

HOMER COMMUNITY SCHOOL DISTRICT

# English Language Arts Curriculum

---

**Implemented 2017/2018**

# English Language Arts Curriculum Report

---

## Table of Contents

Committee Members	3
Mission Statement	4
Mission Statement	5
Philosophy and Beliefs	6
Language Arts Education Philosophy and Beliefs	7
Philosophy	7
Language Arts Education Program Belief Statements	7
Essential Elements of the Language Arts Program	8
Research and Program Model	10
Elementary Comprehensive Instructional Components	11
Jr. High and High School Comprehensive Instructional Components	14
Reading	14
Writing	15
Speaking and Listening	16
Elementary Guidelines for Title 1 Reading Teachers	17
Recommendations	18
Curriculum Frameworks	19
Kindergarten	20
Grade 1	25
Grade 2	30
Grade 3	35
Grade 4	40
Grade 5	45
Grade 6	50
Grade 7	56
Grade 8	62
Grades 9-10	68
Grades 11-12	74

## **Committee Members**

Stacy Delperdang

Emma Caskey

Dan Schmitt

Sharon Harral

Brenda Boelter

Lark Rich

Judi Robertson

Katie Pick

Gaylene Kunzie

Kari Morgan

---

**Mission  
Statement**

---

## **Mission Statement**

The Homer Community School District provides a safe, supportive environment in which all students will develop the skills, knowledge, and integrity essential for a successful future. This includes educating students to:

- read with understanding,
- communicate clearly,
- solve problems effectively,
- think critically, and
- act responsibly.

---

**Philosophy  
and  
Beliefs**

---

## Language Arts Education Philosophy and Beliefs

### Philosophy

The purpose of the Homer Community School English Language Arts program is to provide students with the necessary literary skills to participate as informed citizens and contributing members of a changing global society. All educators within the program will utilize a variety of sound instructional practices, differentiated activities, research-based interventions and assessments. Students will be recognized as unique learners with a variety of strengths and learning styles. The program is dedicated to motivating student interest and developing competence in the areas of reading, writing, speaking, and listening. The Homer Community School's approach is designed to provide success and challenge for all students.

### Language Arts Education Program Belief Statements

- All Language Arts students will be challenged and held to high expectations.
- The Language Arts program will have a focus on college and career readiness in which the accountability of each student will gradually progress ensuring that they become self-reliant learners.
- The Language Arts program will continue to be an active and collaborative process with on-going professional development to meet the needs of all students.
- Students will have a strong focus on reading comprehension as aligned with the school's improvement goals and writing through the modes using the Nebraska standard of the six traits of writing.
- Learning is enhanced when the development of a student's social and emotional growth coincides with their academic goals.
- The primary focus and responsibility of the school community is to provide a literacy-rich environment of reading, writing, listening, and speaking.

## English Language Arts Curriculum Report

---

- Reading is a progression of strategies and skills, which children acquire through cooperative efforts of the school community including educators, family members, and themselves.
- The ultimate goal of literacy instruction is to develop an independent lifelong reader who comprehends and applies what is read.
- The Language Arts program will include a balance of differentiated instructional methods and a continuum of strategies in reading and writing.
- Language Arts students will be given many opportunities to read and respond to a variety of genre in a variety of instructional settings.
- Effective writing conveys and communicates the writer's intended message for a variety of purposes and audiences. Writing traits emphasize ideas, sentence fluency, voice, word choice, and conventions.

### **Essential Elements of the Language Arts Program**

#### **Elementary**

- The Nebraska reading and writing standards drive the district's curriculum along with current researched based practices in literacy.
- The effective use of strategies like the DAILY 5 or CAFE reading program supports the reading achievement of elementary students. Students read to self, read to someone, listen to reading, use word work, and work on their writing.
- Reading Groups are used to teach students at their instructional level.
- Literacy instruction takes place for a minimum of 1 ½-2 hours daily
- Reading instruction highlights a balanced curriculum of comprehension, vocabulary, fluency, word work, writing, speaking, and listening.
- A range of whole group, small group, and individual instruction is used appropriately for each individual student's needs.
- Running records are used to evaluate the reading level of each student.



## English Language Arts Curriculum Report

---

- The Title 1 teacher is responsible for providing additional literacy support for struggling students.
- Teachers are allowed to attend professional development related to literacy.

### **Junior High and High School**

All students are required to take and pass 4 years of Language Arts classes. In addition to the four years, students are required to take one semester of Speech.

- Curriculum objectives reflect Nebraska state college and career ready standards.
- All students in 7<sup>th</sup> -10<sup>th</sup> grades are assigned core English classes.
- Students in 7<sup>th</sup> and 8<sup>th</sup> grade take an additional Language Study Skills course as assigned in the Junior High exploratory classes.
- Students in 11<sup>th</sup> and 12<sup>th</sup> grade base their enrollment in Language Arts classes upon their post-graduate decisions. Core English classes include English 11, English 12, and Language Study Skills. Advanced, college preparatory English class offerings include American Literature, British Literature, and Advanced Placement Literature and Composition; these classes are offered at a higher weight than the core English classes. American Literature and British Literature will alternate years offered. One year of advanced literature is required in order to take Advanced Placement Literature and Composition.
- Students in grades 11 or 12 will take a semester of Speech to fulfill the graduation requirements.
- Teachers will attend professional development opportunities related to Language Arts.

---

**Research and  
Program  
Model**

---

## Elementary Comprehensive Instructional Components

### Reading

All students will be able to read with understanding, communicate clearly, solve problems effectively and think critically. A strategic reader needs to have skills in the following five areas: phonemic awareness, phonics, vocabulary, fluency, and comprehension.

### Phonemic Awareness

Phonemic awareness refers to the ability to identify phonemes and sounds that make up spoken words. It is also the understanding that the sounds of spoken language work together to make words. (Antunez, 2002. Reading Rockets) Phonemic awareness can be enhanced through manipulation tasks involving identifying, blending and segmenting phonemes. Results of research suggest that important phonemic awareness can facilitate improved reading achievement and spelling. (The Literacy Dictionary: The Vocabulary of Reading and Writing, Harris & Hodges, p. 185)

### Phonics

Phonics involves the relationship between sounds and written symbols. The goal of phonics instruction is to teach students the most common sound spelling relationships so that they can decode or sound out words. The decoding ability is a crucial element in reading success. (Blevins, 1998)

### Vocabulary

Vocabulary development is important for beginning reading in that when a student comes to a word and sounds it out, he or she also is determining if the word makes sense based on his or her understanding of the word. (Antunez, 2002. Reading Rockets) When exploring how to enhance students' vocabulary it is critical for teachers to expose students to the same word multiple times. (Killian, 2015)

In addition to multiple exposures, effective vocabulary instruction involves:

- Descriptions as opposed to definitions
- Use of linguistic and nonlinguistic representations
- Gradual shaping of word meanings
- Teaching and using word parts
- Different types of instruction for different types of words
- Students interacting about the words they are learning
- Use of games
- Focusing on terms important to academic subjects

# English Language Arts Curriculum Report

---

(Building Background Knowledge for Academic Achievement: Research on What Works in Schools Marzano, 2004 p. 89-90)

## **Fluency**

Fluency is the ability to read words accurately, quickly, and with proper expression and phrasing. Reading fluency is important because it helps with comprehension. If they can read with speed, accuracy, and expression they are more likely to remember what they are reading. (Antunez, 2002, Reading Rockets. 2016; The National Reading Panel, 2000; Rasinski, Padak, McKeon, Wilfong, Triedaur, & Helm, 2005)

## **Comprehension**

Comprehension is the construction of meaning of a written or spoken communication. (The Literacy Dictionary: The Vocabulary of Reading and Writing, eds. Harris and Hodges p. 39, 1995)

It is an active process that requires intentional and thoughtful interaction between the reader and the text. It is the ultimate goal of learning to read. (Antunez, 2002. Reading Rockets)

## **Writing**

Students will learn and apply writing skills and strategies to communicate. According to research there are components that are recommended to support the writing environment. (Graham, 2012)

- Provide daily time for students to write.
- Teach students to use the writing process.
- Teach students to become fluent with handwriting, spelling, sentence construction, typing, and word processing.
- Create an engaged community of writers.
- Teach various forms of writing using multiple modes but not limited to: opinion, narrative, poetry, information text and persuasive.
- Provide evidence from literary or informational text to support analysis, reflection and research.

# English Language Arts Curriculum Report

---

## **Speaking and Listening**

Students need to develop and apply speaking and listening skills and strategies to communicate for a variety of purposes. Nine tips to help your students learn good conversational skills: (Mendler, 2013)

- Model a Good Conversation
- Encourage Physical Cues (S.L.A.N.T.-Sit up straight. Listen. Answer and ask questions.
- Nod to show interest. Track the speaker.)
- Challenge Put-Downs or Hurtful Comments
- Ask Open-Ended Questions
- Put Thinking Ahead of Knowing
- Make Eye-Contact
- Have Informal Chats
- Encourage Turn-Taking

## **Multiple Literacies**

Students will apply information fluency and practice digital citizenship. Teaching students to be good digital citizens requires curricula practices and policies that promote safe and responsible use of the internet and personal technology. (Meyer, 2016)

## **Jr. High and High School Comprehensive Instructional Components**

### **Reading**

#### **Vocabulary**

Students will build and use conversational, academic, and content-specific grade-level vocabulary.

Vocabulary is vital for reading comprehension; it “is important for reading to learn as well as learning is to read” (“Role of Vocabulary” 1). In order to understand the text a student needs to understand the words in the passage. An important strategy to aid in comprehension would be to teach words in context (Smith 536). Effective understanding of vocabulary is also important in interpersonal communications. Direct instruction of vocabulary can be a successful tool to utilize reading comprehension and communication (Smith 531).

The correlation between vocabulary knowledge and reading comprehension is very high. Students who have extensive reading time have higher levels of vocabulary. Students who read an average of sixty minutes a day rank in the 98<sup>th</sup> percentile and add an average of four million words to their vocabulary in a year. Students who read just four minutes a day rank in the 50<sup>th</sup> percentile and only add an average of 300,000 words to their vocabulary (“Role of Vocabulary” 1). Opportunities for a wide range of vocabulary introduction are required.

#### **Comprehension**

Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text.

The US Department of Education (2005) maintains that extensive and active reading promotes skill building, higher grade achievements, and a productive life. There is evidence to believe “that students who read the most are best spellers, writers, and thinkers” (“Life Enhancing Benefits” 1).

Proficient readers with good comprehension skills engage in many of the following practices. Teachers should strive to make sure that students can accomplish these reading goals:

- Set goals for their reading.
- Make predictions and inferences when reading.

# English Language Arts Curriculum Report

---

- Reread text that is not understood.
- Paraphrase and summarize.
- Connect to world knowledge.
- Reflect upon what is read (Pressley and Afflerback).
- Identify uses of literary devices, author's purpose, and elements of text.
- Cite evidence from the text to answer questions and support claims.
- Apply knowledge of organizational patterns.
- Build background knowledge and activate prior knowledge (Nebraska Department of Education).

## **Writing**

Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level. Students will write in multiple modes for a variety of purposes and audiences across disciplines.

### **Five Paragraph Essay**

Students will use the five paragraph essay format as a basic foundation for writing a successful essay. This includes development of an introduction, thesis statement, body paragraphs, and conclusion; essential elements to any well written essay (Smith 1).

### **Six Traits of Writing**

Students will implement the six traits of writing model for various modes of writing. These traits are fundamental for written communication; they include ideas, organization, word choice, sentence fluency, and conventions. The Nebraska state rubric for state standards includes these traits as a guide to successful writing. "...Strong, vigorous writing is essential to American productivity and an engaged, intelligent citizenry" (Bridges 4).

## **Research**

Students will evaluate, create, and communicate information in a variety of media and formats. Through research students will practice the norms of appropriate and responsible technology use. Students will also demonstrate ethical use of information and copyright guidelines using MLA documentation of sources. See attached document for guidelines using MLA documentation.

## **Speaking and Listening**

Effective speaking and listening skills are essential to communicate ideas and information in a variety of social and learning situations. These skills are necessary for participating in large and small group settings.

Students will develop and apply speaking and listening strategies to communicate for a variety of purposes.

**Speaking Skills:** Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations. This includes communicating ideas and information using appropriate speaking techniques, such as eye contact, nonverbal cues, and word choice.

**Listening Skills:** Students will develop and demonstrate active listening skills across a variety of situations. This would include classroom discussions, taking classroom notes, and utilizing attentive skills with small and large group discussions.

**Reciprocal Communication:** Students will develop, apply, and adapt reciprocal communication. This includes effectively communicating and collaborating with peers, contributing questions and opinions to small and large group settings, and showing sensitivity to appropriate use of language in conversations (Nebraska Department of Education).



### **Elementary Guidelines for Title 1 Reading Teachers**

Currently we are Schoolwide Title One due to the fact that our elementary free and reduce lunch population is greater than 40%.

Tier 2 reading intervention is provided by the Title 1 program and is based on skill deficit. Students receiving the services are identified based on norm-referenced test (MAP), running record level (Fountas and Pinnell), classroom assessments and teacher recommendation.

Annual State Requirements for Title One:

- Parent Notification (If Requested) or professional qualification of the teachers and paraprofessionals
- Student Learning Compact signed by the student, teacher, principal and parent. This is given each fall at Open House and kept on file.
- Title One Parent Involvement Policy in the Student Handbook
- Annual Parent meeting held at least once a year to inform parents of the Schoolwide Title One Plan

Title 1 supplements the recommended 90-120 minutes of grade level reading. This is in addition to small group reading instruction by classroom teacher. This is necessary for students performing below level in reading to get additional instruction to close the achievement gap.

Targeted students in kindergarten through 6<sup>th</sup> grade will receive Title 1 services.

## Recommendations

### Language Arts Program Recommendations

#### Elementary

- Add a reading specialist for K-4 guided reading
- Addition of a grade 5-6 reading teacher for subject rotations
- Obtain writing materials that are aligned with the new NeSA test with text-dependent items.

#### 7<sup>th</sup> – 12<sup>th</sup> Grades

- Make adjustments to Speech Class
  - Create one period for Speech Class (8<sup>th</sup> period)
  - Allow only Juniors and Senior students to take Speech
- Add a Creative Writing class
- Increase weighting for Advanced Placement English

---

**Curriculum  
Frameworks**

---

# English Language Arts Curriculum Report

## Kindergarten

<b>LA 0.1 Reading: Students will learn and apply reading skills and strategies to comprehend text.</b>	
LA 0.1.1	Concepts of Print: Students will demonstrate knowledge of the concepts of print.
	LA 0.1.1.a Identify variations in text (e.g., font, size, bold, italic, upper/lower case).
	LA 0.1.1.b Identify punctuation (e.g., period, exclamation mark, question mark).
	LA 0.1.1.c Identify parts of a book (e.g., cover, pages, title, author, illustrator).
	LA 0.1.1.d Demonstrate knowledge that print reads from left to right and top to bottom.
	LA 0.1.1.e Explain that the purpose of print is to carry information (e.g., environmental print, nametags, street signs).
	LA 0.1.1.f Demonstrate voice to print match (e.g., student points to print while reading or as someone reads).
	LA 0.1.1.g Demonstrate understanding that words are made up of letters and sentences are made up of words.
LA 0.1.2	Phonological Awareness: Students will demonstrate phonological awareness through oral activities.
	LA 0.1.2.a Blend and segment phonemes in spoken words (e.g., initial, medial vowel, and final sounds [phonemes]; recognize same sounds in different words).
	LA 0.1.2.b Segment spoken sentences into words.
	LA 0.1.2.c Identify and produce oral rhymes.
	LA 0.1.2.d Identify, blend and segment syllable sounds in spoken words (e.g., cupcake, birthday).
	LA 0.1.2.e Identify, blend and segment syllable sounds in spoken words (e.g., cupcake, birthday).
LA 0.1.3	Word Analysis: Students will acquire phonetic knowledge as they learn to read and write grade-level text.
	LA 0.1.3.a Match individual consonant and short vowel sounds to appropriate letters when reading, writing, and spelling grade-level text.
	LA 0.1.3.b Identify similarities and differences in written words (e.g., word endings, onsets, rimes).
	LA 0.1.3.c Recognize and read grade-level (phonetic and non-phonetic) words in text.
LA 0.1.4	Fluency: Students will develop accuracy, phrasing, and expression during grade-level reading experiences to support comprehension.
	LA 0.1.4.a Listen to text of increasing length and/or complexity to develop stamina.
	LA 0.1.4.b Use appropriate expression to reflect meaning while reading emergent-reader text.

## English Language Arts Curriculum Report

---

LA 0.1.5	Vocabulary: Students will build and use conversational, academic, and content-specific grade-level vocabulary.
	LA 0.1.5.a Examine word structure elements and word patterns to determine meaning (e.g., plural forms, simple compounds).
	LA 0.1.5.b Develop awareness of context clues (e.g., predictions, word and sentence clues) and text features that may be used to infer the meaning of unknown words.
	LA 0.1.5.c Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.
	LA 0.1.5.d Identify semantic relationships (e.g., conceptual categories) to determine word relationships.
	LA 0.1.5.e With adult guidance, determine word meaning using reference materials and classroom resources.
LA 0.1.6	Comprehension: Students will construct meaning by using prior knowledge while reading emergent literary and informational text.
	LA 0.1.6.a With adult guidance, identify author's purpose (e.g., explain, entertain, inform).
	LA 0.1.6.b Identify elements of literary text (e.g., characters, setting, events).
	LA 0.1.6.c With adult guidance, identify an author's use of literary devices (e.g., rhyme, rhythm, repetition, alliteration).
	LA 0.1.6.d With adult guidance, retell major events and key details from a literary text and/or media.
	LA 0.1.6.e With adult guidance, retell main ideas from informational text and/or media.
	LA 0.1.6.f Identify text features in print and digital informational text.
	LA 0.1.6.g Identify the basic characteristics of literary and informational text.
	LA 0.1.6.h Make connections between own life and/or other cultures in literary and informational text.
	LA 0.1.6.i Construct and/or answer clarifying questions (who, what, when, where, why, how) and support answers with evidence from the text or additional sources.
	LA 0.1.6.j Identify the characteristics of organizational patterns found in informational text (e.g., sequence, compare/contrast).
	LA 0.1.6.k Identify different purposes for reading (e.g., inform, enjoy).
	LA 0.1.6.l Build background knowledge and activate prior knowledge to identify text-to-self, text-to-text, and text-to-world connections.
	LA 0.1.6.m With adult guidance, monitor comprehension by recognizing when meaning is disrupted.
	LA 0.1.6.n Make predictions about a text using prior knowledge, pictures, illustrations, and titles.
	LA 0.1.6.o Respond to text (e.g., verbally, in writing, or artistically).
	LA 0.1.6.p Make connections between a print text and an audio, video, or live version of the text.

## English Language Arts Curriculum Report

<b>LA 0.2.1 Writing: Students will learn and apply writing skills and strategies to communicate.</b>	
LA 0.2.1	Writing Process: Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.
	LA 0.2.1.a Use prewriting activities and inquiry tools to generate ideas.
	LA 0.2.1.b Generate representations of ideas (e.g., pictures, labels, letter strings, words, simple sentences) and organize ideas relevant to a topic.
	LA 0.2.1.c With adult guidance, use relevant information and evidence to support ideas.
	LA 0.2.1.d Compose simple, grammatically correct sentences.
	LA 0.2.1.e With adult guidance, revise to improve and clarify writing through self-monitoring strategies and feedback from others.
	LA 0.2.1.f Provide oral descriptive feedback to other writers.
	LA 0.2.1.g With adult guidance, persevere in writing tasks.
	LA 0.2.1.h With adult guidance, proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation).
	LA 0.2.1.i Use own words to relate information.
	LA 0.2.1.j With adult guidance, publish a legible document with appropriate spaces between letters, words, and sentences in a variety of formats.
LA 0.2.2	Writing Modes: Students will write in multiple modes for a variety of purposes and audiences across disciplines.
	LA 0.2.2.a Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.
	LA 0.2.2.b With adult guidance, provide evidence from literary or informational text to support ideas or opinions.
	LA 0.2.2.c With adult guidance, conduct and publish research to answer questions or solve problems.
	LA 0.2.2.d Use precise word choice and domain-specific vocabulary to write in a variety of modes.
	LA 0.2.2.e With adult guidance, compare mentor texts and examples to create similar pieces.
<b>LA 0.3 Speaking and Listening: Students will develop and apply speaking and listening skills and strategies to communicate for a variety of purposes.</b>	
LA 0.3.1	Speaking: Students will develop, apply and refine speaking skills and strategies to communicate key ideas in a variety of situations.
	LA 0.3.1.a Communicate ideas clearly to others within structured classroom activities and routines using appropriate word choice, proper grammar, and complete sentences.
	LA 0.3.1.b Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation) for a variety of purposes and situations.

## English Language Arts Curriculum Report

	LA 0.3.1.c Utilize appropriate visual and/or digital tools to support verbal communication.
	LA 0.3.1.d Convey a personal perspective with clear reasons.
	LA 0.3.1.e Ask pertinent questions to acquire or confirm information.
LA 0.3.2	Listening: Students will develop and demonstrate active listening skills across a variety of situations.
	LA 0.3.2.a Develop active and attentive listening skills (e.g., eye contact, nonverbal cues, recalling) for multiple situations and modalities.
	LA 0.3.2.b With adult guidance, discuss the purpose and credibility of information being presented in diverse media and formats.
	LA 0.3.2.c Complete a task following one/two-step directions.
LA 0.3.3	Reciprocal Communication: Students will develop, apply, and adapt reciprocal communication skills.
	LA 0.3.3.a Practice appropriate classroom etiquette and recognize social cues when communicating.
	LA 0.3.3.b Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., helpful/hurtful words) in conversation.
	LA 0.3.3.c Apply conversation strategies to recognize new information presented by others in relationship to one's own ideas.
	LA 0.3.3.d Listen, ask clarifying questions, and respond to information being communicated about a topic, text, or issue under study.
	LA 0.3.3.e Collaboratively converse with peers and adults on grade-appropriate topics and texts, building on others' ideas to clearly express one's own views while respecting diverse perspectives.
<b>LA 0.4 Multiple Literacies: Students will apply information fluency and practice digital citizenship.</b>	
LA 0.4.1	Information Fluency: Students will evaluate, create, and communicate information in a variety of media and formats (textual, visual, and digital).
	LA 0.4.1.a With guidance, use provided print and digital resources to gather information, answer questions, and demonstrate understanding of valid information (e.g., fiction vs. nonfiction, real vs. not real).
	LA 0.4.1.b With guidance, demonstrate ethical use of information and copyright guidelines by appropriately quoting or paraphrasing from a text and citing the source using available resources (e.g., online citation tools).
	LA 0.4.1.c Use or decipher multiple formats of print and digital text (e.g., manuscript, font, graphics, symbols).
LA 0.4.2	Digital Citizenship: Students will practice the norms of appropriate and responsible technology use.
	LA 0.4.2.a Practice safe behaviors when communicating and interacting with others digitally (e.g., safe information to share, utilize appropriate sites and materials).
	LA 0.4.2.b Use appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information, gathering opinions, and solving problems.

# English Language Arts Curriculum Report

---

## Kindergarten English Language Arts Vocabulary

Alphabet	Author	Back cover
Book	Character	Comprehension
Cover	Date	Discussion
Drawing	Ending consonant	First name
Follow/give directions	Front cover	Last name
Letter	Listening skill	Lowercase letter
Main character	Map	Movie
Number word	Picture book	Poem
Predictable book	Print	Retell
Short vowel	Take turns	Title
Uppercase letter		



# English Language Arts Curriculum Report

## Grade 1

<b>LA 1.1 Reading: Students will learn and apply reading skills and strategies to comprehend text.</b>	
LA 1.1.1	Concepts of Print: Students will demonstrate knowledge of the concepts of print.
	LA 1.1.1.a Identify variations in text (e.g., font, size, bold, italic, upper/lower case).
	LA 1.1.1.b Identify punctuation (e.g., period, exclamation mark, question mark, quotation marks).
	LA 1.1.1.c Identify parts of a book (e.g., title page, author, illustrator, table of contents).
LA 1.1.2	Phonological Awareness: Students will demonstrate phonological awareness through oral activities.
	LA 1.1.2.a Blend, segment and manipulate phonemes orally.
LA 1.1.3	Word Analysis: Students will use phonetic analysis to read and write grade-level text.
	LA 1.1.3.a Know and apply common letter-sound correspondences (e.g., consonant blends, long and short vowel patterns, digraphs, inflectional endings) when reading, writing, and spelling grade-level text.
	LA 1.1.3.b Use word structure to read words (e.g., onsets, rimes, digraphs, contractions, common compound words).
	LA 1.1.3.c Recognize and read grade-level (phonetic and non-phonetic) words in text.
LA 1.1.4	Fluency: Students will develop accuracy, phrasing, and expression while reading a variety of grade-level print/digital text to support comprehension.
	LA 1.1.4.a Listen to and read text of increasing length and/or complexity to support reader stamina.
	LA 1.1.4.b Use appropriate pace, expression, and intonation to reflect the meaning of text (e.g., character voices, emotions).
LA 1.1.5	Vocabulary: Students will build and use conversational, academic, and content-specific grade-level vocabulary.
	LA 1.1.5.a Use word structure elements, known words, and word patterns to determine meaning (e.g., plural forms, simple compounds, base words).
	LA 1.1.5.b Demonstrate understanding that context clues (e.g., word and sentence clues), and text features exist and may be used to help infer the meaning of unknown words.
	LA 1.1.5.c Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.
	LA 1.1.5.d Identify semantic relationships (e.g., conceptual categories, synonyms, antonyms) to determine word relationships.
	LA 1.1.5.e Locate words and determine word meaning using reference materials and classroom resources.

## English Language Arts Curriculum Report

LA 1.1.6	Comprehension: Students will construct meaning by using prior knowledge and text information while reading grade-level literary and informational text.
	LA 1.1.6.a Identify author's purpose (e.g., explain, entertain, inform).
	LA 1.1.6.b Identify elements of literary text (e.g., characters, setting, events).
	LA 1.1.6.c Identify an author's use of literary devices (e.g., simile, alliteration, onomatopoeia, imagery, rhythm, personification).
	LA 1.1.6.d Retell major events and key details from a literary text and/or media.
	LA 1.1.6.e Retell main ideas and supporting details from informational text and/or media.
	LA 1.1.6.f Identify text features in print and digital informational text.
	LA 1.1.6.g Identify the basic characteristics of a variety of literary and informational texts.
	LA 1.1.6.h Make connections between own life and/or other cultures in literary and informational text.
	LA 1.1.6.i Make connections between own life and/or other cultures in literary and informational text.
	LA 1.1.6.j Identify the characteristics of organizational patterns found in informational text (e.g., sequence, compare/contrast).
	LA 1.1.6.k Identify the characteristics of organizational patterns found in informational text (e.g., sequence, compare/contrast).
	LA 1.1.6.l Build background knowledge and activate prior knowledge to identify text-to-self, text-to-text, and text-to-world connections.
	LA 1.1.6.m Self-monitor comprehension by recognizing when meaning is disrupted and apply strategies to clarify, confirm, or correct.
	LA 1.1.6.n Make predictions about literary, informational, digital text, and/or media using prior knowledge, pictures, illustrations and titles.
	LA 1.1.6.o Demonstrate an understanding of text via multiple mediums (e.g., writing, artistic representation, video, other media).
	LA 1.1.6.p Make connections between a print text and an audio, video, or live version of the text.
<b>LA 1.2 Writing: Students will learn and apply writing skills and strategies to communicate.</b>	
LA 1.2.1	Writing Process: Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.
	LA 1.2.1.a Use prewriting activities and inquiry tools to generate ideas.
	LA 1.2.1.b Generate a draft that selects and organizes ideas relevant to topic, purpose, and audience, including a clear beginning, middle, and end.
	LA 1.2.1.c Gather and use relevant information and evidence to support ideas.

## English Language Arts Curriculum Report

	LA 1.2.1.d Compose simple paragraphs with grammatically correct sentences of varying length, complexity, and type.
	LA 1.2.1.e With adult guidance, revise to improve and clarify writing through self-monitoring strategies and feedback from others.
	LA 1.2.1.f Provide oral descriptive feedback to other writers.
	LA 1.2.1.g Persevere in writing tasks of various length and complexity.
	LA 1.2.1.h With adult guidance, proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation).
	LA 1.2.1.i Use own words to relate information.
	LA 1.2.1.j Publish a legible document with appropriate spaces between letters, words, and sentences in a variety of formats.
<b>LA 1.2.2</b>	<b>Writing Modes: Students will write in multiple modes for a variety of purposes and audiences across disciplines.</b>
	LA 1.2.2.a Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.
	LA 1.2.2.b With adult guidance, provide evidence from literary or informational text to support ideas or opinions.
	LA 1.2.2.c With adult guidance, conduct and publish research to answer questions or solve problems using resources.
	LA 1.2.2.d Use precise word choice and domain-specific vocabulary to write in a variety of modes.
	LA 1.2.2.e Compare various mentor texts and/or exemplars to create similar pieces.
<b>LA 1.3 Speaking and Listening: Students will develop and apply speaking and listening skills and strategies to communicate for a variety of purposes.</b>	
<b>LA 1.3.1</b>	<b>Speaking: Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.</b>
	LA 1.3.1.a Communicate ideas clearly in a manner suited to the purpose and setting, using appropriate word choice, proper grammar, and complete sentences.
	LA 1.3.1.b Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting text.
	LA 1.3.1.c Utilize appropriate visual and/or digital tools to support verbal communication.
	LA 1.3.1.d Convey a personal perspective with clear reasons.
	LA 1.3.1.e Ask pertinent questions to acquire or confirm information.
<b>LA 1.3.2</b>	<b>Listening: Students will develop and demonstrate active listening skills across a variety of situations.</b>
	LA 1.3.2.a Develop active and attentive listening skills (e.g., eye contact, nonverbal cues, recalling) for multiple situations and modalities.
	LA 1.3.2.b With adult guidance, discuss the purpose and credibility of information being presented in diverse media and formats.

## English Language Arts Curriculum Report

---

	LA 1.3.2.c Complete a task following one/two-step directions.
LA 1.3.3	Reciprocal Communication: Students will develop, apply, and adapt reciprocal communication skills.
	LA 1.3.3.a Practice appropriate classroom etiquette and recognize social cues when communicating.
	LA 1.3.3.b Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., helpful/hurtful words) in conversation.
	LA 1.3.3.c Apply conversation strategies to recognize new information presented by others in relationship to one's own ideas.
	LA 1.3.3.d Listen, ask clarifying questions, and respond to information being communicated about a topic, text, or issue under study.
	LA 1.3.3.e Collaboratively converse with peers and adults on grade-appropriate topics and texts, building on others' ideas to clearly express one's own views while respecting diverse perspectives.
<b>LA 1.4 Multiple Literacies: Students will apply information fluency and practice digital citizenship.</b>	
LA 1.4.1	Information Fluency: Students will evaluate, create, and communicate information in a variety of media and formats (textual, visual, and digital).
	LA 1.4.1.a Use provided print and digital resources to gather information, answer questions, and demonstrate understanding of valid information (e.g., fiction vs. nonfiction, real vs. not real).
	LA 1.4.1.b With guidance, demonstrate ethical use of information and copyright guidelines by appropriately quoting or paraphrasing from a text and citing the source using available resources (e.g., online citation tools).
	LA 1.4.1.c Use or decipher multiple formats of print and digital text (e.g., manuscript, font, graphics, symbols).
LA 1.4.2	Digital Citizenship: Students will practice the norms of appropriate and responsible technology use.
	LA 1.4.2.a Practice safe behaviors when communicating and interacting with others digitally (e.g., safe information to share, utilize appropriate sites and materials).
	LA 1.4.2.b Use appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information, gathering opinions, and solving problems.

# English Language Arts Curriculum Report

---

## 1<sup>st</sup> Grade English Language Arts Vocabulary

Beginning	Chunking	Consonants
End	Fiction	Fluency
High-frequency words	Illustrator	Long vowels
Middle	Nonfiction	Nouns
Period	Predictions	Prior knowledge
Punctuation	Question mark	Retell
Sequence of events	Spelling	Synonyms
Table of contents	Text to self	Title page
Verbs	Vowels	Word families

# English Language Arts Curriculum Report

## Grade 2

<b>LA 2.1 Reading: Students will learn and apply reading skills and strategies to comprehend text.</b>	
LA 2.1.1	Concepts of Print: Students will demonstrate knowledge of the concepts of print.
	Mastered in Grade 1 and blended with other skills at this grade level.
LA 2.1.2	Phonological Awareness: Students will demonstrate phonological awareness through oral activities.
	Mastered in Grade 1 and blended with other skills at this grade level.
LA 2.1.3	Word Analysis: Students will use phonetic analysis to read and write grade-level text.
	LA 2.1.3.a Know and apply letter/sound correspondence and spelling patterns (e.g., consonant and vowel digraphs, diphthongs) when reading, writing, and spelling grade-level text.
	LA 2.1.3.b Use word structure to read text (e.g., prefixes/suffixes, compound words, contractions, syllabication, derivation).
	LA 2.1.3.c Recognize and read grade-level (phonetic and non-phonetic) words in text.
LA 2.1.4	Fluency: Students will develop accuracy, phrasing, and expression while reading a variety of grade-level print/digital text to support comprehension.
	LA 2.1.4.a Listen to and read text of increasing length and/or complexity to increase reader stamina.
	LA 2.1.4.b Use varied pace, expression, and intonation to reflect meaning of text (e.g., mood, events, emotions).
LA 2.1.5	Vocabulary: Students will build and use conversational, academic, and content-specific grade-level vocabulary.
	LA 2.1.5.a Use word structure elements, known words, and word patterns to determine meaning (e.g., contractions, plurals, possessives, basic parts of speech, compounds, syllables).
	LA 2.1.5.b Identify and use context clues (e.g., word and sentence clues) and text features to help infer meaning of unknown words.
	LA 2.1.5.c Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.
	LA 2.1.5.d Identify semantic relationships (e.g., conceptual categories, synonyms, antonyms, multiple meanings) to determine the meaning of words, aid in comprehension, and improve writing.
	LA 2.1.5.e Locate words and determine meaning using reference materials.
LA 2.1.6	Comprehension: Students will construct meaning by using prior knowledge and text information while reading grade-level literary and informational text.
	LA 2.1.6.a Identify author's purpose(s) (e.g., explain, entertain, inform, persuade) to support text comprehension.

## English Language Arts Curriculum Report

	LA 2.1.6.b Identify elements of literary text (e.g., characters, setting, plot).
	LA 2.1.6.c Identify and explain why authors use literary devices (e.g., simile, alliteration, onomatopoeia, imagery, rhythm, personification).
	LA 2.1.6.d Retell major events and key details from a literary text and/or media and support a prompted theme.
	LA 2.1.6.e Retell main ideas and supporting details from informational text and/or media.
	MA 2.1.6.f Use text features to locate information and gain meaning from print and digital text.
	LA 2.1.6.g Compare and contrast the basic characteristics of a variety of literary and informational texts.
	LA 2.1.6.h Identify topics and/or patterns across multiple literary and informational texts to develop a multicultural perspective.
	LA 2.1.6.i Construct and/or answer literal and inferential questions and support answers with specific evidence from the text or additional sources.
	LA 2.1.6.j Identify organizational patterns found in informational text (e.g., sequence, description, compare/contrast).
	LA 2.1.6.k Select text and explain the purpose (e.g., answer a question, solve problems, enjoy, form an opinion, predict outcomes, accomplish a task).
	LA 2.1.6.l Build background knowledge and activate prior knowledge to identify text-to-self, text-to-text, and text-to-world connections before, during, and after reading.
	LA 2.1.6.m Self-monitor comprehension by recognizing when meaning is disrupted and apply strategies to clarify, confirm, or correct.
	LA 2.1.6.n Make predictions and inferences about a text before, during, and after reading literary, informational, digital text, and/or media.
	LA 2.1.6.o Demonstrate an understanding of text via multiple mediums (e.g., writing, artistic representation, video, other media).
	LA 2.1.6.p Make connections between a print text and an audio, video, or live version of the text.
<b>LA 2.2 Writing: Students will learn and apply writing skills and strategies to communicate.</b>	
LA 2.2.1	Writing Process: Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.
	LA 2.2.1.a Use prewriting activities and inquiry tools to generate ideas.
	LA 2.2.1.b Generate a draft that develops a clear topic suited to the purpose and intended audience and organizational pattern, including a clear beginning, middle, and end.
	LA 2.2.1.c Gather and use relevant information and evidence from one or more print and/or digital sources to support ideas.



## English Language Arts Curriculum Report

	LA 2.2.1.d Compose paragraphs with grammatically correct sentences of varying length, complexity, and type.
	LA 2.2.1.e Revise to improve and clarify writing through self-monitoring strategies and feedback from others.
	LA 2.2.1.f Provide oral and/or written descriptive feedback to other writers.
	LA 2.2.1.g Persevere in writing tasks of various length and complexity.
	LA 2.2.1.h Proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics).
	LA 2.2.1.i Display academic honesty and integrity by avoiding plagiarism and providing a list of sources.
	LA 2.2.1.j Publish a legible document with appropriate spaces between letters, words, and sentences in a variety of formats.
<b>LA 2.2.2</b>	<b>Writing Modes: Students will write in multiple modes for a variety of purposes and audiences across disciplines.</b>
	LA 2.2.2.a Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.
	LA 2.2.2.b Provide evidence from literary or informational text to support ideas or opinions.
	LA 2.2.2.c Conduct and publish research to answer questions or solve problems using resources.
	LA 2.2.2.d Use precise word choice and domain-specific vocabulary to write in a variety of modes.
	LA 2.2.2.e Compare various mentor texts and/or exemplars to create a similar piece.
<b>LA 2.3 Speaking and Listening: Students will develop and apply speaking and listening skills and strategies to communicate for a variety of purposes.</b>	
LA 2.3.1	Speaking: Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.
	LA 2.3.1.a Communicate ideas and information in a clear and concise manner suited to the purpose, setting, and audience (formal voice or informal voice), using appropriate word choice, grammar, and sentence structure.
	LA 2.3.1.b Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting text.
	LA 2.3.1.c Utilize appropriate visual and/or digital tools to support verbal communication.
	LA 2.3.1.d Convey a personal perspective with clear reasons.
	LA 2.3.1.e Ask pertinent questions to acquire or confirm information.
LA 2.3.2	Listening: Students will develop and demonstrate active listening skills across a variety of situations.



## English Language Arts Curriculum Report

---

	LA 2.3.2.a Develop active and attentive listening skills (e.g., eye contact, nonverbal cues, recalling) for multiple situations and modalities.
	LA 2.3.2.b With adult guidance, discuss the purpose and credibility of information being presented in diverse media and formats.
	LA 2.3.2.c Complete a task following multi-step directions.
LA 2.3.3	Reciprocal Communication: Students will develop, apply, and adapt reciprocal communication skills.
	LA 2.3.3.a Demonstrate appropriate classroom etiquette and recognize social cues when communicating.
	LA 2.3.3.b Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., helpful/hurtful words) in conversation.
	LA 2.3.3.c Apply conversation strategies to recognize and consider new information presented by others in relationship to one's own ideas.
	LA 2.3.3.d Listen, ask clarifying questions, and respond to information being communicated about a topic, text, or issue under study.
	LA 2.3.3.e Collaboratively converse with peers and adults on grade-appropriate topics and texts, building on others' ideas to clearly express one's own views while respecting diverse perspectives.
<b>LA 2.4 Multiple Literacies: Students will apply information fluency and practice digital citizenship.</b>	
LA 2.4.1	Information Fluency: Students will evaluate, create, and communicate information in a variety of media and formats (textual, visual, and digital).
	LA 2.4.1.a With guidance, locate, organize, and evaluate information from print and digital resources to generate and answer questions and create new understandings.
	LA 2.4.1.b With guidance, demonstrate ethical use of information and copyright guidelines by appropriately quoting or paraphrasing from a text and citing the source using available resources (e.g., online citation tools).
	LA 2.4.1.c Use or decipher multiple formats of print and digital text (e.g., manuscript, font, graphics, symbols).
LA 2.4.2	Digital Citizenship: Students will practice the norms of appropriate and responsible technology use.
	LA 2.4.2.a Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, appropriate language use, utilize appropriate sites and materials, respect diverse perspectives).
	LA 2.4.2.b Use appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information, gathering opinions, and solving problems.

# English Language Arts Curriculum Report

---

## 2<sup>nd</sup> Grade English Language Arts Vocabulary

Repetition	Antonym	Syllable
Homographs	Sequence	Plot
Setting	Common noun	Proper nouns
Rhythm	Rhyme	Text to world
Conflict	Problem	Adjectives
Consonant digraphs	Consonant blends	High frequency words
Inflected endings	Singular	Plural
R controlled vowels	Glossary	Index
Capitalization		

# English Language Arts Curriculum Report

## Grade 3

<b>LA 3.1 Reading: Students will learn and apply reading skills and strategies to comprehend text.</b>	
LA 3.1.1	Concepts of Print: Students will demonstrate knowledge of the concepts of print.
	Mastered in Grade 1 and blended with other skills at this grade level.
LA 3.1.2	Phonological Awareness: Students will demonstrate phonological awareness through oral activities.
	Mastered in Grade 1 and blended with other skills at this grade level.
LA 3.1.3	Word Analysis: Students will use phonetic analysis to read and write grade-level text.
	LA 3.1.3.a Know and apply advanced sound/spelling patterns (e.g., Anglo-Saxon common roots and affixes, special vowel spellings [ough, ion], multi-syllable words) when reading, writing, and spelling grade-level text.
	LA 3.1.3.b Use word structure to read text (e.g., prefixes/suffixes, contractions, syllabication, derivation).
	LA 3.1.3.c Recognize and read grade-level (phonetic and non-phonetic) words in text.
LA 3.1.4	Fluency: Students will develop accuracy, phrasing, and expression while reading a variety of grade-level print/digital text to support comprehension.
	LA 3.1.4.a Listen to and read text of increasing length and/or complexity to increase reader stamina.
	LA 3.1.4.b Use context to adjust pace and prosody based on purpose, text complexity, form, and style.
LA 3.1.5	Word Analysis: Students will use phonetic analysis to read and write grade-level text.
*	LA 3.1.5.a Determine meaning of words through the knowledge of word structure elements, known words, and word patterns (e.g., contractions, plurals, possessives, parts of speech, syllables, affixes, base and root words, abbreviations).
	LA 3.1.5.b Apply context clues (e.g., word, phrase, and sentence clues) and text features to help infer meaning of unknown words.
*	LA 3.1.5.c Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.
*	LA 3.1.5.d Identify semantic relationships (e.g., synonyms, antonyms, homographs, homophones, multiple-meaning words) to determine the meaning of words, aid in comprehension, and improve writing.
	LA 3.1.5.e Identify semantic relationships (e.g., synonyms, antonyms, homographs, homophones, multiple-meaning words) to determine the meaning of words, aid in comprehension, and improve writing.
LA 3.1.6	Comprehension: Students will construct meaning by using prior knowledge and text information while reading grade-level literary and informational text.

## English Language Arts Curriculum Report

*	LA 3.1.6.a Identify author's purpose(s) (e.g., explain, entertain, inform, persuade) to support text comprehension.
*	LA 3.1.6.b Identify and describe elements of literary text (e.g., characters, setting, plot, point of view).
*	LA 3.1.6.c Identify and explain why authors use literary devices (e.g., simile, alliteration, onomatopoeia, imagery, rhythm, personification, hyperbole, idioms).
*	LA 3.1.6.d Summarize a literary text and/or media, using key details to identify the theme.
*	LA 3.1.6.e Determine main ideas and supporting details from informational text and/or media.
*	LA 3.1.6.f Use text features to locate information and explain how the information contributes to an understanding of print and digital text.
*	LA 3.1.6.g Compare and contrast the characteristics that distinguish a variety of literary and informational texts.
*	LA 3.1.6.h Compare and contrast similar themes, topics, and/or patterns of events in literary and informational texts to develop a multicultural perspective.
	LA 3.1.6.i Construct and/or answer literal and inferential questions and support answers with specific evidence from the text or additional sources.
*	LA 3.1.6.j Identify and apply knowledge of organizational patterns to comprehend informational text (e.g., sequence, description, cause and effect, compare/contrast).
	LA 3.1.6.k Select text and explain the purpose (e.g., answer a question, solve problems, enjoy, form an opinion, understand a specific viewpoint, predict outcomes, discover models for own writing, accomplish a task).
	LA 3.1.6.l Build background knowledge and activate prior knowledge to identify text-to-self, text-to-text, and text-to-world connections before, during, and after reading.
	LA 3.1.6.m Self-monitor comprehension by recognizing when meaning is disrupted and apply strategies to clarify, confirm, or correct.
	LA 3.1.6.n Make and confirm/modify predictions and inferences before, during, and after reading literary, informational, digital text, and/or media.
	LA 3.1.6.o Demonstrate an understanding of text via multiple mediums (e.g., writing, artistic representation, video, other media).
	LA 3.1.6.p Make connections between the text of a story, drama, or poem and a visual or oral presentation of the text.
<b>LA 3.2 Writing: Students will learn and apply writing skills and strategies to communicate.</b>	
LA 3.2.1	Writing Process: Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.
	LA 3.2.1.a Use prewriting activities and inquiry tools to generate ideas and organize information.

## English Language Arts Curriculum Report

	LA 3.2.1.b Generate a draft that develops a clear topic suited to the purpose and intended audience and organizational pattern, including a clear introduction, body, and conclusion with appropriate transitions.
	LA 3.2.1.c Gather and use relevant information and evidence from one or more authoritative print and/or digital sources to support claims or theses.
	LA 3.2.1.d Compose paragraphs with grammatically correct sentences of varying length, complexity, and type.
	LA 3.2.1.e Revise to improve and clarify writing through self-monitoring strategies and feedback from others.
	LA 3.2.1.f Provide oral and/or written descriptive feedback to other writers.
	LA 3.2.1.g Adjust writing processes to persevere in short and long-term writing tasks of increasing length and complexity.
	LA 3.2.1.h Proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics).
	LA 3.2.1.i Display academic honesty and integrity by avoiding plagiarism and/or overreliance on any one source and by following a standard format for citation.
	LA 3.2.1.j Publish a legible document in manuscript, cursive, or digital format, and apply formatting techniques (e.g., indenting paragraphs, title).
<b>LA 3.2.2</b>	<b>Writing Modes: Students will write in multiple modes for a variety of purposes and audiences across disciplines.</b>
	LA 3.2.2.a Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.
	LA 3.2.2.b Provide evidence from literary or informational text to support ideas or opinions.
	LA 3.2.2.c Conduct and publish research to answer questions or solve problems using multiple resources to support theses.
	LA 3.2.2.d Use precise word choice and domain-specific vocabulary to write in a variety of modes.
	LA 3.2.2.e Compare various mentor texts and/or exemplars to create a similar piece.
<b>LA 3.3 Speaking and Listening: Students will develop and apply speaking and listening skills and strategies to communicate for a variety of purposes.</b>	
<b>LA 3.3.1</b>	<b>Speaking: Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.</b>
	LA 3.3.1.a Communicate ideas and information in a clear and concise manner suited to the purpose, setting, and audience (formal voice or informal voice), using appropriate word choice, grammar, and sentence structure.

## English Language Arts Curriculum Report

	LA 3.3.1.b Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting text.
	LA 3.3.1.c Utilize appropriate visual and/or digital tools to enhance verbal communication and add interest.
	LA 3.3.1.d Convey a perspective with clear reasoning and support.
	LA 3.3.1.e Ask pertinent questions to acquire or confirm information.
LA 3.3.2	Listening: Students will develop and demonstrate active listening skills across a variety of situations.
	LA 3.3.2.a Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, recalling, questioning) for multiple situations and modalities.
	LA 3.3.2.b Identify the purpose and credibility of information being presented in diverse media and formats.
	LA 3.3.2.c Complete a task following multi-step directions.
LA 3.3.3	Reciprocal Communication: Students will develop, apply, and adapt reciprocal communication skills.
	LA 3.3.3.a Demonstrate appropriate social etiquette and apply social cues when communicating.
	LA 3.3.3.b Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, multiple meanings of words) in conversation.
	LA 3.3.3.c Apply conversation strategies to recognize and consider new information presented by others in relationship to one's own ideas.
	LA 3.3.3.d Listen, ask clarifying questions, summarize, and respond to information being communicated and consider its contribution to a topic, text, or issue under study.
	LA 3.3.3.e Collaboratively converse with peers and adults on grade-appropriate topics and texts, building on others' ideas to clearly express one's own views while respecting diverse perspectives.
<b>LA 3.4 Multiple Literacies: Students will apply information fluency and practice digital citizenship.</b>	
LA 3.4.1	Information Fluency: Students will evaluate, create, and communicate information in a variety of media and formats (textual, visual, and digital).
	LA 3.4.1.a Locate, organize, and evaluate information from print and digital resources to generate and answer questions and create new understandings.
	LA 3.4.1.b With guidance, demonstrate ethical use of information and copyright guidelines by appropriately quoting or paraphrasing from a text and citing the source using available resources (e.g., online citation tools).
	LA 3.4.1.c Use or decipher multiple formats of print and digital text (e.g., cursive, manuscript, font, graphics, symbols).

## English Language Arts Curriculum Report

---

<b>LA 3.4.2</b>	Information Fluency: Students will evaluate, create, and communicate information in a variety of media and formats (textual, visual, and digital).
	LA 3.4.2.a Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, appropriate language use, utilize appropriate sites and materials, respect diverse perspectives).
	LA 3.4.2.b Use appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information, gathering opinions, and solving problems.

### 3<sup>rd</sup> Grade English Language Arts Vocabulary

Alliteration	Author's purpose	Base word
Biography	Command	Compound word
Contraction	Detail	Exclamation
Genre	Homonym	Homophone
Literary device	Main idea	Metaphor
Onomatopoeia	Paragraph	Possessive noun
Prefix	Preposition	Pronoun
Question	Simile	Statement
Suffix	Syllable	Theme
Visualize		



# English Language Arts Curriculum Report

## Grade 4

<b>LA 4.1 Reading: Students will learn and apply reading skills and strategies to comprehend text.</b>	
LA 4.1.1	Concepts of Print: Students will demonstrate knowledge of the concepts of print.
	Mastered in Grade 1 and blended with other skills at this grade level.
LA 4.1.2	Phonological Awareness: Students will demonstrate phonological awareness through oral activities.
	Mastered in Grade 1 and blended with other skills at this grade level.
LA 4.1.3	Word Analysis: Students will use phonetic analysis to read and write grade-level text.
	LA 4.1.3.a Know and apply advanced sound/spelling patterns (e.g., Anglo-Saxon common roots and affixes, vowel variance, multi-syllable words) when reading, writing, and spelling grade-level text.
	LA 4.1.3.b Use word structure to read text (e.g., prefixes/suffixes, syllabication, derivation).
LA 4.1.4	Fluency: Students will develop accuracy, phrasing, and expression while reading a variety of grade-level print/digital text to support comprehension.
	LA 4.1.4.a Listen to and read text of increasing length and/or complexity to increase reader stamina.
	LA 4.1.4.b Use context to adjust pace and prosody based on purpose, text complexity, form, and style.
LA 4.1.5	Vocabulary: Students will build and use conversational, academic, and content-specific grade-level vocabulary.
*	LA 4.1.5.a Apply knowledge of word structure elements, known words, and word patterns to determine meaning (e.g., plurals, possessives, parts of speech, affixes, base and root words).
	LA 4.1.5.b Apply context clues (e.g., word, phrase, and sentence, and paragraph clues) and text features to infer meaning of unknown words.
*	LA 4.1.5.c Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.
*	LA 4.1.5.d Identify semantic relationships (e.g., synonyms, antonyms, homographs, homophones, multiple-meaning words) to determine the meaning of words, aid in comprehension, and improve writing.
	LA 4.1.5.e Determine meaning using reference materials.
LA 4.1.6	Comprehension: Students will construct meaning by using prior knowledge and text information while reading grade-level literary and informational text.
*	LA 4.1.6.a Examine text to determine author's purpose(s) and describe how author's perspective (e.g., beliefs, assumptions, biases) influences text.
*	LA 4.1.6.b Identify and describe elements of literary text (e.g., characters, setting, plot, point of view, theme).



## English Language Arts Curriculum Report

*	LA 4.1.6.c Identify and explain why authors use literary devices (e.g., simile, metaphor, alliteration, onomatopoeia, imagery, rhythm, personification, hyperbole, idioms).
*	LA 4.1.6.d Summarize a literary text and/or media, using key details to identify the theme.
*	LA 4.1.6.e Determine main ideas and supporting details from informational text and/or media.
*	LA 4.1.6.f Use text features to locate information and explain how the information contributes to an understanding of print and digital text.
*	LA 4.1.6.g Compare and contrast the characteristics that distinguish a variety of literary and informational texts.
*	LA 4.1.6.h Compare and contrast similar themes, topics, and/or patterns of events in literary and informational texts to develop a multicultural perspective.
	LA 4.1.6.i Construct and/or answer literal, inferential, and critical questions and support answers with explicit evidence from the text or additional sources.
*	LA 4.1.6.j Identify and apply knowledge of organizational patterns to comprehend informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion).
	LA 4.1.6.k Select text and explain the purpose (e.g., answer a question, solve problems, enjoy, form an opinion, understand a specific viewpoint, predict outcomes, discover models for own writing, accomplish a task).
	LA 4.1.6.l Build background knowledge and activate prior knowledge to identify text-to-self, text-to-text, and text-to-world connections before, during, and after reading.
	LA 4.1.6.m Self-monitor comprehension by recognizing when meaning is disrupted and apply strategies to clarify, confirm, or correct.
	LA 4.1.6.n Make and confirm/modify predictions and inferences before, during, and after reading literary, informational, digital text, and/or media.
	LA 4.1.6.o Demonstrate an understanding of text via multiple mediums (e.g., writing, artistic representation, video, other media).
	LA 4.1.6.p Compare and contrast the text of a story, drama, or poem and a visual or oral presentation of the text.
<b>LA 4.2 Writing: Students will learn and apply writing skills and strategies to communicate.</b>	
LA 4.2.1	Writing Process: Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.
	LA 4.2.1.a Use prewriting activities and inquiry tools to generate ideas, organize information, guide writing, and answer questions.

## English Language Arts Curriculum Report

---

	LA 4.2.1.b Generate a draft that develops a clear topic suited to the purpose and intended audience and organizational pattern, including a clear introduction, body, and conclusion with appropriate transitions.
	LA 4.2.1.c Gather and use relevant information and evidence from multiple authoritative print and/or digital sources to support claims or theses.
	LA 4.2.1.d Compose paragraphs with grammatically correct sentences of varying length, complexity, and type.
	LA 4.2.1.e Revise to improve and clarify writing through self-monitoring strategies and feedback from others.
	LA 4.2.1.f Provide oral, written, and/or digital descriptive feedback to other writers.
	LA 4.2.1.g Adjust writing processes to persevere in short and long-term writing tasks of increasing length and complexity.
	LA 4.2.1.h Proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics).
	LA 4.2.1.i Display academic honesty and integrity by avoiding plagiarism and/or overreliance on any one source and by following a standard format for citation.
	LA 4.2.1.j Publish a legible document in manuscript, cursive, or digital format, and apply formatting techniques (e.g., indenting paragraphs, title).
<b>LA 4.2.2</b>	<b>Writing Modes: Students will write in multiple modes for a variety of purposes and audiences across disciplines.</b>
	LA 4.2.2.a Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.
	LA 4.2.2.b Provide evidence from literary or informational text to support analysis, reflection, and research.
	LA 4.2.2.c Conduct and publish research projects to answer questions or solve problems using multiple resources to support theses.
	LA 4.2.2.d Use precise word choice and domain-specific vocabulary to write in a variety of modes.
	LA 4.2.2.e Compare various mentor texts and/or exemplars to create a similar piece.
<b>LA 4.3 Speaking and Listening: Students will develop and apply speaking and listening skills and strategies to communicate for a variety of purposes.</b>	
<b>LA 4.3.1</b>	<b>Speaking: Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.</b>
	LA 4.3.1.a Communicate ideas and information in a clear and concise manner suited to the purpose, setting, and audience (formal voice or informal voice), using appropriate word choice, grammar, and sentence structure.
	LA 4.3.1.b Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation, word

## English Language Arts Curriculum Report

	choice) for a variety of purposes and situations, including interpreting text.
	LA 4.3.1.c Utilize appropriate visual and/or digital tools to enhance verbal communication and add interest.
	LA 4.3.1.d Convey a perspective with clear reasoning and support.
	LA 4.3.1.e Ask pertinent questions to acquire or confirm information.
LA 4.3.2	<b>Listening:</b> Students will develop and demonstrate active listening skills across a variety of situations.
	LA 4.3.1.a Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, recalling, questioning) for multiple situations and modalities.
	LA 4.3.1.b Identify the purpose and credibility of information being presented in diverse media and formats.
	LA 4.3.1.c Complete a task following multi-step directions.
LA 4.3.3	<b>Reciprocal Communication:</b> Students will develop, apply, and adapt reciprocal communication skills.
	LA 4.3.1.a Demonstrate appropriate social etiquette and apply social cues when communicating.
	LA 4.3.1.b Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, multiple meanings of words) in conversation.
	LA 4.3.1.c Apply conversation strategies to recognize and consider new information presented by others in relationship to one's own ideas.
	LA 4.3.1.d Listen, ask clarifying questions, summarize, and explain information being communicated and consider its contribution to a topic, text, or issue under study.
	LA 4.3.1.e Collaboratively converse with peers and adults on grade-appropriate topics and texts, building on others' ideas to clearly express one's own views while respecting diverse perspectives.
<b>LA 4.4 Multiple Literacies: Students will apply information fluency and practice digital citizenship.</b>	
LA 4.4.1	Information Fluency: Students will evaluate, create, and communicate information in a variety of media and formats (textual, visual, and digital).
	LA 4.4.1.a Locate, organize, analyze, and evaluate information from print and digital resources to generate and answer questions and create new understandings.
	LA 4.4.1.b Demonstrate ethical use of information and copyright guidelines by appropriately quoting or paraphrasing from a text and citing the source using available resources (e.g., online citation tools).
	LA 4.4.1.c Use or decipher multiple formats of print and digital text (e.g., cursive, manuscript, font, graphics, symbols).

## English Language Arts Curriculum Report

---

LA 4.4.2	Digital Citizenship: Students will practice the norms of appropriate and responsible technology use.
	LA 4.4.2.a Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, appropriate language use, utilize appropriate sites and materials, respect diverse perspectives).
	LA 4.4.2.b Use appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information, gathering opinions, and solving problems.

### 4<sup>th</sup> Grade English Language Arts Vocabulary

Adverb	Base word	Cause and effect
Chapter	Compare/contrast	Conventions
Descriptive	Dialogue	Entertain
Fact/opinion	Fantasy	Ideas
Idiom	Imagery	Information
Introduction	Metaphor	Organization
Organizational pattern	Personal narrative	Personification
Persuade	Possessive	Predicate
Quotation marks	Realism	Root word
Sentences fluency	Subject	Transition word
Vocabulary	Voice	Word choice

# English Language Arts Curriculum Report

## Grade 5

<b>LA 5.1 Reading: Students will learn and apply reading skills and strategies to comprehend text.</b>	
LA 5.1.1	Concepts of Print: Students will demonstrate knowledge of the concepts of print.
	Mastered in Grade 1 and blended with other skills at this grade level.
LA 5.1.2	Phonological Awareness: Students will demonstrate phonological awareness through oral activities.
	Mastered in Grade 1 and blended with other skills at this grade level.
LA 5.1.3	Word Analysis: Students will use phonetic analysis to read and write grade-level text.
	LA 5.1.3.a Know and apply phonetic and structural analysis (e.g., Greek and Latin roots and affixes, multi-syllable words) when reading, writing, and spelling grade-level text.
LA 5.1.4	Fluency: Students will develop accuracy, phrasing, and expression while reading a variety of grade-level print/digital text to support comprehension.
	LA 5.1.4.a Use reading strategies to persevere through text of increasing length and/or complexity.
	LA 5.1.4.b Use context to adjust pace and prosody based on purpose, text complexity, form, and style.
LA 5.1.5	Vocabulary: Students will build and use conversational, academic, and content-specific grade-level vocabulary.
*	LA 5.1.5.a Apply knowledge of word structure elements, known words, and word patterns to determine meaning (e.g., parts of speech, Greek, Latin, and Anglo-Saxon affixes and roots).
	LA 5.1.5.b Select and apply knowledge of context clues (e.g., word, phrase, sentence, and paragraph clues) and text features to determine meaning of unknown words.
*	LA 5.1.5.c Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.
*	LA 5.1.5.d Identify semantic relationships (e.g., synonyms, antonyms, homographs, homophones, multiple-meaning words) to determine the meaning of words, aid in comprehension, and improve writing.
	LA 5.1.5.e Determine meaning using reference materials.
LA 5.1.6	Comprehension: Students will construct meaning by using prior knowledge and text information while reading grade-level literary and informational text.
*	LA 5.1.6.a Examine text to determine author's purpose(s) and describe how author's perspective (e.g., beliefs, assumptions, biases) influences text.
*	LA 5.1.6.b Analyze and describe elements of literary text (e.g., characters, setting, plot, point of view, theme).

## English Language Arts Curriculum Report

*	LA 5.1.6.c Identify and explain why authors use literary devices (e.g., simile, metaphor, alliteration, onomatopoeia, imagery, rhythm, personification, hyperbole, idioms).
*	LA 5.1.6.d Summarize and analyze a literary text and/or media, using key details to explain the theme.
*	LA 5.1.6.e Summarize and analyze an informational text and/or media, using supporting details to explain the main idea.
*	LA 5.1.6.f Use text features to locate information and explain how the information contributes to an understanding of print and digital text.
*	LA 5.1.6.g Use textual evidence to compare and contrast the characteristics that distinguish a variety of literary and informational texts.
*	LA 5.1.6.h Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in literary and informational texts, citing textual evidence to develop a national and international multicultural perspective.
	LA 5.1.6.i Construct and/or answer literal, inferential, and critical questions and support answers with explicit evidence from the text or additional sources.
	LA 5.1.6.j Identify and apply knowledge of organizational patterns to comprehend informational text(s) (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion).
*	LA 5.1.6.k Select text for a particular purpose (e.g., answer a question, solve problems, enjoy, form an opinion, understand a specific viewpoint, predict outcomes, discover models for own writing, accomplish a task), citing evidence to support analysis, reflection, or research.
	LA 5.1.6.l Build background knowledge and activate prior knowledge to identify text-to-self, text-to-text, and text-to-world connections before, during, and after reading.
	LA 5.1.6.m Self-monitor comprehension by recognizing when meaning is disrupted and apply strategies to clarify, confirm, or correct.
	LA 5.1.6.n Make and confirm/modify predictions and inferences with text evidence while previewing and reading literary, informational, digital text, and/or media.
	LA 5.1.6.o Demonstrate an understanding of text via multiple mediums (e.g., writing, artistic representation, video, other media).
	LA 5.1.6.p Compare and contrast the text of a story, drama, or poem and a visual or oral presentation of the text.
<b>LA 5.2 Writing: Students will learn and apply writing skills and strategies to communicate.</b>	
LA 5.2.1	Writing Process: Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.



## English Language Arts Curriculum Report

	LA 5.2.1.a Use prewriting activities and inquiry tools to generate ideas, organize information, guide writing, and answer questions.
	LA 5.2.1.b Generate a draft that develops a clear topic suited to the purpose and intended audience and organizational pattern, including a strong thesis, body, conclusion, and appropriate transitions linked to the purpose of the composition.
	LA 5.2.1.c Gather and use relevant information and evidence from multiple authoritative print and/or digital sources to support claims or theses.
	LA 5.2.1.d Compose paragraphs with grammatically correct simple, compound, and complex sentences of varying length, complexity, and type.
	LA 5.2.1.e Revise to improve and clarify writing through self-monitoring strategies and feedback from others.
	LA 5.2.1.f Provide oral, written, and/or digital descriptive feedback to other writers.
	LA 5.2.1.g Adjust writing processes to persevere in short and long-term writing tasks of increasing length and complexity.
	LA 5.2.1.h Proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics).
	LA 5.2.1.i Display academic honesty and integrity by avoiding plagiarism and/or overreliance on any one source and by following a standard format for citation.
	LA 5.2.1.j Publish a legible document in manuscript, cursive, or digital format, and apply formatting techniques (e.g., indenting paragraphs, title).
<b>LA 5.2.2</b>	<b>Writing Modes: Students will write in multiple modes for a variety of purposes and audiences across disciplines.</b>
	LA 5.2.2.a Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.
	LA 5.2.2.b Provide evidence from literary or informational text to support analysis, reflection, and research.
	LA 5.2.2.c Conduct and publish research projects to answer questions or solve problems using multiple resources to support theses.
	LA 5.2.2.d Use precise word choice and domain-specific vocabulary to write in a variety of modes.
	LA 5.2.2.e Compare various mentor texts and/or exemplars to create a similar piece.
<b>LA 5.3 Speaking and Listening: Students will develop and apply speaking and listening skills and strategies to communicate for a variety of purposes.</b>	
LA 5.3.1	Speaking: Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.

## English Language Arts Curriculum Report

	LA 5.3.1.a Communicate ideas and information in a clear and concise manner suited to the purpose, setting, and audience (formal voice or informal voice), using appropriate word choice, grammar, and sentence structure.
	LA 5.3.1.b Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation, word choice) for a variety of purposes and situations, including interpreting text.
	LA 5.3.1.c Utilize appropriate visual and/or digital tools to enhance verbal communication and add interest.
	LA 5.3.1.d Convey a perspective with clear reasoning and support.
	LA 5.3.1.e Ask pertinent questions to acquire or confirm information.
LA 5.3.2	Listening: Students will develop and demonstrate active listening skills across a variety of situations.
	LA 5.3.2.a Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, taking notes, recalling, questioning) for multiple situations and modalities.
	LA 5.3.2.b Identify the purpose and credibility of information being presented in diverse media and formats.
	LA 5.3.2.c Complete a task following multi-step directions.
LA 5.3.3	Reciprocal Communication: Students will develop, apply, and adapt reciprocal communication skills.
	LA 5.3.3.a Demonstrate appropriate social etiquette and apply social cues when communicating.
	LA 5.3.3.b Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, multiple meanings of words) in conversation.
	LA 5.3.3.c Apply conversation strategies to recognize and consider new information presented by others in relationship to one's own ideas.
	LA 5.3.3.d Listen, ask clarifying questions, summarize, and explain information being communicated and consider its contribution to a topic, text, or issue under study.
	LA 5.3.3.e Collaboratively converse with peers and adults on grade-appropriate topics and texts, building on others' ideas to clearly express one's own views while respecting diverse perspectives.
<b>LA 5.4 Multiple Literacies: Students will apply information fluency and practice digital citizenship.</b>	
LA 5.4.1	Information Fluency: Students will evaluate, create, and communicate information in a variety of media and formats (textual, visual, and digital).



## English Language Arts Curriculum Report

---

	LA 5.4.1.a Locate, organize, analyze, and evaluate information from print and digital resources to generate and answer questions and create new understandings.
	LA 5.4.1.b Demonstrate ethical use of information and copyright guidelines by appropriately quoting or paraphrasing from a text and citing the source using available resources (e.g., online citation tools).
	LA 5.4.1.c Use or decipher multiple formats of print and digital text (e.g., cursive, manuscript, font, graphics, symbols).
LA 5.4.2	Digital Citizenship: Students will practice the norms of appropriate and responsible technology use.
	LA 5.4.2.a Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, appropriate language use, utilize appropriate sites and materials, respect diverse perspectives).
	LA 5.4.2.b Use appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information, gathering opinions, and solving problems.

# English Language Arts Curriculum Report

## Grade 6

<b>LA 6.1 Reading: Students will learn and apply reading skills and strategies to comprehend text.</b>	
LA 6.1.1	Concepts of Print: Students will demonstrate knowledge of the concepts of print.
	Mastered in Grade 1 and blended with other skills at this grade level.
LA 6.1.2	Phonological Awareness: Students will demonstrate phonological awareness through oral activities.
	Mastered in Grade 1 and blended with other skills at this grade level.
LA 6.1.3	Word Analysis: Students will use phonetic analysis to read and write grade-level text.
	LA 6.1.3.a Know and apply phonetic and structural analysis (e.g., Greek and Latin roots and affixes, multi-syllable words) when reading, writing, and spelling grade-level text.
LA 6.1.4	LA 6.1.4.a Use reading strategies to persevere through text of increasing length and/or complexity.
	LA 6.1.4.a Use reading strategies to persevere through text of increasing length and/or complexity.
LA 6.1.5	Vocabulary: Students will build and use conversational, academic, and content-specific grade-level vocabulary.
*	LA 6.1.5.a Apply knowledge of Greek, Latin, and Anglo-Saxon roots, prefixes, and suffixes to understand complex words, including words across content areas.
	LA 6.1.5.b Select and apply knowledge of context clues (e.g., word, phrase, sentence, and paragraph clues) and text features to determine meaning of unknown words.
*	LA 6.1.5.c Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.
*	LA 6.1.5.d Identify and use semantic relationships (e.g., multiple meanings, metaphors, similes, idioms, analogies, synonyms, antonyms) to determine the meaning of words, aid in comprehension, and improve writing.
	LA 6.1.5.e Verify meaning and pronunciation of words or phrases using reference materials.
LA 6.1.6	Comprehension: Students will construct meaning by using prior knowledge and text information while reading grade-level literary and informational text.
*	LA 6.1.6.a Analyze text to determine author's purpose(s) and describe how author's perspective influences text.
*	LA 6.1.6.b Analyze and explain the relationships between elements of literary text (e.g., character development, setting, plot, conflict, point of view, theme).

## English Language Arts Curriculum Report

*	LA 6.1.6.c Identify and explain why authors use literary devices (e.g., simile, metaphor, alliteration, onomatopoeia, imagery, rhythm, personification, hyperbole, idioms, analogy, tone, mood).
*	LA 6.1.6.d Summarize and analyze a literary text and/or media, using key details to explain the theme.
*	LA 6.1.6.e Summarize and analyze an informational text and/or media, using supporting details to explain the main idea.
*	LA 6.1.6.f Apply knowledge of text features to locate information and explain how the information contributes to an understanding of print and digital text.
*	LA 6.1.6.g Use textual evidence to compare and contrast the characteristics that distinguish a variety of literary and informational texts.
*	LA 6.1.6.h Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in literary and informational texts, citing textual evidence to develop a regional, national, and international multicultural perspective.
	LA 6.1.6.i Construct and/or answer literal, inferential, critical, and interpretive questions and support answers with explicit evidence from the text or additional sources.
	LA 6.1.6.j Apply knowledge of organizational patterns to comprehend informational text (e.g., sequence/chronological, description, cause and effect, compare/contrast, fact/opinion).
*	LA 6.1.6.k Select text for a particular purpose (e.g., answer a question, solve problems, enjoy, form an opinion, understand a specific viewpoint, predict outcomes, discover models for own writing, accomplish a task), citing evidence to support analysis, reflection, or research.
	LA 6.1.6.l Build background knowledge and activate prior knowledge to clarify text, deepen understanding, and make text-to-self, text-to-text, and text-to-world connections while reading complex text.
	LA 6.1.6.m Self-monitor comprehension and independently apply appropriate strategies to understand text.
	LA 6.1.6.n Make and confirm/modify predictions and inferences with text evidence while previewing and reading literary, informational, digital text, and/or media.
	LA 6.1.6.o Demonstrate an understanding of complex text using textual evidence via multiple mediums (e.g., writing, artistic representation, video, other media).
	LA 6.1.6.p Analyze the extent to which a filmed or live production of a story, drama, or poem resembles or differs from the text or script.
	Commitment
<b>LA 6.2 Writing: Students will learn and apply writing skills and strategies to communicate.</b>	

## English Language Arts Curriculum Report

---

LA 6.2.1	Writing Process: Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.
	LA 6.2.1.a Use prewriting activities and inquiry tools to recursively generate ideas, organize information, guide writing, and answer questions.
	LA 6.2.1.b Generate a draft that develops a clear topic suited to the purpose and intended audience and organizational pattern, including a strong thesis, body, conclusion, and appropriate transitions linked to the purpose of the composition.
	LA 6.2.1.c Gather and use relevant information and evidence from multiple authoritative print and/or digital sources including primary and secondary sources to support claims or theses.
	LA 6.2.1.d Compose paragraphs with grammatically correct simple, compound, and complex sentences of varying length and complexity.
	LA 6.2.1.e Revise to improve and clarify writing through self-monitoring strategies and feedback from others.
	LA 6.2.1.f Provide oral, written, and/or digital descriptive feedback to other writers.
	LA 6.2.1.g Adjust writing processes to persevere in short and long-term writing tasks of increasing length and complexity.
	LA 6.2.1.h Proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics).
	LA 6.2.1.i Display academic honesty and integrity by avoiding plagiarism and/or overreliance on any one source and by following a standard format for citation.
	LA 6.2.1.j Publish a legible document using a variety of media, and apply formatting techniques to enhance the readability and impact of the document (e.g., fonts, spacing, design, images, citations).
LA 6.2.2	Writing Modes: Students will write in multiple modes for a variety of purposes and audiences across disciplines.
	LA 6.2.2.a Communicate information and ideas effectively in analytic, argumentative, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.
	LA 6.2.2.b Provide evidence from literary or informational text to support analysis, reflection, and research.
	LA 6.2.2.c Conduct and publish research projects to answer questions or solve problems using multiple resources to support theses.
	LA 6.2.2.d Use precise word choice and domain-specific vocabulary to write in a variety of modes.

## English Language Arts Curriculum Report

---

	LA 6.2.2.e Compare various mentor texts and/or exemplars to create a similar piece.
<b>LA 6.3 Speaking and Listening: Students will develop and apply speaking and listening skills and strategies to communicate for a variety of purposes.</b>	
LA 6.3.1	Speaking: Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.
	LA 6.3.1.a Communicate ideas and information in a clear and concise manner suited to the purpose, setting, and audience (formal voice or informal voice), using appropriate word choice, grammar, and sentence structure.
	LA 6.3.1.b Demonstrate and adjust speaking techniques (e.g., appropriate eye contact, pacing, nonverbal cues, word choice) for a variety of purposes and situations, including interpreting text.
	LA 6.3.1.c Utilize appropriate visual and/or digital tools to enhance verbal communication and add interest.
	LA 6.3.1.d Convey a perspective with clear reasoning and support.
	LA 6.3.1.e Ask pertinent questions to acquire or confirm information.
	LA 6.3.1.f Address alternative or opposing perspectives when appropriate to the mode of speaking.
LA 6.3.2	Listening: Students will develop and demonstrate active listening skills across a variety of situations.
	LA 6.3.2.a Utilize active and attentive listening skills (e.g., eye contact, nonverbal cues, taking notes, summarizing, questioning) for multiple situations and modalities.
	LA 6.3.2.b Analyze and evaluate the purpose and credibility of information being presented in diverse media and formats.
	LA 6.3.2.c Complete a task following multi-step directions.
LA 6.3.3	Reciprocal Communication: Students will develop, apply, and adapt reciprocal communication skills.
	LA 6.3.3.a Apply appropriate social etiquette and practice social protocols when communicating.
	LA 6.3.3.b Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, connotations, subtleties of language) in conversation.
	LA 6.3.3.c Apply conversation strategies to recognize, consider, and explain new information presented by others in relationship to one's own ideas
	LA 6.3.3.d Listen, ask probing questions, summarize, and explain information being communicated and consider its contribution to a topic, text, or issue under study.
	LA 6.3.3.e Collaboratively converse with peers and adults on grade-appropriate topics and texts, building on others' ideas to clearly and

## English Language Arts Curriculum Report

	persuasively express one's own views while respecting diverse perspectives.
<b>LA 6.4 Multiple Literacies: Students will apply information fluency and practice digital citizenship.</b>	
LA 6.4.1	Information Fluency: Students will evaluate, create, and communicate information in a variety of media and formats (textual, visual, and digital).
	LA 6.4.1.a Locate, organize, analyze, evaluate, and synthesize information from print and digital resources to generate and answer questions and create new understandings.
	LA 6.4.1.b Demonstrate ethical use of information and copyright guidelines by appropriately quoting or paraphrasing from a text and citing the source using available resources (e.g., online citation tools, publication guidelines).
	LA 6.4.1.c Use or decipher multiple formats of print and digital text (e.g., cursive, manuscript, font, graphics, symbols).
LA 6.4.2	Digital Citizenship: Students will practice the norms of appropriate and responsible technology use.
	LA 6.4.2.a Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, appropriate language use, utilize appropriate sites and materials, respect diverse perspectives).
	LA 6.4.2.b Use appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information, gathering opinions, and solving problems.

### 5<sup>th</sup> & 6<sup>th</sup> Grade English Language Arts Vocabulary

Chapter	Character	Dictionary
Fairy tale	Folktale	Magazine
Main idea	Map	Rhyme
Sentence	Table of contents	Textbook
Abbreviation	Adjective	Adverb
Affix	Antonym	Cause and effect
Character development	Chart	Comma
Common noun	Compare & contrast	Complete sentence
Comparisons	Compound word	Context clue
Contraction	Contrast	Critical thinking
Critical questions	Declarative sentence	Definition
Diary	Directions	Drama
e-mail	Entertain	Encyclopedia
Essay	Explain	Fantasy

## English Language Arts Curriculum Report

---

Fiction	Friendly letter	Genre
Glossary	Graph	Graphic organizer
Heading	Inferential questions	Humor
Illustration	Imagery	Informational text
Index	Inference	Inform
Internet	Interrogative sentence	List
Minor character	Mood	Multimeaning word
Mystery	Myth	Nonfiction
Notes	Noun	Novel
Opinion	Oral presentation	Oral report
Paragraph	Parts of speech	Period
Personal letter	Personal pronoun	Phrase
Plot	Prefix	Prediction
Prior knowledge	Pronoun	Proper noun
Sub-heading	Question mark	Quotation
Quotation marks	Reading strategy	Root word
Scan	Science fiction	Sensory image
Sequential order	Setting	Short story
Signature	Singular noun	Sequence
Skim	Sound effect	Special effect
Subject	Subject-verb agreement	Suffix
Summarize	Summary	Summary sentence
Supporting detail	Suspense	Synonym
Table	Tall tale	Text
Textbook	Thank you letter	Theme
Thesaurus	Topic sentence	Verb
Volume	Anglo-Saxon root	Author's purpose
Authors perspective	Body language	Caption
Climax	Compound sentence	Conflict
Description	Dialogue	Exclamation mark
Exclamatory sentence	Eye contact	Fact vs. opinion
Greek root	High-frequency word	Homophone
Interpretive questions	Latin root	Literal questions
Metaphor	Musical	Nonverbal cue
Periodical	Persuasion	Physical description
Physical gesture	Plagiarism	Report
Rhythm	Simile	Text information
Visual aid	Word origin	Acronym
Alliteration	Analogy	Belief
Bias	Bible	Compound noun
Debate	Friendly audience	Hostile audience
Hyperbole	Idiom	Job application
Latin root	Narrator	Onomatopoeia
Visual text		



# English Language Arts Curriculum Report

## Grade 7

<b>LA 7.1 Reading: Students will learn and apply reading skills and strategies to comprehend text.</b>	
LA 7.1.1	Concepts of Print: Students will demonstrate knowledge of the concepts of print.
	Mastered in Grade 1 and blended with other skills at this grade level.
LA 7.1.2	Phonological Awareness: Students will demonstrate phonological awareness through oral activities.
	Mastered in Grade 1 and blended with other skills at this grade level.
LA 7.1.3	Word Analysis: Students will use knowledge of phonetic and structural analysis to read and write grade-level text across all disciplines.
	LA 7.1.3.a Know and apply phonetic and structural analysis (e.g., Greek and Latin roots and affixes, multi-syllable words) when reading, writing, and spelling grade-level text.
LA 7.1.4	Fluency: Students will read a variety of grade-level print/digital texts fluently with accuracy, appropriate pace, phrasing, and expression to support comprehension.
	LA 7.1.4.a Use reading strategies to persevere through text of increasing length and/or complexity.
LA 7.1.5	Vocabulary: Students will build and use conversational, academic, and content-specific grade-level vocabulary.
*	LA 7.1.5.a Apply knowledge of Greek, Latin, and Anglo-Saxon roots, prefixes, and suffixes to understand complex words, including words across content areas.
	LA 7.1.5.b Select and apply knowledge of context clues (e.g., word, phrase, sentence, and paragraph clues) and text features to determine meaning of unknown words.
*	LA 7.1.5.c Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.
*	LA 7.1.5.d Analyze and use semantic relationships (e.g., multiple meanings, synonyms, antonyms, figurative language, connotations, subtle distinctions) to determine the meaning of words, aid in comprehension, and improve writing.
	LA 7.1.5.e Verify meaning and pronunciation of words or phrases using reference materials.
LA 7.1.6	Comprehension: Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text.



## English Language Arts Curriculum Report

---

*	LA 7.1.6.a Analyze the meaning, reliability, and validity of the text considering author's purpose and perspective.
*	LA 7.1.6.b Analyze and explain the relationships between elements of literary text (e.g., character development, setting, plot, conflict, point of view, theme).
*	LA 7.1.6.c Analyze the author's use of literary devices (e.g., simile, metaphor, personification, idiom, oxymoron, hyperbole, alliteration, onomatopoeia, analogy, tone, mood).
*	LA 7.1.6.d Summarize, analyze, and synthesize a literary text and/or media, using key details to support interpretation of the theme.
*	LA 7.1.6.e Summarize, analyze, and synthesize an informational text and/or media, using supporting details to formulate the main idea.
*	LA 7.1.6.f Apply knowledge of text features to locate information and explain how the information contributes to an understanding of print and digital text.
*	LA 7.1.6.g Cite specific textual evidence to analyze and make inferences based on the characteristics of a variety of literary and informational texts.
	LA 7.1.6.h Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in literary and informational texts, citing textual evidence to develop a regional, national, and international multicultural perspective.
	LA 7.1.6.i Construct and/or answer literal, inferential, critical, and interpretive questions and support answers with explicit evidence from the text or additional sources.
*	LA 7.1.6.j Apply knowledge of organizational patterns to comprehend informational text (e.g., sequence/chronological, description, spatial, cause and effect, compare/contrast, fact/opinion, proposition/support).
	LA 7.1.6.k Select text for a particular purpose (e.g., answer a question, solve problems, enjoy, form an opinion, understand a specific viewpoint, predict outcomes, discover models for own writing, accomplish a task), citing evidence to support analysis, reflection, or research.
	LA 7.1.6.l Build background knowledge and activate prior knowledge to clarify text, deepen understanding, and make text-to-self, text-to-text, and text-to-world connections while reading complex text.
	LA 7.1.6.m Self-monitor comprehension and independently apply appropriate strategies to understand text.
	LA 7.1.6.n Make and confirm/modify inferences with text evidence while previewing and reading literary, informational, digital text, and/or media.

## English Language Arts Curriculum Report

---

	LA 7.1.6.o Demonstrate an understanding of complex text using textual evidence via multiple mediums (e.g., writing, artistic representation, video, other media).
	LA 7.1.6.p Analyze the extent to which a filmed or live production of a story, drama, or poem resembles or differs from the text or script.
<b>LA 7.2 Writing: Students will learn and apply writing skills and strategies to communicate.</b>	
LA 7.2.1	Writing Process: Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.
	LA 7.2.1.a Use prewriting activities and inquiry tools to recursively generate ideas, organize information, guide writing, and answer questions.
	LA 7.2.1.b Generate a draft that conveys complex ideas through analysis and use of organizational patterns that are suited to the purpose and intended audience, and includes a strong thesis, body, conclusion, and appropriate transitions linked to the purpose of the composition.
	LA 7.2.1.c Gather and use relevant information and evidence from multiple authoritative print and/or digital sources including primary and secondary sources to support claims or theses.
	LA 7.2.1.d Compose paragraphs with grammatically correct simple, compound, and complex sentences of varying length and complexity.
	LA 7.2.1.e Revise to improve and clarify writing through self-monitoring strategies and feedback from others.
	LA 7.2.1.f Provide oral, written, and/or digital descriptive feedback to other writers.
	LA 7.2.1.g Adjust writing processes to persevere in short and long-term writing tasks of increasing length and complexity.
	LA 7.2.1.h Proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics).
	LA 7.2.1.i Display academic honesty and integrity by avoiding plagiarism and/or overreliance on any one source and by following a standard format for citation.
	LA 7.2.1.j Publish a legible document using a variety of media, and apply formatting techniques to enhance the readability and impact of the document (e.g., fonts, spacing, design, images, citations).

## English Language Arts Curriculum Report

---

LA 7.2.2	Writing Modes: Students will write in multiple modes for a variety of purposes and audiences across disciplines.
	LA 7.2.2.a Communicate information and ideas effectively in analytic, argumentative, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.
	LA 7.2.2.b Provide evidence from literary or informational text to support analysis, reflection, and research.
	LA 7.2.2.c Conduct and publish both short and sustained research projects to answer questions or solve problems using multiple primary and/or secondary sources to support theses.
	LA 7.2.2.d Use precise word choice and domain-specific vocabulary to write in a variety of modes.
	LA 7.2.2.e Analyze various mentor texts and/or exemplars in order to create a similar piece.
<b>LA 7.3 Speaking and Listening: Students will develop and apply speaking and listening skills and strategies to communicate for a variety of purposes.</b>	
LA 7.3.1	Speaking: Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.
	LA 7.3.1.a Communicate ideas and information in a clear and concise manner suited to the purpose, setting, and audience (formal voice or informal voice), using appropriate word choice, grammar, and sentence structure.
	LA 7.3.1.b Demonstrate and adjust speaking techniques (e.g., appropriate eye contact, pacing, nonverbal cues, word choice) for a variety of purposes and situations, including interpreting text.
	LA 7.3.1.c Utilize appropriate visual and/or digital tools to enhance verbal communication and add interest.
	LA 7.3.1.d Convey a perspective with clear reasoning and valid evidence.
	LA 7.3.1.e Ask pertinent questions to acquire or confirm information.
	LA 7.3.1.f Address alternative or opposing perspectives when appropriate to the mode of speaking.
LA 7.3.2	Listening: Students will develop and demonstrate active listening skills across a variety of situations.
	LA 7.3.2.a Utilize active and attentive listening skills (e.g., eye contact, nonverbal cues, taking notes, summarizing, questioning) for multiple situations and modalities.
	LA 7.3.2.b Analyze and evaluate the purpose and credibility of information being presented in diverse media and formats.
	LA 7.3.2.c Complete a task following multi-step directions.

## English Language Arts Curriculum Report

---

LA 7.3.3	Reciprocal Communication: Students will develop, apply, and adapt reciprocal communication skills.
	LA 7.3.3.a Apply appropriate social etiquette and practice social protocols when communicating.
	LA 7.3.3.b Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, connotations, subtleties of language) in conversation.
	LA 7.3.3.c Apply conversation strategies to recognize, consider, and explain new information presented by others in relationship to one's own ideas.
	LA 7.3.3.d Listen, ask probing questions, and interpret information being communicated and consider its contribution to a topic, text, or issue under study.
	LA 7.3.3.e Collaboratively converse with peers and adults on grade-appropriate topics and texts, building on others' ideas to clearly and persuasively express one's own views while respecting diverse perspectives.
<b>LA 7.4 Multiple Literacies: Students will apply information fluency and practice digital citizenship.</b>	
LA 7.4.1	Information Fluency: Students will evaluate, create, and communicate information in a variety of media and formats (textual, visual, and digital).
	LA 7.4.1.a Locate, organize, analyze, evaluate, and synthesize information from print and digital resources to generate and answer questions and create new understandings.
	LA 7.4.1.b Demonstrate ethical use of information and copyright guidelines by appropriately quoting or paraphrasing from a text and citing the source using available resources (e.g., online citation tools, publication guidelines).
	LA 7.4.1.c Use or decipher multiple formats of print and digital text (e.g., cursive, manuscript, font, graphics, symbols).
LA 7.4.2	Digital Citizenship: Students will practice the norms of appropriate and responsible technology use.
	LA 7.4.2.a Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, appropriate language use, utilize appropriate sites and materials, respect diverse perspectives).
	LA 7.4.2.b Use appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information, gathering opinions, and solving problems.

# English Language Arts Curriculum Report

---

## 7<sup>th</sup> Grade English Language Arts Vocabulary

Adjective clause	Adjective phrase	Adverb clause
Adverb phrase	Analogy	Assumption
Caption	Characterization	Character trait
Chronology	Comparative adjective	Comparative adverb
Composition structure	Compound verb	Context
Coordination conjunction	Demonstrative pronoun	Flashback
Folktale	Footnote	Foreshadowing
Haiku	Hyperbole	Hyphen
Imperative sentence	Independent clause	Interjection
Interrogative pronoun	Interview	Irregular verb
Irony	Latin affix	Latin root
Lecture	Moral	Mystery
Myth	Native culture	Native speaker
Object pronoun	Organizational patterns	Plagiarism
Plot	Point of view	Predicate adjective
Present tense	Prefix	Prior knowledge
Proper adjective	Relative pronoun	Science fiction
Skit	Slang	Speed reading
Source	Subject pronoun	Subordinating conjunction
Superlative adjective	Superlative adverb	Suspense
Tall tale	Thesaurus	Tension
Time lapse	Verb phrase	Verbal cue

# English Language Arts Curriculum Report

## Grade 8

<b>LA 8.1 Reading: Students will learn and apply reading skills and strategies to comprehend text.</b>	
LA 8.1.1	Concepts of Print: Students will demonstrate knowledge of the concepts of print.
	Mastered in Grade 1 and blended with other skills at this grade level.
LA 8.1.2	Phonological Awareness: Students will demonstrate phonological awareness through oral activities.
	Mastered in Grade 1 and blended with other skills at this grade level.
LA 8.1.3	Word Analysis: Students will use knowledge of phonetic and structural analysis to read and write grade-level text across all disciplines.
	LA 8.1.3.a Know and apply phonetic and structural analysis (e.g., Greek and Latin roots and affixes, multi-syllable words) when reading, writing, and spelling grade-level text.
LA 8.1.4	Fluency: Students will read a variety of grade-level print/digital texts fluently with accuracy, appropriate pace, phrasing, and expression to support comprehension.
	LA 8.1.4.a Use reading strategies to persevere through text of increasing length and/or complexity.
LA 8.1.5	Vocabulary: Students will build and use conversational, academic, and content-specific grade-level vocabulary.
*	LA 8.1.5.a Apply knowledge of Greek, Latin, and Anglo-Saxon roots, prefixes, and suffixes to understand complex words, including words across content areas.
	LA 8.1.5.b Select and apply knowledge of context clues (e.g., word, phrase, sentence, and paragraph clues) and text features to determine meaning of unknown words.
*	LA 8.1.5.c Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.
*	LA 8.1.5.d Analyze and use semantic relationships (e.g., multiple meanings, synonyms, antonyms, figurative language, connotations, subtle distinctions) to determine the meaning of words, aid in comprehension, and improve writing.
	LA 8.1.5.e Verify meaning and pronunciation of words or phrases using reference materials.
LA 8.1.6	Comprehension: Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text.

## English Language Arts Curriculum Report

---

*	LA 8.1.6.a Analyze the meaning, reliability, and validity of text considering author's purpose and perspective.
*	LA 8.1.6.b Analyze and explain the relationships between elements of literary text (e.g., character development, setting, plot, conflict, point of view, inferred and recurring themes).
*	LA 8.1.6.c Analyze the author's use of literary devices (e.g., simile, metaphor, personification, idiom, oxymoron, hyperbole, alliteration, onomatopoeia, analogy, tone, mood).
*	LA 8.1.6.d Summarize, analyze and synthesize the development of a common theme between two literary text and/or media.
*	LA 8.1.6.e Summarize, analyze, and synthesize the connection between the main ideas of two informational texts and/or media.
*	LA 8.1.6.f Analyze and evaluate information from print and digital text features to support comprehension.
*	LA 8.1.6.g Cite specific textual evidence to analyze and make inferences based on the characteristics of a variety of literary and informational texts.
	LA 8.1.6.h Analyze the social, historical, cultural, and biographical influences in a variety of texts, citing textual evidence from literary and informational text to develop a national and international multicultural perspective.
	LA 8.1.6.i Construct and/or answer literal, inferential, critical, and interpretive questions and support answers with explicit evidence from the text or additional sources.
*	LA 8.1.6.j Apply knowledge of organizational patterns to comprehend informational text (e.g., sequence/chronological, description, spatial, cause and effect, compare/contrast, fact/opinion, proposition/support).
	LA 8.1.6.k Select text for a particular purpose (e.g., answer a question, solve problems, enjoy, form an opinion, understand a specific viewpoint, predict outcomes, discover models for own writing, accomplish a task), citing evidence to support analysis, reflection, or research.
	LA 8.1.6.l Build background knowledge and activate prior knowledge to clarify text, deepen understanding, and make connections while reading complex text.
	LA 8.1.6.m Self-monitor comprehension and independently apply appropriate strategies to understand text.
	LA 8.1.6.n Make and confirm/modify inferences with text evidence while previewing and reading literary, informational, digital text, and/or media.



## English Language Arts Curriculum Report

---

	LA 8.1.6.o Demonstrate an understanding of complex text using textual evidence via multiple mediums (e.g., writing, artistic representation, video, other media).
	LA 8.1.6.p Analyze the extent to which a filmed or live production of a story, drama, or poem resembles or differs from the text or script.
<b>LA 8.2 Writing: Students will learn and apply writing skills and strategies to communicate.</b>	
LA 8.2.1	Writing Process: Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.
	LA 8.2.1.a Use prewriting activities and inquiry tools to recursively generate ideas, organize information, guide writing, answer questions, and synthesize information.
	LA 8.2.1.b Generate a draft that conveys complex ideas through analysis and use of organizational patterns that are suited to the purpose and intended audience and includes a strong thesis, body, conclusion, and appropriate transitions linked to the purpose of the composition.
	LA 8.2.1.c Gather and use relevant information and evidence from multiple authoritative print and/or digital sources including primary and secondary sources to support claims or theses.
	LA 8.2.1.d Compose paragraphs with grammatically correct simple, compound, and complex sentences of varying length and complexity.
	LA 8.2.1.e Revise to improve and clarify writing through self-monitoring strategies and feedback from others.
	LA 8.2.1.f Provide oral, written, and/or digital descriptive feedback to other writers.
	LA 8.2.1.g Adjust writing processes to persevere in short and long-term writing tasks of increasing length and complexity.
	LA 8.2.1.h Proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics).
	LA 8.2.1.i Display academic honesty and integrity by avoiding plagiarism and/or overreliance on any one source and by following a standard format for citation.
	LA 8.2.1.j Publish a legible document using a variety of media, and apply formatting techniques to enhance the readability and impact of the document (e.g., fonts, spacing, design, images, citations).
LA 8.2.2	Writing Modes: Students will write in multiple modes for a variety of purposes and audiences across disciplines.



## English Language Arts Curriculum Report

---

	LA 8.2.2.a Communicate information and ideas effectively in analytic, argumentative, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.
	LA 8.2.2.b Provide evidence from literary or informational text to support analysis, reflection, and research.
	LA 8.2.2.c Conduct and publish both short and sustained research projects to answer questions or solve problems using multiple primary and/or secondary sources to support theses
	LA 8.2.2.d Use precise word choice and domain-specific vocabulary to write in a variety of modes.
	LA 8.2.2.e Analyze various mentor texts and/or exemplars in order to create a similar piece.
<b>LA 8.3 Speaking and Listening: Students will develop and apply speaking and listening skills and strategies to communicate for a variety of purposes.</b>	
LA 8.3.1	Speaking: Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.
	LA 8.3.1.a Communicate ideas and information in a clear and concise manner suited to the purpose, setting, and audience (formal voice or informal voice), using appropriate word choice, grammar, and sentence structure
	LA 8.3.1.b Demonstrate and adjust speaking techniques (e.g., appropriate eye contact, pacing, nonverbal cues, word choice) for a variety of purposes and situations, including interpreting text.
	LA 8.3.1.c Select and utilize appropriate visual and/or digital tools to enhance understanding for specific audiences.
	LA 8.3.1.d Convey a perspective with clear reasoning and valid evidence.
	LA 8.3.1.e Ask pertinent questions to acquire or confirm information
	LA 8.3.1.f Address alternative or opposing perspectives when appropriate to the mode of speaking.
LA 8.3.2	Listening: Students will develop and demonstrate active listening skills across a variety of situations.
	LA 8.3.2.a Utilize active and attentive listening skills (e.g., eye contact, nonverbal cues, taking notes, summarizing, questioning) for multiple situations and modalities.
	LA 8.3.2.b Analyze the purpose of information presented in diverse media and formats, evaluate its motives (e.g., social, commercial, political), and determine its credibility.
	LA 8.3.2.c Complete a task following complex multi-step directions.
LA 8.3.3	Reciprocal Communication: Students will develop, apply, and adapt reciprocal communication skills.

## English Language Arts Curriculum Report

---

	LA 8.3.3.a Apply appropriate social etiquette and practice social protocols when communicating.
	LA 8.3.3.b Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, connotations, subtleties of language) in conversation.
	LA 8.3.3.c Apply conversation strategies to recognize, consider, and explain new information presented by others in relationship to one's own ideas.
	LA 8.3.3.d Listen, ask probing questions, and interpret information being communicated and consider its contribution to a topic, text, or issue under study.
	LA 8.3.3.e Collaboratively converse with peers and adults on grade-appropriate topics and texts, building on others' ideas to clearly and persuasively express one's own views while respecting diverse perspectives.
<b>LA 8.4 Multiple Literacies: Students will apply information fluency and practice digital citizenship.</b>	
LA 8.4.1	Information Fluency: Students will evaluate, create, and communicate information in a variety of media and formats (textual, visual, and digital).
	LA 8.4.1.a Locate, organize, analyze, evaluate, and synthesize information from print and digital resources to generate and answer questions and create new understandings.
	LA 8.4.1.b Demonstrate ethical use of information and copyright guidelines by appropriately quoting or paraphrasing from a text and citing the source using available resources (e.g., online citation tools, publication guidelines).
	LA 8.4.1.c Use or decipher multiple formats of print and digital text (e.g., cursive, manuscript, font, graphics, symbols).
LA 8.4.2	Digital Citizenship: Students will practice the norms of appropriate and responsible technology use.
	LA 8.4.2.a Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, appropriate language use, utilize appropriate sites and materials, respect diverse perspectives).
	LA 8.4.2.b Use appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information, gathering opinions, and solving problems.

# English Language Arts Curriculum Report

---

## 8<sup>th</sup> Grade English Language Arts Vocabulary

Acronym	Anglo-saxon affix	Anglo-saxon root
Appositive	Appositive phrase	Argumentation
Bibliography	Censorship	Compound sentence
Connotation	Context clue	Criticism
Denotation	Direct characterization	Etiquette
Greek affix	Greek room	Historical theme
Imagery	Indirect characterization	Intensive pronoun
Interpretation	Intransitive verb	Jargon
Logical argument	Mood	Pacing
Point of view	Projection	Reflexive pronoun
Rephrasing	Rhetorical question	Pun
Subplot	Symbol	Transitive verb

# English Language Arts Curriculum Report

## Grades 9 -10

<b>LA 10.1 Reading: Students will learn and apply reading skills and strategies to comprehend text.</b>	
LA 10.1.1	Concepts of Print: Students will demonstrate knowledge of the concepts of print.
	Mastered in Grade 1 and blended with other skills at this grade level.
LA 10.1.2	Phonological Awareness: Students will demonstrate phonological awareness through oral activities.
	Mastered in Grade 1 and blended with other skills at this grade level.
LA 10.1.3	Word Analysis: Students will use phonetic analysis to read and write grade-level text.
	LA 10.1.3.a Know and apply phonetic and structural analysis (e.g., Greek and Latin roots and affixes, multisyllabic words) when reading, writing, and spelling grade-level text.
LA 10.1.4	Fluency: Students will develop accuracy, phrasing, and expression while reading a variety of grade-level print/digital text to support comprehension.
	LA 10.1.4.a Adjust reading strategies to persevere through text of increasing length and/or complexity.
LA 10.1.5	Vocabulary: Students will build and use conversational, academic, and content-specific grade-level vocabulary.
	LA 10.1.5.a Apply word analysis strategies to determine the meaning of unknown and multiple-meaning words across content areas to aid in comprehension and improve writing.
	LA 10.1.5.b Skills blended with 10.1.5.a at this level.
	LA 10.1.5.c Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.
	LA 10.1.5.d Use semantic relationships (e.g., figurative language, connotations, technical and multiple-meaning words) to analyze the impact of specific word choices on meaning and tone, aid in comprehension, and improve writing.
	LA 10.1.5.e Verify meaning and pronunciation of words or phrases using print and/or digital reference materials when appropriate.
LA 10.1.6	Comprehension: Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text.
	LA 10.1.6.a Evaluate the meaning, reliability, and validity of text considering author's purpose, perspective, and contextual influences.
	LA 10.1.6.b Analyze and evaluate the relationships between elements of literary text (e.g., characterization, setting, plot development,

## English Language Arts Curriculum Report

---

	internal and external conflict, inferred and recurring themes, point of view, tone, mood).
	LA 10.1.6.c Analyze the function and critique the effects of the author's use of literary devices (e.g., simile, metaphor, personification, idiom, oxymoron, hyperbole, alliteration, onomatopoeia, analogy, dialect, tone, mood).
	LA 10.1.6.d Summarize, analyze, and synthesize the themes and main ideas between a literary and informational work (print, digital, and/or other media).
	LA 10.1.6.e <i>Skills blended with 10.1.6.d at this level.</i>
	LA 10.1.6.f Interpret and evaluate information from print and digital text features to support comprehension.
	LA 10.1.6.g Cite specific textual evidence to analyze and evaluate the effects of historical, cultural, biographical, and political influences of literary and informational text written by culturally diverse authors, to develop a regional, national, and international multicultural perspective.
	LA 10.1.6.h <i>Skills blended with 10.1.6.g at this level.</i>
	LA 10.1.6.i Construct and/or answer literal, inferential, critical, and interpretive questions, analyzing and synthesizing evidence from the text and additional sources to support answers.
	LA 10.1.6.j Apply knowledge of organizational patterns to comprehend informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion, proposition/support, concept definition, question/answer).
	LA 10.1.6.k Select text for a particular purpose (e.g., answer a question, solve problems, enjoy, form an opinion, understand a specific viewpoint, predict outcomes, discover models for own writing, accomplish a task), citing evidence to support analysis, reflection, or research.
	LA 10.1.6.l Build background knowledge and activate prior knowledge to clarify text, deepen understanding, and make connections while reading complex text.
	LA 10.1.6.m Self-monitor comprehension and independently apply appropriate strategies to understand complex text.
	LA 10.1.6.n Formulate and justify inferences with text evidence while previewing, reading, and analyzing literary and informational text in various formats.
	LA 10.1.6.o Demonstrate an understanding of complex text by using textual evidence to support analysis, reflection, and research via multiple mediums (e.g., writing, artistic representation, video, other media).

## English Language Arts Curriculum Report

---

	LA 10.1.6.p Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.
<b>LA 10.2 Writing: Students will learn and apply writing skills and strategies to communicate.</b>	
LA 10.2.1	Writing Process: Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.
	LA 10.2.1.a Use multiple writing strategies recursively to investigate and generate ideas, organize information, guide writing, answer questions, and synthesize information.
	LA 10.2.1.b Generate a draft that conveys complex ideas and critical thinking through analysis, reflection, and use of effective organizational patterns that are appropriate to the purpose and intended audience.
	LA 10.2.1.c Gather and use relevant information and evidence from multiple authoritative print and/or digital sources including primary and secondary sources to support claims or theses.
	LA 10.2.1.d Apply standard rules of grammar and paragraph formation, including parallel structure and subordination.
	LA 10.2.1.e Revise to improve and clarify writing through self-monitoring strategies and feedback from others.
	LA 10.2.1.f Provide oral, written, and/or digital descriptive feedback to other writers.
	LA 10.2.1.g Adjust writing processes to persevere in short and long-term writing tasks of increasing length and complexity.
	LA 10.2.1.h Proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics).
	LA 10.2.1.i Display academic honesty and integrity by avoiding plagiarism and/or overreliance on any one source and by following a standard format for citation.
	LA 10.2.1.j Publish a legible document using a variety of media, and apply various formatting techniques to enhance the readability and impact of the document (e.g., fonts, spacing, design, images, style conventions, citations, and manuscript requirements).
LA 10.2.2	Writing Modes: Students will write in multiple modes for a variety of purposes and audiences across disciplines.
	LA 10.2.2.a Communicate information and ideas effectively in analytic, argumentative, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.

## English Language Arts Curriculum Report

---

	LA 10.2.2.b Provide evidence from literary or informational text to support analysis, reflection, and research.
	LA 10.2.2.c Conduct and publish both short and sustained research projects to answer questions or solve problems using multiple primary and/or secondary sources to support theses.
	LA 10.2.2.d Use precise word choice and domain-specific vocabulary to write in a variety of modes.
	LA 10.2.2.e Analyze various mentor texts and/or exemplars in order to create a similar piece.
<b>LA 10.3 Speaking and Listening: Students will develop and apply speaking and listening skills and strategies to communicate for a variety of purposes.</b>	
LA 10.3.1	Speaking: Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.
	LA 10.3.1.a Communicate ideas and information in a clear and concise manner suited to the purpose, setting, and audience (formal voice or informal voice), using appropriate word choice, grammar, and sentence structure.
	LA 10.3.1.b Demonstrate and adjust speaking techniques (e.g., appropriate eye contact, pacing, nonverbal cues, word choice, intonation) for a variety of purposes and situations, including interpreting text.
	LA 10.3.1.c Select and utilize appropriate visual and/or digital tools to enhance understanding for specific audiences.
	LA 10.3.1.d Convey a perspective with clear reasoning and valid evidence.
	LA 10.3.1.e Ask pertinent questions to acquire or confirm information.
	LA 10.3.1.f Anticipate and address alternative or opposing perspectives when appropriate to the mode of speaking.
LA 10.3.2	Listening: Students will develop and demonstrate active listening skills across a variety of situations.
	LA 10.3.1.a Select and utilize active and attentive listening skills (e.g., eye contact, nonverbal cues, questioning, summarizing) for multiple situations and modalities (e.g., small/large group, presentation, one-to-one, digital).
	LA 10.3.1.b Analyze the purpose of information presented in diverse media and formats, evaluate its motives (e.g., social, commercial, political), and determine its credibility.
	LA 10.3.1.c Complete a task following complex multi-step directions.
LA 10.3.3	Reciprocal Communication: Students will develop, apply, and adapt reciprocal communication skills.
	LA 10.3.1.a Integrate professional etiquette and social protocols when communicating.



## English Language Arts Curriculum Report

---

	LA 10.3.1.b Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, connotations, subtleties of language) in conversation.
	LA 10.3.1.c Apply conversation strategies to recognize, consider, and evaluate new information presented by others in relationship to one's own ideas.
	LA 10.3.1.d Listen, ask probing questions, and consider information to generate new ideas and challenge assumptions to a topic, text, or issue under study.
	LA 10.3.1.e Collaboratively converse with peers and adults on grade-appropriate topics and texts, building on others' ideas to clearly and persuasively express one's own views while respecting diverse perspectives.
<b>LA 10.4 Multiple Literacies: Students will apply information fluency and practice digital citizenship.</b>	
LA 10.4.1	Information Fluency: Students will evaluate, create, and communicate information in a variety of media and formats (textual, visual, and digital).
	LA 10.4.1.a Locate, organize, analyze, evaluate, and synthesize information from print and digital resources to create new understandings and defend conclusions.
	LA 10.4.1.b Demonstrate ethical use of information and copyright guidelines by appropriately quoting or paraphrasing from a text and citing the source using available resources (e.g., online citation tools, publication guidelines).
	LA 10.4.1.c Use or decipher multiple formats of print and digital text (e.g., cursive, manuscript, font, graphics, symbols).
LA 10.4.2	Digital Citizenship: Students will practice the norms of appropriate and responsible technology use.
	LA 10.4.2.a Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, appropriate language use, utilize appropriate sites and materials, respect diverse perspectives).
	LA 10.4.2.b Use appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information, gathering opinions, and solving problems.



## English Language Arts Curriculum Report

---

### English 9 English Language Arts Vocabulary

Headings	Subheadings	Index
Tables	Graphs	Charts
Annotations	Setting	Plot development
Exposition	Climax	Resolution
Point of view	1 <sup>st</sup> person	3 <sup>rd</sup> person
3 <sup>rd</sup> person omniscient	Theme	Foreshadowing
Personification	Oxymoron	Flashback
Symbolism	Irony	Sequence
Cause and effect	Compare/contrast	Fact/opinion
Proposition/support	Tone	Prefixes
Suffixes	Inference (inferential)	Transitional devices
Summarize	Analyze	Synthesize
Organizational patterns	Narrative/informational genres	Literal
Critical	Interpretive questions	Complex inferences/predictions
Abstract inferences/predictions	Author purpose	Characterization
External conflict	Internal conflict	Mood
Allusion	Metaphor	Epiphany
Dialect		

### English 10 English Language Arts Vocabulary

Exposition	Allegory	Dialect
Direct/indirect objects	Memoir	Holocaust
Stereotype	Genocide	Prepositional phrases
Appositive phrases	Verbal phrases	Gerunds
Five paragraph essay	Thesis statement	Peer-response
Six traits of writing	Ideas	Organization
Voice	Word choice	Sentence fluency
Conventions	Tragic hero	Parenthetical documentation
Plagiarism	Citation	Works cited
Primary and secondary resources		

# English Language Arts Curriculum Report

## Grade 11-12

<b>LA 12.1 Reading: Students will learn and apply reading skills and strategies to comprehend text.</b>	
LA 12.1.1	Concepts of Print: Students will demonstrate knowledge of the concepts of print.
	Mastered in Grade 1 and blended with other skills at this grade level.
LA 12.1.2	Phonological Awareness: Students will demonstrate phonological awareness through oral activities.
	Mastered in Grade 1 and blended with other skills at this grade level.
LA 12.1.3	Word Analysis: Students will use phonetic analysis to read and write grade-level text.
	LA 12.1.3.a Know and apply phonetic and structural analysis (e.g., Greek and Latin roots and affixes, multisyllabic words) when reading, writing, and spelling grade-level text.
LA 12.1.4	Fluency: Students will develop accuracy, phrasing, and expression while reading a variety of grade-level print/digital text to support comprehension.
	LA 12.1.4.a Adjust reading strategies to persevere through text of increasing length and/or complexity.
LA 12.1.5	Vocabulary: Students will build and use conversational, academic, and content-specific grade-level vocabulary.
*	LA 12.1.5.a Apply word analysis strategies to determine the meaning of unknown and multiple-meaning words across content areas to aid in comprehension and improve writing.
	LA 12.1.5.b <i>Skills blended with 10.1.5.a at this level.</i>
*	LA 12.1.5.c Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.
*	LA 12.1.5.d Use semantic relationships (e.g., figurative language, connotations, technical and multiple-meaning words, and key terms or phrases) to analyze the impact of specific word choices on meaning and tone, aid in comprehension, and improve writing.
	LA 12.1.5.e Verify meaning and pronunciation of words or phrases using print and/or digital reference materials when appropriate.
LA 12.1.6	Comprehension: Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text.
*	LA 12.1.6.a Evaluate the meaning, reliability, and validity of text considering author's purpose, perspective, rhetorical style, and contextual influences.
*	LA 12.1.6.b Analyze and evaluate the relationships between elements of literary text (e.g., characterization, setting, plot development, internal and external conflict, inferred and recurring themes, point of view, tone, mood).

## English Language Arts Curriculum Report

---

*	LA 12.1.6.c Analyze the function and critique the effects of the author's use of literary devices (e.g., allusion, symbolism, metaphor, personification, epiphany, oxymoron, dialect, tone, mood).
*	LA 12.1.6.d Summarize, analyze, and synthesize the themes and main ideas between multiple literary and informational works (print, digital, and/or other media).
*	LA 12.1.6.e <i>Skills blended with 12.1.6.d at this level.</i>
*	LA 12.1.6.f Interpret and evaluate information from print and digital text features to support comprehension.
*	LA 12.1.6.g Cite specific textual evidence to analyze and evaluate the effects of historical, cultural, biographical, and political influences of literary and informational text written by culturally diverse authors, to develop a regional, national, and international multicultural perspective.
	LA 12.1.6.h <i>Skills blended with 12.1.6.g at this level.</i>
	LA 12.1.6.i Construct and/or answer literal, inferential, critical, and interpretive questions, analyzing and synthesizing evidence from the text and additional sources to support answers.
*	LA 12.1.6.j Apply knowledge of organizational patterns to comprehend informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion, proposition/support, concept definition, question/answer).
	LA 12.1.6.k Select text for a particular purpose (e.g., answer a question, solve problems, enjoy, form an opinion, understand a specific viewpoint, predict outcomes, discover models for own writing, accomplish a task), citing evidence to support analysis, reflection, or research.
	LA 12.1.6.l Build background knowledge and activate prior knowledge to clarify text, deepen understanding, and make connections while reading complex text.
	LA 12.1.6.m Self-monitor comprehension and independently apply appropriate strategies to understand complex text.
	LA 12.1.6.n Formulate and justify inferences with text evidence while previewing, reading, and analyzing literary and informational text in various formats.
	LA 12.1.6.o Demonstrate an understanding of complex text by using textual evidence to support analysis, reflection, and research via multiple mediums (e.g., writing, artistic representation, video, other media).
	LA 12.1.6.p Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.

## English Language Arts Curriculum Report

---

<b>LA 12.2 Writing: Students will learn and apply writing skills and strategies to communicate.</b>	
LA 12.2.1	Writing Process: Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.
	LA 12.2.1.a Use multiple writing strategies recursively to investigate and generate ideas, organize information, guide writing, answer questions, and synthesize information.
	LA 12.2.1.b Generate a draft that interprets complex ideas, raises relevant questions, solves problems, or evaluates ideas through synthesis, analysis, reflection, and use of effective organizational patterns that are appropriate to the purpose and intended audience.
	LA 12.2.1.c Gather and use relevant information and evidence from multiple authoritative print and/or digital sources including primary and secondary sources to support claims or theses.
	LA 12.2.1.d Apply standard rules of grammar and paragraph formation, including parallel structure and subordination.
	LA 12.2.1.e Revise to improve and clarify writing through self-monitoring strategies and feedback from others.
	LA 12.2.1.f Provide oral, written, and/or digital descriptive feedback to other writers.
	LA 12.2.1.g Adjust writing processes to persevere in short and long-term writing tasks of increasing length and complexity.
	LA 12.2.1.h Proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics).
	LA 12.2.1.i Display academic honesty and integrity by avoiding plagiarism and/or overreliance on any one source and by following a standard format for citation.
	LA 12.2.1.j Publish a legible document using a variety of media, and apply various formatting techniques to enhance the readability and impact of the document (e.g., fonts, spacing, design, images, style conventions, citations, and manuscript requirements).
LA 12.2.2	Writing Modes: Students will write in multiple modes for a variety of purposes and audiences across disciplines.
	LA 12.2.2.a Communicate information and ideas effectively in analytic, argumentative, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.
	LA 12.2.2.b Provide evidence from literary or informational text to support analysis, reflection, and research.

## English Language Arts Curriculum Report

---

	LA 12.2.2.c Conduct and publish both short and sustained research projects to answer questions or solve problems using multiple primary and/or secondary sources to support theses.
	LA 12.2.2.d Use precise word choice and domain-specific vocabulary to write in a variety of modes.
	LA 12.2.2.e Analyze various mentor texts and/or exemplars in order to create a similar piece.
<b>LA 12.3 Speaking and Listening: Students will develop and apply speaking and listening skills and strategies to communicate for a variety of purposes.</b>	
LA 12.3.1	Speaking: Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.
	LA 12.3.1.a Communicate ideas and information in a clear and concise manner suited to the purpose, setting, and audience (formal voice or informal voice), using appropriate word choice, grammar, and sentence structure.
	LA 12.3.1.b Demonstrate and adjust speaking techniques (e.g., appropriate eye contact, pacing, nonverbal cues, word choice, intonation) for a variety of purposes and situations, including interpreting text.
	LA 12.3.1.c Demonstrate and adjust speaking techniques (e.g., appropriate eye contact, pacing, nonverbal cues, word choice, intonation) for a variety of purposes and situations, including interpreting text.
	LA 12.3.1.d Convey a perspective with clear reasoning and valid evidence.
	LA 12.3.1.e Ask pertinent questions to acquire or confirm information.
	LA 12.3.1.f Anticipate and address alternative or opposing perspectives when appropriate to the mode of speaking.
LA 12.3.2	Listening: Students will develop and demonstrate active listening skills across a variety of situations.
	LA 12.3.2.a Select and utilize active and attentive listening skills (e.g., eye contact, nonverbal cues, questioning, summarizing) for multiple situations and modalities (e.g., small/large group, presentation, one-to-one, digital).
	LA 12.3.2.b Analyze the purpose of information presented in diverse media and formats, evaluate its motives (e.g., social, commercial, political), and determine its credibility.
	LA 12.3.2.c Complete a task following complex multi-step directions.
LA 12.3.3	Reciprocal Communication: Students will develop, apply, and adapt reciprocal communication skills.
	LA 12.3.3.a Integrate professional etiquette and social protocols when communicating.

## English Language Arts Curriculum Report

---

	LA 12.3.3.b Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, connotations, subtleties of language) in conversation.
	LA 12.3.3.c Apply conversation strategies to recognize, consider, and justify new information presented by others in relationship to one's own ideas.
	LA 12.3.3.d Listen, ask probing questions, and consider information to generate new ideas and challenge assumptions to a topic, text, or issue under study.
	LA 12.3.3.e Collaboratively converse with peers and adults on grade-appropriate topics and texts, building on others' ideas to clearly and persuasively express one's own views while respecting diverse perspectives.
<b>LA 12.4 Multiple Literacies: Students will apply information fluency and practice digital citizenship.</b>	
LA 12.4.1	Information Fluency: Students will evaluate, create, and communicate information in a variety of media and formats (textual, visual, and digital).
	LA 12.4.1.a Locate, organize, analyze, evaluate, and synthesize information from print and digital resources to create new understandings and defend conclusions.
	LA 12.4.1.b Demonstrate ethical use of information and copyright guidelines by appropriately quoting or paraphrasing from a text and citing the source using available resources (e.g., online citation tools, publication guidelines).
	LA 12.4.1.c Use or decipher multiple formats of print and digital text (e.g., cursive, manuscript, font, graphics, symbols).
LA 12.4.2	Digital Citizenship: Students will practice the norms of appropriate and responsible technology use.
	LA 12.4.2.a Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, appropriate language use, utilize appropriate sites and materials, respect diverse perspectives).
	LA 12.4.2.b Use appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information, gathering opinions, and solving problems.

## English Language Arts Curriculum Report

---

### Speech (11<sup>th</sup> & 12<sup>th</sup>) English Language Arts Vocabulary

Appeal to authority	Appeal to emotion	Appeal to logic
Articulation	Belief system	Bias
Counter argument	Credibility	Criteria
Debate	Delivery	Dictation
Diction	Direct address	Dramatic mood change
Emphasis	Ethics	Exaggerated claim
Excerpt	Friendly audience	Hostile audience
Job application	Job interview	Poise
Propaganda	Proposition of fact speech	Proposition of policy speech
Proposition of problem speech	Proposition of value speech	Questionnaire
Resume		

### British Literature (11<sup>th</sup> & 12<sup>th</sup>) English Language Arts Vocabulary

Consonance	Assonance	Caesura
Kenning	Elegy	Lyric
Epic	Motif	Frame story
Anecdote	Exemplum	Medieval romance
Legend	Sonnet sequence	Shakespearean sonnet
Petrarchan	Iambic pentameter	Spenserian sonnet
Pastoral poem	Enjambment	End-stopped line
Sound devices	Tone	Allusion
Apostrophe	Conceit	Paradox
Quatrain	Antihero	Sonnet
Foot	Satire	Situational irony
Dramatic irony	Verbal irony	Diction
Mock epic	Synesthesia	Parallelism
Terza rima	Gothic fiction	Dramatic monologue
Archetype	Foil	Research paper
Modern Language Association	Parenthetical documentation	Plagiarism
Citation	Works cited	Primary and secondary resources



## English Language Arts Curriculum Report

---

### American Literature (11<sup>th</sup> & 12<sup>th</sup>) English Language Arts Vocabulary

Puritan plain style	Paradox	Extended metaphor
Lyric poetry	Persuasive speech	Aphorism
Humor	Oratory devices	Tone
Parallelism	Epistle	Blank verse
Scansion	Imagery	Transcendentalism
Argument	Sound devices	Consonance
Assonance	Style	Single effect
Parable	Archetype	Stereotype
Diction	Refrain	Free verse
Elaboration	Rhyme: Full rhyme	Slant rhyme
Memoir	Regionalism	Motivation
Allusion	Modernism	Imagism
Tanka	Dramatic monologue	Stream of consciousness
Free verse	Harlem renaissance	Research paper
Modern language association	Parenthetical documentation	Citation
Plagiarism	Copyright law	Works cited

### Advanced Placement Literature and Composition (Seniors) English Language Arts Vocabulary

Annotations	Imaginative literature	Prose fiction
Narrative fiction	Parables	Romance
Formal	Sonnet	Blank verse
Couplet	Elegy	Epigram
Hymn	Limerick	Ode
Quatrain	Song	Lyric
Tercet	Villanelle	Haiku
Discursive	Epic poem	Free verse
Drama	Character	Situation
Speech	Action	Dialogue
Fable	Realism	Verisimilitude
Donnee	Organic unit	Structure
Idea	Theme	Second person
Third person dramatic	Description	Symbolism
Tone	Verbal irony	Situational irony
Dramatic irony	Cultural symbols	Contextual
Commentary	Round character	Flat character
Static character	Dynamic character	Stock character



## English Language Arts Curriculum Report

Stereotype character	Probability	Framing
Enclosed setting	Atmosphere	Mood
Structure	Exposition	Complication
Crisis	Resolution	Denouement
Selective recollection	Diction	Formal diction
Neutral diction	Low diction	Specific
General	Concrete	Abstract
Understatement	Overstatement	Double entendre
Universal	Contextual	Authorial
Fable	Beast fable	Parable
Mythos	Allude	Narrative ballad
Narrative	Specific language	General language
Concrete diction	Abstract diction	Idiom
Decorum	Rhetoric	Parallelism
Antithesis	Antimetabole	Chiasmus
Persona	Dramatic monologue	Visual images
Auditory images	Olfactory images	Gustatory images
Tactile images	Kinetic	Kinesthetic
Vehicle	Tenor	Paradox
Anaphora	Apostrophe	Synecdoche
Metonymy	Paronomasia	Synesthesia
Prosody	Vowel sound	Schwa
Diphthong	Consonant sound	Stop sound
Continuant sound	Affricate	Semivowel sound
Voiced	Voiceless	Nasal consonants
Segments	Segmental phonemes	Graph
Assonance	Consonance	Phonetics
Heavy stress	Accent	Light stress
Scansion	Breve	Virgule
Slash	Pentameter	Tetrameter
Trimeter	Dimeter	Monometer
Hexameter	Heptameter	Octameter
Lamb	Trochee	Choree
Trochee	Choree	Trochaic
Spondee	Hovering accent	Pyrrhic
Dactyl	Anapest	Imperfect foot
Catalectic	Caesura	Amphibrach
Amphimacer	Cretic	Bacchius
Dipodic measure	Substitution	Sprung rhythm
Virgules	End-stopped	Enjambment
Euphony	Cacophony	Exact rhyme
Internal rhyme	Cliché rhyme	Rising rhyme
Trochaic rhyme	Falling rhyme	Slant rhyme
Vowel rhyme	Rhyme scheme	Couplet
Quatrain	Ballad measure	Closed-form poetry

## English Language Arts Curriculum Report

---

Line	Blank verse	Couplet
Heroic couplet	Neoclassic couplet	Terza rima
Villanelle	Quatrain	Sonnet
Italian sonnet	Petrarchan	Octave
Sestet	Shakespearean sonnet	English sonnet
Ode	Elegy	Pastoral
Common measure	Hymnal stanza	Epigram
Epitaph	Limerick	Cerihew
Double dactyl	Open-form poetry	Prose poem
Shakespearean tragedy	Tragic hero	Soliloquy
Aside	drama	Haiku