agreed upon criteria and their own judgment to assess the quality of their own work; and
- polish at least 10 pieces throughout the year.

Standard:

E2b: Writing Purposes and Resulting Genres

For second graders who are progressing according to standards, writing has become a meaningful activity with myriad purposes. More than ever, these children write to communicate with other people, to learn new things and to give evidence of their understanding. By the time they leave second grade, they have experimented with and produced many kinds of writing, including narrative account, response to literature, report and narrative procedure.

Component:

E2b.1: Sharing Events, Telling Stories: Narrative Writing

By the end of the year, second-graders should move beyond simply describing a sequence of events. The structure for extended pieces may be built around a cluster of memorable events (episodic memoirs), around problems and solutions, or around a central idea or a theme running through events.

Second graders should be able to set the action of a narrative in a context that could include setting relationships among characters, motives and moods—perhaps beginning with a classic story opening (for example, “Once there was a girl...”, or “It was a dark, dark night when...”). Second graders should begin to use strategies for building pace and tension, such as giving more attention to some events than others, summarizing or skipping some events, and creating anticipation. By the end of the year, we expect second-grade students to produce fictional and autobiographical narratives in which they:

- incorporate some literary or “writing;” language that does not sound like speech;
- create a believable world and introduce characters, rather than simply recount a chronology of events, using specific details about characters and settings and developing motives and moods;
- develop internal events as well as external ones;
- write in first and third person; and
- use dialogue effectively.

Components:

E2b.2: Informing Others: Report or Informational Writing

By the end of the year, we expect second-grade students to produce reports that:

- have an obvious organizational structure;
- communicate big ideas, insights or theories that have been elaborated on or illustrated through facts, details, quotations, statistics and information;
- usually have a concluding sentence or section; and
- use diagrams, charts or illustrations as appropriate to the text.

E 2b.3: Getting Things Done: Functional and Procedural Writing

By the end of the year, we expect second-grade students to produce narrative procedures that:

- establish a context for the piece;
- identify the topic;
- show the steps in an action in enough detail to follow them;
- include relevant information;
- use language that is straightforward and clear; and
- frequently use pictures to illustrate steps in the procedure.

E2b.4: Producing and Responding to Literature

By the end of the year, we expect second-grade students to:

Producing literature:

- write stories, memoirs, poems, songs and dramas—conforming to appropriate expectations for each form;
- write a story using styles learned from studying authors and genres; and
- write poetry using techniques they observe through a study of the genre.

By the end of the year, we expect second-grade students to:

Responding to literature:

- provide a retelling;
- write letters to the author, telling what they thought or asking questions;
- make a plausible claim about what they have read;
- write variations on texts they have read telling the story from a new point of view, putting in a new setting, altering a crucial character or rewriting the ending; and
- make connections between the text and their own ideas and lives.

Standard:

E2c: Language Use and Conventions

Second graders should be developing fluency as writers, producing longer, more detailed texts and crafting stories to achieve an effect, as their control over the conventions of language increases. Some of their sentences still echo their oral language patterns, while others show their awareness of literary style and other generic forms. Conventions appear

more regularly: periods, capital letters, quotation marks and exclamation points frequently are used correctly.

Component:

E2c.1: Style and Syntax

By using a variety of sentence structures, second-grade writers show their ability to handle subordination of thought by subordination of structures. While punctuation of such sentences may be erratic or uneven, the sentences themselves show children's increasing proficiency in realizing their thoughts in writing. By the end of the year, we expect second-grade students to:

Using one's own language:

- use all sentence patterns typical of spoken language;
- incorporate transition words and phrases; and
- use various embeddings as well as coordination and subordination.

Taking on language of authors:

- use varying sentence patterns and lengths to slow reading down, speed it up or create a mood;
- embed literacy language where appropriate; and
- reproduce sentence structures found in the various genres they are reading.

Component:

E2c.2: Vocabulary and Word Choice

By the end of the year, we expect second-grade students to:

Using one's own language:

- use words from their speaking vocabulary in their writing, including words they have learned from reading and class discussion; and
- make word choices that reveal they have a large enough vocabulary to exercise options in word choice.

Taking on language of authors:

- make choices about which words to use on the basis of whether they accurately convey the intended meaning; and
- extend their writing vocabulary by using specialized words related to the topic or setting of their writing.

Component:

E2c.3: Spelling

Second-grade writers on target for meeting standards are beginning to control for spelling. That is, they correctly spell words that they have studied, words that they encounter frequently as readers and words that they regularly employ as writers. They also should spell correctly some high-frequency words with unpredictable spelling patterns that must be memorized (for example, of, have, the). At the same time, their incorrect spellings become less random because a clear logic is at work (for example, used to is frequently spelled as yousto). By the end of the year, we expect second-grade students to:

- use a discernible logic to guide their spelling of unfamiliar words, making incorrect spellings less random;
- produce writing in which most high-frequency words are spelled correctly;
- correctly spell most words with regularly spelled patterns;
- correctly spell most inflectional endings, including plurals and verb tenses; and
- use correct spelling patterns and rules most of the time.

In addition, we expect these students to:

- use specific spelling strategies during the writing process (for example, consult the word wall to check a spelling, think about the base and prefixes and suffixes they know); and
- engage in the editing process, perhaps with a partner, to correct spelling errors.

Component:

E2c.4: Punctuation, Capitalization and Other Conventions

Children should leave second grade with a good sense of how beginning capitalization and end punctuation are applied conventionally, though they may continue their creative use of capital letters (for example, “The dog was HUGE!”) and exaggerated punctuation (for example, “He bit me!!!”)

Second graders meeting standards may not have consistent control over punctuation, but they show their understanding by incorporating all the commonly used punctuation marks to some degree in their writing. By the end of the year, we expect second-grade students to:

- use capital letters at the beginnings of sentences;
- use periods to end sentences;
- approximate the use of quotation marks;
- use capital letters and exclamation marks for emphasis;
- use question marks; and
- use common contractions.

Strand:

**E3 Speaking
And Listening**

Children in second and third grades continue to develop the habits of talking a lot, talking to one’s self, conversing at length on a topic and discussing books. Some of the characteristics at this age include more skill in anticipating the audiences’ needs, expressing preferences, collaborating, negotiating, talking longer on topics of interest, and holding higher quality discussions of books as they are reading more complex and lengthier text. They also continue to talking aloud to guide themselves through a difficult of task or reasoning aloud to reach a conclusion should be encouraged.

Standard:

E3a: Habits

Lots and lots of purposeful talk remains an important part of children’s literacy development. Talking a lot, talking to one’s self, conversation at length on a topic and discussing books are four habits that should be part of children’s daily activities in second and third grades. At this age, children become more adept at holding their audiences attention because they understand the various genres of talk and can anticipate questions. They can now predict reliably others’ expectations for clarity, brevity, relevance and truth.

Component:

E3a.1: Talking a Lot

By the second and third grades, students are used to talking and asking questions about their own or others’ reading and writing. Their use of language to learn, negotiate, work and play with one another sharpens to the point that they can tackle more complex tasks and communicate more complex concepts. Specifically by the end of third grade we expect children to:

- talk about what they think, read or experience;
- explain or speak from another’s perspective;
- talk about ideas or information gained from sources beyond personal experiences;

- talk in small groups to collaborate on a project, ask questions, or to make comments or suggestions to facilitate work on a task or project;
- talk in front of a group on a regular basis; and
- solicit and provide feedback daily about writing, asking questions or commenting in terms of genre features and clarity and making suggestions for where or how to elaborate or edit.

Component:

E3a.2: Talking to One's Self

At grades 2-3 most children have internalized the use of language to self correct and guide their thinking and problem solving. In reading, self-monitoring becomes silent. In other areas-such as remembering complex tasks, mathematics or memorization-students almost always talk aloud.

Specifically by the end of third grade we expect children to:

- make spontaneous corrections;
- talk to themselves out loud to make plans, guide behaviors or monitor thinking;
- rehearse steps they will use to solve a problem;
- mimic adult language used in problem solving;
- recite facts to confirm what has been memorized; and
- silently monitor their comprehension of text including understanding of individual words and using a variety of self-correcting strategies.

Component:

E3a.3: Conversing at Length on a Topic

Skills in second and third grades grow to incorporate a variety of strategies that enable them to sustain conversations and to mark new topics explicitly. They are now able to initiate and sustain conversations with lengthier exchanges. Specifically by the end of third grade we expect children to:

- initiate and sustain a conversation with eight or more lengthy exchanges;
- consistently ask for clarification;
- consistently recognize and respond to indirect and direct indications that others need clarification;
- initiate topics within conversations that are in progress;
- sustain conversation by extending others' contribution;
- express and solicit opinions;
- ask open-ended or long answer questions;
- repair and revert to the topic when necessary; and
- raise topics likely to be of interest to another person.

Component:

E3a.4: Discussing Books

Students at this level recognize and compare works by different authors in the same genre and discuss recurring themes across works. They paraphrase, summarize, ask speakers to give evidences and politely correct someone who paraphrases or interprets them incorrectly.

Participation in book talks allows them to demonstrate deeper comprehension of the text. Specifically by the end of third grade we expect children to:

- note and talk about author's craft: word choice, beginnings and endings, plot, and character development;
- use comparisons and analogies to explain ideas;
- refer to knowledge gained during discussion;
- use information that is accurate, accessible and relevant;

- restate their own ideas with greater clarity when a listener indicates non comprehension;
- ask other students questions that require them to support their claims or arguments;
- indicate when their own and others' ideas need further support or explanation;
- cite important details from the text;
- compare one text to another text they have read or heard; and
- capture meaning from figurative language and explain the meaning.

With narratives in particular we expect children to:

- relate a story to real life experiences;
- explain the motive of characters; and
- discuss plot and setting.

With informational texts in particular, we expect children to:

- use structure of information text to retrieve information;
- analyze the causes, motivations, sequences and results of events; and
- understand the concepts and relationships described;
- use reasoning and information from within an outside the text to examine arguments; and
- describe in their own words what new information they gained from nonfiction text and how that information relates to their prior knowledge.

With functional texts in particular, we expect children to:

- follow instructions or directions they read in more complicated texts.

Standard:

E3b: Kinds of Talk and Resulting Genres

Second and third grade children should continue to have opportunities for speaking and listening in the four genres: narrative, explaining and seeking information, getting things done, and producing and responding to performances. Children are still better at factual accounts than at fictional ones, as fictional narratives are the most difficult to master. Children should have daily opportunities to share writing or respond to reading/writing.

Component:

E3b.1: Narrative

At this age children's oral narratives increase in length and complexity and are likely to move beyond personally experienced events. The sequence of events lengthens, and character development moves beyond simply stating motivations. The use of details begins to be sharpened by precise word, choice and resolutions do more than simply comment on final events.

With factual narratives, by the end of third grade we expect children to:

- independently give lengthy and richly detailed account in which the actual sequence of events is clear even though events may be told out of order deliberately to build anticipation or through the use of flashback; and
- pass along a story that they have heard, giving enough details or nuance to do justice to the original version.

Second- and third-grade children should learn to include these elements for telling more interesting and varied narratives:

- solicit and/or engage the listener's attention before going into the full account;

- orient the listener to the setting with the precise choice of detail;
- cluster useful descriptive information in the beginning;
- describe information and evaluate or reflect on it;
- describe internal events or reactions as well as external events develop characters by clearly stating their goals and motivations and attempting to resolve or stratify them before the story's end;
- include quotations;
- comment and reflect on how things were resolved; and
- mark the end of the story directly or with a coda to bring the impact of the past experience up to the present.

Component:

E3b.2: Explaining and Seeking Information

In second and third grades, children's ability to seek information from adults, the library and the Internet expands. They are able to research and gather more information. Their descriptions become more elaborate. Their presentations improve, and their ability to relate complex information to others increases. Specifically, by the end of third grade we expect children to:

- Seek out multiple resources for information such as libraries, governmental and professional agencies, the Internet, and identified experts;
- Conduct first hand interviews;
- Give increasingly elaborate and extended descriptions of objects, events and concepts;
- Support opinions or provide specific examples to support generalizations;
- Give a short prepared speech or report informing others about some object, event, or person; and
- Tutor others in new and somewhat complicated tasks.

Component:

E3b.3: Getting Things Done

Children have increased the specificity and complexity of directions they are able to give and receive. They begin to entertain alternate viewpoints and do more than just listen to opposing arguments and can collaborate to generate alternative solutions. Specifically, by the end of third grade we expect children to:

- listen to, comprehend and carry out directions with eight or more steps;
- ask (or answer) specific questions to clarify a novel task, persisting if necessary to get the information;
- give directions for technically complex tasks;
- ask clarifying questions to learn what a person knows;
- describe alternate ways to complete a task or reach a destination;
- use visual aids, such as charts, diagrams or maps, to augment language;
- engage in extended conversations about a problem, with both sides presenting and listening to arguments and solutions;
- disagree with another person's argument and then generate and promote alternative solutions to reach agreement; and
- collaborate by seeking out peers to solve problems, disagreeing diplomatically, and assigning or delegating tasks to organize a group.

Component:

E3b.4: Producing and Responding to Performances:

As in earlier grades, children should have frequent opportunities to give author performances of their own material and to respond to

author performances of their peers. In responding to more challenging performances, children continue to offer reactions and learn to support their opinions. Their performances move beyond the classroom setting and grow in length. Specifically, by the end of third grade we expect children to:

- describe their reaction to a performance, giving details to support opinions;
- attend to more challenging performances that go beyond entertainment or present unfamiliar material;
- draw from a rehearsed repertoire to give a brief performance;
- conduct and /or make lengthier presentations to the class or take part in full-length performances in front of larger groups or unfamiliar audiences; and
- give an author performance, reading from their own material out loud.

Standard:

E3c: Language Use and Conventions

In second and third grade, children continue to display increased levels of experimentation with sounds, meaning, and grammar. Their awareness of ambiguities in language expands.

Component:

E3c.1: Rules of Interaction

In second and third grades, children work on the mastery of important conventions in the school and social settings by speaking in a group. More and more, their class work should require them to speak, listen and collaborate in small or large groups. Specifically by the end of third grade we expect children to:

- consistently observe conventions politeness;
- hold themselves and others accountable to the rules by using verbal reminders; and
- speak one at a time, look at and listen to the speaker, signal for a chance to speak, adjust volume to the setting, and hold the floor and yield when appropriate.

Component:

E3c.2: Word Play and Grammatical Awareness

Having mastered the ability to blend and segment onsets and rimes and mastered phonemes, children should exhibit a continuing interest in words and experimentation with language, though in a more sophisticated fashion than in earlier years. Specifically by the end of third grade we expect children to:

- identify the number of syllables in a word;
- play with alliteration, tongue twisters and onomatopoeia;
- use double meanings or multiple meanings of words for riddles and jokes;
- detect a variety of speech ambiguities and understand the intended meaning;
- start to play with made-up language; and
- identify subjects and verbs in simple sentences.

Component:

E3c.3: Word Vocabulary and Word Choice

Children continue to acquire new vocabulary at a phenomenal rate, and their increased vocabulary will have a direct correlation to their academic success. Using new, advanced words that are relevant to what the class is studying is more important than teaching children specific words on a vocabulary test. Specifically by the end of third grade we expect children to:

- build word maps that show the relationship between words, placing newly acquired words in categories that are relevant;
- use specialized vocabulary related to school subjects;
- provide definitions of words they know and learn new words from definitions using simple superordinates;
- learn new words from reading or being read to daily;
- demonstrate flexibility by choosing from word options to show precision or effect;
- study word families;
- develop a basic awareness of meaningful word parts and identify how they relate to certain words;
- increase vocabulary of verbs, adjectives, and adverbs to speak fluently and exercise options in word choice;
- use and explain metaphoric language;
- understand and produce 3 antonyms and synonyms; and
- understand and produce homonyms, homographs and homophones.

Strand:

E1 Reading

Reading, fundamentally, is the process of understanding written language. It requires students to recognize words on a page, comprehend what they mean, and say them aloud in ways that clearly convey their meaning. Readers must use a variety of skills and strategies, drawing on what they know about words and their concepts, to build a sense of what the author means to say.

Standard:

E1a: Print-Sound Code

In third grade, students' decoding of the print-sound code should become automatic across the whole span of language. Throughout third grade they should continue to learn about words—roots, inflections, suffixes, prefixes, homophones and word families—as part of vocabulary growth. Each book they read presents new words that they should be able to figure out using their knowledge of word structures.

Components:

E1a.1: Knowledge of Letters and Their Sounds:

- No equivalent component at this grade level.

E1a.2: Phonemic Awareness:

- No equivalent component at this grade level.

E1a.3: Reading Words:

- No equivalent component at this grade level.

Standard:

E1b: Getting the Meaning

The ultimate goal of reading is understanding the meaning of written language. But getting the meaning is a complex task that doesn't just happen by reading individual words. Readers also must use a variety of skills and strategies, drawing on what they know about words and their concepts, to build a sense of what the author means to say.

Component:

E1b.1: Accuracy

By the end of the year, we expect third grade students to:

- read aloud unfamiliar Level O books with ninety percent or better accuracy of word recognition (self-correction allowed).

Component:

E1b.2: Fluency

Third grade fluency is displayed mainly in the more mature texts they are able to read easily. By the end of the year, we expect third grade students to:

- independently read aloud from Level O books that they have previewed silently on their own, using intonation, pauses and emphasis that signal the meaning of the text;
- easily read words with irregularly spelled suffixes (for example, -ous, -ion, -ive);
- use the cues of punctuation to guide themselves in getting meaning and fluently reading aloud from the increasingly complex texts they read; and
- use pacing and intonation to convey the meaning of the clauses and phrases of the sentences they read aloud.

Component:

E1b.3: Self-Monitoring and Self-Correcting Strategies

In third grade, children are deepening their self-monitoring strategies and

are beginning to analyze the author's strategy as a way of figuring out what a passage means. They use these strategies most overtly when they read challenging texts that require them to stretch beyond their range for accuracy and fluency. By the end of the year, we expect third grade students to:

- monitor their own reading, noticing when sentences or paragraphs are incomplete or when texts do not make sense;
- use their ear for syntax to help figure out the meaning of new words;
- infer the meaning of words from roots, prefixes and suffixes, as well as from the overall contextual meaning of what they are reading;
- analyze the relations among different parts of a text; and
- raise questions about what the author was trying to say and use the text to help answer the questions.

Component:

E1b.4: Comprehension

Third-grade books are more complex than second-grade books. They often have chapters and cannot be read in one day. There frequently are subplots as well as plots. Characters develop, there is more detail and figurative language is used. So it is more difficult to summarize the more complicated story. The conceptual content of texts, and children's background knowledge in relation to that content, starts to become important at this stage.

By the end of the year, we expect third grade students to continue to demonstrate the comprehension capabilities they used in second grade. In addition, we expect them to:

- capture meaning from figurative language (for example, similes, metaphors, poetic images) and explain the meaning;
- cite important details from a text;
- compare one text to another text they have read or heard; and
- discuss why an author might have chosen particular words.

In addition, when engaging with narratives (whether fiction or nonfiction), we expect third graders to:

- say how a story relates to something in real-life experience;
- explain the motives of characters; and
- discuss plot and setting.

Further, when they read informational texts, we expect third-graders to:

- use the structure of informational text to retrieve information;
- analyze the causes, motivations, sequences and results of events;
- understand the concepts and relationships described;
- use reasoning and information from within and outside the text to examine arguments; and
- describe in their own words what new information they gained from a nonfiction text and how it relates to their prior knowledge.

Finally, we expect third graders to be able to:

- follow instructions or directions they encounter in the more complicated functional texts they now are reading.

Standard:

E1c: Reading Habits

At third grade, children can do most of their reading on their own. But being read to is still important for a variety of reasons—for example, it exposes children to the rhythms and patterns of written language read aloud and to examples of language that may be different (for example,

more literary) than what children typically choose for their independent reading. A read-aloud is also an important occasion for deep discussion of books.

As children's reading matures, learning how to read is only part of the literacy picture. By third grade students should begin to study literature for its own sake, not simply because it helps them learn to read (although it also does that). Reading literature helps build good reading habits by reinforcing the interest and pleasure that reading holds. For these reasons, our third grade standards set forth specific expectations for literature.

Component:

E1c.1: Reading a Lot

The reading habits we expect to see in third grade are similar to those we expect to see in second, but they are more rigorous because the texts students encounter are increasingly complex. Reading literature helps build good reading habits by reinforcing the interest and pleasure that reading holds. By the end of the year, we expect third grade students to:

- read 30 chapter books a year, independently or with assistance, and regularly participate in discussions of their reading with another student, a group or an adult;
- read and hear texts read aloud from a variety of genres, including narrative accounts, responses to literature (written by other students and found in book blurbs and reviews), informational writing, reports, narrative procedures, recountings, memoirs, poetry and plays;
- read multiple books by the same author and be able to identify differences and similarities among them;
- reread some favorite books, or parts of longer books, gaining deeper comprehension and knowledge of author's craft;
- read their own writing and the writing of their classmates, including pieces compiled in class books or placed on public display; read the functional and instructional messages they see in the classroom environment (for example, announcements, labels, instructions, menus, invitations) and some of those encountered outside school;
- listen to and discuss at least one chapter read to them every day; and
- voluntarily read to each other, signaling their sense of themselves as readers.

Component:

E1c.2: Literature

By third grade, students should recognize and be able to evaluate and discuss literary qualities and themes of the children's literature they read. By the end of the year, we expect third grade students to:

- read good children's literature every day;
- have worthwhile literature read to them to model the language and craft of good writing;
- discuss underlying themes or messages when interpreting fiction;
- read and respond to poems, stories, memoirs and plays written by peers;
- identify and discuss recurring themes across works;
- evaluate literary merit and participate informatively in peer talk about selecting books to read;
- examine the reasons for a character's actions, accounting for situation and motive;
- read multiple books by the same author and be able to identify differences and similarities among them;

- recognize genre features, understand differences among genres and compare works by different authors in the same genre; and
- note and talk about author's craft: content, point of view, word choice, plot, beginnings and endings, and character development.

Component:

E1c.3: Discussing Books

Third grade book discussions are likely to vary widely, attending to themes and content, to author's craft, and to infer meanings of the text. Third graders also should be extending their ability to talk "accountably" in all of the ways described in second grade. In discussions of their reading, by the end of the year we expect third grade students to:

- demonstrate the skills we look for in the comprehension component of Reading Standard E1b: Getting the Meaning;
- note and talk about author's craft: word choice, beginnings and endings, plot, and character development;
- use comparisons and analogies to explain ideas;
- refer to knowledge built during discussion;
- use information that is accurate, accessible and relevant;
- restate their own ideas with greater clarity when a listener indicates non-comprehension;
- ask other students questions requiring them to support their claims or arguments; and
- indicate when their own or others' ideas need further support or explanation.

E1c.4: Vocabulary

By the end of the year, we expect third grade students to:

- learn new words every day from their reading;
- recognize when they don't know what a word means and use a variety of strategies for figuring it out (for example, ask others, look at the context, find the word in use elsewhere and look for clues there);
- know meanings of roots, prefixes and suffixes;
- talk about the meaning of most of the new words encountered in independent and assisted reading;
- notice and show interest in understanding unfamiliar words in texts that are read to them;
- know how to talk about what nouns mean in terms of function (for example, "Water is for drinking", features (for example, "Water is wet"), and category (for example, "Water is a liquid");
- know how to talk about verbs as "action words"; and
- talk about words as they relate to other words: synonyms, antonyms or which word is more precise.

Strand:

E2 Writing

Third graders on target to meet the standard know how to decide what to write about and how to learn more about the topics they select. They have facility in extending a piece of writing and can say more or edit our whole sections for effect. Literate third graders understand the concept of audience. They know when to stop and share their writing. They count on their classmates to listen, tell them what they do not understand, ask questions that will help clarify or add details that will make the writing more meaningful to others. Proficient third-grade writers keep writing even when they do not know how to spell a word. They know that they can come back to the spelling problem, get help from teachers or peers, and make the corrections that will make the writing understandable to the audience.

Standard:

E2a: Habits and Processes

The writing habits and processes we expect in third grade are similar to those we expect in second grade. What differs is the work students produce. Third graders write longer, more complex and more varied pieces than they did in second grade, showing their deepening understanding of genres and their increasing control of written language and its conventions. By the end of the year, we expect third-grade students to:

- write daily;
- generate their own topics and spend the necessary amount of time to revisit and refine their writing;
- extend and rework pieces of writing (for example, turn a paragraph from a memoir into a fully developed piece);
- routinely rework, revise, edit and proofread their work;
- over the course of the year, polish at least 12 pieces for an audience in and beyond the classroom;
- write for specific purposes of their own (for example, writing a thank-you letter or a birthday card for a parent or friend);
- consciously appropriate specific elements of a favorite author’s craft to refine the quality of their own work; and
- apply criteria (both public and personal) to judge the quality of their writing.

Standard:

E2b: Writing Purposes and Resulting Genres

Third graders meeting standards have a well-defined sense of themselves as writers. They know their strengths as poets, as fiction writers, as memoir writers, as experts about various nonfiction forms. They can talk knowledgeably about their writing and about the strategies of their favorite published writers. Once these third-graders plan what to write about, often drawing inspiration from notebooks, they can choose from several genres a form that will allow them to develop effectively what they have to say.

Component:

E2b.1: Sharing Events, Telling Stories

In a typical third-grade narrative, the student shows a developing sense of story. Autobiographical pieces - frequently memoirs—are drawn from important memories, and their significance often is described. Building on the skills they developed in second grade, third-grade writers are able to infuse their stories with mood and to create pace and tension.

They use details carefully to create believable worlds in which their events unfold naturally, and they employ dialogue to reveal character, to advance the action and to provide readers with important understandings. By the end of the year, we expect third-grade students to produce narrative accounts (fictional or autobiographical) that:

- orient or engage the reader (set the time, indicate the location where the story takes place, introduce the character or enter immediately into the story line);
- create a believable world and introduce characters through the precise choice of detail;
- create a sequence of events that unfold naturally;
- provide pacing;
- develop a character, often by providing motivation for action and having the character solve the problem;

- develop the plot or tell about the event by describing actions and emotions of the main characters, including descriptive details, using dialogue and other story strategies;
- add reflective comments (especially in an autobiographical narrative); and
- provide some kind of conclusion.

Component:

E2b.2: Informing Others: Report or Informational Writing

Reports are a favorite form of writing for many third graders, who love looking things up or going places and writing down what they have seen. By the end of the year, we expect third-grade students to produce reports that:

- introduce the topic, sometimes providing a context;
- have an organizational structure that is useful to the reader;
- communicate big ideas, insights or theories that have been elaborated on or illustrated through facts, details, quotations, statistics and information;
- use diagrams, charts or illustrations appropriate to the text;
- have a concluding sentence or section; and
- employ a straightforward tone of voice.

Component:

E2b.3 Getting Things Done: Functional and Procedural Writing

Functional materials are important elements in developing third-graders' own skills and in sharing their skills with others. The process of explaining the steps in how to do something has strong real-world applications. Third graders should be able to take a process apart, look at the steps involved and explain to someone else how to do it.. By the end of the year, we expect third-grade students to produce functional writings that:

- engage the reader by establishing a context for the piece;
- identify the topic;
- provide a guide to actions;
- show the steps in an action in considerable detail;
- include relevant information;
- use language that is straightforward and clear; and
- may use illustrations detailing steps in the procedure.

Component:

E2b.4: Producing and Responding to Literature

The literature that third graders write reflects what they have learned in their genre studies of poetry, memoir, fiction and nonfiction. They have developed a repertoire of writing strategies and can identify specific elements of particular genres. They read and understand the variety of possibilities within a genre, and they discuss what strategies an author has used and whether these strategies work. All of this knowledge contributes to their writing repertoire. By the end of the year, we expect third-grade students to:

Produce literature:

- write stories, memoirs, poems, songs and dramas—conforming to appropriate expectations for each form;
- produce a piece that incorporates elements appropriate to the genre after engaging in a genre study; and
- build on the thread of a story by extending or changing the story line.

Respond to literature:

- support an interpretation by making specific references to the text;

- provide enough detail from the text so the reader can understand the interpretation;
- go beyond retelling;
- compare two works by an author;
- discuss several works that have a common idea or theme; and
- make connections between the text and their own ideas and lives.

Standard:

E2c: Language Use and Conventions

Control of conventions is an important issue for third graders who want their writing to be read appropriately. Third graders recognize the relationship between syntax and having readers read with the correct expression. They are able to explore a variety of syntactic patterns to create rhythm and tone that support meaning in their writing. They are equally adept with word choice—often reaching for words that they only partly control but that reflect a desire to give their writing substance and style.

Component:

E2c.1: Style and Syntax

Students meeting standards when they leave third grade have a strong “sentence sense.” They use more “writerly writing,” modeling and responding to the increasingly complex kinds of reading they are doing. Their style and syntax show an awareness of the choices a writer makes to produce a particular effect or to produce a certain kind of reading. By the end of the year, we expect third-grade students to:

Use one’s own language:

- use appropriately a variety of syntactic patterns (for example, equal weight in compound sentences) to show relationships of ideas;
- incorporate transition words and phrases appropriate to thinking;
- embed phrases and modifiers that make their writing lively and graphic.

Take on the language of the author:

- use varying sentence patterns and lengths to slow reading down, speed it up or create a mood;
- embed literary language where appropriate; and
- reproduce sentence structures from various genres they are reading.

Component:

E2c.2: Vocabulary and Word Choice

By the end of the year, we expect third-grade students to:

Use one’s own language:

- use words from their speaking vocabulary in their writing, including words they have learned from reading and class discussion;
- make word choices that reveal they have a large enough vocabulary to exercise options in word choice (for example, more precise and vivid words); and

Take on the language of the author:

- extend their writing vocabulary by using specialized words related to the topic or setting of their writing.

Component:

E2c.3 Spelling

By the end of third grade, students should have a strong enough base of spelling knowledge that the rules are starting to make sense to them and they can catch on to spelling instruction. These children use phonetic spelling correctly for regular and irregular words most of the time. They know and use word chunks, word families, spelling patterns and basic

spelling rules to generate conventional or close-to-conventional spellings. By the end of the year, we expect third-grade students to:

- notice when words do not look correct and use strategies to correct the spelling;
- correctly spell all familiar high-frequency words;
- correctly spell words with short vowels and common endings;
- correctly spell most inflectional endings, including plurals and verb tenses;
- use correct spelling patterns and rules such as consonant doubling, dropping e and changing y to i; and correctly spell most derivational words (for example, -tion, -ment, -ly).

Component:

E2c.4: Punctuation, Capitalization and Other Conventions

By the end of third grade, children should be using punctuation that makes sense, even if it is not always completely correct. By the end of the year, we expect third-grade students to:

- use capital letters at the beginnings of sentences;
- use periods and other end punctuation correctly nearly all of the time;
- approximate the use of quotation marks;
- approximate the use of commas;
- use question marks;
- use capital and lowercase letters; and use contractions.

Strand:

E3 Speaking and Listening

Children in second and third grades continue to develop the habits of talking a lot, talking to one's self, conversing at length on a topic and discussing books. Some of the characteristics at this age include more skill in anticipating the audiences' needs, expressing preferences, collaborating, negotiating, talking longer on topics of interest, and holding higher quality discussions of books as they are reading more complex and lengthier text. They also continue to talking aloud to guide themselves through a difficult of task or reasoning aloud to reach a conclusion should be encouraged.

Standard:

E3a: Habits

Lots and lots of purposeful talk remains an important part of children's literacy development. Talking a lot, talking to one's self, conversation at length on a topic and discussing books are four habits that should be part of children's daily activities in second and third grades. At this age, children become more adept at holding their audiences attention because they understand the various genres of talk and can anticipate questions. They can now predict reliably others' expectations for clarity, brevity, relevance and truth.

Component:

E3a.1: Talking a Lot

By the second and third grades, students are used to talking and asking questions about their own or others' reading and writing. Their use of language to learn, negotiate, work and play with one another sharpens to the point that they can tackle more complex tasks and communicate more complex concepts. Specifically by the end of third grade we expect children to:

- talk about what they think, read or experience;
- explain or speak from another's perspective;
- talk about ideas or information gained from sources beyond personal experiences;
- talk in small groups to collaborate on a project, ask questions, or to make comments or suggestions to facilitate work on a task or project;

- talk in front of a group on a regular basis; and
- solicit and provide feedback daily about writing, asking questions or commenting in terms of genre features and clarity and making suggestions for where or how to elaborate or edit.

Component:

E3a.2: Talking to One’s Self

At grades 2-3 most children have internalized the use of language to self correct and guide their thinking and problem solving. In reading, self-monitoring becomes silent. In other areas-such as remembering complex tasks, mathematics or memorization-students almost always talk aloud. Specifically by the end of third grade we expect children to:

- make spontaneous corrections;
- talk to themselves out loud to make plans, guide behaviors or monitor thinking;
- rehearse steps they will use to solve a problem;
- mimic adult language used in problem solving;
- recite facts to confirm what has been memorized; and
- silently monitor their comprehension of text including understanding of individual words and using a variety of self-correcting strategies.

Component:

E3a.3: Conversing at Length on a Topic

Skills in second and third grades grow to incorporate a variety of strategies that enable them to sustain conversations and to mark new topics explicitly. They are now able to initiate and sustain conversations with lengthier exchanges. Specifically by the end of third grade we expect children to:

- initiate and sustain a conversation with eight or more lengthy exchanges;
- consistently ask for clarification;
- consistently recognize and respond to indirect and direct indications that others need clarification;
- initiate topics within conversations that are in progress;
- sustain conversation by extending others’ contribution;
- express and solicit opinions;
- ask open-ended or long answer questions;
- repair and revert to the topic when necessary; and
- raise topics likely to be of interest to another person.

Component:

E3a.4: Discussing Books

Students at this level recognize and compare works by different authors in the same genre and discuss recurring themes across works. They paraphrase, summarize, ask speakers to give evidences and politely correct someone who paraphrases or interprets them incorrectly. Participation in book talks allows them to demonstrate deeper comprehension of the text. Specifically by the end of third grade we expect children to:

- note and talk about author’s craft: word choice, beginnings and endings, plot, and character development;
- use comparisons and analogies to explain ideas;
- refer to knowledge gained during discussion;
- use information that is accurate, accessible and relevant;
- restate their own ideas with greater clarity when a listener indicates non comprehension;

- ask other students questions that require them to support their claims or arguments;
- indicate when their own and others' ideas need further support or explanation;
- cite important details from the text;
- compare one text to another text they have read or heard; and
- capture meaning from figurative language and explain the meaning.

With narratives in particular we expect children to:

- relate a story to real life experiences;
- explain the motive of characters; and
- discuss plot and setting.

With informational texts in particular, we expect children to:

- use structure of information text to retrieve information;
- analyze the causes, motivations, sequences and results of events; and
- understand the concepts and relationships described;
- use reasoning and information from within an outside the text to examine arguments; and
- describe in their own words what new information they gained from nonfiction text and how that information relates to their prior knowledge.

With functional texts in particular, we expect children to:

- follow instructions or directions they read in more complicated texts.

Standard:

E3b: Kinds of Talk and Resulting Genres

Second and third grade children should continue to have opportunities for speaking and listening in the four genres: narrative, explaining and seeking information, getting things done, and producing and responding to performances. Children are still better at factual accounts than at fictional ones, as fictional narratives are the most difficult to master. Children should have daily opportunities to share writing or respond to reading/writing.

Component:

E3b.1: Narrative

At this age children's oral narratives increase in length and complexity and are likely to move beyond personally experienced events. The sequence of events lengthens, and character development moves beyond simply stating motivations. The use of details begins to be sharpened by precise word, choice and resolutions do more than simply comment on final events.

With factual narratives, by the end of third grade we expect children to:

- independently give lengthy and richly detailed account in which the actual sequence of events is clear even though events may be told out of order deliberately to build anticipation or through the use of flashback; and
- pass along a story that they have heard, giving enough details or nuance to do justice to the original version.

Second and third grade children should learn to include these elements for telling more interesting and varied narratives:

- solicit and/or engage the listener's attention before going into the full account;
- orient the listener to the setting with the precise choice of detail;
- cluster useful descriptive information in the beginning;

- describe information and evaluate or reflect on it;
- describe internal events or reactions as well as external events develop characters by clearly stating their goals and motivations and attempting to resolve or stratify them before the story’s end;
- include quotations;
- comment and reflect on how things were resolved; and
- mark the end of the story directly or with a coda to bring the impact of the past experience up to the present.

Component:

E3b.2: Explaining and Seeking Information

In second and third grades, children’s ability to seek information from adults, the library and the Internet expands. They are able to research and gather more information. Their descriptions become more elaborate. Their presentations improve, and their ability to relate complex information to others increases. Specifically, by the end of third grade we expect children to:

- seek out multiple resources for information such as libraries, governmental and professional agencies, the Internet, and identified experts;
- conduct first hand interviews;
- give increasingly elaborate and extended descriptions of objects, events and concepts;
- support opinions or provide specific examples to support generalizations;
- give a short prepared speech or report informing others about some object, event, or person; and
- tutor others in new and somewhat complicated tasks.

Component:

E3b.3: Getting Things Done

Children have increased the specificity and complexity of directions they are able to give and receive. They begin to entertain alternate viewpoints and do more than just listen to opposing arguments and can collaborate to generate alternative solutions. Specifically, by the end of third grade we expect children to:

- listen to, comprehend and carry out directions with eight or more steps
- ask (or answer) specific questions to clarify a novel task, persisting if necessary to get the information;
- give directions for technically complex tasks;
- ask clarifying questions to learn what a person knows;
- describe alternate ways to complete a task or reach a destination;
- use visual aids, such as charts, diagrams or maps, to augment language;
- engage in extended conversations about a problem, with both sides presenting and listening to arguments and solutions;
- disagree with another person’s argument and then generate and promote alternative solutions to reach agreement; and
- collaborate by seeking out peers to solve problems, disagreeing diplomatically, and assigning or delegating tasks to organize a group.

Component:

E3b.4: Producing and Responding to Performances

As in earlier grades, children should have frequent opportunities to give author performances of their own material and to respond to author performances of their peers. In responding to more challenging performances, children continue to offer reactions and learn to support

their opinions. Their performances move beyond the classroom setting and grow in length. Specifically, by the end of third grade we expect children to:

- describe their reaction to a performance, giving details to support opinions;
- attend to more challenging performances that go beyond entertainment or present unfamiliar material;
- draw from a rehearsed repertoire to give a brief performance;
- conduct and /or make lengthier presentations to the class or take part in full-length performances in front of larger groups or unfamiliar audiences; and
- give an author performance, reading from their own material out loud.

Standard:

E3c: Language Use and Conventions

In second and third grade, children continue to display increased levels of experimentation with sounds, meaning, and grammar. Their awareness of ambiguities in language expands.

Component:

E3c.1: Rules of Interaction

In second and third grades, children work on the mastery of important conventions in the school and social settings by speaking in a group. More and more, their class work should require them to speak, listen and collaborate in small or large groups. Specifically by the end of third grade we expect children to:

- consistently observe conventions politeness;
- hold themselves and others accountable to the rules by using verbal reminders; and
- speak one at a time, look at and listen to the speaker, signal for a chance to speak, adjust volume to the setting, and hold the floor and yield when appropriate.

Component:

E3c.2: Word Play and Grammatical Awareness

Having mastered the ability to blend and segment onsets and rimes and mastered phonemes, children should exhibit a continuing interest in words and experimentation with language, though in a more sophisticated fashion than in earlier years. Specifically by the end of third grade we expect children to:

- identify the number of syllables in a word;
- play with alliteration, tongue twisters and onomatopoeia;
- use double meanings or multiple meanings of words for riddles and jokes;
- detect a variety of speech ambiguities and understand the intended meaning;
- start to play with made-up language; and
- identify subjects and verbs in simple sentences.

Component:

E3c.3: Word Vocabulary and Word Choice

Children continue to acquire new vocabulary at a phenomenal rate, and their increased vocabulary will have a direct correlation to their academic success. Using new, advanced words that are relevant to what the class is studying is more important than teaching children specific words on a vocabulary test. Specifically by the end of third grade we expect children to:

- build word maps that show the relationship between words, placing newly acquired words in categories that are relevant;
- use specialized vocabulary related to school subjects;

- provide definitions of words they know and learn new words from definitions using simple superordinates;
- learn new words from reading or being read to daily;
- demonstrate flexibility by choosing from word options to show precision or effect;
- study word families;
- develop a basic awareness of meaningful word parts and identify how they relate to certain words;
- increase vocabulary of verbs, adjectives, and adverbs to speak fluently and exercise options in word choice;
- use and explain metaphoric language;
- understand and produce 3 antonyms and synonyms; and
- understand and produce homonyms, homographs and homophones.

Strand:

E1 Reading

Reading is a process which includes demonstrating comprehension and showing evidence of a warranted and responsible interpretation of the text. “Comprehension” means getting the gist of a text. It is most frequently illustrated by demonstrating an understanding of the text as a whole; identifying complexities presented in the structure of the text; and extracting salient information from the text. In providing evidence of a responsible interpretation, students may make connections between parts of a text, among several texts, and between texts and other experiences; make extensions and applications of a text; and examine texts critically and evaluatively.

Standard:

E1a: The student reads at least twenty-five books or book equivalents each year. The quality and complexity of materials to be read is based on the lexile level of grade four (600L-900L). The materials should include traditional and contemporary literature (both fiction and non-fiction) as well as magazines, newspapers, textbooks, and on-line material. Such reading should represent a diverse collection of material from at least three different literary forms and from at least five different writers.

Examples:

Examples of activities through which students might produce evidence of reading twenty-five books include:

- *Maintain an annotated list of works read.*
- *Generate a reading log or journal.*
- *Participate informal and informal book talks.*

Standard:

E1b: The student reads and comprehends at least four books (or book equivalents) about one issue or subject or four books by a single writer, or four books in one genre, and produces evidence of reading that:

Components:

- E1b.1:** makes and supports warranted and responsible assertions about the texts;
- E1b.2:** supports assertions with elaborated and convincing evidence;
- E1b.3:** draws the text together to compare and contract themes, characters, and ideas;
- E1b.4:** makes perceptive and well developed connections; and
- E1b.5:** evaluates writing strategies and elements of the author’s craft.

Examples:

Examples of activities through which students might produce evidence of reading comprehension include:

- *Make connections between literary works according to a common theme.*
- *Participate in formal or informal book talk.*
- *Produce a literary response paper.*
- *Participate in a Readers’ Theater production.*
- *Create an annotated book list organized according to author, theme, or genre.*
- *Produce an informative report.*

Standard:

E1c: The student reads and comprehends informational materials to develop understanding and expertise and produces written or oral work that:

- Components: **E1c.1:** restates or summarizes information;
E1c.2: relates new information to prior knowledge and experience;
E1c.3: extends ideas; and
E1c.4: makes connections to related topics or information.
- Examples: *Examples of activities through which students might produce evidence of reading informational materials include:*
- *Contribute to an attribute book.*
 - *Present information to an audience of peers.*
 - *Produce a chapter book on a factual topic using more than one source.*
 - *Rewrite video game instructions for a younger reader.*
- Standard: **E1d:** The student reads aloud, accurately (in the range of 85-90%) familiar material of the quality and complexity a way that makes meaning clear to listeners by:
- Components: **E1d.1:** self-correcting when subsequent reading indicates an earlier miscue;
E1d.2: using a range of cueing systems; e.g., phonics and context clues, to determine pronunciation and meanings; and
E1d.3: reading with a rhythm, flow, and meter that sounds like everyday speech.
- Examples: *Examples of activities through which students might produce evidence of reading aloud accurately include:*
- *Read aloud to peers or younger children.*
 - *Analyze the use of text aids such as headlines and captions.*

Strand:

E2 Writing

Writing is a process through which a writer shapes language to communicate effectively. Writing often develops through a series of initial plans and multiple drafts and through access to informed feedback and response. Purpose, audience, and context contribute to the form and substance of writing as well as to its style, tone, and stance.

- Standard: **E2a:** The student produces a report that:
- Components: **E2a.1:** engages the reader by establishing a context, creating a persona, and otherwise developing reader interest;
E2a.2: develops a controlling idea that conveys a perspective on the subject;
E2a.3: creates an organizing structure appropriate to a specific purpose, audience and context;
E2a.4: includes appropriate facts and details;
E2a.5: excludes extraneous and inappropriate information;
E2a.6: uses a range of appropriate strategies, such as providing facts and details, describing or analyzing the subject, and narrating a relevant anecdote; and
E2a.7: provides a sense of closure to the writing.
- Examples: *Examples of reports include:*
- *An informative report.*
 - *An attribute book (a book on a single subject not necessarily developed by chapters, sometimes called an “all-about,” e.g., “all about whales,” “all about earthquakes”).*
 - *A chapter book.*

- Standard: **E2b:** The student produces a response to literature that:
- Components: **E2b.1:** engages the reader by establishing a context, creating a persona, and otherwise developing reader interest;
- E2b.2:** advances a judgment that is interpretive, analytic, evaluative, or reflective;
- E2b.3:** supports judgment through references to the text, references to other works, authors, or non-print media, or references to personal knowledge;
- E2b.4:** demonstrates an understanding of the literary work; and
- E2b.5:** provides a sense of closure to the writing.

- Examples: *Examples of responses to literature include:*
- *A literary response paper.*
 - *A book review.*
 - *A parody.*
 - *A literary analysis paper.*
 - *A comparison of a children's classic with a televised version of the same work.*

- Standard: **E2c:** The student produces a narrative account (fictional or autobiographical) that:
- Components: **E2c.1:** engages the reader by establishing a context, creating a point of view, and otherwise developing reader interest;
- E2c.2:** establishes a situation, plot, point of view, setting, and conflict (and for autobiography, the significance of events);
- E2c.3:** creates an organizing structure;
- E2c.4:** includes sensory details and concrete language to develop plot and character;
- E2c.5:** excludes extraneous details and inconsistencies;
- E2c.6:** develops complex characters;
- E2c.7:** uses a range of appropriate strategies, such as dialogue and tension or suspense; and
- E2c.8:** provides a sense of closure to the writing.

- Examples: *Examples of narrative accounts include:*
- *An autobiographical account.*
 - *An imaginative story.*
 - *A narrative picture book.*
 - *A retelling of a traditional tale from an alternative point of view.*

- Standard: **E2d:** The student produces a narrative procedure that:
- Components: **E2d.1:** engages the reader by establishing a context, creating a persona, and otherwise developing reader interest;
- E2d.2:** provides a guide to action that anticipates a reader's needs, creates expectations through predictable structures, e.g., headings, and provides transitions between steps;
- E2d.3:** makes use of appropriate writing strategies such as creating a visual hierarchy and using white space and graphics as appropriate;
- E2d.4:** includes relevant information;
- E2d.5:** excludes extraneous information;

E2d.6: anticipates problems, mistakes, and misunderstandings that might arise for the reader; and

E2d.7: provides a sense of closure to the writing.

Examples:

Examples of narrative procedures include:

- *A set of rules for organizing a class meeting.*
- *A chapter book developed around procedures; e.g., how to have a safe vacation, with chapters on safe swimming, safe games, and other issues of safety.*
- *A how to report to accompany a board game.*
- *A set of procedures for accessing information in the library.*
- *A rewrite of video game instructions for a younger reader.*

Strand:

**E3 Speaking,
Listening and
Viewing**

Speaking, listening, and viewing are fundamental processes which people use to express, explore, and learn about ideas. The functions of speaking, listening, and viewing include gathering and sharing information; persuading others; expressing and understanding ideas; coordinating activities with others; and selecting and critically analyzing messages. The contexts of these communication functions include one-to-one conferences, small group interactions, large audiences and meetings, and interactions with broadcast media.

Standard:

E3a: The student participates in one-to-one conferences with a teacher, paraprofessional, or adult volunteer, in which the student:

Components:

- E3a.1:** initiates new topics in addition to responding to adult-initiated topics;
E3a.2: asks relevant questions;
E3a.3: responds to questions with appropriate elaboration;
E3a.4: uses language cues to indicate different levels of certainty or hypothesizing, e.g., “what if...,” “very likely...,” “I’m unsure whether...”, and
E3a.5: confirms understanding by paraphrasing the adult’s directions or suggestions.

Examples:

Examples of one-to-one interactions include:

- *Book Talks with a teacher or parent.*
- *Analytical discussions of a movie or television program with a teacher or parent.*
- *Conferences regarding a draft of an essay, the student’s progress on a mathematical assignment or the status of a science project.*
- *Discussion with an adult of a collection of the student’s work.*

Standard:

E3b: The student participates in group meetings, in which the student:

Components:

- E3b.1:** displays appropriate turn-taking behaviors;
E3b.2: actively solicits another person’s comment or opinion;
E3b.3: offers own opinion forcefully without dominating;
E3b.4: responds appropriately to comments and questions;
E3b.5: volunteers contributions and responds when directly solicited by teacher or discussion leader;
E3b.6: gives reasons in support of opinions expressed; and
E3b.7: clarifies, illustrates, or expands on a response when asked to do to, asks group for similar expansions.

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| Examples: | <p><i>Examples of activities involving group meetings include:</i></p> <ul style="list-style-type: none">• <i>Create a plan for a group project (e.g., sketching out a multiple-authored picture book; organizing a presentation to be made to the class).</i>• <i>Develop and discuss class rubrics.</i>• <i>Engage in classroom town meetings.</i>• <i>Participate in book talks with other students.</i>• <i>Work as part of a group to solve a complex mathematical task.</i>• <i>Role-play to better understand a certain historical event.</i>• <i>Participate in peer writing response groups.</i> |
| Standard: | E3c: The student prepares and delivers an individual presentation in which the student: |
| Components: | E3c.1: shapes information to achieve a particular purpose and to appeal to the interests and background knowledge of audience members; E3c.2: shapes content and organization according to criteria for importance and impact rather than according to availability of information in resource materials; E3c.3: uses notes or other memory aids to structure the presentation; E3c.4: engages the audience with appropriate verbal cues and eye contact; and E3c.5: projects a sense of individuality and personality in selecting and organizing content, and in delivery. |
| Examples: | <p><i>Examples of presentation include:</i></p> <ul style="list-style-type: none">• <i>A report of research on a topic of general interest to the class.</i>• <i>A presentation of project plans or a report for an Applied Learning project.</i>• <i>A recounting of various anecdotes in an attempt to persuade the class to change a class policy.</i>• <i>A presentation to parents about a project created for a science fair.</i> |
| Standard: | E3d: The student makes informed judgments about television, radio, and film productions; that is the student: |
| Components: | E3d.1: demonstrates an awareness of the presence of the media in the daily lives of most people; E3d.2: evaluates the role of the media in focusing attention in forming an opinion; E3d.3: judges the extent to which media provide a source of entertainment as well as a source of information; and E3d.4: defines the role of advertising as part of media presentation. |
| Examples: | <p><i>Examples of activities through which students might produce evidence of making informed judgments about television, radio, and film productions include:</i></p> <ul style="list-style-type: none">• <i>Present a paper or report on reasons for selecting one media choice over another.</i>• <i>Prepare a report on the benefits obtained (including information learned) from media exposure.</i>• <i>Maintain a week's log to document personal viewing habits and analyze the information collected in the log.</i>• <i>Summarize patterns of media exposure in writing or in an oral report.</i>• <i>Analyze the appeal of particularly memorable commercials.</i> |

Strand:

**E4 Conventions,
Grammar, and
Usage of the
English Language**

Having control of the conventions and grammar of the English Language means having the ability to represent oneself appropriately with regard to current standards of correctness (e.g., spelling, punctuation, paragraphing, capitalization, subject-verb agreement). Usage involves the appropriate application of conventions and grammar in both written and spoken formats.

Standard:

E4a: The student demonstrates a basic understanding of the rules of the English language in written and oral work, and selects the structures and features of language appropriate to the purpose, audience and context of the work. The student demonstrates control of:

Components:

- E4a.1:** grammar;
- E4a.2** paragraph structure;
- E4a.3:** punctuation;
- E4a.4:** sentence construction;
- E4a.5:** spelling; and
- E4a.6:** usage.

Examples:

Examples of activities through which students might demonstrate an understanding of the rules of the English language include:

- *Demonstrate in a piece of writing the ability to manage the conventions, grammar, and usage of English so that they aid rather than interfere with reading.*
- *Proofread acceptably the student's own writing or the writing of others, using dictionaries and other resources, including the teacher or peers as appropriate.*
- *Observe conventions of language during formal oral presentations*

Standard:

E4b: The student analyzes and subsequently revises work to clarify it or make it more effective in communicating the intended message or thought. The student's revisions should be made in light of the purposes, audiences, and contexts that apply to the work. Strategies for revising include:

Components:

- E4b.1:** adding or deleting details;
- E4b.2:** adding or deleting explanations;
- E4b.3:** clarifying difficult passages;
- E4b.4:** rearranging words, sentences, and paragraphs to improve or clarify meaning;
- E4b.5:** sharpening the focus; and
- E4b.6:** reconsidering the organizational structure.

Examples:

Examples of activities through which students might produce evidence of analyzing and revising work include:

- *Incorporate into revised drafts, as appropriate, suggestions taken from critiques made by peers and teachers,*
- *Produce a series of distinctly different drafts that result in a polished piece of writing or a presentation.*
- *Consider and respond to the critiques of peers and teachers.*
- *Critique the writing or oral presentation of a peer.*

Strand:

E5 Literature

Literature consists of poetry, fiction, non-fiction, and essays as distinguished from instructional, expository, or journalistic writing.

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| Standard: | E5a: The student responds to non-fiction, fiction, poetry, and drama using interpretive, critical, and evaluative processes; that is, the student: |
| Components: | E5a.1: identifies recurring themes across works; E5a.2: analyzes the impact of authors' decisions regarding word choice and content; E5a.3: considers the differences among genres; E5a.4: evaluates literary merit; E5a.5: considers the function of point of view or persona; E5a.6: examines the reasons for a character's actions, taking into account the situation and basic motivation of the character; E5a.7: identifies stereotypical characters as opposed to fully developed characters; E5a.8: critiques the degree to which a plot is contrived or realistic; and E5a.9: makes inferences and draws conclusions about contexts, events, characters, and settings. |
| Examples: | <i>Examples of activities through which students might produce evidence of responding to literature include:</i> <ul style="list-style-type: none">• <i>Determine why certain characters (either fictional or non-fictional) behave the way they do.</i>• <i>Make connections between literary works according to a common theme.</i>• <i>Produce a creative retelling of a familiar fairy tale for a group of adults.</i>• <i>Create a verse by verse paraphrase of a poem.</i>• <i>Compare a children's literary classic with a televised version of the same work.</i>• <i>Participate in formal or informal book talks.</i> |
| Standard: | E5b: The student produces work in at least one literary genre that follows the conventions of the genre. |
| Examples: | <i>Examples of literary genres include:</i> <ul style="list-style-type: none">• <i>A poem.</i>• <i>A short play.</i>• <i>A picture book.</i>• <i>A story.</i> |

Strand:

E1 Reading

Reading is a process which includes demonstrating comprehension and showing evidence of a warranted and responsible interpretation of the text. “Comprehension” means getting the gist of a text. It is most frequently illustrated by demonstrating an understanding of the text as a whole; identifying complexities presented in the structure of the text; and extracting salient information from the text. In providing evidence of a responsible interpretation, students may make connections between parts of a text, among several texts, and between texts and other experiences; make extensions and applications of a text; and examine texts critically and evaluatively.

Standard:

E1a: The student reads at least twenty-five books or book equivalents each year. The quality and complexity of materials to be read is based on the lexile level of grade 5 (700L-1000L). The materials should include traditional and contemporary literature (both fiction and non-fiction) as well as magazines, newspapers, textbooks, and on-line material. Such reading should represent a diverse collection of material from at least three different literary forms and from at least five different writers.

Examples:

Examples of activities through which students might produce evidence of reading twenty-five books include:

- *Maintain an annotated list of works read.*
- *Generate a reading log or journal.*
- *Participate in formal and informal book talks.*

Standard:

E1b: The student reads and comprehends at least four books (or book equivalents) about one issue or subject, or four books by a single writer, or four books in one genre, and produces evidence of reading that:

Components:

E1b.1: makes and supports warranted and responsible assertions about the texts;
E1b.2: supports assertions with elaborated and convincing evidence;
E1b.3: draws the text together to compare and contrast themes, characters, and ideas;
E1b.4: makes perceptive and well developed connections; and
E1b.5: evaluates writing strategies and elements of the author’s craft.

Examples:

Examples of activities through which students might produce evidence of reading comprehension include:

- *Make connections between literary works according to a common theme.*
- *Participate in formal or informal book talk.*
- *Produce a literary response paper.*
- *Create an annotated book list organized according to author, theme, or genre.*
- *Recognize and compare cultural differences within text.*
- *Make relevant, logical, coherent contributions to a discussion (e.g. book talk, literature circle).*
- *Create a personal response to a selection or experience.*
- *Debate or hold a panel discussion regarding the perspectives in various genres.*
- *Relate personal experiences to materials read using a graphic organizer.*

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| Standard: | E1c: The student reads and comprehends informational materials to develop understanding and expertise and produces written or oral work that: |
| Components: | E1c.1: restates or summarizes information; E1c.2: relates new information to prior knowledge and experience; E1c.3: extends ideas; and E1c.4: makes connections to related topics or information. |
| Examples: | <i>Examples of activities through which students might produce evidence of reading informational materials include:</i> <ul style="list-style-type: none">• <i>Present information to an audience of peers.</i>• <i>Produce a chapter book on a factual topic using more than one source.</i>• <i>Rewrite video game instructions for a younger reader.</i>• <i>Summarize and expand oral and written presentation using content specific/ technical vocabulary.</i>• <i>Retell an informational selection to demonstrate understanding.</i>• <i>Organizes key information read using a graphic format.</i> |
| Standard: | E1d: The student demonstrates familiarity with a variety of public documents (i.e., documents that focus on civic issues or matters of public policy at the community level and beyond) and produces written or oral work that does one or more of the following: |
| Components: | E1d.1: identifies the social context of the document; E1d.2: identifies the author’s purpose; E1d.3: formulates an argument and offers evidence to support it; E1d.4: examines or makes use of the appeal of a document to audiences both friendly and hostile; and E1d.5: identifies or uses commonly used persuasive techniques. |
| Examples: | <i>Examples of activities through which students might produce evidence of familiarity with public documents include:</i> <ul style="list-style-type: none">• <i>Summarize and critique two or more local newspaper articles related to the same topic or issue.</i>• <i>Respond to a public address made by an adult, e.g., the principal, a PTA/PTO officer, a visiting author.</i>• <i>Write a letter to the editor in response to an editorial or to an article of local or national importance.</i>• <i>Explain a local document to someone who has never heard of it (e.g., a school related directive, a community related brochure, or an informational pamphlet).</i>• <i>Evaluate the use of language patterns and literary devices such as, figurative language and dialogue.</i> |

Strand:

E2 Writing

Writing is a process through which a writer shapes language to communicate effectively. Writing often develops through a series of initial plans and multiple drafts and through access to informed feedback and response. Purpose, audience, and context contribute to the form and substance of writing as well as to its style, tone, and stance.

Standard:

E2a: The student produces a report that:

Components:

E2a.1: engages the reader by establishing a context, creating a persona, and otherwise developing reader interest;

- E2a.2:** develops a controlling idea that conveys a perspective on the subject;
- E2a.3:** creates an organizing structure appropriate to a specific purpose, audience and context;
- E2a.4:** includes appropriate facts and details;
- E2a.5:** excludes extraneous and inappropriate information;
- E2a.6:** uses a range of appropriate strategies, such as providing facts and details, describing or analyzing the subject, and narrating a relevant anecdote; and
- E2a.7:** provides a sense of closure to the writing.

Examples:

Examples of reports include:

- *An informative report (comparing and contrasting attributes, e.g., comparing and contrasting the attributes of two civilizations).*
- *A chapter book.*
- *An attribute book (a book on a single subject not necessarily developed by chapters sometimes called and “all-about,” e.g. “all about whales” “all about earthquakes”).*

Standard:

E2b: The student produces a response to literature that:

Components:

- E2b.1:** engages the reader by establishing a context, creating a persona, and otherwise developing reader interest;
- E2b.2:** advances a judgment that is interpretive, analytic, evaluative, or reflective;
- E2b.3:** supports judgment through references to the text, references to other works, authors, or non-print media, or references to personal knowledge;
- E2b.4:** demonstrates an understanding of the literary work;
- E2b.5:** provides a sense of closure to the writing.
- E2b.6:** anticipates and answers a reader’s questions;

Examples:

Examples of responses to literature include:

- *A literary response paper.*
- *A book review.*
- *A parody.*
- *A literary analysis paper.*
- *A comparison of a children’s literary classic with a televised version of the same work.*
- *A brochure.*
- *A journal*
- *A newspaper or magazine article.*

Standard:

E2c: The student produces a narrative account (fictional or autobiographical) that:

Components:

- E2c.1:** engages the reader by establishing a context, creating a point of view, and otherwise developing reader interest;
- E2c.2:** establishes a situation, plot, point of view, setting, and conflict (and for autobiography, the significance of events);
- E2c.3:** creates an organizing structure;
- E2c.4:** includes sensory details and concrete language to develop plot and character;
- E2c.5:** excludes extraneous details and inconsistencies;
- E2c.6:** develops complex characters;

E2c.7: uses a range of appropriate strategies, such as dialogue and tension or suspense; and

E2c.8: provides a sense of closure to the writing.

Examples:

Examples of narrative accounts include:

- *An autobiographical account.*
- *An imaginative story.*
- *A fiction or non-fiction story.*
- *A narrative picture book.*
- *A retelling of a traditional story from an alternative point of view, e.g., a tall tale.*

Standard:

E2d: The student produces a narrative procedure that:

Components:

E2d.1: engages the reader by establishing a context, creating a persona, and otherwise developing reader interest;

E2d.2: provides a guide to action that anticipates a reader's needs; creates expectations through predictable structures, e.g., headings; and provides transitions between steps;

E2d.3: makes use of appropriate writing strategies such as creating a visual hierarchy and using white space and graphics as appropriate;

E2d.4: includes relevant information;

E2d.5: excludes extraneous information;

E2d.6: anticipates problems, mistakes, and misunderstandings that might arise for the reader.

E2d.7: provides a sense of closure to the writing.

Examples:

Examples of narrative procedures include:

- *A set of rules for organizing a class meeting.*
- *A chapter book developed around procedures, e.g., how to have a safe vacation, with chapters on safe swimming, safe games, and other issues of safety.*
- *A how to report to accompany aboard game.*
- *A set of procedures for accessing information in the library.*
- *A rewrite of video game instructions for a younger reader.*

Standard:

E2e: The student produces a persuasive essay that:

Components:

E2e.1: engages the reader by establishing a context, creating a persona, and otherwise developing reader interest;

E2e.2: develops a controlling idea;

E2e.3: creates and organizes a structure that is appropriate to the needs, values, and interests of a specified audience and arranges details, reasons, examples, and anecdotes effectively and persuasively;

E2e.4: includes appropriate information and arguments;

E2e.5: excludes information and arguments that are irrelevant;

E2e.6: anticipates reader concerns and counter-arguments;

E2e.7: provides a sense of closure to the writing.

Examples:

Examples of persuasive essays include:

- *A position paper.*
- *An account of a rating given to a product or policy.*
- *A letter to an official that uses arguments to support an opinion.*

- *A speech for a candidate for school or public office.*
- *A Power Point presentation based on a text read.*
- *An advertisement.*
- *A commercial script.*

Strand:

**E3 Speaking,
Listening, and
Viewing**

Speaking, listening, and viewing are fundamental processes which people use to express, explore, and learn about ideas. The functions of speaking, listening, and viewing include gathering and sharing information; persuading others; expressing and understanding ideas; coordinating activities with others; and selecting and critically analyzing messages. The contexts of these communication functions include one-to-one conferences, small group interactions, large audiences and meetings, and interactions with broadcast media.

Standard:

E3a: The student participates in one-to-one conferences with a teacher, paraprofessional, or adult volunteer, in which the student:

Components:

E3a.1: initiates new topics in addition to responding to adult-initiated topics;

E3a.2: asks relevant questions;

E3a.3: responds to questions with appropriate elaboration;

E3a.4: uses language cues to indicate different levels of certainty or hypothesizing, e.g., “what if...,” “very likely...,” “I’m unsure whether...”; and

E3a.5: confirms understanding by paraphrasing the adult’s directions or suggestions.

Examples:

Examples of one-to-one interactions include:

- *Book Talks with a teacher or parent.*
- *Analytical discussions of a movie or television program with a teacher or parent.*
- *Interviews with teachers or other adults with discussion.*
- *Interviews with multiple teachers or adults about their opinions of a major international news event.*
- *Dialogue with a teacher, parent or adult about a reflection on a collection of the student’s work.*

Standard:

E3b: The student participates in group meetings, in which the student:

Components:

E3b.1: displays appropriate turn-taking behaviors;

E3b.2: actively solicits another person’s comment or opinion;

E3b.3: offers own opinion forcefully without dominating;

E3b.4: responds appropriately to comments and questions;

E3b.5: volunteers contributions and responds when directly solicited by teacher or discussion leader;

E3b.6: gives reasons in support of opinions expressed;

E3b.7: clarifies, illustrates, or expands on a response when asked to do so; asks group for similar expansions;

E3b.8: employs a group decision-making technique such as a problem-solving sequence (e.g., recognize problem, define problem, identify possible solutions, select optimal solution, implement solution, evaluate solution).

Examples:

Examples of activities involving group meetings include:

- *Create a plan for a group project (e.g., organize a presentation to be made to the class; plan a science project.)*
- *Develop and negotiate meaningful class rubrics for group and self-assessment purposes with opportunities to revise and refine the rubric.*
- *Engage in a meaningful class town meeting where students articulate concerns, problems, etc., concerning their constituency in the school environment. Students, co-plan, co-conduct, form coalitions and orchestrate follow-up for problem-solving or enactment of the results of the town meeting.*
- *Take part in book talks with other students. Students co-plan, co-conduct, and strategize for the book talks.*
- *Work as part of a group to solve a complex mathematical task as related to something meaningful in their lives. Presentation of this solution in a public format other than just for classmates.*
- *Role-play to better understand a certain historical event.*
- *Participate in peer writing response groups*
- *Read aloud in turn, then explain why they like or dislike a work and offer sufficient support for their reasons.*
- *Read favorite pieces of writing to their partners, and tell the writers what elements have an effective impact upon the audience and dialogue about the impact this feedback has upon the writer for revision purposes.*
- *Dramatize a story, including characters, dialogue, and simple stage directions; perform assigned roles for the class.*
- *Listen to introductory pages of literary pieces and make predictions.*
- *Retell a familiar story that everyone knows. Take turns telling parts of the story. One person tells the first sentence then the next person tells the next sentence, etc. One person tells the entire story. Tell how it changed when it was retold.*

Standard:

E3c: The student prepares and delivers an individual presentation in which the student:

Components:

- E3c.1:** shapes information to achieve a particular purpose and to appeal to the interests and background knowledge of audience members;
- E3c.2:** shapes content and organization according to criteria for importance and impact rather than according to availability of information in resource materials;
- E3c.3:** uses notes or other memory aids to structure the presentation;
- E3c.4:** engages the audience with appropriate verbal cues and eye contact; and
- E3c.5:** projects a sense of individuality and personality in selecting and organizing content, and in delivery.
- E3c.6:** develops several main points relating to a single thesis;

Examples:

Examples of presentations include:

- *A presentation of project plans or a report for an Applied Learning project.*
- *A recounting of various anecdotes in an attempt to persuade the class to change a class policy by exemplifying the impact of such a change.*
- *A report to adults and students about a meaningful project that would enhance the quality of life or learning in the school environment.*
- *A role play of mythological figures who debate a current issue.*

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| | <ul style="list-style-type: none">• A multimedia presentation exhibiting visual and performing artists and how they communicate with their audiences.• A presentation that compares and contrasts characters in literature with people actually known by the student.• A summary of a piece of significant non-fiction writing in order to orally communicate the essential points to classmates.• An event recounted in a student's life to tell his/her grandchildren, presented to the class with details and props. |
| Standard: | E3d: The student makes informed judgments about television, radio, and film productions; that is, the student: |
| Components: | E3d.1: demonstrates an awareness of the presence of the media in the daily lives of most people; E3d.2: evaluates the role of the media in focusing attention and in forming opinion; E3d.3: judges the extent to which the media are a source of entertainment as well as a source of information; and E3d.4: defines the role of advertising as part of media presentation. |
| Examples: | <i>Examples of activities through which students might produce evidence of making informed judgments about television, radio, and film productions include:</i> <ul style="list-style-type: none">• Present a paper or report on reasons for selecting one media choice over another.• Prepare a multimedia report on the benefits obtained (including information learned) from media exposure.• Summarize patterns of media exposure in writing or in oral reports.• Analyze the appeal of particularly memorable commercials with an analysis on how the media manipulates the audience through the appeal.• Evaluate a television program/video format or style; compare and contrast different styles.• Prepare a presentation that expresses a position about a major news event and contrast this presentation to one done via the public broadcasting venue.• Create a multimedia presentation that compares television news and commentaries and incorporates sound, photos or video, and animation. |
| Strand: | E4 Conventions, Grammar and Usage of the English Language |
| | Having control of the conventions and grammar of the English language means having the ability to represent oneself appropriately with regard to current standards of correctness (e.g., spelling, punctuation, paragraphing, capitalization, subject-verb agreement). Usage involves the appropriate application of conventions and grammar in both written and spoken formats. |
| Standard: | E4a: The student demonstrates a basic understanding of the rules of the English language in written and oral work, and selects the structures and features of language appropriate to the purpose, audience and context of the work. The student demonstrates control of: |
| Components: | E4a.1: Grammar; E4a.2: paragraph structure; E4a.3: punctuation; E4a.4: sentence construction; |

E4a.5: spelling; and

E4a.6: usage.

Examples:

Examples of activities through which students might demonstrate an understanding of the rules of the English language include:

- *Demonstrate in a piece of writing the ability to manage the conventions, grammar, and usage of English so that they aid rather than interfere with reading.*
- *Proofread own writing or the writing of others, using dictionaries and other resources, including the teacher or peers as appropriate*
- *Observe conventions of language during formal oral presentations.*
- *Revise a piece of writing by combining sentences.*

Standard:

E4b: The student analyzes and subsequently revises work to clarify it or make it more effective in communicating the intended message or thought. The student's revisions should be made in light of the purposes, audiences, and contexts that apply to the work. Strategies for revising include:

Components:

E4b.1: adding or deleting details;

E4b.2: adding or deleting explanations;

E4b.3: clarifying difficult passages;

E4b.4: rearranging words, sentences, and paragraphs to improve or clarify meaning;

E4b.5: sharpening the focus; and

E4b.6: reconsidering the organizational structure.

Examples:

Examples of activities through which students might produce evidence of analyzing and revising work include:

- *Incorporate into revised drafts, as appropriate, suggestions taken from critiques made by peers and teachers.*
- *Produce a series of distinctly different drafts that result in a polished piece of writing or a presentation.*
- *Consider and respond to the critiques of peers and teachers.*
- *Critique the writing or oral presentation of a peer.*

Strand:

E5 Literature

Literature consists of poetry, fiction, non-fiction, and essays as distinguished from instructional, expository, or journalistic writing.

Standard:

E5a: The student responds to non-fiction, fiction, poetry, and drama using interpretive, critical, and evaluative processes; that is, the student:

Components:

E5a.1: identifies recurring themes across works;

E5a.2: analyzes the impact of authors' decisions regarding word choice and content;

E5a.3: considers the differences among genres;

E5a.4: evaluates literary merit;

E5a.5: considers the function of point of view or persona;

E5a.6: examines the reasons for a character's actions, taking into account the situation and basic motivation of the character;

E5a.7: identifies stereotypical characters as opposed to fully developed characters;

E5a.8: critiques the degree to which a plot is contrived or realistic; and

E5a.9: makes inferences and draws conclusions about contexts, events, characters, and settings.

Examples:

Examples of activities through which students might produce evidence of responding to literature include:

- *Determine why certain characters (either fictional or non-fictional) behave the way they do.*
- *Make connections between literary works according to a common theme.*
- *Produce a creative retelling of a familiar fairy tale for a group of adults.*
- *Create a verse by verse paraphrase of a poem.*
- *Compare a children’s literary classic with a televised version of the same work.*
- *Participate in formal or informal book talks.*
- *Write or perform a skit.*

Standard:

E5b: The student produces work in at least one literary genre that follows the conventions of the genre.

Examples:

Examples of literary genres include:

- *A poem.*
- *A short play.*
- *A picture book.*
- *A story.*

Strand:

E1 Reading

Reading is a process which includes demonstrating comprehension and showing evidence of a warranted and responsible interpretation of the text. “Comprehension” means getting the gist of a text. It is most frequently illustrated by demonstrating an understanding of the text as a whole; identifying complexities presented in the structure of the text; and extracting salient information from the text. In providing evidence of a responsible interpretation, students may make connections between parts of a text, among several texts, and between texts and other experiences; make extensions and applications of a text; and examine texts critically and evaluatively.

Standard:

E1a: The student reads at least twenty-five books or book equivalents each year. The quality and complexity of materials to be read is based on the lexile level of grade 6 (800L-1050L). The materials should include traditional and contemporary literature (both fiction and non-fiction) as well as magazines, newspapers, textbooks, and on-line material. Such reading should represent a diverse collection of material from at least three different literary forms and from at least five different writers.

Examples:

Examples of activities through which students might produce evidence of reading twenty-five books include:

- *Maintain an annotated list of works read.*
- *Generate a reading log or journal.*
- *Participate in formal and informal book talks.*

Standard:

E1b: The student reads and comprehends at least four books (or book equivalents) about one issue or subject, or four books by a single writer, or four books in one genre, and produces evidence of reading that:

Components:

E1b.1: makes and supports warranted and responsible assertions about the texts;
E1b.2: supports assertions with elaborated and convincing evidence;
E1b.3: draws the text together to compare and contrast themes, characters, and ideas;
E1b.4: makes perceptive and well developed connections; and
E1b.5: evaluates writing strategies and elements of the author’s craft.

Examples:

Examples of activities through which students might produce evidence of reading comprehension include:

- *Make connections between literary works according to a common theme.*
- *Participate in formal or informal book talk.*
- *Produce a literary response paper.*
- *Create an annotated book list organized according to author, theme, or genre.*
- *Make relevant, logical, coherent contributions to a discussion (e.g. book talk, literature circle).*
- *Create a personal response to a selection or experience.*
- *Debate or hold a panel discussion regarding the perspectives in various genres.*
- *Select literature from a variety of genres or authors.*

Standard:

E1c: The student reads and comprehends informational materials to develop understanding and expertise and produces written or oral work that:

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| Components: | E1c.1: restates or summarizes information; E1c.2: relates new information to prior knowledge and experience; E1c.3: extends ideas; and E1c.4: makes connections to related topics or information. |
| Examples: | <i>Examples of activities through which students might produce evidence of reading informational materials include:</i> <ul style="list-style-type: none">• <i>Present information to an audience of peers.</i>• <i>Produce a chapter book on a factual topic using more than one source.</i>• <i>Rewrite video game instructions for a younger reader.</i>• <i>Summarize and expand oral and written presentation using content specific/ technical vocabulary.</i>• <i>Use multi-media tools to present information and enhance a project.</i>• <i>Organizes key information read using a graphic format.</i> |
| Standard: | E1d: The student demonstrates familiarity with a variety of public documents (i.e., documents that focus on civic issues or matters of public policy at the community level and beyond) and produces written or oral work that does one or more of the following: |
| Components: | E1d.1: identifies the social context of the document; E1d.2: identifies the author's purpose; E1d.3: formulates an argument and offers evidence to support it; E1d.4: examines or makes use of the appeal of a document to audiences both friendly and hostile; and E1d.5: identifies or uses commonly used persuasive techniques. |
| Examples: | <i>Examples of activities through which students might produce evidence of familiarity with public documents include:</i> <ul style="list-style-type: none">• <i>Summarize and critique two or more local newspaper articles related to the same topic or issue.</i>• <i>Respond to a public address made by an adult, e.g., the principal, a PTA/PTO officer, a visiting author.</i>• <i>Write a letter to the editor in response to an editorial or to an article of local or national importance.</i>• <i>Explain a local document to someone who has never heard of it (e.g., a school related directive, a community related brochure, or an informational pamphlet)</i>• <i>Evaluate the use of language patterns and literary devices such as, figurative language and dialogue.</i> |
| Strand: | E2 Writing |
| | Writing is a process through which a writer shapes language to communicate effectively. Writing often develops through a series of initial plans and multiple drafts and through access to informed feedback and response. Purpose, audience, and context contribute to the form and substance of writing as well as to its style, tone, and stance. |
| Standard: | E2a: The student produces a report that: |
| Components: | E2a.1: engages the reader by establishing a context, creating a persona, and otherwise developing reader interest; E2a.2: develops a controlling idea that conveys a perspective on the subject; |

- E2a.3:** creates an organizing structure appropriate to a specific purpose, audience and context;
- E2a.4:** includes appropriate facts and details;
- E2a.5:** excludes extraneous and inappropriate information;
- E2a.6:** uses a range of appropriate strategies, such as providing facts and details, describing or analyzing the subject, and narrating a relevant anecdote; and
- E2a.7:** provides a sense of closure to the writing.

Examples:

Examples of reports include:

- *An informative report (comparing and contrasting attributes, e.g., comparing and contrasting the attributes of two civilizations).*
- *A chapter book.*
- *A multimedia presentation using research gained from print and other media sources.*
- *A report produced as part of studies in subjects such as science, social studies, and mathematics.*
- *A report of information on an item of personal interest or experience.*

Standard:

E2b: The student produces a response to literature that:

Components:

- E2b.1** engages the reader by establishing a context, creating a persona, and otherwise developing reader interest;
- E2b.2:** advances a judgment that is interpretive, analytic, evaluative, or reflective;
- E2b.3:** supports judgment through references to the text, references to other works, authors, or non-print media, or references to personal knowledge;
- E2b.4:** demonstrates an understanding of the literary work;
- E2b.5:** provides a sense of closure to the writing.
- E2b.6:** anticipates and answers a reader's questions;

Examples:

Examples of responses to literature include:

- *A literary response paper.*
- *A book review.*
- *A parody.*
- *A literary analysis paper.*
- *A comparison of a children's literary classic with a televised version of the same work.*
- *A brochure.*
- *A journal*
- *A newspaper or magazine article.*

Standard:

E2c: The student produces a narrative account (fictional or autobiographical) that:

Components:

- E2c.1:** engages the reader by establishing a context, creating a point of view, and otherwise developing reader interest;
- E2c.2:** establishes a situation, plot, point of view, setting, and conflict (and for autobiography, the significance of events);
- E2c.3:** creates an organizing structure;
- E2c.4:** includes sensory details and concrete language to develop plot and character;
- E2c.5:** excludes extraneous details and inconsistencies;

- E2c.6:** develops complex characters;
- E2c.7:** uses a range of appropriate strategies, such as dialogue and tension or suspense; and
- E2c.8:** provides a sense of closure to the writing.

Examples:

Examples of narrative accounts include:

- *A biographical account.*
- *A problem-solution essay.*
- *A fiction or non-fiction story.*
- *A personal narrative.*
- *A historical account.*
- *A news account of an event, fiction or non-fiction.*
- *A videotape presentation.*
- *An observational writing.*

Standard:

E2d: The student produces a narrative procedure that:

Components:

- E2d.1:** engages the reader by establishing a context, creating a persona, and otherwise developing reader interest;
- E2d.2:** provides a guide to action that anticipates a reader's needs; creates expectations through predictable structures, e.g., headings; and provides transitions between steps;
- E2d.3:** makes use of appropriate writing strategies such as creating a visual hierarchy and using white space and graphics as appropriate;
- E2d.4:** includes relevant information;
- E2d.5:** excludes extraneous information;
- E2d.6:** anticipates problems, mistakes, and misunderstandings that might arise for the reader; and
- E2d.7:** provides a sense of closure to the writing.

Examples:

Examples of narrative procedures include:

- *A set of rules for organizing a class meeting.*
- *A chapter book developed around procedures, e.g., how to have a safe vacation, with chapters on safe swimming, safe games, and other issues of safety.*
- *A set of instructions for using media technology.*
- *An explanation of a mathematical procedure.*
- *A report of information explaining steps and/or procedures for a familiar activity.*

Standard:

E2e: The student produces a persuasive essay that:

Components:

- E2e.1:** engages the reader by establishing a context, creating a persona, and otherwise developing reader interest;
- E2e.2:** develops a controlling idea;
- E2e.3:** creates and organizes a structure that is appropriate to the needs, values, and interests of a specified audience and arranges details, reasons, examples, and anecdotes effectively and persuasively;
- E2e.4:** includes appropriate information and arguments;
- E2e.5:** excludes information and arguments that are irrelevant;
- E2e.6:** anticipates reader concerns and counter-arguments;
- E2e.7:** provides a sense of closure to the writing.

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| Examples: | <p><i>Examples of persuasive essays include:</i></p> <ul style="list-style-type: none">• <i>A position paper.</i>• <i>An evaluation of a product or policy.</i>• <i>A letter to an official that uses arguments to support an opinion.</i>• <i>A speech for a candidate for school or public office.</i>• <i>A multimedia presentation based on a text read.</i>• <i>An advertisement.</i>• <i>A commercial script.</i> |
| Strand: E3 Speaking, Listening, and Viewing | <p>Speaking, listening, and viewing are fundamental processes which people use to express, explore, and learn about ideas. The functions of speaking, listening, and viewing include gathering and sharing information; persuading others; expressing and understanding ideas; coordinating activities with others; and selecting and critically analyzing messages. The contexts of these communication functions include one-to-one conferences, small group interactions, large audiences and meetings, and interactions with broadcast media.</p> |
| Standard: | E3a: The student participates in one-to-one conferences with a teacher, paraprofessional, or adult volunteer, in which the student: |
| Components: | E3a.1: initiates new topics in addition to responding to adult-initiated topics; E3a.2: asks relevant questions; E3a.3: responds to questions with appropriate elaboration; E3a.4: uses language cues to indicate different levels of certainty or hypothesizing, e.g., “what if...,” “very likely...,” “I’m unsure whether...”; and E3a.5: confirms understanding by paraphrasing the adult’s directions or suggestions. |
| Examples: | <p><i>Examples of one-to-one interactions include:</i></p> <ul style="list-style-type: none">• <i>Book Talks with a teacher or parent.</i>• <i>Analytical discussions of a movie or television program with a teacher or parent.</i>• <i>Interviews with teachers or other adults with discussion.</i>• <i>Interviews with multiple teachers or adults about their opinions of a major international news event.</i>• <i>Dialogue with a teacher, parent or adult about a reflection on a collection of the student’s work.</i>• <i>Discussion with a teacher or parent about a portfolio of work.</i> |
| Standard: | E3b: The student participates in group meetings, in which the student: |
| Components: | E3b.1: displays appropriate turn-taking behaviors; E3b.2: actively solicits another person’s comment or opinion; E3b.3: offers own opinion forcefully without dominating; E3b.4: responds appropriately to comments and questions; E3b.5: volunteers contributions and responds when directly solicited by teacher or discussion leader; E3b.6: gives reasons in support of opinions expressed; E3b.7: clarifies, illustrates, or expands on a response when asked to do so; asks group for similar expansions; |

E3b.8: employs a group decision-making technique such as a problem-solving sequence (e.g., recognize problem, define problem, identify possible solutions, select optimal solution, implement solution, evaluate solution).

Examples:

Examples of activities involving group meetings include:

- *Create a plan for a group project (e.g., organize a presentation to be made to the class; plan a science project.)*
- *Develop and negotiate meaningful class rubrics for group and self-assessment purposes with opportunities to revise and refine the rubric.*
- *Engage in a meaningful class town meeting where students articulate concerns, problems, etc., concerning their constituency in the school environment. Students, co-plan, co-conduct, form coalitions and orchestrate follow-up for problem-solving or enactment of the results of the town meeting.*
- *Take part in book talks with other students. Students co-plan, co-conduct, and strategize for the book talks.*
- *Work as part of a group to solve a complex mathematical task as related to something meaningful in their lives. Presentation of this solution in a public format other than just for classmates.*
- *Role-play to better understand a certain historical event.*
- *Participate in peer writing response groups*
- *Read favorite pieces of writing to their partners, and tell the writers what elements have an effective impact upon the audience and dialogue about the impact this feedback has upon the writer for revision purposes.*
- *Dramatize a story, including characters, dialogue, and simple stage directions; perform assigned roles for the class.*
- *Listen to introductory pages of literary pieces and make predictions.*
- *Work in pairs to prepare a presentation that focuses on aesthetic elements in a piece of literature.*
- *Have students take turns reading a poem aloud and finding rhyming words. Ask how the poet manages to deliver so much information and feeling in so few words.*
- *Meet in groups to dialogue interpretations of literary elements in a piece of literature.*

Standard:

E3c: The student prepares and delivers an individual presentation in which the student:

Components:

E3c.1: shapes information to achieve a particular purpose and to appeal to the interests and background knowledge of audience members;

E3c.2: shapes content and organization according to criteria for importance and impact rather than according to availability of information in resource materials;

E3c.3: uses notes or other memory aids to structure the presentation;

E3c.4: engages the audience with appropriate verbal cues and eye contact; and

E3c.5: projects a sense of individuality and personality in selecting and organizing content, and in delivery.

E3c.6: develops several main points relating to a single thesis;

Examples:

Examples of presentations include:

- *A presentation of project plans or a report for an Applied Learning project.*

- A report that analyzes several policies in effect throughout the school environment about the same issue with the student proposing a new policy based upon this analysis.
- A report to adults and students about a meaningful project that would enhance the quality of life or learning in the school environment.
- A role play of mythological figures who debate a current issue.
- A multimedia presentation exhibiting visual and performing artists and how they communicate with their audiences.
- characters in literature with people actually known by the student.
- A summary of a piece of significant non-fiction writing in order to orally communicate the essential points to classmates.
- A synopsis of a piece of non-fiction writing presented orally.

Standard: **E3d:** The student makes informed judgments about television, radio, and film productions; that is, the student:

Components: **E3d.1:** demonstrates an awareness of the presence of the media in the daily lives of most people;

E3d.2: evaluates the role of the media in focusing attention and in forming opinion;

E3d.3: judges the extent to which the media are a source of entertainment as well as a source of information; and

E3d.4: defines the role of advertising as part of media presentation.

Examples: *Examples of activities through which students might produce evidence of making informed judgments about television, radio, and film productions include:*

- Present a paper or report on reasons for selecting one media choice over another.
- Prepare a multimedia report on the benefits obtained (including information learned) from media exposure.
- Summarize patterns of media exposure in writing or in oral reports.
- Analyze the appeal of particularly memorable commercials with an analysis on how the media manipulates the audience through the appeal.
- Evaluate a television program/video format or style; compare and contrast different styles.
- Prepare a presentation that expresses a position about a major news event and contrast this presentation to one done via the public broadcasting venue.
- Create a multimedia presentation that compares television news and commentaries and incorporates sound, photos or video, and animation.
- Analyze how different forms of media address the same topic.

Strand:

E4 Conventions, Grammar, and Usage of the English Language

Having control of the conventions and grammar of the English language means having the ability to represent oneself appropriately with regard to current standards of correctness (e.g., spelling, punctuation, paragraphing, capitalization, subject-verb agreement). Usage involves the appropriate application of conventions and grammar in both written and spoken formats.

Standard: **E4a:** The student demonstrates a basic understanding of the rules of the English language in written and oral work, and selects the structures and features of language appropriate to the purpose, audience and context of the work. The student demonstrates control of:

Components: **E4a.1:** grammar;

- E4a.2:** paragraph structure;
- E4a.3:** punctuation;
- E4a.4:** sentence construction;
- E4a.5:** spelling; and
- E4a.6:** usage.

Examples:

Examples of activities through which students might demonstrate an understanding of the rules of the English language include:

- *Demonstrate in a piece of writing the ability to manage the conventions, grammar, and usage of English so that they aid rather than interfere with reading.*
- *Proofread own writing or the writing of others, using dictionaries and other resources, including the teacher or peers as appropriate.*
- *Observe conventions of language during formal oral presentations.*
- *Revise a piece of writing by combining sentences.*

Standard:

E4b: The student analyzes and subsequently revises work to clarify it or make it more effective in communicating the intended message or thought. The student's revisions should be made in light of the purposes, audiences, and contexts that apply to the work. Strategies for revising include:

Components:

- E4b.1:** adding or deleting details;
- E4b.2:** adding or deleting explanations;
- E4b.3:** clarifying difficult passages;
- E4b.4:** rearranging words, sentences, and paragraphs to improve or clarify meaning;
- E4b.5:** sharpening the focus; and
- E4b.6:** reconsidering the organizational structure.

Examples:

Examples of activities through which students might produce evidence of analyzing and revising work include:

- *Incorporate into revised drafts, as appropriate, suggestions taken from critiques made by peers and teachers.*
- *Produce a series of distinctly different drafts that result in a polished piece of writing or a presentation.*
- *Consider and respond to the critiques of peers and teachers.*
- *Critique the writing or oral presentation of a peer.*

Strand:

E5 Literature

Literature consists of poetry, fiction, non-fiction, and essays as distinguished from instructional, expository, or journalistic writing.

Standard:

E5a: The student responds to non-fiction, fiction, poetry, and drama using interpretive, critical, and evaluative processes; that is, the student:

Components:

- E5a.1:** identifies recurring themes across works;
- E5a.2:** analyzes the impact of authors' decisions regarding word choice and content;
- E5a.3:** considers the differences among genres;
- E5a.4:** evaluates literary merit;
- E5a.5:** considers the function of point of view or persona;
- E5a.6:** examines the reasons for a character's actions, taking into account the situation and basic motivation of the character;

E5a.7: identifies stereotypical characters as opposed to fully developed characters;

E5a.8: critiques the degree to which a plot is contrived or realistic;

E5a.9: makes inferences and draws conclusions about contexts, events, characters, and settings.

Examples:

Examples of activities through which students might produce evidence of responding to literature include:

- *Analyze stereotypical characters in a popular television production.*
- *Make connections between literary works according to a common theme.*
- *Produce a creative retelling of a familiar fairy tale for a group of adults.*
- *Evaluate the effect of literary devices in a number of poems by one author or poems on a common topic.*
- *Create a verse by verse paraphrase of a poem.*
- *Compare a children’s literary classic with a televised version of the same work.*
- *Participate in formal or informal book talks.*
- *Write or perform a skit.*
- *Write a parody.*
- *Speculate about point of view in a work read by the class.*

Standard:

E5b: The student produces work in at least one literary genre that follows the conventions of the genre.

Examples:

Examples of literary genres include:

- *A poem.*
- *A short play.*
- *A picture book.*
- *A story.*

Strand:

E1 Reading

Reading is a process which includes demonstrating comprehension and showing evidence of a warranted and responsible interpretation of the text. “Comprehension” means getting the gist of a text. It is most frequently illustrated by demonstrating an understanding of the text as a whole; identifying complexities presented in the structure of the text; and extracting salient information from the text. In providing evidence of a responsible interpretation, students may make connections between parts of a text, among several texts, and between texts and other experiences; make extensions and applications of a text; and examine texts critically and evaluatively.

Standard:

E1a: The student reads at least twenty-five books or book equivalents each year. The quality and complexity of materials to be read is based on the lexile level for grade seven (850L-1100L). The materials should include traditional and contemporary literature (both fiction and non-fiction) as well as magazines, newspapers, textbooks, and on-line material. Such reading should represent a diverse collection of material from at least three different literary forms and from at least five different writers.

Examples:

Examples of activities through which students might produce evidence of reading twenty-five books include:

- *Maintain an annotated list of works read.*
- *Generate a reading log or journal.*
- *Participate in formal and informal book talks.*

Standard:

E1b: The student reads and comprehends at least four books (or book equivalents) about one issue or subject, or four books by a single writer, or four books in one genre, and produces evidence of reading that:

Components:

- E1b.1:** makes and supports warranted and responsible assertions about the texts;
- E1b.2:** supports assertions with elaborated and convincing evidence;
- E1b.3:** draws the text together to compare and contrast themes, characters, and ideas;
- E1b.4:** makes perceptive and well developed connections;
- E1b.5:** evaluates writing strategies and elements of the author’s craft.

Examples:

Examples of activities through which students might produce evidence of reading comprehension include:

- *Construct a book review.*
- *Participate in formal or informal book talk.*
- *Produce a written document (e.g. literary response paper, research report).*
- *Create an annotated book list organized according to author, theme, or genre.*
- *Make relevant, logical, coherent contributions to a discussion (e.g. book talk, literature circle).*
- *Create a personal response to a selection or experience.*
- *Debate or hold a panel discussion regarding the perspectives in various genres.*
- *Select literature from a variety of genres or authors.*

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| Standard: | E1c: The student reads and comprehends informational materials to develop understanding and expertise and produces written or oral work that: |
| Components: | E1c.1: restates or summarizes information; E1c.2: relates new information to prior knowledge and experience; E1c.3: extends ideas; E1c.4: makes connections to related topics or information. |
| Examples: | <i>Examples of activities through which students might produce evidence of reading informational materials include:</i> <ul style="list-style-type: none">• Summarize text by restating and paraphrasing.• Incorporate expert opinions into a speech or position paper.• Develop a proposal based on data obtained from reading informational texts.• Summarize and expand oral and written presentation using specific/technical vocabulary.• Use multi-media tools to present information and enhance a project.• Write a report of information that draws from multiple sources.• Write a report that analyzes several historical records of a single event and attempts to understand the reasons for the similarities and differences. |
| Standard: | E1d: The student demonstrates familiarity with a variety of public documents (i.e., documents that focus on civic issues or matters of public policy at the community level and beyond) and produces written or oral work that does one or more of the following: |
| Components: | E1d.1: identifies the social context of the document; E1d.2: identifies the author’s purpose and stance; E1d.3: analyzes the arguments and positions advanced and the evidence offered in support of them, or formulates an argument and offers evidence to support it; E1d.4: examines or makes use of the appeal of a document to audiences both friendly and hostile to the position presented; E1d.5: identifies or uses commonly used persuasive techniques. |
| Examples: | <i>Examples of activities through which students might produce evidence of familiarity with public documents include:</i> <ul style="list-style-type: none">• Summarize and critique two or more local newspaper articles related to the same topic or issue.• Respond to a public address made by an adult, e.g., the principal, a PTA/PTO officer, a visiting author.• Write a letter to the editor in response to an editorial or to an article of local or national importance.• Explain a local document to someone who has never heard of it (e.g., a school related directive, a community related brochure, or an informational pamphlet).• Make judgments about the clarity, power, and authenticity of a document.• Compare the effectiveness of one selection in relation to others, and personal experiences.• Evaluate the use of language patterns and literary devices such as, figurative language, dialogue, and symbolism. |

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| Standard: | E1e: The student demonstrates familiarity with a variety of functional documents (i.e. documents that exist in order to get things done) and produces written or oral work that does one or more of the following: |
| Components: | E1e.1: identifies the institutional context of the document; E1e.2: identifies the sequence of activities needed to carry out a procedure; E1e.3: analyzes or uses the formatting techniques used to make a document user-friendly; E1e.4: identifies any information that is either extraneous or missing in terms of audience and purpose or makes effective use of relevant information. |
| Examples: | <i>Examples of activities through which students might produce evidence of familiarity with functional documents include:</i> <ul style="list-style-type: none">• Write a memo or conduct a briefing on procedures to be followed in a given situation.• Produce a manual setting out school rules.• Revise a set of instructions to improve their clarity.• Use technology to enhance the layout and design of a document.• Identify and list the details of each day of a planned school-wide event.• Review and update a section of the student handbook.• Prepare a brief that succinctly communicates the roles and responsibilities of each member of a student committee. |

Strand:

E2 Writing

Writing is a process through which a writer shapes language to communicate effectively. Writing often develops through a series of initial plans and multiple drafts and through access to informed feedback and response. Purpose, audience, and context contribute to the form and substance of writing as well as to its style, tone, and stance.

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| Standard: | E2a: The student produces a report that: |
| Components: | E2a.1: engages the reader by establishing a context, creating a persona, and otherwise developing reader interest; E2a.2: develops a controlling idea that conveys a perspective on the subject; E2a.3: creates an organizing structure appropriate to a specific purpose, audience and context; E2a.4: includes appropriate facts and details; E2a.5: excludes extraneous and inappropriate information; E2a.6: uses a range of appropriate strategies, such as providing facts and details, describing or analyzing the subject, narrating a relevant anecdote, comparing and contrasting, naming, and explaining benefits or limitations; E2a.7: provides a sense of closure to the writing. |
| Examples: | <i>Examples of reports include:</i> <ul style="list-style-type: none">• An informative report (comparing and contrasting attributes, e.g., comparing and contrasting the attributes of two or more countries).• A saturation report (a report that recounts substantial information on a topic gathered by a student over a period of time).• A chapter book.• A multimedia presentation using research gained from print and other media sources. |

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| | <ul style="list-style-type: none">• <i>A report produced as part of studies in subjects such as science, social studies, and mathematics.</i>• <i>A report of information on an item of personal interest or experience.</i> |
| Standard: | E2b: The student produces a response to literature that: |
| Components: | E2b.1: engages the reader by establishing a context, creating a persona, and otherwise developing reader interest; E2b.2: advances a judgment that is interpretive, analytic, evaluative, or reflective; E2b.3: supports judgment through references to the text, references to other works, authors, or non-print media, or references to personal knowledge; E2b.4: demonstrates an understanding of the literary work; E2b.5: anticipates and answers a reader's questions; E2b.6: provides a sense of closure to the writing. |
| Examples: | <i>Examples of responses to literature include:</i> <ul style="list-style-type: none">• <i>A literary response paper.</i>• <i>A book or movie review.</i>• <i>A literary analysis paper.</i>• <i>A comparison of a piece of literature with its media presentation.</i>• <i>An interpretation of a narrative poem.</i>• <i>A pamphlet.</i>• <i>A diary.</i>• <i>A newspaper or magazine article.</i> |
| Standard: | E2c: The student produces a narrative account (fictional or autobiographical) that: |
| Components: | E2c.1: engages the reader by establishing a context, creating a point of view, and otherwise developing reader interest; E2c.2: establishes a situation, plot, point of view, setting, and conflict (and for autobiography, the significance of events and of conclusions that can be drawn from those events); E2c.3: creates an organizing structure; E2c.4: includes sensory details and concrete language to develop plot and character; E2c.5: excludes extraneous details and inconsistencies; E2c.6: develops complex characters; E2c.7: uses a range of appropriate strategies, such as dialogue, tension or suspense, naming, and specific narrative action, e.g., movement, gestures, expressions; E2c.8: provides a sense of closure to the writing. |
| Examples: | <i>Examples of narrative accounts include:</i> <ul style="list-style-type: none">• <i>A biographical account.</i>• <i>A problem-solution essay.</i>• <i>A fiction or non-fiction story.</i>• <i>A personal narrative.</i>• <i>A historical account.</i>• <i>A news account of an event, fiction or non-fiction.</i>• <i>A summary of text read.</i>• <i>An observational writing.</i> |

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| Standard: | E2d: The student produces a narrative procedure that: |
| Components: | E2d.1: engages the reader by establishing a context, creating a persona, and otherwise developing reader interest; E2d.2: provides a guide to action for a relatively complicated procedure in order to anticipate a reader’s needs; creates expectations through predictable structures, e.g., headings; and provides transitions between steps; E2d.3: makes use of appropriate writing strategies such as creating a visual hierarchy and using white space and graphics as appropriate; E2d.4: includes relevant information; E2d.5: excludes extraneous information; E2d.6: anticipates problems, mistakes, and misunderstandings that might arise for the reader; E2d.7: provides a sense of closure to the writing. |
| Examples: | <i>Examples of narrative procedures include:</i> <ul style="list-style-type: none">• A set of rules for organizing a class meeting.• A set of instructions for playing computer games.• A set of instructions for using media technology.• An explanation of a mathematical procedure.• A report of information explaining steps and/or procedures for a familiar activity.• A storyboard. |
| Standard: | E2e: The student produces a persuasive essay that: |
| Components: | E2e.1: engages the reader by establishing a context, creating a persona, and otherwise developing reader interest; E2e.2: develops a controlling idea that makes a clear and knowledgeable judgment; E2e.3: creates and organizes a structure that is appropriate to the needs, values, and interests of a specified audience and arranges details, reasons, examples, and anecdotes effectively and persuasively; E2e.4: includes appropriate information and arguments; E2e.5: excludes information and arguments that are irrelevant; E2e.6: anticipates and addresses reader concerns and counter-arguments; E2e.7: supports arguments with detailed evidence, citing sources of information as appropriate; E2e.8: provides a sense of closure to the writing. |
| Examples: | <i>Examples of persuasive essays include:</i> <ul style="list-style-type: none">• A position paper.• An evaluation of a product or policy.• An editorial on a current issue that uses reasoned arguments to support an opinion.• A speech for a candidate for school or public office• A multimedia presentation based on a text read.• An informational web site.• A commercial script |

Strand:

**E3 Speaking,
Listening, and
Viewing**

Speaking, listening, and viewing are fundamental processes which people use to express, explore, and learn about ideas. The functions of speaking, listening, and viewing include gathering and sharing information; persuading others; expressing and understanding ideas; coordinating activities with others; and selecting and critically analyzing messages. The contexts of these communication functions include one-to-one conferences, small group interactions, large audiences and meetings, and interactions with broadcast media.

Standard:

E3a: The student participates in one-to-one conferences with a teacher, paraprofessional, or adult volunteer, in which the student:

Components:

- E3a.1:** initiates new topics in addition to responding to adult-initiated topics;
E3a.2: asks relevant questions;
E3a.3: responds to questions with appropriate elaboration;
E3a.4: uses language cues to indicate different levels of certainty or hypothesizing, e.g., “what if...,” “very likely...,” “I’m unsure whether...”;
E3a.5: confirms understanding by paraphrasing the adult’s directions or suggestions.

Examples:

- Examples of one-to-one interactions include:*
- *Book Talks with a teacher or parent;*
 - *Analytical discussions of a movie or television program with a teacher or parent.*
 - *Interviews with teachers or other adults with discussion.*
 - *Interviews with multiple teachers or adults about their opinions of a major international news event.*
 - *Interviews with adults from at least two community service agencies to determine the kinds of support they provide to others.*
 - *Interviews conducted with a journalist.*
 - *Interviews with other adults to gather their thoughts as to what makes videos entertaining.*
 - *Interviews with a variety of people to determine concepts and messages they remember from a well-known piece of literature.*
 - *Dialogue with a teacher, parent or adult about a reflection on a collection of the student’s work.*
 - *Discussion with a teacher or parent about portfolio work.*

Standard:

E3b: The student participates in group meetings, in which the student:

Components:

- E3b.1:** displays appropriate turn-taking behaviors;
E3b.2: solicits another person’s comment or opinion;
E3b.3: offers own opinion forcefully without dominating;
E3b.4: responds appropriately to comments and questions;
E3b.5: volunteers contributions and responds when directly solicited by teacher or discussion leader;
E3b.6: gives reasons in support of opinions expressed;
E3b.7: clarifies, illustrates, or expands on a response when asked to do so; asks group for similar expansions;
E3b.8: employs a group decision-making technique such as a problem-solving sequence (e.g., recognize problem, define problem, identify possible solutions, select optimal solution, implement solution, evaluate solution).

Examples:

Examples of activities involving group meetings include:

- *Create a plan for a group project (e.g., organize a presentation to be made to the class; plan a science project.)*
- *Develop and negotiate meaningful class rubrics for group and self-assessment purposes with opportunities to revise and refine the rubric.*
- *Engage in a meaningful class town meeting where students articulate concerns, problems, etc., concerning their constituency in the school environment. Students, plan, conduct, and orchestrate follow-up for problem solving or enactment of the results of the town meeting.*
- *Take part in book talks with other students. Students plan, conduct, and strategize for the book talks.*
- *Work as part of a group to solve a complex mathematical task as related to something meaningful in their lives. Presentation of this solution in a public format to adults, community and peers.*
- *Role-play to better understand a certain historical event.*
- *Participate in peer writing response groups.*
- *Read favorite pieces of writing to their partners, and tell the writers what elements have an effective impact upon the audience and dialogue about the impact this feedback has upon the writer for revision purposes.*
- *Choose a story to dramatize, including characters, dialogue, and simple stage directions; perform assigned roles for the class.*

Standard:

E3c: The student prepares and delivers an individual presentation in which the student:

Components:

- E3c.1:** shapes information to achieve a particular purpose and to appeal to the interests and background knowledge of audience members;
- E3c.2:** shapes content and organization according to criteria for importance and impact rather than according to availability of information in resource materials;
- E3c.3:** uses notes or other memory aids to structure the presentation;
- E3c.4:** develops several main points relating to a single thesis;
- E3c.5:** engages the audience with appropriate verbal cues and eye contact;
- E3c.6:** projects a sense of individuality and personality in selecting and organizing content, and in delivery.

Examples:

Examples of presentations include:

- *A presentation of project plans or a report for an Applied Learning project.*
- *A report that analyzes several historical records of a single event and attempts to understand the reasons for the similarities and differences.*
- *A report that presents data collected to prove/disprove a particular hypothesis, along with an appropriate conclusion.*
- *A role play of mythological figures who debate a current issue.*
- *A multimedia presentation exhibiting visual and performing artists and how they communicate with their audiences.*
- *A presentation that compares and contrasts characters in literature with people you actually know.*
- *A summary of a piece of significant non-fiction writing that communicates the essential points to classmates*
- *Produce a radio play with sound effects, background music, etc., and tape that program for your class.*
- *A videotape designed to persuade and capture the interest of the class.*
- *A production of an orientation video for new students.*

Standard: **E3d:** The student makes informed judgments about television, radio, and film productions; that is, the student:

Components: **E3d.1:** demonstrates an awareness of the presence of the media in the daily lives of most people;

E3d.2: evaluates the role of the media in focusing attention and in forming opinion;

E3d.3: judges the extent to which the media are a source of entertainment as well as a source of information;

E3d.4: defines the role of advertising as part of media presentation.

Examples: *Examples of activities through which students might produce evidence of making informed judgments about television, radio, and film productions include:*

- *Present a paper or report on reasons for selecting one media choice over another.*
- *Prepare a multimedia report on the benefits obtained (including information learned) from media exposure.*
- *Summarize patterns of media exposure in writing or in oral reports.,*
- *Analyze the appeal of popular television shows and films for particular audiences while providing an analysis on how the show or film could have been changed for greater or lesser impact.*
- *Describe the appeal of particularly memorable commercials.*
- *Explain the use of “propaganda techniques” (e.g., bandwagon, glittering generalities, celebrity) in television commercials.*
- *Create a multimedia presentation that compares television news and commentaries and incorporates sound, photos or video, and animation.*
- *Analyze how different forms of media address the same topic and evaluate each for their effectiveness.*

Strand:
**E4 Conventions,
Grammar and
Usage of the
English Language**

Having control of the conventions and grammar of the English language means having the ability to represent oneself appropriately with regard to current standards of correctness (e.g., spelling, punctuation, paragraphing, capitalization, subject-verb agreement). Usage involves the appropriate application of conventions and grammar in both written and spoken formats

Standard: **E4a:** The student demonstrates an understanding of the rules of the English language in written and oral work, and selects the structures and features of language appropriate to the purpose, audience and context of the work. The student demonstrates control of:

Components: **E4a.1:** grammar;
E4a.2: paragraph structure;
E4a.3: punctuation;
E4a.4: sentence construction;
E4a.5: spelling;
E4a.6: usage.

Examples: *Examples of activities through which students might demonstrate an understanding of the rules of the English language include:*

- *Demonstrate in a piece of writing the ability to manage the conventions, grammar, and usage of English so that they aid rather than interfere with reading.*

| | |
|-------------|--|
| | <ul style="list-style-type: none">• <i>Proofread own writing or the writing of others, using dictionaries and other resources, including the teacher or peers as appropriate.</i>• <i>Observe conventions of language during formal oral presentations.</i>• <i>Revise a piece of writing by combining sentences.</i> |
| Standard: | E4b: The student analyzes and subsequently revises work to clarify it or make it more effective in communicating the intended message or thought. The student's revisions should be made in light of the purposes, audiences, and contexts that apply to the work. Strategies for revising include: |
| Components: | E4b.1: adding or deleting details; E4b.2: adding or deleting explanations; E4b.3: clarifying difficult passages; E4b.4: rearranging words, sentences, and paragraphs to improve or clarify meaning; E4b.5: sharpening the focus; E4b.6: reconsidering the organizational structure. |
| Examples: | <i>Examples of activities through which students might produce evidence of analyzing and revising work include:</i> <ul style="list-style-type: none">• <i>Incorporate into revised drafts, as appropriate, suggestions taken from critiques made by peers and teachers.</i>• <i>Produce a series of distinctly different drafts that result in a polished piece of writing or a presentation.</i>• <i>Describe the reasons for stylistic choices made as a writer or presenter.</i>• <i>Critique the writing or oral presentation of a peer.</i>• <i>Use Lotus Notes or similar technology to allow students to read and edit each other's writing</i> |
| Strand: | E5 Literature |
| | Literature consists of poetry, fiction, non-fiction, and essays as distinguished from instructional expository, or journalistic writing. |
| Standard: | E5a: The student responds to non-fiction, fiction, poetry, and drama using interpretive, critical, and evaluative processes; that is, the student: |
| Components: | E5a.1: identifies recurring themes across works; E5a.2: interprets the impact of author's decisions regarding work choice and content, and literary elements; E5a.3: identifies the characteristics of literary forms and genres; E5a.4: evaluates literary merit; E5a.5: identifies the effect of point of view; E5a.6: analyses the reasons for a character's actions, taking into account the situation and basic motivation of the character; E5a.7: identifies stereotypical characters as opposed to fully developed characters; E5a.8: identifies the effect of literary devices such as figurative language, allusion, diction, dialogue, and description; E5a.9: makes inferences and draws conclusions about fictional and non-fictional contexts, events, characters, settings and themes. |

Examples:

Examples of activities through which students might produce evidence of responding to literature include:

- *Analyze stereotypical characters in a popular television production.*
- *Examine themes in the work (fiction or non-fiction) of one popular young-adult author.*
- *Compare the literary merits of two or more short stories, biographies of one individual, novels, or plays.*
- *Evaluate the effect of literary devices in a number of poems by one author or poems on a common topic.*
- *Participate in formal or informal book talks.*
- *Write or perform a skit based on a story read in class.*
- *Write a parody based on a story read in class.*
- *Speculate about point of view in a work read by the class.*

Standard:

E5b: The student produces work in at least one literary genre that follows the conventions of the genre.

Examples:

Examples of literary genres include:

- *A personal essay.*
- *A short story.*
- *A short play.*
- *A poem.*
- *A vignette*

Strand:

E1 Reading

Reading is a process which includes demonstrating comprehension and showing evidence of a warranted and responsible interpretation of the text. “Comprehension” means getting the gist of a text. It is most frequently illustrated by demonstrating an understanding of the text as a whole; identifying complexities presented in the structure of the text; and extracting salient information from the text. In providing evidence of a responsible interpretation, students may make connections between parts of a text, among several texts, and between texts and other experiences; make extensions and applications of a text; and examine texts critically and evaluatively.

Standard:

E1a: The student reads at least twenty-five books or book equivalents each year. The quality and complexity of materials to be read is based on the lexile level for grade eight (900L-1150L). The materials should include traditional and contemporary literature (both fiction and non-fiction) as well as magazines, newspapers, textbooks, and on-line material. Such reading should represent a diverse collection of material from at least three different literary forms and from at least five different writers.

Examples:

Examples of activities through which students might produce evidence of reading twenty-five books include:

- *Maintain an annotated list of works read.*
- *Generate a reading log or journal.*
- *Participate in formal and informal book talks.*

Standard:

E1b: The student reads and comprehends at least four books (or book equivalents) about one issue or subject, or four books by a single writer, or four books in one genre, and produces evidence of reading that:

Components:

- E1b.1:** makes and supports warranted and responsible assertions about the texts;
E1b.2: supports assertions with elaborated and convincing evidence;
E1b.3: draws the text together to compare and contrast themes, characters, and ideas;
E1b.4: makes perceptive and well developed connections;
E1b.5: evaluates writing strategies and elements of the author’s craft.

Examples:

Examples of activities through which students might produce evidence of reading comprehension include:

- *Construct a book review.*
- *Participate in formal or informal book talk.*
- *Produce a literary response paper.*
- *Create an annotated book list organized according to author, theme, or genre.*
- *Produce a research report.*

Standard:

E1c: The student reads and comprehends informational materials to develop understanding and expertise and produces written or oral work that:

Components:

- E1c.1:** restates or summarizes information;
E1c.2: relates new information to prior knowledge and experience;
E1c.3: extends ideas;
E1c.4: makes connections to related topics or information.

Examples: *Examples of activities through which students might produce evidence of reading informational materials include:*

- Use information to support or enhance a project.
- Incorporate expert opinions into a speech or position paper.
- Develop a proposal based on data obtained from reading informational texts.
- Write a report of information that draws from multiple sources.
- Write a report that analyzes several historical records of a single event and attempts to understand the reasons for the similarities and differences.

Standard: **E1d:** The student demonstrates familiarity with a variety of public documents (i.e., documents that focus on civic issues or matters of public policy at the community level and beyond) and produces written or oral work that does one or more of the following:

Components: **E1d.1:** identifies the social context of the document;
E1d.2: identifies the author’s purpose and stance;
E1d.3: analyzes the arguments and positions advanced and the evidence offered in support of them, or formulates an argument and offers evidence to support it;
E1d.4: examines or makes use of the appeal of a document to audiences both friendly and hostile to the position presented;
E1d.5: identifies or uses commonly used persuasive techniques.

Examples: *Examples of activities through which students might produce evidence of familiarity with public documents include:*

- Summarize and critique two or more local newspaper articles related to the same topic or issue.
- Respond to a public address made by an adult, e.g., the principal, a PTA/PTO officer, a visiting author.
- Write a letter to the editor in response to an editorial or to an article of local or national importance.
- Explain a local document to someone who has never heard of it (e.g., a school related directive, a community related brochure, or an informational pamphlet).

Standard: **E1e:** The student demonstrates familiarity with a variety of functional documents (i.e. documents that exist in order to get things done) and produces written or oral work that does one or more of the following:

Components: **E1e.1:** identifies the institutional context of the document;
E1e.2: identifies the sequence of activities needed to carry out a procedure;
E1e.3: analyzes or uses the formatting techniques used to make a document user-friendly;
E1e.4: identifies any information that is either extraneous or missing in terms of audience and purpose or makes effective use of relevant information.

Examples: *Examples of activities through which students might produce evidence of familiarity with functional documents include:*

- Write a memo or conduct a briefing on procedures to be followed in a given situation.
- Produce a manual setting out school rules.
- Revise a set of instructions to improve their clarity.

Strand:

E2 Writing

Writing is a process through which a writer shapes language to communicate effectively. Writing often develops through a series of initial plans and multiple drafts and through access to informed feedback and response. Purpose, audience, and context contribute to the form and substance of writing as well as to its style, tone, and stance.

Standard:

E2a: The student produces a report that:

Components:

- E2a.1:** engages the reader by establishing a context, creating a persona, and otherwise developing reader interest;
- E2a.2:** develops a controlling idea that conveys a perspective on the subject;
- E2a.3:** creates an organizing structure appropriate to a specific purpose, audience and context;
- E2a.4:** includes appropriate facts and details;
- E2a.5:** excludes extraneous and inappropriate information;
- E2a.6:** uses a range of appropriate strategies, such as providing facts and details, describing or analyzing the subject, narrating a relevant anecdote, comparing and contrasting, naming, and explaining benefits or limitations;
- E2a.7:** provides a sense of closure to the writing.

Examples:

Examples of reports include:

- *An informative report (comparing and contrasting attributes, e.g., comparing and contrasting the attributes of two or more countries).*
- *A saturation report (a report that recounts substantial information on a topic gathered by a student over a period of time).*
- *A chapter book.*
- *A multimedia presentation using research gained from print and other media sources.*
- *A report produced as part of studies in subjects such as science, social studies, and mathematics.*
- *A report of information on an item of personal interest or experience.*

Standard:

E2b: The student produces a response to literature that:

Components:

- E2b.1:** engages the reader by establishing a context, creating a persona, and otherwise developing reader interest;
- E2b.2:** advances a judgment that is interpretive, analytic, evaluative, or reflective;
- E2b.3:** supports judgment through references to the text, references to other works, authors, or non-print media, or references to personal knowledge;
- E2b.4:** demonstrates an understanding of the literary work.
- E2b.5:** anticipates and answers a reader's questions;
- E2b.6:** provides a sense of closure to the writing.

Examples:

Examples of responses to literature include:

- *A literary response paper.*
- *A book or movie review.*
- *A literary analysis paper.*
- *A comparison of a piece of literature with its media presentation.*
- *An interpretation of a narrative poem.*
- *A pamphlet.*

- *A diary.*
 - *A newspaper or magazine article.*
- Standard: **E2c:** The student produces a narrative account (fictional or autobiographical) that:
- Components: **E2c.1:** engages the reader by establishing a context, creating a point of view, and otherwise developing reader interest;
- E2c.2:** establishes a situation, plot, point of view, setting, and conflict (and for autobiography, the significance of events and of conclusions that can be drawn from those events);
- E2c.3:** creates an organizing structure;
- E2c.4:** includes sensory details and concrete language to develop plot and character;
- E2c.5:** excludes extraneous details and inconsistencies;
- E2c.6:** develops complex characters;
- E2c.7:** uses a range of appropriate strategies, such as dialogue, tension or suspense, naming, and specific narrative action, e.g., movement, gestures, expressions;
- E2c.8:** provides a sense of closure to the writing.

- Examples: *Examples of narrative accounts include:*
- *A biographical account.*
 - *A problem-solution essay.*
 - *A fiction or non-fiction story.*
 - *A personal narrative.*
 - *A historical account.*
 - *A news account of an event, fiction or non-fiction.*

- Standard: **E2d:** The student produces a narrative procedure that:
- Components: **E2d.1:** engages the reader by establishing a context, creating a persona, and otherwise developing reader interest;
- E2d.2:** provides a guide to action for a relatively complicated procedure in order to anticipate a reader's needs; creates expectations through predictable structures, e.g., headings; and provides transitions between steps;
- E2d.3:** makes use of appropriate writing strategies such as creating a visual hierarchy and using white space and graphics as appropriate;
- E2d.4:** includes relevant information;
- E2d.5:** excludes extraneous information;
- E2d.6:** anticipates problems, mistakes, and misunderstandings that might arise for the reader;
- E2d.7:** provides a sense of closure to the writing.

- Examples: *Examples of narrative procedures include:*
- *A set of rules for organizing a class meeting.*
 - *A set of instructions for playing computer games.*
 - *A set of instructions for using media technology.*
 - *An explanation of a mathematical procedure.*
 - *A report of information explaining steps and/or procedures for a familiar activity.*
 - *A storyboard.*

- Standard: **E2e:** The student produces a persuasive essay that:

- Components:
- E2e.1:** engages the reader by establishing a context, creating a persona, and otherwise developing reader interest;
 - E2e.2:** develops a controlling idea that makes a clear and knowledgeable judgment;
 - E2e.3:** creates and organizes a structure that is appropriate to the needs, values, and interests of a specified audience and arranges details, reasons, examples, and anecdotes effectively and persuasively;
 - E2e.4:** includes appropriate information and arguments;
 - E2e.5:** excludes information and arguments that are irrelevant;
 - E2e.6:** anticipates and addresses reader concerns and counter-arguments;
 - E2e.7:** supports arguments with detailed evidence, citing sources of information as appropriate;
 - E2e.8:** provides a sense of closure to the writing.

- Examples:
- Examples of persuasive essays include:*
- *A position paper.*
 - *An evaluation of a product or policy.*
 - *An editorial on a current issue that uses reasoned arguments to support an opinion.*
 - *A speech for a candidate for school or public office.*
 - *A multimedia presentation based on a text read.*
 - *An informational web site.*
 - *A commercial script*

Strand:

**E3 Speaking,
Listening, and
Viewing**

Speaking, listening, and viewing are fundamental processes which people use to express, explore, and learn about ideas. The functions of speaking, listening, and viewing include gathering and sharing information; persuading others; expressing and understanding ideas; coordinating activities with others; and selecting and critically analyzing messages. The contexts of these communication functions include one-to-one conferences, small group interactions, large audiences and meetings, and interactions with broadcast media.

- Standard:
- E3a:** The student participates in one-to-one conferences with a teacher, paraprofessional, or adult volunteer, in which the student:

- Components:
- E3a.1:** initiates new topics in addition to responding to adult-initiated topics;
 - E3a.2:** asks relevant questions;
 - E3a.3:** responds to questions with appropriate elaboration;
 - E3a.4:** uses language cues to indicate different levels of certainty or hypothesizing, e.g., “what if...,” “very likely...,” “I’m unsure whether...”;
 - E3a.5:** confirms understanding by paraphrasing the adult’s directions or suggestions.

- Examples:
- Examples of one-to-one interactions include:*
- *Book Talks with a teacher or parent.,*
 - *Analytical discussions of a movie or television program with a teacher or parent.*
 - *Student-teacher conferences regarding a draft of an essay, the student’s progress on a mathematics assignment or the status of a science project.*

| | |
|-------------|--|
| | <ul style="list-style-type: none">• <i>Interviews with teachers or adults.</i>• <i>Discussion with a teacher or parent about a portfolio of work.</i> |
| Standard: | E3b: The student participates in group meetings, in which the student: |
| Components: | E3b.1: displays appropriate turn-taking behaviors; E3b.2: actively solicits another person's comment or opinion; E3b.3: offers own opinion forcefully without dominating; E3b.4: responds appropriately to comments and questions; E3b.5: volunteers contributions and responds when directly solicited by teacher or discussion leader; E3b.6: gives reasons in support of opinions expressed; E3b.7: clarifies, illustrates, or expands on a response when asked to do so; asks classmates for similar expansions; E3b.8: employs a group decision-making technique such as a brainstorming or a problem-solving sequence (e.g., recognize problem, define problem, identify possible solutions, select optimal solution, implement solution, evaluate solution). |
| Examples: | <i>Examples of activities involving group meetings include:</i> <ul style="list-style-type: none">• <i>Create a plan for a group project (e.g., organize a presentation to be made to the class; plan a science project.)</i>• <i>Develop and negotiate a class rubric.</i>• <i>Engage in classroom town meetings.</i>• <i>Take part in book talks with other students.</i>• <i>Work as part of a group to solve a complex mathematical task.</i>• <i>Role-play to better understand a certain historical event.</i>• <i>Participate in peer writing response groups.</i> |
| Standard: | E3c: The student prepares and delivers an individual presentation in which the student: |
| Components: | E3c.1: shapes information to achieve a particular purpose and to appeal to the interests and background knowledge of audience members; E3c.2: shapes content and organization according to criteria for importance and impact rather than according to availability of information in resource materials; E3c.3: uses notes or other memory aids to structure the presentation; E3c.4: develops several main points relating to a single thesis; E3c.5: engages the audience with appropriate verbal cues and eye contact; E3c.6: projects a sense of individuality and personality in selecting and organizing content, and in delivery. |
| Examples: | <i>Examples of presentations include:</i> <ul style="list-style-type: none">• <i>A presentation of project plans or a report for an Applied Learning project.</i>• <i>A report that analyzes several historical records of a single event and attempts to understand the reasons for the similarities and differences.</i>• <i>A report that presents data collected to prove/disprove a particular hypothesis, along with an appropriate conclusion.</i>• <i>A talk that outlines a plan of action for implementing a new school policy and the reasoning supporting the selected plan over other options.</i>• <i>A report that analyzes a trend running through several literary works.</i> |

| | |
|-------------|--|
| Standard: | E3d: The student makes informed judgments about television, radio, and film productions; that is, the student: |
| Components: | E3d.1: demonstrates an awareness of the presence of the media in the daily lives of most people; E3d.2: evaluates the role of the media in focusing attention and in forming opinion; E3d.3: judges the extent to which the media are a source of entertainment as well as a source of information; E3d.4: defines the role of advertising as part of media presentation. |
| Examples: | <i>Examples of activities through which students might produce evidence of making informed judgments about television, radio, and film productions include:</i> <ul style="list-style-type: none">• <i>Present a paper or report on reasons for selecting one media choice over another.</i>• <i>Prepare a report on the benefits obtained (including information learned) from media exposure.</i>• <i>Summarize patterns of media exposure in writing or in oral reports.</i>• <i>Analyze the appeal of popular television shows and films for particular audiences.</i>• <i>Describe the appeal of particularly memorable commercials.</i>• <i>Explain the use of “propaganda techniques” (e.g., bandwagon, glittering generalities, celebrity) in television commercials.</i> |

Strand:
**E4 Conventions,
Grammar and
Usage of the
English Language**

Having control of the conventions and grammar of the English language means having the ability to represent oneself appropriately with regard to current standards of correctness (e.g., spelling, punctuation, paragraphing, capitalization, subject-verb agreement). Usage involves the appropriate application of conventions and grammar in both written and spoken formats.

| | |
|-------------|--|
| Standard: | E4a: The student demonstrates an understanding of the rules of the English language in written and oral work, and selects the structures and features of language appropriate to the purpose, audience and context of the work. The student demonstrates control of: |
| Components: | E4a.1: grammar; E4a.2: paragraph structure; E4a.3: punctuation; E4a.4: sentence construction; E4a.5: spelling; E4a.6: usage. |
| Examples: | <i>Examples of activities through which students might demonstrate an understanding of the rules of the English language include:</i> <ul style="list-style-type: none">• <i>Demonstrate in a piece of writing the ability to manage the conventions, grammar, and usage of English so that they aid rather than interfere with reading.</i>• <i>Proofread own writing or the writing of others, using dictionaries and other resources, including the teacher or peers as appropriate.</i>• <i>Observe conventions of language during formal oral presentations.</i>• <i>Revise a piece of writing by combining sentences.</i> |

Standard: **E4b:** The student analyzes and subsequently revises work to clarify it or make it more effective in communicating the intended message or thought. The student's revisions should be made in light of the purposes, audiences, and contexts that apply to the work. Strategies for revising include:

Components: **E4b.1:** adding or deleting details;
E4b.2: adding or deleting explanations;
E4b.3: clarifying difficult passages;
E4b.4: rearranging words, sentences, and paragraphs to improve or clarify meaning;
E4b.5: sharpening the focus;
E4b.6: reconsidering the organizational structure.

Examples: *Examples of activities through which students might produce evidence of analyzing and revising work include:*

- *Incorporate into revised drafts, as appropriate, suggestions taken from critiques made by peers and teachers.*
- *Produce a series of distinctly different drafts that result in a polished piece of writing or a presentation.*
- *Describe the reasons for stylistic choices made as a writer or presenter.*
- *Critique the writing or oral presentation of a peer.*

Strand: **E5 Literature** Literature consists of poetry, fiction, non-fiction, and essays as distinguished from instructional, expository, or journalistic writing.

Standards: **E5a:** The student responds to non-fiction, fiction, poetry, and drama using interpretive, critical, and evaluative processes; that is, the student:

Components: **E5a.1:** identifies recurring themes across works;
E5a.2: interprets the impact of authors' decisions regarding word choice and content, and literary elements;
E5a.3: identifies the characteristics of literary forms and genres;
E5a.4: evaluates literary merit;
E5a.5: identifies the effect of point of view;
E5a.6: analyzes the reasons for character's actions, taking into account the situation and basic motivation of the character;
E5a.7: identifies stereotypical characters as opposed to fully developed characters;
E5a.8: identifies the effect of literary devices such as figurative language, allusion, diction, dialogue, and description;
E5a.9: makes inferences and draws conclusions about fictional and non-fictional contexts, events, characters, settings and themes.

Examples: *Examples of activities through which students might produce evidence of responding to literature include:*

- *Analyze stereotypical characters in a popular television production.*
- *Examine themes in the work (fiction or non-fiction) of one popular young-adult author.*
- *Compare the literary merits of two or more short stories, biographies of one individual, novels, or plays.*

- *Evaluate the effect of literary devices in a number of poems by one author or poems on a common topic.*
- *Write or perform a skit based on a story.*
- *Write a parody.*
- *Speculate about point of view in a work read by the class.*

Standard:

E5b: The student produces work in at least one literary genre that follows the conventions of the genre.

Examples:

Examples of literary genres include:

- *A personal essay.*
- *A short story.*
- *A short play.*
- *A poem.*
- *A vignette.*

Strand:

E1 Reading

Reading is a process that includes demonstrating comprehension and showing evidence of a warranted and responsible interpretation of the text. “Comprehension” means getting the gist of a text. It is most frequently illustrated by demonstrating an understanding of the text as a whole; identifying complexities presented in the structure of the text and extracting salient information from the text. In providing evidence of a responsible interpretation, students may make connections between parts of a text, among several texts, and between texts and other experiences; make extensions and applications of a text; and examine texts critically and evaluatively.

Standard:

E1a: The student reads at least twenty-five books or book equivalents each year. The quality and complexity of materials to be read is based on the lexile level of grade nine (1000L-1200L). The materials should include traditional and contemporary literature (both fiction and non-fiction) as well as magazines, newspapers, textbooks, and on-line materials. Such reading should represent a diverse collection of material from at least three different literary forms and from at least five different writers.

Examples:

Examples of activities through which students might produce evidence of reading twenty-five books include:

- *Maintain an annotated list of works read.*
- *Generate a reading log or journal.*
- *Participate in formal and informal book talks.*

Standard:

E1b: The student reads and comprehends at least four books (or book equivalents) about one issue or subject, or four books by a single writer, or four books in one genre, and produces evidence of reading that:

Components:

- E1b.1:** makes and supports warranted and responsible assertions about the texts;
- E1b.2:** supports assertions with elaborated and convincing evidence;
- E1b.3:** draws the texts together to compare and contrast themes, characters, and ideas;
- E1b.4:** makes perceptive and well developed connections;
- E1b.5:** evaluates writing strategies and elements of the author’s craft.

Examples:

Examples of activities through which students might produce evidence of reading comprehension include:

- *Write a saturation report (a report that recounts information on a topic gathered by a student over a period of time.)*
- *Construct a review of two works by the same author.*
- *Produce a literary response paper.*
- *Produce a research report.*
- *Participate in formal or informal book talks; e.g. Socratic seminar and literature circles.*
- *Create an annotated book list organized according to author, theme, or genre.*

Standard:

E1c: The student reads and comprehends informational materials to develop understanding and expertise and produces written or oral work that:

Components:

E1c.1: restates or summarizes information;

E1c.2: relates new information to prior knowledge or experience;

E1c.3: extends ideas;

E1c.4: makes a connection to related topics or information.

Examples:

Examples of activities through which students might produce evidence of reading informational materials include:

- *Use information to support or enhance a project.*
- *Write a report of information that draws from multiple sources.*
- *Incorporate expert opinions into a speech or position paper.*
- *Use informational materials to reach a conclusion regarding a controversial topic.*
- *Use information to support or enhance a project.*
- *Develop a portfolio of materials regarding a student's hobby or personal interest.*
- *Summarize key points and issues of an historical or artistic exhibit.*
- *Write a report that analyzes several historical records of a single event and attempts to understand the reasons for the similarities and differences.*

Strand:

E2 Writing

Writing is a process through which a writer shapes language to communicate effectively. Writing often develops through a series of initial plans and multiple drafts and through access to informed feedback and response. Purpose, audience, and context contribute to the form and substance of writing as well as to its style, tone, and stance

Standard:

E2a: The student produces a report that:

Components:

E2a.1: engages the reader by establishing a context, creating a persona, and otherwise developing reader interest;

E2a.2: develops a controlling idea that conveys a perspective on the subject;

E2a.3: creates an organizing structure appropriate to purpose, audience, and context;

E2a.4: includes appropriate facts and details;

E2a.5: excludes extraneous and inappropriate information;

E2a.6: uses a range of appropriate strategies, such as providing facts and details, describing or analyzing the subject, narrating a relevant anecdote, comparing and contrasting, naming, explaining benefits or limitations, demonstrating claims or assertions, and providing a scenario to illustrate;

E2a.7: provides a sense of closure to the writing.

Examples

Examples of reports include:

- *An I-search essay (an essay that details a student's search for information as well as the information itself; I-search papers are developed through a variety of means, e.g. interviews, observation, internet, as well as traditional library research).*
- *A saturation report (a report that recounts substantial information on a topic gathered by a student over a period of time.)*
- *A report produced as part of studies in subjects such as science, social studies, and mathematics.*
- *An informal research paper.*
- *An investigative report.*
- *A report of information on an item of personal interest or experience.*

- Standard: **E2b:** The student produces a response to literature that:
- Components: **E2b.1:** engages the reader through establishing a context, creating a persona, and otherwise developing reader interest;
- E2b.2:** advances a judgment that is interpretive, analytic, evaluative, or reflective;
- E2b.3:** supports a judgment through references to the text, references to other works, authors, or non-print media, or references to personal knowledge;
- E2b.4:** demonstrates understanding of the literary work though suggesting an interpretation;
- E2b.5:** anticipates and answers a reader's questions;
- E2b.6:** recognizes possible ambiguities, nuances, and complexities;
- E2b.7:** provides a sense of closure to the writing.

- Examples: *Examples of responses to literature include:*
- *An evaluation of a piece of literature or several pieces of literature.*
 - *A comparison of a piece of literature with its media (video, tape, radio, television, ballet, artistic) presentation.*
 - *A personal response to a literary work.*
 - *An analysis of the significance of a section of a novel in terms of its significance to the novel as a whole.*
 - *An evaluation of the role played by setting or character in novel.*
 - *An analysis of the effect of a minor character on the plot of a novel.*
 - *An explanation or interpretation of a recurring motif in a novel, short story, or a play.*
 - *A comparison of two literary works.*

- Standard: **E2c:** The student produces a narrative (fictional or autobiographical) account that:
- Components: **E2c.1:** engages the reader by establishing a context, creating a point of view, and otherwise developing reader interest;
- E2c.2:** establishes a situation, plot, point of view, setting, and conflict (and for autobiography, the significance of events and of conclusions that can be drawn from the events);
- E2c.3:** creates an organizing structure;
- E2c.4:** includes sensory details and concrete language to develop plot and character;
- E2c.5:** excludes extraneous details and inconsistencies;
- E2c.6:** develops complex characters;
- E2c.7:** uses a range of appropriate strategies, such as dialogue, tension or suspense, naming, pacing, and specific narrative action, e.g.; movement, gestures, expressions;
- E2c.8:** provides a sense of closure to the writing.

- Examples: *Examples of narrative accounts include:*
- *A biographical account.*
 - *A fiction or non-fiction story.*
 - *A personal narrative.*
 - *A narrative poem or song based on a hero.*
 - *An historical account.*
 - *A parody of a particular narrative style; e.g. fable, soap opera.*
 - *A response to an autobiographical incident prompt.*

- Standard: **E2d:** The student produces a narrative procedure that:
- Components: **E2d.1:** engages the reader by establishing a context, creating a persona, and otherwise developing reader interest;
- E2d.2:** provides a guide to action to action for a complicated procedure in order to anticipate a reader’s needs; creates expectations through predictable structures, e.g. headings; and provides smooth transitions between steps;
- E2d.3:** makes use of appropriate writing strategies, such as creating a visual hierarchy and using white space and graphics as appropriate;
- E2d.4:** includes relevant information;
- E2d.5:** excludes extraneous information;
- E2d.6:** anticipates problems, mistakes, and misunderstandings that might arise for the reader;
- E2d.7:** provides a sense of closure to the writing.

- Examples: *Examples of narrative procedures include:*
- *A set of rules for organizing a class meeting.*
 - *A set of instructions for playing computer games.*
 - *A set of instructions for using media technology.*
 - *A report of a mathematical investigation.*
 - *A set of instructions for evaluating searches on the web.*

- Standard: **E2e:** The student produces a persuasive essay that:
- Components: **E2e.1:** engages the reader by establishing a context, creating a persona, and otherwise developing reader interest;
- E2e.2:** develops a controlling idea that makes a clear and knowledgeable judgment;
- E2e.3:** creates an organizing structure that is appropriate to the needs, values, and interests of a specified audience, and arranges details, reasons, examples, and anecdotes effectively and persuasively;
- E2e.4:** includes appropriate information and arguments;
- E2e.5:** excludes information and arguments that are irrelevant;
- E2e.6:** anticipates and addresses reader concerns and counter-arguments;
- E2e.7:** supports arguments with detailed evidence, citing sources of information as appropriate;
- E2e.8:** uses a range of strategies to elaborate and persuade, such as definitions, descriptions, illustrations, examples from evidence, and anecdotes;
- E2e.9:** provides a sense of closure to the writing.

- Examples: *Examples of persuasive essays include:*
- *A position paper.*
 - *A problem-solution paper.*
 - *An opening statement for a debate.*
 - *An evaluation of a product or a policy.*
 - *A critique of a public policy.*
 - *An editorial on a current issue that uses reasoned arguments to support an opinion.*

- Standard: **E2f:** The student produces a reflective essay that:

- Components: **E2f.1:** engages the reader by establishing a context, creating a persona, and otherwise developing reader interest;
- E2f.2:** analyzes a condition or situation of significance;
- E2f.3:** develops a commonplace, concrete occasion as the basis for the reflection, e.g. personal observation or experience;
- E2f.4:** creates an organizing structure appropriate to purpose and audience;
- E2f.5:** uses a variety of writing strategies, such as concrete details, comparing and contrasting, naming, describing, creating a scenario;
- E2f.6:** provides a sense of closure to the writing.

- Examples: *Examples of reflective essays include:*
- *An analysis of the significance of a proverb or quotation.*
 - *A report about a concrete occasion and its implications over time.*
 - *An essay comparing a school issue to broader societal concerns.*
 - *A paper explaining how some experiences, conditions, or concerns have universal significance.*
 - *A self-reflective essay evaluating a portfolio to be submitted.*
 - *A comparison of a scene from a work of fiction with a lesson learned from a personal experience.*
 - *A paper about a common childhood experience from a more adult perspective.*

Strand:
**E3 Speaking,
Listening, and
Viewing**

Speaking, listening, and viewing are fundamental processes which people use to express, explore, and learn about ideas. The functions of speaking, listening, and viewing include gathering and sharing information; persuading others; expressing and understanding ideas; coordinating activities with others; and selecting and critically analyzing messages. The contexts of these communication functions include one-to-one conferences, small group interactions, large audiences and meetings, and interactions with broadcast media.

- Standard **E3a:** The student participates in one-to-one conferences with a teacher, paraprofessional, or adult volunteer, in which the student:
- Components: **E3a.1:** initiates new topics in addition to responding to adult-initiated topics;
- E3a.2:** asks relevant questions;
- E3a.3:** responds to questions with appropriate elaboration;
- E3a.4:** uses language cues to indicate different levels of certainty or hypothesizing, e.g., “what if...,” “very likely...,” “I’m unsure whether...”;
- E3a.5:** confirms understanding by paraphrasing the adult’s directions or suggestions.

- Examples: *Examples of one-to-one interactions include:*
- *Book talks using panels, literature circles, or round tables.*
 - *Analytical discussion of movies or television program with a teacher or parent in a one to one situation.*
 - *Student-teacher conferences regarding a draft of an essay, the student’s progress on a mathematics assignment, or the state of a science project.*
 - *Assessment interview by a teacher about an author or book.*
 - *Discussion of portfolio artifacts.*

- Standard: **E3b:** The student participates in group meetings, in which the student:

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| Components: | <p>E3b.1 displays appropriate turn-taking behaviors;</p> <p>E3b.2: actively solicits another person’s comment or opinion;</p> <p>E3b.3: offers own opinion forcefully without dominating;</p> <p>E3b.4: responds appropriately to comments and questions;</p> <p>E3b.5: volunteers contributions and responds when directly solicited by teacher or discussion leader;</p> <p>E3b.6: gives reasons in support of opinions expressed;</p> <p>E3b.7: clarifies, illustrates, or expands on a response when asked to do so; asks classmates for similar expansions;</p> <p>E3b.8: employs a group decision-technique such as brainstorming or problem-solving sequence (e.g. recognize problem, define problem, identify possible solutions, select optimal solution, implement solution, evaluate solution);</p> <p>E3b.9: divides labor so as to achieve the overall group goal efficiently.</p> |
| Examples: | <p><i>Examples of activities involving group meetings include:</i></p> <ul style="list-style-type: none">• <i>Develop and negotiate a classroom rubric.</i>• <i>Engage in classroom town meetings.</i>• <i>Participate in book talks with other students.</i>• <i>Work as part of a group to solve a complex mathematical task.</i>• <i>Role-play.</i>• <i>Participate in peer writing response groups.</i> |
| Standard: | <p>E3c: The student prepares and delivers an individual presentation, in which the student:</p> |
| Components: | <p>E3c.1: shapes information to achieve a particular purpose and to appeal to the interests and background knowledge of audience members;</p> <p>E3c.2: shapes content and organization according to criteria for importance and impact rather than according to availability of information in resource materials;</p> <p>E3c.3: uses notes or other memory aids to structure the presentation;</p> <p>E3c.4: develops several main points relating to a single thesis;</p> <p>E3c.5: engages the audience with appropriate verbal cues and eye contact;</p> <p>E3c.6: projects a sense of individuality and personality in selecting and organizing content and in delivery.</p> |
| Examples: | <p><i>Examples of presentations include:</i></p> <ul style="list-style-type: none">• <i>A presentation of project plans or a report for an Applied Learning project.</i>• <i>A report that analyzes several historical records of a single event and attempts to understand the reasons for the similarities and differences.</i>• <i>A report that presents data collected to prove/disprove a particular hypothesis, along with an appropriate conclusion.</i>• <i>A talk that outlines a plan of action for implementing a new school policy and the reasoning supporting the selected plan over other options.</i>• <i>A report that analyzes a trend running through several literary works.</i> |
| Standard: | <p>E3d: The student makes informed judgments about television, radio, and film productions; that is, the student:</p> |

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| Components: | <p>E3d.1: demonstrates an awareness of the presence of the media in the daily lives of most people;</p> <p>E3d.2: evaluates the role of the media in focusing attention and in forming opinion;</p> <p>E3d.3: judges the extent to which the media are a source of entertainment as well as a source of information;</p> <p>E3d.4: defines the role of advertising as part of media presentation.</p> |
| Examples: | <p><i>Examples of activities through which students might produce evidence of making informed judgments about television, radio, and film production include:</i></p> <ul style="list-style-type: none">• <i>Maintain a week’s log to document personal viewing habits, and analyze the information collected in the log.</i>• <i>Summarize patterns of media exposure in writing or in an oral report.</i>• <i>Identify the appeal of popular television shows and films for particular audiences.</i>• <i>Explain the use of “propaganda techniques” (e.g. bandwagon, glittering generality commercials).</i>• <i>Analyze the characteristics of different television genres (e.g., the talk show, the situation comedy, the public affairs show).</i>• <i>Analyze and evaluate information available on the internet.</i> |
| Standard: | <p>E3e: The student listens to and analyzes a public speaking performance; that is, the student:</p> |
| Components: | <p>E3e.1: takes notes on salient information;</p> <p>E3e.2: accurately summarizes the essence of each speaker’s response;</p> <p>E3e.3: formulates a judgment about the issues under discussion.</p> |
| Examples: | <p><i>Examples of activities through which students might provide evidence of analysis of public speaking include:</i></p> <ul style="list-style-type: none">• <i>Take notes of a meeting of a local governing group.</i>• <i>Analyze an address by a political leader (e.g., demagoguery, political bias, propaganda techniques, and political correctness).</i> |
| Strand: | <p>E4 Conventions, Grammar and Usage of the English Language</p> <p>Having control of the conventions and grammar of the English language means having the ability to represent oneself appropriately with regard to current standards of correctness (e.g., spelling, punctuation, paragraphing, capitalization, subject-verb agreement). Usage involves the appropriate application of conventions and grammar in both written and spoken formats</p> |
| Standard: | <p>E4a: The student independently and habitually demonstrates an understanding of the rules of the English language in written and oral work, and selects the structures and features of language appropriate to the purpose, audience, and context of the work. The student demonstrates control of:</p> |
| Components: | <p>E4a.1: grammar;</p> <p>E4a.2: paragraph structure;</p> <p>E4a.3: punctuation;</p> <p>E4a.4: sentence construction;</p> <p>E4a.5: spelling;</p> <p>E4a.6: usage.</p> |

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| Examples: | <p><i>Examples of activities through which students might demonstrate an understanding of the rules of the English language include:</i></p> <ul style="list-style-type: none">• <i>Demonstrate in a piece of writing the ability to manage the conventions, grammar, and usage of English so that they aid rather than interfere with reading,</i>• <i>Independently and accurately proofreads the student's own writing or the writing of others, using dictionaries, thesauruses, and other resources as appropriate</i>• <i>Apply the conventions of language during formal oral presentations.</i>• <i>Demonstrate use of a variety of sentence patterns.</i> |
| Standard: | <p>E4b: The student analyzes and subsequently revises work to clarify it or make it more effective in communicating the intended message or thought. The student's revisions should be made in light of the purposes, audiences, and contexts that apply to the work. Strategies for revising include:</p> |
| Components: | <p>E4b.1: adding or deleting details; E4b.2: adding or deleting explanations; E4b.3: clarifying difficult passages; E4b.4: rearranging words, sentences, and paragraphs to improve or clarify meaning; E4b.5: sharpening the focus; E4b.6: reconsidering the organizational structure; E4b.7: rethinking and/or rewriting the piece in light of different audiences and purposes.</p> |
| Examples: | <p><i>Examples of activities through which students might provide evidence of analyzing and revising written work include:</i></p> <ul style="list-style-type: none">• <i>Incorporate into revised drafts, as appropriate, suggestions taken from critiques made by peers and teachers.</i>• <i>Produce a series of distinctly different drafts that result in a polished piece of writing or presentation.</i>• <i>Critique the writing or presentation of a peer</i>• <i>Describe the reasons for stylistic choices made as a writer or presenter.</i>• <i>Produce a series of papers on the same topic, each serving a different purpose.</i>• <i>Manage a writing portfolio and/or electronic portfolio</i> |
| Strand: | <p>E5 Literature Literature consists of poetry, fiction, non-fiction, and essays as distinguished from instructional, expository or journalistic writing.</p> |
| Standard: | <p>E5a: The student responds to non-fiction, fiction, poetry, and drama using interpretive, critical, and evaluative processes; that is, the student:</p> |
| Components: | <p>E5a.1: makes thematic connections among literary texts, public discourse, and media; E5a.2: evaluates the impact of authors' decisions regarding word choice, style, content, and literary elements; E5a.3: identifies the characteristics of literary forms and genres; E5a.4: evaluates literary merit; E5a.5: explains the effect of point of view;</p> |

- E5a.6:** makes inferences and draws conclusions about fictional and non-fictional contexts, events, characters, settings, themes, and styles;
- E5a.7:** interprets the effect of literary devices, such as figurative language, allusion, diction, dialogue, description, symbolism;
- E5a.8:** identifies the stance of a writer in shaping the presentation of a subject;
- E5a.9:** identifies ambiguities, subtleties, contradictions, ironies, and nuances;
- E5a.10:** understands the role of tone in presenting literature (both fictional and non-fictional);
- E5a.11:** demonstrates how literary works (both fictional and non-fictional) reflect the culture that shaped them.

Examples:

Examples of responding to literature include:

- *Analyze stereotypical characters in popular fiction.*
- *Evaluate the effect of literary devices in a number of poems by one author or poems on a common topic.*
- *Compare the literary merits of two or more short stories, biographies of one individual, novels, or plays.*
- *Compare two different video presentations of a literary work.*
- *Compare two works written on the same topic or theme.*
- *Identify and analyze the persona of the writer.*
- *Compare two literary texts that share a similar theme.*
- *Identify and explain the author's point of view toward an issue raised in one of an author's works.*
- *Identify and explain the literary, cultural, and social context of a literary work.*

Standard:

E5b: The student produces work in at least one literary genre that follows the conventions of the genre.

Examples:

Examples of literary genres include:

- *A reflective essay.*
- *A memoir.*
- *A short story.*
- *A short play.*
- *A poem.*
- *A vignette.*

Strand:

E6 Public Documents

A public document is a document that focuses on civic issues or matters of public policy at the community level or beyond. These documents, ranging from speeches to editorials to radio and television spots to pamphlets, do at least one of the following: take issue with a controversial public policy; suggest an alternative course of action; analyze and defend a contemporary public policy; define a public problem and suggest policy.

Standard:

E6a: The student identifies strategies common to public documents and public discourse, including:

Components:

- E6a.1:** effective use of argument;
- E6a.2:** use of the power of anecdote;
- E6a.3:** anticipation of counter claims;
- E6a.4:** appeal to audiences both friendly and hostile to the position presented;
- E6a.5:** use of emotionally laden words and imagery;
- E6a.6:** citing of appropriate references or authorities.

Examples: *Examples of activities through which students might provide evidence of identifying strategies used in public documents include:*

- *Identify the main point in a political speech.*
- *Evaluate an editorial.*
- *Examine campaign literature to determine underlying assumptions.*
- *Examine a range of articles published in a magazine or newspaper and drawing inferences about the political stance of that magazine or newspaper.*

Standard: **E6b:** The student creates public documents, in which the student:

Components: **E6b.1:** exhibits an awareness of the importance of precise word choice and the power of imagery and/or s

E6b.2: utilizes and recognizes the power of logical arguments based on appealing to a reader's emotions;

E6b.3: uses arguments that are appropriate in terms of the knowledge, values, and degree of understanding of the intended audience;

E6b.4: uses a range of strategies to appeal to readers.

Examples: *Examples of public documents include:*

- *A proposal for changing an existing social or school policy.*
- *An analysis of a school policy.*
- *A letter to an elected official or editor taking a position on an issue or concern.*
- *A multi-media presentation to school officials, student council, public officials, etc.*

Strand:

E7 Functional Documents

A functional document is a document that exists in order to get things done, usually within a relatively limited setting such as a social club, a business, an office, a church, or an agency. These often take the form of memoranda, letters, instructions, and statements of organizational policies. Functional documents require that particular attention be paid to issue of layout, presentation, and particularly to audience and the way different audiences will interact with the documents.

Standard: **E7a:** The student identifies strategies common to effective functional documents, including:

Components: **E7a.1:** visual appeal, e.g. format, graphics, white space, and headers;

E7a.2: logic of the sequence in which the directions are given;

E7a.3: point out possible reader misunderstandings and misconceptions;

Examples: *Examples of activities through which students might provide evidence of*

- *Critiquing functional documents include:*
- *Analyze a manual.*
- *Analyze a contract.*
- *Review a loan application/bank statement.*
- *Examine tax documents.*
- *Evaluate advertisements.*
- *Critique web sites.*

Standard: **E7b:** The student creates functional documents appropriate to audience and purpose, in which the student:

Components: **E7b.1:** reports, organizes, and conveys information and ideas accurately;

E7b.2: includes relevant narrative details, such as scenarios, definitions, and examples;

E7b.3: anticipates readers' problems, mistakes, and misunderstandings;

E7b.4: uses a variety of formatting techniques, such as headings, subordinate terms, foregrounding of main ideas, hierarchical structures, graphics, and color;

E7b.5: employs consistent and appropriate word choices.

Examples:

Examples of functional documents include:

- *A summary of a meeting.*
- *A manual.*
- *A proposal.*
- *A set of instructions.*
- *A recommendation.*
- *A web site.*

Strand:

E1 Reading

Reading is a process which includes demonstrating comprehension and showing evidence of a warranted and responsible interpretation of the text. “Comprehension” means getting the gist of a text. It is most frequently illustrated by demonstrating an understanding of the text as a whole; identifying complexities presented in the structure of the text and extracting salient information from the text. In providing evidence of a responsible interpretation, students may make connections between parts of a text, among several texts, and between texts and other experiences; make extensions and applications of a text; and examine texts critically and evaluatively.

Standard:

E1a: The student reads at least twenty-five books or book equivalents each year. The quality and complexity of materials to be read is based on the lexile level for grade ten (1025L-1250L). The materials should include traditional and contemporary literature (both fiction and non-fiction) as well as magazines, newspapers, textbooks, and on-line materials. Such reading should represent a diverse collection of material from at least three different literary forms and at least five different writers.

Examples:

Examples of activities through which students might produce evidence of reading twenty-five book include:

- *Maintain an annotated list of works read.*
- *Generate a reading log or journal.*
- *Participate in formal and informal book talks.*

Standard:

E1b: The student reads and comprehends at least four books (or book equivalents) about one issue or subject, or four books by a single writer, or four books in one genre, and produces evidence of reading that:

Components:

- E1b.1:** makes and supports warranted and responsible assertions about the texts;
- E1b.2:** supports assertions with elaborated and convincing evidence;
- E1b.3:** draws the text together to compare and contrast themes, characters, and ideas;
- E1b.4:** makes perceptive and well developed connections;
- E1b.5:** evaluates writing strategies and elements of the author’s craft.

Examples:

Examples of activities through which students might produce evidence of reading comprehension include:

- *Write a saturation report (a report that recounts substantial information on a topic gathered by a student over a period of time.)*
- *Construct a review of several works by single author.*
- *Produce a literary response paper.*
- *Produce a research report.*
- *Participate in formal or informal book talks.*
- *Create an annotated book list organized according to author, theme, or genre*

Standard:

E1c: The student reads and comprehends informational materials to develop understanding and expertise and produces written or oral work that:

Components:

- E1c.1:** restates or summarizes information;
- E1c.2:** relates new information to prior knowledge and experience;

E1c.3: extends ideas;

E1c.4: makes connections to related topics or information.

Examples

Examples of activities through which students might produce evidence of reading informational materials include:

- *Write a report of information that draws from multiple sources.*
- *Incorporate expert opinions into a speech or position paper.*
- *Develop a proposal based on data obtained from reading informational texts.*
- *Use informational materials to reach a conclusion regarding a controversial topic.*
- *Develop a portfolio of materials regarding a particular career choice.*
- *Write exhibit notes for historical or artistic exhibits.*

Strand:

E2 Writing

Writing is a process through which a writer shapes language to communicate effectively. Writing often develops through a series of initial plans and multiple drafts and through access to informed feedback and response. Purpose, audience, and context contribute to the form and substance of writing as well as to its style, tone, and stance.

Standard:

E2a: The student produces a report that:

Components:

E2a.1: engages the reader by establishing a context, creating a persona, and otherwise developing reader interest;

E2a.2: develops a controlling idea that conveys a perspective on the subject;

E2a.3: creates an organizing structure appropriate to a specific purpose, audience and context;

E2a.4: includes appropriate facts and details;

E2a.5: excludes extraneous and inappropriate information;

E2a.6: uses a range of appropriate strategies, such as providing facts and details, describing or analyzing the subject, narrating a relevant anecdote, comparing and contrasting, naming, and explaining benefits or limitations;

E2a.7: provides a sense of closure to the writing.

Examples:

Examples of reports include:

- *An I-search essay (an essay that details a student's search for information as well as the information itself; I-search papers are developed through a variety of means, e.g., interviews, observation, as well as traditional library research).*
- *A saturation report (a report that recounts substantial information on a topic gathered by a student over a period of time).*
- *A report produced as part of studies in subjects such as science, social studies, and mathematics.*
- *A formal or informal research paper.*
- *An investigative report for a newspaper.*
- *A report of information on an item of personal interest or experience*

Standard:

E2b: The student produces a response to literature that:

Components:

E2b.1: engages the reader by establishing a context, creating a persona, and otherwise developing reader interest;

- E2b.2:** advances a judgment that is interpretive, analytic, evaluative, or reflective;
- E2b.3:** supports judgment through references to the text, references to other works, authors, or non-print media, or references to personal knowledge;
- E2b.4:** demonstrates an understanding of the literary work;
- E2b.5:** anticipates and answers a reader's questions;
- E2b.6:** recognizes possible ambiguities, nuances, and complexities;
- E2b.7:** provides a sense of closure to the writing.

Examples:

Examples of responses to literature include:

- *An evaluation of a piece of literature or several pieces of literature.*
- *A comparison of a piece of literature with its media presentation.*
- *A response that focuses on personalizing the theme of a literary work.*
- *An analysis of the significance of a section of a novel in terms of its significance to the novel as a whole.*
- *An evaluation of the role played by setting in a novel.*
- *An analysis of the effect of a minor character on the plot of a novel.*
- *An interpretation of a recurring motif in a novel or a play.*
- *A comparison of two critical interpretations of a poem or work of fiction.*

Standard:

E2c: The student produces a narrative account (fictional or autobiographical) that:

Components:

- E2c.1:** engages the reader by establishing a context, creating a point of view, and otherwise developing reader interest;
- E2c.2:** establishes a situation, plot, point of view, setting, and conflict (and for autobiography, the significance of events and of conclusions that can be drawn from those events);
- E2c.3:** creates an organizing structure;
- E2c.4:** includes sensory details and concrete language to develop plot and character;
- E2c.5:** excludes extraneous details and inconsistencies;
- E2c.6:** develops complex characters;
- E2c.7:** uses a range of appropriate strategies, such as dialogue, tension or suspense, naming, and specific narrative action, e.g., movement, gestures, expressions;
- E2c.8:** provides a sense of closure to the writing.

Examples:

Examples of narrative accounts include:

- *A biographical account.*
- *A fiction or non-fiction story.*
- *A personal narrative.*
- *A narrative poem or song based on a modern hero.*
- *An historical account.*
- *A parody of a particular narrative style e.g. fable, soap opera.*

Standard:

E2d: The student produces a narrative procedure that:

Components:

- E2d.1:** engages the reader by establishing a context, creating a persona, and otherwise developing reader interest;
- E2d.2:** provides a guide to action for a relatively complicated procedure in order to anticipate a reader's needs; creates expectations through predictable structures, e.g., headings; and provides transitions between steps;

- E2d.3:** makes use of appropriate writing strategies such as creating a visual hierarchy and using white space and graphics as appropriate;
- E2d.4:** includes relevant information;
- E2d.5:** excludes extraneous information;
- E2d.6:** anticipates problems, mistakes, and misunderstandings that might arise for the reader;
- E2d.7:** provides a sense of closure to the writing.

Examples:

Examples of narrative procedures include:

- *A set of rules for organizing a class meeting.*
- *A set of instructions for playing computer games.*
- *A set of instructions for using media technology.*
- *A report of a mathematical investigation.*
- *A set of instructions for conducting searches on the web.*

Standard:

E2e: The student produces a persuasive essay that:

Components:

- E2e.1:** engages the reader by establishing a context, creating a persona, and otherwise developing reader interest;
- E2e.2:** develops a controlling idea that makes a clear and knowledgeable judgment;
- E2e.3:** creates and organizes a structure that is appropriate to the needs, values, and interests of a specified audience and arranges details, reasons, examples, and anecdotes effectively and persuasively;
- E2e.4:** includes appropriate information and arguments;
- E2e.5:** excludes information and arguments that are irrelevant;
- E2e.6:** anticipates and addresses reader concerns and counter-arguments;
- E2e.7:** supports arguments with detailed evidence, citing sources of Information as appropriate;
- E2e.8:** uses a range of strategies to elaborate and persuade, such as definitions, descriptions, illustrations, examples from evidence, and anecdotes;
- E2e.9:** provides a sense of closure to the writing.

Examples:

Examples of persuasive essays include:

- *A position paper.*
- *A problem-solution paper.*
- *Opening statement for a debate.*
- *An evaluation of a product or a policy.*
- *A critique of a public policy.*
- *An editorial on a current issue that uses reasoned arguments to support an opinion.*

Standard:

E2f: The student produces a reflective essay that:

Components:

- E2f.1:** engages the reader by establishing a context, creating a persona, and otherwise developing reader interest;
- E2f.2:** analyzes a condition or situation of significance;
- E2f.3:** develops a commonplace, concrete occasion as the basis for the reflection, e.g. personal observation or experience;
- E2f.4:** creates an organizing structure appropriate to purpose and audience;

E2f.5: uses a variety of writing strategies, such as concrete details, comparing and contrasting, naming, describing, creating a scenario;

E2f.6 provides a sense of closure to the writing.

Examples:

Examples of reflective essays include:

- *An analysis of the significance of a proverb or quotation.*
- *A report about a concrete occasion and its implications over time.*
- *An essay comparing a school issue to broader societal concerns.*
- *A paper explaining how some experiences, conditions, or concerns have universal significance.*
- *A self-reflective essay evaluating a portfolio to be submitted.*
- *A comparison of a scene from a work of fiction with a lesson learned from a personal experience.*
- *A paper about a common childhood experience from a more adult perspective.*

Strand:

**E3 Speaking,
Listening and
Viewing**

Speaking, listening, and viewing are fundamental processes which people use to express, explore, and learn about ideas. The functions of speaking, listening, and viewing include gathering and sharing information; persuading others; expressing and understanding ideas; coordinating activities with others; and selecting and critically analyzing messages. The contexts of these communication functions include one-to-one conferences, small group interactions, large audiences and meetings, and interactions with broadcast media.

Standard:

E3a: The student participates in one-to-one conferences with a teacher, paraprofessional, or adult volunteer, in which the student:

Components:

- E3a.1:** initiates new topics in addition to responding to adult-initiated topics;
E3a.2: asks relevant questions;
E3a.3: responds to questions with appropriate elaboration;
E3a.4: uses language cues to indicate different levels of certainty or hypothesizing, e.g., “what if...,” “very likely...,” “I’m unsure whether...”;
E3a.5: confirms understanding by paraphrasing the adult’s directions or suggestions.

Examples:

Examples of one-to-one interactions include:

- *Analytical discussion of movies or television programs in a one to one situation.*
- *Student-teacher conferences regarding a draft of an essay, the student’s progress on a mathematics assignment, or the state of a science project.*
- *Assessment interview by a teacher about an author or book.*
- *Discussion of portfolio artifacts.*

Standard:

E3b: The student participates in group meetings, in which the student:

Components:

- E3b.1:** displays appropriate turn-taking behaviors;
E3b.2: actively solicits another person’s comment or opinion;
E3b.3: offers own opinion forcefully without dominating;
E3b.4: responds appropriately to comments and questions;
E3b.5: volunteers contributions and responds when directly solicited by teacher or discussion leader;

- E3b.6:** gives reasons in support of opinions expressed;
- E3b.7:** clarifies, illustrates, or expands on a response when asked to do so; asks classmates for similar expansions;
- E3b.8:** employs a group decision-technique such as brainstorming or problem-solving sequence (e.g. recognize problem, define problem, identify possible solutions, select optimal solution, implement solution, evaluate solution);
- E3b.9:** divides labor so as to achieve the overall group goal efficiently.

Examples:

Examples of activities involving group meetings include:

- *Develop and negotiate a classroom rubric.*
- *Engage in classroom town meetings.*
- *Participate in book talks with other students.*
- *Work as part of a group to solve a complex mathematical task.*
- *Role-play to understand better a certain historical event.*
- *Participate in peer writing response groups.*

Standard:

E3c: The student prepares and delivers an individual presentation, in which the student:

Components:

- E3c.1:** shapes information to achieve a particular purpose and to appeal to the interests and background knowledge of audience members;
- E3c.2:** shapes content and organization according to criteria for importance and impact rather than according to availability of information in resource materials;
- E3c.3:** uses notes or other memory aids to structure the presentation;
- E3c.4:** develops several main points relating to a single thesis;
- E3c.5:** engages the audience with appropriate verbal cues and eye contact;
- E3c.6:** projects a sense of individuality and personality in selecting and organizing content and in delivery.

Examples:

Examples of presentations include:

- *An individual talk which develops several main points relating to a single thesis (e.g. describing a problem and evaluating alternative solutions to that problem or explaining several causes leading to a historical event, or constructing different types of argument, all supporting a particular policy).*
- *A public panel discussion during which each member of the panel speaks about a particular area of expertise relating to the overall topic.*
- *A forum discussion during which audience members question and respond to panelists during a presentation.*
- *A simulated congress (e.g., Model United Nations) in which each participant "represents" the interests of a particular constituency*
- *A multimedia report employing sound, jpeg or mpg files, graphics and/or animation.*
- *Video broadcasting of a presentation.*
- *A report that presents data collected to prove/disprove a particular hypothesis, along with an appropriate conclusion.*

Standard:

E3d: The student makes informed judgments about television, radio, and film productions; that is, the student:

| | |
|-------------|---|
| Components: | <p>E3d.1 demonstrates an awareness of the presence of the media in the daily lives of most people;</p> <p>E3d.2: evaluates the role of the media in focusing attention and in forming opinion;</p> <p>E3d.3: judges the extent to which the media are a source of entertainment as well as a source of information;</p> <p>E3d.4: defines the role of advertising as part of media presentation.</p> |
| Examples: | <p><i>Examples of activities through which students might produce evidence of making informed judgments about television, radio, and film production include:</i></p> <ul style="list-style-type: none">• <i>Maintain a week’s log to document personal viewing habits, and analyze the information collected in the log.</i>• <i>Summarize patterns of media exposure in writing or in an oral report.</i>• <i>Analyze the appeal of popular television shows and films for particular audiences.</i>• <i>Explain the use of “propaganda techniques” (e.g., bandwagon, glittering generalities, celebrity) in television commercials.</i> |
| Standard: | <p>E3e: The student listens to and analyzes a public speaking performance; that is, the student:</p> |
| Components: | <p>E3e.1: takes notes on salient information;</p> <p>E3e.2: identifies types of arguments (e.g., causation, authority, analogy) and identifies types of logical fallacies (e.g., ad hominem, inferring causation from correlation, over-generalization);</p> <p>E3e.3: accurately summarizes the essence of each speaker’s remarks;</p> <p>E3e.4: formulates a judgment about the issues under discussion.</p> |
| Examples: | <p><i>Examples of activities through which students might provide evidence of analysis of public speaking include:</i></p> <ul style="list-style-type: none">• <i>Take notes of a meeting of a local government council or of an institution’s governing body.</i>• <i>Produce charts and/or diagrams as part of an analysis of a public address.</i>• <i>Analyze an argument by a political leader (e.g., demagoguery, political bias, propaganda techniques, and political correctness).</i>• <i>Summarize the key points of a public speech.</i>• <i>Analyze the intent and appeal of a public address.</i> |
| Strand: | <p>E4 Conventions, Grammar, and Usage of the English Language</p> <p>Having control of the conventions and grammar of the English language means having the ability to represent oneself appropriately with regard to current standards of correctness (e.g., spelling, punctuation, paragraphing, capitalization, subject-verb agreement). Usage involves the appropriate application of conventions and grammar in both written and spoken formats</p> |
| Standard: | <p>E4a: The student independently and habitually demonstrates an understanding of the rules of the English language in written and oral work, and selects the structures and features of language appropriate to the purpose, audience, and context of the work. The student demonstrates control of:</p> |
| Components: | <p>E4a.1: grammar;</p> <p>E4a.2: paragraph structure;</p> |

- E4a.3:** punctuation;
- E4a.4:** sentence construction;
- E4a.5:** spelling;
- E4a.6:** usage.
- E4a.7:** syntax.

Examples:

Examples of activities through which students might demonstrate an understanding of the rules of the English Language include:

- *Demonstrate in a piece of writing the ability to manage the conventions, grammar, and usage of English so that they aid rather than interfere with reading.*
- *Independently and accurately proofreads the student's own writing or the writing of others, using dictionaries, thesauruses, and other resources as appropriate.*
- *Apply the conventions of language and style to connect with the audience and content.*
- *Demonstrate use of a variety of sentence patterns for stylistic effects.*
- *Make effective use of language and style to connect with the audience and content.*
- *Analyze the language conventions of other groups and culture.*

Standard:

E4b: The student analyzes and subsequently revises work to clarify it or make it more effective in communicating the intended message or thought. The student's revisions should be made in light of the purposes, audiences, and contexts that apply to the work.
Strategies for revising include:

Components:

- E4b.1:** adding or deleting details;
- E4b.2:** adding or deleting explanations;
- E4b.3:** clarifying difficult passages;
- E4b.4:** rearranging words, sentences, and paragraphs to improve or clarify meaning;
- E4b.5:** sharpening the focus;
- E4b.6:** reconsidering the organizational structure;
- E4b.7:** rethinking and/or rewriting the piece in light of different audience and purposes;

Examples:

Examples of activities through which students might provide evidence of analyzing and revising written work include:

- *Incorporate into revised drafts, as appropriate, suggestions taken from critiques made by peers and teachers.*
- *Produce a series of distinctly different drafts that result in a polished piece of writing or presentation.*
- *Critique the writing or presentation of a peer.*
- *Describe the reasons for stylistic choices made as a writer or presenter.*
- *Produce a series of papers on the same topic each serving a different purpose.*
- *Manage a writing portfolio and/or electronic portfolio.*

Strand:

E5 Literature

Literature consists of poetry, fiction, non-fiction, and essays as distinguished from instructional, expository or journalistic writing.

Standard:

E5a: The student responds to non-fiction, fiction, poetry, and drama using interpretive, critical, and evaluative processes; that is, the student:

Components:

E5a.1: makes thematic connections among literary texts, public discourse, and media;

E5a.2: evaluates the impact of authors' decisions regarding word choice, style, content, and literary elements;

E5a.3: analyzes the characteristics of literary forms and genres;

E5a.4: evaluates literary merit;

E5a.5: explains the effect of point of view;

E5a.6: makes inferences and draws conclusions about fictional and non-fictional contexts, events, characters, settings, themes, and styles;

E5a.7: interprets the effect of literary devices, such as figurative language, allusion, diction, dialogue, description, and symbolism;

E5a.8: evaluates the stance of a writer in shaping the presentation of a subject;

E5a.9: interprets ambiguities, subtleties, contradictions, ironies, and nuances;

E5a.10: understands the role of tone in presenting literature (both fictional and non-fictional);

E5a.11: demonstrates how literary works (both fictional and non-fictional) reflect the culture that shaped them.

Examples:

Examples of responding to literature include:

- *Analyze stereotypical characters in popular fiction.*
- *Evaluate the effect of literary devices in a number of poems by one author or poems on a common topic.*
- *Compare the literary merits of several American short stories, biographies of one individual, novels, or plays.*
- *Compare different media presentations of an American literary work.*
- *Compare several American works written in different time periods on the same topic or theme.*
- *Evaluate the persona of the writer.*
- *Compare several literary texts that share a similar theme.*
- *Interpret, explain, or apply the author's point of view toward an issue raised in one of an author's works.*
- *Evaluate the literary, cultural, and social context of a literary work and the impact it created upon the reader and the literature's salient point.*

Standard:

E5b: The student produces work in at least one literary genre that follows the conventions of the genre.

Examples:

Examples of literary genres include:

- *A reflective essay.*
- *A memoir.*
- *A short story.*
- *A short play.*
- *A poem.*
- *A vignette.*

Strand:

E6 Public Documents A public document is a document that focuses on civic issues or matters of public policy at the community level or beyond. These documents, ranging from speeches to editorials to radio and television spots to pamphlets, do at least one of the following: take issue with a controversial public policy; suggest an alternative course of action; analyze and defend a contemporary public policy; define a public problem and suggest policy.

Standard: **E6a:** The student identifies strategies common to public documents and public discourse, including:

Components: **E6a.1:** effective use of argument;
E6a.2: use of the power of anecdote;
E6a.3: anticipation of counter claims;
E6a.4: appeal to audiences both friendly and hostile to the position presented;
E6a.5: use of emotionally laden words and imagery;
E6a.6: citing of appropriate references or authorities.

Examples: *Examples of activities through which students might provide evidence of identifying strategies used in public documents include:*

- Evaluate a political speech.
- Evaluate and respond to an editorial or political cartoon.
- Examine campaign literature to determine underlying assumptions.
- Examine a range of articles published in a variety of media and draw inferences about the political stance of that source.
- Evaluate the visual appearance and presentation of information.
- Analyze two conflicting public opinions on a single topic, take a stance, and defend that point of view.

Standard: **E6b:** The student produces public documents, in which the student:

Components: **E6b.1:** exhibits an awareness of the importance of precise word choice and the power of imagery and/or anecdote;
E6b.2: utilizes and recognizes the power of logical arguments, arguments based on appealing to a reader's emotions, and arguments dependent upon the writer's persona;
E6b.3: uses arguments that are appropriate in terms of the knowledge, values, and degree of understanding of the intended audience;
E6b.4: uses a range of strategies to appeal to readers.

Examples: *Examples of public documents include:*

- A proposal for changing an existing social or school policy.
- An analysis of a state policy.
- A policy statement that closely examines a significant public policy and proposes change or rationale for retention.
- A letter to an elected official or editor taking a position on an issue or concern.
- A press release announcing a policy.

Strand:

E7 Functional Documents A functional document is a document that exists in order to get things done, usually within a relatively limited setting such as a social club, a business, an office, a church, or an agency. These often take the form of memoranda, letters, instructions, and statements of organizational policies. Functional documents require that particular attention be paid to issue of layout,

presentation, and particularly to audience and the way different audiences will interact with the documents.

Standard: **E7a:** The student identifies strategies common to effective functional documents, including:

Components: **E7a.1:** visual appeal, e.g. format, graphics, white space, headers;
E7a.2: logic of the sequence in which the directions are given;

Examples: *Examples of activities through which students might provide evidence of critiquing functional documents include:*

- *Analyze a manual.*
- *Analyze a contract.*
- *Evaluate a loan application.*
- *Critique tax documents.*

Standard: **E7b:** The student creates functional documents appropriate to audience and purpose, in which the student:

Components: **E7b.1:** reports, organizes, and conveys information and ideas accurately;

E7b.2: includes relevant narrative details, such as scenarios, definitions, and examples;

E7b.3: anticipates readers' problems, mistakes, and misunderstandings;

E7b.4: uses a variety of formatting techniques, such as headings, subordinate terms, foregrounding of main ideas, hierarchical structures, graphics, and color;

E7b.5: establishes a persona that is consistent with the document's purpose;

E7b.6: employs word choices that are consistent with the persona and appropriate for the intended audience.

Examples: *Examples of functional documents include:*

- *A summary of a meeting.*
- *A manual.*
- *A proposal*
- *A set of instructions.*
- *A recommendation.*
- *A web site.*

Strand:

E1 Reading

Reading is a process which includes demonstrating comprehension and showing evidence of a warranted and responsible interpretation of the text. “Comprehension” means getting the gist of a text. It is most frequently illustrated by demonstrating an understanding of the text as a whole; identifying complexities presented in the structure of the text and extracting salient information from the text. In providing evidence of a responsible interpretation, students may make connections between parts of a text, among several texts, and between texts and other experiences; make extensions and applications of a text; and examine texts critically and evaluatively.

Standard:

E1a: The student reads at least twenty-five books or book equivalents each year. The quality and complexity of materials to be read is based on the lexile level for grade eleven (1050L-1300L). The materials should include traditional and contemporary literature (both fiction and non-fiction) as well as magazines, newspapers, textbooks, and on-line materials. Such reading should represent a diverse collection of material from at least three different literary forms and from at least five different writers.

Examples

Examples of activities through which students might produce evidence of reading twenty-five books include:

- *Maintain an annotated list of works read.*
- *Generate a reading log or journal.*
- *Participate in formal and informal book talks.*

Standard:

E1b: The student reads and comprehends at least four books (or book equivalents) about one issue or subject, or four books by a single writer, or four books in one genre, and produces evidence of reading that:

Components:

- E1b.1:** makes and supports warranted and responsible assertions about the texts;
E1b.2: supports assertions with elaborated and convincing evidence;
E1b.3: draws the texts together to compare and contrast themes, characters, and ideas;
E1b.4: makes perceptive and well developed connections;
E1b.5: evaluates writing strategies and elements of the author’s craft.

Examples:

Examples of activities through which students might produce evidence of reading comprehension include:

- *A saturation report (a report that recounts substantial information on a topic gathered by a student over a period of time).*
- *Construct a review of several works by a single author.*
- *Construct a review of several archetypal characters or themes found in American literature.*
- *Produce a literary response paper (as an example, describe the developments of American literature in the 17th, 18th, 19th, or 20th century).*
- *Produce a thesis based research report concentrating on American literature.*
- *Participate in formal or informal book talks; e.g. Socratic seminars or literature circles pertaining to American literature.*

| | |
|-------------|---|
| | <ul style="list-style-type: none">• <i>Create an annotated book list organized according to author, theme, or genre.</i> |
| Standard: | E1c: The student reads and comprehends informational materials to develop understanding and expertise and produces written or oral work that: |
| Components: | E1c.1: interprets and analyzes information; E1c.2: relates new information to prior knowledge or experience; E1c.3: extends ideas; E1c.4: makes connections to related topics or information. |
| Examples: | <i>Examples of activities through which students might produce evidence of reading informational materials include:</i> <ul style="list-style-type: none">• <i>Use information to support or enhance a project.</i>• <i>Write a report of information that draws from multiple sources..</i>• <i>Incorporate expert opinions into a speech or position paper.</i>• <i>Incorporate information from several noted experts to support a thesis in a research paper.</i>• <i>Use informational materials to reach a conclusion regarding a controversial topic.</i>• <i>Use informational materials to produce a portfolio of materials regarding an American author's point of view in contemporary and historical essays, speeches, and critical reviews.</i>• <i>Summarize key points and issues of an American historical or artistic exhibit.</i>• <i>Produce a research paper regarding post-secondary training and career choice.</i>• <i>Write a report that analyzes several historical records of a single event and attempt to understand the reasons for the similarities and differences.</i> |

Strand:

E2 Writing

Writing is a process through which a writer shapes language to communicate effectively. Writing often develops through a series of initial plans and multiple drafts and through access to informed feedback and response. Purpose, audience, and context contribute to the form and substance of writing as well as to its style, tone, and stance.

Standard:

E2a: The student produces a report that:

Components:

E2a.1: engages the reader by establishing a context, creating a persona, and otherwise developing reader interest;

E2a.2: develops a controlling idea that conveys a perspective on the subject;

E2a.3: creates an organizing structure appropriate to purpose, audience, and context;

E2a.4: includes appropriate facts and details;

E2a.5: excludes extraneous and inappropriate information;

E2a.6: uses a range of appropriate strategies, such as providing facts and details, describing or analyzing the subject, narrating a relevant anecdote, comparing and contrasting, naming, explaining benefits or limitations, demonstrating claims or assertions, and providing a scenario to illustrate;

E2a.7: provides a sense of closure to the writing.

| | |
|-------------|--|
| Examples: | <p><i>Examples of reports include:</i></p> <ul style="list-style-type: none">• <i>An I-search essay (an essay that details a student's search for information as well as the information itself; I-search papers are developed through a variety of means, e.g. interviews, observation, internet, as well as traditional library research).</i>• <i>A saturation report (a report that recounts substantial information on a topic gathered by a student over a period of time).</i>• <i>A report produced as part of studies in subjects such as science, social studies, and mathematics.</i>• <i>A thesis based research paper.</i>• <i>An investigative report presented in a multi-media format.</i>• <i>A cross-curricular report about an American author or American time period.</i>• <i>A report of information on a topic of personal interest or experience.</i> |
| Standard: | E2b: The student produces a response to literature that: |
| Components: | E2b.1: engages the reader through establishing a context, creating a persona, and otherwise developing reader interest; E2b.2: advances a judgment that is interpretive, analytic, evaluative, or reflective; E2b.3: supports a judgment through references to the text, references to other works, authors, or non-print media, or references to personal knowledge; E2b.4: demonstrates understanding of the literary work though suggesting an interpretation; E2b.5: anticipates and answers a reader's questions; E2b.6: recognizes possible ambiguities, nuances, complexities, and analogies; E2b.7: provides a sense of closure to the writing. |
| Examples: | <p><i>Examples of responses to literature include:</i></p> <ul style="list-style-type: none">• <i>An evaluation of a piece of American literature or several pieces of American literature.,</i>• <i>A comparison of a piece of American literature with its media (video, tape, radio, television, ballet, artistic) presentation.</i>• <i>A response that focuses on personalizing the theme of an American literary work.</i>• <i>An analysis of the significance of a section of an American novel in terms of its significance to the novel as a whole.</i>• <i>An evaluation of the role played by setting in an American novel.</i>• <i>An analysis of the effect of a minor character on the plot of an American novel.</i>• <i>An analysis of a recurring motif in an American novel, short story, or a play.</i>• <i>A comparison of two critical interpretations of an American poem or a work of fiction.</i>• <i>A literary interpretation that explicates the multiple layers of meaning in a poem or work of fiction.</i> |
| Standard | E2c: The student produces a narrative (fictional or autobiographical) account that: |
| Components: | E2c.1: engages the reader by establishing a context, creating a point of view, and otherwise developing reader interest; E2c.2: establishes a situation, plot, point of view, setting, and conflict (and for autobiography, the significance of events and of conclusions that can be drawn from the events); |

- E2c.3:** creates an organizing structure;
- E2c.4:** includes sensory details and concrete language to develop plot and character;
- E2c.5:** excludes extraneous details and inconsistencies;
- E2c.6:** develops complex characters;
- E2c.7:** uses a range of appropriate strategies, such as dialogue, tension or suspense, naming, pacing, and specific narrative action, e.g.; movement, gestures, expressions;
- E2c.8:** provides a sense of closure to the writing.

Examples:

Examples of narrative accounts include:

- *A biographical account.*
- *A fiction or non-fiction story.*
- *A personal narrative.*
- *A narrative poem or song based on an American hero.*
- *A historical account.*
- *A parody of a particular narrative style; e.g., fable, soap opera.*

Standard:

E2d: The student produces a narrative procedure that:

Components:

- E2d.1:** engages the reader by establishing a context, creating a persona, and otherwise developing reader interest;
- E2d.2:** provides a guide to action for a complicated procedure in order to anticipate a reader's needs; creates expectations through predictable structures, e.g. headings; and provides smooth transitions between steps;
- E2d.3:** makes use of appropriate writing strategies, such as creating a visual hierarchy and using white space and graphics as appropriate;
- E2d.4:** includes relevant information;
- E2d.5:** excludes extraneous information;
- E2d.6:** anticipates problems, mistakes, and misunderstandings that might arise for the reader;
- E2d.7:** provides a sense of closure to the writing.

Examples:

Examples of narrative procedures include:

- *A set of rules for organizing a class meeting.*
- *A set of instructions for playing computer games.*
- *A set of instructions for using media technology.*
- *A report of a mathematical investigation.*
- *A set of instructions for evaluating searches on the web.*

Standard:

E2e: The student produces a persuasive essay that:

Components:

- E2e.1:** engages the reader by establishing a context, creating a persona, and otherwise developing reader interest;
- E2e.2:** develops a controlling idea that makes a clear and knowledgeable judgment;
- E2e.3:** creates an organizing structure that is appropriate to the needs, values, and interests of a specified audience, and arranges details, reasons, examples, and anecdotes effectively and persuasively.
- E2e.4:** includes appropriate information and arguments;
- E2e.5:** excludes information and arguments that are irrelevant;

- E2e.6:** anticipates and addresses reader concerns and counter-arguments;
- E2e.7:** support arguments with detailed evidence, citing sources of information as appropriate;
- E2e.8:** uses a range of strategies to elaborate and persuade, such as definitions, descriptions, illustrations, examples from evidence, and anecdotes;
- E2e.9:** provides a sense of closure to the writing.

Examples:

Examples of persuasive essays include:

- *A position paper.*
- *A problem-solution paper.*
- *An opening and closing statement for a debate.*
- *An evaluation of a product or a policy.*
- *A critique of a public policy.*
- *An editorial on a current issue that uses reasoned arguments to support an opinion.*

Standard:

E2f: The student produces a reflective essay that:

Components:

- E2f.1:** engages the reader by establishing a context, creating a persona, and otherwise developing reader interest;
- E2f.2:** analyzes a condition or situation of significance;
- E2f.3:** develops a commonplace, concrete occasion as the basis for the reflection, e.g. personal observation or experience;
- E2f.4:** creates an organizing structure appropriate to purpose and audience;
- E2f.5:** uses a variety of writing strategies, such as concrete details, comparing and contrasting, naming, describing, creating a scenario;
- E2f.6:** provides a sense of closure to the writing.

Examples:

Examples of reflective essays include:

- *An analysis of the significance of an American literary work.*
- *A report about a concrete occasion and its implications overtime.*
- *An essay comparing a school issue to broader societal concerns.*
- *A paper explaining how some experiences, conditions, or concerns have universal significance.*
- *A self-reflective essay evaluating a portfolio to be submitted.*
- *A comparison of a scene from a work of fiction with a lesson learned from a personal experience.*
- *A paper about a common childhood experience from a more adult perspective.*
- *A college entrance essay based on a significant personal experience.*

Strand:

**E3 Speaking,
Listening and
Viewing**

Speaking, listening, and viewing are fundamental processes which people use to express, explore, and learn about ideas. The functions of speaking, listening, and viewing include gathering and sharing information; persuading others; expressing and understanding ideas; coordinating activities with others; and selecting and critically analyzing messages. The contexts of these communication functions include one-to-one conferences, small group interactions, large audiences and meetings, and interactions with broadcast media.

Standard:

E3a: The student participates in one-to-one conferences with a teacher, paraprofessional, or adult volunteer, in which the student:

Component:

E3a.1: initiates new topics in addition to responding to adult-initiated topics;

- E3a.2:** asks relevant questions;
- E3a.3:** responds to questions with appropriate elaboration;
- E3a.4:** uses language cues to indicate different levels of certainty or hypothesizing, e.g., “what if...,” “very likely...,” “I’m unsure whether...”,
- E3a.5:** confirms understanding by paraphrasing the adult’s directions or suggestions.

Examples:

Examples of one-to-one interactions include:

- *Analytical discussion of movies or television programs in a one to one situation.*
- *Student-teacher conferences regarding a draft of an essay, the student’s progress on a mathematics assignment, or the state of science project.*
- *Assessment interview by a teacher about an author or book.*
- *Dialogue and discussions on academic, technical, or community subjects.*
- *Interviews with guest speakers and community members.*
- *Teacher/pupil writing conference to discuss the student’s writing.*
- *Electronic teacher/pupil writing conference.*
- *Interview for a job or college entrance.*
- *Discussion of portfolios.*

Standard:

E3b: The student participates in group meetings, in which the student;

Component:

- E3b.1:** displays appropriate turn-taking behaviors;
- E3b.2:** actively solicits another person’s comment or opinion;
- E3b.3:** offers own opinion forcefully without dominating;
- E3b.4:** responds appropriately to comments and questions;
- E3b.5:** volunteers contributions and responds when directly solicited by teacher or discussion leader;
- E3b.6:** gives reasons in support of opinions expressed;
- E3b.7:** clarifies, illustrates, or expands on a response when asked to do so; asks classmates for similar expansions;
- E3b.8:** employs a group decision-technique such as brainstorming or problem-solving sequence (e.g. recognize problem, define problem, identify possible solutions, select optimal solution, implement solution, evaluate solution);
- E3b.9:** divides labor so as to achieve the overall group goal efficiently.

Examples:

Examples of activities involving group meetings include

- *Develop and negotiate a classroom rubric.*
- *Engage in classroom town meetings.*
- *Participate in book talks, literature circles, and Socratic seminars with other students.*
- *Work as part of a group to solve a complex real life task, conundrum, or problem.*
- *Role play.*
- *Participate in peer writing response groups.*
- *Participate in electronic discussion groups.*

Standard:

E3c: The student prepares and delivers an individual presentation, in which the student:

Components:

E3c.1: shapes information to achieve a particular purpose and to appeal to the interests and background knowledge of audience members;

- E3c.2:** shapes content and organization according to criteria for importance and impact rather than according to availability of information in resource materials;
- E3c.3:** uses notes or other memory aids to structure the presentation;
- E3c.4:** develops several main points relating to a single thesis;
- E3c.5:** engages the audience with appropriate verbal cues and eye contact;
- E3c.6:** projects a sense of individuality and personality in selecting and organizing content and in delivery.

Examples:

Examples of presentations include:

- *An individual talk which develops several main points relating to a single thesis (e.g. describing a problem and evaluating alternative solutions to that problem, or explaining several causes leading to a historical event, or constructing different types of argument all supporting a particular policy).*
- *A public panel discussion during which each member of the panel speaks about a particular area of expertise relating to the overall topic.*
- *A forum discussion during which audience members question and respond to panelists during the presentation period.*
- *A simulated congress (e.g., Model United Nations) in which each participant “represents” the interests of a particular constituency.*
- *A multimedia report employing sound, jpeg or mpg files, graphics and/or animation.*
- *Video broadcasting of a presentation.*
- *A report that presents data collected to prove/disprove a particular hypothesis, along with an appropriate conclusion.*

Standard:

E3d: The student makes informed judgments about television, radio, and film productions; that is, the student:

Components:

- E3d.1:** demonstrates an awareness of the presence of the media in the daily lives of most people;
- E3d.2:** evaluates the role of the media in focusing attention and in forming opinion;
- E3d.3:** judges the extent to which the media are a source of entertainment as well as a source of information;
- E3d.4:** defines the role of advertising as part of media presentation.

Examples:

Examples of activities through which students might produce evidence of making informed judgments about television, radio, and film production include:

- *Maintain a week’s log to document personal viewing habits, and analyze the information collected in the log.*
- *Summarize patterns of media exposure in writing or in an oral report.*
- *Evaluate the appeal of popular television shows and films for particular audiences.*
- *Explain and evaluate the use of “propaganda techniques” (e.g. bandwagon, glittering generalities, celebrity, greed, fear, exclusivity) in television commercials.*
- *Evaluate how the media reflects and shapes cultural values and biases and predict the influence on the viewer.*
- *Interpret ambiguities, subtleties, contradictions, ironies, and nuances in media.*
- *Analyze and evaluate information available on the Internet.*
- *Compare and contrast the coverage of a single event by different media sources.*

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| Standard: | E3e: The student listens to and analyzes a public speaking performance; that is, the student: |
| Components: | E3e.1: takes notes on salient information; E3e.2: identifies types of arguments (e.g. causation, authority, analogy, patriotism, emotion, ethics) and identifies types of logical fallacies (e.g. ad hominem, inferring causation from correlation, over-generalization, faulty syllogism, red herring, begging the question); E3e.3: accurately summarizes and evaluates the essence of each speaker's response; E3e.4: formulates and supports a judgment about the issues under discussion. |
| Examples: | <i>Examples of activities through which students might provide evidence of analysis of public speaking include:</i> <ul style="list-style-type: none">• Take notes of a meeting of a local government council or of an institution's governing body.• Produce charts and/or diagrams as part of an analysis of a public address.• Analyze an argument by a political leader (e.g., demagoguery, political bias, propaganda techniques, and political correctness).• Summarize the key points of a public speech.• Analyze the intent and appeal of a public address. |

Strand:
E4 Conventions, Grammar, and Usage of the English Language Having control of the conventions and grammar of the English language means having the ability to represent oneself appropriately with regard to current standards of correctness (e.g., spelling, punctuation, paragraphing, capitalization, subject-verb agreement). Usage involves the appropriate application of conventions and grammar in both written and spoken formats.

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| Standard: | E4a: The student independently and habitually demonstrates an understanding of the rules of the English language in written and oral work, and selects the structures and features of language appropriate to the purpose, audience, and context of the work. The student demonstrates control of: |
| Components: | E4a.1: grammar; E4a.2: paragraph structure; E4a.3: punctuation; E4a.4: sentence construction; E4a.5: spelling; E4a.6: usage; E4a.7: syntax. |
| Examples: | <i>Examples of activities through which students might demonstrate an understanding of the rules of the English Language include:</i> <ul style="list-style-type: none">• Demonstrate in a piece of writing the ability to manage the conventions, grammar, and usage of English so that they aid rather than interfere with reading.• Independently and accurately proofreads the student's own writing or the writing of others, using dictionaries, thesauruses, and other resources as appropriate.• Apply the conventions of language during formal oral presentations.• Demonstrate use of a variety of sentence patterns for stylistic effects. |

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| | <ul style="list-style-type: none">• <i>Make effective use of language and style to connect with the audience and content.</i>• <i>Analyze the language conventions of other groups and culture.</i> |
| Standard: | E4b: The student analyzes and subsequently revises work to clarify it or make it more effective in communicating the intended message or thought. The student's revisions should be made in light of the purposes, audiences, and contexts that apply to the work. Strategies for revising include: |
| Components: | E4b.1: adding or deleting details; E4b.2: adding or deleting explanations; E4b.3: clarifying difficult passages; E4b.4: rearranging words, sentences, and paragraphs to improve or clarify meaning; E4b.5: sharpening the focus; E4b.6: reconsidering the organizational structure; E4b.7: rethinking and/or rewriting the piece in light of different audience and purposes. |
| Examples: | <i>Examples of activities through which students might provide evidence of analyzing and revising written work include:</i> <ul style="list-style-type: none">• <i>Incorporate into revised drafts, as appropriate, suggestions taken from critiques made by peers and teachers.</i>• <i>Produce a series of distinctly different drafts that result in a polished piece of writing or presentation.,</i>• <i>Critique the writing or presentation of a peer.</i>• <i>Describe the reasons for stylistic choices made as a writer or presenter.</i>• <i>Produce a series of papers on the same topic, each serving a different purpose.</i>• <i>Manage a writing portfolio and/or electronic portfolio.</i> |
| Strand: | E5 Literature |
| | Literature consists of poetry, fiction, non-fiction, and essays as distinguished from instructional, expository or journalistic writing. |
| Standard: | E5a: The student responds to non-fiction, fiction, poetry, and drama using interpretive, critical, and evaluative processes; that is, the student: |
| Components: | E5a.1: makes thematic connections among literary texts, public discourse, and media; E5a.2: evaluates the impact of authors' decisions regarding word choice, style, content, and literary elements; E5a.3: analyzes the characteristics of literary forms and genres; E5a.4: examines literary merit; E5a.5: explains the effect of point of view; E5a.6: makes inferences and draws conclusions about fictional and non-fictional contexts, events, characters, settings, themes, and styles; E5a.7: interprets the effect of literary devices, such as figurative language, allusion, diction, dialogue, description, symbolism; E5a.8: evaluates the stance of a writer in shaping the presentation of a subject; E5a.9: interprets ambiguities, subtleties, contradictions, ironies, and nuances and analogies. |

E5a.10: understands the role of tone in presenting literature (both fictional and non-fictional).

E5a.11: demonstrates how literary works (both fictional and non-fictional) reflect the culture that shaped them.

Examples:

Examples of responding to literature include:

- Analyze stereotypical characters in American literature.
- Evaluate the effect of literary devices in a number of poems by one author or poems on a common topic.
- Compare the literary merits of several American short stories, biographies of one individual, novels, or plays.
- Compare different media presentations of an American literary work.
- Compare several American works written in different time periods on the same topic or theme.
- Evaluate the persona of the writer and the impact this has upon the literary work.
- Compare several literary texts that share a similar theme.
- Interpret, explain, or apply the author's point of view toward an issue raised in one of an author's works.
- Evaluate the literary, cultural, and social context of a literary work and the impact is created upon the reader and the literature's salient point.

Standard:

E5b: The student produces work in at least one literary genre that follows the conventions of the genre.

Examples:

Examples of literary genres include:

- A reflective essay.
- A memoir.
- A short story
- A short play.
- A poem.
- A vignette

Strand:

E6: Public Documents

A public document is a document that focuses on civic issues or matters of public policy at the community level or beyond. These documents, ranging from speeches to editorials or radio and television spots to pamphlets, do at least one of the following: take issue with a controversial public policy; suggest an alternative course of action; analyze and defend a contemporary public policy; define a public problem and suggest policy.

Standard:

E6a: The student identifies strategies common to public documents and public discourse, including:

Components:

- E6a.1:** effective use of argument;
- E6a.2:** use of the power of anecdote;
- E6a.3:** anticipation of counter claims;
- E6a.4:** appeal to audiences both friendly and hostile to the position presented;
- E6a.5:** use of emotionally laden works and imagery;
- E6a.6:** citing of appropriate references or authorities.

Examples:

Examples of activities through which students might provide evidence of identifying strategies used in public documents include:

- Evaluate a political speech.
- Evaluate and respond to an editorial or political cartoon.

- *Examine campaign literature to determine underlying assumptions.*
- *Examine a range of articles published in a variety of media and draw inferences about the political stance of that source.*
- *Evaluate the visual appeal and presentation of information*
- *Analyze two conflicting public opinions on a single topic, take a stance, and defend that point of view.*

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| Standard: | E6b: The student creates public documents, in which the student: |
| Components: | E6b.1: Exhibits an awareness of the importance of precise word choice and the power of imagery and/or anecdote; E6b.2: utilizes and recognizes the power of logical arguments, arguments based on appealing to a reader's emotions, and arguments dependent upon the writer's persona. E6b.3: uses arguments that are appropriate in terms of the knowledge, values, and degree of understanding of the intended audience; E6b.4: uses a range of strategies to appeal to readers. |
| Examples: | <i>Examples of public documents include:</i> <ul style="list-style-type: none">• <i>A proposal for changing an existing social or school policy.</i>• <i>An evaluation of a state policy.</i>• <i>A policy statement that closely examines a significant public policy and proposes a change or rationale for retention.</i>• <i>A letter to an elected official or editor taking a position on an issue or concern.</i>• <i>A press release announcing a change in policy.</i>• <i>A web page.</i>• <i>A multi-media presentation to school officials, student council, public officials, etc.</i> |

Strand:
E7: Functional Documents

A functional document is a document that exists in order to get things done, usually within a relatively limited setting such as a social club, a business, an office, a church, or an agency. These often take the form of memoranda, letters, instructions, and statements of organizational policies. Functional documents require that particular attention be paid to issue of layout, presentation, and particularly to audience and the way different audiences will interact with the documents.

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| Standard: | E7a: The student identifies strategies common to effective functional documents, including: |
| Components: | E7a.1: visual appeal, e.g. format, graphics, white space, and headers; E7a.2: logic of the sequence in which the directions are given; E7a.3: point out possible reader misunderstandings and misconceptions; E7a.4: purposeful composition and the precision of the content and language; E7a.5: validity of desired outcomes and implications. |
| Examples: | <i>Examples of activities through which students might provide evidence of critiquing functional documents include:</i> <ul style="list-style-type: none">• <i>Analyze a manual, program, memorandum or set of instructions.</i>• <i>Analyze a contract (e.g., truth in lending).</i>• <i>Evaluate a loan application.</i>• <i>Critique tax documents.</i>• <i>Create an advertisement with peer review.</i>• <i>Create a web site to serve as a functional document with peer review.</i> |

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| Standard: | E7b: The student creates functional documents appropriate to audience and purpose, in which the student: |
| Components: | E7b.1: reports, organizes, and conveys information and ideas accurately; E7b.2: includes relevant narrative details, such as scenarios, definitions, and examples; E7b.3: anticipates readers' problems, mistakes, and misunderstandings; E7b.4: uses a variety of formatting techniques, such as headings, subordinate terms, foregrounding of main ideas, hierarchical structures, graphics, and color; E7b.5: employs word choices that are consistent with the persona and appropriate for the intended audience. E7b.6: employs word choices that are consistent with the persona and appropriate for the intended audience. |
| Examples: | <i>Examples of functional documents include:</i> <ul style="list-style-type: none">• <i>A summary of a meeting.</i>• <i>A manual.</i>• <i>A proposal.</i>• <i>A set of instructions.</i>• <i>A recommendation.</i>• <i>A web site.</i> |

Strand:

E1 Reading

Reading is a process that includes demonstrating comprehension and showing evidence of a warranted and responsible interpretation of the text. “Comprehension” means getting the gist of a text. It is most frequently illustrated by demonstrating an understanding of the text as a whole; identifying complexities presented in the structure of the text and extracting salient information from the text. In providing evidence of a responsible interpretation, students may make connections between parts of a text, among several texts, and between texts and other experiences; make extensions and applications of a text; and examine texts critically and evaluatively.

Standard:

E1a: The student reads at least twenty-five books or book equivalents each year. The quality and complexity of materials to be read is based on the lexile level for grade twelve (1100L-1349L). The materials should include traditional and contemporary literature (both fiction and non-fiction) as well as magazines, newspapers, textbooks, and on-line materials. Such reading should represent a diverse collection of material from at least three different literary forms and from at least five different writers.

Examples:

Examples of activities through which students might produce evidence of reading twenty-five books include:

- *Maintain an annotated list of works read.*
- *Generate a reading log or journal.*
- *Participate in formal and informal book talks.*

Standard:

E1b: The student reads and comprehends at least four books (or book equivalents) about one issue or subject, or four books by a single writer, or four books in one genre, and produces evidence of reading that:

Components:

- E1b.1:** makes and supports warranted and responsible assertions about the texts;
E1b.2: supports assertions with elaborated and convincing evidence;
E1b.3: draws the texts together to compare and contrast themes, characters, and ideas;
E1b.4: makes perceptive and well developed connections;
E1b.5: evaluates writing strategies and elements of the author’s craft.

Examples:

Examples of activities through which students might produce evidence of reading comprehension include:

- *Write a saturation report (a report that recounts substantial information on a topic gathered by a student over a period of time).*
- *Construct a review of several works by a single author.*
- *Construct a review of several archetypal characters or themes found in British literature.*
- *Produce a literary response paper (as an example, describe social, historical, or cultural features of the time indicated in the British literature).*
- *Produce a thesis based research report concentrating on British literature.*
- *Participate in formal or informal book talks e.g. Socratic seminar and literature circles pertaining to British literature.*

- *Create an annotated book list organized according to author, theme, or genre.*
- Standard: **E1c:** The student reads and comprehends informational materials to develop understanding and expertise and produces written or oral work that:
- Components: **E1c.1:** interprets and analyzes information;
E1c.2: relates new information to prior knowledge or experience;
E1c.3: extends ideas;
E1c.4: makes a connection to related topics or information.
- Examples: *Examples of activities through which students might produce evidence of reading informational materials include:*
- *Use information to support or enhance a project.*
 - *Write a report of information that draws from multiple sources..*
 - *Incorporate expert opinions into a speech or position paper.*
 - *Incorporate information from several noted experts to support a thesis in a research paper.*
 - *Use informational materials to reach a conclusion regarding a controversial topic.*
 - *Use informational materials to produce a portfolio regarding British authors' points of view in contemporary and historical essays, speeches, and critical reviews.*
 - *Summarize key points and issues of a British historical or artistic exhibit.*
 - *Produce a research paper about post-secondary training and career choices.*
 - *Write a report that analyzes several historical records of a single event and attempts to understand the reasons for the similarities and differences.*

Strand:

E2 Writing

Writing is a process through which a written shapes language to communicate effectively. Writing often develops through a series of initial plans and multiple drafts and through access to informed feedback and response. Purpose, audience, and context contribute to the form and substance of writing as well as to its style, tone, and stance.

Standard:

E2a: The student produces a report that:

Components:

- E2a.1:** engages the reader by establishing a context, creating a persona, and otherwise developing reader interest;
- E2a.2:** develops a controlling idea that conveys a perspective on the subject;
- E2a.3:** creates an organizing structure appropriate to purpose, audience, and context;
- E2a.4:** includes appropriate facts and details;
- E2a.5:** excludes extraneous and inappropriate information;
- E2a.6:** uses a range of appropriate strategies, such as providing facts and details, describing or analyzing the subject, narrating a relevant anecdote, comparing and contrasting, naming, explaining benefits or limitations, demonstrating claims or assertions, and providing a scenario to illustrate;
- E2a.7:** provides a sense of closure to the writing.

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| Examples: | <p><i>Examples of reports include:</i></p> <ul style="list-style-type: none">• <i>An I-search essay (an essay that details a student's search for information as well as the information itself; I-search papers are developed through a variety of means; e.g., interviews, observation, internet, as well as traditional library research).</i>• <i>A saturation report (a report that recounts substantial information on a topic gathered by a student over a period of time).</i>• <i>A report produced as part of studies in subjects such as science, social studies, and mathematics.</i>• <i>A thesis-based research paper.</i>• <i>An investigative report presented in multi-media format.</i>• <i>A cross-curricular report about a British author or American time period.</i> |
| Standard: | E2b: The student produces a response to literature that: |
| Components: | E2b.1: engages the reader through establishing a context, creating a persona, and otherwise developing reader interest; E2b.2: advances a judgment that is interpretive, analytic, evaluative, or reflective; E2b.3: supports a judgment through references to the text, references to other works, authors, or non-print media, or references to personal knowledge; E2b.4: demonstrates understanding of the literary work though suggesting an interpretation; E2b.5: anticipates and answers a reader's questions; E2b.6: recognizes possible ambiguities, nuances, complexities, and analogies; E2b.7: provides a sense of closure to the writing. |
| Examples: | <p><i>Examples of responses to literature include:</i></p> <ul style="list-style-type: none">• <i>An evaluation of a piece of literature or several pieces of British literature.</i>• <i>A comparison of a piece of British literature with its media (video, tape, radio, television, ballet, artistic) presentation.</i>• <i>A response that focuses on personalizing the theme of a British literary work.</i>• <i>An analysis of the significance of a section of a British novel in terms of its significance to the novel as a whole.</i>• <i>An evaluation of the role played by setting in a British novel.</i>• <i>An analysis of the effect of a minor character on the plot of a British novel.</i>• <i>An evaluation of a recurring motif in a British novel, short story, or a play.</i>• <i>A comparison of two critical interpretations of a British poem or a work of fiction.</i>• <i>A literary interpretation that explicates the multiple layers of meaning in a poem or work of fiction based on two expert interpretations.</i> |
| Standard: | E2c: The student produces a narrative (fictional or autobiographical) account that: |
| Components: | E2c.1: engages the reader by establishing a context, creating a point of view, and otherwise developing reader interest; E2c.2: establishes a situation, plot, point of view, setting, and conflict (and for autobiography, the significance of events and of conclusions that can be drawn from the events); E2c.3: creates an organizing structure; |

- E2c.4:** includes sensory details and concrete language to develop plot and character;
- E2c.5:** develops complex characters;
- E2c.7:** uses a range of appropriate strategies, such as dialogue, tension or suspense, naming, pacing, and specific narrative action, e.g., movement, gestures, expressions;
- E2c.8:** provides a sense of closure to the writing.

Examples:

Examples of narrative accounts include:

- *A biographical account.*
- *A fiction or non-fiction story.*
- *A personal narrative.*
- *A narrative poem or song based on a British hero.*
- *A historical account.*
- *A parody of a particular narrative style; e.g., fable, soap opera.*

Standard:

E2d: The student produces a narrative procedure that:

Components:

- E2d.1:** engages the reader by establishing a context, creating a persona, and otherwise developing reader interest;
- E2d.2:** provides a guide to action for a complicated procedure in order to anticipate a reader's needs; creates expectations through predictable structures; e.g., headings; and provides smooth transitions, between steps;
- E2d.3:** makes use of appropriate writing strategies, such as creating a visual hierarchy and using white space and graphics as appropriate;
- E2d.4:** includes relevant information;
- E2d.5:** anticipates problems, mistakes, and misunderstandings that might arise for the reader;
- E2d.7:** provides a sense of closure to the writing.

Examples:

Examples of narrative procedures include:

- *A set of rules for organizing a class meeting.*
- *A set of instructions for playing computer games.*
- *A set of instructions for using media technology.*
- *A report of a mathematical investigation.*
- *A set of instructions for evaluating searches on the web.*

Standard:

E2e: The student produces a persuasive essay that:

Components:

- E2e.1:** engages the reader by establishing a context, creating a persona, and otherwise developing reader interest;
- E2e.2:** develops a controlling idea that makes a clear and knowledgeable judgment;
- E2e.3:** creates an organizing structure that is appropriate to the needs, values, and interests of a specified audience, and arranges details, reasons, examples, and anecdotes effectively and persuasively;
- E2e.4:** includes appropriate information and arguments;
- E2e.5:** excludes information and arguments that are irrelevant;
- E2e.6:** anticipates and addresses reader concerns and counter-arguments;
- E2e.7:** supports arguments with detailed evidence, citing sources of information as appropriate;

E2e.8: uses a range of strategies to elaborate and persuade, such as definitions, descriptions, illustrations, examples from evidence, and anecdotes;

E2e.9: provides a sense of closure to the writing.

Examples:

Examples of persuasive essays include:

- *A position paper.*
- *A problem-solution paper.*
- *Opening and closing statements for a debate.*
- *An evaluation of a product or a policy.*
- *A critique of a public policy.*
- *An editorial on a current issue that uses reasoned arguments to support an opinion.*

Standard:

E2f: The student produces a reflective essay that:

Components:

E2f.1: engages the reader by establishing a context, creating a persona, and otherwise developing reader interest;

E2f.2: analyzes a condition or situation of significance;

E2f.3: develops a commonplace, concrete occasion as the basis for the reflection; e.g., personal observation or experience;

E2f.4: creates an organizing structure appropriate to purpose and audience;

E2f.5: uses a variety of writing strategies, such as concrete details, comparing and contrasting, naming, describing, creating a scenario;

E2f.6: provides a sense of closure to the writing.

Examples:

Examples of reflective essays include:

- *An analysis of the significance of a British literary work.*
- *A report about a concrete occasion and its implications over time.*
- *An essay comparing a school issue to broader societal concerns.*
- *A paper explaining how some experiences, conditions, or concerns have universal significance.*
- *A self-reflective essay evaluating a portfolio to be submitted.*
- *A comparison of a scene from a work of fiction with a lesson learned from a personal experience.*
- *A paper about a common childhood experience from a more adult perspective.*
- *A college entrance essay based on a significant personal experience—anticipates and addresses reader concerns and counter-arguments;*

Strand:

**E3 Speaking,
Listening and
Viewing**

Speaking, listening, and viewing are fundamental processes which people use to express, explore, and learn about ideas. The functions of speaking, listening, and viewing include gathering and sharing information; persuading others; expressing and understanding ideas; coordinating activities with others; and selecting and critically analyzing messages. The contexts of these communication functions include one-to-one conferences, small group interactions, large audiences and meetings, and interactions with broadcast media.

Standard:

E3a: The student participates in one-to-one conferences with a teacher, paraprofessional, or adult volunteer, in which the student:

Components:

E3a.1: initiates new topics in addition to responding to adult-initiated topics;

- E3a.2:** asks relevant questions;
- E3a.3:** responds to questions with appropriate elaboration;
- E3a.4:** uses language cues to indicate different levels of certainty or hypothesizing; e.g., “what if...”, “very likely...”, “I’m unsure whether...”;
- E3a.5:** confirms understanding by paraphrasing the adult’s directions or suggestions.

Examples:

Examples of one-to-one interactions include:

- *Analytical discussion of movies or television programs in a one to one situation.*
- *Student-teacher conferences regarding a draft of an essay, the student’s progress on a mathematics assignment, or the state of a science project.*
- *Assessment interview by a teacher about an author or book.*
- *Dialogue and discussions on academic, technical, or community subjects.*
- *Interviews with guest speakers and community members.*
- *Teacher/pupil writing conference to dialogue about the student’s writing.*
- *Electronic teacher/pupil writing conference.*
- *Interview for a job or college entrance.*

Standard:

E3b: The student participates in group meetings, in which the student:

Components:

- E3b.1:** displays appropriate turn-taking behaviors;
- E3b.2:** actively solicits another person’s comment or opinion;
- E3b.3:** offers own opinion forcefully without dominating;
- E3b.4:** responds appropriately to comments and questions;
- E3b.5:** volunteers contributions and responds when directly solicited by teacher or discussion leader;
- E3b.6:** gives reasons in support of opinions expressed;
- E3b.7:** clarifies, illustrates, or expands on a response when asked to do so; asks classmates for similar expansions;
- E3b.8:** employs a group decision-technique such as brainstorming or problem-solving sequence (e.g., recognize problem, define problem, identify possible solutions, select optimal solution, implement solution, evaluate solution);
- E3b.9:** divides labor so as to achieve the overall group goal efficiently.

Examples:

Examples of activities involving group meeting include:

- *Develop and negotiate a classroom rubric.*
- *Engage in classroom town meetings.*
- *Participate in book talks, literature circles, and Socratic seminars with other students.*
- *Work as part of a group to solve a complex real life task, conundrum, or problem.*
- *Role play.*
- *Participate in peer writing response groups.*
- *Participate in electronic discussion groups.*

Standard:

E3c: The student prepares and delivers an individual presentation, in which the student:

- Components:
- E3c.1:** shapes information to achieve a particular purpose and to appeal to the interests and background knowledge of audience members;
 - E3c.2:** shapes content and organization according to criteria for importance and impact rather than according to availability of information in resource materials;
 - E3c.3:** uses notes or other memory aids to structure the presentation;
 - E3c.4:** develops several main points relating to a single thesis;
 - E3c.5:** engages the audience with appropriate verbal cues and eye contact;
 - E3c.6:** projects a sense of individuality and personality in selecting and organizing content and in delivery.

- Examples:
- Examples of presentation include:*
- *An individual talk that develops several main points relating to a single thesis (e.g., describing a problem and evaluating alternative solutions to that problem or explaining several causes leading to an historical event, or constructing different types of argument, all supporting a particular policy).*
 - *A public panel discussion during which each member of the panel speaks about a particular area of expertise relating to the overall topic.*
 - *A forum discussion during which audience members question and respond to panelists during a presentation.*
 - *A simulated congress (e.g., Model United Nations) in which each participant “represents” the interests of a particular constituency.*
 - *A multimedia presentation employing sound, jpeg or mpg files, graphics and/or animation.*
 - *Video broadcasting of a presentation.*
 - *A report that presents data collected to prove/disprove a particular hypothesis, along with an appropriate conclusion.*

- Standard:
- E3d:** The student makes informed judgments about television, radio, and film productions; that is, the student:

- Components:
- E3d.1:** demonstrates an awareness of the presence of the media in the daily lives of most people;
 - E3d.2:** evaluates the role of the media in focusing attention and in forming opinion;
 - E3d.3:** judges the extent to which the media are a source of entertainment as well as a source of information;
 - E3d.4:** defines the role of advertising as part of media presentation.

- Examples:
- Examples of activities through which students might produce evidence of making informed judgments about television, radio, and film production include:*
- *Maintain a week’s log to document personal viewing habits, and analyze the information collected in the log.*
 - *Summarize patterns of media exposure in writing or in an oral report.*
 - *Evaluate the appeal of popular television shows and films for particular audiences.*
 - *Explain and evaluate the use of “propaganda techniques” (e.g., bandwagon, glittering generalities, celebrity, greed, fear, exclusivity) in television commercials.*
 - *Create an opinion how the media reflects and shapes cultural values and biases and defend this opinion with supporting documentation.*

- Interpret and evaluate ambiguities, subtleties, ironies, and nuances in media on the viewer.
- Analyze and evaluate information on the internet.
- Create a multiple perspective of the coverage of a single event from different media sources.
- Create a multiple perspective of the coverage of a single event from different media sources.

Standard: **E3e:** The student listens to and analyzes a public speaking performance; that is, the student:

- Components: **E3e.1:** takes notes on salient information;
E3e.2: identifies types of arguments (e.g., causation, authority, analogy, patriotism, emotion, ethics) and identifies types of logical fallacies (e.g., ad hominem, inferring causation from correlation, over-generalization, faulty syllogism, red herring, begging the question);
E3e.3: accurately summarizes and evaluates the essence of each speaker's response;
E3e.4: formulates and supports a judgment about the issues under discussion.

Examples: *Examples of activities through which students might provide evidence of analysis of public speaking include:*

- Take notes of a meeting of a local government council or of an institution's governing body.
- Produce charts and/or diagrams as part of an analysis of a public address.
- Analyze an argument by a political leader (e.g., demagoguery, political bias, propaganda techniques, political correctness).
- Summarize key points of a public speech.
- Analyze the intent and appeal of public address

Strand:

**E4 Conventions,
Grammar, and
Usage of the English**

Having control of the conventions and grammar of the English language means having the ability to represent oneself appropriately with regard to current standards of correctness (e.g., spelling, punctuation, paragraphing, capitalization, subject-verb agreement). Usage involves the appropriate application of conventions and grammar in both written and spoken formats.

Standard: **E4a:** The student independently and habitually demonstrates an understanding of the rules of the English language in written and oral work, and selects the structures and features of language appropriate to the purpose, audience, and context of the work. The student demonstrates control of:

- Components: **E4a.1:** paragraph structure;
E4a.3: punctuation;
E4a.4: sentence construction;
E4a.5: spelling;
E4a.6: usage;
E4a.7: syntax.

Examples: *Examples of activities through which students might demonstrate an understanding of the rules of the English Language include:*

| | |
|-------------|--|
| | <ul style="list-style-type: none">• <i>Demonstrate in a piece of writing the ability to manage the conventions, grammar, and usage of English so that they aid rather than interfere with reading.</i>• <i>Independently and accurately proofreads the student's own writing or the writing of others, using dictionaries, thesauruses, and other resources as appropriate.</i>• <i>Apply the conventions of language during formal oral presentations.</i>• <i>Demonstrate use of a variety of sentence patterns for stylistic effects.</i>• <i>Make effective use of language and style to connect with the audience and content.</i>• <i>Analyze the language conventions of other groups and cultures</i> |
| Standard: | E4b: The student analyzes and subsequently revises work to clarify it or make it more effective in communicating the intended message or thought. The student's revisions should be made in light of the purposes, audiences, and contexts that apply to the work. Strategies for revising include: |
| Components: | E4b.1: adding or deleting details; E4b.2: adding or deleting explanations; E4b.3: clarifying difficult passages; E4b.4: rearranging words, sentences, and paragraphs to improve or clarify meaning; E4b.5: sharpening the focus; E4b.6: reconsidering the organizational structure; E4b.7: rethinking and/or rewriting the piece in light of different audience and purposes. |
| Examples: | <i>Examples of activities through which students might provide evidence of analyzing and revising written work include:</i> <ul style="list-style-type: none">• <i>Incorporate into revised drafts, as appropriate, suggestions taken from critiques made by peers and teachers.</i>• <i>Produce a series of distinctly different drafts that result in a polished piece of writing or presentation.</i>• <i>Critique the writing or presentation of a peer.</i>• <i>Describe the reasons for stylistic choices made as a writer or presenter.</i>• <i>Produce a series of papers on the same topic, each serving a different purpose.</i>• <i>Manage a writing portfolio and/or electronic portfolio.</i> |
| Strand: | E5 Literature Literature consists of poetry, fiction, non-fiction, and essays as distinguished from instructional, expository or journalistic writing. |
| Standard: | E5a: The student responds to non-fiction, fiction, poetry, and drama using interpretive, critical, and evaluative processes; that is, the student: |
| Components: | E5a.1: makes thematic connections among literary texts, public discourse, and media; E5a.2: evaluates the impact of authors' decisions regarding word choice, style, content, and literary elements; E5a.3: analyzes the characteristics of literary forms and genres; E5a.4: evaluates literary merit; |

- E5a.5:** explains the effect of point of view;
- E5a.6:** makes inferences and draws conclusions about fictional and non-fictional contexts, events, characters, settings, themes, and styles;
- E5a.7:** interprets the effect of literary devices, such as figurative language, allusion, diction, dialogue, description, symbolism;
- E5a.8:** evaluates the stance of a writer in shaping the presentation of a subject;
- E5a.9:** interprets ambiguities, subtleties, contradictions, ironies, and nuances and analogies;
- E5a.10:** understands the role of tone in presenting literature (both fictional and non-fictional);
- E5a.11:** demonstrates how literary works (both fictional and non-fictional) reflect the culture that shaped them.

Examples:

Examples of responding to literature include:

- *Analyze stereotypical characters in British literature.*
- *Evaluate the effect of literary devices in a*
- *Number of poems by one author or poems on a common topic.*
- *Compare the literary merits of several British short stories, biographies of one individual, novels, or plays.*
- *Compare different media presentations of a British literary work.*
- *Compare several British works written in different time periods on the same topic or theme.*
- *Evaluate the persona of the writer and the impact this has upon the literary work.*
- *Compare several literary texts that share a similar theme.*
- *Develop a perspective about or empathize by finding value in the author's point of view toward an issue raised in one of an author's works.*
- *Evaluate the literary, cultural, and social context of a literary work and the impact it creates upon the reader and the literature's salient points.*

Standard:

E5b: The student produces work in at least one literary genre that follows the conventions of the genre.

Examples:

Examples of literary genres include:

- *A reflective essay.*
- *A memoir.*
- *A short story.*
- *A short play.*
- *A poem.*
- *A vignette.*

Strand:

E6 Public Documents A public document is a document that focuses on civic issues or matters of public policy at the community level or beyond. These documents, ranging from speeches to editorials to radio and television spots to pamphlets, do at least one of the following: take issue with a controversial public policy; suggest an alternative course of action; analyze and defend a contemporary public policy; define a public problem and suggest policy.

Standard:

E6a: The student identifies strategies common to public documents and public discourse, including:

Components:

- E6a.1:** effective use of argument;
- E6a.2:** use of the power of anecdote;

- E6a.3:** anticipation of counter claims;
- E6a.4:** appeal to audiences both friendly and hostile to the position presented;
- E6a.5:** use of emotionally laden works and imagery;
- E6a.6:** citing of appropriate references or authorities.

Examples:

Examples of activities through which students might provide evidence of identifying strategies used in public documents include:

- *Evaluate a political speech.*
- *Evaluate and respond to an editorial or political cartoon.*
- *Examine campaign literature to determine underlying assumptions.*
- *Examine a range of articles published in a variety of media and draw inferences about the political stance of that source.*
- *Evaluate the visual appeal and presentation of information*
- *Analyze two conflicting public opinions on a single topic, take a stance, and defend that point of view.*

Standard:

E6b: The student creates public documents, in which the student:

Components:

- E6b.1:** exhibits an awareness of the importance of precise word choice and the power of imagery and/or anecdote;
- E6b.2:** utilizes and recognizes the power of logical arguments—arguments based on appealing to a reader’s emotions, and arguments dependent upon the writer’s persona;
- E6b.3:** uses arguments that are appropriate in terms of the knowledge, values, and degree of understanding of the intended audience;
- E6b.4:** uses a range of strategies to appeal to readers.

Examples:

Examples of public documents include:

- *A proposal for changing an existing social or school policy.*
- *A revision of an existing state policy or creation of a new policy.*
- *A policy statement that closely examines a significant public policy and proposes change or rationale for its retention.*
- *A letter to an elected official or editor taking a position on an issue or concern.*
- *A press release announcing a change in public policy or the creation of a new public policy.*
- *A web page.*
- *A multi-media presentation to school officials, student council, public officials, etc.*

Strand:

E7 Functional Documents

A functional document is a document that exists in order to get things done, usually within a relatively limited setting such as a social club, a business, an office, a church, or an agency. These often take the form of memoranda, letters, instructions, and statements of organizational policies. Functional documents require that particular attention be paid to issues of layout, presentation and particularly to an audience and the way different audiences will interact with the documents.

Standard:

E7a: The student identifies strategies common to effective functional documents, including:

Components:

- E7a.1:** visual appeal; e.g., format, graphics, white space, and headers;
- E7a.2:** logic of the sequence in which the directions are given;

- E7a.3:** point out possible reader misunderstandings and misconceptions;
E7a.4: purposeful composition and the precision of the content and language;
E7a.5: validity of desired outcomes and implications.

Examples:

Examples of activities through which students might provide evidence of critiquing functional documents include:

- *Analyze a manual, program, memorandum, policy, or set of instructions.*
- *Analyze a contract (e.g., truth in lending).*
- *Evaluate a loan application.*
- *Critique tax documents.*
- *Create an advertisement with peer review.*
- *Create a web site to serve as a functional document with peer review.*

Standard:

E7b: The student creates functional documents appropriate to audience and purpose, in which the student:

Components:

- E7b.1:** reports, organizes, and conveys information and ideas accurately;
E7b.2: includes relevant narrative details, such as scenarios, definitions, and examples;
E7b.3: anticipates readers' problems, mistakes, and misunderstandings;
E7b.4: uses a variety of formatting techniques, such as headings, subordinate terms, foregrounding of main ideas, hierarchical structures, graphics, and color;
E7b.5: employs word choices that are consistent with the persona and appropriate for the intended audience.

Examples:

Examples of functional documents include:

- *A summary of a meeting.*
- *A manual.*
- *A proposal.*
- *A set of instructions.*
- *A recommendation.*
- *A resume.*
- *A job/college application.*
- *A web page.*
- *A performance evaluation.*