

**STATE BOARD OF EDUCATION
NOVEMBER 22, 2002**

6. SUBJECT

Pending Rules – Language Standards (08.02.03)

BACKGROUND

Language Arts Standards were first approved for grades 9-12 in 1999, and then for grades K-8 in 2001.

DISCUSSION

The Language Arts subcommittee met to conduct a general review of the language arts standards and make necessary adjustments. The proposed changes are minor and include editing for wordiness and clarity, and shifting items between grade levels.

No substantive changes have been made since initial Board approval in August.

COMMENTS / IMPACT OF ACTION

No comments have been received since initial Board approval. Upon final Board approval, the rule will go forward to the Legislature for final action.

BOARD ACTION

A motion to approve as pending rules 08.02.03.669 through 08.02.03.753 related to Language Arts Standards with changes as indicated.

Moved by _____, Seconded by _____. Carried Yes ___ No ___

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IDAPA 08 – IDAHO STATE BOARD OF EDUCATION

08.02.03 – RULES GOVERNING THOROUGHNESS

DOCKET NO. 08-0203-0204

NOTICE OF PENDING RULE

EFFECTIVE DATE: This rule has been adopted by the agency and is now pending review by the 2003 Idaho State Legislature for final adoption. The pending rule becomes final and effective upon conclusion of the legislative session, unless the rule is approved, rejected, amended or modified by concurrent resolution in accordance with Section 67-5224 and 67-5291, Idaho Code. If the pending rule is approved, amended or modified by concurrent resolution, the rule becomes final and effective upon adoption of the concurrent resolution or upon the date specified in the concurrent resolution.

AUTHORITY: In compliance with Section 67-5224, Idaho Code, notice is hereby given that this agency has adopted a pending rule. The action is authorized pursuant to Article IX, Section 2 of the Idaho Constitution and under Sections 33-105(1) and 33-107(3), 33-116, and 33-1612, Idaho Code.

DESCRIPTIVE SUMMARY: The following is a concise explanatory statement of the reasons for adopting the pending rule and a statement of any change between the text of the proposed rule and the text of the pending rule with an explanation of the reasons for the change.

Adjustments to the Language Arts/ Communication Standards to ensure standards and content knowledge and skills are grade appropriate; and performed grammatical and technical wording changes.

The pending rule is being adopted as proposed. The original text of the proposed rules was published in the October 2, 2002 Idaho Administrative Bulletin, Volume 02-10, pages 184-215.

ASSISTANCE ON TECHNICAL QUESTIONS: For assistance on technical questions concerning the pending rule, contact Randi McDermott at 334-2270.

DATED this 8th day of November

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669. LANGUAGE ARTS/COMMUNICATIONS STANDARDS.

~~01. **Languages And Communications.** Language, the gateway to learning, provides our most powerful and readily available tool to represent the world to ourselves as well as ourselves to the world. Not only a means of communications, language serves as our primary instrument of thought, a defining feature of culture, and an unmistakable mark of personal identity. *Encouraging and enabling students to effectively use language remains one of society's most significant tasks. Educators, parents, and communities share responsibility in helping students prepare for productive performance. When students exit high school, they will be able to use reading, writing, listening, speaking, and viewing for personal use, as a citizen and consumer, in the workplace, for cultural enrichment, in the Fine Arts, and for lifelong learning.* (3-15-02)~~

~~02. **Local District Book Lists.** Local districts may determine book lists to support the Language Arts/Communications Standards. If needed, the State Department of Education's English Language Arts Specialist can provide suggested grade-level lists. (3-15-02)()~~

670. LANGUAGE ARTS/COMMUNICATIONS STANDARDS - KINDERGARTEN, SECTIONS 671 THROUGH 675.

671. READING.

Rationale: Read a variety of grade-level materials and apply strategies appropriate to various situations.

Standard - The student will:	Content Knowledge and Skills:
01. Read a variety of traditional and electronic materials for information and understanding.	a. Use decoding and word-recognition strategies to fluently read kindergarten materials.
	Phonics/Phonemic Awareness
	b. Using various techniques, identify and /or name two or more words that rhyme: - Complete phrases and sentences with rhyming words; - Produce a word that rhymes with a given <u>one-syllable</u> word; - Recognize if two or more one-syllable words rhyme.
	c. Using varied techniques, orally segment: - Sentences into words; - Syllables into sounds; - Words into syllables and sounds.
	d. Orally blend phonemes into words.
	Phonics
	e. Recognize names of upper and lower case letters.
	f. Associate letters to letter sounds.
	g. Identify beginning, middle, and ending letters in a word.
	Concepts About Print (CAP)
	h.- Identify front of book; - Attend to print; - Use picture clues to support text; - Use story language; - Know where to start reading; - Move left to right across print; - Make return sweep to next line of text; - Match word by word; - Understand first and last of text, top and bottom of page, and order of pages for turning; - Read left page before right page; - Identify one or two letters; first and last letter, and capital letters; point to locate <u>specific letters</u> when requested; - Match upper and lower case letters; - Use beginning sounds and final letters.
	Reading Strategies
	i.- Draw on prior knowledge, discuss, and generate questions to predict text; - Prior to reading, preview illustrations and opening pages of a text, title page, and table of contents.
Context Clues	
j. Use pictures and follow patterns to group <u>gain</u> meaning from print.	
Word Analysis	
k. Use beginning letter sounds and pictures to identify words in order to cross check.	
02. Read and respond to a variety of literature to compare and contrast the many dimensions of the human experience.	a. Offer relevant background information during pre-reading discussion.
	b. Demonstrate understanding of vocabulary of story during post-discussion or story response.
03. Read a variety of traditional, technical,	a. Retell a story that includes setting, plot, and characters.

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and electronic materials for critical analysis and evaluation.	<p>b. Identify the following story elements within a literary text: - Character; - Setting; - Simple sequence of events, including clear beginning, middle, and end; - Problems and solutions.</p> <p>c. Determine cause and effect relationships by responding to "why," "how," and "what-if" questions.</p> <p>d. Distinguish between <u>real and pretend</u> (fiction and nonfiction) and real and pretend.</p>
04. Read to locate information from a variety of traditional, technical, and electronic sources.	a. Locate resources for finding words in the classroom: - Word wall; - Color word chart; - Number word chart; - Familiar books; - Children's name labels and name tags; - Pictionary; - Computer; - Title page; - Dictionary.
05. Read for technical information.	a. Identify five software icons located in the classroom and school.

(3-15-02)()

672. WRITING.

Rationale: Write to demonstrate skill and conventions according to purpose and audience.

(3-15-02)

Standard - The student will:	Content Knowledge and Skills:
01. Understand and use the writing process.	<p>a. Demonstrate <u>an understanding and application of steps</u> of the writing process: - Brainstorm; - Draft; - Teacher conference; - Revise; - Edit; - Publish; - Share.</p> <p>b. Write legibly.</p> <p>c. Use technology to create a piece for publication.</p> <p>d. Develop vocabulary.</p>
02. Write and edit for correctness and clarity.	<p>a. Apply rules and conventions for the following: - Grammar; - Punctuation; - Capitalization; - Spelling.</p> <p>b. Develop a sentence that focuses on a main idea: - Differentiate between letters and words; - Write for personal and practical needs.</p>
03. Write a narrative essay <u>which</u> that aligns with the fourth-grade Direct Writing Assessment.	a. Write a narrative composition with a picture and at least one simple sentence that establishes and supports a central idea.

(3-15-02)()

673. LISTENING.

Rationale: Use skills of listening to effectively understand, comprehend, and critique oral and visual presentations.

Standard - The student will:	Content Knowledge and Skills:
01. Listen for information and understanding.	<p>a. Listen and respond to a variety of electronic and live presentations.</p> <p>b. Listen to gain enrichment and information about various cultures.</p> <p>c. Demonstrate effective and appropriate listening skills using the following: - Eye contact; - Taking turns in conversations; - Maintaining attention.</p>
02. Listen for literary response and expression.	a. Listen to literature presented using a variety of media such as teacher reading, computer, tape, and/or video.
03. Listen for critical analysis and evaluation.	a. Listen for specific information.
04. Listen to and follow directions.	a. Frequently provide opportunities for students to follow verbal oral directions.

(3-15-02)()

674. SPEAKING.

Rationale: Use skills of speaking to effectively present information and present analysis of critiques of written or viewed material.

Standard - The student will:	Content Knowledge and Skills:
01. Speak to share understanding of information.	a. Develop awareness of speaker behaviors, such as posture, articulation, volume, and use of complete sentences and organization.
02. Speak for literary response and expression.	a. Orally share known literature through various presentations and activities.
03. Speak for critical analysis and evaluation.	<p>a. Express opinions and solve solutions to problems.</p> <p>b. Encourage others' participation while exhibiting courteous, attentive, and appropriate behavior during discussions.</p>

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(3-15-02)()

675. VIEWING.

Rationale: Use skills of viewing to effectively understand and comprehend visually-presented information and use visual elements to produce visual presentations.

Standard - The student will:	Content Knowledge and Skills:
01.View for information and understanding.	a. Create Demonstrate awareness of different media.
	b.Demonstrate understanding of the main idea of a filmstrip, video, and/or slide presentation using various responses (filmstrip, video, slide).
02.View media sources for personal response and expression.	a.Develop awareness of various media.
03.View media to engage in critical analysis and evaluation.	a.Differentiate between real and pretend.
	b.Compare and contrast two media that present the same story.

(3-15-02)()

(BREAK IN CONTINUITY OF SECTIONS)

680. READING.

Rationale: Read a variety of grade-level materials and apply strategies appropriate to various situations.

Standard - The student will:	Content Knowledge and Skills:
01.Read a variety of traditional electronic materials for information and understanding.	a.Use decoding and word recognition strategies to fluently read first-grade materials.
	Phonics/Phonemic Awareness
	b.Identify words within a sentence.
	c.Distinguish syllables within words.
	d.Recognize two or more rhyming words.
	e.Complete and produce a rhyming word.
	f.Discriminate between two sounds.
	g.Imitate sounds.
	h.Identify isolated initial and final sounds.
	i.Blend phonemes to make a word.
	j.Segment a word into phonemes. - Deletion; - Addition; - Substitution; - Transposition.
	Phonics
	k.Recognize and use regular letter-sound correspondences and determine regularly spelled one- and two-syllable words, consonants, consonant blends/digraphs, short/long vowels, and letter/sound correspondences.
	l.Use onset and rhymes to create and decode new words that include blends and digraphs.
	m.Use knowledge of common prefixes, suffixes, and root words to determine meanings of unknown words within a passage.
	n.Automatically read 150 high-frequency or sight words.
	o.Apply knowledge of reading strategies.
	Before Pre-Reading Strategies
	p.Draw on prior knowledge, and discuss to and generate questions to predict text.
	q.In order to predict text, preview illustrations, title page, and other text pages.
	During Reading Strategies
	r.Integrate visual, structural, and meaning cues to gain understanding of text.
	s.Monitor own reading comprehension by self-correcting and rereading as needed to confirm text.
	t.To guide in meaning, use such conventions of print as punctuation, commas, periods, question marks, and quotation marks.
	u.To gain oral fluency and expression, use proper phrasing and rereading.
	v.To determine word meanings and phrases, apply knowledge of compound words, contractions, and homophones.

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	Reading Comprehension Strategies
	<u>w</u> . Identify main idea.
	<u>x</u> s. Sequence events of a story.
	<u>y</u> t. Read beyond text to make inferences and draw conclusions.
	Context Clues
	<u>u</u> . Integrate visual, structural, and meaning cues to gain understanding of text.
	<u>v</u> . Use proper phrasing and rereading to gain oral fluency and expression.
	<u>w</u> . Monitor own reading comprehension by self-correcting and rereading as needed to confirm text.
	<u>x</u> . To guide meaning, use conventions of print as punctuation, commas, periods, question marks, and quotation marks.
	Word Analysis
	<u>y</u> . To determine word meanings and phrases, apply knowledge of compound words, contractions, and homophones.
02. Read and respond to a variety of literature to compare and contrast the many dimensions of the human experience.	<p><u>a</u>. Read and evaluate grade-level literature; identify vocabulary, genres, and text features. - Identify and compare plots, settings, and characters of two stories; - Retell basic plots/main ideas of fiction and nonfiction.</p> <p><u>b</u>. Identify and compare own experiences and knowledge to that of characters, events, and situations within a story.</p>
03. Read a variety of traditional, technical, and electronic materials for critical analysis and evaluation.	<p><u>a</u>. Distinguish between fiction and nonfiction, real and imaginary, and fact and opinion.</p> <p><u>b</u>. Sequentially retell story; include details related to setting, plot, and characters.</p> <p><u>c</u>. To demonstrate critical listening, recall details by responding to questions asking "who," "what," "where," and "when."</p> <p><u>d</u>. Determine cause and effect relationships by responding to "why," "how," and "what-if," questions.</p>
04. Read to locate information from a variety of traditional, technical, and electronic sources.	<u>a</u> . Locate information using the following informational text and resources: - Alphabetical order; - Book parts: title page, table of contents, and glossary.
05. Read for technical information.	<p><u>a</u>. Use organizational features of text.</p> <p><u>b</u>. Use signs, labels, and instructions to follow hard copies of directions as well as those from technological sources.</p>

(3-15-02)()

681. WRITING.

Rationale: Write to demonstrate skill and conventions according to purpose and audience.

Standard - The student will:	Content Knowledge and Skills:
01. Understand and use the writing process.	<p><u>a</u>. Fluently write upper and lower case letters using appropriate space and letter size.</p> <p><u>b</u>. Develop story fluency; write words, and sentences relating to one topic.</p> <p><u>c</u>. Demonstrate a basic understanding of the writing process: - Pre-write; - Brainstorm; - First draft; - Teacher conference; - Revise and edit; - Publish; - Share.</p> <p><u>d</u>. Write for various audiences: - Self; - Teacher; - Other personally-known audiences.</p>
02. Write and edit for correctness and clarity.	<p><u>a</u>. Develop and organize sentences that incorporate central idea and supporting details.</p> <p><u>b</u>. Develop descriptive vocabulary to enhance writing.</p> <p><u>c</u>. Apply rules and conventions for the following: - Grammar; - Punctuation; - Capitalization.</p> <p><u>d</u>. Demonstrate appropriate spelling: - Correctly spell words by writing sounds in sequence; - Accurately spell high-frequency words; - Engage in such problem-solving strategies <u>such</u> as analogies, environmental print, and resources.</p> <p><u>e</u>. Frequently reread to clarify, revise, and edit.</p>
03. Write a narrative essay which that aligns with the fourth-grade Direct Writing Assessment.	<u>a</u> . Using personal experiences and knowledge as a source for writing, create a narrative account.

(3-15-02)()

682. LISTENING.

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Rationale: Use skills of listening to effectively understand, comprehend, and critique oral and visual presentations.

Standard - The student will:	Content Knowledge and Skills:
01. Listen for information and understanding.	a. Demonstrate effective and appropriate listening skills using the following: - Eye contact; - Taking turns in conversations; - Maintaining attention.
	b. Listen to gain enrichment and information about various cultures.
	c. Participate in retelling and asking questions for clarification.
02. Listen for literary response and expression.	a. Interpret and respond to a variety of oral presentations.
	b. Discuss similarities and differences between and among within a variety of oral presentations.
03. Listen for critical analysis and evaluation.	a. Listen for specific answers in order to respond with appropriate feedback.
04. Listen to and follow directions.	a. Follow three-step oral directions.

(3-15-02)()

683. SPEAKING.

Rationale: Use skills of speaking to effectively present information and present analysis of critiques of written or viewed material.

Standard - The student will:	Content Knowledge and Skills:
01. Speak to share understanding of information.	a. Clearly communicate to a range of audiences for various purposes. - Speak in grammatically correct sentences with clarity and detail; - Use vocabulary appropriate for the age group.
02. Speak for literary response and expression.	a. Participate in oral interpretation, memorization, presentation, and dramatic readings to share personal and literary works.
03. Speak for critical analysis and evaluation.	a. Express opinions and solve solutions to problems.
	b. Use causes and effects and similarities and differences to demonstrate a key point.
	c. Use speaking skills to express opinions in a courteous and attentive manner.

(3-15-02)()

(BREAK IN CONTINUITY OF SECTIONS)

688. LANGUAGE ARTS/COMMUNICATIONS STANDARDS - GRADE 2, SECTIONS 689 THROUGH 693.

689. READING.

Rationale: Read a variety of grade-level materials and apply strategies appropriate to various situations.

Standard - The student will:	Content Knowledge and Skills:
01. Read a variety of traditional and electronic materials for information and understanding.	a. Use decoding and word recognition strategies to fluently read second-grade materials.
	Phonics/Phonemic Awareness
	b. Identify and name two or more words that rhyme.
	c. Distinguish syllables within words.
	d. Recognize and use the following to decode words: - Beginning, medial and ending sounds; - Consonant blends and digraphs; - Short and long vowels; - R-controlled vowels; - Similarities among word structures such as word families, and syllabication rules.
	e. Use knowledge of common prefixes, suffixes, and root words to determine meanings of unknown words within a passage.
	f. Automatically read a bank of 150-200 high-frequency words.
	Pre-Reading Strategies
	g. Draw on prior knowledge, discussion, and generating of questions to predict text.
	h. Prior to reading text, preview illustrations and such opening pages of text such as the title page, table of contents, and other introductory pages.

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	<p>Context Clues</p> <p>i. Use context clues to choose correct meanings of identified words within a reading passage.</p> <p>j. Monitor own reading comprehension by self-correcting and rereading.</p> <p>k. Recognize words that signal transitions to determine sequence as well as contribute to text's meaning.</p> <p>l. Use the following punctuation cues: commas, periods, question marks, apostrophes, and quotation marks to guide meaning and <i>oral fluently reading aloud</i> fluency.</p> <p>Word Analysis Skills</p> <p>m. Apply knowledge of compound words, contractions, and homophones to determine <i>word</i> meanings of <u>words</u> and phrases.</p>
02. Read and respond to a variety of literature to compare and contrast the many dimensions of the human experience.	a. Read and evaluate grade-level literature and recognize and analyze literary elements, vocabulary, and genres. - Identify and compare plots, setting, and characters of two stories; - Retell basic plots of folktales, legends, fables, and fairy tales.
03. Read a variety of traditional, technical, and electronic materials for critical analysis and evaluation.	<p>a. Retell a story and include setting, plot, and characters.</p> <p>b. Identify the following story elements within a literary text: - Characters and their traits and motivations <i>which that</i> determine causes for actions; - Setting; - Sequential events of a plot, including a clear beginning, middle, and end; - Problems and solutions.</p> <p>c. Recall and recognize relevant details in a passage by responding to <i>questions-asking</i> "who," "what," "where," and "when" questions.</p> <p>d. Determine cause and effect relationships by responding to "why," "how," and "what-if" questions.</p> <p>e. Draw logical conclusions based on information read.</p> <p>f. Distinguish between fiction and nonfiction, real and imaginary, and fact and opinion.</p>
04. Read to locate information from a variety of traditional, technical, and electronic sources.	a. Locate information using dictionaries, encyclopedias, and informational books: - Recognize alphabetical order; - Name and use the following book parts: title page, table of contents, and glossary.

(3-15-02)()

690. WRITING.

Rationale: Write to demonstrate skill and conventions according to purpose and audience.

Standard - The student will:	Content Knowledge and Skills:
01. Understand and use the writing process.	<p>a. Demonstrate <u>an</u> understanding and application of <u>the</u> writing process steps: Brainstorm; Draft; Teacher conference; Revise; Edit; Publish; Share.</p> <p>b. Legibly write in a variety of formats to record, generate, and reflect upon ideas.</p> <p>c. Use technology to create a piece for publication.</p> <p>d. Identify and use appropriate style for audience and purpose of writing.</p> <p>e. Develop a writing vocabulary and skills for using words.</p>
02. Write and edit for correctness and clarity.	<p>a. Apply rules and conventions for the following: Grammar; Punctuation; Capitalization; Spelling.</p> <p>b. Develop sentences <u>a paragraph</u> that incorporates a clear and focused main idea; incorporate supportive details and examples that are appropriate to topic, audience, and purpose: - Use appropriate word choices, sentence structure, transitions, and organizational techniques. - Write for personal and practical needs.</p>
03. Write a narrative essay <i>which that</i> aligns with the fourth-grade Direct Writing Assessment.	<p>a. Create a narrative composition that provides an introduction, middle, and end sequence; establish and support a central idea and include simple facts and details.</p> <p>b. Write and publish original creative works <i>which that</i> incorporate descriptive language.</p>

(3-15-02)()

691. LISTENING.

Rationale: Use skills of listening to effectively understand, comprehend, and critique oral and visual presentations.

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Standard - The student will:	Content Knowledge and Skills:
01. Listen for information and understanding.	a. Listen and respond to a variety of electronic and live presentations.
	b. Listen to gain enrichment and information about various cultures.
	c. Use such responsive listening skills <u>such</u> as retelling and asking questions for elaboration and clarification.
02. Listen for literary response and expression.	a. Listen to and record information from oral presentations.
	b. Note similarities and differences between and among a variety of oral presentations.
03. Listen for critical analysis and evaluation.	a. Listen for answers to specific questions and for specific purposes in response to nonfiction.
	b. Determine rhyming words that have been logically omitted from an orally-presented poem or rhyming book.
04. Listen to and follow directions.	a. Frequently provide opportunities for students to follow verbal one- to four- step oral directions.

(3-15-02)()

692. SPEAKING.

Rationale: Use skills of speaking to effectively present information and present analysis of critiques of written or viewed material.

Standard - The student will:	Content Knowledge and Skills:
01. Speak to share understanding of information.	a. Plan and deliver an oral presentation that incorporates appropriate grammar and vocabulary as well as effective use of illustrations and pictures.
	b. Use oral communication for various purposes with a developing sense of audience that incorporates appropriate volume, variety of word choices, and physical gestures.
02. Speak for literary response and expression.	a. Use oral interpretation, memorization, presentation, and dramatic readings to share personal or literary works.
03. Speak for critical analysis and evaluation.	a. Express opinions and solve <u>solve solutions to problems</u> .
	b. Use causes and effects and similarities and differences to demonstrate a key point.
	c. Encourage others' participation while exhibiting courteous, attentive, and appropriate behaviors during discussions.

(3-15-02)()

(BREAK IN CONTINUITY OF SECTIONS)

697. LANGUAGE ARTS/COMMUNICATIONS STANDARDS - GRADE 3, SECTIONS 698 THROUGH 702.

698. READING.

Rationale: Read a variety of grade-level materials and apply strategies appropriate to various situations.

Standard - The student will:	Content Knowledge and Skills:
01. Read a variety of traditional and electronic materials for information and understanding.	a. Use decoding strategies to fluently read third-grade materials.
	Phonics
	b. Employ multiple strategies to identify words using spelling patterns and syllabication.
	c. Use phonics cues to automatically decode words and cueing strategies to fluently read third grade text.
	d. Use knowledge of common prefixes, suffixes, and root words to determine meanings of unknown words within a passage.
	Context Cues
	e. Use context cues to determine correct meanings of identified words within a reading passage.

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	<p>ef. Recognize words that signal transitions to determine sequence and meaning of text.</p> <p>fg. Recognize relationship between a pronoun and its referent.</p> <p>Word Analysis Cues Skills</p> <p>gh. Apply knowledge of contractions, synonyms, antonyms, synonyms, homonyms, and multiple meanings to determine meanings of words and phrases.</p> <p>hi. Use knowledge of root words to determine meanings of unknown words within a passage.</p> <p>Syntax Cues</p> <p>ij. Use knowledge of written language to anticipate words when reading.</p> <p>jk. Before, during, and after reading, locate information to clarify text structure and content.</p> <p>kl. Locate and gather information for a variety of purposes.</p> <p>lm. Paraphrase and summarize text.</p> <p>mn. Draw inferences and conclusions from text.</p> <p>no. Identify language and literary devices: - Mood; - Tone; - Style; - Figurative language; - Format.</p> <p>op. Determine main idea within a text and identify relevant details and facts.</p>
02. Read and respond to a variety of literature to compare and contrast the many dimensions of human experience.	<p>a. Identify defining characteristics of the following literary forms and genres: fiction, nonfiction, fairy tales, poems, and plays.</p> <p>b. Evaluate new information and relate to known information and ideas.</p> <p>c. Compare and contrast information about same topic after reading two or more passages or articles.</p> <p>d. Demonstrate <u>an</u> understanding of <u>the role of how</u> reading <u>to can provide</u> enrichment, <u>and</u> information, and <u>as well as</u> serve as a tool for lifelong learning.</p> <p>e. Identify cause and effect and statements of fact and opinion.</p> <p>f. Determine main idea of text and identify relevant and supporting details and facts; arrange in chronological order.</p>
03. Read a variety of traditional, technical, and electronic materials for critical analysis and evaluation.	<p>a. Identify author's purpose and describe how language, setting, and information support purpose within literary text.</p> <p>b. Identify the following story elements within a literary text: - Characters and their traits, <u>and</u> motivations that <u>determine causes for actions</u>; - Setting; - Sequencing of main events; - Problems and solutions.</p> <p>c. Determine cause and effect relationships by responding to "why," "how," and "what-if" questions.</p>
04. Read to locate information from a variety of traditional, technical, and electronic sources.	<p>a. Use appropriate strategies when reading for the following purposes: Comprehension; Locating information; Personal enjoyment.</p> <p>b. Generate questions about important and interesting issues.</p> <p>c. <u>Based on an investigation</u>, Organize and interpret information to draw a logical conclusion based on an investigation.</p>
05. Read for technical information.	<p>a. Identify and use such traditional sources <u>such</u> as reference books, library materials, experts, and electronically stored sources to locate and acquire information.</p> <p>b. Identify uses of graphics, graphs, tables, and diagrams, parentheses, italics, and bold print.</p> <p>c. Identify text structure.</p> <p>d. Locate and demonstrate understanding <u>of</u> sequence words.</p>

(3-15-02)()

699. WRITING.

Rationale: Write to demonstrate skill and conventions according to purpose and audience.

Standard - The student will:	Content Knowledge and Skills:
01. Understand and use the writing process.	<p>a. Demonstrate <u>an</u> understanding and application of the writing process: - Brainstorm; - Draft; - Teacher conference; - Revise; - Edit; - Publish; - Share.</p> <p>b. Legibly write in a variety of formats to record, generate, and reflect upon ideas.</p> <p>c. Identify and use appropriate style and vocabulary for audience and purpose.</p>
02. Write and edit for correctness and clarity.	<p>a. Apply rules and conventions of for the following: - Grammar; - Punctuation; - Capitalization; - Spelling.</p>

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	b. Develop a paragraph that incorporates a clear and focused main idea that is supported by details and examples that are appropriate to topic, audience, and purpose. - Use topic sentences, appropriate word choices and sentence structure, transitions, paragraphing, indentation, and organization; - Write for personal and practical needs.
03. Write a narrative essay which that aligns with the fourth-grade Direct Writing Assessment.	a. Create a multiple-paragraph narrative composition that provides an introductory paragraph that establishes and supports a central idea. Include supporting paragraphs with thoughtful transitions, simple facts, details, and explanations. Conclude with a paragraph that summarizes key points. Properly indent. b. Write and publish original creative works that incorporate figurative and descriptive language.

(3-15-02)()

700. LISTENING.

Rationale: Use skills of listening to effectively understand, comprehend, and critique oral and visual presentations.

Standard - The student will:	Content Knowledge and Skills:
01. Listen for information and understanding.	a. Listen and respond to a variety of electronic and live presentations. b. Listen to gain enrichment and information about various cultures. c. Demonstrate effective interpersonal listening skills.
02. Listen for literary response and expression.	a. Listen to and record information from oral presentations. b. Note similarities and differences between and among within a variety of oral presentations.
03. Listen for critical analysis and evaluation.	a. Identify the purpose, content, organization, and delivery of verbal communication and non-verbal cues.

(3-15-02)()

701. SPEAKING.

Rationale: Use skills of speaking to effectively present information and present analysis or critiques of written or viewed material.

Standard - The student will:	Content Knowledge and Skills:
01. Speak to share understanding of information.	a. Plan and deliver an oral presentation that incorporates appropriate grammar and vocabulary as well as effective use of illustrations, pictures, and charts. b. Use oral communication for various purposes and audiences that incorporate a variety of word choices, inflection, volume, phrasing, physical gestures, and eye contact.
02. Speak for literary response and expression.	a. Use oral interpretation, memorization, presentation, and dramatic readings to share personal or literary works.
03. Speak for critical analysis and evaluation.	a. Express opinions and solve problems. b. Use causes/effects and similarities/differences to demonstrate a key point. c. Encourage others' participation while exhibiting courteous, attentive, and appropriate behavior during discussions: - Listen well and verify understanding; - Avoid monopolizing conversations; - Raise pertinent question; - Exhibit cultural sensitivity. d. Demonstrate ability to critique own oral presentation.

(3-15-02)()

702. VIEWING.

Rationale: Use skills of viewing to effectively understand and comprehend visually-presented information and use visual elements to produce visual presentations.

Standard - The student will:	Content Knowledge and Skills:
01. View for information and understanding.	a. Identify traditional and non-print media as sources of information. b. Determine main concept and supporting details within non-print media.
02. View media sources for personal	a. Demonstrate understanding of significant relationships, ideas, and cultures which

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response and expression.	various media represented by various media.
	b. Compare effectiveness of media presentations.
03. View media to engage in critical analysis and evaluation.	a. Interpret data from charts, graphs, and maps.
	b. Differentiate between fact and opinion.
04. Use a variety of resources to produce visuals that communicate through print and non-print media.	a. With guidance, explore use of multiple visual tools to produce visuals.

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(BREAK IN CONTINUITY OF SECTIONS)

706. LANGUAGE ARTS/COMMUNICATIONS STANDARDS - GRADE 4, SECTIONS 707 THROUGH 711.

707. READING.

Rationale: Read a variety of grade-level materials and apply strategies appropriate to various situations.

<u>Standard - The student will:</u>	<u>Content Knowledge and Skills:</u>
01. Read a variety of traditional and electronic materials for information and understanding.	a. Use decoding strategies to fluently read fourth-grade materials.
	Phonics
	b. Use spelling patterns, syllabication and other strategies to identify words.
	c. Use phonics cues to automatically and accurately identify and pronounce words.
	Word Analysis
	d. Apply knowledge of derivations, synonyms, antonyms, homonyms, multiple meanings, and idioms to determine meanings of words and phrases.
	e. Use knowledge of root words to determine meanings of unknown words within a passage.
	Context Clues
	f. Use context clues to choose determine correct meanings of identified words within a reading passage.
	g. Recognize relationship between a pronoun and its referent.
	h. Recognize words that signal transitions to determine sequences as well as contribution to text's meaning.
	Sentence Structure
	i. Use knowledge of written language to anticipate words when reading.
	j. Use knowledge of written language to comprehend text.
	k. Before, during, and after reading, locate information to clarify text structure and content.
	l. Identify and begin to use analytic processes for understanding and remembering words, phrases, and information from reading material.
	m. Locate and gather information for a variety of purposes.
n. Paraphrase and summarize text.	
o. Draw inferences and conclusions from text.	
p. Identify language and literary devices: - Mood; - Tone; - Style; - Figurative language; - Format; - Structure;	
	q. Determine main idea or essential message within a text and identify relevant details and facts.
02. Read and respond to a variety of literature to compare and contrast the many dimensions of human experience.	a. Identify defining characteristics of the following literary forms and genres: fiction, nonfiction, fairy tales, fables, myths, poems, and plays.
	b. Evaluate new information and hypotheses by testing against known information and ideas.
	c. Compare and contrast information about same topic after reading two or more passages or articles.
	d. Demonstrate <u>an</u> understanding of the role of how reading to can provide enrichment, and information, and as well as serve as a tool for lifelong

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	learning.
	e.Distinguish between cause and effect and fact and opinion within expository text.
	f.Determine main idea of text and identify relevant and supporting details and facts; arrange in chronological order.
03.Read a variety of traditional, technical, and electronic materials for critical analysis and evaluation.	a.Identify author's purpose and describe how language, setting, and information support purpose within literary text.
	b.Identify the following story elements within a literary text; - Characters and their traits and motivations to determine causes for actions; - Setting; - Main events of plot; - Point of view; - Problems and solutions.
	c.Compare and contrast information from multiple sources.
	d.Use personal or objective criteria to do the following: - Draw conclusions; - Make inferences; - Decide <u>Determine</u> meanings; - Form opinions; - Make judgments.
	e.Distinguish between statements of fact and opinion and identify cause and effect relationships within narrative and expository text.
04.Read to locate information from a variety of traditional, technical, and electronic sources.	a.Use appropriate strategies when reading for the following purposes: - Full comprehension; - Locating information; - Personal enjoyment.
	b.Generate questions about important and interesting issues; use discussion to narrow research.
	c.Organize and interpret information to draw logical conclusion based on investigation.
	d.Present acquired information in the form of a letter, report, story, and poster.
05.Read for technical information.	a.Identify and use such traditional sources <u>such</u> as reference books, library materials, experts, and electronically-stored sources to locate and acquire information.
	b.Identify <u>uses</u> of graphics, graphs, tables, diagrams, parentheses, italics, and bold print.
	c.Identify format of various technical and reference texts.
	d.Locate and understand sequence words.

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708. WRITING.

Rationale: Students write to demonstrate skill and conventions according to purpose and audience.

Standard - The student will:	Content Knowledge and Skills:
01.Understand and use the writing process.	a.Demonstrate <u>an</u> understanding and application of writing process: - Brainstorm; - Draft; - Revise; - Edit; - Publish.
	b.Write <u>legibly</u> in a variety of formats to record, generate, and reflect upon ideas.
	c.Identify and use appropriate style and vocabulary for audience and purpose.
02.Write and edit for correctness and clarity.	a.Apply rules and conventions of <u>for</u> the following: - Grammar; - Punctuation; - Capitalization; - Spelling; - Legibility.
	b.Develop a paragraph that incorporates a clear and focused main idea and is supported by details and examples that are appropriate to topic, audience, and purpose. - Incorporate topic sentences, appropriate word choices and sentence structure, transitions, paragraphing, indentation, and organization. - Write for personal and practical needs; messages, diaries, journals, thank-you notes, friendly letters, and step-by-step directions.
03.Write a narrative essay <u>which</u> <u>that</u> align with the fourth-grade Direct Writing Assessment.	a.Create a multiple-paragraph narrative composition that provides an introductory paragraph and establishes and supports a central idea. Include supporting paragraphs with thoughtful transitions, simple facts, details, and explanations. Conclude with a paragraph that summarizes key points. Properly indent.
	b.Write and publish original creative wor <u>eks</u> that incorporate figurative and descriptive language.

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709. LISTENING

Rationale: Use skills of listening to effectively understand, comprehend, and critique oral and visual presentations.

Standard - The student will:	Content Knowledge and Skills:
01.Listen for information and understanding.	a.Listen and respond to a variety of electronic and live presentations.

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	<p>b. Listen to gain enrichment and information about various cultures.</p> <p>c. Use such responsive listening skills such as paraphrasing, summarizing, and asking questions for elaboration and clarification.</p>
02. Listen for literary response and expression.	<p>a. Respond in a variety of ways to oral presentations.</p> <p>b. Note similarities and differences between and among <u>within</u> a variety of oral presentations.</p>
03. Listen for critical analysis and evaluation.	a. Identify the purpose, content, organization, and delivery of verbal communication and non-verbal cues.

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710. SPEAKING.

Rationale: Use skills of speaking to effectively present information and present analysis or critiques of written or viewed material.

<u>Standard - The student will:</u>	<u>Content Knowledge and Skills:</u>
01. Speak to share understanding of information.	<p>a. Use oral communication for various purposes and audiences that incorporate a variety of word choices, inflection, volume, phrasing, physical gestures, and eye contact.</p> <p>b. Plan and deliver an oral presentation that incorporates appropriate grammar, and vocabulary, as well as effective use of illustrations, pictures, and charts.</p>
02. Speak for literary response and expression.	<p>a. Use oral interpretation, memorization, presentation, and dramatic readings to share personal or literary works.</p> <p>b. Orally read or recite a poem.</p>
03. Speak for critical analysis and evaluation.	<p>a. Express opinions and solutions to problems.</p> <p>b. Use causes and effects and similarities and differences to demonstrate a key point.</p> <p>c. Encourage others' participation while exhibiting courteous, attentive, and appropriate behavior during discussions: - Listen well and verify understanding; - Avoid monopolizing conversations; - Raise pertinent questions; - Exhibit cultural sensitivity.</p>

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(BREAK IN CONTINUITY OF SECTIONS)

715. LANGUAGE ARTS/COMMUNICATIONS STANDARDS - GRADE 5, SECTIONS 716 THROUGH 720.

716. READING.

Rationale: Students read a variety of grade-level materials and apply strategies appropriate to various situations.

<u>Standard - The student will:</u>	<u>Content Knowledge and Skills:</u>
01. Read a variety of traditional and electronic materials for information and understanding.	<p>a. Use decoding strategies to fluently read fifth-grade materials.</p> <p>Phonics</p> <p>b. Use spelling patterns, syllabication, and other strategies to identify words.</p> <p>c. Use phonics cues to automatically and accurately identify and pronounce words and increase fluency.</p> <p>Word Analysis</p> <p>d. Apply knowledge of root words, derivations, affixes, synonyms, antonyms, homonyms, multiple meanings, and idioms to determine meanings of words and phrases.</p> <p>Context Clues</p> <p>e. Use context clues to choose <u>determine</u> correct meanings of identified words within a reading passage.</p> <p>f. Recognize words that signal transitions to determine sequence as well as contribute to text's meaning relationship between a pronoun and its referent.</p>

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	<p>Sentence Structure</p> <p>g.Use knowledge of written language to anticipate words when reading.</p> <p>h.Use knowledge of written language to comprehend text.</p> <p>i.Before, during, and after reading, locate information to clarify text structure and content. Use the following text elements to predict and categorize information: table of contents, index, headings, captions, illustrations, and graphics.</p> <p>j.Use analytic processes for understanding and remembering vocabulary, phrases, and information from reading material.</p>
	<p>k.Locate, gather, and synthesize information for a variety of purposes.</p> <p>l.Paraphrase and summarize text.</p> <p>m.Draw inferences and conclusions from text.</p> <p>n.Identify language and literary devices: - Mood; - Tone; - Style; - Figurative language; - Format; - Structure.</p> <p>o.Determine main idea or essential message within a text and identify relevant details and facts.</p>
02. Read and respond to a variety of literature to compare and contrast the many dimensions of human experience.	<p>a.Identify defining characteristics of the following literary forms and genres: fiction, nonfiction, fantasy, legend, and historical fiction.</p> <p>b.Activate and draw upon prior experiences to connect to reading selections.</p> <p>c.Compare and contrast information about same topic after reading two or more passages or articles.</p> <p>d.Demonstrate <u>an</u> understanding of <u>how</u> reading's role <u>can provide enrichment</u>; <u>and</u> information; and <u>as well as</u> serve as a tool for lifelong learning.</p>
03. Read a variety of traditional, technical, and electronic materials, for critical analysis and evaluation.	<p>a.Identify author's purpose and describe how language, setting, and information support purpose within literary text.</p> <p>b.Explain literary text according to the following elements: - Characters and their traits and motivations to determine causes for actions; - Setting; - Main events of plot and relevant causes and effects; - Point of view; - Plot structure; - Theme; - Conflict and resolution.</p> <p>c.Compare and contrast information from multiple sources.</p> <p>d.Use personal or objective criteria to do the following: - Draw conclusions; - Make inferences; - Decide <u>Determine</u> meanings; - Form opinions; - Make judgments.</p> <p>e.Distinguish between statements of fact and opinion and identify cause and effect relationships within narrative and expository text.</p>
04. Read to locate information from a variety of traditional, technical, and electronic sources.	<p>a.Use appropriate strategies when reading for the following purposes: - Full comprehension; - Locating information; - Personal enjoyment.</p> <p>b.Generate questions about important and interesting issues to narrow topic(s) for research.</p> <p>c.Organize and interpret information to draw logical conclusions based on investigation.</p> <p>d.Combine acquired information for presentation.</p>
05. Read for technical information.	<p>a.Identify and use <u>such</u> traditional sources <u>such</u> as reference books, library materials, experts, and electronically-stored sources to locate and acquire information.</p> <p>b.Identify <u>Explain</u> uses of graphics, graphs, tables, and diagrams, parentheses, italics, and bold print.</p> <p>c.Describe format of various technical and reference texts.</p> <p>d.Read, understand, and apply technical information.</p>

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717. WRITING.

Rationale: Students write to demonstrate skill and conventions according to purpose and audience.

Standard - The student will:	Content Knowledge and Skills:
01. Understand and use the writing process.	<p>a.Understand and apply steps of the writing process: - Brainstorm; - Draft; - Revise; - Edit/proofread; - Publish.</p> <p>b.Write <u>legibly</u> in a variety of formats to record, generate, and reflect upon ideas.</p> <p>c.Identify and use appropriate style and vocabulary for audience and purpose.</p>
02. Write and edit for correctness and clarity.	<p>a.Apply rules and conventions of <u>for</u> the following: - Grammar; - Punctuation; - Capitalization; - Spelling; - Legibility.</p>

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	<p>b.With support, incorporate a variety of elements of writing: - Alliteration; - Figurative language; - Personification; - Vocabulary.</p> <p>c.Develop a paragraph: - Incorporate a clear and focused main idea; - Support main ideas with details and examples that are appropriate to topic, audience, and purpose; - Use topic sentences, appropriate word choices, sentence structure, transitions, indentation, and organization.</p>
03. Write a narrative essay that aligns with the fourth-grade Direct Writing Assessment.	<p>a.Create a multiple-paragraph narrative composition that includes the following: - An introductory paragraph to establish and support a central idea; - Supporting paragraphs with thoughtful transitions, simple facts, details, and explanations; - A concluding paragraph that summarizes key points; - Proper indentation.</p> <p>b.Write and publish original creative works that incorporate figurative and descriptive language.</p>

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718. LISTENING.

Rationale: Use skills of listening to effectively understand, comprehend, and critique oral and visual presentations.

<u>Standard - The student will:</u>	<u>Content Knowledge and Skills:</u>
01. Listen for information and understanding.	<p>a.Listen and respond to a variety of electronic and live presentations.</p> <p>b.Listen to gain enrichment and information about a <u>a variety of various</u> cultures.</p> <p>c.Use such responsive listening skills <u>such</u> as paraphrasing, summarizing, and asking questions for elaboration and clarification.</p>
02. Listen for literary response and expression.	<p>a.Respond in a variety of ways to oral presentations.</p> <p>b.Identify similarities and differences between and among <u>within</u> a variety of oral presentations.</p>
03. Listen for critical analysis and evaluation.	<p>a.Make informed decisions about the purpose, content, organization, and deliv <u>ery of verbal communications and non-verbal cues.</u></p>

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719. SPEAKING.

Rationale: Use skills of speaking to effectively present information and present analyses or critiques of written or viewed material.

<u>Standard - The student will:</u>	<u>Content Knowledge and Skills:</u>
01. Speak to share understanding of information.	<p>a.Use oral communication for various purposes and audiences that incorporate the <u>the following</u>: - A v <u>variety</u> of word choices; - Inflection; - Volume; - Phrasing; - Physical gestures; - Eye contact.</p> <p>b.Plan and deliver an oral presentation that incorporates the following: - Appropriate grammar; - Vocabulary; - Illustrations, pictures, and charts.</p>
02. Speak for literary response and expression.	<p>a.Use oral interpretation, presentation, and dramatic readings to share personal and or literary works.</p> <p>b.Read <u>Orally read</u> or recite poem.</p>
03. Speak for critical analysis and evaluation.	<p>a.Express opinions and solutions to problems.</p> <p>b.Uses causes and <u>effects</u> and similarities and <u>differences</u> to demonstrate a key point.</p> <p>c.Encourage others' participation while exhibiting courteous, attentive, and appropriate behavior during discussions: - Listen carefully and verify understanding; - Avoid monopolizing conversations; - Raise pertinent questions; - Exhibit cultural sensitivity.</p>

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(BREAK IN CONTINUITY OF SECTIONS)

724. LANGUAGE ARTS/COMMUNICATIONS STANDARDS - GRADE 6, SECTIONS 725

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THROUGH 729.

725. READING.

Rationale: Students read a variety of grade-level materials and apply strategies appropriate to various situations.

<u>Standard - The student will:</u>	<u>Content Knowledge and Skills:</u>
01. Read a variety of traditional and electronic materials for information and understanding.	a. Use decoding strategies and other visual information to fluently read and construct sense-of meaning from grade-level text: - Graphophonic sources (letter/sound); - Semantic sources (meaning/associations); - Lexical sources (word analyses knowledge); - Syntactic sources (structure of written language); - Text elements (graphic elements, illustrations, and titles/subtitles).
	b. Search purposefully for particular information: - Identify literal and inferential meanings; - Search own background information to make meaning of text passages; - Based on purpose for reading, search for most important information; - In order to understand plot development in narratives, search for information about characters and setting; - In order to understand text, search for such expository text structures such as cause/effect, chronological order, problem/solution, and classification.
	c. On basis of prior knowledge and information in text, predict alternatives or probabilities in text: - Synthesize information from text to anticipate outcomes. - Use connections between text-to-text, text-to-self, and text-to-world to anticipate new text.
	d. Reconsider Monitor and adjust a response against based upon more than one source of information from grade-level text.
	e. Confirm or self-correct predictions in response to grade level text.
	f. Draw inferences and conclusions from text.
	g. Identify literary devices: - Mood; - Tone; - Style; - Figurative language.
	h. Determine main idea or essential message within a text and identify relevant details and facts.
02. Read and respond to a variety of literature to compare and contrast the many dimensions of human experience.	a. Describe characteristics of the following genres: fiction, nonfiction, poetry, biography/autobiography, legend, fable, and myth.
	b. Activate and draw upon own prior experiences to connect to reading selections.
	c. Relate social, cultural, and historical aspects of literature to reader's personal experience.
	d. Analyze narrative literature according to the following text elements: - Character; - Setting; - Plot structure; - Theme; - Point of view.
	e. Demonstrate an understanding of how reading can provide enrichment and information as well as serve as a tool for lifelong learning.
03. Read a variety of traditional, technical, and electronic materials for critical analysis and evaluation.	a. Identify author's purpose and describe how language, setting, and information support purpose within literary text.
	b. Analyze literary text for following story elements: - Characters; - Setting; - Point of view; - Plot structure; - Theme; - Conflict ; - Resolution .
	c. Compare and contrast information from multiple sources.
	d. Use personal or objective criteria to do the following: - Draw conclusions; - Make inferences; - Determine meanings; - Form opinions; - Make judgments.
	e. Distinguish between fact and opinion and identify cause and effect relationships within expository text.
04. Read to locate information from a variety of traditional, technical, and electronic sources.	a. Use questions to guide reading: - Identify type of information required to answer a specific question; - Use reasonable resources for answering questions; - Read for purpose of answering specific questions.
	b. Systematically organize new information from expository text.
	c. Synthesize what has been read: - Identify main idea and supporting details; - Identify important information, patterns, and themes; - Connect new information with prior knowledge to enhance understanding and memory; - Ask new questions; - Use prior knowledge and text information to draw conclusions, make critical judgments, and form unique interpretations from text.
05. Read for technical information.	a. Read, understand, and apply technical information.
	b. Identify and use comprehension strategies to understand technical text.
	c. Apply knowledge of the following elements to understand text: - Graphics; - Highlighting techniques; - Organizers.
	d. Identify organization of technical texts.

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e. Apply technical information to complete tasks.

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726. WRITING.

Rationale: Students write to demonstrate skills and conventions according to purpose and audience.

Standard - The student will:	Content Knowledge and Skills:
01. Understand and use the writing process.	a. Understand and use <u>apply</u> steps of the writing process: - Brainstorm; - Draft; - Revise; - Edit/ <u>proofread</u> ; - Publish.
	b. Write in a variety of formats to record, generate, and reflect upon ideas.
	c. Identify and use appropriate style and vocabulary for a particular audience.
02. Write and edit for correctness and clarity.	a. Determine and apply rules and conventions for the following: - Grammar; - Punctuation; - Capitalization; - Spelling; - Legibility.
	b. Incorporate a variety of elements of writing: - Alliteration; - Figurative language; - Simile; - Metaphor; - Personification; - Vocabulary.
	c. Convey clear and focused main ideas that are appropriately supported by details and examples for selected topic, audience, and purpose. - Use topic sentences, appropriate word choices, variety of sentence structures, transitions, paragraphing, indentation, organization, and documentation of sources; - Choose tone, voice, style, mood, and persona that are appropriate for various purposes, disciplines, and audiences.
03. Write to inform and explain.	a. Use facts, data, and processes from technical and non-technical materials to inform through writing.
	b. Produce documents in appropriate format to inform and explain.
	c. Create a multiple paragraph expository essay that includes the following: - <u>Introductory paragraph containing a thesis statement</u> ; - <u>Three or more body paragraphs that include topic sentences and supporting details</u> ; - <u>Conclusion that restates the thesis</u> .
04. Write for literary response and expression.	a. Compose a response using ideas and techniques from a variety of literature and fine arts that represent many cultures and perspectives.
	b. Appropriately use a <u>thesis statement</u> and supporting evidence.
	c. Write and publish original creative works that include figurative and descriptive language.
05. Write to critically analyze and evaluate.	a. Analyze for the following elements: - Purpose; - Ideas; - Style; - Structure; - Effectiveness.
	b. Use a thesis/main idea and <u>with</u> appropriate supporting evidence to persuade and inform a specific audience.
	c. Use writing to persuade.
06. Write to gather, synthesize, and communicate research findings.	a. With teacher support, incorporate a variety of technological and informational resources to do the following: - Appropriately paraphrase, quote, and cite to avoid plagiarism; - Formulate thesis or focus and relevant support; - Formulate and support main idea with evidence.
	b. Present research findings.
07. Write technical information.	a. Produce a <u>technical document</u> .

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727. LISTENING.

Rationale: Use skills of listening to effectively understand, comprehend, and critique oral and visual presentations.

Standard - The student will:	Content Knowledge and Skills:
01. Listen for information and understanding.	a. Acquire and summarize information from a variety of electronic or live sources.
	b. Develop listening skills to <u>gain enrichment and information about various cultures</u> .
	c. Develop use of effective interpersonal listening skills.
02. Listen for literary response and expression.	a. Respond in a variety of ways to oral presentations.
	b. Locate similarities and differences within a variety of oral presentations.
03. Listen for critical analysis and evaluation.	a. Make informed decisions about the purpose, content, organization, and delivery of verbal and auditory communications and non-verbal cues.
	b. Listen for sequencing.

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728. SPEAKING.

Rationale: Use skills of speaking to effectively present information and present analyses or critiques of written or viewed material.

Standard - The student will:	Content Knowledge and Skills:
01. Speak to share an understanding of information.	a. Use age-appropriate oral communication for various purposes and audiences that appropriately incorporates the following : - A variety of word choices; - Pronunciation; - Inflection/modulation; - Physical gestures; - Eye contact; - Posture.
	b. Plan and deliver oral presentations that <i>effectively</i> incorporate the following: - Transitions; - Organization; - Support of main ideas; - Examples; - Response to questions and feedback; - Visual aids and appropriate technology.
02. Speak for literary response and expression.	a. Share interpretations of personal or literary works through oral interpretation, memorization, presentation, and dramatic readings.
	b. Memorize and present a selected poem.
03. Speak for critical analysis and evaluation.	a. Clearly express opinions and judgments.
	b. During discussions, Encourage others' participation while exhibiting courteous, attentive, and appropriate behavior <u>during discussions</u> .

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729. VIEWING.

Rationale: Use skills of viewing to effectively understand and comprehend visually-presented information and use visual elements to produce visual presentations.

Standard - The student will:	Content Knowledge and Skills:
01. View for information and understanding.	a. Use traditional and visually-presented materials (books, films, videos, Internet).
	b. Use viewing skills to determine main idea and collect data.
02. View media sources for personal response and expression.	a. Identify relationships, ideas, and cultures represented in various media.
03. View media to engage in critical analysis and evaluation.	a. Evaluate relationships, ideas, and cultures represented in various media.
	b. Critique, interpret, and evaluate non-print media.
	c. Apply knowledge gleaned <u>learned</u> from charts and graphs.
04. Use a variety of resources to produce visuals that communicate through print and non-print media.	a. Demonstrate understanding of graphics, pictures, color, motion, and music.
	b. With support, apply technical skills to produce effective visuals.

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(BREAK IN CONTINUITY OF SECTIONS)

733. LANGUAGE ARTS/COMMUNICATIONS STANDARDS - GRADE 7, SECTIONS 734 THROUGH 738.

734. READING.

Rationale: Students read a variety of grade-level materials and apply strategies appropriate to various situations.

Standard - The student will:	Content Knowledge and Skills:
01. Read a variety of traditional and electronic materials for information and understanding.	a. Use decoding strategies and other visual information to fluently read <u>read construct meaning from</u> grade-level text: - Graphophonic sources (letter/sound); - Semantic sources (meaning/associations); - Lexical sources (word <i>knowledge analyses</i>); - Syntactic sources (structure of written language); - Text elements (graphic elements, illustrations, and titles/subtitles).
	b. Search purposefully for particular information: - Identify literal and inferential

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	<p>meanings; - Search own background information to make meaning of text passages; - Based on purpose for reading, search for most important information; - In order to understand plot development in narratives, search for information about characters and setting; - In order to understand text, search for such expository text structures <u>such</u> as cause/effect, chronological order, problem/solution, and classification.</p> <p>c. On basis of prior knowledge and information in text, predict alternatives or probabilities in text: - Synthesize information from the text to anticipate outcomes; - Use connections between text-to-text, text-to-self, and text-to-world to anticipate new text.</p> <p>d. Reconsider Monitor and adjust a response against based upon more than one source of information from grade-level text.</p> <p>e. Confirm or self-correct predictions in response to grade-level text.</p> <p>f. Draw inferences and conclusions from grade-level text.</p> <p>g. Identify literary devices: - Mood; - Tone; - Style; - Figurative language.</p> <p>h. Determine main idea or essential message within a text and identify relevant details and facts.</p>
02. Read and respond to a variety of literature to compare and contrast the many dimensions of human experience.	<p>a. Describe characteristics of the following genres: fiction, nonfiction, poetry, biography/autobiography, legend, fable, myth, and reference materials.</p> <p>b. Activate and draw upon own prior experiences to connect to reading selections.</p> <p>c. Relate social, cultural, and historical aspects of literature to reader's personal experience.</p>
	<p>d. Analyze narrative literature according to the following text elements: - Character; - Setting; - Conflict; - Plot structure; - Theme; - Point of view.</p> <p>e. Demonstrate <u>an</u> understanding of how reading can provide enrichment; <u>and</u> information, and <u>as well as</u> serve as a tool for lifelong learning.</p>
03. Read a variety of traditional, technical, and electronic materials for critical analysis and evaluation.	<p>a. Identify author's purpose and describe how language, setting, and information support purpose within literary text.</p> <p>b. Analyze literary text for <u>the following</u> story elements: - Characters; - Setting; - <u>Point of view</u>; - Plot structure; - Theme; - Conflict; - Resolution.</p> <p>c. Compare and contrast information from multiple sources.</p> <p>d. Use personal or objective criteria to do the following: - Draw conclusions; - Make inferences; - Determine meanings; - Form opinions; - Make judgments.</p> <p>e. Distinguish between fact and opinion and identify cause and effect relationships within expository text.</p>
04. Read to locate information from a variety of traditional, technical, and electronic sources.	<p>a. Use questions to guide reading: - Identify type of information required to answer a specific question; - Use reasonable resources for answering questions; - Read for purpose of answering specific questions.</p> <p>b. Systematically organize new information from an expository text.</p> <p>c. Synthesize what has been read: - Identify main idea and supporting details; - Identify important information, patterns, and themes; - Connect new information with prior knowledge to enhance understanding and memory; - Ask new questions; - Use prior knowledge and text information to draw conclusions, make critical judgments, and form unique interpretations from text.</p>
05. Read for technical information.	<p>a. Read, understand, and apply technical information.</p> <p>b. Identify and use comprehension strategies to understand technical text.</p> <p>c. Apply knowledge of <u>graphic</u> <u>the following</u> elements to understand text: - Graphics; - Highlighting techniques; - Organizers.</p> <p>d. Identify organization of technical texts.</p> <p>e. Apply technical information to complete tasks.</p>

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735. WRITING.

Rationale: Students write to demonstrate skill and conventions according to purpose and audience.

<u>Standard - The student will:</u>	<u>Content Knowledge and Skills:</u>
01. Understand and use the writing process.	<p>a. Understand and use <u>apply</u> steps of <u>the</u> writing process: - Brainstorm; - Draft; - Revise; - Edit/proofread; - Publish.</p> <p>b. Write in a variety of formats to record, generate, and reflect upon ideas.</p> <p>c. Identify and use appropriate style and vocabulary for particular audience.</p>

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02. Write and edit for correctness and clarity.	a. Determine and apply rules and conventions for the following: - Eight parts of speech, dependent and independent clauses, and common phrases to include prepositional participle and appositives; - Punctuation; - Capitalization; - Spelling; - Legibility.
	b. Incorporate a variety of elements of writing: - Alliteration; - Figurative language; - Hyperbole; - Metaphor; - Personification; - Vocabulary. c. Convey clear and focused main ideas that are appropriately supported by details and examples for selected topic, audience, and purpose. - Use topic sentences, appropriate word choices, variety of sentence structures, parallelism, transitions, paragraphing, indentation, organization, and documentation of sources; - Choose tone, voice, style, mood, and persona appropriate for various purposes, disciplines, and audiences.
03. Write to inform and explain.	a. Use facts, data, and processes from technical and non-technical materials to inform through writing. b. Produce documents in appropriate format to inform and explain.
	c. Create a multiple paragraph expository essay that includes the following: - <u>Introductory paragraph containing a thesis statement</u> ; - <u>Three or more body paragraphs which include topic sentences and supporting details</u> ; - <u>Conclusion which restates the thesis</u> .
04. Write for literary response and expression.	a. Compose a response using ideas and techniques from a variety of literature and fine arts that represent many cultures and perspectives.
	b. Appropriately use a thesis statement and supporting evidence.
	c. Write and publish original creative works that include figurative and descriptive language.
05. Write to critically analyze and evaluate.	a. Analyze for the following elements: - Purpose; - Ideas; - Style; - Structure; - Effectiveness.
	b. Use a thesis and with appropriate supporting evidence to persuade and inform a specific audience.
	c. Use writing to persuade.
06. Write to gather, synthesize, and communicate research findings.	a. With teacher support, incorporate a variety of informational and technological resources to perform the following: - Appropriately paraphrase, quote, and cite to avoid plagiarism; - Consider motives, credibility, and perspectives of authors when selecting resource materials; - Formulate thesis or focus and provide relevant support.
	b. Present research findings.
07. Write technical information.	a. Locate specifically-named sources.
	b. Produce a technical document.

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736. LISTENING.

Rationale: Use skills of listening to effectively understand, comprehend, and critique oral and visual presentations.

Standard - The student will:	Content Knowledge and Skills:
01. Listen for information and understanding.	a. Acquire and summarize information from a variety of electronic or live sources.
	b. Develop listening skills to gain enrichment and information about various cultures.
	c. Develop use of effective interpersonal listening skills.
02. Listen for literary response and expression.	a. Respond to a variety of oral presentations.
	b. Locate similarities and differences within a variety of oral presentations.
03. Listen for critical analysis and evaluation.	a. Make informed decisions about the purpose, content, organization, and delivery of verbal and auditory communication and nonverbal cues.
	b. Listen for sequencing.

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737. SPEAKING.

Rationale: Use skills of speaking to effectively present information and present analysis or critiques of written or viewed material.

Standard - The student will:	Content Knowledge and Skills:
01. Speak to share an understanding of information.	a. Use age-appropriate oral communication for various purposes and audiences <i>which</i> that appropriately incorporates the following : - A variety of W word choices; -

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	Pronunciation; - Inflection/modulation; - Physical gestures; - Eye contact; - Posture.
	b. Plan and deliver oral presentations that include incorporate the following: - Transitions; - Organization; - Support of main ideas; - Examples; - Response to questions and feedback; - Visual aids and appropriate technology.
02. Speak for literary response and expression.	a. Share interpretations of personal or literary works through oral interpretation, memorization, presentation, and dramatic readings. b. Memorize and present a selected poem.
03. Speak for critical analysis and evaluation.	a. Clearly express opinions and judgments. b. During discussions, Encourage others' participation while exhibiting courteous, attentive, and appropriate behavior <u>during discussions</u> . - Listen well and verify understanding; - Avoid monopolizing conversations; - Raise pertinent questions; - Exhibit cultural sensitivity.

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(BREAK IN CONTINUITY OF SECTIONS)

742. LANGUAGE ARTS/COMMUNICATIONS STANDARDS - GRADE 8, SECTIONS 743 THROUGH 747.

743. READING.

Rationale: Students read a variety of grade level materials and apply strategies appropriate to various situations.

<u>Standard - The student will:</u>	<u>Content Knowledge and Skills:</u>
01. Read a variety of traditional and electronic materials for information and understanding.	a. Use decoding strategies and other visual information to fluently read and construct <u>meaning from</u> grade-level text. - Graphophonic sources (letter/sound); - Semantic sources (meaning/ association); - Lexical sources (word <u>knowledge analyses</u>); - Syntactic sources (structure of written language); - Text elements (graphic elements, illustrations, titles/subtitles).
	b. Search purposefully for particular information: - Identify literal and inferential meanings; - Search own background information to make meaning of text passages; - Search for most important information based on purpose for reading; - Search for information about characters and setting to understand plot; - Development in narratives; - Search for expository text structures such as cause/effect, chronological <u>order</u> , problem/solution, and classification to understand text.
	c. Predict alternatives or probabilities in text <u>On basis of prior knowledge and of text information within text.</u> - Predict alternatives or probabilities in text; - Synthesize information from text to anticipate outcomes; - Use connections between text-to-text, text-to- self, and text-to-world to anticipate new text.
	d. Reconsider Monitor and adjust a response <u>against</u> based upon more than one source of information of grade-level text.
	e. Confirm or self-correct predictions in response to grade-level text.
	f. Identify literary devices: - Mood; - Tone; - Style; - Figurative language.
02. Read and respond to a variety of literature to compare and contrast the many dimensions of human experience.	a. Define characteristics of the following literary forms and genres: fiction and nonfiction, including novel, short story, poetry, biography, plays, essays, and reference material.
	b. Activate and draw upon own prior experiences to connect to reading selections.
	c. Identify social, cultural, and historical significance of various types of text.
	d. Identify how an author uses language and literary devices to evoke a response in a reader: - Style; - Format; - Structure; - Point of view.
	e. Explain Demonstrate an understanding of how reading can provide enrichment and information as well as serve as a tool for lifelong learning.
03. Read a variety of traditional, technical, and electronic materials for critical analysis and evaluation.	a. Identify author's purpose and describe how language, setting, and information support that purpose in literary text.
	b. Analyze literary text for the following <u>story</u> elements. - Characters; - Setting; - <u>Point of view</u> ; - Plot structure; - Theme; - Conflict; - Resolution; - Symbolism.
	c. Compare and contrast information from multiple sources.

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	<p>d. Use personal or objective criteria to do the following: - Draw conclusions; - Make inferences; - Determine meanings; - Form opinions; - Make judgments.</p> <p>e. Distinguish between fact and opinion and identify cause and effect relationships within expository text.</p>
04. Read to locate information from a variety of traditional, technical, and electronic sources.	<p>a. Use questions to guide reading: - Identify type of information required to answer a specific question; - Independently select resources for answering questions; - Read for purpose of answering specific questions.</p> <p>b. Use knowledge of common patterns of factual texts to enhance comprehension: - Description; - Main idea/supporting details; - Comparison/contrast; - Chronological order; - Cause/effect; - Process.</p>
	<p>c. Synthesize what has been read: - Identify main idea and supporting details; - Identify important information, patterns, and themes; - Connect new information with prior knowledge to enhance understanding and memory; - Ask new questions; - Use prior knowledge and text information to draw conclusions, make critical judgments, and form unique interpretations from text.</p>
05. Read for technical information.	<p>a. Identify and use comprehension strategies to understand technical text.</p> <p>b. Explain Apply uses of graphics, layout, white space, italics, parentheses, and other visual aids.</p> <p>c. Identify organization of technical texts.</p> <p>d. Use technical information to complete tasks.</p>

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744. WRITING.

Rationale: Write to demonstrate skill and conventions according to purpose and audience.

Standard - The student will:	Content Knowledge and Skills:
01. Understand and use the writing process.	<p>a. Understand and <u>use</u> <u>apply</u> steps of the writing process: - Brainstorm; - Draft; - Revise; - Edit/<u>proofread</u>; - Publish.</p> <p>b. Write <u>legibly</u> in a variety of formats to specifically record, generate, and reflect upon ideas.</p> <p>c. Identify and use appropriate style and vocabulary for a particular audience, voice, and purpose.</p>
02. Write and edit for correctness and clarity.	<p>a. Determine and apply rules and conventions for the following: - Eight parts of speech, dependent and independent clauses, and common phrases to include prepositional participle, infinitives, gerunds, and appositives; - Punctuation; - Capitalization; - Spelling; - Legibility.</p> <p>b. Incorporate a variety of elements of writing: - Alliteration; - Figurative language; - Hyperbole; - Metaphor; - Personification; - Vocabulary; - Idiom.</p> <p>c. Convey clear and focused main ideas, supported by details and examples that are appropriate to topic, audience, and purpose. - Use topic sentences, appropriate word choice, a variety of sentence structures, parallelism, transitions, paragraphing, indentation, organization, and documentation of sources; - Choose tone, voice, style, mood, and persona appropriate for various purposes, disciplines, and audiences.</p>
03. Write an expository essay that aligns with the eighth-grade writing assessment to inform and explain.	<p>a. Use facts, data, and processes from technical and non-technical materials to inform through writing.</p> <p>b. Produce documents in appropriate format to inform and explain.</p> <p>c. <u>Demonstrate an understanding of the four types of the two-step expository essays and draft samples of each:</u> - Problem/Solution; - Compare/Contrast; - Cause/Effect; - Before/After.</p>
04. Write for literary response and expression.	<p>a. Compose a response using ideas and techniques from a variety of literature and fine arts that represent many cultures and perspectives.</p> <p>b. Appropriately use a <u>thesis statement</u> and supporting evidence.</p> <p>c. Write and publish original creative works that include figurative and descriptive language.</p>
05. Write to critically analyze and evaluate within the confines of <u>eighth-grade-level</u> science and social studies <u>curriculum</u> .	<p>a. Analyze for the following: - Purpose; - Ideas; - Style; - Structure; - Effectiveness.</p> <p>b. Use thesis <u>and</u> <u>with</u> appropriate supporting evidence to persuade or inform a specific audience.</p> <p>c. Use writing to persuade.</p>

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06. Write to gather, synthesize, and communicate research findings.	a. With teacher support, incorporate a variety of informational and technological resources to perform the following: - Avoid plagiarism through proper use of paraphrasing, quoting, and citing; - When selecting source materials, consider motives credibility, and perspectives of authors; - Formulate thesis or focus and provide relevant support.
	b. Present research findings.
07. Write technical information.	a. Locate sources.
	b. Produce technical documents.

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745. LISTENING.

Rationale: Use skills of listening to effectively understand, comprehend, and critique oral and visual presentations.

Standard - The student will:	Content Knowledge and Skills:
01. Listen for information and understanding.	a. Acquire and summarize information from a variety of electronic or live sources.
	b. Develop listening skills to gain enrichment and information about various cultures.
	c. Develop effective interpersonal listening skills.
02. Listen for literary response and expression.	a. Respond to a variety of oral presentations.
	b. <u>Find</u> <u>Locate</u> similarities and differences within a variety of oral presentations.
03. Listen for critical analysis and evaluation.	a. Make informed decisions about the purpose, content, organization, and delivery of verbal communications and non-verbal cues.
	b. Listen for sequencing.

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746. SPEAKING.

Rationale: Use skills of speaking to effectively present information and present analysis or critiques of written and viewed material.

Standard - The student will:	Content Knowledge and Skills:
01. Speak to share an understanding of information.	a. Use age-appropriate oral communication for various purposes and audiences that correctly and effectively incorporates the following : - A variety of word choices; - Pronunciation; - Inflection/modulation; - Physical gestures; - Eye contact; - Posture.
	b. Plan and deliver oral presentations that incorporate the following: - Effective transitions; - Logical organization; - Support for main ideas; - Appropriate examples; - Responses to questions and feedback; - Visual aids and appropriate technology; - Proper English.
02. Speak for literary response and expression.	a. Share interpretations of personal and literary works through oral interpretation and dramatic readings.
	b. Memorize and present a selected poem.
03. Speak for critical analysis and evaluation.	a. Clearly express opinions and judgments.
	b. Defend opinion.
	c. Encourage others' participation while exhibiting courteous, attentive, and appropriate behavior during discussions: - Listen well and verify understanding; - Avoid monopolizing conversations; - Raise pertinent questions; - Exhibit cultural sensitivity.

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747. VIEWING.

Rationale: Use skills of viewing to effectively understand and comprehend visually-presented material and use visual elements to produce visual presentations.

Standard - The student will:	Content Knowledge and Skills:
01. View for information and understanding.	a. Identify a variety of visually-presented materials; (books, films, videos, Internet).
	b. Use viewing skills to determine main idea and collect data.
02. View media sources for personal response and expression.	a. Identify relationships, ideas, and cultures represented within various media.

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03. View media to engage in critical analysis and evaluation.	<u>b. Evaluate relationships, ideas, and cultures represented within various media.</u>
	a. Critique, interpret, and evaluate non-print media.
	<u>b. Use Apply knowledge learned from charts and graphs.</u>
04. Use a variety of resources to produce visuals that communicate through print and non-print media.	<u>c. Evaluate relationships, ideas, and cultures represented within various media.</u>
	a. <u>Understand Demonstrate understanding of the multiple tools of graphics, pictures, color, motion, and music.</u>
	b. Apply knowledge and technical skills to produce effective visuals.

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(BREAK IN CONTINUITY OF SECTIONS)

753. WRITING.

Standard - The student will:	Content Knowledge and Skills:
01. Understand and use the writing process.	a. Demonstrate steps of the writing process: - Brainstorm; - Draft; - Revise; - <u>Edit/proofread; - Publish.</u>
	b. <u>Write in order to generate, record, and reflect upon ideas.</u>
	<u>c. Evaluate and choose appropriate style and vocabulary for particular audience.</u>
02. Write and edit for correctness and clarity.	a. Apply rules and conventions of the following: - Grammar; - Punctuation; - Capitalization; - Spelling.
	b. <u>Formulate purpose, thesis, relevant support, and focused paragraphs: - Use topic sentences, appropriate word choices and sentence structure, parallelism, transitions, paragraphing, indentation, organization, and documentation of sources; - Choose tone, voice, style, mood, and persona appropriate for different purposes, disciplines, and audiences.</u>
03. Write to inform and explain.	a. Incorporate facts, data, and processes from technical and non-technical materials into writing.
04. Write for literary response and expression.	b. Choose appropriate format to inform and explain.
	a. Compare, contrast, and synthesize ideas and techniques from a variety of literatures and Fine Arts that represent many cultures and perspectives.
	b. <u>Formulate a thesis and supporting evidence as appropriate.</u>
05. Write to critically analyze and evaluate.	<u>c. Write and publish original creative works using figurative and descriptive language.</u>
	a. Analyze and evaluate for the following: - Purpose; - Ideas; - Style; - Structure; - Effectiveness.
	b. Formulate thesis and select appropriate supporting evidence to persuade or inform a specific audience.
06. Write to gather, synthesize, and communicate research findings.	<u>c. Present an effective argument using the principles of persuasion (appeals to authority, logic, or emotion).</u>
	a. Use and document a variety of technological and informational resources: - Avoid plagiarism through proper use of paraphrasing, quoting, and citation; - Consider motives, credibility, and perspectives of authors when selecting source materials; - Formulate thesis or focus and relevant support.
	b. Present research findings.
	c. Generate clear, concise, and informative technical documents.

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