

English Language Arts (ELA) Standards

PK - Grade 12

June 2009



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**DoDEA's PK-12 ELA Academic Standards
Scope and Sequence**

**DoDEA's Academic PK-12 English Language Arts (ELA) Standards
Scope and Sequence**

Note: The gray-shaded boxes indicate the grade levels at which each standard is represented.

Key: E1-Reading E2-Writing E3-Listening and Speaking	P	K	1	2	3	4	5	6	7	8	9	10	11	12
E1a (Reading) Word Recognition, Fluency and Vocabulary Development														
--Concepts About Print														
--Phonemic Awareness														
--Accuracy-Fluency K-3														
--Decoding and Word Recognition														
--Vocabulary and Concept Development														
E1b (Reading) Comprehension and Analysis of Nonfiction and Informational Text														
--Structural Features of Informational and Technical Materials														
--Analysis of Grade-Level-Appropriate Nonfiction and Informational Text														
--Expository (Informational) Critique														
E1c (Reading) Comprehension and Analysis of Literary Text														
--Structural Features of Literature														
--Analysis of Grade-Level- Appropriate Text														
--Literary Criticism														
E2a (Writing) Processes and Features														
--Organization and Focus														
--Research Process and Technology														
--Evaluation and Revision														
E2b (Writing) Applications (Different Types of Writing and Their Characteristics)														
--Writing Application														
--Research Application														
E2c (Writing) English Language Conventions														
--Handwriting														
--Sentence Structure														
--Grammar and the Mechanics of Writing														
--Punctuation														
--Capitalization														
--Spelling														
--Manuscript Conventions in Writing														
E3a (Listening and Speaking) Skills, Strategies and Applications														
E3b Speaking Applications														
--Comprehension														
--Organization and Delivery of Oral Communication														
--Analysis and Evaluation of Oral and Media Communication														

DoDEA ELA Standards Summary

The standards describe a connected body of linguistic understandings and competencies and are a comprehensive foundation that all students should learn. They describe the knowledge and skills that students should acquire from Pre-Kindergarten through high school.

Standard E1a: READING: Word Recognition, Fluency, and Vocabulary Development

Word Recognition involves the understanding of the basic features of words: word parts, patterns, relationships, and origins. Students use phonics, context clues, and a growing knowledge of English and other languages to determine the meaning of words and become fluent readers.

Standard E1b: READING: Comprehension

Comprehension involves understanding grade-level-appropriate material. Students develop strategies such as asking questions; making predictions; and identifying and analyzing structure, organization, perspective, and purpose. After Grade 5, the focus is on informational texts.

Standard E1c: READING: Literary Response and Analysis

Response to grade-level-appropriate literature includes identifying story elements such as character, theme, plot, and setting, and making connections and comparisons across texts. Literary response enhances students' understanding of history, culture, and the social sciences.

Standard E2a: WRITING: Process

The writing process includes prewriting, drafting, editing, and revising. Students progress through these stages to write clear, coherent, and focused paragraphs and essays.

Standard E2b: WRITING: Applications

Through the exploration of different types of writing and the characteristics of each, students become proficient at narrative (stories), expository (informational), descriptive (sensory), persuasive (emotional appeal), argumentative (logical defense), and technical writing. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.

Standard E2c: WRITING: English Language Conventions

Conventions include the grade-level-appropriate mechanics of writing, such as penmanship, spelling, grammar, capitalization, punctuation, sentence structure, and manuscript form.

Standard E3a: LISTENING AND SPEAKING: Skills, Strategies, and Applications

Standard E3b: Speaking Applications

Response to oral communication includes careful listening and evaluation of content. Speaking skills, such as phrasing, pitch, and tone are developed in conjunction with such strategies as narration, exposition, description, and persuasion and are applied to students' delivery of oral presentations.



Understanding the DoDEA ELA Standards Document's Structure

Essential Terminology

- **Strands:**
Broad headings that organize content learning standards.
- **Standards:**
Statements of what students should know and be able to do in a specific discipline and grade level. The standards provide a clear outline of content and skills so that programs can develop and align curriculum, instruction, and assessments.
- **Components:**
Statements that describe specific knowledge or skill needed to develop and achieve in order to meet the broadly stated standard. They serve as progress indicators for gauging students' achievement of each standard. They form the basis for measuring student achievement over time. The topics that organize the components are in bold font.

Reading the Strand, Standard, and Component Numbering System

The system for organizing strands, standards and components allows teachers and others to refer to specific items when they are connecting them to their curriculum, or instruction, or to assessments. For example:

3E1b.1: Use titles, tables of contents, chapter headings, a glossary, or an index to locate information in text.

“3”	The first numeral “3” stands for the grade-level addressed (The letters ‘PK’ & ‘K’ are used for prekindergarten and kindergarten).
“E”	The uppercase letter “E” stands for the Content Area: English Language Arts
“1”	The numeral following the Content Area “1” stands for the Strand, in this case Reading (2 is Writing and 3 is Listening & Speaking)
“b”	The lower case “b” stands for the Standard, in this case: Standard 3E1b: Comprehension and Analysis of Nonfiction and Informational Text
“1”	The numeral after the dot “1” stands for the component, in this example: “Use titles, tables of contents, chapter headings, a glossary, or an index to locate information in text.”

English Language Arts: Pre-Kindergarten

Reading 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 a meaning when adults read to them and use print to convey messages.

Strand: PKE1: Reading

Standard: PKE1a: Word Recognition, Fluency, and Vocabulary Development
Students know about print, sounds, letters, and words.

Component: Concepts about Print

PKE1a.1: Hold the book right side up with the front cover facing the reader.

PKE1a.2: Listen to stories being read aloud.

PKE1a.3: Identify signs, symbols, and labels in the environment (*such as McDonalds, Stop, M&M's, Exit, etc.*).

PKE1a.4: Distinguish between print and pictures.

PKE1a.5: Identify some letters in his or her first name.

PKE1a.6: Recall information recorded in his or her own writing.

Component: Phonemic Awareness

PKE1a.7: Differentiate between sounds that are the same and different (*such as animal sounds or environmental sounds*).

PKE1a.8: Sing finger plays and rhymes.

PKE1a.9: Recognize rhymes in familiar stories, songs, and words.

PKE1a.10: Recognize the beginning sound in his or her name.

PKE1a.11: Recognize that his or her name begins with the same sound as another child's name or another word.

Examples of phonemic awareness activities include:

1. *Start and stop a movement when a sound is heard.*
2. *Sing rhyming songs.*

Component: Decoding and Word Recognition

PKE1a.12: Identify letters in familiar words.

PKE1a.13: Identify similarities and differences in letters.

PKE1a.14: Recognize name in print.

PKE1a.15: Recognize that his or her name begins with the same letter as another child's name.

Component: Vocabulary and Concept Development

PKE1a.16: Identify objects and things in pictures.

PKE1a.17: Demonstrate or communicate position and directional words. (*such as near, far, next to, first, behind, inside*)

English Language Arts: Pre-Kindergarten

PKE1a.18: Name items in common categories (*such as animals, food, clothing, transportation*).

PKE1a.19: Describe the attributes or characteristics of familiar objects, people, and or events using descriptive words and phrases.

PKE1a.20: Use multiple word sentences to describe ideas, feelings, activities, and experiences.

Examples of vocabulary and concept development activities include:

1. *Tell whether a rock is smooth or rough.*
2. *Compare the size, shape, color, or weight of objects.*
3. *Tell whether an object is in-front of, behind, under, or beside something.*

Standard: **PKE1b: Comprehension and Analysis of Nonfiction and Informational Text**
Students identify the basic facts and ideas in what they have heard, or seen. In PK, students will use explanatory talk to discuss pictures, name and identify objects in texts, and react to informational text.

Component: ***Structural Features of Informational and Technical Materials***

PKE1b.1: Locate the title of a book.

PKE1b.2: Request or provide explanations about information in nonfiction texts.

Analysis of Grade-Level-Appropriate Nonfiction and Informational Text

PKE1b.3: Seek information from informational texts.

PKE1b.4: Describe information in simple charts, labels, and photos.

PKE1b.5: Orally or visually represent information using first, next, last sequence.

Examples of informational text analysis activities include:

1. *Share facts learned from text through talking, drawing, or writing.*
2. *Re-enact steps in a process (such as life cycle) using props.*

Standard: **PKE1c: Comprehension and Analysis of Literary Text**
Students respond to a wide variety of children's literature. In PK, students will discuss a wide variety of fiction, such as classic and contemporary stories, poems, folktales, songs, plays, and other genres.

Component: ***Analysis of Grade-Level-Appropriate Literary Text***

PKE1c.2: Retell favorite stories.

PKE1c.3: Retell or re-enact a simple story using a variety of media. (*such as flannel boards, puppets, or dramatic play with props, use drawings or constructions to describe what happened in the story.*)

PKE1c.4: Tell a story by looking at the pictures in a text.

PKE1c.5: Identify and talk about characters in a story.

English Language Arts: Pre-Kindergarten

PKE1c.6: Relate events in a book to real-life experiences.

PKE1c.7: Make predictions about what will happen next in the story.

Strand: **PKE2: Writing**

Standard: **PKE2a: Processes and Features**
Students discuss ideas and tell stories for someone to write. Students use pictures, letters, and words to write.

Component: **Organization and Focus**

PKE2a.1: Scribble, draw pictures, or use letter-approximations to express ideas.

PKE2a.2: Copy words from the environment.

PKE2a.3: "Write" his or her name.

Component: **Research Process and Technology**

PKE2a.4: Ask how and why questions about books, experiences, or activities.

PKE2a.5: Share information gained from text through speaking, drawing, or writing.

Standard: **PKE2b: Applications (Different Types of Writing and Their Characteristics)**
Students use words and visual representations to express ideas to others.

Component: **Writing Application**

PKE2b.1: Dictate short stories or descriptions of paintings, drawings, or block constructions to adults.

PKE2b.2: Scribble, draw pictures, and use letters to relay a message.
Examples:

1. Draw on the sidewalk with chalk.
2. Make a sign for a block construction.
3. Dictate a story to an adult.

Standard: **PKE2c: English Language Conventions**
Students begin to learn the written conventions of Standard English.

Component: **Handwriting**

PKE2c.1: Position the paper when painting, writing or drawing.

PKE2c.2: Use a three-finger grip to hold a writing tool.

PKE2c.3: "Write" by moving from left to right and from top to bottom.
Example: Examples of organization and focus activities include:

1. Asking an adult to write a story on a drawing.
2. Writing letter-like forms on a paper during play.

English Language Arts: Pre-Kindergarten

- Component:** **Spelling**
PKE2c.4: Ask how to spell words or refer to environmental text for words that he or she wants to write (*for example; I love you*).
Examples:
1. "Write" name on sign-in sheet at the computer.
2. "Copy" words found in the classroom (such as; Exit).
- Strand:** **PKE3: Listening and Speaking**
- Standard:** **PKE3a: Skills and Strategies**
Listening and speaking 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. Students listen and respond to oral communication.
- Component:** **Comprehension**
PKE3a.1: Carry out directions with two to three simple steps.
- Component:** **Oral Communication**
PKE3a.2: Use words or signs to express an opinion, communicate wants, ideas, and experiences.
PKE3a.3: Initiate conversations.
PKE3a.4: Sustain or expand conversations through turn taking.
PKE3a.5: Make relevant responses to questions and comments from others.
PKE3a.6: Ask for clarification when they do not understand the topic of conversation.
PKE3a.7: Resolve conflicts with peers using language.
- Standard:** **PKE3b: Applications**
Students talk about what they know, take turns in discussions, engage in collaborative problem solving, and give brief performances in front of a group.
- Component:** **Speaking Applications**
PKE3b.1: Recite short rhymes, stories, or songs to a variety of audiences.
PKE3b.2: Retell a story in order with a beginning, middle and end.

English Language Arts: Kindergarten

During the Kindergarten year, children experience the enjoyment of reading. They retell familiar stories and talk about stories that someone reads to them. They learn about the alphabet, words and sounds, and how to apply what they have learned by matching words to beginning and ending sounds, blending sounds into words, rhyming words, and reading simple sentences. They listen and respond to age-appropriate classic and contemporary literature, Mother Goose nursery rhymes, alphabet books, and even beginner's dictionaries. They discuss ideas and tell stories for someone to write down, and they begin to write and draw pictures for other readers. They begin to learn the rules of Standard English and more about communicating with others.

Strand: **KE1: Reading**

Standard: **KE1a: Word Recognition, Fluency, and Vocabulary Development**
Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.

Component: **Concepts about Print**

- KE1a.1:** Identify the front cover, back cover, and title page of a book.
- KE1a.2:** Follow words from left to right and from top to bottom on the printed page.
- KE1a.3:** Understand that printed materials provide information.
- KE1a.4:** Recognize that sentences in print are made up of separate words.
- KE1a.5:** Distinguish letters from words.
- KE1a.6:** Recognize and name all capital and lowercase letters of the alphabet.

Component: **Phonemic Awareness**

- KE1a.7:** Listen to two or three phonemes when they are read aloud, and tell the number of sounds heard, whether they are the same or different, and in what order they occurred. *(When letters have a slanted line before and after them, such as /f/, /sh/, /b/, this represents the sound the letter makes, not the name of the letter.)*
Example: Listen to the sounds /f/, /m/, /s/, or /l/, /n/, /v/. Tell how many sounds were heard and whether any sounds were the same.
- KE1a.8:** Listen and say the changes in spoken syllables (a word or part of a word that contains one vowel sound) and words with two or three sounds when one sound is added, substituted, omitted, moved, or repeated.
Example: Listen to the word "bat" and tell what word is left when you take the /b/ sound away. Tell what word is left when you take the /br/ sound away from the spoken word "brother."
- KE1a.9:** Listen to and say consonant-vowel-consonant (cvc) sounds and blend the sounds to make words.
Example: Listen to the sounds /b/, /e/, /d/ and tell what word is made.
- KE1a.10:** Say rhyming words in response to an oral prompt.
Example: Say a word that rhymes with "cat."
- KE1a.11:** Listen to one-syllable words and tell the beginning or ending sounds.
Example: Tell what sound you hear at the beginning of the word "girl."

English Language Arts: Kindergarten

KE1a.12: Listen to spoken sentences and recognize individual words in the sentence; listen to words and recognize individual sounds in the words.

KE1a.13: Count the number of syllables in words.

Component:

Decoding and Word Recognition

KE1a.14: Match all consonant sounds in simple words (*such as mad, red, pin, top, sun*) to appropriate letters.

KE1a.15: Read one-syllable and high-frequency words (*often-heard*) by sight.

KE1a.16: Use self-correcting strategies when reading simple sentences.

KE1a.17: Read their own name.

KE1a.18: Understand the alphabetic principle, which means that as letters in a word change, so do the sounds.

KE1a.19: Learn and apply knowledge of alphabetic order (*first letter*) when using a classroom or school library/media center.

Component:

Accuracy and Fluency

KE1a.20: Read aloud guided reading level C 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.

KE1a.21: Read “emergently”—that is, “reread” a favorite story, recreating the words of the text with fluent intonation and phrasing.

Component:

Vocabulary and Concept Development

KE1a.22: Identify and sort common words in basic categories.

Example: Tell whether the words “blue,” “yellow,” and “red” are colors, shapes, or foods. Tell the names of some favorite colors.

KE1a.23: Identify common signs and symbols.

Example: Identify the meanings of common signs and symbols such as stop signs or store signs from the colors, shapes, logos, and letters on these signs or symbols.

KE1a.24: Listen to stories read aloud and use the vocabulary in those stories in oral language.

Standard:

KE1b: Comprehension and Analysis of Nonfiction and Informational Text
Students identify the basic facts and ideas in what they have read, heard, or seen. In Kindergarten, students will listen to and begin to read grade-level-appropriate nonfiction such as alphabet books, picture books on science, social studies, mathematics and other subjects, and beginners’ dictionaries.

Component:

Structural Features of Informational and Technical Materials

KE1b.1: Locate the title and the name of the author of a book.

English Language Arts: Kindergarten

- Component:**
- KE1b.2:** ***Analysis of Grade-Level-Appropriate Nonfiction and Informational Text***
Use pictures and context to aid comprehension and to draw conclusions or make predictions about story content.
Example: Tell “how” and “where” bees gather pollen after listening to a book about bees such as The Honey-makers by Gail Gibbons.
- KE1b.3:** Generate and respond to questions (*who, what, where*).
- KE1b.4:** Identify types of everyday print materials.
Example: Walk around the school and identify the signs in the school, such as EXIT, Principal’s Office, and Restrooms. Tell the difference between a storybook and a beginners’ dictionary.
- KE1b.5:** Identify the order (*first, last*) of information.
Example: Listen to and look at the information in a book such as Going on a Whale Watch by Bruce McMillian. Then draw pictures representing the main events of a whale watching trip in the order in which they occurred.
- Standard:**
- KE1c: **Comprehension and Analysis of Literary Text****
Students listen and respond to stories based on well-known characters, themes, plots (what happens in a story), and settings (where a story takes place). In Kindergarten, students will listen and respond to grade-level-appropriate fiction, such as classic and contemporary stories, Mother Goose nursery rhymes and other poems, songs, folktales, and plays.
- Component:**
- KE1c.1:** ***Analysis of Grade-Level-Appropriate Literary Text***
Distinguish fantasy from reality.
Example: Listen to books such as The Day Jimmy’s Boa Ate the Wash, Trinka Hakes Noble’s story about a class field trip to a farm, and Farming, Gail Gibbons’ nonfiction book about farming. Tell how these two books are different.
- KE1c.2:** Retell (*beginning, middle, end*) familiar stories.
Example: Retell the story of a folktale, such as the version of The Three Little Pigs by Steven Kellogg.
- KE1c.3:** Identify characters, settings, and important events in a story.
Example: Identify the main characters in a story, such as Noisy Nora by Rosemary Wells. Describe the setting in a familiar story, such as Goodnight Moon by Margaret Wise Brown. Retell the important events in a story, such as the folktale Jack and the Beanstalk.
- KE1c.4:** Identify favorite books and stories.
- KE1c.5:** Understand what is heard or seen by responding to questions (*including who, what, and where*).

English Language Arts: Kindergarten

Strand: **KE2: Writing**

Standard: **KE2a: Processes and Features**

Students discuss ideas and tell stories for someone to write. Students use pictures, letters, and words to write.

Component: **Organization and Focus**

KE2a.1: Discuss ideas to include in a story.

KE2a.2: Tell a story that the teacher or some other person will write.

KE2a.3: Write using pictures, letters, and words.

KE2a.4: Write phonetically spelled words (*words that are written as they sound*) and consonant-vowel-consonant words (*demonstrating the alphabetic principle*).
Example: Write correctly simple words (such as “man,” “cat,” and “run,”) and spell other words as they sound (for example; “whale” as “wal,” “jumps” as “jmps,” and “bigger” as “bgr.”) showing an understanding of what letters represent certain sounds.

KE2a.5: Write by moving from left to right and from top to bottom.

Component: **Research Process and Technology**

KE2a.6: Ask “how” and “why” questions about a topic of interest.

KE2a.7: Identify pictures and charts as sources of information and begin gathering information from a variety of sources (*books, technology*).

KE2a.8: Organize and classify information into categories of how and why or by color or size.

Standard: **KE2b: Applications (Different Types of Writing and Their Characteristics)**
In Kindergarten, students begin to write and draw pictures for specific purposes and for a specific audience (intended reader).

Component: **Writing Application**

KE2b.1: Draw pictures and write words for a specific reason.

Example: Draw a picture or write to a friend or a family member to tell about something new at school.

KE2b.2: Draw pictures and write for specific people or persons.

Example: Write or dictate an invitation to a parent to attend a classroom event.

Standard: **KE2c: English Language Conventions**

Students begin to learn and the written conventions of Standard English.

Component: **Handwriting**

KE2c.1: Print capital and lowercase letters of the alphabet, correctly shaping and spacing the letters.

English Language Arts: Kindergarten

- Component:** **Spelling**
KE2c.2: Spell independently using an understanding of the sounds of the alphabet and knowledge of letter names.
Example: Spell correctly common words, such as cat, or spell by how the word sounds, such as “kat”.
- Strand:** **KE3: Listening and Speaking**
- Standard:** **KE3a: Skills and Strategies**
Students listen and respond to oral communication. They speak in clear and coherent sentences.
- Component:** **Comprehension**
KE3a.1: Understand and follow one- and two-step spoken directions.
- Component:** **Oral Communication**
KE3a.2: Share information and ideas, speaking in complete, coherent sentences.
- Standard:** **KE3b: Applications**
Students deliver brief oral presentations about familiar experiences or interests.
- Component:** **Speaking Applications**
KE3b.1: Describe people, places, things (*including their size, color, and shape*), locations, and actions.
KE3b.2: Recite short poems, rhymes, and songs.
KE3b.3: Tell an experience or creative story in a logical sequence (*chronological order, first, second, last*).

English Language Arts: Grade 1

During the first-grade year, students become more independent readers and writers. They recognize letter sounds (phonemic awareness), see letter patterns, and identify the basic features of words and how to translate them into spoken language by using phonics. They sound out more complex vocabulary and comprehend the meanings of those words. They read fluently, orally and silently, a variety of grade-level-appropriate classic and contemporary literature, folktales, and nonfiction books on subjects of interest, alphabet books, and beginner's dictionaries. They discuss what they have read, talking about main ideas, characters, plot, and setting. They begin to write compositions and other original works, and they begin to use Standard English. They recite poems, rhymes, songs, and stories, and they make short presentations.

Strand: 1E1: Reading

Standard: 1E1a: Word Recognition, Fluency, and Vocabulary Development
Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (such as -s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.

Component: Concepts about Print

1E1a.1: Match oral words to printed words.

1E1a.2: Identify letters, words, and sentences.

1E1a.3: Recognize that sentences start with capital letters and end with punctuation such as periods, question marks, and exclamation points.

Component: Phonemic Awareness

1E1a.4: Distinguish beginning, middle, and ending sounds in single-syllable words (words with only one vowel sound).

Example: Tell the sound that comes at the beginning of the word "sun;" tell the sound that comes at the end of the word "cloud;" tell the sound that comes in the middle of the word "boat."

1E1a.5: Recognize different vowel sounds in orally stated single-syllable words.

Example: Say the sound that is in the middle of the word "bit;" say the sound that is in the middle of the word "bite;" tell whether this is the same sound or a different sound.

1E1a.6: Recognize that vowels' sounds can be represented by different letters.

1E1a.7: Create and state a series of rhyming words.

1E1a.8: Add, delete, or change sounds to change words.

Example: Tell what letter you would have to change to make the word "cow" into the word "how." Tell what letter you would have to change to make the word "pan" into "an."

1E1a.9: Blend two to four phonemes (sounds) into recognizable words.

Example: Tell what word is made by the sounds /b/ /a/ /t/. Tell what word is made by the sounds /f/ /a/ /t/.

English Language Arts: Grade 1

Component:

Decoding and Word Recognition

- 1E1a.10:** Generate the sounds from all the letters and from a variety of letter patterns, including consonant blends and long- and short-vowel patterns (*a, e, i, o, u*) and blend those sounds into recognizable words.
- 1E1a.11:** Identify important signs and symbols, such as stop signs, school crossing signs, or restroom symbols from the colors, shapes, logos, and letters on the signs or symbols.
- 1E1a.12:** Read common sight words (*words that are often seen and heard*).
- 1E1a.13:** Use phonic and context clues as self-correction strategies when reading.
- 1E1a.14:** Read words by using knowledge of vowel digraphs (*two vowels that make one sound such as the ea in eat*) and knowledge of how vowels sounds change when followed by the letter *r* (*such as the ea in the word ear*).
Example: Correctly read aloud the vowel sounds made in words such as “ear,” “eat,” “near,” “their,” or “wear.”
- 1E1a.15:** Read common word patterns (*such as -ite, -ate*).
Example: Read words such as “gate,” “late,” and “kite.”

Component:

Accuracy and Fluency

- 1E1a.16:** Read aloud smoothly and easily in familiar text.
- 1E1a.17:** Read aloud independently unfamiliar guided reading level I books that they have previewed silently on their own, using intonation, pauses and emphasis that signal the meaning of the text.
- 1E1a.18:** Use the cues of punctuation—including commas, periods, question marks and quotation marks—to guide them in getting meaning and fluently reading aloud.
Example: 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).

Component:

Vocabulary and Concept Development

- 1E1a.19:** Read and understand simple compound words (*such as birthday, anything*) and contractions (*such as isn’t, aren’t, can’t, won’t*).
- 1E1a.20:** Read and understand root words and their inflectional forms (*such as look: looks, looked, looking*).
Example: Recognize that the “s” added to the end of “chair” makes it mean more than one chair. Recognize that adding “ed” to the end of “jump” makes it mean jumping that happened in the past.
- 1E1a.21:** Classify categories of words.
Example: Tell which of the following are fruits and which are vegetables: bananas, oranges, apples, carrots, and peas.

English Language Arts: Grade 1

- Standard:** **1E1b: Comprehension and Analysis of Nonfiction and Informational Text**
Students read and understand grade-level-appropriate material. At Grade 1, in addition to regular classroom reading, students begin to read a variety of nonfiction, such as alphabet books, picture books, books in different subject areas, children’s magazines and periodicals, and beginner’s dictionaries.
- Component:** **Structural Features of Informational and Technical Materials**
- 1E1b.1:** Identify the title, author, illustrator, and table of contents of a reading selection.
- 1E1b.2:** Identify text that uses sequence or other logical order.
Example: Explain how an informational text is different from a story. Tell what might be included in an informational book that uses sequence, such as a book on making a bird feeder like The Bird Table by Pauline Cartwright.
- Component:** **Analysis of Grade-Level-Appropriate Nonfiction and Informational Text**
- 1E1b.3:** Respond to who, what, when where, why, and how questions and recognize the main idea of what is read.
Example: After reading or listening to a science book such as Gator or Croc by Allan Fowler, students answer questions about reptiles and discuss the main idea.
- 1E1b.4:** Follow one-step written instructions.
- 1E1b.5:** Use context (*the meaning of surrounding text*) to understand word and sentence meanings.
- 1E1b.6:** Draw conclusions or confirm predictions about what will happen next in a text by identifying key words (*signal words that alert the reader to a sequence of events, such as before, first, during, while, as, at the same time, after, then, next, at last, finally, now, when or cause and effect, such as because, since, therefore, so*).
Example: After reading a book on bats such as Bats: Creatures of the Night discuss what words give clues about predicting where bats could be found or how they locate food.
- 1E1b.7:** Relate prior knowledge to what is read.
Example: Before reading books, such as How Much Is a Million by David Schwartz, discuss students’ estimates of large quantities.

English Language Arts: Grade 1

Standard: **1E1c: Comprehension and Analysis of Literary Text**
Students read and respond to a wide variety of children’s literature. At grade 1, students begin to read a wide variety of fiction, such as classic and contemporary stories, poems, folktales, songs, plays, and other genres.

Component: **Analysis of Grade-Level-Appropriate Literary Text**

- 1E1c.1:** Identify and describe the plot, setting, and character(s) in a story. Retell a story’s beginning, middle, and ending.
Example: Read a story, such as Arthur’s Prize Reader by Lillian Hoban. Retell the story, including descriptions of characters and plot of the story, by telling about what happens to Arthur in the contest that he enters and the one that he helps his sister to enter. Plot the story onto a story map.
- 1E1c.2:** Describe the roles of authors and illustrators.
Example: Read a book, such as The Very Hungry Caterpillar by Eric Carle or Where the Wild Things Are by Maurice Sendak, in which the art is especially important in telling the story. Describe the role of the author and illustrator and discuss how the pictures help to tell the story.
- 1E1c.3:** Confirm predictions about what will happen next in a story.
Example: Read part of a story, such as The Musicians of Bremen: A Tale from Germany by Jane Yolen, and tell what might happen next and how the story might end.
- 1E1c.4:** Distinguish fantasy from reality.
- 1E1c.5:** Understand what is read by responding to questions (*such as who, what, when, where, why, and how*).

Strand: **1E2: Writing**

Standard: **1E2a: Processes and Features**
Students discuss ideas for group stories and other writing. Students write clear sentences and paragraphs that develop a central idea. Students progress through the stages of the writing process, including prewriting, drafting, revising, and editing multiple drafts.

Component: **Organization and Focus**

- 1E2a.1:** Discuss ideas and select a focus for group stories or other writing.
- 1E2a.2:** Use graphic organizers to plan writing.

Component: **Research Process and Technology**

- 1E2a.3:** Begin asking questions to guide topic selection and ask “how” and “why” questions about a topic of interest.
- 1E2a.4:** Identify a variety of sources of information (*such as books, online sources, pictures, charts, tables of contents, diagrams*) and document the sources (*titles*).

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1E2a.5: Organize and classify information by constructing categories on the basis of observation.

Component: ***Evaluation and Revision***

1E2a.6: Revise writing for others to read.

Standard: **1E2b: Applications (Different Types of Writing and Their Characteristics)**
At Grade 1, students begin to write compositions that describe and explain familiar objects, events, and experiences. Students use their understanding of the sounds of words to write simple rhymes. Student writing demonstrates a command of Standard English and the drafting, research, and organizational strategies outlined in Standard 1E2a: Writing Processes and Features. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.

Component: ***Writing Application***

1E2b.1: Write brief narratives (*stories*) describing an experience.
Example: Write a short story entitled "My Friend", describing an experience with a friend that is real or imagined.

1E2b.2: Write brief expository (*informational*) descriptions of a real object, person, place, or event, using sensory details.
Example: Write a description of a family member, a pet, or a favorite toy (include enough detail so that the reader can picture the person, animal, or object.)

1E2b.3: Write simple rhymes.

1E2b.4: Use descriptive words when writing.
Example: Use varied words to describe events, people, and places such as describing a day as a "sunny day" or "cloudy day."

1E2b.5: Create grade-level-appropriate writings for different purposes and to a specific audience or person.
Example: Write a thank-you note to the store manager after a field trip to the local supermarket.

Standard: **1E2c: English Language Conventions**
Students write using Standard English conventions appropriate to the 1st grade level.

Component: ***Handwriting***

1E2c.1: Print legibly and space letters, words, and sentences appropriately.

Component: ***Sentence Structure***

1E2c.2: Write in complete sentences.

Component: ***Grammar***

1E2c.3: Identify and correctly use singular and plural nouns (*such as dog/dogs*).

1E2c.4: Identify and correctly use contractions (*such as isn't, aren't, can't*).

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1E2c.5: Identify and correctly write possessive nouns (*such as cat's meow, girls' dresses*) and possessive pronouns (*such as my/mine, his/hers*).

Component: **Punctuation**

1E2c.6: Correctly use periods (*such as I am five.*), exclamation points (*such as Help!*), and question marks (*such as How old are you?*) at the end of sentences.

Component: **Capitalization**

1E2c.7: Capitalize the first word of a sentence, names of people, and the pronoun I.

Component: **Spelling**

1E2c.8: Spell correctly three- and four-letter words (*such as can, will*) and grade-level-appropriate sight words (*such as red, fish*).

Strand: **1E3: Listening and Speaking**

Standard: **1E3a: Skills and Strategies**

Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation (raising and lowering voice).

Component: **Comprehension**

1E3a.1: Listen attentively (*pay attention to spoken and non-spoken messages*) and focus on (*give attention to*) the speaker.

1E3a.2: Ask questions for clarification and understanding.

1E3a.3: Restate, give and follow simple two step directions.

Component: **Organization and Delivery of Oral Communication**

1E3a.4: Stay on the topic when speaking.

1E3a.5: Use descriptive detail when speaking about people, places, things, and events.

Standard: **1E3b: Applications**

Students deliver brief oral presentations about familiar experiences or interests that are organized around a coherent thesis statement (a statement of topic). Students use the same Standard English conventions for oral speech that they use in their writing.

Component: **Speaking Applications**

1E3b.1: Recite poems, rhymes, songs, and stories.

1E3b.2: Retell stories using basic story grammar (*the main character, his/her problem, his/her attempts to solve the problem, and the chain of events that lead to a resolution*) and relating the sequence of story events by answering "who, what, when, where, why and how" questions.

1E3b.3: Relate an important life event or personal experience in a simple sequence.

English Language Arts: Grade 2

During the second-grade year, students gain more skills in reading, writing, speaking, and listening. They demonstrate an awareness of sounds that are made by different letters, and they practice decoding words by using phonics while they learn new concepts, such as prefixes and suffixes, that help them understand the meaning of new vocabulary. They read fluently. They ask and respond to questions, make predictions, and compare information in order to comprehend what they read. They read a variety of grade-level-appropriate classic and contemporary literature, poetry, nonfiction books in different subject areas, children's magazines, and dictionaries. They learn to use the conventions of Standard English and a writing process to write clear sentences and paragraphs that develop a central idea. They also deliver brief oral presentations, tell stories, and perform plays.

Strand: **2E1: Reading**

Standard: **2E1a: Word Recognition, Fluency, and Vocabulary Development**
Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (such as -s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.

Component: **Phonemic Awareness**
2E1a.1: Demonstrate an awareness of the sounds that are made by different letters by:
 a. Distinguishing beginning, middle, and ending sounds in words.
 b. Rhyming words.
 c. Clearly pronouncing blends and vowel sounds.

Component: **Decoding and Word Recognition**
2E1a.2: Recognize and use knowledge of spelling patterns (*such as cut/cutting, slide/sliding*) when reading.
2E1a.3: Decode (*sound out*) regular words with more than one syllable (*such as dinosaur, vacation*).
2E1a.4: Recognize common abbreviations (*such as Jan., Fri.*).
2E1a.5: Identify and correctly use regular plural words (*such as mountain/mountains*) and irregular plural words (*such as mouse/mice, child/children*).
2E1a.6: Know and use common word families (*such as -ale, -est, -ine, ock, -ump*) when reading unfamiliar words.

Component: **Accuracy and Fluency**
2E1a.7: Read aloud fluently and accurately with appropriate changes in voice and expression.
2E1a.8: Read aloud independently unfamiliar guided reading level M books that they have previewed silently on their own, using intonation, pauses and emphasis that signal the meaning of the text.
2E1a.9: Use the cues of punctuation—including commas, periods, question marks and quotation marks—to guide them in getting meaning and fluently reading aloud.

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- Component:** **Vocabulary and Concept Development**
- 2E1a.10:** Understand and explain common synonyms (*words with the same meaning*) and antonyms (*words with opposite meanings*).
- 2E1a.11:** Use knowledge of individual words to predict the meaning of unknown compound words (*such as lunchtime, lunchroom, daydream, raindrop*).
- 2E1a.12:** Know the meaning of simple prefixes (*word parts added at the beginning of words such as un-*) and suffixes (*word parts added at the end of words such as -ful*).
- 2E1a.13:** Identify simple multiple-meaning words (*for example; pet, dress, change, duck*).
- Standard:** **2E1b: Comprehension and Analysis of Nonfiction and Informational Text**
Students read and understand grade-level-appropriate material. At Grade 2, in addition to regular classroom reading, students read a variety of nonfiction, such as books in many different subject areas, children’s magazines and periodicals, dictionaries, and other reference or technical materials.
- Component:** **Structural Features of Informational and Technical Materials**
- 2E1b.1:** Use titles, tables of contents, and chapter headings to locate information in text.
- 2E1b.2:** Identify text that uses sequence or other logical order (*alphabetical order or time*).
- Component:** **Analysis of Grade-Level-Appropriate Nonfiction and Informational Text**
- 2E1b.3:** State the purpose for reading.
Example: Read an informational text about pets to decide what kind of animal would make the best pet.
- 2E1b.4:** Use knowledge of the author’s purpose(s) to comprehend informational text.
Example: Read an informational text that compares different people, animals, or plants, such as What Do You Do with a Tail Like This? By Robin Page and Steve Jenkins.
- 2E1b.5:** Ask and respond to questions (*including when, who, where, why, what if, how*) to aid comprehension about important elements of informational texts.
Example: After reading a short account about the first man on the moon, ask and answer “why”, “what if”, and “how” questions to demonstrate understanding of the lunar landing.
- 2E1b.6:** Restate facts and details or summarize the main idea in the text to clarify and organize ideas.
Example: Summarize information learned from a text, such as details about ant colonies stated in books like Ant Cities by Arthur Dorros or reported about spider webs in books such as Spider Magic by Dorothy Hinshaw Patent.

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- 2E1b.7:** Recognize cause-and-effect relationships in a text.
Example: Read an informational book that explains some common scientific causes and effects, such as the growth of a plant from a seed or the effects of different weather patterns, such as too much snow or rain at one time causing flooding.
- 2E1b.8:** Interpret information from diagrams, charts, and graphs.
Example: Use a five-day weather chart or a weather chart on the Internet to determine the weather for the coming weekend.
- 2E1b.9:** Follow two-step written instructions.
- 2E1b.10:** Use context (*the meaning of the surrounding text*) to understand word and sentence meanings.
- 2E1b.11:** Draw conclusions or confirm predictions about what will happen next in a text by identifying key words (signal words that alert the reader to a sequence of events, such as *before, first, during, while, as, at the same time, after, then, next, at last, finally, now, when* or cause and effect, such as *because, since, therefore, so*).

Standard: **2E1c: Comprehension and Analysis of Literary Text**
Students read and respond to a wide variety of significant works of children’s literature. At Grade 2, students read a wide variety of fiction, such as classic and contemporary stories, poems, folktales, songs, plays, and other genres.

- Component:** **Analysis of Grade-Level-Appropriate Literary Text**
- 2E1c.1:** Compare plots, settings, and characters presented by different authors.
Example: Read and compare books such as Strega Nona, an old Italian folktale retold by Tomie DePaola and Ox Cart Man by Donald Hall.
- 2E1c.2:** Create different endings to stories and identify the problem and the impact of the different ending.
Example: Read a story, such as a Fin M’Coul – The Giant of Knockmany Hill, Tomie Depaola’s retelling of an Irish folktale. Then, discuss the possible endings to the story, such as how the story would change if Fin’s wife had not helped him or if Fin were not a giant.
- 2E1c.3:** Compare and contrast versions of same stories from different cultures.
Example: Compare fairy tales and folktales that have been retold by different cultures, such as The Three Little Pigs and the southwestern/Latino version The Three Little Javelinas by Susan Lowell, or Cinderella and the African version, Mufaro’s Beautiful Daughters by John Steptoe.
- 2E1c.4:** Identify the use of rhythm, rhyme, and alliteration (using words with repeating consonant sounds) in poetry or fiction.
Example: Listen to or read a rhyme in a book such as A, My Name is Alice by Jane Bayer. Tell which technique (rhythm, rhyme, or alliteration) the writer used to make the poems fun to read and/or hear.
- 2E1c.5:** Confirm predictions about what will happen next in a story.
- 2E1c.6:** Identify the meaning or lesson of a story.

English Language Arts: Grade 2

Strand: **2E2: Writing**

Standard: **2E2a: Processes and Features**

Students write clear sentences and paragraphs that develop a central idea. Students progress through the stages of the writing process, including prewriting, drafting, revising, and editing multiple drafts.

Component: **Organization and Focus**

2E2a.1: Create a list of ideas for writing.

2E2a.2: Organize related ideas together to maintain a consistent focus.

Component: **Research Process and Technology**

2E2a.3: Find ideas for writing stories and descriptions in pictures or books.

2E2a.4: Identify a variety of sources of information (*such as books, online sources, pictures, charts, tables of contents, diagrams*) and document the sources (*titles*).

2E2a.5: Understand the purposes of various reference materials (*such as a dictionary, thesaurus, or atlas*).

2E2a.6: Use a computer to draft, revise, and publish writing.

Component: **Analysis of Grade-Level-Appropriate Nonfiction and Informational Text**

2E2a.7: Review, evaluate, and revise grade-level-appropriate writing for meaning and clarity.

2E2a.8: Proofread one's own writing, as well as that of others, using an editing checklist or list of rules.

2E2a.9: Revise original drafts to improve sequence (*the order of events*) or to provide more descriptive detail.

Standard: **2E2b: Applications (Different Types of Writing and Their Characteristics)**

At Grade 2, students are introduced to letter writing. Students continue to write compositions that describe and explain familiar objects, events, and experiences. Students continue to write simple rhymes and poems. Student writing demonstrates a command of Standard English and the drafting, research, and organizational strategies outlined in Standard - 2E2a: Writing Processes and Features. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.

Component: **Writing Application**

2E2b.1: Write brief narratives based on experiences that move through a logical sequence of events (*chronological order, order of importance*); and describe the setting, characters, objects, and events in detail.

Example: Write a story about an experience that took place. Tell the story in the order that it happened and describe it in enough detail so that the reader can picture clearly the place, people, and events.

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Writing Application

- 2E2b.2:** Write a brief description of a familiar object, person, place, or event that develops a main idea and uses details to support the main idea
Example: Write a descriptive piece on a topic, such as Houses Come in Different Shapes and Sizes.
- 2E2b.3:** Write a friendly letter complete with the date, salutation (*greeting, such as Dear Mr. Smith*), body, closing, and signature.
Example: Write a letter to the police department in your town asking if someone can come to your classroom to talk about bicycle safety.
- 2E2b.4:** Write rhymes and simple poems.
- 2E2b.5:** Use descriptive words when writing.
- 2E2b.6:** Create grade-level-appropriate writings for different purposes and to a specific audience or person.
Example: Write a description of your favorite book to recommend the book to a friend.
- 2E2b.7:** Write responses to literature that demonstrate an understanding of what is read and support statements with evidence from the text.
Example: Write a description of a favorite character in a book. Include examples from the book to show why this character is such a favorite.

Component:

Research Application

- 2E2b.8:** Write or deliver a research report developed using a systematic research process (*defines the topic, gathers information, determines credibility, reports findings*) and that:
- a. Uses a variety of resources (*such as books, technology, pictures, charts, tables of contents, diagrams*) and documents sources (*titles and authors*); and
 - b. Organizes information by categorizing it into single categories (*such as size or color*) or includes information gained through observation.
Example: After making observations and completing research at the library, write a report about animals that live in water or about different modes of transportation.

Standard:

- 2E2c: English Language Conventions**
Students write using Standard English conventions appropriate to the 2nd grade level.

Component:

Handwriting

- 2E2c.1:** Form letters correctly and space words and sentences properly so that writing can be read easily by another person.

Component:

Sentence Structure

- 2E2c.2:** Distinguish between complete and incomplete sentences.
Example:
Complete: When Tom hit the ball, he was proud.
Incomplete: when Tom hit the ball
- 2E2c.3:** Use the correct word order in written sentences.

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- Component:** **Grammar**
2E2c.4: Identify and correctly write various parts of speech, including nouns (*words that name people, places, or things*) and verbs (*words that express action or help make a statement*).
Example: Identify the noun and verb in a sentence, such as “Maria (noun) and a friend (noun) played (verb) for a long time.”
- Component:** **Punctuation**
2E2c.5: Use commas in the greeting (*such as Dear Sam,*) and closure of a letter (*such as Love, or Your friend,*) and with dates (*such as March 22, 2000*) and items in a series (*such as Tony, Steve, and Bill*).
2E2c.6: Use quotation marks correctly to show that someone is speaking.
Example:
Correct: “You may go home now,” she said.
Incorrect: “You may go home now she said.”
- Component:** **Capitalization**
2E2c.7: Capitalize all proper nouns (*names of specific people or things such as Mike, Indiana, Jeep*), words at the beginning of sentences and greetings, months and days of the week, and titles (*such as Dr., Mr., Mrs., Miss*) and initials in names.
- Component:** **Spelling**
2E2c.8: Spell correctly words that do not fit common spelling patterns which are used frequently but do not fit common spelling patterns (*such as was, were, says, said, who, what, why*).
2E2c.9: Spell correctly words with short and long vowel sounds (*a, e, i, o, u*), r-controlled vowels (*ar, er, ir, or, ur*) and consonant-blend patterns (*bl, dr, st*).
Examples:
Short vowels: actor, effort, ink, chop, unless
Long vowels: ice, equal, bind, hoe, use
r-controlled: park, supper, bird, corn, further
consonant blends: blue, crash, desk, speak, coast
- Strand:** **2E3: Listening and Speaking**
- Standard:** **2E3a: Skills and Strategies**
Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation (raising and lowering voice).
- Component:** **Comprehension**
2E3a.1: Determine the purpose or purposes of listening (*such as to obtain information, to solve problems, or to enjoy humor*).
2E3a.2: Ask for clarification and explanation of stories and ideas.
2E3a.3: Paraphrase (*restate in their own words*) information that has been shared orally by others.
2E3a.4: Restate, give and follow three step oral directions.

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- Component:**
- 2E3a.5:** ***Organization and Delivery of Oral Communication***
Organize presentations to maintain a clear focus.
 - 2E3a.6:** Speak clearly and at an appropriate pace for the type of communication (*such as an informal discussion or a report to class*).
 - 2E3a.7:** Tell experiences in a logical order (*such as chronological order, order of importance, spatial order*).
 - 2E3a.8:** Retell stories, including characters, setting, and plot.
 - 2E3a.9:** Report on a topic with supportive facts and details.
 - 2E3a.10:** Use descriptive words when speaking about people, places, things, and events.
- Standard:**
- 2E3b: Applications**
Students deliver brief oral presentations about familiar experiences or interests that are organized around a point of view or thesis statement. Students use the same Standard English conventions for oral speech that they use in their writing.
- Component:**
- 2E3b.1:** ***Speaking Applications***
Recount experiences or present stories that move through a logical sequence of events (*chronological order, order of importance, spatial order*); and describe story elements, including characters, plot, and setting.
 - 2E3b.2:** Report on a topic with facts and details, drawing from several sources of information.
 - 2E3b.3:** Recite poems, rhymes, songs, and stories.
 - 2E3b.4:** Provide descriptions with careful attention to sensory detail.

English Language Arts: Grade 3

During the third-grade year, students move from decoding words to learning more about what words mean. They learn longer and more difficult words that express abstract ideas, such as time. They also start thinking more about what they read. They identify and discuss main ideas, characters, plot, setting, and theme. They read a variety of grade-level-appropriate classic and contemporary literature and add biographies, historical fiction, science fiction, and mythology to what they have read in earlier grades. They get to know the kind of writing and organization used in textbooks. They read fluently, with expression and without stopping to figure out what each word means. They write clear sentences and paragraphs that demonstrate an awareness of audience and purpose. They also deliver brief oral presentations, tell stories, and perform plays.

Strand: **3E1: Reading**

Standard: **3E1a: Word Recognition, Fluency, and Vocabulary Development**
Students understand the basic features of words. They select letter patterns and know how to translate them into spoken language using phonics (an understanding of the different letters that make different sounds), syllables, word parts (un-, -ful), and context (the meaning of the text around a word). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.

Component: ***Decoding and Word Recognition***

3E1a.1: Know and use word families when reading unfamiliar words (*such as –out, -ight, -eign, ail*).

3E1a.2: Read words with several syllables (*using multiple decoding strategies when needed*).

3E1a.3: Read aloud grade-level-appropriate literary and informational texts fluently and accurately and with appropriate timing, change in voice, and expression.

Component: ***Accuracy and Fluency***

3E1a.4: Read aloud independently from guided reading level P books that they have previewed silently on their own, using intonation, pauses and emphasis that signal the meaning of the text.

3E1a.5: Read easily words with irregularly spelled suffixes (*such as -ous, -ion, -ive*).

Component: ***Vocabulary and Concept Development***

3E1a.6: Determine the meanings of words using knowledge of synonyms (*words with the same meaning*), antonyms (*words with opposite meanings*), homophones (*words that sound the same, but have different meanings and spellings*), and homographs (*words that are spelled the same, but have different meanings*).

Example: Understand that words, such as “fair” and “fare,” are said the same way but have different meanings. Know the difference between two meanings of the word “present” when used in sentences such as “I need to buy my sister a present for her birthday.” and “All need to be present for a unanimous vote.”

3E1a.7: Demonstrate knowledge of grade-level-appropriate words to speak specifically about different issues.

3E1a.8: Use sentence and word context to find the meaning of unknown words.

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- 3E1a.9:** Use a dictionary to learn the meaning and pronunciation of unknown words.
- 3E1a.10:** Use knowledge of prefixes (*word parts added at the beginning of words such as un-, pre-*) and suffixes (*word parts added at the end of words such as -er, -ful, -less*) to determine the meaning of words.
- 3E1a.11:** Identify multiple-meaning words (*such as puzzle, fire, string, might*).

Standard: **3E1b: Comprehension and Analysis of Nonfiction and Informational Text**
Students read and understand grade-level-appropriate material. At Grade 3, in addition to regular classroom reading, students read a variety of nonfiction, such as biographies, books in many subject areas, children’s magazines and periodicals, and other reference and technical materials.

Component: **Structural Features of Informational and Technical Materials**

3E1b.1: Use titles, tables of contents, chapter headings, a glossary, or an index to locate information in text.

3E1b.2: Identify text that uses sequence or other logical order (*such as alphabetical, time, categorical*).

Component: **Analysis of Grade-Level-Appropriate Nonfiction and Informational Text**

3E1b.3: Ask questions and support answers by connecting prior knowledge with literal information from the text.
Example: When reading informational materials about science topics or social science subjects, compare what is read to background knowledge about the subject.

3E1b.4: Show understanding by identifying answers in the text.
Example: After generating a question about information in a text, skim and scan the remaining text to find the answer to the question.

3E1b.5: Recall major points in the text and make and revise predictions about what is read.
Example: Listen and view a book about the physical dimensions of various animals and their habitats. Also, discuss the artistic methods the author used to represent the animals.

3E1b.6: Distinguish the main idea and supporting details in expository (*informational*) text.
Example: Read an informational text such as Volcano: The Eruption and Healing of Mount St. Helen’s by Patricia Lauber, and make a chart listing the main ideas from the text and the details that support them.

3E1b.7: Locate appropriate and significant information from the text, including problems and solutions.
Example: Identify the problem faced by a character in a book, such as A Gift for Rosa by Karen T. Taha, and explain how the character solved his or her problem. Identify how problems can form the motivations for new discoveries or inventions by reading informational texts about famous inventors, scientists, or explorers, such as Thomas Edison or Jonas Salk.

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3E1b.8: Follow simple multiple-step written instructions.

3E1b.9: Explain the relationship between cause and effect and between fact and opinion in informational text.

Standard: **3E1c: Comprehension and Analysis of Literary Text**
Students read and respond to a wide variety of significant works of children’s literature. At Grade 3, students read a wide variety of fiction, such as classic and contemporary literature, historical fiction, fantasy, science fiction, folklore, mythology, poetry, songs, plays, and other genres.

Component: **Structural Features of Literature**
3E1c.1: Recognize different common genres (types) of literature, such as poetry, drama, fiction, and nonfiction.
Example: Look at the same topic, such as cranes, and see how it is shown differently in various forms of literature.

Component: **Analysis of Grade-Level-Appropriate Literary Text**
3E1c.2: Comprehend basic plots of classic fairy tales, myths, folktales, legends, and fables from around the world.
Example: Read and discuss the plots of folktales from around the world that explain why animals are the way they are. Plot each story onto a story map.

3E1c.3: Determine what characters are like by what they say or do and by how the author or illustrator portrays them.
Example: Discuss and write about the comical aspects of the motorcycle-riding mouse, Ralph S. Mouse, the main character in Beverly Cleary’s book by the same name.

3E1c.4: Determine the theme or author’s message in fiction and nonfiction text.
Example: Look at the admiral qualities in Abraham Lincoln as shown in books such as the fictional story More Than Halfway There, by Janet Halliday Ervin, and the nonfiction biography Abe Lincoln’s Hat by Martha Brenner and discuss the authors’ intended message..

3E1c.5: Recognize that certain words and rhythmic patterns can be used in a selection to imitate sounds.
Example: Discuss the different words that are used to imitate sounds to explore these words further, read a book on the topic, such as Cock a Doodle Doo! What Does It Sound Like to You? by Marc Robinson, in which the author discusses the words that various languages use for such sounds as a dog’s bark, a train’s whistle, and water dripping.

3E1c.6: Identify the speaker or narrator in a selection.
Example: Read a book such as Class Clown by Johanna Hurwitz or Dinner at Aunt Connie’s House by Faith Ringgold, and identify who is telling the story. Share examples from the story that indicate who is narrating.

3E1c.8: Identify the problem and solutions in a story.

English Language Arts: Grade 3

Strand: **3E2: Writing**

Standard: **3E2a: Processes and Features**

Students find and discuss ideas for writing and keep a list of writing ideas. Students write clear sentences and paragraphs that develop a central idea. Students progress through the stages of the writing process, including prewriting, drafting, revising, and editing multiple drafts.

Component: **Organization and Focus**

3E2a.1: Find ideas for writing stories and descriptions in conversations with others; in books, magazines, or school textbooks; or on the Internet.

3E2a.2: Discuss ideas for writing, use diagrams and charts to develop ideas, and make a list or notebook of ideas.

3E2a.3: Create single paragraphs with topic sentences and simple supporting facts and details.

3E2a.4: Organize related ideas together within a paragraph to maintain a consistent focus.

Component: **Research Process and Technology**

3E2a.5: Use various reference materials (*such as a dictionary, thesaurus, atlas, encyclopedia, and online resources*).

3E2a.6: Use a computer to draft, revise, and publish writing.

Component: **Evaluation and Revision**

3E2a.7: Review, evaluate, and revise grade-level-appropriate writing for meaning and clarity.

3E2a.8: Proofread one's own writing, as well as that of others, using an editing checklist or list of rules.

3E2a.9: Revise writing for others to read, improving the focus and progression of ideas.

Standard: **3E2b: Applications (Different Types of Writing and Their Characteristics)**

At Grade 3, students continue to write compositions that describe and explain familiar objects, events, and experiences. Students write both informal and formal letters. Student writing demonstrates a command of Standard English and the drafting, research, and organizational strategies outlined in Standard 3E2a: Writing Processes and Features. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.

Component: **Writing Application**

3E2b.1: Write narratives that provide a context within which an action takes place and include details to develop the plot.

Example: Write a story based on an article in a magazine, such as Cricket or Stone Soup about what life was like 100 years ago.

English Language Arts: Grade 3

- 3E2b.2:** Write descriptive pieces about people, places, things, or experiences that develop a unified main idea and use details to support the main idea.
Examples:
1. Write a description of how to make a model boat. Include clear enough directions so that a classmate can make the model.
 2. Write a description of a favorite place using clear details so that the reader can picture the place and understand why it is a favorite place.
- 3E2b.3:** Write persuasive pieces that ask for an action or response.
Example: Write a persuasive letter to your family asking for them to prepare your favorite foods on a special occasion, such as your birthday or a holiday.
- 3E2b.4:** Write personal, persuasive, and formal letters, thank-you notes, and invitations that show awareness of the knowledge and interests of the audience; establish a purpose and context; and include the date, proper salutation, body, closing, and signature.
Examples:
1. Write a letter to a pen pal in another country describing your family, school, and town and asking the pen pal questions about himself or herself.
 2. Write an invitation asking an adult to come to speak in the classroom.
 3. Write a persuasive letter to your family asking for your favorite foods on your birthday.
- 3E2b.5:** Use varied grade-level-appropriate word choices to make writing interesting.
Example: Write stories using varied words such as “cried,” “yelled,” or “whispered” instead of “said.”
- 3E2b.6:** Create grade-level-appropriate writings for different purposes and to a specific audience or person.
Example: Write an article about the library at your school. Include a list of ways that students use the library.
- 3E2b.7:** Write responses to literature that demonstrate an understanding of what is read and support statements with evidence from the text.
Example: Write a description of the most important event in a story. Include examples from the book to show why you think this is important.

Component:

- 3E2b.8:** **Research Application**
Write or deliver research report that has been developed using a systematic research process (*including defines the topic, gathers information, determines credibility, reports findings*) and that:
- a. Use a variety of resources (*such as books, technology, pictures, charts, tables of contents, diagrams*) and documents sources (*titles and authors*); and
 - b. Organizes information by categorizing it into more than one category (*such as living and nonliving, hot and cold*) or includes information gained through observation.
- Example:* After making observations and completing research at the library, write a report that describes things found in nature and things that are found outside of nature.

English Language Arts: Grade 3

- Standard:** **3E2c: English Language Conventions**
Students write using Standard English conventions appropriate to the 3rd grade level.
- Component:** **Handwriting**
3E2c.1: Write legibly in cursive, leaving space between letters in a word, words in a sentence, and words and the edges of the paper (*margins*).
- Component:** **Sentence Structure**
3E2c.2: Write correctly complete sentences of statement, command, question, or exclamation, with final punctuation.
Examples:
4. *Declarative: This tastes very good.*
5. *Imperative: Please take your seats.*
6. *Interrogative: Are we there yet?*
7. *Exclamatory: It's a home run!*
- Component:** **Grammar**
3E2c.3: Identify and use subjects and verbs that are in agreement (*such as we are instead of we is*).
3E2c.4: Identify and use past, present, and future verb tenses properly in writing.
Examples:
1. *Past: he danced*
2. *Present: he dances*
3. *Future: he will dance*
3E2c.5: Identify and correctly use pronouns (*such as it, him, her*), adjectives (*such as brown eyes, two younger sisters*), compound nouns (*such as summertime, snowflakes*), and articles (*such as a, an, the*) in writing.
- Component:** **Punctuation**
3E2c.6: Use commas in dates (*such as August 15, 2001*), locations (*such as Augusta, Georgia*) and addresses (*such as 431 Coral Way, Miami, FL*), and for items in a series (*such as football, basketball, soccer, and tennis*).
- Component:** **Capitalization**
3E2c.7: Capitalize correctly geographical names, holidays, historical periods, and special events. (*such as We always celebrate the Fourth of July by gathering at the Mounds State Park in Anderson, Indiana.*)
- Component:** **Spelling**
3E2c.8: Spell correctly one-syllable words that have blends (*such as walk, play, blend*), contractions (*such as isn't, can't*), compounds, common spelling patterns (*such as qu-; changing win to winning; changing the ending of the word from -y to -ies to make a plural, such as cherry/cherries*), and common homophones (*words that sound the same but have different spelling, such as hair/hare*).
3E2c.9: Arrange words in alphabetical order.
Example: Given a list of words, such as apple, grapefruit, cherry, banana, pineapple, and peach, put them into correct alphabetical order: apple, banana, cherry, grapefruit, peach, and pineapple.

English Language Arts: Grade 3

Strand: **3E3: Listening and Speaking**

Standard: **3E3a: Skills and Strategies**
Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation (raising and lowering voice).

Component: **Comprehension**

3E3a.1: Retell, paraphrase, and explain what a speaker has said.

3E3a.2: Connect and relate personal experiences and ideas to those of a speaker.

3E3a.3: Answer questions completely and appropriately.

3E3a.4: Identify the musical elements of literary language such as rhymes, repeated sounds, and instances of onomatopoeia (*naming something by using a sound associated with it, such as hiss or buzz*).

3E3a.5: Give and follow four step oral directions.

Component: **Organization and Delivery of Oral Communication**

3E3a.6: Organize ideas chronologically (*in the order that they happened*) or around major points of information.

3E3a.7: Provide a beginning, middle, and end to oral presentations, including details that develop a main idea.

3E3a.8: Use clear and specific vocabulary to communicate ideas and establish the tone.

3E3a.9: Clarify and enhance oral presentations through the use of appropriate props including objects, pictures, and charts.

3E3a.10: Read prose and poetry aloud with fluency, rhythm, and timing, using appropriate changes in the tone of voice to emphasize important passages of the text being read.

Component: **Analysis and Evaluation of Oral and Media Communication**

3E3a.11: Compare ideas and points of view expressed in broadcast and print media or on the Internet.

3E3a.12: Distinguish between the speaker's opinions and verifiable facts.

3E3a.13: Evaluate different evidence (*such as facts, statistics, quotes, testimonials*) used to support claims.

English Language Arts: Grade 3

Standard: **3E3b: Applications**
Students deliver brief oral presentations about familiar experiences or interests that are organized around a coherent thesis statement (a statement of topic). Students use the same Standard English conventions for oral speech that they use in their writing.

Component:

3E3b.1: ***Speaking Applications***
Make brief narrative presentations that provide a context for an event that is the subject of the presentation; provide insight into why the selected event should be of interest to the audience; and include well-chosen details to develop characters, setting, and plot that has a beginning, middle, and end.

3E3b.2: Plan and present dramatic interpretations of experiences, stories, poems, or plays.

3E3b.3: Make descriptive presentations that use concrete sensory details to set forth and support unified impressions of people, places, things, or experiences.

English Language Arts: Grade 4

During the fourth-grade year, students continue to build their vocabularies, adding letters at the beginnings and ends of root words to create new words, such as *nation/national/nationality*. They learn variations on word meanings---synonyms, antonyms, idioms, and words with more than one meaning. They recognize key features of textbooks and begin to use a thesaurus to find related words and ideas. They read a variety of grade-level-appropriate classic and contemporary literature and expand their interest in nonfiction books, biographies, historical fiction, science fiction, and mythology. They write multiple-paragraph narrative, descriptive, and persuasive compositions that begin to use quotations or dialogue to capture their readers' attention. They use the conventions of Standard English in their written communications. They deliver oral summaries of articles and books that they have read.

By the end of Grade Four, students are expected to be reading "At the Standard" (See the DoDEA ELA Addendum 1: Reading Performance Levels). The quality and complexity of materials read should reflect the grade-level-appropriate levels.

Strand: 4E1: Reading

Standard: 4E1a: Word Recognition, Fluency, and Vocabulary Development
Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, word parts (such as un-, re-, -est, -ful), and context (the meaning of the text around a word). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.

Component: Decoding and Word Recognition

4E1a.1: Read aloud grade-level-appropriate literary and informational texts with fluency and accuracy and with appropriate timing, changes in voice, and expression.

Component: Vocabulary and Concept Development

4E1a.2: Understand and explain frequently used synonyms (*words with the same meanings*), antonyms (*words with opposite meanings*), and homographs (*words that are spelled the same but have different meanings*).

4E1a.3: Use knowledge of root words (*such as nation, national, nationality*) to determine the meaning of unknown words within a passage.

4E1a.4: Use common roots and word parts derived from Greek and Latin to analyze the meaning of complex words.

Example:

Thermometer

root word: (meter = measure)

word parts: (therm = heat)

4E1a.5: Use a thesaurus to find related words and ideas.

4E1a.6: Distinguish and interpret words with multiple meanings (*such as quarters*) by using context clues (*the meaning of the text around a word*).

4E1a.7: Use context to determine the meaning of unknown words.

English Language Arts: Grade 4

- Standard:** **4E1b: Comprehension and Analysis of Nonfiction and Informational Text**
Students read and understand grade-level-appropriate material. At Grade 4, in addition to regular classroom reading, students read a variety of nonfiction such as biographies, books in many different subject areas, magazines and periodicals, reference and technical materials, and online information.
- Component:** **Structural Features of Informational and Technical Materials**
- 4E1b.1:** Use the organization of informational text to strengthen comprehension.
Example: Read informational texts that are organized by comparing and contrasting ideas, by discussing causes for and effects of events, or by sequential order and use this organization to understand what is read. Use graphic organizers, such as webs, flow charts, concept maps, or Venn diagrams to show the organization of the text.
- 4E1b.2:** Identify informational texts written in narrative form (sometimes with undeveloped characters and minimal dialogue) using sequence or chronology.
Example: Read informational texts, such as a science experiment or a short historical account, and identify the type of organization used to understand what is read.
- Component:** **Analysis of Grade-Level-Appropriate Nonfiction and Informational Text**
- 4E1b.3:** Use appropriate strategies when reading for different purposes.
Example: Read and take notes on an informational text that will be used for a report. Skim a text to locate specific information. Use graphic organizers to show the relationship of ideas in the text.
- 4E1b.4:** Draw conclusions or make and confirm predictions about text by using prior knowledge and ideas presented in the text itself, including illustrations, titles, topic sentences, important words, foreshadowing (*clues that indicate what might happen next.*) and direct quotations.
Example: After reading an informational text, such as Camouflage: A Closer Look by Joyce Powzyk, use information gained from the text to predict what an animal might do to camouflage itself in different landscapes.
- 4E1b.5:** Evaluate new information and hypotheses (*statements of theories or assumptions*) by testing them against known information and ideas.
Example: Compare what is already known and thought about ocean life to new information encountered in reading, such as in the book Amazing Sea Creatures by Andrew Brown.
- 4E1b.6:** Recognize main ideas and supporting details presented in expository texts.
- 4E1b.7:** Compare and contrast information on the same topic after reading several passages or articles.
Example: Read several information texts about guide dogs, such as A Guide Dog Puppy Grows Up by Carolyn Arnold, Buddy: The First Seeing Eye Dog by Eva Moore, and Follow My Leader by James B. Garfield, then compare and contrast the information presented in each.

English Language Arts: Grade 4

4E1b.8: Distinguish between cause and effect and between fact and opinion in informational text.

Example: In reading an article about how snowshoe rabbits change color, distinguish facts (e.g., “Snowshoe rabbits change color from brown to white in the winter”) from opinions (e.g., “Snowshoe rabbits are very pretty animals because they can change colors.”)

4E1b.9: Follow multiple-step instructions in a grade-level-appropriate basic technical manual.

Example: Follow directions to learn how to use computer commands or play a video game.

Standard:

4E1c: Comprehension and Analysis of Literary Text

Students read and respond to a wide variety of significant works of children’s literature. At Grade 4, students read a wide variety of fiction, such as classic and contemporary literature, historical fiction, fantasy, science fiction, folklore, mythology, poetry, songs, plays, and other genres.

Component:

Structural Features of Literature

4E1c.1: Describe the differences of various imaginative forms of literature, including fantasies, fables, myths, legends, and other tales.

Example: After reading some of the Greek or Norse myths found in such books as Book of Greek Myths or Book of Norse Myths, both by Ingri and Edgar D’Aulaire, discuss how myths were sometimes used to explain physical phenomena like movement of the sun across the sky or the sound of thunder.

Component:

Analysis of Grade-Level-Appropriate Literary Text

4E1c.2: Identify the main events of the plot, including their causes and the effects of each event on future actions, and the major theme from the story action.

Example: Discuss the causes and effects of the main event of the plot in each story in books such as Rudyard Kipling’s collection of animal tales, The Jungle Book.

4E1c.3: Use knowledge of the situation, setting, and a character’s traits, motivations, and feelings to determine the causes for that character’s actions.

Example: After reading a story, such as The Sign of the Beaver by Elizabeth George Speare, tell how the Native American character’s actions are influenced by his being in a setting in which he is very familiar and feels comfortable, as opposed to another character, Matt.

4E1c.4: Compare and contrast tales from different cultures by tracing the adventures of one character type. Tell why there are similar tales in different cultures.

Example: Read a book of trickster tales from other countries, such as Barefoot Book of Trickster Tales retold by Richard Walker. Describe the similarities in these tales in which a main character, often an animal, outwits other animals, humans, or forces in nature. Then, tell how these tales are different from each other.

English Language Arts: Grade 4

- 4E1c.5:** Define figurative language such as, similes, metaphors, hyperbole, or personification, and identify its use in literary works.
- a. Simile: a comparison that uses like or as
 - b. Metaphor: an implied comparison
 - c. Hyperbole: an exaggeration for effect
 - d. Personification: a description that represents a thing as a person
- Examples:*
1. Identify a simile, such as “*Twinkle, twinkle little star... like a diamond in the sky*”.
 2. Identify a metaphor, such as “*You were the wind beneath my wings*”.
 3. Identify an example of hyperbole, such as “*Cleaner than clean, whiter than white*”.
 4. Identify an example of personification, such as “*The North Wind told the girl that he would blow so hard it would be impossible to walk up the steep hill*”.
- 4E1c.6:** Determine the theme.
Example: Identify the theme in a classic novel, such as Hans Brinker or The Silver Skates by Mary Mapes Dodge.
- 4E1c.7:** Identify the narrator in a selection and tell whether the narrator or speaker is involved in the story.

Strand: **4E2: Writing**

Standard: **4E2a: Processes and Features**
Students write clear sentences and paragraphs that develop a central idea. Students progress through the stages of the writing process, including prewriting, drafting, revising, and editing multiple drafts.

Component: **Organization and Focus**

4E2a.1: Discuss ideas for writing. Find ideas for writing in conversations with others and in books, magazines, newspapers, school textbooks, or on the Internet. Keep a list or notebook of ideas.

4E2a.2: Select a focus, an organizational structure, and a point of view based upon purpose, audience, length, and format requirements for a piece of writing.

4E2a.3: Write informational pieces with multiple paragraphs that provide an introductory paragraph; establish and support a central idea with a topic sentence at or near the beginning of the first paragraph; include supporting paragraphs with simple facts, details, and explanations; present important ideas or events in sequence or in chronological order; provide details and transitions to link paragraphs; conclude with a paragraph that summarizes the points; and use correct indentation at the beginning of paragraphs.

4E2a.4: Use logical organizational structures for providing information in writing, such as chronological order, cause and effect, similarity and difference, and posing and answering a question.

English Language Arts: Grade 4

- Component:** ***Research Process and Technology***
- 4E2a.5:** Quote or paraphrase information sources, citing them appropriately.
- 4E2a.6:** Locate information in reference texts by using organizational features, such as prefaces and appendixes.
- 4E2a.7:** Use multiple reference materials and online information (*the Internet*) as aids to writing.
- 4E2a.8:** Understand the organization of almanacs, newspapers, and periodicals and how to use those print materials.
- 4E2a.9:** Use a computer to draft, revise, and publish writing, demonstrating basic keyboarding skills and familiarity with common computer terminology.

- Component:** ***Evaluation and Revision***
- 4E2a.10:** Review, evaluate, and revise grade-level-appropriate writing for meaning and clarity.
- 4E2a.11:** Proofread one's own writing, as well as that of others, using an editing checklist or list of rules, with specific examples of corrections of frequent errors.
- 4E2a.12:** Revise writing by combining and moving sentences and paragraphs to improve the focus and progression of ideas.

- Standard:** **4E2b: Applications (Different Types of Writing and Their Characteristics)**
- Students at Grade 4 are introduced to writing informational reports and responses to literature. Students continue to write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of Standard English and the drafting, research, and organizational strategies outlined in Standard 4E2a: Writing Processes and Features. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.*

- Component:** ***Writing Application***
- 4E2b.1:** Write narratives that include ideas, observations or memories of an event or experience, provide a context to allow the reader to imagine the world of the event or experience and use concrete sensory details.
- Example: Prepare a narrative on how and why immigrants come to the United States. To make the story more realistic, use information from an older person who may remember first hand the experience of coming to America.*
- 4E2b.2:** Write responses to literature that demonstrate an understanding of a literary work and support statements with evidence from a text.
- Example: Write a description of a favorite character in a book. Include examples from the book to show why this character is such a favorite.*
- 4E2b.3:** Use varied grade-level-appropriate word choices to make writing interesting.
- Example: Write stories using descriptive words in place of common words; for instance, use enormous, gigantic, or giant for the word big.*

English Language Arts: Grade 4

- 4E2b.4:** Write for different purposes (*information, persuasion, description*) and to a specific audience or person.
Example: Write a persuasive report for your class about your hobby or interest. Use charts or pictures, when appropriate, to help motivate your audience to take up your hobby or interest.

Component:

Research Application

- 4E2b.5:** Write or deliver research reports that have been developed using a systematic research process (*including; define the topic, gather information, determine credibility, report findings*); and that:
- a. include information from a variety of sources (*such as books, technology, multimedia*) and document sources (*such as titles and authors*); and
 - b. demonstrate that gathered information has been summarized, organized into multiple categories (*such as solid, liquid, and gas or reduce, reuse, and recycle*) or includes information gained through observation.
- Example: After talking to local officials and conducting library or Internet research, write a report about the history of the different people and immigrant groups who settled in Indiana. Include information about where these groups came from, where they first lived in the state, and what work they did.*

Standard:

4E2c: English Language Conventions

Students write using Standard English conventions appropriate to the 4th grade level.

Component:

Handwriting

- 4E2c.1:** Write smoothly and legibly in cursive, forming letters and words that can be read by others.

Component:

Sentence Structure

- 4E2c.2:** Use simple sentences and compound sentences in writing.
Examples:
1. *Simple: Dr. Vincent Stone is my dentist.*
 2. *Compound: His assistant cleans my teeth, and Dr. Stone checks for cavities.*
- 4E2c.3:** Create interesting sentences by using words that describe, explain, or provide additional details and connections, such as verbs, adjectives, adverbs, appositives, participial phrases, prepositional phrases, and conjunctions.
Examples:
1. *Verbs: We strolled by the river.*
 2. *Adjectives: brown eyes, younger sisters*
 3. *Adverbs: We walked slowly.*
 4. *Appositives: noun phrases that function as adjectives, such as We played the Cougars, the team from Newport.*
 5. *Participial phrases: verb phrases that function as adjectives, such as The man walking down the street saw the delivery truck.*
 6. *Prepositional phrases: in the field, across the room, over the fence.*
 7. *Conjunctions: and, or, but.*

English Language Arts: Grade 4

Component:	Grammar
4E2c.4:	Identify and use in writing regular (<i>such as live/lived, shout/shouted</i>) and irregular verbs (<i>such as swim/swam, ride/rode, hit/hit</i>), adverbs (<i>such as constantly, quickly</i>), and prepositions (<i>such as through, beyond, between</i>).
Component:	Punctuation
4E2c.5:	Use parentheses to explain something that is not considered of primary importance to the sentence, commas in direct quotations (<i>such as He said, "I'd be happy to go."</i>), apostrophes to show possession (<i>such as Jim's shoes, the dog's food</i>), and apostrophes in contractions (<i>such as can't, didn't, won't</i>).
4E2c.6:	Use underlining, quotation marks, or italics to identify titles of documents. <i>Examples:</i> <ol style="list-style-type: none">1. <i>When writing by hand or computer, use quotation marks to identify the titles of articles, short stories, poems, or chapters of books.</i>2. <i>When writing on a computer italicize the following when writing by hand underline them: the titles of books, names of newspapers and magazines, works of art and musical compositions.</i>
Component:	Capitalization
4E2c.7:	Capitalize names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations, when appropriate.
Component:	Spelling
4E2c.8:	Spell correctly root (<i>base words, such as unnecessary, cowardly</i>), inflections (<i>words like care/careful/caring</i>), words with more than one acceptable spelling (<i>such as advisor/adviser</i>), suffixes (<i>such as -ly, -ness</i>) and prefixes, (<i>such as mis-, un-</i>), and syllables (<i>word parts each containing a vowel sound, such as sur*prise or e*col*o*gy</i>).
Strand:	4E3: Listening and Speaking
Standard:	4E3a: Skills and Strategies <i>Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation (raising and lowering voice).</i>
Component:	Comprehension
4E3a.1:	Ask thoughtful questions and respond orally to relevant questions with appropriate elaboration.
4E3a.2:	Summarize major ideas and supporting evidence presented in spoken presentations.
4E3a.3:	Identify how language usage (<i>such as sayings and expressions</i>) reflects regions and cultures.
4E3a.4:	Give and follow five step oral directions.
4E3a.5:	Connect and relate knowledge of other experiences and ideas to those of a speaker.

English Language Arts: Grade 4

- Component:**
- 4E3a.6:** ***Organization and Delivery of Oral Communication***
Present effective introductions and conclusions that guide and inform the listener's understanding of important ideas and details.
- 4E3a.7:** Use logical structures for conveying information, including cause and effect, similarity and difference, and posing and answering a question.
- 4E3a.8:** Emphasize points in ways that help the listener or viewer follow important ideas and concepts.
- 4E3a.9:** Use details, examples, anecdotes (*stories of a specific event*), or experiences to explain or clarify information.
- 4E3a.10:** Engage the audience with appropriate words, facial expressions, and gestures.
- Component:**
- 4E3a.11:** ***Analysis and Evaluation of Oral and Media Communication***
Evaluate the role of the media in focusing people's attention on events and in forming their opinions on issues.
- 4E3a.12:** Distinguish between the speaker's opinions and verifiable facts.
- Standard:**
- 4E3b: Applications**
Students deliver brief oral presentations about familiar experiences or interests that are organized around a coherent thesis statement (a statement of topic). Students use the same Standard English conventions for oral speech that they use in their writing.
- Component:**
- 4E3b.1:** ***Speaking Applications***
Make narrative presentations that relate ideas, observations, or memories about an event or experience, provide a context that allows the listener to imagine the circumstances of the event or the experience, and provide insight into why the selected event or experience should be of interest to the audience.
- 4E3b.3:** Make descriptive presentations that use concrete sensory details to set forth and support unified impressions of people, places, things, or experiences.
- 4E3b.4:** Make informational presentations that focus on one main topic, include facts and details that help listeners focus, and incorporate more than one source of information (*including speakers, books, newspaper, television broadcasts, radio reports, or Web sites*).
- 4E3b.5:** Deliver oral summaries of articles and books that contain the main ideas of the event or article and the most significant details.

English Language Arts: Grade 5

During the fifth-grade year, students increase their vocabulary and their ability to understand and explain words, including those that convey ideas and images. They use word origins to determine the meaning of unknown words or phrases, such as *Herculean task* from the myth of Hercules. They read a variety of grade-level-appropriate classic and contemporary literature and continue to expand their interest in nonfiction books, poetry, and plays. They begin to do literary criticism by evaluating what they read and locating evidence to support what they say. They write multiple-paragraph compositions for different purposes and a specific audience or person, adjusting their writing as appropriate. They use transitions to connect ideas when they write. They deliver oral responses to literature that demonstrate an understanding of ideas or images communicated by what they have read.

By the end of Grade Five, students are expected to be reading "At the Standard" (See the DoDEA ELA Addendum 1: Reading Performance Levels). The quality and complexity of materials read should reflect the grade-level-appropriate levels.

Strand: 5E1: Reading

Standard: 5E1a: Word Recognition, Fluency, and Vocabulary Development
Students use their knowledge of word parts and word relationships, as well as context clues (the meaning of the text around a word), to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.

Component: 5E1a.1: Decoding and Word Recognition

Read aloud grade level appropriate narrative text (*stories*) and expository text (*information*) fluently and accurately and with appropriate timing, changes in voice and expression.

Component: 5E1a.2: Vocabulary and Concept Development

Use word origins to determine the meaning of unknown words.
Example: After listening to a story of the myth of Hercules when it is read aloud, use the knowledge of the story to understand the phrase "Herculean task."

5E1a.3: Apply knowledge of synonyms (*words with the same meaning*), antonyms (*words with opposite meanings*), homographs (*words that are spelled the same but have different meanings*), and idioms (*expressions that cannot be understood just by knowing the meanings of the words in the expression, such as "couch potato" to determine the meaning of words and phrases.*)

5E1a.4: Know less common roots (*such as graph = writing, logos = study of*) and word parts (*such as auto = self, bio = life,*) from Greek and Latin and use this knowledge to analyze the meaning of complex words (*such as autograph, autobiography, biography, and biology*).

5E1a.5: Understand and explain the figurative use of words in similes (*comparisons that use like or as such as, The stars were like a million diamonds in the sky.*) and metaphors (*implied comparisons such as, The stars were brilliant diamonds in the night sky.*)

5E1a.6: Understand unknown words by using word, sentence, and paragraph clues to determine meaning.

English Language Arts: Grade 5

Standard: **5E1b: Comprehension and Analysis of Nonfiction and Informational Text**
Students read and understand grade-level-appropriate material. At Grade 5, In addition to regular classroom reading, students read a variety of nonfiction, such as biographies, books in many different subject areas, magazines and periodicals, reference and technical materials, and online information.

Component: **Structural Features of Informational and Technical Materials**

5E1b.1: Use the features of informational texts, such as formats, graphics, diagrams, illustrations, charts, maps, and organization to find information and support understanding.
Example: Locate specific information in a social studies textbook by using its organization, sections on different world regions, and textual features such as headers, maps, and charts.

5E1b.2: Analyze text that is organized in sequential or chronological order.
Example: Compare the organizational structure of such biographical texts as The Life and Death of Crazy Horse by Russell Freedman or Pride of Puerto Rico: The Life of Roberto Clemente by Paul Robert Walker, noting critical events in the subjects' lives.

Component: **Analysis of Grade-Level-Appropriate Nonfiction and Informational Text**

5E1b.3: Recognize main ideas presented in texts, identifying and assessing evidence that supports those ideas.
Example: Read a science text such as Astronomy by Robert Kerrod, and select some of the experiments described in the book to pursue in class. Before beginning the selected experiments, outline the main ideas or concepts to be tested and identify additional supporting detail that explains those scientific concepts.

5E1b.4: Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.
Example: Use a guidebook, such as Discovering Fossils: How to Find and Identify Remains of the Prehistoric Past(Fossils & Dinosaurs) by Frank A. Garcia, to gain information and make predictions about the identification of fossils found in everyday surroundings.

5E1b.5: Follow multiple-step instructions in a grade-level-appropriate basic technical manual.

5E1b.6: Distinguish among facts supported inferences, evidence, and opinions in text.
Example: Identify facts and opinions in a newspaper editorial or editorial page writer's column.

Standard: **5E1c: Comprehension and Analysis of Literary Text**
Students read and respond to grade level appropriate or culturally significant works of literature, which illustrate the quality and complexity of the materials to be read by students. At Grade 5, students read a wide variety of fiction, such as classic and contemporary literature, historical fiction, fantasy, science fiction, folklore, mythology, poems, songs, plays, and other genres.

English Language Arts: Grade 5

- Component:**
- 5E1c.1:** **Structural Features of Literature**
Identify and analyze the characteristics of poetry, drama, fiction, and nonfiction and explain the appropriateness of the literary forms chosen by an author for a specific purpose.
Example: Analyze an author's purpose for writing, whether it is to inform, teach, entertain, or elicit an emotional response, and tell how well that purpose is achieved by the type of writing the author has produced.
- Component:**
- 5E1c.2:** **Analysis of Grade-Level-Appropriate Literary Text**
Identify the main problem or conflict of the plot and explain how it is resolved.
Example: Read a story with a central conflict such as The Pushcart War by Jean Merrill. Tell how the conflict is solved and describe what issues are raised in the conflict.
- 5E1c.3:** Contrast the actions, motives, and appearances of characters in a work of fiction and discuss the importance of the contrasts to the plot or theme.
Example: Read a book such as Mrs. Frisby and the Rats of NIMH by Robert C. O'Brien, in which different characters are motivated in opposing ways, by innocent good, or by selfishness. Discuss how the contrast between innocence and worldly experience is important to the plot of the book.
- 5E1c.4:** Understand that theme refers to the central idea or meaning of a selection and recognize themes, whether they are implied or stated directly.
Example: Describe the themes in a fictional story such as A Wrinkle in Time by Madeleine L'Engle, in which the themes of courage and perseverance are explored as the children go on a dangerous mission in search of their scientist father.
- 5E1c.5:** Describe the function and effect of common literary devices, such as imagery (use of language to create vivid pictures in the reader's mind), metaphor (an implied comparison in which a word or phrase is used in place of another such as: He was drowning in money.), and symbolism (use of an object to represent something else, for example, a dove might symbolize peace).
- 5E1c.6:** Identify the speaker or narrator in a selection and tell whether the speaker or narrator is a character involved in the story.
- Component:**
- 5E1c.7:** **Literary Criticism**
Evaluate the meaning of patterns and symbols that are found in myth and tradition by using literature from different eras and cultures
Example: Discuss what various characters and objects symbolize in literature representing the Medieval era, such as King Arthur: Tales from the Round Table by Andrew Lang, or ancient Asian culture, such as Tales from Japan (Oxford Myths and Legends) by Helen and William McAlpine.
- 5E1c.8:** Evaluate the author's use of various techniques to influence readers' perspectives.
Example: Read and evaluate books such as Dear Mr. Henshaw by Beverly Cleary or The Great Fire by Jim Murphy to understand how authors use particular techniques, such as letter format or display of primary sources, to influence the reader

English Language Arts: Grade 5

Strand: **5E2: Writing**

Standard: **5E2a: Processes and Features**

Students discuss and keep a list of ideas for writing. They use graphic organizers. Students write clear, coherent, and focused essays. Students progress through the stages of the writing process and proofread, edit, and revise writing.

Component: **Organization and Focus**

5E2a.1: Discuss ideas for writing, keep a list or notebook of ideas, and use graphic organizers to plan writing.

5E2a.2: Write stories with multiple paragraphs that develop a situation or plot, describe the setting, and include an ending.

5E2a.3: Write informational pieces with multiple paragraphs that present important ideas or events in sequence or in chronological order; provide details and transitions to link paragraphs; and offer a concluding paragraph that summarizes important ideas and details.

5E2a.4: Use logical organizational structures for providing information in writing, such as chronological order, cause and effect, similarity and difference, and stating and supporting a hypothesis with data.

Component: **Research Process and Technology**

5E2a.5: Use organizational features of printed text, such as citations, endnotes, and bibliographic references, to locate relevant information.

5E2a.6: Use grade-level-appropriate note-taking skills when completing research for writing.

5E2a.7: Create simple documents using a computer and employing organizational features, such as passwords, entry and pull-down menus, word searches, the thesaurus, and spell checks.

5E2a.8: Use a thesaurus to identify alternative word choices and meanings.

Component: **Evaluation and Revision**

5E2a.9: Review, evaluate, and revise grade-level-appropriate writing for meaning and clarity.

5E2a.10: Proofread one's own writing, as well as that of others, using an editing checklist or list of rules, with specific examples of corrections of specific errors.

5E2a.11: Edit and revise writing to improve the meaning and focus through adding, deleting, combining, clarifying, and rearranging words and sentences.

English Language Arts: Grade 5

Standard: 5E2b: Applications (Different Types of Writing and Their Characteristics)

At Grade 5, students write narrative (story,) expository (informational,) persuasive, and descriptive texts. Student writing demonstrates a command of Standard English and the drafting, research, and organizational strategies outlined in Standard 5E2a: Writing Processes and Features. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.

Component: Writing Application

5E2b.1: Write narratives that establish a plot, point of view, setting, and conflict; and show, rather than tell the events of the story.

Example: Write a story, modeling the style of the story after a type of writing recently read in class (such as folktale, myth, mystery, or science fiction story.) Include an interesting beginning that establishes the central conflict of the story and an ending that resolves the problem.

5E2b.2: Write responses to literature that demonstrate an understanding of a literary work; support statements with evidence from the text; and develop interpretations that exhibit careful reading and understanding.

Examples:

- 1. Write an essay, telling how two authors are similar or different in terms of their writing styles, choices of topics, and the themes of their books. Support the opinion with specific examples from the authors' books.*
- 2. Write a personal reaction to books in which a character deals with a problem such as The Best Bad Thing by Yoshiko Uchida or Shiloh by Phyllis Naylor. Use clear organization and careful word choices to show your reaction to the character and the problem.*

5E2b.3: Write persuasive letters or compositions that state a clear position in support of a proposal; support a position with relevant evidence and effective emotional appeals; follow a simple organizational pattern with the most appealing statements first and the least powerful ones last; and address reader concerns.

Example: Interview several students in lower grades and take notes regarding changes they would like to see made to the school's playground. Compile these opinions to write a persuasive article for the school newspaper.

5E2b.4: Use varied grade-level-appropriate word choices to make writing interesting.

Example: Write stories, reports, and letters showing a variety of word choices: use inquired or requested instead of asked.

5E2b.5: Compose grade-level-appropriate writings for different purposes (such as information, persuasion, or description) and to a specific audience or person, adjusting tone and style as necessary.

Example: Write a skit or an episode of a puppet show to present at your class talent show. Use funny words and phrases to make the audience laugh.

5E2b.6: Write summaries that contain the main ideas and the most significant details of grade-level-appropriate reading selections.

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- Component:** **Research Application**
- 5E2b.7:** Write or deliver research reports developed using a systematic research process (*define the topic, gather information, determine credibility, report findings*), and that:
- a. use information from a variety of sources and document those sources, and
 - b. demonstrate that gathered information has been summarized and organize information by categorizing and sequencing.
- Example: After completing library or Internet research, write a research report about the life cycle of a butterfly or about the different uses of a telescope, microscope, and camera.*
- Standard:** **5E2c: English Language Conventions**
Students write using Standard English conventions appropriate to the 5th grade level.
- Component:** **Handwriting**
- 5E2c.1:** Write smoothly and legibly forming letters and words that can be read by others.
- Component:** **Sentence Structure**
- 5E2c.2:** Identify and correctly use prepositional phrases (*such as for school or in the beginning*), appositives (*such as “We played the Cougars, the team from Newport”*), main clauses (*words that express a complete thought*), and subordinate clauses (*clauses attached to the main clause in the sentence*) in grade-level-appropriate compositions.
- Examples:*
1. *We began our trip on the White River (prepositional phrase) when it stopped raining (subordinate clause)*
 2. *Famous for their first flight at Kitty Hawk (appositive), the Wright Brothers are legendary in aviation (main clause).*
- 5E2c.3:** Use transitions (*such as however, therefore, on the other hand*) and conjunctions (*such as and, or, but*) to connect ideas.
- 5E2c.4:** Use grade-level-appropriate simple sentences and compound sentences in writing.
- Examples:*
1. *Simple: Coach Smith is my baseball coach.*
 2. *Compound: Her assistant makes sure I have my baseball equipment, and Coach Smith teaches me how to play the game of baseball.*
- Component:** **Grammar**
- 5E2c.5:** Identify and correctly use appropriate tense (*present, past, present participle, past participle*) for verbs that are often misused (*such as lie/lay, sit/set, rise/raise*).

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5E2c.6: Identify and correctly use modifiers (*words or phrases that describe, limit or qualify another word*) and pronouns (*such as he/his, she/her, they/their, it/its*).

Examples:

1. Correct: On the walls there are many pictures of people who have visited the restaurant.

Incorrect: There are many pictures of people who have visited the restaurant on the walls.

2. Correct: Jenny and Kate finished their game.

Incorrect: Jenny and Kate finished her game.

Component:

Punctuation

5E2c.7: Use a colon to separate hours and minutes (*such as 12:20 a.m., 3:40 p.m.*) to introduce a list (*such as, "Do the project in this order, cut, paste, then fold."*); use quotation marks around the exact words of a speaker and titles of articles, poems, songs, short stories, and chapters in books; and use semi-colons and commas for transitions (*such as "Time is short; however, we will still get the job done."*).

Component:

Capitalization

5E2c.8: Use grade-level-appropriate correct capitalization.

Component:

Spelling

5E2c.9: Spell roots or bases of words, prefixes (*such as understood/misunderstood, excused/unexcused*), suffixes (*such as final/finally, mean/meanness*), contractions (*such as will not/won't, it is/it's, they would/they'd*), and syllable constructions (*such as in*for*ma*tion, mol*e*cule*) correctly.

Strand:

5E3: Listening and Speaking

Standard:

5E3a: Skills and Strategies

Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication.

Component:

Comprehension

5E3a.1: Ask grade-level-appropriate questions that seek information not already discussed.

5E3a.2: Interpret a speaker's verbal and nonverbal messages, purposes, and perspectives.

5E3a.3: Make inferences or draw conclusions based on an oral report.

5E3a.4: Give and carry out oral instructions and directions with more than five steps.

Component:

Organization and Delivery of Oral Communication

5E3a.5: Select a focus, organizational structure, and point of view for an oral presentation.

5E3a.6: Clarify and support spoken ideas with evidence and examples.

5E3a.7: Use volume, phrasing, timing, and gestures appropriately to enhance meaning.

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5E3a.8: Emphasize points in ways that help the listener or viewer follow important ideas and concepts.

Component:

Analysis and Evaluation of Oral and Media Communication

5E3a.9: Identify, analyze, and critique persuasive techniques, including promises, dares, flattery, and generalities; identify faulty reasoning used in oral presentations and media messages.

5E3a.10: Identify claims in different kinds of text (*such as print, image, multimedia*) and evaluate evidence used to support these claims.

5E3a.11: Analyze media as sources for information, entertainment, persuasion, interpretation of events, and transmission of culture.

Standard:

5E3b: Applications

Students deliver well-organized formal presentations using traditional speech strategies, including narration, exposition, persuasion, and description. Students use the same Standard English conventions for oral speech that they use in their writing.

Component:

Speaking Applications

5E3b.1: Deliver narrative presentations that establish a situation, plot, point of view, and setting with descriptive words and phrases; and show, rather than tell, the listener what happens.

5E3b.2: Make descriptive presentations that use concrete sensory details to set forth and support unified impressions of people, places, things, or experiences.

5E3b.3: Deliver informative presentations about an important idea, issue, or event by the following means: frame questions to direct the investigation; establish a controlling idea or topic; and develop the topic with simple facts, details, examples, and explanations.

5E3b.4: Deliver oral responses to literature that summarize important events and details, demonstrate an understanding of several ideas or images communicated by the literary work and use examples from the work to support conclusions.

English Language Arts: Grade 6

During the sixth-grade year, students apply skills they learned in earlier grades to make sense of longer, more challenging texts. They identify ways in which authors try to influence readers and find evidence in the text to support ideas. They identify and interpret figurative language and words with multiple meanings. They begin to recognize the origins and meanings of frequently used foreign words in English, such as “enchilada” (Spanish), “lasagna” (Italian), and “delicatessen” (German). They read a variety of grade-level-appropriate classic and contemporary literature, nonfiction, poetry, and plays, and they begin to read autobiographies. They do critiques of both informational and literary writing. They apply their research skills by writing or delivering reports that demonstrate the distinction between their own ideas and the ideas of others. They use simple, compound, and complex sentences to express their thoughts. They deliver oral presentations on problems and solutions and show evidence to support their views.

By the end of Grade Six, students are expected to be reading “At the Standard” (See the DoDEA ELA Addendum 1: Reading Performance Levels). The quality and complexity of materials read should reflect the grade-level-appropriate levels.

Strand: **6E1: Reading**

Standard: **6E1a: Word Recognition, Fluency, and Vocabulary Development**
Students use their knowledge of word parts and word relationships, as well as context (the meaning of the text around the word), to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.

Component: **Decoding and Word Recognition**
6E1a.1: Read aloud grade-level-appropriate poems and literary and informational texts fluently and accurately with appropriate timing, changes in voice, and expression.

Component: **Vocabulary and Concept Development**
6E1a.2: Identify and interpret figurative language (*including similes, comparisons that use like or as, and metaphors, implied comparisons*) and words with multiple meanings.
Example: Understand the different meanings of the word primary when used in sentences, such as the following: Tom is a student at the local primary school. Betsy’s mother decided to run for a seat on the city council but lost in the primary election. Understand descriptive metaphors, such as: The city lay under a blanket of fog.

6E1a.3: Recognize the origins and meanings of frequently used foreign words in English and use these words accurately in speaking and writing.
Example: Understand foreign words that are often used in English such as enchilada (Spanish), lasagna (Italian), and delicatessen (German).

6E1a.4: Understand unknown words in informational texts by using word, sentence, and paragraph clues to determine meaning.

6E1a.5: Understand and explain slight differences in meaning in related words.
Example: Explain the difference when something is described as large and when something is described as enormous.

English Language Arts: Grade 6

Standard: **6E1b: Comprehension and Analysis of Nonfiction and Informational Text**
Students read and understand grade-level-appropriate material. At Grade 6, in addition to regular classroom reading, students read a variety of nonfiction such as biographies, autobiographies, books in many different subject areas, magazines, newspapers, reference and technical materials, and online information.

Component: **Structural Features of Informational and Technical Materials**

6E1b.1: Identify the structural features of popular media (*such as newspapers, magazines, online information*) and use the features to obtain information.
Example: Do a keyword search on the Internet to find information for a research report. Use the section headers for a newspaper to locate information for a report on current world events.

6E1b.2: Analyze text that uses a compare-and-contrast organizational pattern.
Example: Read a section in an English textbook that describes the difference between similes and metaphors. Evaluate how well the organization of the text serves the reader's comprehension.

Component: **Analysis of Grade-Level-Appropriate Nonfiction and Informational Text**

6E1b.3: Connect and clarify main ideas by identifying their relationships to multiple sources and related topics.
Example: Read about another culture in a magazine such as Cricket or National Geographic then compare what was learned to descriptions of other peoples and cultures in other reading sources.

6E1b.4: Clarify an understanding of texts by creating outlines, notes, diagrams, summaries, or reports.
Examples:

1. *Take notes while reading to create an outline or graphic organizer, such as a concept map, flow chart, or diagram, of the main ideas and supporting details from what is read.*
2. *Read an informational book and summarize the main ideas.*

6E1b.5: Follow multiple-step instructions for preparing applications.
Example: Follow directions to fill out an application for a public library card, a bank savings account, or a membership to a boys' or girls' club, soccer league, or another extra-curricular organization.

Component: **Expository (Informational) Critique**

6E1b.6: Determine the appropriateness of the evidence presented for an author's conclusions and evaluate whether the author adequately supports inferences.
Example: In reading, such books as Amelia Earhart: Courage in the Sky by Mona Kerby or Charles Lindberg and The Spirit of St. Louis by Zachary Kent, note the author's opinions and conclusions. Decide if they are adequately supported by the facts that the author presents.

6E1b.7: Make reasonable statements and conclusions about a text, supporting them with evidence from the text.
Example: After reading about Leonardo da Vinci, describe his greatest achievements.

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6E1b.8: Identify how an author's choice of words, examples, and reasons are used to persuade the reader of something.

Example: After reading an article by one author on the reasons for repopulating western national parks with wolves and another article by a different author reporting ranchers' opposition to the program, describe the ways each author tries to persuade the reader.

6E1b.9: Identify problems with an author's use of figures of speech, logic, or reasoning (such as assumption and choice of facts or evidence).

Standard:

6E1c: Comprehension and Analysis of Literary Text

Students read and respond to grade-level-appropriate historically or culturally significant works of literature. At Grade 6, students read a wide variety of fiction, such as classic and contemporary literature, historical fiction, fantasy, science fiction, mysteries, adventures, folklore, mythology, poetry, short stories, dramas and other genres.

Component:

Structural Features of Literature

6E1c.1: Identify different types (genres) of fiction and describe the major characteristics of each form.

Example: Describe the common characteristics of different types of fiction, such as folklore, mystery, science fiction, adventure, fantasy, or biography, and provide examples of each type from books read by students in the class. Use a graphic organizer to show comparisons.

Component:

Analysis of Grade-Level-Appropriate Literary Text

6E1c.2: Analyze the effect of the qualities of the character on the plot and the resolution of the conflict.

Example: Analyze how a character's qualities impact the plot's resolution of conflict such as in Journey to the Center of the Earth by Jules Verne, when the character Professor Lidenbrock deals with a psychological as well as a physical quest.

6E1c.3: Analyze the influence of the setting on the problem and its resolution.

Example: Recognize the influence of the settings in a book, such as the role of the North and South in the book The Watsons Go to Birmingham – 1963 by Christopher Paul Curtis, in which an African American family from Michigan goes to visit relative in Alabama in the summer of 1963.

6E1c.4: Define how tone or meaning are conveyed in poetry through word choice, figurative language, sentence structure, line length, punctuation, rhythm, alliteration, (repetition of sounds, such as wild and woolly or threatening throngs), and rhyme.

Example: Describe the features of a poem such as Mother to Son by Langston Hughes, which illustrates many of the characteristics of poetry: sound, rhythm, repetition, and metaphorical language.

6E1c.5: Identify the speaker and recognize the difference between first-person (the narrator tells the story from the "I" perspective) and third-person (the narrator tells the story from an outside perspective) narration.

Example: Read books such as Bearstone by Will Hobbs or The Prince and the Pauper by Mark Twain to compare the perspective of a first-person versus a third-person narrator.

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6E1c.6: Identify and analyze features of themes conveyed through characters, actions, and images.

Example: Analyze the way a theme, such as loyalty, is developed throughout a book.

6E1c.7: Explain the effects of common literary devices, such as symbolism, imagery, or metaphor, in a variety of fictional and nonfictional texts.

Examples:

1. *Symbolism: the use of an object to represent something else; for example, a dove might symbolize peace*
2. *Imagery: the use of language to create vivid pictures in the reader's mind*
3. *Metaphor: an implied comparison in which a word or phrase is used in place of another such as 'He was drowning in money.'*

6E1c.8: Identify the main problem or conflict of the plot and explain how it is resolved.

Component:

Literary Criticism

6E1c.9: Critique the believability of characters and the degree to which a plot is believable or realistic.

Example: Read myths such as Jason and the Argonauts and discuss the believability of the characters and plots as compared to realistic fiction.

Strand:

6E2: Writing

Standard:

6E2a: Processes and Features

Students discuss and keep a list of ideas for writing. They use graphic organizers. Students write clear, coherent, and focused essays. Students progress through the stages of the writing process and proofread, edit, and revise writing.

Component:

Organization and Focus

6E2a.1: Discuss ideas for writing, keep a list or notebook of ideas, and use graphic organizers to plan writing.

6E2a.2: Choose the form of writing that best suits the intended purpose.

6E2a.3: Write informational pieces of several paragraphs that engage the interest of the reader, state a clear purpose, develop the topic with supporting details and precise language, and conclude with a detailed summary linked to the purpose of the composition.

6E2a.4: Use a variety of effective organizational patterns, including comparison and contrast, organization by categories, and arrangement by order of importance or climactic order.

Component:

Research Process and Technology

6E2a.5: Use grade-level-appropriate note-taking skills when completing research for writing.

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6E2a.6: Use organizational features of electronic text (*on computers*), such as bulletin boards, databases, keyword searches, and e-mail addresses to locate information.

6E2a.7: Use a computer to compose documents with appropriate formatting by using word-processing skills and principles of design, including margins, tabs, spacing, columns, and page orientation.

Component:

Evaluation and Revision

6E2a.8: Review, evaluate, and revise grade-level-appropriate writing for meaning and clarity.

6E2a.9: Edit and proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of frequent errors.

6E2a.10: Revise writing to improve the organization and consistency of ideas within and between paragraphs.

Standard:

6E2b: Applications (Different Types of Writing and Their Characteristics)

At Grade 6, students write narrative, expository (informational), persuasive, and descriptive texts (research reports of 400 to 700 words or more). Student writing demonstrates a command of Standard English and the drafting, research, and organizational strategies outlined in Standard 6E2a: Writing Processes and Procedures. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.

Component:

Writing Application

6E2b.1: Write narratives that establish and develop a plot and setting, present a point of view that is appropriate to the stories, include sensory details and clear language to develop plot and character and use a range of narrative devices, such as dialogue or suspense.

Example: Write a short play that could be presented to the class. Rewrite a short story that was read in class, telling the story from another point of view.

6E2b.2: Write descriptions, explanations, compare and contrast papers, and problem and solution essays that state the thesis or purpose, explain the situation, organize the composition clearly and offer evidence to support arguments and conclusions.

Example: Write successive drafts of a one or two page newspaper article about summer sports camps, including details to support the main topic and allow the reader to compare and contrast the different camps described.

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6E2b.3: Write responses to literature that develop an interpretation showing careful reading, understanding, and insight; organize the interpretation around several clear ideas; and support statements with evidence from the text.
Example: After reading some Grimm’s fairy tales and folktales from other countries, such as Japan, Russia, India, and the United States, write a response to the stories. Identify the beliefs and values that are highlighted in each of these folktales and develop a theory to explain why similar tales appear in many different cultures.

6E2b.4: Write persuasive compositions that state a clear position on a proposition or proposal, support the position with organized relevant evidence and effective emotional appeals; and anticipate and address reader concerns and counterarguments.
Examples:
1. *Write a persuasive essay on how the class should celebrate the end of the school year, including adequate reasons for why the class should participate in the activity described.*
2. *Create an advertisement for a product to try to convince readers to buy the product.*

6E2b.5: Use varied grade-level-appropriate word choices to make writing interesting.
Example: Write stories, reports, and letters showing a variety of word choices (such as delicious instead of good, overcoat or parka instead of coat).

6E2b.6: Compose grade-level-appropriate writings for different purposes (*information, persuasion, description*) and to a specific audience or person, adjusting tone and style as necessary.
Example: Write a review of a favorite book or film for a classroom writers’ workshop. Use clear organization and careful word choices to help the readers of the review decide if they might be interested in reading the book or viewing the film.

6E2b.7: Write summaries that contain the main ideas and the most significant details of grade-level-appropriate reading selections.

Component:

Research Application

6E2b.8: Write or deliver research reports developed using a systematic research process that defines the topic, gathers information, determines credibility, and reports findings. Research reports should:

- a. use information from a variety of sources (*such as books, technology, and multimedia*), and document those sources independently using a consistent citation format;
- b. demonstrate that gathered information has been summarized;
- c. demonstrate that sources have been evaluated for accuracy, bias, and credibility;
- d. organize information by categorizing and sequencing;
- e. demonstrate the distinction between one’s own ideas and the ideas of others; and
- f. include a bibliography (*Works Cited*).

Example: After completing library or Internet research, present an oral report to the class on the development and achievements of the Roman Republic or the rise and expansion of the Roman Empire. Include how the accomplishments and language of the Romans still affect us today.

English Language Arts: Grade 6

Standard:	6E2c: English Language Conventions <i>Students write using Standard English conventions appropriate to 6th grade level.</i>
Component:	6E2c.1: Handwriting Write legibly forming letters and words that can be read by others.
Component:	Sentence Structure
6E2c.2:	Use simple, compound, and complex sentences; use effective coordination and subordination of ideas, including both main ideas and supporting ideas in single sentences, to express complete thoughts.
6E2c.3:	Identify and correctly use prepositional phrases (<i>such as; <u>for school</u> or <u>in the beginning</u></i>), appositives (<i>such as, "We played the Cougars, <u>the team from Newport.</u>"</i>), main clauses (<i>words that express a complete thought</i>), and subordinate clauses (<i>clauses attached to the main clause in the sentence</i>) in grade-level-appropriate compositions. <i>Examples:</i> <ol style="list-style-type: none">1. <i>We began our canoe trip <u>on the White River</u> (prepositional phrase) <u>when it stopped raining</u> (subordinate clause).</i>2. <i><u>Famous for their first flight at Kitty Hawk</u> (appositive), the Wright brothers are legendary in aviation (main clause).</i>
Component:	Grammar
6E2c.4:	Identify and properly use indefinite pronouns (<i>such as all, another, both, each, either, few, many, none, one, other, several, some</i>), present perfect (<i>such as have been, has been</i>), past perfect (<i>such as, had been</i>), and future perfect verb tenses (<i>such as, shall have been</i>); ensure that verbs agree with compound subjects. <i>Examples:</i> <ol style="list-style-type: none">1. <i>Each (indefinite pronoun) should do his or her work.</i>2. <i>Many (indefinite pronoun) were absent today.</i>3. <i>Todd and Amanda <u>were</u> (correct verb agreement) chosen to star in the play.</i>4. <i>Todd and Amanda <u>was</u> (incorrect verb agreement) chosen to star in the play.</i>
Component:	Punctuation
6E2c.5:	Use colons after the salutation (<i>greeting</i>) in business letters (<i>such as Dear Sir:</i>), semicolons to connect main clauses (<i>such as ""The girl went to school; her brother stayed home.</i>) and commas before the conjunction in compound sentences, (<i>such as "We worked all day, but we didn't complete the project."</i>).
Component:	Capitalization
6E2c.6:	Use grade-level-appropriate correct capitalization.
Component:	Spelling
6E2c.7:	Correctly spell frequently misspelled words (<i>such as their/they're, loose/lose/loss, choose/chose, through/threw</i>).

English Language Arts: Grade 6

Strand:	6E3: Listening and Speaking
Standard:	6E3a: Skills and Strategies <i>Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication.</i>
Component:	Comprehension
	6E3a.1: Relate the speaker's verbal communication (<i>such as word choice, pitch, feeling, and tone</i>) to the nonverbal message (<i>such as posture and gesture</i>).
	6E3a.2: Identify the tone, mood, and emotion conveyed in the oral communication.
	6E3a.3: Give and carry out precise multiple-step oral instructions and directions.
	6E3a.4: Ask grade-level-appropriate questions that seek information not already discussed.
Component:	Organization and Delivery of Oral Communication
	6E3a.5: Select a focus, an organizational structure, and a point of view, matching the purpose, message, and vocal modulation (<i>changes in tone</i>) to the audience.
	6E3a.6: Emphasize important points to assist the listener in following the main ideas and concepts.
	6E3a.7: Support opinions with researched, documented evidence and with visual or media displays that use appropriate technology.
	6E3a.8: Use effective timing, volume, tone, and alignment of hand and body gestures to sustain audience interest and attention.
Component:	Analysis and Evaluation of Oral and Media Communication
	6E3a.9: Analyze the use of rhetorical devices including rhythm and timing of speech, repetitive patterns, and the use of onomatopoeia (<i>naming something by using a sound associated with it such as hiss or buzz</i>) for intent and effect.
	6E3a.10: Identify persuasive and propaganda techniques such as the use of words or images that appeal to emotions or an unsupported premise, used in electronic media (<i>such as television, radio, online sources</i>) and identify false and misleading information.
	6E3a.11: Identify powerful techniques used to influence readers or viewers and evaluate evidence used to support these techniques.
Standard:	6E3b: Applications <i>Students deliver well-organized formal presentations using traditional speech strategies, including narration, exposition, persuasion, and description. Students use the same Standard English conventions for oral speech that they use in their writing.</i>

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Component:

Speaking Applications

- 6E3b.1:** Deliver narrative presentations that establish a context, plot, and point of view; include sensory details and specific language to develop the plot and character; and use a range of narrative (*story*) devices, including dialogue, tension, and suspense.
- 6E3b.2:** Make descriptive presentations that use concrete sensory details to set forth and support unified impressions of people, places, things, or experiences.
- 6E3b.3:** Deliver informative presentations that pose relevant questions sufficiently limited in scope to be completely and thoroughly answered; develop the topic with facts, details, examples, and explanations from multiple authoritative sources, including speakers, periodicals, and online information.
- 6E3b.4:** Deliver oral responses to literature that develop an interpretation that shows careful reading, understanding, and insight, organize the presentation around several clear ideas, premises, or images; and develop and justify the interpretation through the use of examples from the text.
- 6E3b.5:** Deliver persuasive presentations that provide a clear statement of the position, include relevant evidence, offer a logical sequence of information and engage the listener and try to gain acceptance of the proposition or proposal.
- 6E3b.6:** Deliver presentations on problems and solutions that theorize on the causes and effects of each problem, establish connections between the defined problem and at least one solution and offer persuasive evidence to support the definition of the problem and the proposed solutions.

English Language Arts: Grade 7

During the seventh-grade year, students develop advanced skills in reading and writing. They identify and understand idioms and comparisons, such as analogies and metaphors, in prose and poetry. They begin to use their knowledge of Greek, Latin, and Anglo-Saxon roots and word parts to understand science, social studies, and mathematics vocabulary. They continue to read a variety of grade-level-appropriate classic and contemporary literature, nonfiction, poetry, and plays, and they begin to identify their own areas of reading interest. They begin to read reviews, as well as critiques of both informational and literary writing. They write or deliver longer research reports (500-800 words or more) that take a position on a topic, and they support their positions by citing a variety of reference sources. They use a variety of sentence structures and modifiers to express their thoughts. They deliver persuasive presentations that state a clear position in support of an argument or proposal.

By the end of Grade Seven, students are expected to be reading "At the Standard" (See the DoDEA ELA Addendum 1: Reading Performance Levels). The quality and complexity of materials read should reflect the grade-level-appropriate levels.

Strand: 7E1: Reading

Standard: 7E1a: Word Recognition, Fluency, and Vocabulary Development
Students use their knowledge of word parts, word relationships, and context to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level appropriate words.

Component: Vocabulary and Concept Development

7E1a.1: Identify and understand idioms and comparison (such as analogies, metaphors, and similes) in prose and poetry.

7E1a.2: Use knowledge of Greek, Latin, and Anglo-Saxon roots and word parts to understand subject-area vocabulary (science, social studies, and mathematics).

7E1a.3: Clarify word meanings through the use of definition, example, restatement, and/or through the use of contrast stated in the text.
Example: Use the text to clarify the meaning of the word "pickle" in the sentence "Apply the pickle, an acid solution, to the metal surface."

Standard: 7E1b: Comprehension and Analysis of Nonfiction and Informational Text
Students read and understand a variety of grade-level-appropriate nonfiction such as biographies, autobiographies, books in many different subject areas, magazines, newspapers, reference and technical materials, and online information.

Component: Structural Features of Informational and Technical Materials

7E1b.1: Understand and analyze the differences in structure and purpose between various categories of informational materials such as textbooks, newspapers, and instructional or technical manuals.

7E1b.2: Locate information by using a variety of consumer and public documents.
Example: Choose a radio or watch to purchase, based on a Consumer Reports review of radios or watches. Then, locate and compare

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information from different stores and online sources to decide which company offers the best price.

- 7E1b.3:** Analyze text that uses the cause-and-effect organizational pattern.
Example: Use a comparison chart, such as a T-chart, to illustrate cause and effect in a newspaper article.

Component:

Analysis of Grade-Level-Appropriate Nonfiction and Informational Text

- 7E1b.4:** Identify and trace the development of an author's argument, point of view, or perspective in text.
Examples:
1. *Read articles on a current world event or topic in magazines such as Time and Newsweek. Compare and contrast how writers from different publications develop an editorial position on the same event.*
 2. *Read articles and biographies about a cultural or historical figure who demonstrated world influence such as Mother Teresa: A Complete Authorized Biography by Kathryn Spink, about the Albanian nun's mission work in India, or Mozart: A Cultural Biography by Robert W. Gutman about the Austrian composer, and identify the author's prevailing point of view about his or her biographical subject.*

- 7E1b.5:** Understand and explain the use of a simple mechanical device by following directions in a technical manual.
Example: Follow the directions for setting a digital watch or clock and tell another person how to do it.

- 7E1b.6:** Make reasonable statements and draw conclusions about a text, supporting the statements and conclusions with accurate examples from the text.

- 7E1b.7:** Identify methods (*such as repetition of words and biased or incomplete evidence*) an author uses to persuade the reader.

- 7E1b.8:** Identify problems with an author's use of figures of speech in writing.

- 7E1b.9:** Identify problems with an author's use of faulty logic or reasoning.

Components

Expository (Informational) Critique

- 7E1b.10:** Assess the adequacy, accuracy, and appropriateness of the author's claims and assertions, noting instances of bias and stereotyping.

Examples:

1. *React to a persuasive, nonfiction text, such as a letter to the editor, by asking the questions that the text leaves unanswered and challenging the author's unsupported opinions.*
2. *Evaluate the accuracy and appropriateness of the evidence presented in a book such as Lives of Writers by Kathleen Krull.*

- 7E1b.11:** Identify and explain examples of persuasion, propaganda, and faulty reasoning in text to include unsupported or invalid premises or inferences and conclusions that do not follow the premise.

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- Standard:** **7E1c: Comprehension and Analysis of Literary Text**
Students read and respond to grade-level appropriate historically or culturally significant works of literature. Students read a wide variety of fiction genres, such as classic and contemporary, historical fiction, fantasy, science fiction, mystery, adventure, folklore, mythology, poetry, short story, drama, and other genres.
- Component:** **Structural Features of Literature**
- 7E1c.1:** Discuss the purposes and characteristics of different forms of written text, such as the short story, the novel, the novella, and the essay.
Example: Read three short stories/essays/novels/novellas and create a graphic organizer that shows the characteristics they all have in common.
- Component:** **Analysis of Grade-Level-Appropriate Literary Text**
- 7E1c.2:** Identify events that advance the plot and determine how each event explains past or present action or foreshadows future action.
Example: While reading the short story “Charles” by Shirley Jackson, recognize the foreshadowing of events to come as the behavior of the character Charles begins to change and develop a timeline linking the actions.
- 7E1c.3:** Analyze characterization as shown through a character’s thoughts, words, speech patterns, and actions, the narrator’s description, and the thoughts, words, and actions of other characters.
Example: In Ray Bradbury’s short story “The Flying Machine” describe the Chinese emperor’s and other characters’ reactions as they fail to understand the miracle of one of his subject’s new flying invention. Use examples of their thoughts, words, and actions to support the description.
- 7E1c.4:** Identify and analyze themes (such as courage, loyalty, friendship, and loneliness) which appear in many different works.
Example: Analyze the theme of overcoming obstacles that is present in the novel Captains Courageous by Rudyard Kipling.
- 7E1c.5:** Contrast points of view in literary text (such as first person, third person, third person limited and third person omniscient, and subjective and objective) and explain how they affect the overall theme of the work.
- First Person:** The narrator tells the story from the “I” perspective.
 - Third Person:** The narrator tells the story from an outside perspective.
 - Limited Narration:** The narrator does not know all thoughts of all characters.
 - Omniscient Narration:** The narrator knows all thoughts of all characters.
 - Subjective:** The point of view involves a personal perspective.
 - Objective:** The point of view is from a distanced, informational perspective, as in a news report.
- Example: Understand that the point from which the writer has chosen to tell a story affects the impact of the story on the reader. Discuss how the point of view of a book read in class affects the theme, and explain how this might have changed had the story been told from the point of view of another character or from an all-knowing narrator.*

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7E1c.6: Explain the effects of common literary devices such as symbolism, imagery, or metaphor in a variety of fictional texts.

7E1c.7: Analyze the influence of the setting on the problem and its resolution.

7E1c.8: Analyze the relevance of the setting (*to include places, times, and customs*) to mood, tone, and meaning of the text.

Component:

Literary Criticism

7E1c.9: Compare reviews of literary works and determine what influenced the reviewer.

Example: Compare multiple reviews of the same book or play (such as, The Yearling by Marjorie Kinnan Rawlings, Souder by William Armstrong, "The Monsters Are Due on Maple Street" by Rod Sterling, or And Then There Were None by Agatha Christie then decide what, in each book, seemed to influence the reviewer.

Strand:

7E2 Writing

Standard:

7E2a: Processes and Features

Students discuss, list, and graphically organize writing ideas. They write clear, coherent, and focused essays. Students progress through the stages of the writing process and proofread, edit, and revise writing..

Component:

Organization and Focus

7E2a.1: Discuss ideas for writing, keep a list or notebook of ideas, and use graphic organizers to plan writing.

7E2a.2: Develop and use thesis and introductory statements to organize writing.

7E2a.3: Create an organizational structure that balances all aspects of the composition and uses effective transitions between sentences to unify important ideas.

7E2a.4: Support all statements and claims with anecdotes, descriptions, facts and statistics, and specific examples.

7E2a.5: Use strategies of note-taking, outlining, and summarizing to impose structure on composition drafts.

Component:

Research Process and Technology

7E2a.6: Identify topics, ask and evaluate questions, and develop ideas leading to inquiry, investigation, and research.

7E2a.7: Give credit for both quoted and paraphrased information in a bibliography by using a consistent format for citations.

7E2a.8: Use a computer to create documents by using word-processing skills and publishing programs, and develop simple databases and spreadsheets to manage information and prepare reports.

Component:

Evaluation and Revision

7E2a.9: Review, evaluate, and revise writing for meaning and clarity.

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- 7E2a.10:** Edit and proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of frequent errors.
- 7E2a.11:** Revise writing to improve organization and word choice after checking the logic of the ideas and precision of the vocabulary.

Standard: **7E2b: Applications (Different Types of Writing and Their Characteristics)**
Students continue to write narrative, expository (informational), persuasive and descriptive texts (research reports of 500–800 words or more.) Students are introduced to biographical and autobiographical narratives and to writing summaries of grade-level-appropriate reading materials. The writing demonstrates an awareness of the audience and purpose for writing.

Component: **Writing Application**

- 7E2b.1:** Write biographical or autobiographical compositions that:
- Develop a standard plot line (to include the beginning, established conflict, rising action, climax, and denouement) and a point of view
 - Develop complex major and minor characters with a definite setting
 - Use a range of appropriate strategies such as dialogue, suspense, and the naming of specific narrative action (including movement, gestures, and expressions).
- Example: Write successive drafts of two- or three-page humorous essays about Something Fishy Is Cooking in the Kitchen including an engaging opening, dialogue between characters, and descriptive details about the setting, plot, and characters.*
- 7E2b.2:** Write responses to literature that:
- Develop interpretations that show careful reading, understanding, and insight.
 - Organize interpretations around several clear ideas, premises, or images from the literary work.
 - Support statements with evidence from the text.
- Example: After reading Mark Twain's Adventures of Tom Sawyer and Theodore Taylor's The Cay, write an essay describing the different ways that the characters in these novels speak (using slang words and regional dialect) and analyze how this enhances or detracts from the overall book.*
- 7E2b.3:** Write persuasive compositions that:
- State a clear position or perspective in support of a proposition or proposal.
 - Describe the points in support of the proposition, employing well-articulated evidence and effective emotional appeals.
 - Anticipate and address reader concerns and counterarguments.
- Example: In preparation for an upcoming student council election, choose a candidate and write speeches and make posters that will make this candidate especially appealing to other students.*
- 7E2b.4:** Write summaries of reading materials that:
- Include the main ideas and most significant details.
 - Utilize the student's own words, except for quotations.

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- c. Reflect underlying meaning accurately instead of just the superficial details.

Example: To demonstrate comprehension of the main ideas and details of a subject-specific text, write a summary of a chapter of a text for a science, math, or social studies class. Make the summary clear enough that it would provide another student with the important information from the chapter or text.

- 7E2b.5:** Use varied word choice to make writing interesting and more precise.

Example: Write stories, reports, and letters using a variety of word choices (such as “conversed” or “conferred” instead of “talked”).

- 7E2b.6:** Write for different purposes (to include information, persuasion, or description) and to a specific audience or person, adjusting tone and style as necessary.

Example: Write a letter inviting a local artist to visit the classroom to talk and demonstrate certain skills. Use words and phrases that demonstrate a serious interest in what the artist would have to say.

Component:

Research Application

- 7E2b.7:** Write or deliver research reports that:

- a. Utilize a systematic research process which defines the topic, gathers information, determines credibility, and reports findings.
- b. Collect information from a variety of sources (such as books, technology, multimedia, online databases).
- c. Demonstrate information has been summarized and the topic has been refined through this process.
- d. Document sources independently by using a consistent format for citations.
- e. Demonstrate sources have been evaluated for accuracy, bias, and credibility.
- f. Organize information by categorizing and sequencing, and demonstrate the distinction between one’s own ideas from the ideas of others, and includes a bibliography (Works Cited).

Examples:

1. *After completing library or Internet research, write a report on the impact that television has had on American society.*
2. *Take a position on the topic, whether positive or negative, and support this view by citing a variety of reference sources.*
3. *Prepare an oral report on a man or woman who contributed significantly to science and technology such as Marie Curie, Alexander Graham Bell, Thomas Edison, Nikola Tesla, or Rosalyn Yalow.*

Standard:

7E2c: English Language Conventions

Students write using Standard English conventions appropriate to the 7th grade level and produce legible work that can read by others.

Component:

Sentence Structure

- 7E2c.1:** Place modifiers correctly and use the active voice when wishing to convey a livelier effect.

- 7E2c.2:** Use simple, compound, and complex sentences; use effective coordination and subordination of ideas, including both main ideas and supporting details in single sentences, to express complete thoughts.

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- Component:** **Grammar**
- 7E2c.3:** Identify and use infinitives and participles.
- 7E2c.4:** Make clear references between pronouns and antecedents by placing the pronoun where it shows to what word it refers.
- 7E2c.5:** Identify all parts of speech and types and structures of sentences.
- 7E2c.6:** Demonstrate appropriate English usage (such as pronoun reference).
- Component:** **Punctuation**
- 7E2c.7:** Identify and correctly use hyphens, dashes, brackets, and semicolons.
- 7E2c.8:** Demonstrate the correct use of quotation marks and the use of commas with subordinate clauses.
- Component:** **Capitalization**
- 7E2c.9:** Use correct capitalization.
- Component:** **Spelling**
- 7E2c.10:** Spell derivatives (*words that come from a common base or root word*) correctly by applying the spellings of bases and affixes (*prefixes and suffixes*).
- Strand:** **7E3: Listening and Speaking**
- Standard:** **7E3a: Skills, Strategies, and Applications**
Deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. Students evaluate the content of oral communication. Students deliver well-organized formal presentations using traditional speech strategies, including narration, exposition, persuasion, and description. Students use the same Standard English conventions for oral speech that they use in their writing.
- Component:** **Comprehension**
- 7E3a.1:** Ask questions to elicit information, including evidence to support the speaker's claim and conclusions.
- 7E3a.2:** Determine the speaker's attitude toward a subject.
- Component:** **Organization and Delivery of Oral Communication**
- 7E3a.3:** Organize information to achieve particular purposes and to appeal to the background and interests of the audience.
- 7E3a.4:** Arrange supporting details, reasons, descriptions, and examples effectively.
- 7E3a.5:** Use speaking techniques (such as adjustments to tone, volume, and timing of speech, enunciation, and eye contact) for effective presentations.
- 7E3a.6:** **Analysis and Evaluation of Oral and Media Communication**
Provide helpful feedback to speakers concerning the coherence and logic of a speech's content and delivery and its overall impact upon the listener.

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7E3a.7: Analyze the effect on the viewer of images, text, and sound in electronic journalism and identify the techniques used to achieve these effects.

7E3a.8: Use effective timing and alignment of hand and body gestures to sustain audience interest and attention.

Component:

Speaking Applications

7E3a.9: Deliver narrative presentations that:

- a. Establish a context, standard plot line to include a beginning, conflict, rising action, climax, and resolution of the conflict with a point of view.
- b. Describe major and minor characters and a definite setting.
- c. Use a range of appropriate strategies to make the story engaging to the audience, including using dialogue and suspense as well as showing narrative action with movement, gestures, and expressions.

7E3a.10: Deliver descriptive presentations that:

- a. Establish a clear point of view on the subject of the presentation.
- b. Establish the presenter's relationship with the subject of the presentation whether the presentation is made as an uninvolved observer or by someone who is personally involved.
- c. Contain effective, factual descriptions of appearance, concrete images, shifting perspectives, and sensory details.

7E3a.11: Deliver oral summaries of articles and books that:

- a. Include the main ideas of the most significant details.
- b. State ideas in the presenter's own words, except when quoted directly from sources.
- c. Demonstrate a complete understanding of sources.

7E3a.12: Deliver research presentations that:

- a. Pose relevant and concise questions about the topic.
- b. Provide accurate information on the topic.
- c. Include evidence generated through the formal research process, including the use of online databases, magazines, newspapers, and dictionaries.
- d. Cite reference sources appropriately.

7E3a.13: Deliver persuasive presentations that state a clear position in support of an argument or proposal and describe the points in support of the proposal to include supporting evidence.

English Language Arts: Grade 8

During the eighth-grade year, students begin to look forward to high school. Grade 8 standards get students ready for the challenges and transition to come. Students begin to study the history and the development of English vocabulary. They continue to read a variety of grade-level-appropriate classic and contemporary literature, nonfiction, poetry, and plays, and they begin to compare and contrast the different types of writing as well as different perspectives on similar topics or themes. They evaluate the logic of informational texts and analyze how literature reflects the backgrounds, attitudes, and beliefs of the authors. They not only write or deliver research reports (750-1,000 words or more) but also conduct their own research. They use the conventions of Standard English correctly. They deliver a variety of types of presentations and effectively respond to questions and concerns from the audience.

By the end of grade 8, students are expected to be reading “At the Standard” (See the DoDEA ELA Addendum 1: Reading Performance Levels). The quality and complexity of materials read should reflect the grade level appropriate Lexiles.

Strand: 8E1: Reading

Standard: 8E1a: Word Recognition, Fluency, and Vocabulary Development
Students use their knowledge of word parts and word relationships, as well as context (the meaning of the text around the word), to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.

Components Vocabulary and Concept Development

8E1a.1: Analyze idioms (such as analogies, metaphors, and similes) to infer the literal and figurative meanings of phrases

8E1a.2: Understand the influence of history and culture on English word meaning and vocabulary expansion.

Example: Recognize how the early influences of Spanish explorers in North America expanded American English vocabulary by adding words such as “tornado,” “tomato,” and “Patio.”

8E1a.3: Verify the meaning of a word in its context when its meaning is not directly stated or implied through the use of definition, restatement, example, comparison, or contrast.

Example: Understand the meaning of “pickle” in a sentence, such as “The pickle was an important part of metal working.” Use a dictionary to help clarify the use of the word “pickle” in this context.”

Standard: 8E1b: Comprehension and Analysis of Nonfiction and Informational Text
Students read and understand a variety of grade-level-appropriate nonfiction, such as biographies, autobiographies, books in many different subject areas, magazines, newspapers, reference and technical materials, and online information.

Component: Structural Features of Informational and Technical Materials

8E1b.1: Compare and contrast the features and elements of consumer materials to gain meaning from documents.

Examples:

1. Compare examples of a variety of instructional or technical manuals brought to class by different students such as those for a computer, hair appliance, camera, or electronic game.

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2. Describe what features make certain instructions easier than others to understand and follow.

8E1b.2: Analyze text that uses proposition (*statement of argument*) and support patterns.
Example: Read and analyze the organization of “pro” and “con” editorials on a topic of interest in USA Today. In each, decide if the argument is simply and clearly stated. Decide if there are at least three major points in support of the argument, with the strongest argument given first.

8E1b.3: Analyze the structure, format, and purpose of informational materials.
Example: Compare examples of textbooks, newspapers, instructional or technical manuals, and public documents.

Component:

Analysis of Grade-Level-Appropriate Nonfiction and Informational Text

8E1b.4: Find similarities and differences between texts in the treatment, amount of coverage, or organization of ideas.

Example: Read articles or biographies about cultural or historical figures with local connections and compare the amount of or types of coverage such figures received.

8E1b.5: Compare the original text to a summary to determine whether the summary accurately describes the main ideas, includes important details, and conveys the underlying meaning.

Example: After writing summaries or creating graphic organizers on an informational text read for class, exchange the summary or organizer with another student. Evaluate this classmate’s summary, based on how well the student describes the most important elements of the text.

8E1b.6: Use information from a variety of consumer and public documents to explain a situation or decision and to solve a problem.

Example: Decide which is the most practical and economical wireless telephone to purchase by reading articles, brochures, web pages, and other consumer sources, such as Consumer Reports.

8E1b.7: Understand and explain the use of simple equipment by following directions in a technical manual.

8E1b.8 Make reasonable statements and draw conclusions about a text, supporting them with accurate examples.

Component:

Expository (Informational) Critique

8E1b.9: Evaluate the logic (*inductive or deductive argument*), internal consistency, and structural patterns of text.

Example: Read The Brooklyn Bridge: They Said It Couldn’t Be Built by Judith St. George and evaluate the techniques and the effectiveness of the development of the main idea of the book.

Standard:

8E1c: Comprehension and Analysis of Literary Text

Students read a wide variety of grade-level appropriate fiction, such as classic and contemporary literature, historical fiction, fantasy, science fiction, mystery, adventure, folklore, mythology, poetry, short story, drama, and other genres.

English Language Arts: Grade 8

- Component:**
- 8E1c.1:** **Structural Features of Literature**
Determine and articulate the relationship between the purposes and characteristics of different forms of poetry (*such as a ballad, lyric, couplet, epic, elegy, ode, and sonnet*).
Example: Describe the different forms of poetry. Compare poems such as John Ciardi’s “Elegy for Jog,” Pablo Neruda’s “Odes to Things,” and Edgar Allen Poe’s sonnet “To Science” and hypothesize why each author chose the particular form in order to achieve the poem’s purpose.
- Component:**
- 8E1c.2:** **Analysis of Grade-Level Appropriate Text**
Evaluate the structural elements of the plot (*such as subplots, parallel episodes, and climax*), the plot’s development, and the way in which conflicts are or are not addressed and resolved.
Example: Read the book Holes by Louis Sachar, and discuss how the plot is developed, including the climax and its resolution, and how different subplots are incorporated into the story.
- 8E1c.3:** Compare and contrast the motivations and reactions of literary characters from different historical eras who confront similar situations and conflicts or similar hypothetical situations.
Example: Compare and contrast the motivations and reactions of literary characters from works that deal with the theme of the impact of war, both on those who fight in the battles and those who remain at home. Works could include Walt Whitman’s poem “Drum Taps” from the Civil War period, John Hersey’s novel A Bell for Adano from World War II, or Graham Green’s novel The Quiet American, set at the beginning of the Vietnam conflict.
- 8E1c.4:** Analyze the importance of the setting to the mood, tone, and meaning of the text.
Example: Discuss the importance of the setting, including the place, the time period, and the custom) to books such as Friendly Persuasion by Jessamyn West or Stranded by Ben Mikaelson.
- 8E1c.5:** Identify and analyze recurring themes (*good versus evil*) that appear frequently across traditional and contemporary works.
Example: Read classic myths such as those found in Alice Low’s The MacMillan Book of Greek Gods and Myths or dramatic literature such as Rod Serling’s television play Requiem for a Heavyweight, to identify and explore the theme that heroism demands unusual courage and risk-taking.
- 8E1c.6:** Identify significant literary devices to include metaphor, symbolism, dialect, quotations, and/or irony, which define a writer’s style and use those elements to interpret the work.
Examples:
1. Read several short stories by Mark Twain, discuss his use of dialect, and explain how it enhances character development.
 2. Watch Alan Jay Lerner and Frederick Loewe’s musical “My Fair Lady”, an adaptation of Bernard Shaw’s Pygmalion, and discuss how the musical presents dialect and how it is important to the conflict in the story.

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- 8E1c.7:** Contrast points of view (*such as first person, third person, third person limited and third person omniscient, and subjective and objective*) in narrative text and explain how they affect the overall theme of the work.
- **First Person:** The narrator tells the story from the “I” perspective.
 - **Third Person:** The narrator tells the story from an outside perspective.
 - **Limited Narration:** The narrator does not know all thoughts of all characters.
 - **Omniscient Narration:** The narrator knows all thoughts of all characters.
 - **Subjective:** The point of view involves a personal perspective.
 - **Objective:** the point of view is from a distanced, informational perspective, as in a news report.

- 8E1c.8:** Analyze the relevance of setting (to include places, times, and customs) to mood, tone, and meaning of text.

Component:

Literary Criticism

- 8E1c.9:** Analyze a work of literature, showing how it reflects the heritage, traditions, attitudes, and beliefs of its author.
- Example: Read a short biography of Edgar Allen Poe, Jack London, Shirley Jackson, Helen Keller, or Maya Angelou. Read one or more selections by the author. Then, analyze how the author’s experiences are reflected in his or her writings.*

Strand:

8E2: Writing

Standard:

8E2a: Processes and Features

Students discuss, list, and graphically organize writing ideas. They write clear, coherent, and focused essays. Students progress through the stages of the writing process and proofread, edit, and revise writing.

Component:

Organization and Focus

- 8E2a.1:** Discuss ideas for writing, keep a list or notebook of ideas, and use graphic organizers to plan writing.
- 8E2a.2:** Develop and use thesis and introductory statements to organize writing.
- 8E2a.3:** Create compositions that have a clear message, a coherent thesis, and an end with a clear and well-supported conclusion.
- 8E2a.4:** Support theses or conclusions with analogies, paraphrases, quotations, opinions from experts, and similar devices.
- 8E2a.5:** Create an organizational structure that balances all aspects of the composition and uses effective transitions between sentences to unify important ideas.

Component:

Research and Technology

- 8E2a.6:** Plan and conduct multiple-step information searches using computer networks.

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8E2a.7: Achieve an effective balance between researched information and original ideas.

8E2a.8: Use a computer to create documents by using word-processing skills and publishing programs; and develop simple databases and spreadsheets to manage information and prepare reports.

Component:

Evaluation and Revision

8E2a.9: Review, evaluate, and revise writing for meaning and clarity.

8E2a.10: Identify topics; ask and evaluate question; and develop ideas leading to inquiry investigation, and research.

8E2a.11: Edit and proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of frequent errors.

8E2a.12: Revise writing for word choice, appropriate organization, consistent point of view, and transitions among paragraphs, passages and ideas.

Standard:

8E2b: Applications (Different Types of Writing and Their Characteristics)

Students continue to write narrative, expository, persuasive, and descriptive texts (research reports of 750–1,000 words or more.) Students are introduced to writing technical documents. Student writing demonstrates a command of Standard English and the research, organizational, and drafting strategies outlined in standard 8E2a: Process and Features. Writing demonstrates an awareness of the audience and purpose for writing. In addition to producing the different forms of writing introduced in earlier grades, such as letters, grade eight students use the writing strategies outlined in Standard E2a- Writing Processes and Features.

Component:

Different Types of Writing and Their Characteristics

8E2b.1: Write using precise word choices to make writing interesting and exact.

8E2b.2: Write for different purposes and to a specific audience or person, adjusting tone and style as necessary.

8E2b.3: Write biographies, autobiographies, and short stores that:

- Tell about an incident, event, or situation, using well-chosen details.
- Reveal the significance of, or the writer's attitude about the subject.
- Use narrative and descriptive strategies, including relevant dialogue, specific action, physical description, background description, and comparison of characters.

Example: Write an autobiographical account of one of your most memorable first days of school. Describe the day and its importance clearly enough so the reader can see and feel the day from your perspective.

8E2b.4: Write responses to literature that:

- Demonstrate careful reading and insight into interpretations.
- Connect response to the writer's techniques and to specific textual references.

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- c. Make supported inferences about the effects of a literary work on its audience.
- d. Support judgments through references to the text, other works, other authors, or to personal knowledge.

Example: After reading The Giver by Lois Lowry, write a final chapter to the book describing what happens to the main character after the point where Lowry ends the book. Then, plan a class presentation explaining the new ending and how it is supported by the rest of the book.

8E2b.5: Write persuasive compositions that:

- a. Include a well-defined thesis that makes a clear and knowledgeable appeal.
- b. Present detailed evidence, examples, and reasoning to support effective arguments and emotional appeals.
- c. Provide details, reasons, and examples, arranging them effectively by anticipating and answering reader concerns and counterarguments.

Example: Using the research completed on public transportation write a persuasive letter to the mayor on why the community should or should not invest more resources into public transportation.

8E2b.6: Write technical documents that:

- a. Identify the sequence of activities needed to design a system, operate a tool, or explain the bylaws of an organization's constitution or guidelines.
- b. Include all the factors and variables that need to be considered.
- c. Using formatting techniques, including headings, and changing the fonts to aid comprehension.

Example: Write a report of a science experiment that was conducted in class, describing both the process and the scientific conclusions. Describe the steps clearly, using precise scientific vocabulary, so that another reader could follow exactly what the experiment involved and could understand the reasoning behind the conclusion. Add graphics and text design to make the content clearer and easier to follow.

Research Applications

8E2b.7: Write or deliver research reports developed using a systematic research process that:

- a. Define the topic, gathers information, determines credibility, and reports findings.
- b. Use information from a variety of sources (*such as books, technology, multimedia, online databases*) and documents sources independently by using a consistent format for citations.
- c. Demonstrate information has been summarized and that the topic has been refined through this process.
- d. Demonstrate that sources have been evaluated for accuracy, bias, and credibility.
- e. Organize information by categorizing and sequencing.
- f. Demonstrate the distinction between one's own ideas from the ideas of others.
- g. Include a bibliography (*Works Cited*).

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Examples:

1. *Research the topic of the benefits and drawbacks of public transportation.*
2. *Conduct research to learn why some experts argue that we should use more public transportation.*
3. *Survey parents and friends to find out how often they use public transportation for school, business, or pleasure travel.*
4. *Summarize the findings and write a report on the pros and cons of public transportation, including charts and graphs to support your findings.*

Standard:	8E2c: English Language Conventions <i>Students write using Standard English conventions appropriate to the 8th grade level and produce legible work that can read by others.</i>
Component:	Sentence Structure
	8E2c.1: Use correct and varied sentences types (<i>to include simple, complex, and compound-complex</i>) and sentence openings to present a lively and effective personal style.
	8E2c.2: Identify and use parallelism in all writing to present items in a series and items juxtaposed for emphasis.
	8E2c.3: Use subordination, coordination, noun phrases that function as adjectives (<i>such as These gestures—acts of friendship—were noticed but not appreciated</i>) and other devices to indicate clearly the relationship between ideas.
Component:	Grammar
	8E2c.4: Edit written manuscripts to ensure that correct grammar is used.
	8E2c.5: Identify and use infinitives and participles.
	8E2c.6: Use precise language, action verbs, sensory details, appropriate and colorful modifiers (<i>describing words, such as adverbs and adjectives</i>) and the active (<i>I recommend that you write drafts.</i>) rather than the passive voice (<i>The writing of drafts is recommended.</i>) in ways that enliven writing.
Component:	Punctuation
	8E2c.7: Use correct grade-level-appropriate punctuation.
Component:	Capitalization
	86E2c.8: Use correct grade-level-appropriate capitalization.
Component:	Spelling
	8E2c.9: Use correct grade-level-appropriate spelling conventions.
Strand:	8E3: Listening and Speaking
Standard:	8E3a: Skills, Strategies, and Applications <i>Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience.</i> <i>Students evaluate the content of oral communication. Students deliver</i>

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well-organized formal presentations using traditional speech strategies, including narrations, exposition, persuasion, and description. Students will participate in formal and informal group interactions. Students use the same Standard English conventions for oral speech that they use in their writing.

Component:

Comprehension

8E3a.1: Paraphrase a speaker's purpose and point of view and ask questions concerning the speaker's content, delivery, and attitude toward the subject.

Organization and Delivery of Oral Communication

8E3a.2: Match the message, vocabulary, voice modulation, expression, and tone to the audience and purpose.

8E3a.3: Outline the organization of a speech, including an introduction, transitions, previews and summaries, a logically developed body, and an effective conclusion.

8E3a.4: Use precise language, action verbs, sensory detail, appropriate and colorful modifiers, and the active (*I recommend that you write a first draft.*) rather than the passive (*Writing a first draft is recommended.*) in ways that enliven oral presentations.

8E3a.5: Use appropriate grammar, word choice, enunciation, and pace during formal presentations.

8E3a.6: Use audience feedback, including both verbal and nonverbal cues, to reconsider and modify the organizational structure and/or to rearrange words and sentences for clarification of the meaning.

Component:

Analysis and Evaluation of Oral and Media Communication

8E3a.7: Analyze oral interpretations of literature, including language choice and delivery, and the effect of the interpretations on the listener.

8E3a.8: Evaluate the credibility of a speaker, including whether the speaker has hidden agendas or presents slanted or biased material.

8E3a.9: Interpret and evaluate the various ways in which visual makers (*such as graphic artists, illustrators, and news photographers*) communicate information and effect impressions and opinions.

Component:

Speaking Applications

8E3a.10: Deliver narrative presentations such as biographical or autobiographical information that:

- a. Relate a clear incident, event or situation using well-chosen details.
- b. Reveal the significance of the incident, event, or situation.
- c. Use narrative and descriptive strategies to support the presentation, including relevant dialogue specific action, physical description, background description, and comparison or contrast of characters.

8E3a.11 Deliver descriptive presentations that:

- a. Establish a clear point of view on the subject of the presentation.
- b. Contain effective, factual descriptions of appearance, concrete images, shifting perspectives, and sensory details.

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- c. Establish the presenter's relationship with the subject of the presentation whether the presentation is made as an uninvolved observer or by someone who is personally involved.
- 8E3a.12** Deliver oral responses to literature that:
- a. Interpret a reading and provide insight.
 - b. Connect personal responses to the writer's techniques and to specific textual references.
 - c. Make supported inferences about the effects of a literary work on its audience.
 - d. Support judgments through references to the text, other works, other authors, or personal knowledge.
- 8E3a.13:** Deliver research presentations that:
- a. Define a thesis with a clear position on the topic.
 - b. Use a variety of research sources to distinguish the nature and value of each.
 - c. Research important ideas, concepts, and direct quotations from significant information sources.
 - d. Paraphrase and summarize important perspectives on the topic.
 - e. Present information on charts, maps, and graphs.
- 8E3a.14:** Deliver persuasive presentations that:
- a. Include a well-defined thesis with a clear position on the topic.
 - b. Differentiate fact from opinion and support arguments with detailed evidence, examples, reasoning, and persuasive language.
 - c. Anticipate and effectively answer listener concerns and counterarguments through the inclusion and arrangement of details, reasons, examples, as well as other elements.
 - d. Maintain a reasonable tone.
- 8E3a.15:** Recite poems (*of four to six stanzas*), sections or speeches, or dramatic soliloquies (*sections of plays in which characters speak out loud to themselves*) using voice, modulation, tone, and gestures expressively to enhance the meaning.

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During the high school years, reading, writing, and speaking overlap as students deepen their study of language and literature and gain skills that help them in other subjects, such as science and history. Students intensify their study of vocabulary by interpreting what words imply and applying their knowledge of roots from Greek and Latin to draw inferences about meaning. Students analyze and evaluate a wide variety of American, English, and world nonfiction and literary texts. They study and critique the important works and authors of various historical periods. High school students become good researchers and write or deliver increasingly sophisticated research reports (1,000-1,500 words or more) and multimedia presentations. The ability to develop an idea and express it persuasively helps students create strong oral and written skills that they can use in college and the workplace.

By the end of grade 9 students are expected to be reading 'At the Standard' (see the DoDEA ELA Addendum 1: Reading Performance Levels). The quality and complexity of materials read should reflect the grade level appropriate Lexile levels.

Strand: 9E1: Reading

Standard: 9E1a: Word Recognition, Fluency, and Vocabulary Development
Students apply their knowledge of word origins from other languages, history or literature, to determine the meaning of new words encountered in reading and use those words accurately..

Component: Vocabulary and Concept Development

9E1a.1: Identify and use the literal and figurative meanings of words and understand the origins of words.
Example: Understand figurative language when reading text (such as, She shot me a glance that would have made a laser beam seem like a birthday candle. [Larry Servais]).

9E1a.2: Distinguish between connotations and denotations of words.
Example: Analyze both the literal and the implied meaning of phrases when reading text (such as We had a permissive father. He permitted us to work. [Sam Levinson]).

9E1a.3: Use knowledge of mythology (to include Greek, Roman, and other mythologies) to understand the origin and meaning of new words.
Example: Use the story of Midas to understand "the Midas Touch" and the story of the Iliad and Achilles to understand the phrase "Achilles' heel".

Standard: 9E1b: Comprehension and Analysis of Nonfiction and Informational Text
Students read and understand a variety of grade-level-appropriate nonfiction such as biographies, autobiographies, books in many different subject areas, magazines, essays, speeches, newspapers, reference and technical materials, and online information.

Component: Structural Features of Informational and Technical Materials

9E1b.1: Analyze the structure and format of reference or functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purposes.
Example: After collecting samples of several applications for employment from different area employers, evaluate what information the applications ask for and what this suggests about the skills the employers are looking for in an applicant.

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9E1b.2: Read a variety of public documents such as consumer, government, workplace and other reference materials, in order to prepare a bibliography for a report.
Example: Prepare a bibliography citing a wide variety of consumer, workplace, and public documents for a report on labor laws for children or for a report on the history and future of American innovation and invention.

Component:

Analysis of Grade-Level-Appropriate Nonfiction and Informational Text

9E1b.3: Generate relevant questions about readings on issues or topics that can be researched.
Example: Read about several different cultures and generate research questions about how and why the cultures developed.

9E1b.4: Synthesize the content from several sources or works by a single author dealing with a single issue. Paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension.
Example: Read three or more nonfiction texts about black holes (such as Black Holes by Heather Couper, et al., Black Holes by Jean-Pierre Luminet et al., and/or articles identified on an online database of articles.) Take notes that describe black holes and identify quotes that can be used in writing a paper that cites the sources.

9E1b.5: Demonstrate use of technology by following directions in technical manuals or software help menus.
Example: Locate and follow the directions embedded in word processing help menus for formatting text paragraphs, such as hanging indents.

9E1b.6: Make reasonable statements and draw conclusions about a text, supporting them with accurate examples.

Component:

Expository (Informational) Critique

9E1b.7: Critique the logic of functional documents by examining the sequence of information and anticipating possible reader misunderstandings.
Example: Evaluate a document that gives a set of directions. This could be a how to assemble a piece of furniture, how to prepare a recipe, or how to use an appliance. Evaluate the way the document is written and whether the expectations for readers are clear.

9E1b.8: Evaluate an author's argument or defense of a claim by examining the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author's intent affects the structure and tone of the text.
Example: Analyze the language and images used in print advertisements or electronic media and evaluate how the advertisement is written and designed to convince a potential customer to use a product.

Standard:

9E1c: *Comprehension and Analysis of Literary Text*
Students read and respond to a wide variety of grade-level appropriate culturally and historically significant fiction, such as classic and contemporary, historical fiction, fantasy, science fiction, folklore, mythology, poetry, short stories, drama, and other genres.

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Component:

Structural Features of Literature

- 9E1c.1:** Explain the relationship between the purposes and the characteristics of different forms of dramatic literature including comedy, tragedy, and dramatic monologue.
Example: Compare plays with similar themes, such as the theme of prejudice in Twelve Angry Men by Reginald Rose and The King and I by Richard Rogers and Oscar Hammerstein II.
- 9E1c.2:** Compare and contrast the presentation of a similar theme or topic across genres to explain how genre shapes the theme or topic.
Example: Consider the theme of the relationship between nature and humans. Read different works on the theme, including a poem praising the beauty of nature and a novel in which the elements of nature play a large role.

Component:

Analysis of Grade-Level-Appropriate Literary Text

- 9E1c.3:** Analyze interactions between characters in a literary text and explain how those interactions affect the plot.
Example : Discuss the development of different characters in Charles Dickens's Great Expectations.
- 9E1c.4:** Determine characters' traits by what the characters say about themselves in narration, dialogue, and soliloquy.
Example: Read works such as The Secret Diary of Adrian Mole, aged 13 ¾ by Sue Townsend or Spoon River Anthology by Edgar Lee Masters, and describe the characters based upon what they say about themselves, citing specific examples from the text to support the description.
- 9E1c.5:** Compare works that express a universal theme and provide evidence to support the views expressed in each work.
Example: Analyze and compare selections from Russell Baker's Growing Up, Ed McClanahan's Natural Man, and Reynold Price's Long and Happy Life as variations on a theme.
- 9E1c.6:** Analyze and trace an author's development of time and sequence, including the use of literary devices, such as foreshadowing or flashback.
Example: Discuss how Tennessee Williams uses shifts between narration and "in-scene" characters to tell the story in his play The Glass Menagerie.
- 9E1c.8:** Interpret and evaluate the impact of ambiguities, subtleties, contradictions, and ironies in a text.
Example: After reading The Bridge of San Luis Rey by Thornton Wilder, or "The Monkey's Paw" by W.W. Jacobs, or "The Necklace" by Guy de Maupassant, discuss the ironies revealed by the story.
- 9E1c.9:** Explain how voice and the choice of a narrator affect characterization and the tone, plot, and credibility of a text.
Example: Read To Kill a Mockingbird by Harper Lee and discuss the impact of Scout's narration as the story unfolds.
- 9E1c.10:** Identify and describe the function of dialogue, soliloquies, asides, character foils, and stage designs in dramatic literature.

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Example: Identify different dramatic literary terms in Glaspel's Trifles. Describe the function that dialogue, soliloquies, asides, stage design and character foils play to expound on plot, advance the action of the story, and reveal additional information about the characters.

Component:

Literary Criticism

- 9E1c.11:** Evaluate the aesthetic qualities of style, including the impact of diction and figurative language on tone, mood, and theme.
Example: Read one of the stories by Edgar Allen Poe, such as "The Cask of Amontillado" to explain how Poe creates a sense of eerie foreboding.
- 9E1c.12:** Analyze the way in which a work of literature is related to the themes and issues of its historical period
Example: Read selections that are connected to a certain period in history, such as "The Legend of Sleepy Hollow" by Washington Irving or Our Town by Thornton Wilder. Describe the role that the time period plays in these works and analyze the author's perspective on the period.
- 9E1b.13:** Explain how voice, persona, and the choice of narrator affect the mood, tone, and meaning of text.

Strand:

9E2: Writing

Standard:

9E2a: Processes and Features

Students discuss ideas for writing with other writers. They write clear, coherent, and focused essays that show a well-defined point of view and well-reasoned argument. Students progress through the stages of the writing process to include prewriting, writing, editing, and revising.

Component:

Organization and Focus

- 9E2a.1:** Discuss ideas for writing with classmates, teachers, and other writers and develop drafts alone and collaboratively.
- 9E2a.2:** Establish a coherent thesis that conveys a clear perspective on the subject and maintains a consistent tone and focus throughout the piece of writing.
- 9E2a.3:** Use precise language, action verbs, sensory details, and appropriate modifiers.
- 9E2a.4:** Establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques.

Component:

Research Process and Technology

- 9E2a.5:** Use writing to formulate clear research questions and to compile information from primary and secondary print or Internet sources.
- 9E2a.6:** Develop the main ideas within the body of the composition through supporting evidence to include scenarios, commonly held beliefs, hypotheses, and definitions.

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- 9E2a.7:** Synthesize information from multiple sources such as almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents, and Internet source.
- 9E2a.8:** Integrate quotations and citations into written text while maintaining the flow of ideas.
- 9E2a.9:** Use appropriate conventions for documentation in text, notes, bibliographies, following the formats in specific style manuals.
- 9E2a.10:** Use a computer to design and publish documents by using advanced publishing software and graphic programs.

Component:

Evaluation and Revision

- 9E2a.11:** Review, evaluate, and revise writing for meaning, clarity, content, and mechanics.
- 9E2a.12:** Edit and proofread one's own writing, as well as that of others, using an editing checklist with specific examples of corrections of frequent errors.
- 9E2a.13:** Revise writing to improve the logic and coherence of the organization and perspective, the precision of word choice, and the appropriateness of tone by taking into consideration the audience, purpose, and formality of the context.

Standard:

9E2b: Applications (Different Types of Writing and Their Characteristics)

Students combine the rhetorical strategies of narration, exposition, persuasion, and description in texts (research reports of 1,000-1,500 words or more.) Students begin to write documents related to career development. Student writing demonstrates a command of Standard English and research, organizational, and drafting strategies. Writing demonstrates an awareness of the audience and purpose for writing.

Component:

Different Types of Writing and Their Characteristics

- 9E2b.1:** Write biographical or autobiographical narratives or short stories that:
- Describe a sequence of events and communicate the significance of the events to the audience.
 - Describe with exact details the sights, sounds, and smells of a scene and the specific actions, movements, gestures and feelings of the characters (in the case of short stories or autobiographical narratives, use interior monologue to show the character's feelings).
 - Locate scenes and incidents in specific places.
 - Pace the presentation of actions to accommodate changes in time and mood.
- Example: Write a personal narrative showing an audience the story of a particular object of significance in one's life.*
- 9E2b.2:** Write responses to literature that:
- Demonstrate a comprehensive grasp of the significant ideas of literary works with supporting statements with evidence from the text.
 - Demonstrate an awareness of the author's style and an appreciation of the effects created.

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- c. Identify and assess the impact of ambiguities, nuances, and complexities within the text.

Examples:

1. Write a description of the characters of Jem and Scout Finch in Harper Lee's *To Kill a Mockingbird* from the viewpoint of another character such as Boo Bradley or Atticus Finch.
2. Write a comparison of different characters in a book such as *Great Expectations* by Charles Dickens, explaining how they are alike and different and how each serves to move the plot of the novel forward.

- 9E2b.3:** Write expository compositions, including analytical essays, summaries, descriptive pieces, or literary analyses that:
- a. Gather evidence in support of a thesis, including information on all relevant perspectives.
 - b. Communicate information and ideas from primary and secondary sources accurately and coherently.
 - c. Make distinctions between the relative value and significance of specific data, facts, and ideas.
 - d. Use a variety of reference sources, including word, pictorial, audio, and Internet sources, to locate information in support of topic.
 - e. Include visual aids by using technology to organize, record, and display information on charts, data tables, maps, and graphs.
 - f. Anticipate and address readers' potential misunderstandings, biases, and expectations.
 - g. Use technical terms and notations accurately.

- 9E2b.4:** Write persuasive compositions that:
- a. Organize ideas and appeals in a sustained and effective fashion with the strongest emotional appeal first and the least powerful one last.
 - b. Use specific rhetorical devices to support assertions such as appealing to logic through reasoning, appealing to emotion or ethical belief, or relating a personal anecdote, case study, or analogy.
 - c. Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning.
 - d. Address readers' concerns, counterclaims, biases, and expectations.

Example: Write a letter to the principal or the president of the school advisory committee to persuade that person to support your views on some educational policy that has been adopted by the local school district (such as dress code policy, a change to or from block scheduling, or a decision about grade requirements to participate in extracurricular activities).

Component:

- 9E2b.5:** **Career Development Writing**
Write documents related to career development, including simple business letters and job applications that:
- a. Present information purposefully and in brief to meet the needs of the intended audience.
 - b. Follow a conventional business letter, memorandum, or application format.

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Examples:

1. Write a letter requesting an informational interview with a person in a career area that the student would like to know more about.
2. Complete a job application form for a part-time job and attach a memorandum outlining the particular skills the student possesses that fit the needs of the position.

9E2b.6: Write technical documents such as a manual on rules of behavior for conflict resolution, procedures for conducting a meeting, or minutes of a meeting that:

- a. Report information and express ideas logically and correctly.
- b. Offer detailed and accurate specifications.
- c. Include scenarios, definitions, and examples to aid comprehension.
- d. Anticipate readers' problems, mistakes, and misunderstandings.

Example: Write a code of student ethics that outlines the rules of behavior for people in the school. Organize the document clearly, using headers and a table of contents. Include specific examples so that all students will understand what is expected from them.

9E2b.7: Use varied and expanded vocabulary, appropriate for specific forms and topics.

Example: Write a formal and persuasive speech using words that will convince an audience to accept your point of view.

9E2b.8: Write for different purposes and audiences, adjusting tone, style, and voice as appropriate.

Component:

Research Application

9E2b.9: Write and deliver research reports developed using a systematic research process that:

- a. Define the topic, gather information, determines credibility, and reports the findings.
- b. Use information from a variety of sources (such as books, technology, and multimedia) and distinguishes between primary and secondary documents.
- c. Document sources independently by using a consistent format for citations.
- d. Synthesize information gathered from a variety of sources, including technology and one's own research; and evaluates information for its relevance to research questions.
- e. Demonstrate information that has been gathered has been summarized, that the topic has been refined through this process, and that conclusions have been drawn from synthesized information.
- f. Demonstrate sources have been evaluated for accuracy, bias, and credibility.
- g. Organize research report information by classifying, categorizing, and sequencing.
- h. Demonstrate the distinction between one's own ideas from the ideas of others; and include a bibliography (*Works Cited*).

Example: Write a research report on a specific event in history documented by the Smithsonian Institution, such as the Wright brothers' first flights on December 17, 1903. Find primary sources through the museum's website and then compare these to a secondary source, such as newspaper stories written after the event.

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- Standard:** **9E2c: English Language Conventions**
Students write using Standard English conventions appropriate to the 9th grade level and produce legible work that can read by others.
- Component:**
- 9E2c.1:** ***Grammar and the Mechanics of Writing***
Identify and correctly use clauses (*both main and subordinate*), phrases (*gerund, infinitive, and participial*), and the mechanics of punctuation (*semicolons, colons, ellipses, and hyphens*).
- 9E2c.2:** Demonstrate an understanding of sentence construction (*parallel structure, subordination, and the proper placement of modifiers*) and proper English usage, including the use of consistent verb tenses.
- Component:**
- 9E2c.3:** ***Manuscript Conventions***
Produce legible work that shows accurate spelling, correct use of the conventions of punctuation and capitalization.
- 9E2c.4:** Apply appropriate manuscript conventions (*to include a title page presentation, pagination, spacing, and margins*) and integration of source and support material by citing sources within the text, using direct quotations and paraphrasing.
- Strand:** **9E3: Listening and Speaking**
- Standard:** **9E3a: Skills, Strategies, and Applications**
Students formulate thoughtful judgments about oral communication. Students deliver focused and coherent presentations of their own that convey clear and distinct perspectives and solid reasoning. Students deliver polished formal and extemporaneous presentations that combine the traditional speech strategies of narration, exposition, persuasion, and description. They use gestures, tone, and vocabulary appropriate to the audience and purpose. Students use the same Standard English conventions for oral speech that they use in their writing.
- Component:**
- 9E3a.1:** ***Comprehension***
Summarize a speaker's purpose and point of view and ask questions concerning the speaker's content, delivery, and attitude toward the subject.
- Component:**
- 9E3a.2:** ***Organization and Delivery of Oral Communication***
Choose appropriate techniques for developing the introduction and conclusion in a speech including the use of literary quotations, anecdotes, and references to authoritative sources.
- 9E3a.3:** Recognize and use elements of classical speech forms (*to include an introduction, transitions, body, and conclusion*) in formulating rational arguments and applying the art of persuasion and debate.
- 9E3a.4:** Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations.
- 9E3a.5:** Produce concise notes for extemporaneous speeches (*speeches without a planned script*).

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- 9E3a.6:** Analyze the occasion and the interests of the audience and choose effective verbal and nonverbal techniques (*such as voice, gestures, and eye contact*) for presentations.
- Component:** ***Analysis and Evaluation of Oral and Media Communication***
- 9E3a.7:** Make judgments about the ideas under discussion and support those judgments with convincing evidence.
- 9E3a.8:** Compare and contrast the ways in which media genres (*such as televised news, online databases, news magazines, documentaries, and online information*) cover the same event.
- 9E3a.9:** Analyze historically significant speeches (*Abraham Lincoln’s “House Divided” or Winston Churchill’s “We Will Never Surrender” speeches*) to find the rhetorical devices and features that make them memorable.
- 9E3a.10:** Assess how language and delivery affect the mood and tone of the oral communication and make an impact on the audience.
- 9E3a.11:** Evaluate the clarity, quality, effectiveness, and general coherence of a speaker’s important points, arguments, evidence, organization of ideas, delivery, choice of words, and use of language.
- 9E3a.12:** Analyze the types of arguments used by the speaker to include argument by causation, analogy, authority, emotion, and the use of sweeping generalizations.
- 9E3a.13:** Identify the artistic effects of a media presentation and evaluate the techniques used to create them (*such as Franco Zeffereilli’s 1968 version of Shakespeare’s Romeo and Juliet versus Baz Luhrmann’s 1996 version*).
- Component:** ***Speaking Applications***
- 9E3a.14:** Deliver narrative presentations that:
- Narrate a sequence of events and communicate their significance to the audience.
 - Locate scenes and incidents in specific places.
 - Describe with specific details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of characters.
 - Time the presentation of actions to accommodate time or mood changes.
- 9E3a.15:** Deliver expository presentations that:
- Provide evidence in support of a thesis and related claims, including information on all relevant perspectives.
 - Convey information and ideas from primary and secondary sources accurately and coherently.
 - Make distinctions between the relative value and significance of specific data, facts, and ideas.
 - Include visual aids by employing appropriate technology to organize and display information on charts, maps, and graphs.
 - Anticipate and address the listeners’ potential misunderstandings, biases, and expectations.
 - Use technical terms and notations accurately.

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- 9E3a.16:** Apply appropriate interviewing techniques that:
- Prepare, ask relevant questions.
 - Make notes of responses.
 - Use language that conveys maturity, sensitivity, and respect.
 - Respond correctly and effectively to questions.
 - Demonstrate knowledge of the subject or organization.
 - Compile and report responses
 - Evaluate the effectiveness of the interview.
- 9E3a.17:** Deliver oral responses to literature that:
- Advance a judgment demonstrating a comprehensive understanding of the significant ideas of works or passages.
 - Support important ideas and viewpoints through accurate and detailed references to the text and to other works.
 - Demonstrate awareness of the author's writing style and an appreciation of the effects created.
 - Identify and assess the impact of ambiguities, nuances, and complexities within the text.
- 9E3a.18:** Deliver persuasive arguments (*including evaluation and analysis of problems and solutions and causes and effects*) that:
- Structure ideas and arguments in a coherent, logical fashion from the hypothesis to a reasonable conclusion, based on evidence.
 - Contain speech devices that support assertions such as an appeal to logic through reasoning, an appeal to emotion or ethical belief, or use of personal anecdote, case study, or analogy.
 - Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning.
 - Anticipate and address the listener's concerns and counterarguments.
- 9E3a.19:** Deliver descriptive presentations that:
- Establish a clear point of view on the subject of the presentation.
 - Establish the presenter's relationship with the subject of the presentation (*whether the presentation is made as an uninvolved observer or by someone who is personally involved*).
 - Contain effective, factual descriptions of appearance, concrete images, shifting perspectives, and sensory details.

English Language Arts: Grade 10

During the high school years, reading, writing, and speaking overlap as students deepen their study of language and literature and gain skills that help them in other subjects, such as science and history. Students intensify their study of vocabulary by interpreting what words imply and applying their knowledge of roots from Greek and Latin to draw inferences about meaning. Students analyze and evaluate a wide variety of American, English, and world nonfiction and literary texts. They study important works and authors of various historical periods. High school students become good researchers and write or deliver increasingly sophisticated research reports (1,100-1,500 words or more) and multimedia presentations. The ability to develop an idea and express it persuasively helps students create strong oral and written skills that they can use in college and the workplace.

By the end of grade 10, students are expected to be reading “At the Standard” (see the DoDEA ELA Addendum 1: Reading Performance Levels). The quality and complexity of materials read should reflect the grade level appropriate Lexile levels.

Strand: 10E1: Reading

Standard: 10E1a Word Recognition, Fluency, and Vocabulary Development
Students apply their knowledge of word origins to determine the meaning of new words encountered in reading and use those words accurately.

Component: Vocabulary and Concept Development

- 10E1a.1:** Understand technical vocabulary in subject area reading.
Example: While using a word-processing program on a computer, learn new terms and special meanings for words from the manual and/or online help feature such as control, enter, insert, format, font, template, page break, file and folder.
- 10E1a.2:** Distinguish between connotation and denotation.
Example: Understand descriptive phrases when reading such as “A man’s feet must be planted in his country, but his eyes should survey the world,” George Santayana, or “We must be the change we wish to see in the world,” Mahatma Gandhi.
- 10E1a.3:** Use the knowledge of Greek, Roman, or other mythologies to understand the meaning of new words.
Example: Use the myth of Narcissus and Echo to understand the word “narcissistic;” use the myth of Procrustus to understand the word “procrustean”.
- 10E1a.4:** Identify and use literal and figurative meanings of words and understand origins of words.
- 10E1a.5:** Understand and explain slight differences in meaning in related words.
Example: Explain the difference when someone is described as speaking softly and when someone is described as speaking quietly.

Standard: 10E1b Comprehension and Analysis of Nonfiction and Informational Text
Students read a variety of grade-level-appropriate nonfiction such as biographies, autobiographies, books in many different subject areas, essays, speeches, magazines, newspapers, reference and technical materials, and online information.

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- Component:** **Structural Features of Informational and Technical Materials**
- 10E1b.1:** Analyze the structure and format of various informational documents and explain how authors use the features to achieve their purposes.
Example: Analyze an advertisement that has been made to look like the informational newspaper or magazine content around it. Explain why the advertisement would be designed this way and evaluate its effectiveness.
- Component:** **Analysis of Grade-Level-Appropriate Nonfiction and Informational Text**
- 10E1b.2:** Analyze, evaluate, and elaborate on ideas presented in primary or secondary sources.
Example: Read first-hand accounts and newspaper accounts of an historical event, such as the sinking of the Titanic, and compare them to more recent texts about the event.
- 10E1b.3:** Demonstrate use of sophisticated technology by following technical directions.
Examples:
- 1. Follow the directions to use a spreadsheet or database program on the computer.*
 - 2. Follow the directions to insert a spreadsheet or database into an informational text.*
- 10E1b.4:** Make reasonable statements and draw conclusions about a text, supporting them with accurate examples.
- Component:** **Expository (Informational) Critique**
- 10E1b.5:** Evaluate an author's argument or defense of a claim by examining the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author's intent affects the structure and tone of the text.
Examples:
- 1. Evaluate science articles by judging the references, the author's presentation of facts and opinions, and the date of publication.*
 - 2. Evaluate different arguments on a legal issue, such as the legal age for getting a driver's license.*
- Standard:** **10E1c Comprehension and Analysis of Literary Text**
Students read and understand to a variety of grade-level-appropriate literature such as classical and contemporary literature, historical fiction, fantasy, science fiction, folklore, mythology, poetry, short stories, drama, and other genres.
- Component:** **Structural Features of Literature**
- 10E1c.1:** Identify different types (*genres*) of fiction and describe the major characteristics of each form.
Example: Describe the common characteristics of different types of fiction, such as folklore, mystery, science fiction, adventure, fantasy, or biography, and provide examples of each type from books read by students in the class. Use a graphic organizer to show comparisons.
- 10E1c.2:** Analyze the purposes and the characteristics of different forms of dramatic literature to include comedy, tragedy, and dramatic monologue.

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Example: Analyze the features of plays, such as I Never Sang for My Father by Robert Anderson or Arsenic and Old Lace by Joseph Kesselring, or A Piano Lesson by August Wilson, or The Buck Private by Luis Valdez.

- 10E1c.3:** Compare and contrast the presentation of a similar theme or topic to explain how genre shapes the theme or topic.

Example: Compare three different reactions to Lincoln's death: Walt Whitman's poem "O Captain! My Captain!" Frederick Douglass's eulogy and the report of Lincoln's death from the New York Times on April 12, 1865. Analyze the differences among the genres and how the form impacts the reader's perception of the event.

Component:

Analysis of Grade-Level-Appropriate Text

- 10E1c.4:** Evaluate interactions among characters in a literary text and explain how those interactions affect the plot.

Example: Compare the development of the characters as they are represented in To Kill a Mockingbird by Harper Lee, The Acts of King Arthur and His Noble Knights by John Steinbeck, Farewell to Manzanar by Geanne Wakatsuki Houston or Things Fall Apart by Chinua Achebe.

- 10E1c.5:** Analyze characters' traits by what the characters say about themselves in narration, dialogue, and soliloquy.

Example: Read works such as "I'm Nobody! Who Are You?" by Emily Dickinson or In Search of Our Mothers' Gardens by Alice Walker, and analyze the characters, citing specific examples from the text to develop this description.

- 10E1c.6:** Compare works that express a universal theme and provide evidence to support the views expressed in each work.

Example: Analyze and compare selections that deal with the theme of independence developed in The House on Mango Street by Sandra Cisneros and The Childhood Story of Christy Brown (the film My Left Foot is based on this book) by Christy Brown.

- 10E1c.7:** Evaluate an author's development of time and sequence, including the use of literary devices such as foreshadowing or flashback.

Example: Discuss how the games boys play in school foreshadow the coming of the war in A Separate Peace by John Knowles.

- 10E1c.8:** Evaluate the significance of various literary devices (figurative language, imagery, allegory, and symbolism) and explain their appeal

Example: Evaluate the imagery in poetry such as "I Wandered Lonely as a Cloud" by William Wordsworth and "Shall I Compare Thee to a Summer's Day?" by William Shakespeare.

- 10E1c.9:** Interpret and evaluate the impact of ambiguities, subtleties, contradictions, ironies, and inconsistencies in a text.

Example: Read selections from short stories by Franz Kafka and evaluate the manner in which ambiguity and allegory function.

- 10E1c.10** Explain how voice and the choice of a narrator affect characterization and the tone, plot, and credibility of a text.

Example: Read Darkness at Noon by Arthur Koestler and discuss the impact of the narration as the story unfolds.

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10E1c.11 Identify and describe the function of dialogue, soliloquies, asides, character foils, and stage designs in dramatic literature.

Example: Evaluate the functions of different dramatic devices in Shakespeare's The Tragedy of Julius Caesar.

10E1c.12 Explain how voice, persona, and the choice of narrator affect the tone, plot, and credibility of text.

Component:

Literary Criticism

10E1c.13 Evaluate the aesthetic qualities of style, including the impact of diction and figurative language on tone, mood, and theme.

Example: Read Jurassic Park by Michael Crichton or The Perfect Storm by Sebastian Junger and evaluate the way the author's style and descriptions help create a mood of tragedy and suspense.

10E1c.14 Analyze the way in which a work of literature is related to the themes and issues of its historical period.

Example: Read a book such as Hornblower During the Crisis by C.S. Forester and tell how the author uses the story to convey larger themes about a period of transition in British history.

Strand:

10E2: Writing

Standard:

10E2a: Processes and Features

Students discuss ideas for writing with other writers. They write coherent and focused essays that show a well-defined point of view and reasoned argument. Students progress through the stages of the writing process to include prewriting, writing, editing and revising.

Component:

Organization and Focus

10E2a.1: Discuss ideas for writing with classmates, teachers, and other writers and develop drafts alone and collaboratively.

10E2a.2: Establish a coherent thesis that conveys a clear perspective on the subject and maintains a consistent tone and focus throughout the piece of writing.

10E2a.3: Use precise language, action verbs, sensory details, and appropriate modifiers, and the active ("I will always remember my first trip to the city") rather than the passive voice ("My first trip to the city will always be remembered").

10E2a.4: Establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques.

Component:

Research Process and Technology

10E2a.5: Use clear research questions and suitable research methods including the investigation of texts, electronic resources, and personal interviews to compile and present information from primary and secondary print or Internet sources.

10E2a.6: Develop the main ideas within the body of the composition through supporting evidence in scenarios, commonly held beliefs, hypotheses, and definitions.

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- 10E2a.7:** Synthesize information from multiple sources; identify complexities and inconsistencies in the information and the different perspectives found in each medium to include almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents, and Internet sources.
- 10E2a.8:** Integrate quotations and citations into written text while maintaining the flow of ideas.
- 10E2a.9:** Use appropriate conventions for documentation in text, notes, bibliographies, following the formats in specific style manuals.
- 10E2a.10** Use a computer to design and publish documents by using advanced publishing software and graphic programs.

Component:

Evaluation and Revision

- 10E2a.11** Review, evaluate, revise, edit, and proofread writing using an editing checklist.
- 10E2a.12** Apply criteria developed by self and others to evaluate the mechanics and content of writing.
- 10E2a.13** Provide constructive criticism to other writers with suggestions for improving organization, tone, style, clarity, and focus; and edit and revise in response to peer reviews of own work.

Standard:

10E2b Applications (Different Types of Writing and Their Characteristics)

Students combine the rhetorical strategies of narration, exposition, persuasion, and description in texts (research reports of 1,100–1,500 words or more). Students compose business letters. Student writing demonstrates a command of Standard English and research, organizational, and drafting strategies. Writing demonstrates an awareness of the audience and purpose for writing.

Component:

Different Types of Writing and Their Characteristics

- 10E2b.1:** Write for different purposes and audience, adjusting tone, style, and voice as appropriate.
Example: Write a sentence for use in a formal letter of complaint (such as “The thermostat is dangerously defective as it fails to maintain a safe temperature, and I am seeking a replacement or full refund”).
- 10E2b.2:** Write biographical or autobiographical narratives or short stories that:
- Describe a sequence of events and communicate the significance of the events to the audience.
 - Locate scenes and incidents in specific places.
 - Describe with exact details the sights, sounds, and smells of a scene and the specific actions, movements, gestures and feelings of the characters. In the case of short stories or autobiographical narratives, use interior monologue to show the character’s feelings.
 - Pace the presentation of actions to accommodate changes in time and mood.
Example: After reading an example of an autobiography, use the structure of the autobiography to compose your own autobiography.

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- 10E2b.3:** Write responses to literature that:
- Demonstrate a comprehensive grasp of the significant ideas of literary works and support statements with evidence from the text.
 - Demonstrate an awareness of the author's style and an appreciation of the effects created.
 - Identify and assess the impact of ambiguities, nuances, and complexities within the text.
 - Extend writing by changing mood, plot, characterization, or voice.
Example: After reading a short story, write responses that address each of the above sub-components.
- 10E2b.4:** Write expository compositions, including analytical essays, summaries, descriptive pieces, or literary analyses that:
- Gather evidence in support of a thesis, including information on all relevant perspectives.
 - Communicate information and ideas from primary and secondary sources accurately and coherently.
 - Make distinctions between the relative value and significance of specific data, facts, and ideas.
 - Use a variety of reference sources, including word, pictorial, audio, and Internet sources, to locate information in support of topic.
 - Include visual aids by using technology to organize, record, and display information on charts, data tables, maps, and graphs.
 - Use technical terms and notations correctly.
 - Anticipate and address readers' potential misunderstandings, biases, and expectations and use technical terms and notations accurately.
Example: On self-selected appropriate topics, keep an academic log that lists essential student-generated questions on the topic, information in response to each question from a variety of sources including word, pictorial, audio, and Internet resources complete with accurate citations. When each question has been researched, summarize in your own words how you would synthesize the information in order to arrive at an overall thesis on the topic. Write an essay on the thesis.
- 10E2b.5:** Write persuasive compositions that:
- Organize ideas and appeals in a sustained and effective fashion with the strongest emotional appeal first and the least powerful one last.
 - Use specific rhetorical devices to support assertions to include appealing to logic through reasoning, appealing to emotion or ethical belief, or relating a personal anecdote, case study, or analogy.
 - Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning.
 - Address readers' concerns, counterclaims, biases, and expectations.
Example: Write a letter to a television network to persuade the network to keep a program on the air despite low ratings.
- 10E2b.6:** Write business letters that:
- Provide clear and purposeful information and address the intended audience appropriately.

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- b. Show appropriate use of vocabulary, tone, and style that takes into account the intended audience's knowledge about and interest in the topic and the nature of the audience's relationship to the writer.
- c. Emphasize main ideas or images.
- d. Follow a conventional style with page formats, fonts, and spacing that contribute to the document's readability and impact.

Example: Write a letter of support or complaint in response to service that you received at a store or restaurant. Address the letter to the manager, including a clear account of the incident and requesting that he or she take appropriate action in response.

- 10E2b.7:** Write technical documents such as a manual on rules of behavior for conflict resolution, procedures for conducting a meeting, or minutes of a meeting that:

- a. Report information and express ideas logically and correctly.
- b. Offer detailed and accurate specifications include scenarios, definitions, and examples to aid comprehension.
- c. Anticipate readers' problems, mistakes, and misunderstandings.

Example: Take notes while watching or listening to a physical therapist give instructions on the proper way to lift, carry, or move large objects. Incorporate these notes into a safety manual to be used in the classroom or in a job setting.

- 10E2b.8:** Students use varied and expanded vocabulary, appropriate for specific forms and topics.

Example: Write a sentence for use in a formal letter of complaint: "The thermostat is dangerously defective as it fails to maintain a safe temperature, and I am seeking a replacement or full refund."

Component:

Research Application

- 10E2b.9:** Write and deliver research reports developed using a systematic research process that:

- a. Defines the topic, gathers information, determines credibility, and reports findings.
- b. Use information from a variety of sources (*such as books, technology, or multimedia*); distinguish between primary and secondary documents; and document sources independently by using a consistent format for citations.
- c. Synthesize information gathered from a variety of sources, including technology and one's own research; and evaluate information for its relevance to research questions.
- d. Demonstrate that information that has been gathered has been summarized, that the topic has been refined through this process, and that conclusions have been drawn from synthesized information.
- e. Demonstrate that sources have been evaluated for accuracy, bias, and credibility.
- f. Organize information by classifying, categorizing, and sequencing.
- g. Demonstrate the distinction between one's own ideas from the ideas of others and include a bibliography (*Works Cited*).

Example: Write a report on the Globe Theater, gathering information from books, such as Shakespeare's Theatre by Jacqueline Morley, videos such as "Shakespeare's Globe Theatre Restored" and websites by using a key word search for "Shakespeare" and "Globe Theatre." Explain why the theatre was significant in the development of Shakespeare's works.

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- Standard:** **10E2c English Language Conventions**
Students write using Standard English conventions appropriate to the 10th grade level and produce legible work that can read by others.
- Component:**
- 10E2c.1:** ***Grammar and the Mechanics of Writing***
Identify and correctly use clauses (*both main and subordinate*), phrases (*gerund, infinitive, and participial*), and the mechanics of punctuation (*semicolons, colons, ellipses, and hyphens*).
- 10E2c.2:** Demonstrate an understanding of sentence construction (*to include parallel structure, subordination, and the proper placement of modifiers*) and proper English usage, including the use of consistent verb tenses.
- 10E2c.3:** ***Manuscript Conventions***
Produce legible work that shows accurate spelling, correct use of the conventions of punctuation and capitalization.
- 10E2c.4:** Apply appropriate manuscript conventions (*to include title page presentation, pagination, spacing, and margins*) and integration of source and support material by citing sources within the text, using direct quotations and paraphrasing.
- Strand:** **10E3: Listening and Speaking**
- Standard:** **10E3a: Skills, Strategies, and Applications**
Students formulate thoughtful judgments about oral communication. Students deliver focused and coherent presentations of their own that convey clear and distinct perspectives and solid reasoning. Students deliver polished formal and extemporaneous presentations that combine the traditional speech strategies of narration, exposition, persuasion, and description. They use gestures, tone, and vocabulary appropriate to the audience and purpose. Students use the same Standard English conventions for oral speech that they use in their writing.
- Component:**
- 10E3a.1:** ***Comprehension***
Summarize a speaker’s purpose and point of view and ask questions concerning the speaker’s content, delivery, and attitude toward the subject.
- Component:**
- 10E3a.2:** ***Organization and Delivery of Oral Communication***
Choose appropriate techniques for developing the introduction and conclusion in a speech including the use of literary quotations, anecdotes, and references to authoritative sources.
- 10E3a.3:** Recognize and use elements of classical speech forms (*to include an introduction, transitions, body, and conclusion*) in formulating rational arguments and applying the art of persuasion and debate.
- 10E3a.4:** Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations.
- 10E3a.5:** Produce concise notes for extemporaneous speeches.

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10E3a.6: Analyze the occasion and the interests of the audience and choose effective verbal and nonverbal techniques (*such as voice, gestures, and eye contact*) for presentations.

Component:

Analysis and Evaluation of Oral and Media Communication

10E3a.7: Make judgments about the ideas under discussion and support those judgments with convincing evidence.

10E3a.8: Compare and contrast the ways in which media genres (*such as televised news, online databases, news magazines, documentaries, and online information*) cover the same event.

10E3a.9: Analyze historically significant speeches (*such as Martin Luther King's "I Have a Dream" speech*) to find the rhetorical devices and features that make them memorable.

10E3a.10: Assess how language and delivery affect the mood and tone of the oral communication and make an impact on the audience.

10E3a.11: Evaluate the clarity, quality, effectiveness, and general coherence of a speaker's important points, arguments, evidence, organization of ideas, delivery, choice of words, and use of language.

10E3a.12: Analyze the types of arguments used by the speaker such as an argument by causation, analogy, authority, emotion, and logic.

10E3a.13: Identify the artistic effects of a media presentation and evaluate the techniques used to create them.

Component:

Speaking Applications

10E3a.14: Deliver narrative presentations that:

- a. Narrate a sequence of events and communicate their significance to the audience.
- b. Locate scenes and incidents in specific places.
- c. Describe with specific details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of characters.
- d. Time the presentation of actions to accommodate time or mood changes.

10E3a.15: Deliver expository presentations that:

- a. Provide evidence in support of a thesis and related claims, including information on all relevant perspectives.
- b. Convey information and ideas from primary and secondary sources accurately and coherently.
- c. Make distinctions between the relative value and significance of specific data, facts, and ideas.
- d. Include visual aids by employing appropriate technology to organize and display information on charts, maps, and graphs.
- e. Anticipate and address the listeners' potential misunderstandings, biases, and expectations and use technical terms and notations accurately.

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- 10E3a.16:** Apply appropriate interviewing techniques that:
- Prepare and ask relevant questions.
 - Use language that conveys maturity, sensitivity, and respect.
 - Make notes of responses and respond correctly and effectively to questions.
 - Demonstrate knowledge of the subject or organization.
 - Compile and report responses.
 - Evaluate the effectiveness of the interview.
- 10E3a.17:** Deliver oral responses to literature that:
- Advance a judgment demonstrating a comprehensive understanding of the significant ideas of works or passages.
 - Support important ideas and viewpoints through accurate and detailed references to the text and to other works.
 - Demonstrate awareness of the author's writing style and an appreciation of the effects created.
 - Identify and assess the impact of ambiguities, nuances, and complexities within the text.
- 10E3a.18:** Deliver persuasive arguments (*including evaluation and analysis of problems and solutions and causes and effects*) that:
- Structure ideas and arguments in a coherent, logical fashion from the hypothesis to a reasonable conclusion, based on evidence.
 - Contain speech devices that support assertions such as an appeal to logic through reasoning, an appeal to emotion or ethical belief, or use of personal anecdote, case study, or analogy.
 - Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning.
 - Anticipate and address the listener's concerns and counterarguments.
- 10E3a.19:** Deliver descriptive presentations that:
- Establish a clear point of view on the subject of the presentation.
 - Establish the presenter's relationship with the subject of the presentation whether the presentation is made as an uninvolved observer or by someone who is personally involved.
 - Contain effective, factual descriptions of appearance, concrete images, shifting perspectives, and sensory details.

English Language Arts: Grade 11

During the high school years, reading, writing, and speaking overlap as students deepen their study of language and literature and gain skills that help them in other subjects, such as science and history. Students intensify their study of vocabulary by interpreting what words imply and applying their knowledge of roots from Greek and Latin and other languages to draw inferences about meaning. Students analyze and evaluate a wide variety of American nonfiction and literary texts. They study the important works and authors, poets, and playwrights of various historical periods and critique their works. High school students become good researchers and write or deliver increasingly sophisticated research reports (1,200–1,500 words) and multimedia presentations. The ability to develop an idea and express it persuasively helps students create strong oral and written skills that they can use in college and the workplace.

By the end of Grade 11, students are expected to be reading “At the Standard.” (See the DoDEA ELA Addendum 1: Reading Performance Levels). The quality and complexity of materials read should reflect the grade level appropriate Lexile levels.

Strand: 11E1: Reading

Standard: 11E1a: **Word Recognition, Fluency, and Vocabulary Development**
Students apply their knowledge of word origins to determine the meaning of new words encountered in reading and use those words accurately.

Component: 11E1a.1: **Vocabulary and Concept Development**
Understand unfamiliar words that refer to characters or themes in literature or history.
Example: Understand the meaning of words like “Pollyannaish” (like Eleanor H. Porter’s 1913 heroine Pollyanna, who tended to find the good in everything), or “Seussian” (a reference to the alliterative and rhythmic style of children’s author Dr. Seuss [Theodore Geisel]).

11E1a.2: Apply knowledge of roots and word parts from Greek and Latin to draw inferences about the meaning of vocabulary in literature or other subject areas.
Example: While reading a biology textbook, understand specialized terms related to heredity (e.g., “genes,” “genetic,” “deoxyribonucleic acid (DNA),” “genotype,” and “organism.”

11E1a.3: Analyze the meaning of analogies using specific comparisons as well as relationships and inferences.
Example: Consider what is meant in a sentence that defines a story character with non-literal comparisons (e.g., Our softball coach wanted everyone to think he was a bear, but we all knew he was really a big teddy bear.)

Standard: 11E1b: **Comprehension and Analysis of Nonfiction and Informational Text**
Students read and understand a variety of nonfiction such as biographies, autobiographies, books in many different subject areas, essays, speeches, magazines, newspapers, reference and technical materials, and online information.

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- Component:** **Structural Features of Informational and Technical Materials**
- 11E1b.1:** Analyze both the features and the rhetorical devices of different types of public documents (*such as a policy statements, speeches, or debates*) and the way in which authors use those features and devices.
Example: Evaluate a famous political speech, such Patrick Henry’s Speech to the Virginia Convention and describe the rhetorical devises used to capture the audience’s attention and convey a unified message.
- Component:** **Analysis of Grade-Level-Appropriate Nonfiction and Informational Text**
- 11E1b.2:** Verify and clarify facts presented in several types of expository texts by using a variety of consumer, workplace, and public documents.
Example: Check information learned in a driver’s training course textbook with information in the Kentucky driver’s manual.
- 11E1b.3:** Make reasonable assertions about an author’s arguments by using elements of the text to defend and clarify interpretations.
Example: Read Alex de Tocqueville’s Democracy in America or John Steinbeck’s Travels with Charley and support agreement or disagreement with the author’s assertions by citing evidence from the text.
- 11E1b.4:** Analyze an author’s implicit and explicit assumptions and beliefs about a subject.
Example: Relate core concepts on self-government as they are conveyed by the Bill of Rights, the Declaration of Independence, and the U.S. Constitution. Discuss how these concepts and ideals continue in American society today.
- Component:** **Expository (Informational) Critique**
- 11E1b.5:** Critique the power, validity, and truthfulness of arguments set forth in public documents, speeches, or essays, their appeal to both friendly and hostile audiences, and the extent to which the arguments anticipate and address reader concerns and counterclaims.
Examples:
- 1. Critique how Martin Luther King, Jr.’s use of biblical, philosophical, and political references in “Letter from a Birmingham Jail” advance the purpose of his essay.*
 - 2. Read selected essays by Susan B. Anthony and Eleanor Roosevelt, and critique the authors’ respective arguments about women’s suffrage, gender equality, and women’s place in organized labor.*
- Standard:** **11E1c Comprehension and Analysis of Literary Text**
Students read and respond to a wide variety of culturally and historically significant American literature, classic and contemporary, such as historical fiction, fantasy, science fiction, poetry, short stories, dramas, and other genres.
- Component:** **Structural Features of Literature**
- 11E1c.1:** Analyze characteristics of subgenres such as satire, parody, allegory, and pastoral that are used in poetry, prose, plays, novels, short stories, essays, and other basic genres.
Example: Read and evaluate the short story, “The Celebrated Jumping Frog of Calaveras County” by Mark Twain as an example of Twain’s gentle satirizing of human behavior.

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- Component:**
- 11E1c.2:** ***Analysis of Grade-Level Appropriate Text***
Analyze the way in which theme represents a view on life, using textual evidence to support the claim.
Example: Analyze the development of the theme of self-reliance in a literary work.
- 11E1c.3:** Analyze the ways in which irony, tone, mood, the author's style, and the "sound" of language achieve specific rhetorical and/or aesthetic purposes.
Example: Evaluate the impact of style in the poems of Carl Sandburg or James Whitcomb Riley.
- 11E1c.4:** Analyze ways in which poetry or prose use imagery, personification, figures of speech, and sounds to evoke readers' emotions.
Example: Respond to and compare a variety of poems that serve as powerful examples of the author's intended purpose (e.g., Robert Frost's "Out, out...", Eliot's "The Lovesong of J Alfred Prufrock," and Amy Lowell's "Patterns").
- 11E1c.5:** Analyze or evaluate historical works of literary or cultural significance that:
- Reflect a variety of genres in each of the respective historical periods.
 - Were written by important authors in the respective major historical periods.
 - Reveal contrasts in major themes, styles, and trends.
 - Reflect or shed light on the seminal philosophical, religious, social, political, or ethical ideas of the time.
- Example: Evaluate different works of American fiction as representative of a certain periods in American history such as, Uncle Tom's Cabin by Harriet Beecher Stowe, Red Badge of Courage by Stephen Crane, The Great Gatsby by F. Scott Fitzgerald, or The Joy Luck Club by Amy Tan.*
- 11E1c.6:** Analyze the way in which authors have used archetypes drawn from myth and tradition in literature, film, political speeches, and religious writings.
Example: Evaluate the themes developed by works such as A Raisin in the Sun by Lorraine Hansberry and The Crucible or Death of a Salesman by Arthur Miller.
- Component:**
- Literary Criticism**
- 11E1c.7:** Analyze the clarity and consistency of political assumptions, beliefs, or intentions in a selection of literary works or essays on a topic.
Example: Analyze or evaluate how the assumptions in Slaughterhouse-Five by Kurt Vonnegut advance the story.
- 11E1c.8:** Analyze the philosophical arguments in literary works to determine the quality of the work and the credibility of the characters.
Example: Read Richard Wright's Native Son and debate whether a defensible argument about capital punishment has been offered.

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Strand: **11E2: Writing**

Standard: **11E2a: Processes and Features**
Students write coherent and focused texts that show a well-defined point of view and tightly reasoned argument. Student writing demonstrates progression through the stages of the writing process to include prewriting, writing, editing, and revising.

Component: **Organization and Focus**

11E2a.1: Discuss ideas for writing with classmates, teachers, and other writers.

11E2a.2: Demonstrate an understanding of the elements of discourse (*such as purpose, speaker, audience, and form*) when completing narrative, expository, persuasive, or descriptive writing assignments.

11E2a.3: Use point of view, characterization, style, and related elements for specific narrative and aesthetic purposes.

11E2a.4: Structure ideas and arguments in a sustained and persuasive way and support them with precise and relevant examples.

11E2a.5: Enhance meaning using rhetorical devices, including the extended use of parallelism, repetition, and analogy in the issuance of a call for action.

11E2a.6: Use language in creative and vivid ways to establish a specific tone.

Component: **Research Process and Technology**

11E2a.7: *Develop presentations using clear research questions and creative and critical research strategies (such as conducting field studies, interviews, and experiments, researching oral histories, and using Internet sources).*

11E2a.8: Use systematic strategies to organize and record information (such as anecdotal scripting or annotated bibliographies).

11E2a.9: Use a computer to integrate databases, pictures and graphics, and spreadsheets into word-processed documents.

11E2a.10: Integrate quotations and citations into a written text while maintaining the flow of ideas.

Component **Evaluation and Revision**

11E2a.11: Review, evaluate, and revise writing for meaning, clarity, achievement of purpose, and mechanics.

11E2a.12: Edit and proofread one's own writing, as well as that of others, using an editing checklist.

11E2a.13: Revise text to highlight the individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience and form of writing.

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Standard: **11E2b: Applications (Different Types of Writing and Their Characteristics)**
Students continue to combine the rhetorical strategies of narration, exposition, persuasion, and description in texts (research reports of 1,200–1,500 words or more.) Students are introduced to writing reflective compositions and historical investigation reports and become familiar with the forms of job applications and resumes. Students deliver multimedia presentations on varied topics. Student writing demonstrates a command of Standard English and the research, organizational, and drafting strategies outline in Standard 11E2a: Process and Features. Writing demonstrates an awareness of the audience and purpose for writing.

Component: ***Different Types of Writing and Their Characteristics***

11E2b.1: Write fictional, biographical, or autobiographical narratives that:

- Narrate a sequence of events and communicate their significance to the audience.
- Locate scenes and incidents in specific places.
- Include specific details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters (in the case of short stories or autobiographical narratives, use interior monologue to show the character's feelings).
- Pace the presentation of actions to accommodate changes in time and mood.

Example: Read several short essays by writers on the practice of writing such as an excerpt from Anne Lamott's Bird by Bird, essays by Wallace Stegner, or the first chapter of Eudora Welty's One Writer's Beginnings and write an essay on how reading and/or writing have been significant in your life.

11E2b.2: Write responses to literature that:

- Demonstrate a comprehensive understanding of the significant ideas in works or passages.
- Analyze the use of imagery, language, universal themes, and unique aspects of the text.
- Support statements with evidence from the text.
- Demonstrate an understanding of the author's style and an appreciation of the effects created.
- Identify and assess the impact of ambiguities, nuances, and complexities within the text.

Example: After reading "The Fall of the House of Usher" by Edgar Allen Poe (an example of observer narration), "The Prison" by Bernard Malamud (an example of single character point of view), and "The Boarding House" by James Joyce (an example of the multiple character point of view), analyze in an essay how the authors' choices of literary narrator made a difference in the response of the reader. Reference examples from the works in support of a position.

11E2b.3: Write academic essays (such as analytical essays, persuasive essays, research reports, summaries, explanations, descriptive pieces, and literary analyses) that:

- Develop a thesis.
- Create an organizing structure appropriate to purpose, audience, and context.

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- c. Include accurate information from primary and secondary sources.
- d. Exclude extraneous information.
- e. Make valid inferences and supports judgments with relevant and substantial evidence with well-chosen details.
- f. Use technical terms and notations correctly.
- g. Provide a coherent conclusion.

- 11E2b.4:** Write reflective compositions that:
- a. Explore the significance of personal experiences, events, conditions, or concerns by using rhetorical strategies (*such as narration, description, exposition, and persuasion*).
 - b. Draw comparisons between specific incidents and broader themes that illustrate the writer's important beliefs or generalizations about life.
 - c. Maintain a balance in describing individual events and relating those events to more general and abstract ideas.

Example: Select a quotation that is particularly meaningful and explain the significance of the quotation.

- 11E2b.5:** Write historical investigation reports that:
- a. Use exposition, narration, description, argumentation, or some combination of rhetorical strategies to support the main argument.
 - b. Analyze several historical records of a single event, examining critical relationships between elements of the topic.
 - c. Explain the perceived reason or reasons for the similarities and differences in historical records with information derived from primary and secondary sources to support or enhance the presentation.
 - d. Include information from all relevant perspectives and take into consideration the validity and reliability of sources.
 - e. Include a formal bibliography.

Example: Examine prominent historians' comments on Democracy in America by Alexis de Tocqueville and explain how they evaluate the relevance of de Tocqueville's insights for today.

- 11E2b.6:** Write job applications and resumes that:
- a. Provide clear and purposeful information and address the intended audience appropriately.
 - b. Use varied levels, patterns, and types of language to achieve intended effects and aid comprehension.
 - c. Modify the tone to fit the purpose and audience.
 - d. Follow the conventional style for that type of document (*to include a resume, cover letter, or application*).
 - e. Use page formats, fonts, and spacing that contribute to the readability and the impact of the document.

Example: Write a resume outlining job experience, extracurricular activities, and other skills. Format the document so that the information is clearly represented to fit the intended audience.

- 11E2b.7:** Use varied and extended vocabulary, appropriate for specific forms and topics.

Examples:

1. *Use formal word choices for most writing. Write: The candidate criticized her opponent for changing his views on the issues. Avoid writing the informal: The candidate knocked her opponent for waffling on his views on the issues.*

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2. Use informal writing only for certain types of information writing situation, such as journals, informal essays, and creative writing such as “When it came to playing the game Clue, he was clueless”.

11E2b.8: Use precise technical or scientific language when appropriate for topic and audience.

Example: Use the vocabulary of a particular trade, profession, or group only when writing for that type of specific audience. A home improvement store supervisor would write: The number 6 stick shed has 2-by and 4-by, poly, visqueen, and R-29. The same sentence without technical language is: The 2 by 4 and the 4 by 4 lumber is in warehouse shed number 6 with the polyester house wrap, 4 millimeter plastic sheeting, and R-29 Fiberglas insulation.

11E2b.9: Deliver multimedia presentations that:

- a. Combine text, images, and sound to draw information from many sources such as television broadcasts, videos, films, newspapers, magazines, CD-ROMs, the Internet, and electronic media-generated images.
- b. Select an appropriate medium for each element of the presentation.
- c. Use the selected media skillfully, editing appropriately, and monitoring for quality.
- d. Test the audience’s response and revise the presentation accordingly.

Examples:

1. Prepare a multimedia presentation about Native American authors and support the presentation with visual images and video clips.
2. Create a literary map with visuals that have been found or created, showing authors’ hometowns, photographs, and biographies.

Component:

Research Application

11E2b.10: Write and deliver research reports developed using a systematic research process that:

- a. Define the topic, gathers information, determines credibility, and reports findings.
- b. Use information from a variety of sources such as books, technology, multimedia, to distinguish between primary and secondary documents, and document sources independently by using a consistent format for citations.
- c. Gathered from a variety of sources, including technology and one’s own research, and evaluate information for its relevance to research questions.
- d. Demonstrates information that has been gathered has been summarized, that the topic has been refined through this process, and that conclusions have been drawn from synthesized information.
- e. Organizes information by classifying, categorizing, and sequencing.
- f. Demonstrates sources have been evaluated for accuracy, bias, and credibility.
- g. Incorporates numeric data, charts, tables, and graphs.
- h. Demonstrates the distinction between one’s own ideas from the ideas of others.
- i. Includes a bibliography.

Examples:

1. Develop a research report based on an important author in contemporary times. Include perspectives from newspapers,

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websites, interviews, and accounts of critics and friends. Include a bibliography of works.

2. *Place the author's works in the larger societal context of time, and indicate how the author's work has impacted the literary or historical world.*

Standard: **11E2c English Language Conventions**
Students write using Standard English conventions appropriate to the 11th grade level and produce legible work that can read by others.

Component: ***Grammar and the Mechanics of Writing***

11E2c.1: Demonstrate control of grammar, diction, paragraph and sentence structure, and an understanding of English usage.

11E2c.2: Identify and correctly use clauses (*both main and subordinate*), phrases (*to include gerund, infinitive, and participial*), and the mechanics of punctuation (*such as semicolons, colons, ellipses, and hyphens*).

Component: ***Manuscript Conventions***

11E2c.3: Produce legible work that shows accurate spelling, correct use of the conventions of punctuation and capitalization.

11E2c.4: Apply appropriate manuscript conventions (*such as a title page presentation, pagination, spacing, and margins*) and integration of source and support material by citing sources within the text, using direct quotations and paraphrasing.

Strand: **11E3: Listening and Speaking**

Standard: **11E3a Skills, Strategies, and Applications**

Students formulate thoughtful judgments about oral communication. Students deliver focused and coherent presentations of their own that convey clear and distinct perspectives and solid reasoning. Students deliver polished formal and extemporaneous presentations that combine the traditional speech strategies of narration, exposition, persuasion, and description. They use gestures, tone, and vocabulary appropriate to the audience and purpose. Students use the same Standard English conventions for oral speech that they use in their writing.

Component: ***Comprehension***

11E3a.1: Summarize a speaker's purpose and point of view and ask questions concerning the speaker's content, delivery, and attitude toward the subject.

Component: ***Organization and Delivery of Oral Communication***

11E3a.2: Use rhetorical questions, parallel structure, concrete images, figurative language, characterization, irony, and dialogue to achieve clarity, force, and artistic effect.

11E3a.3: Distinguish between and use various forms of logical arguments, including inductive reasoning, syllogisms, and analogies.

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- 11E3a.4:** Use logical, ethical, and emotional appeals that enhance a specific tone and purpose.
- 11E3a.5:** Use appropriate rehearsal strategies to pay attention to performance details, achieve command of the text, and create skillful artistic staging.
- 11E3a.6:** Use effective and interesting language to include informal expressions for effect, Standard English for clarity, and technical language for specificity.
- 11E3a.7:** Use research and analysis to justify strategies for gesture, movement, and vocalization, including pronunciation, enunciation, and the use of dialect.
- 11E3a.8:** Evaluate when to use different kinds of effects (*such as visuals, music, sounds, and graphics*) to create effective productions.

Component:

- Analysis and Evaluation of Oral and Media Communication***
- 11E3a.9:** Analyze strategies used by the media to inform, persuade, entertain, and transmit culture (*such as advertising, perpetuating of stereotypes, and using visual representations, special effects, and language*).
- 11E3a.10:** Analyze the impact of the media on the democratic process (*such as exerting influence on elections, creating images of leaders, and shaping attitudes*) at the local, state, and national levels.
- 11E3a.11:** Interpret and evaluate the various ways in which events are presented and information is communicated by visual image-makers (*such as graphic artists, documentary filmmakers, illustrators, and news photographers*).
- 11E3a.12:** Critique a speaker's use of words and language to the purpose of an oral communication and the impact the words may have on the audience.
- 11E3a.13:** Identify rhetorical and logical fallacies used in oral addresses (*to include ad hominem, false causality, red herring, overgeneralization, and the bandwagon effect*).
- 11E3a.14:** Analyze the four basic types of persuasive speech (*to include propositions of fact, value, problem, and policy*) and understand the similarities and differences in their patterns of organization and the use of persuasive language, reasoning, and proof.
- 11E3a.15:** Analyze the techniques used in media messages for a particular audience and evaluate their effectiveness (*such as Orson Welles's radio broadcast War of the Worlds by H.G. Wells*).

Component:

- Speaking Applications***
- 11E3a.16** Deliver reflective presentations that:
- Explore the significance of personal experiences, events, conditions, or concerns, using appropriate speech strategies, including narration, description, exposition, and persuasion.
 - Draw comparisons between the specific incident and broader themes to illustrate beliefs or generalizations about life.
 - Maintain a balance between describing the incident and relating it to more general, abstract ideas.

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- 11E3a.17:** Deliver oral reports on historical investigations that:
- Use exposition, narration, description, persuasion, or some combination of those to support the thesis.
 - Analyze several historical records of a single event, examining each perspective on the event.
 - Describe similarities and differences between research sources, using information derived from primary and secondary sources to support the presentation.
 - Include information on all relevant perspectives and consider the validity and reliability of sources.
- 11E3a.18:** Deliver oral responses to literature that:
- Demonstrate a comprehensive understanding of the significant ideas of literary works.
 - Make assertions about the text that are reasonable and supportable.
 - Present an analysis of the imagery, language, universal themes, and unique aspects of the text through the use of speech strategies, including narration, description, persuasion, exposition, or a combination of those strategies.
 - Support important ideas and viewpoints thorough specific references to the text and to other works.
 - Demonstrate awareness of the author's writing style and an appreciation of the effects created.
 - Identify and assess the impact of ambiguities, nuances, and complexities within the text.
- 11E3a.19:** Deliver multimedia presentations that:
- Combine text, images, and sound by incorporating information from a wide range of media (*via films, newspapers, magazines, CD-ROMs, online information, television, videos, and electronic media-generated images*).
 - Select an appropriate medium for each element of the presentation.
 - Use the selected media skillfully, editing appropriately and monitoring for quality.
 - Test the audience's response and revise the presentation accordingly.
- 11E3a.20:** Recite poems, selections from speeches, or dramatic soliloquies with attention to performance details to achieve clarity, force, and aesthetic effect and to demonstrate an understanding of the meaning.
- Example: Stage a presentation of Hamlet's soliloquy "To Be or Not to Be".*

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During the high school years, reading, writing, and speaking overlap as students deepen their study of language and literature and gain skills that help them in other subjects, such as science and history. Students intensify their study of vocabulary by interpreting what words imply and applying their knowledge of Greek and Latin roots to draw inferences about meaning. Students analyze and evaluate a wide variety of British nonfiction and literary texts. They study and critique the important works and authors of various historical periods. High school students become good researchers and write or deliver increasingly sophisticated research reports (1,300-1,500 words or more) and multimedia presentations. The ability to develop an idea and to express it persuasively helps students create strong oral and written skills that they can use in college and in the workplace.

By the end of grade 12, students are expected to be reading “At the Standard” (see the DoDEA ELA Addendum 1: Reading Performance Levels). The quality and complexity of materials read should reflect the grade-level-appropriate Lexile levels.

Strand: 12E1: Reading

Standard: 12E1a Word Recognition, Fluency, and Vocabulary Development
Students apply their knowledge of word origins to determine the meaning of new words encountered in reading and use those words accurately.

Component: Vocabulary and Concept Development

12E1a.1: Understand unfamiliar words that refer to characters or themes in literature or history.
Example: Research the meaning of words such as “Dickensian” (like characters and behaviors created by Charles Dickens) or “Orwellian” (like characters and themes created by George Orwell).

12E1a.2: Apply knowledge of Greek and Latin roots and word parts to draw inferences about the meaning of vocabulary in literature or other subject areas.

12E1a.3: Analyze the meaning of analogies, using specific comparisons, as well as relationships and inferences.
Example: Consider what is meant by literary comparisons and analogies, such as Shakespeare’s phrases, “a sea change” or “A rose by any other name would smell as sweet”.

Standard: 12E1b Comprehension and Analysis of Nonfiction and Informational Text
In addition to regular subject-area reading, students read and understand a variety of grade-level-appropriate nonfiction such as biographies, autobiographies, essays, speeches, magazines, newspapers, reference and technical materials, and online information.

Component: Structural Features of Informational and Technical Materials

12E1b.1: Analyze both the features and the rhetorical devices of different types of public documents, such as policy statements, speeches, or debates, and the way in which authors use those features and devices.
Example: Evaluate a famous political speech and describe the rhetorical devices used to capture the audience’s attention and to convey a unified message.

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- Component:**
- 12E1b.2:** ***Analysis of Grade-Level-Appropriate Nonfiction and Informational Text***
Analyze the way in which clarity of meaning is affected by the repetition of the main ideas, patterns of organization of language, and word choice in the text.
Example: Analyze speeches of Winston Churchill to examine the way his use of language influences the impact of his messages.
- 12E1b.3:** Verify and clarify facts presented in several types of expository texts by using a variety of public or historical documents, such as government, consumer, or workplace documents.
Example: Verify information in work safety laws by checking with an employer about internal company policies on employee safety.
- 12E1b.4:** Make reasonable assertions about an author's arguments by using hypothetical situations or elements of the text to defend and clarify interpretations.
- 12E1b.5:** Analyze an author's implicit and explicit assumptions and beliefs about a subject.
Example: Read excerpts from Black Holes and Baby Universes and Other Essays, by Stephen W. Hawking. Evaluate how the author conveys explicit information to the reader. Analyze the author's unstated philosophical assumptions about the subject.
- Component:**
- 12E1b.6:** ***Expository (Informational) Critique***
Critique the power, validity, and truthfulness of arguments set forth in public documents, speeches, or essays; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims.
Example: Evaluate campaign documents from different candidates for a local or school election or opposing position papers on a policy issue, such as a citizen's right to privacy or raising taxes. Critique the arguments set forth, addressing such issues as how candidates/supporters of an issue try to persuade readers by asserting their authority on the issues and by appealing to reason and emotion among readers.
- Standard:**
- 12E1c** **Comprehension and Analysis of Literary Text**
Students read and respond to grade-level-appropriate historically or culturally significant works of British literature, such as classic and contemporary literature, historical fiction, fantasy, science fiction, folklore, mythology, poetry, short story, dramas, and other genres.
- Component:**
- 12E1c.1:** ***Structural Features of Literature***
Analyze characteristics of subgenres, such as satire, parody, allegory, and pastoral, which are used in poetry, prose, plays, novels, short stories, essays, and other genres.
Example: Read and evaluate the satirical aspects of "A Modest Proposal" by Jonathan Swift or "The Rape of the Lock" by Alexander Pope.
- Component:**
- 12E1c.2:** ***Analysis of Grade-Level-Appropriate Text***
Evaluate the way in which theme represents a view on life, using textual evidence to support the claim.
Example: Read The Return of the Native by Thomas Hardy. Evaluate its theme and locate the words or passages that support your understanding of this theme.

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- 12E1c.3:** Analyze the ways in which irony, tone, mood, style, and the “sound” of language achieve specific rhetorical (*persuasive*) and/or aesthetic (*artistic*) purposes.
Example: Read Pride and Prejudice or Sense and Sensibility by Jane Austen. Analyze the author’s use of irony and tone.
- 12E1c.4:** Determine the ways authors use irony, tone, mood, the author’s style and the sound of language achieve specific rhetorical and/or aesthetic purposes.
- 12E1c.5:** Analyze historical works of literary or cultural significance that:
- Reflect a variety of genres in the major periods in literature.
 - Were written by important authors in each historical period.
 - Reveal contrasts in major themes, styles, and trends in these historical periods.
 - Reflect or shed light on the philosophical, religious, social, political, or ethical ideas of the time.
- Example: Read works from different periods of British Literature, such as Beowulf (Anglo-Saxon), The Canterbury Tales (medieval, Shakespearean sonnets (Renaissance), “Paradise Lost” (17th Century), poetry by William Blake (Restoration and 18th Century,; Frankenstein (Romantic Age), “My Last Duchess” (Victorian Age), and Across the Bridge (20th Century) and analyze the cultural significance of these works to the ideas of the time.*
- 12E1c.6:** Evaluate the ways in which authors use archetypes drawn from myth and tradition in literature, film, political speeches, and religious writings.
Example: Read “The Tragedy of Macbeth” by William Shakespeare and explain how the archetype of “the fall” (the banishment of Adam and Eve from the Garden of Eden), may be used to interpret this play.
- 12E1c.7:** Analyze recognized works of British literature from a variety of authors that:
- Contrast the major literary forms, techniques, and characteristics from different major literary periods (*such as Medieval, Romantic, Neoclassic, or the Modern Period*).
 - Relate literary works and authors to the major themes and issues of their literary period.
 - Evaluate the influences (*philosophical, political, religious, ethical and social*) of the historical period that shaped the characters, plot, and setting.
- Example: Read Brave New World by Aldous Huxley, Grasmere Journals by Dorothy Wordsworth, Heart of Darkness by Joseph Conrad, or Portrait of the Artist as a Young Man by James Joyce. Evaluate the influences of the historical period on the works.*
- 12E1c.8:** Demonstrate knowledge of important British writers of the eighteenth and nineteenth centuries.
Example: Read representative works from authors such as Jane Austen, Emily Bronte, Charles Dickens, George Eliot, Thomas Hardy, and Mary Shelley.
- Component:** **Literary Criticism**
- 12E1c.9:** Evaluate the clarity and consistency of political assumptions (*statements that assume that something is true*) in a selection of literary works or essays on a topic.
Example: Read different novels by Charles Dickens and evaluate how they explore the exploitation of children during the Victorian Period.

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12E1c.10: Evaluate the philosophical arguments in literary works and the use of dialogue to reveal characterization to determine whether the author's positions have contributed to the quality of the work and the credibility of the characters.

Example: Read "Waiting for Godot" by Samuel Becket or "Hamlet" by William Shakespeare. Evaluate the philosophical approach in the play and explore what the author seems to be saying about the human condition.

Strand: **12E2: Writing**

Standard: **12E2a: Processes and Features**
Students write coherent and focused products that show a well-defined point of view and well-reasoned argument. Students discuss ideas for writing with other writers. Student writing demonstrates progression through the stages of the writing process to include prewriting, writing, editing, and revising.

Component: **Organization and Focus**
12E2a.1: Engage in conversations with peers and teachers to plan writing, to evaluate how well writing achieves its purposes, and to explain personal reaction to the task.

12E2a.2: Demonstrate an understanding of the elements of discourse, such as purpose, speaker, audience, and form, when completing narrative, expository, persuasive, or descriptive writing assignments.

12E2a.3: Use point of view, characterization, style, and related elements for specific narrative and aesthetic purposes.

12E2a.4: Structure ideas and arguments in a sustained and persuasive way and support them with precise and relevant examples.

12E2a.5: Enhance meaning using rhetorical devices, including the extended use of parallelism, repetition, and analogy in the issuance of a call for action.

12E2a.6: Use language in creative and vivid ways to establish a specific tone.

Component: **Research Process and Technology**
12E2a.7: Develop presentations using clear research questions and creative and critical research strategies, such as conducting field studies, interviews, and experiments; researching oral histories; and using Internet sources.

12E2a.8: Use systematic strategies to organize and record information (*such as anecdotal scripting or annotated bibliography*).

12E2a.9: Use technology for all aspects of creating, revising, editing, and publishing.

12E2a.10: Integrate quotations and citations into a written text while maintaining the flow of ideas.

Component: **Evaluation and Revision**
12E2a.11: Collect, review, and evaluate written work to determine its strengths and weaknesses and to set goals as a writer.

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- 12E2a.12:** Revise, edit, and proofread one's own writing, as well as that of others, using an editing checklist.
- 12E2a.13:** Further develop unique writing style and voice, improve sentence variety, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and form of writing.

Standard: **12E2b Applications (Different Types of Writing and Their Characteristics)**

Students continue to combine the rhetorical strategies of narration, exposition, persuasion, and description to produce reflective compositions, historical investigation reports (research reports of 1,300-1,500 words or more), and job applications and resumes. Students deliver multimedia presentations. Student writing demonstrates a command of Standard English and the research, organizational, and drafting strategies outlined in Standard 12E2a: Processes and Features. Writing demonstrates an awareness of the audience and purpose for writing.

Component:

Different Types of Writing and Their Characteristics

- 12E2b.1:** Write fictional, biographical, or autobiographical narratives that :
- Narrate a sequence of events and communicate their significance to the audience.
 - Locate scenes and incidents in specific places.
 - Describe with specific details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters.
 - Pace the presentation of actions to accommodate changes in time and mood.
 - Use interior monologues to show the character's feelings in short stories or autobiographical narratives.
- Example: Read The Canterbury Tales by Geoffrey Chaucer's. Write your own version of a traveler's tale.*
- 12E2b.2:** Write responses to literature that:
- Demonstrate a comprehensive understanding of the significant ideas in works or passages.
 - Analyze the use of imagery, language, universal themes, and unique aspects of the text.
 - Responses to literature that support statements with evidence from the text.
 - Demonstrate an understanding of the author's style and an appreciation of the effects created.
 - Identify and assess the impact of ambiguities, nuances, and complexities within the text.
- Example: Read "Mrs. Dalloway" by Virginia Woolf. Analyze the events, point of view, and characterization in the novel.*
- 12E2b.3:** Write academic essays, such as analytical essays, persuasive essays, research reports, summaries, descriptive pieces, or literary analyses that:
- Develop a thesis.
 - Create an organizing structure appropriate to purpose, audience, and context.

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- c. Include accurate information from primary and secondary sources and exclude extraneous information and make valid inferences.
- d. Support judgments with relevant and substantial evidence and well-chosen details.
- e. Support statements with evidence from the text.
- f. Use technical terms and notations correctly.
- g. Provide a coherent conclusion.

Example: Read critiques of "Mrs. Dalloway" by Virginia Woolf. Write an essay arguing the validity of these critiques.

- 12E2b.4:** Write reflective compositions that:
- a. Explore the significance of personal experiences, events, conditions, or concerns by using rhetorical strategies (*such as narration, description, exposition, and persuasion*).
 - b. Draw comparisons between specific incidents and broader themes that illustrate the writer's important beliefs or generalizations about life.
 - c. Maintain a balance in describing individual events and relating those events to more general and abstract ideas.

Example: Write a reflective essay on the significance of family in your life growing up at the turn of the twenty-first century. Connect your personal observation to a larger theme of interest to your audience.

- 12E2b.5:** Write historical investigation reports that:
- a. Use exposition, narration, description, argumentation, or some combination of rhetorical strategies to support the main argument.
 - b. Analyze several historical records of a single event, examining critical relationships between elements of the topic.
 - c. Explain the perceived reason or reasons for the similarities and differences in historical records with information derived from primary and secondary sources to support or enhance the presentation.
 - d. Include information from all relevant perspectives and take into consideration the validity and reliability of sources.
 - e. Include a formal bibliography.

Example: Write a historical investigative report on the death of a prominent figure in British history. Include perspectives from a variety of sources, such as eyewitnesses, print, and media. Place the event into the larger societal context of the time, and indicate how the event has impacted history.

- 12E2b.6:** Write job applications and resumes that:
- a. Provide clear and purposeful information and address the intended audience appropriately.
 - b. Use varied levels, patterns, and types of language to achieve intended effects and aid comprehension.
 - c. Modify the tone to fit the purpose and audience.
 - d. Follow the conventional style for that type of document (*such as a resume, cover letter, or application*).
 - e. Use page formats, fonts, and spacing that contribute to the readability and impact of the document.

Examples:

1. Respond to a classified advertisement for a position in a field of interest. Include a resume and detailed cover letter, outlining how your skills match the requirements of the position.

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2. Complete an application for a scholarship. Include a resume and a detailed cover letter in which you show how your skills and experiences match the requirements for the scholarship.

12E2b.7: Use varied and extended vocabulary, appropriate for specific forms and topics.
Example: Avoid colloquialism in most formal writing because it borders on informality and may not be understood. For example, write “Residents were extremely upset when they saw their tornado-damaged neighborhood” rather than writing, “Residents were pretty much beside themselves when they saw their tornado-damaged neighborhood.”

12E2b.8: Use precise technical or scientific language when appropriate for topic and audience.
Example. Use the vocabulary of a particular trade, profession, or group when writing only for that audience. An attorney might write, “Wherefore, said Executrix prays that the Court enter an order authorizing the sale of said personal property pursuant to the provisions of I.C. 29-1-15-8.” That same sentence (without legal language) might read, “As the person appointed to handle the estate of someone who has died, I am asking the court for permission to sell some property that person owned.”

12E2b.9: Deliver multimedia presentations that:

- Combine text, images, and sound to draw information from many sources (such as television broadcasts, videos, films, newspapers, magazines, CD-ROMs, the Internet, and electronic media-generated images).
- Select an appropriate medium for each element of the presentation.
- Use the selected media skillfully, editing appropriately, and monitoring for quality.
- Test the audience’s response and revise the presentation accordingly.

Example: Prepare a commencement presentation that will appeal to fellow graduates and other members of the audience. Include clips of television broadcasts, videos, films and music that is significant to the graduates.

Component: 12E2b10: Research Application

- Deliver research report that:
- Define the topic, gathers information, determines credibility and reports findings.
 - Explore the significance of personal experiences, events, conditions, or concerns, using appropriate speech strategies, including narration, description, exposition, and persuasion.
 - Synthesizes information from a variety of sources including technology and one’s own research.
 - Demonstrate that information has been summarized, the topic has been refined, and conclusions have been drawn from synthesizing information.
 - Use information from a variety of sources (such as books, technology, and multimedia).
 - Distinguish between primary and secondary documents and document sources.
 - Demonstrate that sources have been evaluated for accuracy, bias, and credibility.

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- h. Incorporate numeric data, charts, tables, and graphs.
- i. Organize information by classifying, categorizing and sequencing, and demonstrate the distinction between one's own ideas from the ideas of others and include a bibliography (*Works Cited*).

Examples:

1. *Develop a research report based on an important contemporary British author. Include perspectives from newspapers, websites, interviews, and accounts of critics and friends.*
2. *Place the author's work in the larger societal context of time, and indicate how the author's work has impacted the literary or historical world. Include a bibliography of works.*

Standard:	12E2c English Language Conventions <i>Students write using Standard English conventions appropriate to the 12th grade level and produce legible work that can read by others.</i>
Component:	Grammar and the Mechanics of Writing
	12E2c.1: Demonstrate control of grammar, diction, paragraph and sentence structure, and an understanding of English usage.
	12E2c.2 Identify and correctly use clauses (<i>both main and subordinate</i>), phrases, (<i>including gerund, infinitive, and participial</i>), and the mechanics of punctuation (<i>semicolons, colons, ellipses, and hyphens</i>).
Component:	Manuscript Conventions
	12E2c.3 Produce legible work that shows accurate spelling, correct use of the conventions of punctuation and capitalization.
	12E2c.4: Apply appropriate manuscript conventions (<i>including title page presentation, pagination, spacing, and margins</i>) and integration of source and support material by citing sources within the text, using direct quotations and paraphrasing.
Strand:	12E3: Listening and Speaking
Standard:	12E3a Skills, Strategies, and Applications <i>Students formulate thoughtful judgments about oral communication. Students deliver focused and coherent presentations of their own that convey clear and distinct perspectives and solid reasoning. Students deliver polished formal and extemporaneous presentations that combine the traditional speech strategies of narration, exposition, persuasion, and description. They use gestures, tone, and vocabulary appropriate to the audience and purpose. Students use the same Standard English conventions for oral speech that they use in their writing.</i>
Component:	Comprehension
	12E3a.1: Summarize a speaker's purpose and point of view and ask questions concerning the speaker's content, delivery, and attitude toward the subject.

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- Component:**
- 12E3a.2:** ***Organization and Delivery of Oral Communication***
Use rhetorical questions, parallel structure, concrete images, figurative language, characterization, irony, and dialogue to achieve clarity, force, and artistic effect.
- 12E3a.3:** Distinguish between and use various forms of logical arguments, including inductive reasoning, syllogisms, and analogies.
- 12E3a.4:** Use logical, ethical, and emotional appeals that enhance a specific tone and purpose.
- 12E3a.5:** Use appropriate rehearsal strategies to refine performance details, to achieve command of the text, and to create skillful artistic staging.
- 12E3a.6:** Use effective and interesting language, including informal expressions for effect, Standard English for clarity, and technical language for specificity.
- 12E3a.7:** Use research and analysis to justify strategies for gesture, movement, and vocalization, including pronunciation, enunciation, and the use of dialect.
- 12E3a.8:** Evaluate when to use different kinds of effects (*including visuals, music, sounds, and graphics*) to create effective productions.
- Component:**
- 12E3a.9:** ***Analysis and Evaluation of Oral and Media Communication***
Analyze strategies used by the media to inform, persuade, entertain, and transmit culture (*including advertising, perpetuating of stereotypes, and using visual representations, special effects, and language*).
- 12E3a.10:** Analyze the impact of the media on the democratic process (*including exerting influence on elections, creating images of leaders, and shaping attitudes*) at the local, state, and national levels.
- 12E3a.11:** Interpret and evaluate the various ways in which events are presented and information is communicated by visual image-makers, such as graphic artists, documentary filmmakers, illustrators, and news photographers.
- 12E3a.12:** Critique a speaker's use of words and language to the purpose of an oral communication and the impact the words may have on the audience.
- 12E3a.13:** Identify rhetorical and logical fallacies used in oral addresses, including ad hominem, false causality, red herring, overgeneralization, and the bandwagon effect.
- 12E3a.14:** Analyze the four basic types of persuasive speech (*propositions of fact, value, problem, and policy*) and understand the similarities and differences in their patterns of organization and the uses of persuasive language, reasoning, and proof.
- 12E3a.15:** Analyze the techniques used in media messages for a particular audience, and evaluate their effectiveness.
Example: Read and listen to the Duke of Windsor's abdication speech to determine the audience's reaction.
- Component:**
- 12E3a.16:** ***Speaking Applications***
Deliver reflective presentations that:
- Explore the significance of personal experiences, events, conditions, or concerns, using appropriate speech strategies, including narration, description, exposition, and persuasion.

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- b. Draw comparisons between the specific incident and broader themes to illustrate beliefs or generalizations about life.
 - c. Maintain a balance between describing the incident and relating it to more general, abstract ideas.
- 12E3a.17:** Deliver oral reports on historical investigations that:
- a. Use any combination of exposition, narration, description, and persuasion to support the thesis.
 - b. Analyze several historical records of a single event, examining each perspective on the event.
 - c. Describe similarities and differences between research sources using information from primary and secondary sources to support the presentation.
 - d. Include information on all relevant perspective and consider the validity and reliability of sources.
- 12E3a.18:** Deliver oral responses to literature that:
- a. Demonstrate a comprehensive understanding of the significant ideas of literary works.
 - b. Make assertions about the text that are reasonable and supportable.
 - c. Present an analysis of the imagery, language, universal themes, and unique aspects of the text through the use of speech strategies, including narration, description, persuasion, exposition, or a combination of these strategies.
 - d. Support important ideas and viewpoints through specific references to the text and to other works.
 - e. Demonstrate awareness of the author's writing style and an appreciation of the effects created.
 - f. Identify and assess the impact of ambiguities, nuances, and complexities within the text.
- 12E3a.19:** Deliver multimedia presentations that:
- a. Combine text, images, and sound by incorporating information from a wide range of media (*via films, newspapers, magazines, CD-ROMs, online information, television, videos, and electronic media-generated images*).
 - b. Select an appropriate medium for each element of the presentation.
 - c. Use the selected media skillfully, editing appropriately and monitoring for quality.
 - d. Test the audience's response and revise the presentation accordingly.
- 12E3a.20:** Recite poems, selections from speeches, or dramatic soliloquies with attention to performance details to achieve clarity, force, and aesthetic effect and to demonstrate an understanding of the selection.
- Example: Stage a presentation of "My Last Duchess", "The Passionate Shepherd" and "The Nymph's Reply", "Do Not Go Gentle Into That Good Night", "The Love Song of J. Alfred Prufrock", or "To an Athlete Dying Young".*

DoDEA Reading Performance Levels

DoDEA uses the following descriptor to define ‘At the Standard’. Student scoring in this range exhibit competent performance when reading grade-level appropriate text and can be considered as reading “on Grade Level.” Students performing at this level should be able to identify details, draw conclusions, and make comparisons and generalizations when reading materials developmentally appropriate for the Grade level.

The following chart reflects the guidance for end-of-year reading performance levels in Grades 4-12.

Grade	‘At the Standard’ Lexile Levels
4	600L to 900L
5	700L to 1000L
6	800L to 1050L
7	850L to 1100L
8	900L to 1150
9	1000L to 1200L
10	1025L to 1250L
11	1050L to 1300L
12	1100L to 1349L

DoDEA Standards Glossary

**This glossary is a living document and will be updated as needed.*

Accountable Talk: Talking to other people about ideas.

Accuracy: Ability to recognize words correctly.

Active Voice: Sentences in which the subject is doing the action.

Aesthetic: Artistic

Ad Hominem: Appealing to the audience's feelings or prejudices rather than intellect.

Action Verb: A word belonging to the part of speech that is the center of the predicate which describes an act or activity.

Affixes: Prefixes and suffixes.

Alignment: The process of linking content and performance standards to assessment, instruction, and learning in classrooms.

Allegory: The use of fictional figures and actions to express truths about human experiences.

Allusion: A reference in literature, or in visual or performing arts, to a familiar person, place, thing, or event.

Analogy: A comparison of the similar aspects of two different things.

Analysis: The process or result of identifying the part of a whole and their relationships to one another.

Anecdote: A story about a specific event.

Annotated Bibliography: A bibliography that includes brief explanations or notes for each reference.

Antecedent: A word, phrase, or clause, usually a substantive, which is replaced by a pronoun or other substitute later, or occasionally earlier, in the same or in another, usually subsequent, sentence. In *Jane lost a glove and she can't find it*, *Jane* is the antecedent of *she* and *glove* is the antecedent of *it*.

Archetypes: Original models or patterns that occur frequently in literature, such as best friend, champion, crusader, free spirit, and others, and is, therefore, believed to evoke profound emotion.

Argument Ad Populum: Appealing to the people and shown to be sometimes persuasive but generally fallacious.

Argumentation: Speech or writing intended to convince an audience that a proposal should be adopted or rejected.

Aside: A dramatic device in which a character speaks his or her thoughts aloud, in words meant to be heard by the audience, but not by other characters.

Assessment: The process of acquiring qualitative or quantitative information.

Assumption: To take for granted that something is true.

Automaticity: Ability to recognize individual words quickly and without much conscious attention.

Balanced Reading Program: Dual in emphasis, stress on both acquisition of skills and application of program skills. A balanced beginning reading program includes instruction in word identification skills as well as instruction in reading comprehension strategies. Components of a balanced program include reading to whole groups of students, guided reading activities with groups of students, shared with groups of students, and independent reading by individual students.

Addendum 2: DoDEA Standards Glossary

Ballad: A narrative poem that tells a story and was originally meant to be sung.

Bandwagon Effect: Attracting an audience or reader to act or think a certain way because everyone else is.

Bibliography: A list of works referred to in a text.

Book Talk: A discussion of one or more books by a teacher, librarian, or student to introduce books and to induce others to read them.

Bracket: One of two marks [or] used in writing or printing to enclose parenthetical matter.

Carnegie Unit: Carnegie units are computed and awarded to each grade 9-12 student on a semester basis. One unit of credit signifies the successful completion of the study of any subject meeting five periods, or its equivalent, per week for two semesters, 18 weeks each (a minimum of 120 clock hours of instruction), one-half unit of credit signifies the successful completion of the study of any subject meeting an average of 2_times, or its equivalent, per week for one semester (18 weeks).

Chapter Book: A book long enough to be divided into chapters but not long or complex enough to be considered a novel.

Character: The people who participate in the action of a work.

Character Foils: Characters that are used as contrasts to another character.

Classroom Assessment: An assessment developed, administered, and scored by a teacher or set of teachers with the purpose of evaluating individual or classroom student performance on a topic.

Clause: A syntactic construction containing a subject and predicate and forming part of a sentence or constituting a whole simple sentence.

Comma: The sign (,) is a mark of punctuation used for indicating a division in a sentence, as in setting off a word, phrase, or clause, especially when such a division is accompanied by a slight pause or is to be noted in order to give order to the sequential elements of the sentence. It is also used to separate items in a list, to separate types or levels of information in bibliographic and other data, and many other uses.

Colon: A point or character, [:], used to separate parts of a sentence that are complete in themselves and nearly independent and often taking the place of a conjunction.

Comedy: A play, written work, or movie of light and humorous character with a happy or cheerful ending to include a dramatic work in which the central motif is the triumph over adverse circumstance, resulting in a successful or happy conclusion.

Commentary: Comments that reflect how the standards are demonstrated in student's work.

Complex Sentence: A sentence that has one independent clause and at least one subordinate clause.

Compound Sentence: A sentence that has two or more independent clauses but no subordinate clauses.

Compound-Complex Sentence: A sentence that has two or more independent clauses and at least one subordinate clause.

Comprehension: The process by which readers create meaning for the texts they read, images they view, or language they speak. These meanings are built from the connections the readers make between the new material and his or her prior background knowledge, the ways the reader structures meaning, and decisions the reader makes about what is important or relevant.

Comprehension: Ability to understand written language.

Connotation: The attitudes and feelings, both negative and positive, associated with a word.

Addendum 2: DoDEA Standards Glossary

Consumer Document: Informational documents to assist in acquiring goods or services for direct use or ownership.

Content Standards: Expectations of what students should *know* and *be able to do* in particular subjects and grade levels.

Conventions:

Couplet: Two successive lines of verse that rhyme.

Criteria: Guidelines, rules, characteristics or dimensions that are used to judge the quality of student performance.

Critique: A critical review or commentary, especially one dealing with works of art or literature.

Cues/Cueing Systems: Sources of information used by readers to construct meaning. The language cueing systems include the graphophonic system and the relationships between oral and written language (phonics); the syntactic system and the relationship among linguistic units such as prefixes, suffixes, words, phrases, clauses, and word order (grammar); and the semantic system and the meaning system of language.

Curriculum: A body of material that defines the content to be taught and the methods to be used.

Dash: The mark or sign (—) used to note an abrupt break or pause in a sentence or hesitation in an utterance, to begin and end a parenthetical word, phrase, or clause, to indicate the omission of letters or words, to divide a line, to substitute for certain uses of the colon, and to separate any of various elements of a sentence or series of sentences, as a question from its answer.

Decodable Text: Text written for beginning readers to provide practice in specific phonics elements.

Decode: To analyze spoken or graphic symbols of a familiar language to ascertain their intended meaning.

Deductive Argument: Argument that draws necessary conclusions based on the evidence.

Definition of Literacy: Literacy is a set of reading and writing practices governed by a conception of what, how, when and why to read and write.

Denotation: The literal or dictionary definition of a word.

Denouement: Resolution

Derivatives: Words that come from a common base or root word.

Dialect: The vocabulary, grammar, and pronunciation used by people in different regions.

Dialogue: A conversation between two characters.

Diction: The accent, inflection, intonation, and speech-sound quality made by an individual speaker, usually judged in terms of prevailing standards of acceptability or enunciation.

Dramatic Monologue: A poetic form in which a single character, addressing a silent auditor at a critical moment, reveals himself or herself and the dramatic situation.

Elegy: A mournful poem for the dead.

Ellipses A mark or series of marks (. . . or * * * , for example) used in writing or printing to indicate an omission, especially of letters or words.

Emergent Literacy: Development of association of print with meaning that begins early in a child's life and continues until the child reaches the stage of conventional reading and writing.

Encode: To change a message in one set of symbols into another set of symbols.

English Language Conventions: The correct use of grammar, punctuation, spelling, capitalization and writing or speaking in complete sentences.

Enunciation: Clear speech which is systematically pronounced and articulated.

Addendum 2: DoDEA Standards Glossary

Epic: A long narrative poem that describes heroic deeds or adventures.

Essay: A brief work of nonfiction that offers an opinion on a subject. The purpose of an essay may be to express ideas, feelings, to analyze, to inform, to entertain, or to persuade.

Evaluation: The process of testing, appraising, and judging achievement, growth, product, process, or changes, frequently through the use of formal and informal test and techniques.

Examples of Student Work: Examples of student work that illustrates standard-setting performances.

Exposition: One of the four traditional forms of composition in speech and writing intended to set forth or explain.

Expressive Vocabulary: Words student uses on their own.

Extemporaneous Speeches: Speeches delivered without a planned script.

False Causality: Assumes one event caused another because one happened before the other.

Figurative Language: Language that communicates ideas beyond the ordinary or literal meaning of the words.

Figures of Speech: Any expressive use of language, as a metaphor, simile, personification, or antithesis, in which words are used in other than their literal sense, or in other than their ordinary locutions, in order to suggest a picture or image or for other special effect.

Flashback: Interrupting the sequence of events to include information about an event that happened in the past.

Flexible Grouping: A process for organizing students to work in differently mixed groups depending on the goal of the learning activity.

Fluency: Ability to read aloud with appropriate intonations and pauses indicating understanding meaning, with only occasional stops to figure out words or sentence structure.

Font: Typeface to include a complete set of type of one size.

Format: Text features such as graphics, headers, footers, etc

Foreshadow: To provide hints or clues to future action

Frustration Reading Level: A readability or grade level of material that is too difficult to be read successfully by student, even with normal classroom instruction and support.

Functional Document: Informational documents that exist in order to get things done.

Generalization: The ability to use a learned skill in novel situations.

Genre: A category used to classify literary and other works, usually by form, technique, or content, (e.g., fiction, nonfiction, drama, poetry).

Gerund Phrase: Consists of a gerund (a verb form ending in *-ing* that is used as a noun) and all words related to the gerund.

Grade Level: A designated level of text difficulty determined by a readability formula.

Grammar: what one knows about the structure and use of one's own language that leads to its creative and communicative use.

Group Dynamics: The interactions that influence the attitudes and behavior of people when they are grouped with others through either choice or accidental circumstances.

Guided Reading: Reading instruction in which the teacher provides the structure and purpose for reading and for responding to the material read.

Guided Writing or Writing Workshop: Children engage in writing a variety of texts. Teacher guides the process and provides instruction through mini-lessons and conferences.

Hyphen: A form of punctuation (-) used to divide a word at the end of a line, to compound numbers, and used as modifiers with fractions.

Addendum 2: DoDEA Standards Glossary

Idioms: Expressions that cannot be understood just by knowing the meanings of the words in the expression, such as *to be an old hand at something* or *to get one's feet wet*.

Imagery: The use of language to create vivid pictures in the reader's mind.

Implied Meaning: To suggest indirectly

Independent Reading Level: The readability or grade level of material that is easy for a student to read with few word identification problems and high comprehension.

Independent Reading: The children read to themselves or with partners.

Independent Writing: Children write their own pieces, including (in addition to stories and informational pieces) retelling, labeling, speech balloons, lists, etc.

Inductive Argument: Argument that demonstrates something that is highly likely.

Inference: A judgment or conclusion derived from information.

Infinitive: The word *to* followed by the base form of a verb.

Informational Materials: Materials that provide knowledge such as such as textbooks, consumer documents, public documents, and procedural, workplace or functional documents.

Intonation: The pattern or melody of pitch changes in connected speech, esp. the pitch pattern of a sentence, which distinguishes kinds of sentences or speakers of different language cultures.

Instructional Reading Level: The reading ability or grade level of material that is challenging, but not frustrating for the student to read successfully with normal classroom instruction and support.

Interactive Writing: As in shared writing, teacher and children compose messages and stories that are written using a "shared pen" technique that involves children in the writing.

Interior Monologue: What a character says silently to self.

Irony: The use of words to express the opposite of the literal meaning of the words, often to be humorous.

Learning Log: A subject journal that gives the students an opportunity to respond to new information presented in class, to explore their thoughts and feelings about class discussions and group work, and to react to reading assignments. Learners can evaluate their individual progress as they work on long-range projects and reports; can keep track of important facts, concepts, and vocabulary words; and can use their logs to review for major tests.

Leveled Books: Books grouped and graded for difficulty based on specific text characteristics.

Lexile Framework: A system that matches the reading level of students with the difficulty level of the materials they read. By placing readers and text on a common scale, the Lexile framework ensures that students are reading the most appropriate materials for their skill levels.

Lexile Measures: A number indicating the reading demand of the text in terms of the semantic difficulty (vocabulary) and syntactic complexity (sentence structure). The Lexile scale ranges from 200 to 1700 Lexiles, although actual Lexile measures can range from below zero to above 2000 Lexiles.

Lexile: A unit of measurement that is used to determine the difficulty of text and the reading level of readers. It is an equal interval scale and can be used to measure growth.

Literal Meaning: Primary meaning of a term or expression

Literature Circle: That part of a literature-based reading program in which students meet to discuss books they are reading independently.

Literature: Print and non-print texts that provide a deeply engaging aesthetic experience.

Literature Based Reading: Reading that uses literature as primary material in reading programs and as health, science, and social studies and to other media such as newspapers, magazines, and catalogs.

Addendum 2: DoDEA Standards Glossary

- Literary Analysis /Criticism:** The process of inquiry related to literature to include analyzing works and their authors then assuming a judgmental role to analyze the work.
- Literary Text:** A novel or some piece of work strongly studied by students in literature classes.
- Lyric:** In poetry, writing with the form and musical quality of a song, and especially the characteristics of a songlike outpouring of the poet's own thoughts and feelings as distinguished from epic and dramatic poetry.
- Main Idea:** In informational or expository writing, the most important thought or overall position.
- Main Clause:** A clause that can stand alone as a sentence, containing a subject and a predicate with a finite verb, as *I was there* in the sentence *I was there when he arrived*.
- Manuscript Conventions:** An established practice such as title page presentation, pagination, spacing, and margins,
- Memorandum:** A short note designating something to be remembered especially something to be done or acted upon in the future.
- Metaphors:** An implied comparison in which a word or phrase is used in place of another, such as *He was drowning in money*.
- Modifiers:** Words or phrases that describe, limit, or qualify another word.
- Mood:** The feeling, or atmosphere, that a writer creates for the reader.
- Multimedia:** Using several media
- Myth:** A traditional story passed down through generations that explains why the world is the way it is.
- Narrative:** Any type of writing that is primarily concerned with relating an event or a series of events.
- Narrator:** One who narrates or relates a series of events or transactions in writing or a speech.
- Nonverbal Techniques:** Techniques not involving words
- Novel:** A work of fictitious prose of considerable length and complexity, portraying characters and usually presenting a sequential organization of action and scenes
- Novella:** A work of fiction medium in length and situated between a short story and novel
- Ode:** A lyric poem, usually long, on a serious subject and written in dignified language.
- Onset:** The part of a syllable preceding the syllable peak or nucleus; normally, the consonants preceding the vowels of a syllable, as *str* in *strip*.
- Oral Reading Record (DoDEA uses DRA for Grade 3) /Running Record:** A coding system used to assess students' accuracy in word recognition when they read.
- Overgeneralization:** A propaganda technique based on too little evidence or evidence that ignores exceptions.
- Pagination:** The number of pages or leaves of a book, manuscript, etc., identified in bibliographical description or cataloging.
- Parallelism:** The repeated use of sentences, clauses, or phrase with identical or similar structures.
- Paraphrase:** The restatement of a text or passage giving the meaning in another form.
- Parody:** Using humor to imitate or mock a person or situation.
- Participle:** Made by adding -ing, -d, -ed, -n, -en, or -t to the base form of a verb.
- Parts of Speech:** There are eight parts of speech: verbs, nouns, pronouns, adjectives, adverbs, prepositions, conjunctions, and interjections.
- Passive Voice:** Indicates that the subject is being acted upon.

Addendum 2: DoDEA Standards Glossary

Pastoral: Showing life in the country in an idealistic-and not necessarily realistic-way.

Performance Assessment: An assessment that requires students to construct a response, create a product, or perform a demonstration.

Performance Standards: A definition of what students must know and be able to do, and a description of the quality of student work that meets the standards.

Performance Task: An authentic, meaningful task that requires the students to synthesize knowledge and skills learned and apply them to construct a response or create a product and/or performance that demonstrate understanding.

Personification: Giving qualities of a personal nature or character to inanimate objects or abstract notions.

Persuasive Essay: A writer attempts to convince readers to adopt a particular opinion or to perform a certain action using reason and emotional appeal.

Persuasive Techniques: Using reasons and evidence to convince the readers of the validity of your conclusions.

Phonemic Awareness: Ability to perceive that streams of speech are made up of separate sounds, called *phonemes*.

Phonics: The system of sound-letter relationships used in reading and writing. The study of the relationship between the letters in written words and the sounds in spoken words.

Picture Book: A book in which the illustrations are as important as the text, and the telling of the story. *Note:* picture books are often among the first books introduced to children and are usually intended to be read aloud or told to children.

Pictorial Source: A periodical, magazine, or other source in which pictures constitute an important feature and it is primarily photographic.

Plot: The sequence of actions and events in a story or plan and sometimes is called the story line.

Point of View: The vantage point from which the writer tells a story.

- First person: The narrator tells the story from the “I” perspective.
- Third person: The narrator tells the story from an outside perspective.
- Limited narration: The narrator does not know all thoughts of all characters.
- Omniscient narration: The narrator knows all thoughts of all characters.
- Subjective: The point of view involves a personal perspective.
- Objective: The point of view is from a distanced, informational perspective, as in a news story.

Primary Source: An original fundamental and authoritative document pertaining to an event or subject of inquiry; a firsthand or eyewitness account of an event.

Pronoun: Words used as replacements or substitutes for nouns and noun phrases, and that have very general reference such as *I, you, he, this, who, what, him, he, me or I*.

Propaganda: A style of writing or speaking where information, ideas, or rumors are deliberately spread widely to persuade, help, or harm a person, group, movement, institution, or nation.

Proposition: Statement of argument.

Proposition of Fact: A speech or written work that proposes a fact argues that a thesis can be seen as true or false. An opinion statement such as “The new standardized tests required by the state assure school accountability”.

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Proposition of Policy: A speech or written work that proposes a policy attempts to get the audience to support a particular plan of action. An opinion statement such as “Developing alternatives to using electric energy is a national priority”.

Proposition of Problem: A speech or written work that proposes a problem tries to persuade an audience that a specific problem exists and is serious enough to warrant action. An opinion statement such as “Our city’s nuclear facility poses a health hazard to citizens”.

Proposition of Value: A speech or written work that proposes a value argues the relative merit of a person, place, or thing. It cannot be proven but evidence can be provided to support the belief. An opinion statement such as “A person who does not vote is a poor citizen”.

Public Documents: Informational documents that focus on civic issues or matters of public policy.

Quotation Mark: The marks used to indicate the beginning and end of a quotation, in English usually shown as “at the beginning and” at the end.

Read Aloud: The teacher selects and reads a book or other text to the children. Texts rich in meaning or language and class favorites are read again and again, and are used as a base for other activities.

Reading: The process of *understanding* written language.

Receptive Vocabulary: Words student understands if someone else uses them.

Red Herring: Distracting attention from the real issue.

Reflection: In Rosenblatt’s (1978) transactional theory of reading, a late or final phase of the reader’s evocation of the text is reviewed and evaluated.

Reliability: Consistent, dependable, accurate, and true information or details.

Research Process: A process that defines the topic, gathers information, determines credibility, and reports findings.

Response Journal: A notebook or folder in which students record their reactions to, questions about, and reflections on what they read, view, listen to, and discuss in addition to how they actually go about reading, writing, viewing, listening, and discussing.

Retelling: 1. Restating a story or information in one’s own words. 2. A measure of reading comprehension.

Rhetoric: The study of the effective use of language as a means of communication or persuasion which can be elaborate, pretentious, or insincere such as *fiery political rhetoric*.

Rhyme: The repetition of vowel sound in accented syllables and all succeeding syllables. A vowel and any following consonants of a syllable such as /ook/ in book or brook, /ik/ in strike, and /a/ in play.

Rubric: A set of scoring guidelines for assessing student work.

Satire: A type of writing or speaking that ridicules the short-comings of people or institutions in an attempt to bring about a change.

Scaffolding: The support a teacher initially gives to students by assisting and supporting aspects of the learning tasks until students can function independently.

Scenario: An outline of the plot of a dramatic work, giving particulars as to the scenes, characters, and situations.

Secondary Source: Information derived from, or about, primary sources, or even from other secondary sources such as an encyclopedia, CD-ROM, a documentary film, a biography, a history book, or an interview with a historian.

Self-Correction Strategies: The student may pause, reread, or ask for help during reading.

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Scope: The depth and breadth of the content that is to be covered.

Semicolon: The punctuation mark (;) used to indicate a major division in a sentence where a more distinct separation is felt between clauses or items on a list than is indicated by a comma or as between the two clauses of a compound sentence.

Setting: The time and place of the action in a story, play, or poem.

Sequence: The sequential order in which the content is presented and studied.

Shared Reading: An early childhood instructional strategy in which the teacher involves a group of young children in the reading of a particular big book in order to help them learn aspects of beginning literacy, as print conventions and the concepts of word, and develop reading strategies, as in decoding or the use of prediction. The teacher introduces and reads an enlarged text or a small text or a small text of which each child has a copy. On refrains and in multiple readings, children join in, reading in unison.

Shared Writing: Teacher and children work together to compose messages and stories; teacher supports process as scribe.

Similes: Comparisons that use “like” or “as,” such as *The stars were like a million diamonds in the sky.*

Simple Sentence: A sentence that has one independent clause and no subordinate clause.

Skills: The ability of students to use knowledge effectively and readily in performance, the ability to transform knowledge into action.

Short Vowels: Represents the sound of the *a* in *apple*, *e* in *end*, the *I* in *igloo*, and the *u* in *bus*. Though other combinations may also be classified as short, these five are typically considered when teachers and learners explore short vowels.

Soliloquy: Long speeches in which characters, on stage alone, reveal inner thoughts aloud.

Sonnet: A fourteen-line poem, usually written in iambic pentameter that has one of two basic structures (Petrarchan or Italian).

SQ3R (Survey, Question, Read Recite, Review): A study technique through which students survey the text to be read, generate questions based on headings and illustrations, read the material, record major points for later reference, recite what they have learned, and then review the material and their notes.

Stage Designs: Directions and drawings for the setting of a play.

Standards: Statements of specific expectations.

Standards-based Assessment: An assessment in which the criteria are taken directly from the standards.

Standards-based Curriculum: A curriculum designed to produce student understanding and work that demonstrates achievement of the standards.

Standards-based Instruction: Instructional practices designed to help every student achieve the standards.

Strands/Themes: Headings that organize the content or performance standards.

Stereotype: A simplified and standardized conception or image invested with special meaning and held in common by members of a group

Subordinate Clause: A clause that modifies the principal clause or some part of it or that serves a noun function in the principal clause.

Subordination: Acting as a modifier, as *when I finished*, which is subordinate to *They were glad in They were glad when I finished.*

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Sweeping Generalization: The technique of using an all-embracing (usually unconsidered) generalization such as “All cats have poor temperaments”.

Syllogism: A form of deductive reasoning consisting of a major premise, a minor premise, and a conclusion; for example, *All humans are mortal*, the major premise, *I am a human*, the minor premise, *therefore, I am mortal*, the conclusion.

Symbolism: The use of an object to represent something else; for example, a dove might symbolize peace.

Theme: A central idea or abstract concept that is made concrete through representation in person, action, and image.

Technical Documents: Informational documents pertaining primarily to or connected with the mechanical arts and the applied sciences.

Tension: The interplay of conflicting elements in a piece of literature.

Text Levels (Gradient of Text): The level of difficulty of texts.

Thesis: A statement of position on a topic.

Tone: The attitude a writer takes toward the subject of a work, the characters in it, or the audience.

Trade Book: 1. Fiction and nonfiction books other than literature anthologies and basal readers.
2. In the United States and Canada, for example, a book published for sale to the general public.

Tragedy: A dramatic composition, often in verse, dealing with a serious or somber theme, typically that of a great person destined through a flaw of character or conflict with some overpowering force, as fate or society, to downfall or destruction.

Understanding: Insight into key ideas, as reflected in thoughtful and effective use of knowledge and skills in varied situations.

Usage: The way in which the native language or dialect of a speech community is actually used by its members.

Visual Image-makers: Graphic artists, documentary filmmakers, illustrators, and news photographers

Vocabulary: Learning what words mean and how to use them.

Voice: The writer’s personality is revealed through the use of voice and it should sound distinctive and natural.

Voice Modulation: Changes in tone.

Workplace Documents: Informational documents pertaining to work.

Writing: The process of *communicating* with written language.

Writing Process: The process of prewriting, drafting, revising, editing, and publishing-that assists writers.