

## LANGUAGE ARTS

### OVERVIEW

English language arts education incorporates the teaching and learning of reading, writing, speaking, listening, and viewing. Integration of language arts occurs in multiple ways. First, curriculum, instruction, and assessment reflect the integration of listening, speaking, viewing, reading, and writing. The language arts are not perceived as individual content areas, but as one unified subject in which each of the five areas supports the others and enhances thinking and learning. Secondly, there is integration of the teaching and learning of content and process within the curriculum. The common human experiences and the ideas, conflicts, and themes embodied in literature and all oral, written, and visual texts provide a context for the teaching of the processes, skills, and strategies of listening, speaking, viewing, reading, and writing. Finally, literacy educators believe the knowledge, skills, and strategies of language arts are integrated throughout the curriculum, enabling students to solve problems and think critically and creatively in all subject areas.

Language arts is the vehicle of communication by which we live, work, share, and build ideas and understandings of the present, reflect on the past, and imagine the future. Through language arts, we learn to appreciate, integrate, and apply what is learned for real purposes in our homes, schools, communities, and workplaces.

An effective language arts program should encompass process and content—how people communicate as well as what they communicate. Process includes skills and strategies used in listening, speaking, reading, writing, and viewing. Content includes the ideas, themes, issues, problems, and conflicts found in classical and contemporary literature and other texts, such as technical manuals, periodicals, speeches, and videos. Ideas, experiences, and cultural perspectives we discover in texts help us shape our visions of the world. The insight we gain enables us to understand our cultural, linguistic, and literary heritages.

In Grades K-12, a locally developed language arts curriculum, embodying these content standards, will ensure all students are literate and can engage successfully in reading, discovering, creating, and analyzing spoken, written, electronic, and visual texts which reflect multiple perspectives and diverse communities and make connections within language arts and between language arts and other fields.

### READING/LITERATURE

The revised reading standards in the *Priority Academic Student Skills (PASS)* reflect scientifically-based reading research and are organized in the following related strands:

**Print Awareness**  
**Phonological/Phonemic Awareness**  
**Phonics/Decoding**  
**Vocabulary**  
**Fluency**  
**Comprehension/Critical Literacy**

The National Reading Panel has revealed that the most reliably effective approach is

systematic and explicit instruction. Skills are taught in a logical sequence and teachers clearly state what is being taught. These reading skills are interrelated and need to be developed in the context of a core curriculum that applies effective reading strategies to achieve success in all academic areas.

**PRINT AWARENESS** - is the ability to understand how print works. This includes knowing that the print on the page represents the words that can be read aloud and distinguishing between various forms and purposes of print, from personal letters and signs to storybooks and essays.

**PHONOLOGICAL/PHONEMIC AWARENESS** - is an oral prerequisite to phonics and one of the best predictors of later reading success. It is the understanding that words and syllables can be broken down into smaller units or phonemes. Research indicates that poor phonemic awareness is a major underlying cause of reading difficulty. A student's progress should be monitored throughout the kindergarten year by administering informal phonemic awareness assessments.

**PHONICS/DECODING** - instruction provides students with a consistent strategy to apply sound-symbol relationships to assist in the identification of unfamiliar words. The goal of teaching children phonics is to teach children to decode unfamiliar words easily and automatically as they read. Children must be encouraged to use this strategy on their own.

**VOCABULARY** - knowledge is essential to reading because a reader's understanding comes chiefly from his or her vocabulary base. Vocabulary development can be achieved through reading, direct instruction, and student-centered activities. A balanced vocabulary program contains all three of these strategies.

**READING FLUENCY** - research refers to two stages of reading development. The first is the "decoding stage" where the student learns how to change printed symbols into sounds. During the next stage called the "fluency stage," the student continues to work on decoding skills to the point where the child becomes "unglued" from the print. Word recognition becomes easy, and fluent reading is characterized by a lack of trouble with word identification.

Easy word recognition frees a student's attention to comprehend the text. Achieving speed and accuracy in recognizing words is reading fluency.

**COMPREHENSION/CRITICAL LITERACY** - is understanding the meaning or point of the text; it is the essence of reading. Comprehension is a complex process. As readers mature they become more strategic in their process to construct meaning from text. Comprehension involves understanding what is read, what is meant, and what is implied. Students read for a variety of purposes, to locate information, to be informed, entertained, persuaded, and so on. Students use a wide range of strategies to help them meet their purpose. These strategies include making predictions, activating prior knowledge, skimming text for literal information, drawing inferences and conclusions, interpreting meaning, summarizing information, analyzing and evaluating text, monitoring reading, and using correction strategies.

Reading requires the coordination of cues as sources of information: sound/symbol relationships, syntax, semantics, and context. When reading, readers use three cueing systems. They derive semantic cues from the text's meaning, syntactic cues from the text's grammatical structure, and graphophonic cues from sound-letter relationships and patterns. Cueing systems are important and are constantly in motion to enable readers to construct meaning. They help readers answer questions such as: Does this make sense? Does this sound right? Does this look right?

Readers use a variety of strategies to ensure comprehension. They predict what they think the text is about to convey and confirm their prediction by checking to see if meaning is maintained. Readers monitor understanding and take action when meaning breaks down by choosing to self-correct or continue to read ahead only to return later to reconstruct meaning from previously read text.

Writing is also a means of learning. This process is “a valuable tool for learning for all students in all subject areas at all ages.” While writing to learn, students discover connections, describe processes, express emerging understandings, raise questions, and find answers. For example, students learn content in science or social studies through keeping a response or process journal, or a learning log.

## **THE WRITING PROCESS**

**WRITING** - should be taught as a natural and integral part of the curriculum. Instruction should encourage whole pieces of writing for real purposes and real audiences (and should include all stages of the writing process). Because writing is recursive, the stages may not occur in a linear sequence, but the writer may revert to an activity characteristic of an earlier stage. The stages of the writing process include prewriting, drafting, revising, editing, and publishing.

**PREWRITING** - is the process that helps the writer get ready to write. Students gather ideas and organize them. During this stage, the topic is generated and purpose, audience, and form are clarified. It is conceivable that the prewriting stage will take more time than any other stage in the process. Activities may include class discussion, reading, predicting, remembering, word banks, observing, thinking, student notebooks, drawing, free writing, modeling, clustering/webbing, cubing, and brainstorming.

**DRAFTING** - is putting ideas down on paper with a focus on content, and begins with notes or ideas generated during prewriting. The first draft may be kept in a journal, writer’s notebook, writing center, or on a computer disk. Students are also encouraged to explore a topic without grammatical inhibitions or over concern about spelling or punctuation. The teacher’s role is to encourage students to “get it down.”

**REVISING** - is refining of content, not mechanics. Revision (“to see again”) begins during the prewriting activity and continues through the final draft. It is best achieved in an interactive setting with the teacher or a group of peers. Writers should think again about the choices made for content and add, delete, or rearrange the material. Thus, writing becomes thinking made visible. Writers critically read their own writing and become their own reader. Since revising can be internal and unobservable, revising skills can be taught by modeling the questions asked by critical readers.

**EDITING** - is the stage in which the writing is made suitable for publication. Positive reinforcement is more effective than corrective comments to improve the quality of writing. Peer editing in writing groups helps teach and reinforce proofreading skills. Students are to locate and correct errors in punctuation, capitalization, spelling, usage, and sentence structure so that errors in conventions do not interfere with a reader’s ability to understand the message.

**PUBLISHING** - the student’s work is essential to the composing process. Publication

provides an opportunity for the writer's product to be shared with and/or evaluated by the intended audience or reader in general. An authentic audience, one with whom the students want to communicate, is necessary for effective writing. Without some type of publication, students may forget or never realize that their writing is meaningful communication.

It is important to note that not every piece that a writer begins will be carried through the entire writing process and polished for publication. However, each student should be encouraged to develop some pieces of writing thoroughly enough to be published. Publishing is an important motivator in working through the stages of the composing process. The purpose of publishing is to reinforce the idea that writing is an act of communication.

## **SPELLING**

Spelling, writing, and reading are interrelated and coherent. Writing leads to mastery in reading; reading leads to mastery in writing. Combined instruction leads to improvement in both reading and writing.

Research indicates that as children use temporary or phonetic spelling. Phonetic spelling develops and reinforces knowledge of phonics. It is important to understand that temporary spelling is not in conflict with correct spelling. When children use temporary spelling, they are practicing their growing knowledge of phonemes. First grade children should be expected to correctly spell previously studied words and spelling patterns. Temporary spelling of common spelling patterns should progress toward more conventional spelling by the end of second grade with the students mastering the conventional spelling of increasing numbers of words.

Spelling instruction should help students understand how words are put together (word patterns). Therefore, extensive reading and writing help students become good spellers.

## **HANDWRITING/PENMANSHIP**

Young children need an awareness of print to communicate effectively. Handwriting/penmanship is that method for forming letters that comprise a writing system, as well as, how to express thoughts in the written word. Through writing, children form a muscular and visual memory of the letters and words; and, therefore can recognize them. Students must be aware of the importance of legibility to facilitate communication of the intended message. Elements of legible handwriting include letter formation, size and proportion of letters, spacing, slant, alignment of letters on the baseline, and uniform steadiness and thickness of line. Writing should reinforce the fact that language has meaning. It gives students an opportunity to develop personal voice and style upon which they can reflect.

## **ORAL LANGUAGE/LISTENING/SPEAKING**

There is clearly a need for schools to spend more time teaching speaking and listening. More than 75 percent of all communication is devoted to the oral communication process. People in the workplace devote one-third of all working time carrying on face-to-face talk, and corporate managers spend about 60 percent of their time in communicating orally in meetings or on the telephone. Moreover, even with sophisticated electronic communication devices, oral language is still the main way of passing culture from one generation to another. Even with this

demonstrated need for effective oral communication, almost two-thirds of young people have difficulty explaining how to get to a local grocery store in directions that can be understood.

Although the “school” emphasis on reading and writing may create the impression that oral language skills are not as important, this is not the case. Oral language is now, and is even more likely to be in the future, the primary means of acquiring and transmitting information.

Fortunately, students begin to learn oral language skills naturally. They listen to the sounds of adults and other children and internalize language patterns quite early in order to communicate orally themselves. However, not all children come to school with equal opportunities to develop language skills. Children who have experienced positive feedback to their efforts to use language, and have had opportunities to hear language used in a variety of social contexts, are better prepared to use oral language as a foundation for their reading and writing development.

Since some children have limited opportunities for oral language in their home environments and since oral language development continues through at least age twelve, all children can improve their oral language ability with instruction and guidance. It is essential that oral language instruction begin in kindergarten and continue throughout school.

## **VISUAL LITERACY**

Visual literacy (both viewing and representing) refers to the ability to comprehend, evaluate, and compose visual messages. Visually literate persons are able to read visual messages, compose visual language statements, and translate from visual to verbal and vice versa. Students learn attitudes, behaviors, and questions to ask which enable them to think abstractly and analytically.

Viewing is an ongoing lifetime activity that extends knowledge and experiences and provides enjoyment and pleasure. Therefore, learners will need to become engaged in a variety of viewing experiences, both in comprehending and composing. The media for visual communication may include: field trips, graphic displays, models, photographs, pictures, transparencies, picture books, newspapers, filmstrips, videotapes, labels, posters, advertisements, cartoons, carvings, paintings, memos, plays, dances, television, charts, maps, diagrams, graphic aids in oral presentations, signs, logos, creative movement, and computers.

It is an important goal of education for learners to be able to critique and use the dominant media of today. Visual literacy is essential for survival as consumers and citizens in our technologically intensive world.

### **NOTE:**

Asterisks (\*) have been used to identify standards and objectives that must be assessed by the local school district. All other skills may be assessed by the Oklahoma School Testing Program (OSTP).

Book icons ( ) identify Information Literacy skills. Students are best served when these are taught in collaboration and cooperation between the classroom teacher and the library media specialist.

# LANGUAGE ARTS

## Grade 1

**Reading/Literature: The student will apply a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to a variety of texts.**

**Standard 1: Print Awareness - The student will develop and demonstrate knowledge of print awareness.**

1. Read from left to right, top to bottom.
2. Track print as text is being read.
3. Recognize the difference among letters, words, and sentences.

**Standard 2: Phonological/Phonemic Awareness – The student will develop and demonstrate knowledge of phonological/phonemic awareness.**

1. Create and state groups of rhyming words.  
Example: bat/cat/sat/mat
2. Count syllables in a word.
3. Distinguish onset (beginning sound) and rime in one syllable words.  
Examples: onset: /b/ in bat; rime: at in bat
4. Segment and blend the phonemes of one-syllable words.  
Example: bat = /b/ /a/ /t/
5. Isolate phonemes within words by identifying the beginning, middle, and ending sounds in one-syllable words.  
Example: the beginning sound of dog is /d/  
the middle sound in can is /a/
6. Add or delete a phoneme to a word.  
Example: /b/ + at = bat, cat - /k/ = at

**Standard 3: Phonics/Decoding – The student will apply sound-symbol relationships to decode unknown words.**

1. Phonetic Analysis - Apply phonics knowledge to decode one-syllable words.
  - a. Use short and long vowel patterns.  
Example: CVC = mad, hid, cut  
Example: CVCV (final e) = made, hide, cute  
Example: CV<sup>1</sup> = he, me, so

b. Use r-controlled vowel patterns

Example: er = “r” in fern, ir = “r” in bird, and ur = “r” in turn

c. Use blends, digraphs, and diphthongs.

Example: Blends – fl, tr, sl, sm, sn, bl, gr, and str

Example: Digraphs – sh, th, wh

Example: Diphthongs – oi, oy, ou, ow

2. Structural Analysis - Apply knowledge of structural analysis to decode words using strategies such as inflectional endings, contractions and compound words, and possessives.

Example: inflectional endings – adding -s, -es, -ing, or -ed to a word

Example: compound words – cup + cake = cupcake

Example: contraction – can + not = can’t

**Standard 4: Vocabulary – The student will develop and expand knowledge of words and word meanings to increase vocabulary.**

1. Increase personal vocabulary by listening to and reading a variety of text and literature.

2. Discuss unfamiliar oral and/or written vocabulary after listening to or reading texts.

3. Use new vocabulary and language in own speech and writing.

4. Classify categories of words.

Example: Tell which of the following are fruits and which are vegetables: bananas, oranges, apples, carrots, and peas

**Standard 5: Fluency – The student will identify words rapidly so that attention is directed at the meaning of the text.**

1. Read regularly in independent-level text (text in which no more than 1 in 20 words is difficult for the reader), effortlessly, and with expression.

2. Read regularly in instructional-level text (text in which no more than 1 in 10 words is difficult for the reader).

3. Students will engage in repeated readings of the same text to increase fluency.

4. Recognize 100-200 high frequency and/or common irregularly spelled words in text. (e.g., have, to, was, where, said).

5. Use punctuation cues (e.g., periods, commas, question marks) in text as a guide to understand meaning.

**Standard 6: Comprehension/Critical Literacy – The student will interact with the words and concepts in a text to construct an appropriate meaning.**

1. Literal Understanding

- a. Read and comprehend both fiction and nonfiction that is appropriately designed for the second half of first grade.
  - b. Use prereading strategies such as previewing, using prior knowledge, predicting, and establishing a purpose for reading.  
 Example: Prior to reading the book *Verdi* by Janell Cannon, have students preview the book by looking at the cover, identifying the main character and telling what they know about snakes (what they do, where they live . . . ). Make predictions by doing a picture walk to discuss some of the early actions in the story.
  - c. Respond to questions designed to aid general comprehension.
2. Inferences and Interpretations - Make simple inferences based on what is stated in text.
3. Summary and Generalization
- a. Retell or act out stories and events using beginning, middle, and ending.
  - b. Respond to who, what, when, where, why, and how questions and discuss the main idea of what is read.
  - c. Draw and discuss visual images based on text information.
4. Analysis and Evaluation
- a. Identify simple cause and effect relationships.
  - b. Mark favorite passages.
5. Monitoring and Correction Strategies - Apply a basic use of semantics, syntax, and graphophonic cues.  
 Example: semantic - Does it make sense?  
 Example: syntax - Does it sound right?  
 Example: graphophonic - Does it look right?

**Standard 7: Literature - The student will read to construct meaning and respond to a wide variety of literary forms.**

- 1. Literary Genres – The student will demonstrate knowledge of and appreciation of the various forms (genres) of literature.
  - a. Discriminate between fiction and nonfiction.
  - b. Recognize elements of different cultures in multicultural tales.
- 2. Literary Elements – The student will demonstrate knowledge of literary elements and techniques and how they affect the development of a literary work.

- a. Describe the roles of authors and illustrators in telling a story or presenting information.
- b. Identify and describe the plot, setting, and character(s) in a story.

**Standard 8: Research and Information - The student will conduct research and organize information. □**

1. Accessing Information: Select the best source for a given purpose.
  - a. Alphabetize words to the first letter.
  - b. Read and follow simple written directions.
  - c. Recognize author, illustrator, title page, and table of contents (when applicable) as identifying items of information about a book.
  - d. Access information from simple charts, maps, graphs, and calendars.
2. Interpreting Information: Analyze and evaluate information from a variety of sources and generate questions about topics of personal interest and find books to gather information.

**Writing/Grammar/Usage and Mechanics. The student will express ideas effectively in written modes for a variety of purposes and audiences.**

**Standard 1: Writing Process. The student will use the writing process to write coherently.**

1. Participate in prewriting activities such as brainstorming, discussion, webbing, illustrating or story starters.
2. Introduce a process approach to create a first draft with teacher assistance, applying developmentally appropriate steps of prewriting and first draft composition.
3. Begin understanding of the revision process with teacher assistance.
  - a. Create a main idea.
  - b. Apply details to support the main idea.
  - c. Create a logical sequence of events.
4. Introduce, with teacher assistance, editing/proofreading of the first draft for simple usage, mechanics, and spelling.
5. Introduce and apply, with teacher assistance, standard editing marks for capitalization, deletion, and sentence termination.

6. Publish and present the final writing product to various audiences, such as peers or adults.

**Standard 2: Modes and Forms of Writing. The student will communicate through a variety of written forms, for various purposes, and to a specific audience or person.**

1. Recognize modes and forms of language such as informing, persuading, and entertaining.
2. Compose simple narratives (stories) with a consistent focus of a beginning, middle, and end that develop a main idea, use details to support the main idea, and present a logical sequence of events.
3. Write brief description, using some details, of a real object, person, place, or event.
4. Develop, with teacher assistance, "thank you" notes, friendly letters, and invitations to a specific audience or person.
5. Make journal entries.
6. Introduce and compose, with teacher assistance, different modes of simple rhymes and poems.

**Standard 3: Grammar/Usage and Mechanics. The student will demonstrate appropriate practices in writing by applying Standard English conventions to the revising and editing stages of writing.**

1. Grammar/Usage: Students are beginning to recognize appropriate use of nouns, pronouns, verbs, adjectives, and contractions in their writing.
  - a. Subject (naming part) and predicate (action part)
  - b. Singular and plural nouns
  - c. Common and proper nouns
  - d. Singular, personal, gender pronouns
  - e. Nominative and possessive pronouns
  - f. Present and past tense verbs
  - g. Contractions
  - h. Adjectives
2. Mechanics: Students are expected to demonstrate appropriate language mechanics in writing.
  - a. Capitalize the first word of a sentence and the pronoun "I."
  - b. Capitalize all proper nouns (John, Sally).

- c. Capitalize greetings (Dear Joe).
  - d. Capitalize months and days of the weeks (December, Monday).
  - e. Capitalize titles (Dr., Mr., and Mrs.).
  - f. Capitalize initials of people (A.J. Smith).
3. Punctuation: Students are expected to demonstrate appropriate punctuation in writing.
- a. Correctly use terminal (end) punctuation.
  - b. Use commas correctly in dates.
  - c. Use apostrophes correctly in contractions.
  - d. Use quotation marks to show that someone is speaking.
  - e. Use a period in common abbreviations.
4. Sentence Structure: The student will demonstrate appropriate sentence structure in writing a complete sentence (simple subject and simple predicate).
5. Sentence Variety: The student will identify declarative (telling), interrogative (asking), and exclamatory (exciting) sentences.
6. Spelling: Students are expected to demonstrate appropriate application of spelling knowledge to the revising and editing stages of writing.
- a. Spell correctly frequently used grade-level-appropriate sight words.
  - b. Spell short vowel words using the cvc pattern (Example: it-hit, an-man).
  - c. Spell long vowel words using the cvce pattern (Example: lake, bone, time).
7. Handwriting: Students are expected to demonstrate appropriate handwriting in the writing process.
- a. Print legibly and space letters, words, and sentences appropriately.
  - b. Print using left to right progression moving from the top to the bottom of the page.

**Oral Language/Listening and Speaking: The student will demonstrate thinking skills in listening and speaking.**

**Standard 1: Listening – The student will listen for information and for pleasure.**

- 1. Listen attentively and ask questions for clarification and understanding.
- 2. Give, restate, and follow simple two-step directions.

**Standard 2: Speaking – The student will express ideas and opinions in a group or individual situations.**

1. Stay on topic when speaking.
2. Use descriptive words when speaking about people, places, things and events.
3. Recite poems, rhymes, songs and stories.
4. Retell stories using basic story grammar and relating the sequence of story events by answering who, what, when, where, why, and how questions.
5. Relate an important life event or personal experience in a simple sequence.
6. Provide descriptions with careful attention to sensory detail.
7. Use visual aids such as pictures and objects to present oral information.

**Standard 3: Group Interaction - The student will use effective communication strategies in pair and small group context.**

1. Show respect and consideration for others in verbal and physical communications.
2. Make contributions in group discussions.

**Visual Literacy: The student will interpret, evaluate, and compose visual messages.**

**Standard 1: Interpret Meaning – The student will interpret and evaluate the various ways visual image-makers including graphic artists, illustrators, and news photographers represent meaning.**

1. Respond to visual messages by distinguishing between fiction and nonfiction in stories, videos, and television programs.
2. Respond through talk, movement, music, art, drama and writing in ways that reflect understanding of a variety of stories and poems.

**Standard 2: Evaluate Media - The student will evaluate visual and electronic media such as film as compared with printed messages. Example: Make connections between illustrations and print.**

## Language Arts

### Grade 2

**Reading/Literature: The student will apply a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to a wide variety of texts.**

**Standard 1: Phonological/Phonemic Awareness – The student will demonstrate the ability to hear, identify, and manipulate words, syllables, onsets, rimes, and individual sounds (phonemes) in spoken words.**

1. Demonstrate an awareness of the sounds that are made by different letters by distinguishing beginning, middle, and ending sounds in words, rhyming words, and clearly pronouncing blends and vowel sounds.

a. Segment and blend the phonemes of one- and two-syllable words.

Example: salad = /s/ /a/ /l/ /a/ /d/, /s/ /a/ /l/ /a/ /d/ = salad

b. Substitute a phoneme change to a word.

Example: slap, change the /p/ to /m/ = slam

**Standard 2: Phonics/Decoding – The student will apply sound-symbol relationships to decode unknown words.**

1. Phonetic Analysis

a. Use consonant sounds in beginning, medial, and final positions.

b. Use short, long, and r-controlled vowel sounds.

Example: short – CVC pattern – rob

Example: long – VC final e – robe

Example: r-controlled – “er” in her, “ir” in bird, “ur” in turn, “ar” in car and “or” in port

c. Use blends, digraphs, and diphthongs.

Example: blends – cr, sk, st, sw, squ, thr

Example: digraphs – ch, wh, sh, th, ph

Example: diphthongs – oi, oy, ou, ow

2. Structural Analysis

a. Build and understand compound words, contractions, and base words using prefixes and suffixes.

Example: compound words – straw + berry = strawberry

Example: contractions – I am = I’m

Example: prefixes – un + happy = unhappy

Example: suffixes – care + ful = careful

Example: care is the base word of careful; happy is the base word of unhappy

b. Apply knowledge of basic syllabication rules to decode words in text.

Example: VC-CV – rab-bit = rabbit

Example: V-CV – pi-lot = pilot

Example: VC-V – cab-in = cabin

**Standard 3: Vocabulary – The student will develop and expand knowledge of words and word meanings to increase vocabulary.**

1. Words in Context - Expand vocabulary in language and writing by reading and listening to a variety of text and literature.
2. Synonyms, Antonyms, and Homonyms/Homophones - Understand and explain common antonyms (words with opposite meanings), synonyms (words with the same meanings), and homonyms/homophones (words which sound the same but have different spellings and meanings, e.g., bear and bare).
3. Affixes - Know the meaning of simple prefixes and suffixes.  
Example: In unhappy, the "un" means not. In played, the suffix "ed" changes play to past tense.

**Standard 4: Fluency – The student will identify words rapidly so that attention is directed at the meaning of the text.**

1. Read regularly in independent-level text (text in which no more than 1 in 20 words is difficult for the reader) effortlessly and with expression.
2. Read regularly in instructional-level text that is challenging yet manageable (texts in which no more than 1 in 10 words is difficult for the reader).
3. Engage in repeated readings of same text to increase fluency.
4. Accurately and fluently read 200-300 high frequency and/or irregularly spelled words in meaningful text.
5. Use punctuation cues in text (i.e., commas, periods, question marks, and exclamation points) as a guide to understanding meaning.

**Standard 5: Comprehension/Critical Literacy – The student will interact with the words and concepts in a text to construct an appropriate meaning.**

1. Literal Understanding
  - a. Read and comprehend both fiction and nonfiction that is appropriately designed for second grade.
  - b. Use prereading strategies to preview, activate prior knowledge, make predictions, use picture clues, and establish the purpose for reading (i.e.,

graphic organizers).

- c. Ask and respond to questions to aid comprehension about important elements of fiction and nonfiction.

## 2. Inferences and Interpretation

- a. Make inferences about events, characters, and ideas in fictional texts by connecting knowledge and experience to the story.
- b. Support interpretations or conclusions with examples taken from the text.

## 3. Summary and Generalization

- a. Retell or act out narrative text by identifying story elements and sequencing the events.
- b. Produce oral or written summaries of text selections by discussing who, what, when, where, why, and how to identify the main idea and significant supporting details of a text.

## 4. Analysis and Evaluation

- a. Identify cause and effect relationships in a text.
- b. Make comparisons and draw conclusions based on what is read.
- c. Describe character traits, changes, and relationships.

## 5. Monitoring and Correction Strategies - Integrate the use of semantics, syntax, and graphophonic cues to gain meaning from the text.

Example: semantic – Does it make sense?

Example: syntax – Does it sound right?

Example: graphophonic – Does it look right?

## **Standard 6: Literature: The student will read to construct meaning and respond to a wide variety of literary forms.**

### 1. Literary Genres – Demonstrate knowledge of and appreciation for various forms (genres) of literature.

Example: Recognize defining characteristics of a variety of texts (e.g., poems, informational text, plays, folk tales, fables, predictable books, legends, and fairytales).

### 2. Literary Elements – Demonstrate knowledge of literary elements and techniques and how they affect the development of a literary work.

- a. Compare different endings to stories and identify the reasons and the impact of the different ending.

- b. Compare plots, settings, and characters presented in several texts by the same author (i.e., author studies).
  - c. Infer the lesson or moral in a variety of texts (e.g., multicultural tales, fables, legends, and myths).
3. Figurative Language and Sound Devices – The student will identify figurative language and sound devices in writing and how they affect the development of a literary work. Example: Identify the use of rhythm, rhyme, and alliteration (using words with repeating consonant sounds [e.g., "Silly Sally went to town."] in poetry).

**Standard 7: Research and Information - The student will conduct research and organize information.**

- 1. Accessing Information – Select the best source for a given purpose.
  - a. Identify the purposes of various reference materials such as a dictionary, a thesaurus, and an atlas.
  - b. Alphabetize to the second letter.
  - c. Use guide words to locate words in dictionaries and topics in encyclopedias.
  - d. Use title page, table of contents, glossary, and index to locate information.
  - e. Use and interpret charts, maps, graphs, schedules, and directions.
- 2. Interpreting Information – Analyze and evaluate information from a variety of sources. Example: Use graphic organizers, such as webbing and mapping, to organize and summarize information.

**Writing/Grammar/Usage and Mechanics.** The student will express ideas effectively in written modes for a variety of purposes and audiences.

**Standard 1: Writing Process. The student will use the writing process to write coherently.**

- 1. Introduce a variety of prewriting activities such as brainstorming, clustering, illustrating, using graphic organizers, and webbing.
- 2. Use a process approach to write coherently, using developmentally appropriate steps of the writing process: prewriting, drafting, revising, editing/proofreading, and publishing or presenting the final product.
- 3. Begin writing an independent first draft with a clear beginning, middle, and ending.
- 4. Use the revision process and continue to use the standard editing marks and proofreading skills introduced in the first grade.

5. Publish and present final writing products with various audiences such as peers or adults.

**Standard 2: Modes and Forms of Writing. Communicate through a variety of written forms, for various purposes, and to a specific audience or person.**

1. Develop modes and forms of language such as informing, persuading, and entertaining.
2. Write brief personal descriptive narratives (stories) with a consistent focus of a beginning, middle, and ending that:
  - a. Present a logical sequence of events.
  - b. Develop a main idea.
  - c. Use details to support the main idea.
3. Write "thank you" notes, friendly letters (identifying the five parts), and invitations.
4. Make journal entries.
5. Create different modes of simple rhymes and poems.

**Standard 3: Grammar/Usage and Mechanics. The student will demonstrate appropriate practices in writing by applying Standard English conventions to the revising and editing stages of writing.**

1. Grammar/Usage: Students are expected to recognize subject (naming part), and predicate (action part), correctly use nouns, pronouns, verbs, contractions, and adjectives in their writing.
  - a. Subject (naming part) and predicate (action part)
  - b. Singular and plural nouns
  - c. Common and proper nouns
  - d. Singular, plural, and personal pronouns
  - e. Nominative and possessive pronouns
  - f. Present and past tense verbs
  - g. Helping verbs
  - h. Adjectives
  - i. Contractions (e.g., I'm, You're)
2. Mechanics: Students are expected to demonstrate appropriate language mechanics in writing.
  - a. Capitalize correctly the first word in a sentence and the pronoun "I."

- b. Capitalize all proper nouns (names of specific people or things, such as Mike, Indian, Jeep).
  - c. Capitalize greetings (Dear Sir).
  - d. Capitalize the months and days of the week (January, Monday)
  - e. Capitalize titles (Dr., Mr., and Mrs.).
  - f. Capitalize initials of people (A.J. Smith).
3. Punctuation: Students are expected to demonstrate appropriate punctuation in writing.
- a. Correctly use terminal (end) punctuation.
  - b. Use commas correctly in dates.
  - c. Use apostrophes correctly in contractions.
  - d. Use quotation marks to show that someone is speaking.
  - e. Use period in common abbreviations.
4. Sentence Structure: The student will demonstrate appropriate sentence structure in writing declarative, imperative, interrogative, and exclamatory sentences for different modes of writing.
- a. Write in complete sentences.
  - b. Write sentences using a noun, verb, and details.
5. Spelling: Students are expected to demonstrate appropriate application of spelling knowledge to the revising and editing stages of writing.
- a. Spell correctly words with short and long vowel sounds, r-controlled vowels, and consonant vowel patterns.
  - b. Spell frequently used words with irregular spelling patterns.
  - c. Spell prefixes and suffixes correctly.
  - d. Recognize the use of homophones/homonyms in spelling.
6. Handwriting: Students are expected to demonstrate appropriate handwriting in the writing process.
- a. Print legibly and space letters, words and sentences appropriately.
  - b. Print using left to right progression moving from the top to the bottom of the page.

**Oral Language/Listening and Speaking: The student will demonstrate thinking skills in listening and speaking.**

**Standard 1: Listening – The student will listen for information and for pleasure.**

1. Listen attentively and ask questions for clarification and understanding.
2. Give, restate, and follow simple two- and three-step directions.

**Standard 2: Speaking – The student will express ideas and opinions in group or individual situations.**

1. Speak articulately and audibly using appropriate language, correct usage, enunciation and volume.
2. Provide descriptions using correct sequence of events and details.
3. Use verbal and nonverbal communication in effective ways, such as making announcements, giving directions, or making instructions.

**Standard 3: Group Interaction – The student will use effective communication strategies in pairs and small group context.**

1. Show respect and consideration for others in verbal or physical communication.
2. Ask and answer questions related to the topic and make contributions in small or large group discussions.

**Visual Literacy: The student will interpret, evaluate, and compose visual messages.**

**Standard 1: Interpret Meaning – The student will interpret and evaluate the various ways visual image-makers, including graphic artists, illustrators, and news photographers, represent meaning.**

1. Distinguish between telling and selling messages in such things as commercials, advertisements, and safety and drug public service announcements.
2. Identify the differences in facts and opinions in print and nonprint media.

**Standard 2: Evaluate Media – The student will evaluate visual and electronic media, such as film, as compared with print media.**

1. Make connections between illustrations and print.
2. Identify differences in the presentation or depiction of characters and plot that tells of characters in American and other cultures through listening, viewing, or reading (e.g., read *Cinderella* and watch film). Compare and contrast the two.

## Language Arts

### Grade 3

**Reading/Literature: The student will apply a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to a wide variety of texts.**

**\*Standard 1: Phonics/Decoding - The student will apply sound-symbol relationships to decode words.**

1. Phonetic Analysis - Apply knowledge of phonetic analysis to decode unknown words (e.g., common letter/sound relationships, consonants, blends, digraphs, vowels, and diphthongs).
2. Structural Analysis - Apply knowledge of structural analysis to decode unknown words (e.g., syllabication rules, affixes, root words, compound words, spelling patterns, contractions, final stable syllables).
3. Apply knowledge of sentence structures and semantics in conjunction with phonics and structural analysis to decode unknown words.

**Standard 2: Vocabulary - The student will develop and expand knowledge of words and word meanings to increase vocabulary.**

1. Words in Context - Use context clues (the meaning of the text around the word) to determine the meaning of grade-level appropriate words.
2. Affixes - Use prefixes (for example: un-, pre-, bi-, mis-, dis-, en-, in-, im-, ir-), suffixes (for example: -er, -est, -ful, -ness, -ing, -ish, -less), and roots to determine the meaning of words.
3. Synonyms, Antonyms, and Homonyms/Homophones - Determine the meanings of words using knowledge of synonyms, antonyms, homonyms/homophones, and multiple meaning words.
4. Using Resource Materials - Use word reference materials (glossary, dictionary, thesaurus) to determine the meaning and pronunciation of unknown words.

**\*Standard 3: Fluency - The student will identify words rapidly so that attention is directed at the meaning of the text.**

1. Read regularly in independent-level texts (texts in which no more than 1 in 20 words is difficult for the reader) fluently and accurately, and with appropriate rate, change in voice, and expression.
2. Read regularly in instructional-level texts that are challenging yet manageable (texts in which no more than 1 in 10 words is difficult for the reader).

3. Engage in repeated readings of the same text to increase fluency.
4. Accurately and fluently read 300-400 high frequency and/or irregularly spelled words in meaningful texts.
5. Use punctuation cues (e.g., final punctuation, commas, quotation marks) in text with appropriate phrasing as a guide to understanding meaning.

**Standard 4: Comprehension/Critical Literacy - The student will interact with the words and concepts in a text to construct an appropriate meaning.**

1. Literal Understanding

- a. Read and comprehend poetry, fiction, and nonfiction that is appropriately designed for third grade.
- b. Use prereading strategies independently to preview, activate prior knowledge, predict content of text, and establish a purpose for reading.
- c. Recall major points in a text and revise predictions about what is read.
- d. Show understanding by asking questions and supporting answers with literal information from the text.

2. Inferences and Interpretation

- a. Make inferences by connecting prior knowledge and experience with information from the text.
- b. Interpret text, including lessons or morals depicted in fairytales, fables, etc., and draw conclusions from evidence presented in the text.
- \*c. Participate in creative response to text (e.g., art, drama, and oral presentations).

3. Summary and Generalization

- a. Summarize by recognizing main ideas, key concepts, key actions, and supporting details in fiction and nonfiction.
- b. Make generalizations about a text (e.g., theme of a story or main idea of an informational text).
- c. Produce summaries of fiction and nonfiction text, highlighting major points.

4. Analysis and Evaluation

- a. Analyze characters including their traits, relationships, feelings, and changes in text.

- b. Distinguish between fact and opinion in nonfiction text.
- c. Analyze the causes, motivations, sequences, and results of events from a text.

**\*5. Monitoring and Correction Strategies**

- a. Monitor own reading and modify strategies as needed (e.g., recognize when he or she is confused by a section of text, questions whether the text makes sense)
- b. Predict, monitor, and check for understanding using semantic, syntactic, and graphophonic cues.
- c. Clarify meaning by rereading, questioning, and modifying predictions.

**Standard 5: Literature - The student will read to construct meaning and respond to a wide variety of literary forms.**

**\*1. Literary Genres - Demonstrate knowledge of and appreciation for various forms (genres) of literature.**

- a. Recognize characteristics of literary genres and forms (e.g., contemporary realistic fiction, historical fiction, nonfiction, modern fantasy, poetry, drama, and traditional stories such as fairy tales and fables).
- b. Read, understand, and discuss a variety of genres.

**2. Literary Elements - Demonstrate knowledge of literary elements and techniques and how they affect the development of a literary work.**

- a. Compare and contrast plots, settings, or characters presented by different authors and the same author of multiple texts.
- b. Recognize themes that occur across literary works.

Example: Read *Yoko* by Rosemary Wells and *You Are Special* by Max Lucado. Discuss the theme of "everyone is unique" that occurs in both stories.

**3. Figurative Language and Sound Devices - The student will identify figurative language and sound devices in writing and how they affect the development of a literary work.**

Example: Identify and discuss how certain words and rhythmic patterns can be used in a selection to imitate sounds (e.g., rhythm, rhyme, alliteration).

**Standard 6: Research and Information - The student will conduct research and organize information.**

**1. Accessing Information - The student will select the best source for a given purpose.**

- a. Alphabetize to the third letter.
  - b. Use guide words to locate words in dictionaries and topics in encyclopedias.
  - c. Access information from charts, maps, graph, schedules, directions, and diagrams.
  - d. Use the title page, table of contents, glossary, chapter headings, and index to locate information.
  - e. Use text formats as an aid in constructing meaning from nonfiction (expository) text (e.g., heading, subheading, bold print, and italics).
- \*2. Interpreting Information - The student will analyze and evaluate information from a variety of sources.
- a. Begin the research process by selecting a topic, formulating questions, and identifying key words.
  - b. Locate, organize, and synthesize information from a variety of print and nonprint and technological resources (e.g., dictionaries, reference books, atlases, magazines, informational texts, thesaurus, and technology/Internet).
  - c. Compile information into summaries of information.
  - d. Use test-taking strategies by answering different levels of questions, such as open-ended, literal, and interpretive, as well as multiple choice, true/false, and short answer.

**Writing/Grammar/Usage and Mechanics. The student will express ideas effectively in written modes for a variety of purposes and audiences.**

**\*Standard 1: Writing Process. The student will use the writing process to write coherently.**

1. Use a variety of prewriting activities such as brainstorming, clustering, illustrating, using graphic organizers, and webbing.
2. Understand and demonstrate familiarity with the writing process and format of main idea.
3. Compose coherent first drafts with clear focus of beginning, middle, and ending.
4. Revise drafts, changing or adding details and vivid, descriptive words.
5. Proofread/edit writing, using standard editing marks, with peers or teacher.
6. Publish and present writing to peers or adults.

**\*Standard 2: Modes and Forms of Writing. Communicate through a variety of written forms (modes), for various purposes, and to a specific audience or person.**

1. Communicate through a variety of written modes for various audiences and purposes to inform, entertain, –describe, persuade, and to reflect.
2. Write simple narrative, descriptive, persuasive, and creative paragraphs.
3. Write descriptive and creative stories and poems about people, places, things, or experiences that:
  - a. develop a main idea.
  - b. use details to support the main idea.
  - c. have a clear beginning, middle, and ending.
4. Write informational pieces using one reference source and citing the title and author of the source.
5. Write personal, and formal letters, thank-you notes, and invitations including the date, greeting, body, closing, and signature.
6. Write various modes of simple poems.
7. Write narratives that:
  - a. provide a context within which an action occurs.
  - b. include details that develop the plot.
  - c. provide a clear beginning, middle, and end that includes details that develop around a central idea.
8. Use descriptive language such as action verbs, vivid adjectives, and adverbs to make writing interesting.

**\*Standard 3: Grammar/Usage and Mechanics. The student will demonstrate appropriate practices in writing by applying standard English conventions to the revising and editing stages of writing.**

1. Grammar/Usage: Students are expected to recognize and correctly use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, and contractions in their writing.
  - a. Singular, plural, and possessive forms of nouns
  - b. Common and proper nouns
  - c. Subjective (Nominative), objective, and possessive pronouns
  - d. Present, past, and future tense verbs
  - e. Regular, irregular, and helping (auxiliary) verbs
  - f. Past participle of verbs
  - g. Subject-verb agreement

- h. Positive, comparative, and superlative adjectives
  - i. Time, place, and manner adverbs
  - j. Coordinating conjunctions
2. Mechanics: Students are expected to demonstrate appropriate language mechanics in writing.
- a. Correctly capitalize geographical names, holidays, dates, proper nouns, book titles, titles of respect, sentences, and quotations.
  - b. Correctly indent at the beginning of each paragraph.
  - c. Observe left and right hand margins.
3. Punctuation: Students are expected to demonstrate appropriate punctuation in writing.
- a. Periods in abbreviations and sentence endings (terminal punctuation)
  - b. Question and exclamation marks
  - c. Commas in dates, addresses, locations, quotes, introductory words, words in a series, greetings, and closings in a letter
  - d. Apostrophes in contractions and possessives
  - e. Colon in notation of time, formal letter writing, and the introduction of words or concepts in a series, (e.g., bring the following supplies: glue, paper, scissors, etc.)
  - f. Quotation marks around direct quotations, the titles of individual poems, and short stories
4. Sentence Structure: The student will demonstrate appropriate sentence structure in writing.
- a. Correctly write the four basic kinds of sentences (declarative, exclamatory, imperative, and interrogative) with terminal punctuation.
  - b. Begin to use simple, compound, and complex sentences appropriately in writing.
5. Spelling: Students are expected to demonstrate appropriate application of spelling knowledge to the revising and editing stages of writing.
- a. Demonstrate recall of spelling patterns (e.g., grapheme or blend), consonant doubling (e.g., bat + ed = batted), changing the ending of a word from -y to -ies when forming the plural (e.g., carry = carries), and common homophones (e.g., hair/hare).
  - b. Spell phonetically regular multisyllabic words, contractions, and compounds.
  - c. Increase the number of high frequency words spelled correctly.
  - d. Spell words ending in -tion and -sion correctly.
  - e. Use various sources of materials to check and correct spelling.

6. Handwriting: Students are expected to demonstrate appropriate handwriting in the writing process.
  - a. use handwriting/penmanship to copy and/or compose text using correct formation of letters.
  - b. use correct spacing of letters and words in manuscript and cursive writing.

**Oral Language/Listening and Speaking: The student will demonstrate thinking skills in listening and speaking.**

**\*Standard 1: Listening: The student will listen for information and for pleasure.**

1. Listen critically for information and incorporate the information into other activities.
2. Listen actively for pleasure and respond appropriately.

**\*Standard 2: Speaking - The student will express ideas and opinions in group or individual situations.**

1. Speak articulately and audibly using appropriate grammar, enunciation, and volume.
2. Make brief narrative (story) presentations that:
  - a. provide a context for an event that is the subject of the presentation.
  - b. provide insight into why the selected event should be of interest to the audience.
  - c. include well-chosen details to develop characters, setting, and plot.
3. Plan and present dramatic interpretations of experiences, stories, poems, or plays.
4. Organize ideas chronologically (in the order they happened) or around major points of information.
5. Use clear and specific vocabulary to communicate ideas and establish the tone of the message.
6. Provide a clear beginning, middle, and end when making oral presentations and include details that develop a central idea.

**\*Standard 3: Group Interaction - The student will use effective communication strategies in pairs and small group context.**

1. Show respect and consideration for others in verbal and physical communication.
2. Demonstrate thinking skills in listening, speaking, reading, and writing. For example, students are expected to gather information, organize and analyze it, and generate a

simple written or oral report.

**Visual Literacy: The student will interpret, evaluate, and compose visual messages.**

**\*Standard 1: Interpret Meaning - The student will interpret and evaluate the various ways visual image-makers, including graphic artists, illustrators, and news photographers, represent meaning.**

1. Distinguish fact, opinion, and fiction in print and nonprint media in literature and advertising.
2. Interpret and describe important events and ideas gathered from maps, charts and graphics.

**\*Standard 2: Evaluate Media - The student will evaluate visual and electronic media, such as film, as they compare with print messages.**

1. Make connections between illustrations and print.
2. Interpret important events and ideas gathered from maps, charts, graphics, video segments, or technology presentations.
3. Listen to, view, or read stories which tell of characters in American and other cultures.

**\*Standard 3: Compose Visual Messages - The student will create a visual message that effectively communicates an idea.**

Example: Create visual messages to communicate ideas (e.g., developing a product advertisement, creating cartoons to share information, or designing book posters).

**Blueprints for each Criterion-Referenced Test reflect the degree of representation given on the test to each *PASS* standard and objective. To access the current blueprint (when available) go to the State Department of Education Web site at <<http://sde.state.ok.us>>, click on site index, then click “s” to go to student assessment, then click on “Student Tests & Materials” then scroll down to “alignment blueprints.”**

## Language Arts

### Grade 4

**Reading/Literature: The student will apply a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to a wide variety texts.**

**Standard 1: Vocabulary - The student will develop and expand knowledge of words and word meanings to increase vocabulary.**

1. Words in Context - Use context clues (the meaning of the text around a word) to distinguish and interpret the meaning of multiple meaning words as well as other unfamiliar words.
2. Affixes, Roots, and Derivatives
  - a. Interpret new words by analyzing the meaning of prefixes and suffixes.
  - b. Use knowledge of root words (e.g., snow, snowbound, snowdrift) and word parts (therm = heat) derived from Greek and Latin to analyze the meaning of complex words (thermometer).
3. Synonyms, Antonyms, and Homonyms/Homophones - Apply knowledge of fourth grade level synonyms, antonyms, homonyms/homophones, multiple meaning words, and idioms to determine the meanings of words and phrases.
- \*4. Using Resource Materials
  - a. Use a thesaurus to determine related words and concepts.
  - b. Determine the meanings and pronunciations of unknown words by using a glossary and/or dictionary.

**\*Standard 2: Fluency - The student will identify words rapidly so that attention is directed at the meaning of the text.**

1. Read aloud regularly in independent-level texts (texts in which no more than 1 in 20 words is difficult for the reader) fluently and accurately, and with appropriate rate, change in voice, and expression.
2. Read aloud regularly in instructional-level texts that are challenging yet manageable (texts in which no more than 1 in 10 words is difficult for the reader).
3. Increase reading speed through daily independent reading practice as monitored by the instructor through peer discussions, teacher conferences, response journals, etc.

**Standard 3: Comprehension/Critical Literacy - The student will interact with the words and concepts in a text to construct an appropriate meaning.**

## 1. Literal Understanding

- a. Use prereading strategies independently to preview, activate prior knowledge, predict content of text, formulate questions that might be answered in the text, establish and adjust purposes for reading (e.g., to find out, to understand, to enjoy, to solve problems).
- b. Read and comprehend poetry, fiction, and nonfiction that is appropriately designed for fourth grade.
- c. Identify and explain the differences in fiction and nonfiction text.

## 2. Inferences and Interpretation

- a. Use prior knowledge and experience to make inferences and support them with information presented in text.
- b. Make interpretations and draw conclusions from fiction and nonfiction text beyond personal experience.
- c. Make inferences and draw conclusions about characters' qualities and actions (i.e., based on knowledge of plot, setting, characters' motives, characters' appearances, and other characters' responses to a character).
- \*d. Participate in creative responses to text (i.e., art, drama, and oral presentation).

## 3. Summary and Generalization

- a. Paraphrase by recognizing main ideas, key concepts, key actions, and supporting details in fiction and nonfiction to recall, inform, or organize ideas.
- b. Support ideas, arguments, and generalizations by reference to evidence in the text.
- c. Represent text information in different ways such as in outline, timeline, or graphic organizer.

## 4. Analysis and Evaluation

- a. Evaluate new information and hypotheses by testing them against known information and ideas.
- b. Compare and contrast information on the same topic after reading several passages or articles.
- c. Identify fact/opinion and cause and effect in various texts.
- d. Analyze and explain the causes, motivations, sequences, and results of events from a text.

**\*5. Monitoring and Correction Strategies**

- a. Monitor own reading and modify strategies as needed (e.g., recognizes when he or she is confused by a section of text, questions whether the text makes sense, rereading).
- b. Predict, monitor, and check for understanding using semantic, syntactic, and graphophonic cues.

**Standard 4: Literature - The student will read to construct meaning and respond to a wide variety of literary forms.**

**\*1. Literary Genres - Demonstrate knowledge of and appreciation for various forms (genres) of literature.**

- a. Identify the defining characteristics of a variety of literary genres and forms (e.g. contemporary realistic fiction, historical fiction, nonfiction, modern fantasy, poetry, drama, legends, myths, biography, autobiographies, and traditional stories such as fairy tales and fables).
- b. Read and construct meaning from a variety of genres.

**2. Literary Elements - Demonstrate knowledge of literary elements and techniques and how they affect the development of a literary work.**

- a. Identify the main events of the plot, including their causes and effects of each event on future actions, and the major theme from the story.
- b. Identify the purposes of different types of texts (e.g., to inform, to explain, to entertain).
- c. Identify themes that occur across literary works.
- d. Use knowledge of the situation, setting, a character's traits, motivations, and feelings to determine the causes for that character's actions.

**3. Figurative Language and Sound Devices - The student will identify figurative language and sound devices in writing and how they affect the development of a literary work.**

- a. Interpret poetry and recognize poetic styles (e.g., rhymed, free verse, and patterned [cinquain, diamante]).
- b. Define figurative language, such as similes, metaphors, hyperboles, or personification, and identify its use in literary works.

- Simile: a comparison that uses like or as
- Metaphor: an implied comparison
- Hyperbole: an exaggeration for effect
- Personification: a description that represents a thing as a person

- \*4. Literary Works - The student will read and respond to historically and culturally significant works of literature, compare and contrast story elements from tales of different cultures (e.g., compare/contrast adventures of character types, setting, theme).

**Standard 5: Research and Information - The student will conduct research and organize information.**

1. Accessing Information - Select the best source for a given purpose.
  - a. Understand the organization of and access information from a variety of sources including dictionaries, encyclopedias, atlases, almanacs, tables of contents, glossaries, and indexes.
  - b. Identify key words to be used in searching for resources and information.
  - c. Cite information sources appropriately.
  - d. Use text formats and organization as an aid in constructing meaning from nonfiction (expository) text (e.g., heading, subheading, bold print, and italics).
  - e. Locate information in reference texts by using organizational features, such as prefaces and appendixes.
  - f. Continue to use test-taking strategies by answering different levels of questions, such as open-ended, literal, and interpretive, as well as multiple choice, true/false, and short answer,
- \*2. Interpreting Information - Analyze and evaluate information from a variety of sources.
  - a. Identify a research question and appropriate sources to answer that question.
  - b. Take notes to paraphrase or summarize information.
  - c. Locate, organize, and synthesize information from a variety of print, nonprint and technological resources (e.g., dictionaries, reference books, atlases, magazines, informational texts, thesaurus, and technology/Internet).
  - d. Report on the findings of research in a variety of formats including written, oral, and/or visual presentations.

**Writing/grammar/usage and mechanics. The student will express ideas effectively in written modes for a variety of purposes and audiences.**

- \* Standard 1: Writing Process. The student will use the writing process to write coherently.**

1. Use a variety of prewriting activities such as brainstorming, clustering, illustrating, webbing, and using graphic organizers.
2. Understand and demonstrate familiarity with writing process/format of beginning, middle, and ending.
3. Use common organizational structures for providing information in writing, such as chronological order (beginning, middle, and end), cause/effect, or similarity and difference, and posing and answering questions.
4. Select a focus and an organizational structure based upon purpose, audience, and required format.
5. Write one or more drafts by categorizing ideas, organizing them into paragraphs, and blending paragraphs in to longer text.
6. Revise selected drafts by adding, elaborating, deleting, combining, and rearranging text.
7. Edit/proofread drafts, using standard editing marks, to ensure standard usage, mechanics, spelling, and varied sentence structure.
8. Publish and present writing to peers and adults.

**\* Standard 2: Modes and Forms of Writing. Communicate through a variety of written forms, for various purposes, and to a specific audience or person.**

1. Communicate through a variety of written modes and for various audiences to inform, persuade, entertain, and reflect.
2. Write narrative, creative, descriptive, expository, and persuasive paragraphs and longer compositions that:
  - a. have topic sentences.
  - b. use concrete sensory supporting details.
  - c. provide a context to allow the reader to imagine the event.
  - d. support a logical conclusion.
3. Write creative stories and poems using figurative language (alliteration, personification, simile, and metaphor) and varied word choice to make writing interesting and engaging to audience.
4. Write personal, and formal letters, thank-you notes, and invitations including, the date, greeting, body, closing, and signature.
5. Write informational pieces with multiple paragraphs that:
  - a. provide an introductory paragraph that asks a central question about an idea or issue.
  - b. establish and support a central theme or idea with a topic sentence.

- c. include supporting paragraphs with simple facts, details, and explanations for focus.
- d. present important ideas and events in sequence, chronological order, or order of importance.
- e. provide details and transitions to link paragraphs.
- f. conclude with a paragraph that summarizes the points.
- g. use correct indentation at the beginning of paragraphs and to indicate dialogue.
- h. use more than one source of information, including speakers, books, newspapers, media sources, and online information citing source title, author, and page numbers, if applicable.

6. Write responses to literature that:

- a. demonstrate an understanding of a literary work.
- b. support judgments by referring to both the text and prior knowledge.

7. Write summaries based upon the main idea of a reading selection and its most significant details.

**\* Standard 3: Grammar/Usage and Mechanics. The student will demonstrate appropriate practices in writing by applying Standard English conventions to the revising and editing stages of writing.**

1. Grammar/Usage: Students are expected to recognize and use nouns, pronouns, verbs, adjectives, adverbs, contractions, and conjunctions correctly in their writing.

- a. Singular, plural, and possessive forms of nouns
- b. Common and proper nouns
- c. Nominative (subjective), objective, reflexive, intensive, and possessive pronouns
- d. Subject, direct object, and object of prepositions
- e. Present, past, future, past participle, and present perfect verbs tense
- f. Regular, irregular, and auxiliary (helping) verbs
- g. Simple and complete predicate
- h. Positive, comparative, and superlative adjectives
- i. Time, place, manner, and degree adverbs
- j. Comparative forms of adverbs
- k. Coordinating and correlating conjunctions
- l. Restrictive (essential) and nonrestrictive (nonessential) clauses

- m. prepositional and participial phrases
  - n. Subject-verb agreement
2. Mechanics: Students are expected to demonstrate appropriate language mechanics in writing.
    - a. Correctly capitalize the first word of a sentence, the pronoun “I,” geographical names, holidays, dates, proper nouns, book titles, titles of respect, sentences, and quotations.
    - b. Capitalize correctly familial relations, proper adjectives, and conventions of letter writing.
    - c. Indent correctly at the beginning of each paragraph.
    - d. Observe left and right hand margins.
  3. Punctuation: Students are expected to demonstrate appropriate punctuation in writing.
    - a. Parentheses
    - b. Quotation marks
    - c. Terminal punctuation
    - d. Punctuation in common abbreviations and after an initial
    - e. Apostrophes in contractions and possessives
    - f. Commas
    - g. Colons, and semi-colons
    - h. Hyphens and dashes
  4. Sentence Structure: The student will demonstrate appropriate sentence structure in writing.
    - a. Use simple, compound, and complex sentences appropriately in writing.
    - b. Create interesting declarative, imperative, interrogative, and exclamatory sentences using words that describe, explain, or provide additional details and connections, such as adjectives, adverbs, appositives, participial phrases, direct objects, prepositional phrases, and conjunctions.
    - c. Correct sentence fragments and run-ons.
    - d. Create sentences with understood subject.
  5. Spelling: Students are expected to demonstrate appropriate application of spelling knowledge to the revising and editing stages of writing.

- a. Spell correctly roots, inflections (e.g., -s/es, -ing, -ly, -er), suffixes (e.g., -ment, -ness, -able, -sion, -tion), and prefixes (e.g., dis-, in-, un-, re-, mis-, pre-).
- b. Spell homophones correctly according to usage (e.g., to, too, two; there, their, they're).
- c. Use more complex patterns in producing conventional spellings (e.g., ought = brought, fought; urse = nurse, purse).
- d. Use word reference materials including glossary, dictionary, and technology to check correct spelling.

6. Handwriting: Students are expected to demonstrate appropriate, legible cursive handwriting in the writing process.

**Oral Language/Listening and Speaking: The student will demonstrate thinking skills in listening and speaking.**

**\*Standard 1: Listening: The student will listen for information and for pleasure.**

1. Listen to directions and questions and respond appropriately.
2. Listen critically and respond appropriately to oral communication.
3. Listen and respond to teacher-read stories.

**\*Standard 2: Speaking - The student will express ideas and opinions in group or individual situations.**

1. Speak articulately and audibly before a group using appropriate delivery (enunciation, volume, and movement) and language skills (pronunciation, word choice, and usage).
2. Present effective introductions and conclusions that guide and inform the listener's understanding of important ideas and details.
3. Use traditional structures for conveying information, including cause and effect, similarity and difference, and posing and answering a question.
4. Emphasize points in ways that help the listener or viewer to follow important ideas and concepts (e.g., pausing, hand gestures, inflection volume, body language).
5. Engage the audience with appropriate words, facial expressions, gestures, and eye contact.

**\*Standard 3: Group Interaction - The student will use effective communication strategies in pairs and small group context.**

1. Show respect and consideration for others in verbal and physical communication.
2. Demonstrate thinking skills in listening, speaking, reading, and writing. For example, students are expected to gather information, organize and analyze it, and generate a

simple written or oral report.

3. Participate in story telling, give oral book reports, and present poems, stories, plays, and pantomime.

**Visual Literacy: The student will interpret, evaluate, and compose visual messages.**

**\*Standard 1: Interpret Meaning - The student will interpret and evaluate the various ways visual image-makers, including graphic artists, illustrators, and news photographers, represent meaning and distinguish fact, opinion, and fiction in print and nonprint media.**

**\*Standard 2: Evaluate Media - The student will evaluate visual and electronic media, such as film, as compared with print messages.**

1. Interpret and describe important events and ideas gathered from maps, charts, graphics, video segments, or technology presentations.
2. Compare and contrast print, visual, and electronic media, such as film, with a written story.
3. Listen to, view, or read literature which tells of characters in American and other cultures.
4. Make connections between illustrations and print.

**\*Standard 3: Compose Visual Messages - The student will create a visual message that effectively communicates an idea, selects, organizes, or produces visuals to complement and extend ideas (e.g., book posters, multimedia projects, books, or advertisements).**

**Blueprints for each Criterion-Referenced Test reflect the degree of representation given on the test to each *PASS* standard and objective. To access the current blueprint (when available) go to the State Department of Education Web site at <<http://sde.state.ok.us>>, click on site index, then click “s” to go to student assessment, then click on “Student Tests & Materials” then scroll down to “alignment blueprints.”**

## LANGUAGE ARTS

### Grade 5

**Reading/Literature: The student will apply a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to a wide variety of texts.**

**Standard 1: Vocabulary - The student will develop and expand knowledge of words and word meanings to increase their vocabulary.**

#### 1. Words in Context

- a. Use knowledge of word parts and word relationships, as well as context clues (the meaning of the text around a word), to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.
- b. Use prior experience and context to understand and explain the figurative use of words such as similes (comparisons that use *like* or *as*: *His feet were as big as boats*), and metaphors (implied comparisons: *The giants steps were thunderous*).

#### 2. Affixes, Roots, and Stems

- a. Interpret new words by analyzing the meaning of prefixes and suffixes.
- b. Apply knowledge of root words to determine the meaning of unknown words within a passage.
- c. Use word origins, including knowledge of less common roots (*graph* = *writing*, *terras* = *earth*) and word parts (*hemi* = *half*, *bio* = *life*) from Greek and Latin to analyze the meaning of complex words (*terrain*, *hemisphere*, *biography*).

#### 3. Synonyms, Antonyms, and Homonyms/Homophones - Apply knowledge of fifth grade level synonyms, antonyms, homonym/homophones, and multiple meaning words to determine the meaning of words and phrases.

#### \*4. Using Resource Materials and Aids

- a. Use a thesaurus to determine related words and concepts.
- b. Determine the meanings, pronunciation, and derivations of unknown words by using a glossary and/or dictionary.

**\*Standard 2: Fluency - The student will identify words rapidly so that attention is directed at the meaning of the text.**

1. Read regularly in independent-level texts (texts in which no more than approximately 1 in 20 words is difficult for the reader) fluently and accurately, and with appropriate

timing, change in voice, and expression.

2. Read regularly in instructional-level texts (texts in which no more than approximately 1 in 10 words is difficult for the reader).
3. Read silently for increased periods of time.
4. Increase reading through daily independent reading practice as monitored by the instructor through peer discussions, teacher conferences, response journals, etc.

**Standard 3: Comprehension/Critical Literacy - The student will interact with the words and concepts in the text to construct an appropriate meaning.**

1. Literal Understanding

- a. Use prereading strategies independently (to preview, activate prior knowledge, predict content of text, formulate questions that might be answered by the text, and establish purpose for reading).
- b. Read and comprehend both fiction and nonfiction that is appropriately designed for fifth grade.
- c. Recognize main ideas presented in a particular segment of text; identify evidence that supports those ideas.
- d. Use the text's structure or progression of ideas such as cause and effect or chronology to organize or recall information.

2. Inferences and Interpretation

- a. Apply prior knowledge and experience to make inferences and respond to new information presented in text.
- b. Draw inferences and conclusions about text and support them with textual evidence and prior knowledge.
- c. Describe elements of character development in written works (e.g., differences between main and minor characters; changes that characters undergo; the importance of a character's actions, motives, stereotypes, and appearance to plot and theme).
- d. Make inferences or draw conclusions about characters' qualities and actions (e.g., based on knowledge of plot, setting, characters' motives, characters' appearances, stereotypes and other characters' responses to a character).
- \*e. Participate in creative response to text (e.g., art, drama, and oral presentation).

3. Summary and Generalization

- a. Summarize and paraphrase information from entire reading selection including the main idea and significant supporting details.
- b. Make generalizations with information gleaned from text.
- c. Support ideas and arguments by reference to relevant aspects of text and issues across texts.
- d. Organize text information in different ways (e.g., timeline, outline, graphic organizer) to support and explain ideas.

#### 4. Analysis and Evaluation

- a. Identify and analyze the characteristics of poetry, drama, fiction, and nonfiction and explain the appropriateness of the literary form chosen by an author for a specific purpose.
- b. Identify the main problem or conflict of the plot and explain how it is resolved.
- c. Contrast the actions, motives, and appearances of characters in a work of fiction and discuss the importance of the contrasts to the plot or theme.
- d. Make observations and connections, react, speculate, interpret, and raise questions in analysis of texts.
- e. Recognize structural patterns found in information text (e.g., cause and effect, problem/solution, sequential order).
- f. Distinguish among facts/inferences supported by evidence and opinions in text.

#### \*5. Monitoring and Correction Strategies

- a. Monitor own reading and modify strategies as needed when understanding breaks down (e.g., rereading a portion aloud, using reference aids, searching for clues, and asking questions).
- b. Predict, monitor, and check for understanding using semantic, syntactic, and graphophonic cues.
- c. Monitor and adjust reading rate according to the purpose for reading and the difficulty of the text.

### **Standard 4: Literature - The student will read to contrast meaning and respond to a wide variety of literary forms.**

1. Literary Genres - Demonstrate knowledge of and appreciation for various forms (genres) of literature.
  - a. Recognize characteristics of literary genres and forms (e.g., contemporary realistic

fiction, historical fiction, nonfiction, modern fantasy, poetry, drama, and traditional stories such as fairy tales, fables, myths, and legends).

- b. Read and construct meaning from a variety of genres.
  - c. Demonstrate an understanding of similarities and differences within and among literary works of various genre and cultures (e.g., in terms of settings, character types, events, and role of natural phenomena).
2. Literary Elements - Demonstrate knowledge of literary elements and techniques and how they affect the development of a literary work.
- a. Develop a knowledge of the literary elements of fiction (plot, problems, attempts to resolve conflicts, resolution, etc.) and the text structure of nonfiction (compare/contrast, cause/effect, sequence, main idea, and details).
  - b. Compare/contrast genres, themes, ideas, and story elements across texts read, listened to, or viewed.
  - c. Identify the author's purpose (persuade, inform, or entertain).
  - d. Recognize and identify the writer's perspective or point of view in a literary selection (e.g., first person, second person) and how it affects the text.
3. Figurative Language and Sound Devices - Identify figurative language and sound devices in writing and how they affect the development of a literary work.
- a. Identify and discuss certain words and rhythmic patterns that can be used in a selection to imitate sounds (e.g., rhythm, rhyme, alliteration).
  - b. Evaluate and identify figurative language, such as simile, metaphors, hyperbole, personification, and idioms.
    - Example: Simile - a comparison that uses like or as
    - Example: Metaphor - an implied comparison
    - Example: Hyperbole – an exaggeration for effect
    - Example: Personification – a description that represents a thing as a person
    - Example: Idioms – an expression that does not mean what it literally says
  - c. Identify the function and effect of common literary devices, such as imagery, metaphor, and symbolism.
    - Symbolism: the use of an object to represent something else; for example, a dove might symbolize peace.
    - Imagery: the use of language to create vivid pictures in the reader's mind.
    - Metaphor: an implied comparison in which a word or phrase is used in place of another, such as *He was drowning in money*.

d. Interpret poetry and recognize poetic styles (e.g., rhymed, free verse, and patterned [cinquain, diamante]).

\*4. Literary Works - Read and respond to historically and culturally significant works of literature.

Example: Compare and analyze literary works from various cultures.

**Standard 5: Research and Information: The student will conduct research and organize information.**

1. Accessing Information - Select the best source for a given purpose.

a. Determine and use appropriate sources for accessing information including, dictionaries, thesaurus, library catalogs and databases, magazines, newspapers, technology/Internet, encyclopedias, atlases, almanacs, tables of contents, glossaries, and indexes.

b. Identify and credit the sources used to gain information.

c. Use text features to access information (e.g., format, italics, heading, subheadings, graphics, sequence, diagrams, illustrations, charts, and maps).

d. Use reference features of printed text, such as citations, endnotes, and bibliographies to locate relevant information about a topic.

e. Use the features of informational texts, such as formats, graphics, diagrams, illustrations, charts, maps, and organization, to find information and support understanding.

Example: Locate specific information in a social studies textbook by using its organization, sections on different world regions, and textual features, such as headers, maps, and charts.

f. Recognize and apply test-taking strategies by answering different levels of questions, such as literal, as well as multiple choice, true/false, short answer, inferential, evaluative, or open-ended.

2. Interpreting Information - Analyze and evaluate information from a variety of sources.

a. Follow multistep directions to accomplish a task (e.g., video games, computer programs, recipes).

b. Select a topic, formulate questions, and synthesize information from a variety of print, nonprint and technological resources (e.g., dictionaries, reference books, atlases, magazines, informational texts, thesaurus, and technology/Internet).

c. Develop notes that include important information on a selected topic.

d. Summarize information from multiple sources into a written report or summary.

e. Create simple documents using a computer and employing organizational features,

such as passwords, entry and pull-down menus, word searches, the thesaurus, and spell checks.

**Writing/Grammar/Usage and Mechanics. The student will express ideas effectively in written modes for a variety of purposes and audiences.**

**Standard 1: Writing Process. The student will use the writing process to write coherently.**

1. Use the writing process to develop, extend, and refine composition skills by using a variety of prewriting strategies, such as brainstorming, clustering, illustrating, webbing, using graphic organizers, notes, and logs.
2. Understand and demonstrate familiarity with the writing process and format (beginning, middle, and ending) and structure of main idea, exposition, body, and conclusion).
3. Use common organizational structures for providing information in writing, such as chronological/sequential order, cause and effect, or similarity and difference, and posing and answering questions.
4. Select a focus and an organizational structure based upon purpose/mode, audience, and required format.
  - a. Write one or more drafts by categorizing ideas and organizing them into paragraphs.
  - b. Blend paragraphs with effective transitions into longer compositions.
5. Edit/proofread drafts, using standard editing marks, to ensure standard usage, mechanics, spelling, and varied sentence structure to improve meaning and clarity.
6. Review, evaluate, and revise selected drafts by adding, elaborating, deleting, combining, and rearranging text for meaning and clarity.
7. Publish and present writing to peers and adults.

**Standard 2: Modes and Forms of Writing. Communicate through a variety of written forms, for various purposes, and to a specific audience or person.**

1. Communicate through a variety of written forms and for various audiences to inform, persuade, entertain, describe and reflect, while adjusting tone and style as appropriate.
2. Write narratives that establish a plot, point of view, setting, conflict, and are written to allow a reader to picture the events of a story. Example: Select a type of narrative to write that is modeled after a genre of literature that has been shared in the classroom such as folktale, myth, science fiction, or mystery. Be sure to include an interesting beginning, develop the central conflict of the story, and establish an ending that resolves the conflict.
3. With creative narratives and poems, use varied word choice, dialogue, and figurative language when appropriate (alliteration, personification, simile, and

metaphor) to make writing engaging to the audience (e.g., inquired or requested instead of asked).

4. Write personal, persuasive, formal letters, thank-you notes, and invitations, including the date, greeting, body, closing, and signature.
5. Write expository (informational) pieces with multiple paragraphs that:
  - a. provide an introductory paragraph.
  - b. establish and support a central theme or idea with a thesis statement.
  - c. include supporting paragraphs with simple facts, details, and explanations.
  - d. present important ideas and events in sequence or in chronological order.
  - e. provide details and transitions to link paragraphs.
  - f. conclude with a paragraph that summarizes the points.
  - g. use correct indentation at the beginning of paragraphs.
  - h. use at least three sources of valid and reliable information including books, newspapers, periodicals, online, and media sources.
6. Write research reports about important ideas, issues, or events that:
  - a. frame questions about an idea or issue to direct the investigation.
  - b. a main idea or topic.
  - c. develop the topic with simple facts, details, examples, and explanations to support the main idea.
  - d. use at least three different types information sources, including speakers, firsthand interviews, reference materials, and online information.
7. Write responses to literature that:
  - a. demonstrate an understanding of a designated literary work.
  - b. support judgments by referring and connecting to prior knowledge.
  - c. develop interpretations and evaluations that exhibit careful reading and understanding.
8. Write persuasive compositions or letters that:
  - a. state a clear position in support of a proposal.
  - b. support a position with relevant evidence and effective emotional appeals in order to persuade.
  - c. organize supporting statements from the most appealing to the least powerful

- d. include and address reader/audience concerns. Example: Interview several students in varying grades about the changes they would like to see in the monthly cafeteria menu choices. Compile the opinions and ideas to compose a persuasive article for the school newspaper.

**Standard 3: Grammar/Usage and Mechanics. The student will demonstrate appropriate practices in writing by applying Standard English conventions to the revising and editing stages of writing.**

1. Grammar/Usage: Students are expected to recognize and use nouns, pronouns, verbs, adjectives, adverbs, and conjunctions in their writing.
  - a. Singular and plural forms of nouns and pronouns
  - b. Nominative (subjective), objective, reflexive, and possessive pronouns
  - c. Relative, intensive, and intensive pronouns
  - d. Subject, indirect, direct object, and object of prepositions
  - e. Transitive and intransitive verbs
  - f. Present, past, future, and present perfect verbs tense
  - g. Positive, comparative, and superlative adjectives
  - h. Time, place, manner, and degree adverbs
  - i. Comparative forms of adverbs
  - j. Subject-verb agreement
  - k. Restrictive (essential) and nonrestrictive (nonessential) clauses and phrases
  - l. Subordinate adverb, adjective, and noun clauses
  - m. Pronoun antecedents and reference
  - n. Coordinating, correlating, and subordinating conjunctions
2. Mechanics: Students are expected to demonstrate appropriate language mechanics in writing.
  - a. Capitalize correctly proper nouns such as titles of books, magazines, newspapers, stories, titles of respect, works of art, regions of the country, political parties, organizations, state colleges universities, languages, races, nationalities, and religions.
  - b. Capitalize correctly proper adjectives.
  - c. Capitalize correctly conventions of letter writing.
  - d. Indent beginning lines of paragraphs.

3. Punctuation: Students are expected to demonstrate appropriate punctuation in writing.
  - a. Parentheses
  - b. Quotation marks
  - c. Terminal punctuation (period, exclamation point, or question mark)
  - d. Punctuation after initials
  - e. Apostrophes in contractions and possessives
  - f. Conventions of letter writing
  - g. Colons, semi-colons, and commas
  - h. Hyphens and dashes
4. Sentence Structure: The student will demonstrate appropriate sentence structure in writing declarative, imperative, exclamatory, and interrogative sentences.
  - a. Create interesting simple, complete, compound, and complex sentences that describe, explain, or provide additional details and connections, such as adjectives, adverbs, appositives, participial phrases, prepositional phrases, simple, complete, and compound predicates, modifiers, pronouns, and conjunctions.
  - b. Create sentences with an understood subject.
  - c. Correct sentence fragments and run-ons.
5. Spelling: Students are expected to demonstrate appropriate application of spelling knowledge to the revising and editing stages of writing.
  - a. Spell previously misspelled words correctly in final writing products.
  - b. Spell correctly roots, inflections (e.g., -s/es, -ing, -ly, -en -er), suffixes (e.g., -ment, -ture, -ate, -able, -sion, -tion), and prefixes (e.g., dis-, in-, un-, re-, mis-, pre-), and syllable constructions (e.g., grad.u.a.tion).
  - c. Spell homophones correctly according to usage (e.g., to, too, two; there, their, they're) and other words that are commonly misspelled in the English language (e.g., until, our)
  - d. Use word reference materials including glossary, dictionary, thesaurus, encyclopedia, and technology to check and correct spelling.
6. Handwriting: Students are expected to demonstrate appropriate, legible handwriting in the writing process.

**Oral Language/Listening and Speaking: The student will demonstrate thinking skills in listening and speaking.**

**\*Standard 1: Listening: The student will listen for information and for pleasure.**

1. Interpret a speaker's verbal and nonverbal message, purpose, and perspective.
2. Listen critically and respond appropriately to oral communication to seek information not already discussed.

**\*Standard 2: Speaking - The student will express ideas and opinions in group or individual situations.**

1. Speak articulately and audibly before a group using appropriate delivery (enunciation, volume, timing, and gestures) and language skills (pronunciation, word choice, and usage).
2. Present effective introductions and conclusions that guide and inform the listener's understanding of important ideas and details by clarifying and supporting spoken ideas with evidence and examples.
3. Use traditional structures for conveying information, including cause and effect, similarity and difference, and posing and answering a question.
4. Engage the audience with appropriate words, phrasing, facial expressions, and gestures.
5. Deliver narrative (story) presentations that establish a situation, develop a plot, point of view, and setting with descriptive words and phrases.
6. Deliver informative presentations about an important topic, issue, or event that frames a question to guide the investigation, establishes a central idea or topic, and develops that topic appropriately.
7. Deliver oral responses to literature that summarizes important events and details, demonstrates an understanding of several ideas communicated in the work, and uses examples from the literature to support conclusions.

**\*Standard 3: Group Interaction - The student will use effective communication strategies in pairs and small group context.**

1. Show respect and consideration for others in verbal and physical communication.
2. Demonstrate thinking skills in listening, speaking, reading, and writing. For example, students are expected to gather information, organize and analyze it, and generate a written or oral report that conveys ideas clearly and relates to the background and interest of the audience.

**Visual Literacy: The student will interpret, evaluate, and compose visual messages.**

**\*Standard 1: Interpret Meaning - The student will interpret and evaluate the various ways visual image-makers, including graphic artists, illustrators, and news photographers, represent meaning.**

1. Distinguish fact, opinion, and fiction in print and nonprint media.
2. Interpret and describe important events and ideas gathered from maps, charts, graphics, video segments, or technology presentation.

**\*Standard 2: Evaluate Media - The student will evaluate visual and electronic media, such as film, as compared with print messages.**

1. Interpret and evaluate the various ways visual image-makers, such as graphic artists, illustrators, and news photographers represent meaning.
2. Compare and contrast print, visual, and electronic media, such as film, with a written story.
3. Listen to, view, or read literature which tells of characters in American and other cultures.
4. Analyze media as sources for information, entertainment, persuasion, interpretation of events, and transmission of culture.

**\*Standard 3: Compose Visual Messages - The student will create a visual message that effectively communicates an idea and produce communications using appropriate technology or media (e.g., developing a class newspaper, videos, or multimedia projects).**

**Blueprints for each Criterion-Referenced Test reflect the degree of representation given on the test to each *PASS* standard and objective. To access the current blueprint (when available) go to the State Department of Education Web site at <<http://sde.state.ok.us>>, click on site index, then click “s” to go to student assessment, then click on “Student Tests & Materials” then scroll down to “alignment blueprints.”**

## LANGUAGE ARTS

### Grade 6

**Reading/Literature:** The student will apply a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to a wide variety of texts.

**Standard 1: Vocabulary - The student will develop and expand knowledge of words and word meanings to increase vocabulary.**

#### 1. Words in Context

- a. Use knowledge of word parts and word relationships, as well as context clues (the meaning of the text around a word), to determine the meaning of technical and specialized vocabulary and to understand the precise meaning of grade-level-appropriate words in fiction and nonfiction texts.
- b. Use prior experience and context to analyze and explain the figurative use of words, similes (comparisons that use *like* or *as*: *The Snowplow Reared Up Like a Stallion*), metaphors (implied comparisons: *Peace is a Sunrise*), and multiple meaning words.

#### 2. Word Origins

- a. Recognize the origins and meanings of foreign words frequently used in English. Example: Understand foreign words that are often used in English such as spaghetti (Italian) and rodeo (Spanish).
- b. Apply knowledge of root words to determine the meaning of unknown words within a passage.
- c. Use word origins, including knowledge of less common roots (*graph* = writing, *logos* = the study of) and word parts (*auto* = self, *bio* = life) from Greek and Latin to analyze the meaning of complex words (*autograph*, *autobiography*, *biology*).

#### \*3. Using Resource Materials and Aids

- a. Determine the meanings, pronunciation, and derivations of unknown words by using a glossary, dictionary, and/or thesaurus.
- b. Relate dictionary definitions to context of the reading in order to aid understanding.

**\*Standard 2: Fluency - The student will identify words rapidly so that attention is directed at the meaning of the text.**

1. Read regularly in independent-level texts (texts in which no more than approximately 1 in 10 words is difficult for the reader) fluently and accurately, and with appropriate timing, change in voice, and expression.

2. Read regularly in instructional-level texts (texts in which no more than approximately 1 in 10 words is difficult for the reader; a "typical" sixth grader reads approximately 120 words per minute).
3. Increase silent reading speed through daily independent reading.
4. Read silently for increased periods of time.

**Standard 3: Comprehension/Critical Literacy - The student will interact with the words and concepts in the text to construct an appropriate meaning.**

Read and understand grade-level-appropriate material. Describe and connect the essential ideas, arguments, and perspectives of the text by using the knowledge of text structure, organization, and purpose. At Grade 6, in addition to regular classroom reading, students read a variety of grade-level-appropriate narrative (story) and expository (informational and technical) texts, including classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information as well as expository (informational and technical) text.

1. Literal Understanding

- a. Use prereading strategies independently (to preview, activate prior knowledge, predict content of text, formulate questions that might be answered by the text, establish purpose for reading).
- b. Read and comprehend both fiction and nonfiction that is appropriately designed for sixth grade.
- c. Recognize main ideas presented in a particular segment of text; identify and assess evidence that supports those ideas.  
Example: Use a graphic organizer to compare an advertisement to the actual product label.
- d. Use the text's structure or progression of ideas, such as cause and effect or chronology to locate or recall information.

2. Inferences and Interpretation

- a. Draw inferences and conclusions about text and support them with textual evidence and prior knowledge.
- b. Make inferences or draw conclusions about characters' qualities and actions (i.e., based on knowledge of plot, setting, characters' motives, characters' appearances, other characters' responses to a character).
- \*c. Interpret and respond creatively to literature (e.g., art, drama, oral presentations, and Reader's Theater).

3. Summary and Generalization

- a. Summarize and paraphrase information including the main idea and significant supporting details of a reading selection.
- b. Make generalizations based on information gleaned from text.
- c. Support reasonable statements and conclusions by reference to relevant aspects of text and examples.
- d. Clarify understanding of text information in different ways (e.g., timelines, outlines, graphic organizer) to support and explain ideas.

#### 4. Analysis and Evaluation

- a. Evaluate the believability of a character and the impact they have on the plot.
- b. Analyze the main problem or conflict of the plot; the effect of the qualities of the characters and explain how the conflict is resolved.
- c. Contrast the actions, motives, and appearances of characters in a work of fiction and discuss the importance of the contrasts to the plot or theme.
- d. Make observations, connections, and react, speculate, interpret, and raise questions in analysis of texts.
- e. Recognize and evaluate structural patterns found in a literary work (e.g., cause/effect, problem/solution, sequential order).
- f. Distinguish among stated facts, inferences supported by evidence, and opinions in text.

#### \*5. Monitoring and Correction Strategies

- a. Monitor own reading and modify strategies as needed when understanding breaks down (e.g., rereading a portion aloud, using reference aids, trying an alternate pronunciation, searching for clues, and asking questions).
- b. Clarify meaning by questioning and rereading; confirm and revise predictions as needed when reading.
- c. Adjust reading rate and determine appropriate strategies according to the purpose for reading, the difficulty of the text, and characteristics of the text.

#### **Standard 4: Literature - The student will read, construct meaning, and respond to a wide variety of literary forms.**

Read and respond to grade-level-appropriate historically or culturally significant works of literature that reflect and enhance a study of history and social science. Clarify ideas and connect them to other literary works. Participate productively in self-directed work teams to

create observable products.

1. Literary Genres - The student will demonstrate a knowledge of and an appreciation for various forms of literature.
  - a. Analyze the characteristics of genres, including short story, novel, drama, poetry, and nonfiction.
  - b. Analyze characteristics of subgenres, including autobiography, biography, fable, folk tale, mystery, and myth.
2. Literary Elements - The student will demonstrate knowledge of literary elements and techniques and how they affect the development of a literary work.
  - a. Identify and explain elements of fiction, including plot, conflict, character, setting, and theme.
  - b. Identify and explain internal and external conflict in the development of a story.
  - c. Determine the author's purpose (persuade, inform, entertain) and point of view, whether explicitly or implicitly stated and how it affects the text.
  - d. Connect, compare, and contrast ideas, themes, and issues across texts.
3. Figurative Language and Sound Devices - The student will identify figurative language and sound devices and will analyze how they affect the development of a literary work.
  - a. Identify and explain figurative language, including symbolism, imagery, metaphor, personification, simile, and idioms.
  - b. Identify and explain sound devices, including alliteration, onomatopoeia, and rhyme.
  - c. Interpret poetry and recognize poetic styles (e.g., rhymed, free verse, and patterned [cinquain, diamante]).
  - d. Identify and describe the function and effect of common literary devices, such as imagery and symbolism.
    - Imagery: the use of language to create vivid pictures in the reader's mind.
    - Symbolism: the use of an object to represent something else; for example, a dove might symbolize peace.
- \*4. Literary Works - The student will read and respond to historically and culturally significant works of literature.
  - a. Analyze and evaluate works of literature and the historical context in which they were written.

- b. Analyze and evaluate literature from various cultures to broaden cultural awareness.
- c. Compare similar characters, settings, and themes from varied literary traditions.

**Standard 5: Research and Information - The student will conduct research and organize information.**

1. Accessing Information - The student will select the best source for a given purpose.
  - a. Use library catalogs and computer databases to locate sources for research topics.
  - b. Access information from a variety of primary and secondary sources to gather information for research topics
  - c. Use organizational strategies as an aid to comprehend increasingly difficult content material.
  - d. Note instances of persuasion, propaganda, faulty reasoning, or misleading information in text.
  - e. Use reference features of printed text, such as citations, endnotes, and bibliographies, to locate relevant information about a topic.
2. Interpreting Information - The student will analyze and evaluate information from a variety of sources.
  - a. Record, organize, and display relevant information from multiple sources in systemic ways (e.g., outlines, graphic organizers, or note cards).
  - b. Identify and credit the reference sources used to gain information.
  - c. Determine the appropriateness of an information source for a research topic.
  - d. Summarize information from multiple sources into a research paper.

**Writing/Grammar/Usage and Mechanics. The student will express ideas effectively in written modes for a variety of purposes and audiences, discuss and keep a list of writing ideas, and use graphic organizers to plan writing. The student will write clear, coherent, and focused papers, and progress through the stages of the writing process. The student will work independently and in self-directed writing teams to edit and revise.**

**\*Standard 1: Writing Process. The student will use the writing process to write coherently.**

1. Use a variety of prewriting strategies such as brainstorming, webbing, or using other graphic organizers to develop an idea appropriate for the intended audience, purpose, and topic.

2. Add details, examples, reasons, and evidence to develop and support an idea.
3. Use organizational patterns such as spatial, chronological/sequential, cause and effect or climactic as appropriate to purpose.
4. Use effective transitions for effective blending of sentences and paragraphs.
5. Use precise and vivid word choices, including figurative language, that convey specific meaning and tone.
6. Use a variety of sentence types and lengths to contribute to fluency and interest.
7. Using standard editing marks, edit for errors in Standard English usage, sentence structure, mechanics, and spelling.
8. Publish and present to peers and adults.

**\*(2) Standard - modes and forms of writing. The student will write for a variety of purposes and audiences using narrative, descriptive, expository, persuasive, and reflective modes. At Grade 6, write narrative, expository, persuasive, argumentative, reflective, and descriptive modes of at least 500 to 700 words, demonstrating a command of Standard English and the research, organization, and drafting strategies outlined in the writing process. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.**

1. Compose fictional, biographical, and autobiographical narratives that:
  - a. establish and develop a plot and setting with a distinct beginning, middle, and ending.
  - b. establish and develop a setting, characters, and point of view appropriate for the narrative.
  - c. use a range of narrative devices, such as dialogue or suspense.
  - d. adjust tone and style as necessary to make writing interesting and engaging to the audience.
2. Compose expository text including descriptions, explanations, comparison and contrast, and problem and solution compositions that:
  - a. state the thesis (position on the topic), main idea, or purpose.
  - b. explain the situation including supporting paragraphs with facts, details, and explanations.
  - c. organize the composition clearly and appropriately for the purpose of the writing.
  - d. include evidence and supporting details by paraphrasing from speakers, newspapers, magazines, media sources, or referencebooks to support arguments and conclusions. Example: Write successive drafts of a one or two page newspaper article about school carnival activities, including details to support the main topic and allow the

reader to compare and contrast the different carnival activities described or a description of a school event including details to support the main idea.)

3. Compose persuasive/argumentative compositions that:

- a. state a clear position on a proposition or proposal.
- b. support the position with organized and relevant evidence and effective emotional appeals.
- c. predict, identify, and address reader concerns and counterarguments. Example: Write a persuasive paper on how the class should celebrate the end of the school year, including adequate reasons for why the class should participate in the activity described.
- d. Create an advertisement for a product to try to convince readers to buy the product.

4. Compose reflective papers that may address one of the following purposes:

- a. express the individual's insight into conditions or situations.
- b. compare a scene from a work of fiction with a lesson learned from experience.
- c. complete a self-evaluation.

Example: Write a self-evaluation on a personal strength.

5. Write responses to literature, including poetry, that:

- a. include an interpretation that shows careful reading, understanding, and insight.
- b. organize the interpretation around several clear ideas.
- c. develop and justify the interpretation through the use of examples and evidence from the text. Example: After reading a novel, write a final chapter to the book describing what happens to the main character after the point where the book ends and how it is supported by the rest of the narrative.

6. Write for different purposes and to a specific audience or person, adjusting tone and style as necessary to make writing interesting. Example: Write stories, reports, and letters showing a variety of word choices, or review a favorite book or film.

7. Compose summaries of reading material that:

- a. include the main idea and most significant details.
- b. use the student's own words except for direct quotations.

8. Compose friendly and formal letters, and emails; continue to produce other writing forms introduced in earlier grades. Example: Write a formal letter requesting a catalog.

9. Use appropriate essay test-taking and time-writing strategies that:
  - a. address and analyze the question (prompt).
  - b. use organizational methods required by the prompt.
  - c. utilize an editing checklist or assessment rubric, if provided.
10. Use handwriting/penmanship to copy and/or compose text, in manuscript or cursive, using correct spacing and formation of letters.

**\* Standard 3: Grammar/Usage and Mechanics. The student will demonstrate appropriate practices in writing by applying Standard English conventions to the revising and editing stages of writing.**

1. Standard English Usage - Demonstrate correct use of Standard English in speaking and writing as appropriate to sixth grade.
  - a. Identify concrete, abstract, and collective nouns.
  - b. Identify the principal parts of verbs to form verb tenses.
  - c. Identify linking, transitive, and intransitive verbs.
  - d. Identify nominative, objective, and possessive pronouns correctly.
  - e. Correctly use pronoun reference, and make pronouns agree with their antecedents.
  - f. Correctly form and use the positive, comparative, and superlative forms of adjectives.
  - g. Correctly form and use adverb clauses.
  - h. Identify and correctly use appositives, restrictive (essential) and nonrestrictive (nonessential) clauses and phrases.
  - i. Identify direct objects, indirect objects, objects of prepositions, predicate nominatives and predicate adjectives.
  - j. Use prepositional phrases to elaborate written ideas.
  - k. Correctly use all conjunctions.
  - l. Correctly identify and use interjections
  - m. Distinguish commonly confused words (e.g., there, their, they're; two, to, too; accept, except; affect, effect).
  - n. Form regular and irregular plurals correctly.
  - o. Make subjects and verbs agree.

2. Sentence Structure - Demonstrate appropriate sentence structure in writing all forms of sentences (declarative, imperative, exclamatory and interrogative).
  - a. Correct sentence run-ons and fragments.
  - b. Correct dangling and misplaced modifiers.
  - c. Differentiate between dependent, independent, restrictive (essential), and nonrestrictive (nonessential) clauses.
  - d. Write simple and compound sentences.
  - e. compose sentences with simple, complete, and compound predicate.
  - f. Indent paragraphs as needed for specified format.
3. Mechanics and Spelling - Demonstrate appropriate language mechanics in writing.
  - a. Apply the capitalization rules appropriately in writing.
  - b. Punctuate correctly in writing
    - End punctuation
    - Commas to separate words in a series, city and state, quotation, and sentence and to set off nonrestrictive phrases
    - Quotation marks
    - Apostrophes in contractions, possessives, indefinite pronouns, and quotations inside a quotation
    - Conventions of letter writing
  - c. Distinguish correct spelling of commonly misspelled words and homonyms.

**Oral Language/Listening and Speaking: The student will demonstrate thinking skills in listening and speaking.**

Deliver focused, coherent presentations that convey ideas and relate to the background and interests of the audience. Evaluate the content of oral communication. Deliver well-organized formal presentations using traditional speech strategies, including narration, exposition, persuasion, and description. Use the same Standard English conventions for oral speech that are used in writing. Participate independently and in groups to create oral presentations.

**\*Standard 1: Listening - The student will listen for information and for pleasure.**

1. Identify the major ideas and supporting evidence in informative and persuasive messages.

2. Determine the purpose for listening (i.e., gaining information, solving problems; or for enjoying, appreciating, recalling, interpreting, applying, analyzing, evaluating, receiving directions, or learning concepts).
3. Recognize and understand barriers to effective listening (i.e., internal and external distractions, personal biases, and conflicting demands).
4. Evaluate the spoken message in terms of content, credibility, and delivery.

**\*Standard 2: Speaking - The student will express ideas and opinions in group or individual situations.**

1. Analyze purpose, audience, and occasion and consider this information in planning an effective presentation or response.
2. Compose a presentation with a well-organized introduction, body, and conclusion that is appropriate for different purposes, audiences, and occasions.
3. Communicate using appropriate delivery (volume, rate, enunciation, and movement).

**Visual Literacy: The student will interpret, evaluate, and compose visual messages.**

**\*Standard 1: Interpret Meaning - The student will interpret and evaluate the various ways visual image-makers, including graphic artists, illustrators, and news photographers, represent meaning.**

1. Interpret a variety of messages conveyed by visual images (e.g., main concept, details, themes, lessons, or viewpoints).
2. Identify film and television features that characterize different style of dress and genres (e.g., setting in a western or a drama).

**\*Standard 2: Evaluate Media - The student will evaluate visual and electronic media, such as film, as compared with print messages.**

1. Identify the different ways in which people are stereotyped in visual media and consider alternative representations (e.g., clever people wear glasses, super heroes wear capes, scientists wear white coats).
2. Identify basic elements of advertising in visual media (e.g., sales approaches and techniques aimed at children).
3. Evaluate how different media forms influence and inform viewers.
4. Assess how language, medium, and presentation contribute to the message.

**\*Standard 3: Compose Visual Messages - The student will create a visual message that**

**effectively communicates an idea and produces communication using technology or appropriate media, such as developing a class newspaper, multimedia reports, or video reports.**

**Blueprints for each Criterion-Referenced Test reflect the degree of representation given on the test to each *PASS* standard and objective. To access the current blueprint (when available) go to the State Department of Education Web site at <<http://sde.state.ok.us>>, click on site index, then click “s” to go to student assessment, then click on “Student Tests & Materials” then scroll down to “alignment blueprints.”**

## LANGUAGE ARTS

### Grade 7

**Reading/Literature:** The student will apply a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to a wide variety of texts.

**Standard 1: Vocabulary - The student will expand vocabulary through word study, literature, and class discussion.**

Use a knowledge of word parts and word relationships, as well as context clues (the meaning of the text around a word), to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.

1. Words in Context - Verify the meaning of a word in its context, even when its meaning is not directly stated, through the use of definitions, restatement, example, comparison, or contrast.

2. Word Origins

a. Identify the origins and meanings of foreign words frequently used in English and use these words accurately in speaking and writing.

Example: Understand and use in speaking and writing foreign words that are often used in English such as lasagne (Italian), sauerkraut (German), and déjà vu (French).

b. Use knowledge of Greek and Latin word parts and roots to determine the meaning of subject area vocabulary.

Example: Analyze the roots, prefixes, and suffixes of subject-area words such as telescope, geography, and quadrant.

3. Idioms and Comparisons - Identify and explain idioms and comparisons, such as analogies, metaphors, and similes, to infer the literal and figurative meanings of phrases.

a. Idioms: expressions that cannot be understood just by knowing the meanings of the words in the expression, such as *the apple of his eye* or *beat around the bush*.

b. Analogies: comparisons of the similar aspects of two different things

c. Metaphors: implies comparisons, such as, *The street light was my security guard*.

d. Similes: comparisons that use *like* or *as*, such as *A gentle summer breeze feels like a soft cotton sheet*.

**\*Standard 2: Fluency - The student will identify words rapidly so that attention is directed to the meaning of the text.**

1. Read regularly in independent-level materials (texts in which no more than 1 in 20 words is difficult for the reader) fluently and accurately, and with appropriate time,

change in voice, and expression.

2. Read regularly in instructional-level materials that are challenging but manageable (text in which no more than approximately 1 in 10 words is difficult for the reader; a "typical" seventh grader reads 135 words per minute).
3. Increase silent reading speed and comprehension through daily, independent reading.
4. Read silently for increased periods of time.
5. Use punctuation as a cue for pausing and characterization while reading.

**Standard 3: Comprehension - The student will interact with the words and concepts in a text to construct an appropriate meaning.**

Read and understand grade-level-appropriate material. Describe and connect the essential ideas, arguments, and perspectives of the text by using a knowledge of text structure, organization, and purpose. At Grade 7, in addition to regular classroom reading, read a variety of grade-level-appropriate narrative (story) and expository (informational and technical) texts, including classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information as well as expository (informational and technical) texts.

1. Literal Understanding

- a. Apply prereading strategies when reading both fiction and nonfiction that is appropriately designed for grade level.

Determine the purpose for reading such as to be informed, entertained, or persuaded.

Preview the material and use prior knowledge to make connections between text and personal experience.

- b. Recognize transition words to guide understanding of the text (e.g., as a result, first of all, furthermore).
- c. Show understanding by asking questions and supporting answers with literal information from text.

2. Inference and Interpretation

- a. Make inferences and draw conclusions with evidence drawn from the text and/or student experiences.
- b. Make inferences supported by a character's thoughts, words, and actions or the narrator's description.

3. Summary and Generalization

- a. Summarize the main idea and how it is supported with specific details.
- b. Recall major points in the text and make and revise predictions.
- c. Recognize the importance and relevance of details on the development of the plot.
- d. Support reasonable statements by reference to relevant aspects of text and examples.

#### 4. Analysis and Evaluation

- a. Compare and contrast points of view, such as first person, third person, limited and omniscient, and explain their effect on the overall theme of a literary work.
- b. Evaluate events that advance the plot of a literary work and how those events relate to past, present, or future actions.
- c. Analyze character traits, conflicts, motivations, points of view, and changes that occur within the story and discuss the importance to the plot or theme.
- d. Evaluate the accuracy or appropriateness of the evidence used by the author to support claims and assertions.
- e. Distinguish between stated fact, reasoned judgment, and opinion in text.

#### \*5. Monitoring and Correction Strategies

- a. Monitor the understanding of text and use correcting strategies, such as rereading a portion, using reference aids, or searching for content when needed.
- b. Make, confirm, and revise predictions when reading.
- c. Adjust reading rate and determine appropriate strategies to match the purpose, difficulty, and characteristics of the text.

### **Standard 4: Literature - The student will read, construct meaning, and respond to a wide variety of literary forms.**

Read and respond to grade-level-appropriate historically or culturally significant works of literature that reflect and enhance a study of history and social science. Clarify the ideas and connect them to other literary works. Participate productively in self-directed work teams to create observable products.

1. Literary Genres - Demonstrate a knowledge of and an appreciation for various forms of literature.
  - a. Analyze the characteristics of genres, including short story, novel, drama, poetry, and

nonfiction.

- b. Analyze characteristics of subgenres, including autobiography, biography, fable, folk tale, mystery, and myth.
2. Literary Elements - Demonstrate knowledge of literary elements and techniques and how they affect the development of a literary work.
    - a. Analyze and explain elements of fiction, including plot, conflict, resolution, character, setting, theme, and point of view.
    - b. Identify and explain techniques of direct and indirect characterization in fiction.
    - c. Describe how the author's perspective, argument, or point of view affects the text.
    - d. Analyze inferred and recurring themes in literary works (e.g., bravery, loyalty, historical).
  3. Figurative Language and Sound Devices: The student will identify figurative language and sound devices and will analyze how they affect the development of a literary work.
    - a. Identify and explain the use of figurative language in literary works to convey mood, images, and meaning, including metaphor, personification, and simile.
    - b. Identify and explain the use of sound devices in literary works to convey mood, images, and meaning, including alliteration, onomatopoeia, and rhyme.
    - c. Analyze poetry and evaluate poetic styles (e.g., rhymed, free verse, and patterned [cinquain, diamante]).
  - \*4. Literary Works - The student will read and respond to historically and culturally significant works of literature.
    - a. Analyze and evaluate works of literature and the historical context in which they were written.
    - b. Analyze and evaluate literature from various cultures to broaden cultural awareness.
    - c. Compare similar characters, settings, and themes from varied literary traditions.

**Standard 5: Research and Information - The student will conduct research and organize information.**

1. Accessing Information - Select the best source for a given purpose.
  - a. Use library catalogs and computer databases to locate sources for research topics.
  - b. Access a variety of primary and secondary sources to locate information relevant to research questions.

- c. Gather data for research purposes through interviews (e.g., prepare and organize relevant questions, make notes of responses, and compile the information).
  - d. Use organizational strategies as an aid to comprehend increasingly difficult content material.
  - e. Note instances of persuasion, propaganda, and faulty reasoning in text.
  - f. Use reference features of printed text, such as citations, endnotes, and bibliographies to locate relevant information about a topic.
2. Interpreting Information - The student will analyze and evaluate information from a variety of sources.
- a. Record, organize, and display relevant information from multiple sources in systematic ways (e.g., outlines, graphic organizers, or note cards).
  - b. Interpret and use graphic sources of information such as graphs, maps, timelines, or tables, to address research questions.
  - c. Analyze and paraphrase or summarize information gathered from a variety of sources into a research paper.
  - d. Determine the appropriateness of an information source for a research topic.
  - e. Identify and credit the sources used to gain information for both quoted and paraphrased information in a bibliography using a consistent format.

**Writing/Grammar/Usage and Mechanics. The student will express ideas effectively in written modes for a variety of purposes and audiences. Discuss and keep a list of writing ideas. Write clear, coherent, and focused papers, progressing through the stages of the writing process. Work independently and in self-directed writing teams to edit and revise.**

**Standard 1: writing process. The student will use the writing process to write coherently.**

- 1. Use a writing process to develop composition skills. Students are expected to use prewriting strategies, write and revise multiple drafts, edit, and share their compositions.
- 2. Use details, examples, reasons, and evidence to develop an idea.
- 3. Use spatial, chronological, and climactic organizational patterns as appropriate to purpose.
- 4. Use effective transitions between sentences and paragraphs.
- 5. Use precise word choices, including figurative language, that convey specific meaning and tone.
- 6. Use a variety of sentence structures, types, and lengths to contribute to fluency and interest.
- 7. Edit for errors in Standard English usage, sentence structure, mechanics, and spelling.

8. Publish and present writing to peers and adults.

**\*Standard 2: Modes and Forms of Writing.** The student will write for a variety of purposes and audiences using narrative, descriptive, expository, persuasive, and reflective modes. At Grade 7, write narrative, expository, persuasive, argumentative, reflective, and descriptive modes of at least 500 to 750 words. Introduce biographical and autobiographical narratives and write summaries of grade-level-appropriate reading material. The writing demonstrates a command of Standard English and the research, organization, and drafting strategies outlined in the writing process as well as an awareness of the audience (intended reader) and purpose for writing.

1. Compose fictional, biographical or autobiographical narratives that:

- a. establish a plot using an action segment to create an effective sequence of events.
- b. establish and develop character(s) and setting.
- c. maintain a consistent point of view.
- d. use a range of narrative devices including dialogue, suspense, anecdotes, or foreshadowing.
- e. adjust tone and style as necessary to make writing interesting and engaging to the audience.

Example: After reading a biography or an autobiography of someone who has had special influence on others, use the structure to compose an autobiography of your own.

2. Compose expository text to include research reports that:

- a. state the thesis and include relevant and focused questions about the topic.
- b. communicate clear and accurate perspectives on the subject.
- c. include paraphrased evidence and supporting details compiled through the formal research process, including use of a library catalog, , magazines, newspapers, dictionaries, online sources, and other reference materials.
- d. document sources with reference notes and a bibliography. Example: Write a research report on the impact that television has had on American society. Take a position on the topic, whether positive or negative, and support this view by citing a variety of reference sources.

3. Compose persuasive/argumentative compositions that:

- a. state a clear position or perspective in support of a proposition or proposal.
- b. describe the points in support of the proposition, employing well-articulated evidence, and effective emotional appeal.
- c. predict, identify, and address reader concerns and counterarguments. Example: In preparation for an upcoming student election, choose a candidate and write speeches and

make posters that will make this candidate especially appealing to the other students (the voters).

4. Compose reflective papers that accomplish one of the purposes:
  - a. express the individual's insight into conditions or situations.
  - b. compare a scene from a work of fiction with a lesson learned from experience.
  - c. complete a self-evaluation on a class performance. Example: Compose a reflective essay describing how the student relates to a character in a narrative by comparing personal circumstances and background
5. Write responses to literature, including poetry, that:
  - a. develop interpretations that show careful reading, understanding, and insight.
  - b. organize the interpretation around several clear ideas, premises, or images for the literary work.
  - c. justify interpretation through sustained use of examples and evidence from the text. Example: After reading folk tales from the United States and other countries, write a response to the narratives. Identify the beliefs and values that are highlighted in each folk tale, and develop a theory to explain why similar tales appear in many different cultures.
6. Compose summaries of reading material that:
  - a. include the main ideas and most significant details.
  - b. use the student's own words, except for quotations.
  - c. reflect underlying meaning, not just the superficial details. Example: Demonstrate comprehension of the main idea and details of a subject-specific text and write a summary of a text read from another content area. Make the summary clear enough that it would provide another student with the important information from the chapter.
7. Write for different purposes and to a specific audience or person, adjusting tone and style as necessary to make writing interesting. Example: Write stories and reports showing a variety of word choices, or review a favorite book or film.
8. Write friendly, formal letters, and emails; continue to produce other writing forms introduced in earlier grades.
9. Use appropriate essay test-taking and time-writing strategies that:
  - a. address and analyze the question (prompt).
  - b. use organizational methods required by the prompt.
  - c. utilize an editing checklist or assessment rubric, if provided.
10. Use legible handwriting/penmanship to copy and/or compose text, in manuscript or cursive, using correct spacing and formation of letters.

**\*Standard 3: Grammar/Usage and Mechanics. The student will demonstrate appropriate practices in writing by applying grammatical knowledge to the revising and editing stages of writing.**

1. Standard English Usage - Demonstrate correct use of Standard English in speaking and writing.
  - a. Recognize nominative, possessive, and objective nouns.
  - b. Recognize abstract, concrete, and collective nouns.
  - c. Recognize the principal parts of regular and irregular verbs.
  - d. Use the principal parts of verbs to form verb tenses.
  - e. Identify transitive, intransitive, and linking verbs.
  - f. Make subject and verbs agree.
  - g. Identify direct objects, indirect objects, objects of prepositions, predicate nominatives, predicate adjectives, and object complements.
  - h. Use nominative, objective, and possessive pronouns correctly.
  - i. Make pronouns agree with their antecedents.
  - j. Use correct pronoun reference.
  - k. Correctly form and use the positive, comparative, and superlative forms of adjectives.
  - l. Correctly identify and use interjections.
  - m. Correctly identify and use restrictive (essential) and nonrestrictive (nonessential) clauses, appositives, appositive, participial, and prepositional phrases.
  - n. Correctly use all conjunctions.
  - o. Distinguish commonly confused words (e.g., there, their, they're; two, to, too; accept, except; affect, effect).
2. Sentence Structure - Demonstrate appropriate sentence structure in writing.
  - a. Correct sentence run-ons and fragments.
  - b. Correct dangling and misplaced modifiers.
  - c. Differentiate between dependent and independent clauses.
  - d. Write simple, compound, complete, and complex sentences of varying lengths.
  - e. Write sentences with simple, complete, and compound predicates.
  - f. Indent paragraphs as necessary to conform to specified format.

3. Mechanics and Spelling - Demonstrate appropriate language mechanics in writing.

- a. Apply the capitalization rules appropriately in writing.
- b. Punctuate correctly in writing, including:
  - end punctuation.
  - commas to separate words in a series, city and state, quotation and sentence, and to set off nonrestrictive phrases.
  - quotation marks.
  - colon and semicolon.
  - apostrophes in contractions and possessives.
  - hyphens and dashes
  - conventions of letter writing.
- c. Distinguish correct spelling of commonly misspelled words and homonyms.

**Oral Language/Listening and Speaking: The student will demonstrate thinking skills in listening and speaking.**

Deliver focused, coherent presentations that convey ideas and relate to the background and interests of the audience. Evaluate the content of oral communication and deliver well-organized formal presentations using traditional speech strategies, including narration, exposition, persuasion, and description. Use the same Standard English conventions for oral speech that is used in writing. Participate independently and in groups to create oral presentations.

**\*Standard 1: Listening - The student will listen for information and for pleasure.**

1. Identify the major ideas and supporting evidence in informative and persuasive messages.
2. Listen in order to identify and discuss topic, purpose, and perspective.
3. Recognize and understand barriers to effective listening (i.e., internal and external distractions, personal biases, and conflicting demands).
4. Evaluate the spoken message in terms of content, credibility, and delivery.

**\*Standard 2: Speaking - The student will express ideas and opinions in group or individual situations.**

1. Analyze purpose, audience, and occasion and consider this information in planning an effective presentation or response.
2. Compose a presentation with a well-organized introduction, body, and conclusion that is appropriate for different purposes, audiences, and occasions..
3. Communicate oral presentations to the class using appropriate delivery (volume, rate, enunciation, and movement).

4. Use level-appropriate vocabulary in speech (e.g., metaphorical language, sensory details, or specialized vocabulary).

**Visual Literacy: The student will interpret, evaluate, and compose visual messages.**

**\*Standard 1: Interpret Meaning - The student will interpret and evaluate the various ways visual image-makers, including graphic artists, illustrators, and news photographers, represent meaning.**

1. Interpret a variety of messages conveyed by visual images.
2. Identify film and television features that characterize different style of dress and genres (e.g., setting in a western or a drama).

**\*Standard 2: Evaluate Media - The student will evaluate visual and electronic media, such as film, as compared with print messages.**

1. Identify the different ways in which people are stereotyped in visual media and consider alternative representations (e.g., clever people wear glasses, super heroes wear capes, scientists wear white coats).
2. Identify basic elements of advertising in visual media (e.g., sales approaches and techniques aimed at children).
3. Analyze the effect on the viewer of text, sound, images, and organization in electronic media and discuss the techniques used to create the effects.

**\*Standard 3: Compose Visual Messages - The student will create a visual message that effectively communicates an idea.**

1. Select, organize, or produce visuals such as maps, charts, graphics, video segments, or technology presentations to complement and extend meaning for a selected topic.
2. Use media forms to create a visual message that will compare and contrast ideas and points of view.

**Blueprints for each Criterion-Referenced Test reflect the degree of representation given on the test to each *PASS* standard and objective. To access the current blueprint (when available) go to the State Department of Education Web site at <<http://sde.state.ok.us>>, click on site index, then click “s” to go to student assessment, then click on “Student Tests & Materials” then scroll down to “alignment blueprints.”**

## LANGUAGE ARTS

### Grade 8

**Reading/Literature: The student will apply a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to a wide variety of texts. Participate productively in self-directed work teams to create observable products.**

**Standard 1: Vocabulary - The student will expand vocabulary through word study, literature, and class discussion.**

Use a knowledge of word parts and word relationships, as well as context clues (the meaning of the text around a word), to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.

1. Words in Context - Verify the meaning of a word in its context, even when its meaning is not directly stated, through the use of definitions, restatement, example, comparison, or contrast.
2. Word Origins - Recognize and analyze the influence of historical events on English word meaning and vocabulary expansion.  
Example: Identify how the early influences of Spanish explorers in North America impacted American English vocabulary by adding words such as *lasso*, *tortilla*, and *patio* and investigate why these particular words were adopted from the Spanish.
3. Idioms and Comparisons - Analyze idioms and comparisons, such as analogies, metaphors, and similes, to infer the literal and figurative meanings of phrases.
  - a. Idioms: expressions that cannot be understood just by knowing the meanings of the words in the expression, such as *Rush hour traffic moves at a snail's pace* or *as plain as day*.
  - b. Analogies: comparisons of the similar aspects of two different things.
  - c. Metaphors: implies comparisons, such as, *The cup of hot tea was the best medicine for my cold*.
  - d. Similes: comparisons that use *like* or *as*, such as, *The ice was smooth as glass before the skaters entered the rink*.

**\*Standard 2: Fluency - The student will identify words rapidly so that attention is directed to the meaning of the text.**

1. Read regularly in independent-level materials (texts in which no more than 1 in 20 words is difficult for the reader) fluently and accurately, and with appropriate time, change in voice, and expression.

2. Read regularly in instructional-level materials that are challenging but manageable (text in which no more than approximately 1 in 10 words is difficult for the reader; a "typical" eighth grader reads 150 words per minute).
3. Increase reading speed and comprehension through daily, independent reading.
4. Read silently for increased periods of time.
5. Use punctuation as a cue for pausing and characterization while reading.

**Standard 3: Comprehension - The student will interact with the words and concepts in the text to construct an appropriate meaning.**

Read and understand grade-level-appropriate material. Describe and connect the essential ideas, arguments, and perspectives of the text by using a knowledge of text structure, organization, and purpose. At Grade 8, in addition to regular classroom reading, read a variety of grade-level-appropriate narrative (story) and expository (informational and technical) texts, including classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information

1. Literal Understanding

- a. Apply prereading strategies when reading both fiction and nonfiction that is appropriately designed for grade level.

Determine the purpose for reading such as to be informed, entertained, persuaded, or to understand.

Preview the text and use prior knowledge and experience to make connections to text.

- b. Show understanding by asking questions and supporting answers with literal information from text.

2. Inferences and Interpreting

- a. Make inferences and draw conclusions supported by text evidence and student experiences.

- b. Connect, compare, and contrast ideas, themes, and issues across texts.  
Example: Use graphic organizer to show comparisons.

3. Summary and Generalization

- a. Determine the main (or major) idea and how those ideas are supported with specific details.

- b. Paraphrase and summarize text to recall, inform, or organize ideas.

#### 4. Analysis and Evaluation

- a. Distinguish between stated fact, reasoned judgment, and opinion in various texts.
- b. Use text's structure or progression of ideas, such as cause and effect or chronology (sequential order).
- c. Compare/contrast to determine similarities and differences in treatment, scope, or organization.
- d. Problem/solution - offer observations, make connections, react, speculate, interpret, and raise questions in response to text.
- e. Analyze character traits, conflicts, motivations, points of view, and changes that occur within the story.
- f. Analyze the structural elements of the plot, subplot, and climax and explain the way in which conflicts are or are not resolved.

#### \*5. Monitoring and Correction Strategies

- a. Monitor the understanding of text and use correcting strategies, such as rereading a portion, using reference aids, or searching for content when needed.
- b. Make, confirm, and revise predictions when reading.
- c. Adjust reading rate and determine appropriate strategies to match the purpose, difficulty, and characteristics of the text.

#### **Standard 4: Literature: The student will read, construct meaning, and respond to a wide variety of literary forms.**

Read and respond to grade-level-appropriate historically or culturally significant works of literature that reflect and enhance a study of history and social science. Clarify the ideas and connect them to other literary works. Participate in self-directed work teams to create observable products.

1. Literary Genres - The student will demonstrate a knowledge of and an appreciation for various forms of literature.
  - a. Analyze the characteristics of genres, including short story, novel, drama, lyric poetry, nonfiction, historical fiction, and informational texts.
  - b. Identify and distinguish characteristics of subgenres, including autobiography, biography, fable, folk tale, mystery, myth, limericks, tall tales, and plays.
2. Literary Elements - Demonstrate knowledge of literary elements and techniques and how they affect the development of a literary work.

- a. Analyze and explain elements of fiction including plot, conflict, character, mood, setting, theme, point of view, and author's purpose.
  - b. Identify and explain various points of view and how they affect a story's interpretation.
3. Figurative Language and Sound Devices - Identify figurative language and sound devices and analyze how they affect the development of a literary work.
- a. Identify and explain the use of figurative language, in literary works to convey mood, images, and meaning, including metaphor, personification, and simile.
  - b. Identify and explain the use of sound devices in literary works to convey mood, images, and meaning, including alliteration, onomatopoeia, and rhyme.
  - c. Identify and interpret literary devices such as flashback, foreshadowing, symbolism, and imagery.
- \*4. Literary Works - The student will read and respond to historically and culturally significant works of literature.
- a. Analyze and evaluate works of literature and the historical context in which they were written.
  - b. Analyze and determine distinctive and common characteristics of literature from various cultures to broaden cultural awareness.
  - c. Compare similar characters, settings, and themes from varied literary traditions that cross cultures.

**Standard 5: Research and Information: The student will conduct research and organize information.**

1. Accessing Information - Select the best source for a given purpose, locate information relevant to research questioning.
  - a. Access information from a variety of primary and secondary sources, including electronic text, experts, and prime resources, to locate information relevant to research questioning.
  - b. Use text organizers, including headings, graphic features (e.g., boldface, italic type), and tables of contents, to locate and organize information.
  - c. Use organizational strategies to learn and recall important ideas from texts, such as preview, questions, reread, and record, as an aid to comprehend increasingly difficult content material.
  - d. Note instances of persuasion, propaganda, and faulty reasoning in text.

2. Interpreting Information - Analyze and evaluate information from a variety of sources.
  - a. Record, organize, and display relevant information from multiple sources in systematic ways (e.g., outlines, timelines, graphic organizers, or note cards).
  - b. Analyze and paraphrase or summarize information from a variety of sources into a research paper.
  - c. Identify and credit the sources used to gain information (e.g., bibliographies, footnotes, appendix).
  - d. Identify and apply test-taking strategies by answering different types and levels of questions, such as open-ended, literal, and interpretive as well as test-like questions, such as multiple choice, true/false, and short answer.
  - e. Interpret and use graphic sources of information such as maps, graphs, timelines, or tables to address research questions.

**Writing/Grammar/Usage and Mechanics: The student will express ideas effectively in written modes for a variety of purposes and audiences.**

Discuss and keep a list of writing ideas. Write clear, coherent, and focused papers progressing through the stages of the writing process. Work independently and in self-directed writing teams to edit and revise.

**Standard 1: Writing Process - The student will use the writing process to write coherently.**

1. Use a writing process to develop and refine composition skills. Students are expected to use a variety of prewriting strategies such as brainstorming, outlining, free writing, discussing, clustering, webbing, using graphic organizers, notes, logs, and reading to generate ideas and gather information.
2. Develop a main idea/thesis through use of details, examples, reasons, anecdotes, and use patterns as appropriate to purpose such as spatial, chronological, and climactic.
3. Blend paragraphs, with effective transitions, into larger text.
4. Use precise word choices, including figurative language, that convey specific meaning and tone.
5. Use a variety of sentence structures, types, and lengths to contribute to fluency and interest
6. Revise multiple drafts individually and with peers.
7. Edit for errors in Standard English usage, sentence structure, word choice, mechanics, and spelling.

**Standard 2: Modes and Forms of Writing - The student will write for a variety of purposes and audiences using creative, narrative, descriptive, expository, argumentative, persuasive, and reflective modes.**

At Grade 8, write creative, narrative, expository, argumentative, persuasive, reflective, and descriptive papers of at least 500 to 750 words and introduce technical documents. Demonstrate a command of Standard English and the research, organization, and drafting strategies outlined in the writing process. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.

1. Compose narrative text to include short stories, fictional, biographical or autobiographical narratives that:
  - a. create and develop a plot or sequence of events using well-chosen details that reveal the significance of each event.
  - b. create and develop a character (s), including comparisons, that show the character's (s') beliefs and qualities.
  - c. create and develop an appropriate point of view (e.g., third person limited or first person point of view).
  - d. create and maintain a setting that enhances the narration.
  - e. adjust tone and style to make writing more interesting and engaging to the audience.
  - f. use a range of narrative devices including dialogue, internal monologue, suspense, specific action, physical and background descriptions, and foreshadowing.
  - g. reveal the writer's attitude about the subject.
  - h. use sensory details and precise word choice.

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

2. Compose expository texts including research reports, technical documents, and other informational texts that:
  - a. define a research thesis (a statement of position on the topic).
  - b. integrate important ideas, concepts, or direct quotations from significant information sources.
  - c. identifies a variety of primary and secondary sources and distinguish the nature and value of each.
  - d. organizes and displays information on charts, tables, maps, and graphs.
  - e. document sources as appropriate to style.

- f. create technical documents using appropriate style and format that identify the necessary sequence or process. Example: using research compiled on public transportation in Oklahoma, compose a documented paper with illustrations and bibliography (works cited).
3. Compose persuasive/argumentative compositions that:
  - a. include a well-defined thesis that makes a clear and knowledgeable appeal.
  - b. present detailed evidence, examples, and reasoning to support effective arguments and emotional appeal.
  - c. provide details, reasons, and examples, arranging them effectively by predicting, identifying, and addressing reader concerns and counter-arguments. Example: Using the research completed on public transportation, compose a persuasive letter to the mayor on why the community should or should not invest more resources into public transportation.
4. Compose reflective papers to:
  - a. express the individual's insight into conditions or situations.
  - b. compare a scene from a work of fiction with a lesson learned from experience.
  - c. complete a self-evaluation on a class performance. Example: Write a reflective paper that analyzes reasons for selections used in a portfolio of works that demonstrate skills in different subjects.
5. Compose responses to literature, including poetry, that:
  - a. demonstrate careful reading and insight into interpretations.
  - b. connect responses to the writer's techniques and to specific textual references.
  - c. make supported inferences about the effects of a literary work on its audience.
  - d. support judgments with references to the text, other works, other authors, or to personal knowledge. Example: After reading a novel, compose an essay describing the different ways the characters speak (slang words or regional dialect) and analyze how this enhances or detracts from the narrative.
6. Write for different purposes and to a specific audience or person, adjusting tone and style as necessary to make writing interesting. Example: Write stories, poetry, and reports, showing a variety of word choices, or review a favorite book or film.
7. Write friendly, formal letters, emails, memos, proposals for change, and continue to produce other writing forms introduced in earlier grades.
8. Use appropriate essay test-taking and time-writing strategies that:
  - a. budget time for prewriting, drafting, revising, and editing.
  - b. prioritize the question/prompt.

- c. identify the common directives from the prompt (Identify command verbs: *explain, compare, evaluate, define, and develop*, etc.).
  - d. analyze the question or prompt and determine the appropriate mode of writing.
  - e. apply appropriate organizational methods to thoroughly address the prompt.
  - f. utilize an editing checklist or assessment rubric, if provided.
9. Use legible handwriting/penmanship to copy and/or compose text, in manuscript or cursive, using correct spacing and formation of letters.

**Standard 3: Grammar/Usage and Mechanics. The student will demonstrate appropriate practices in writing by applying grammatical knowledge to the revising and editing stages of writing.**

1. Standard English Usage - Demonstrate correct use of Standard English in speaking and writing as appropriate to eighth grade.
- a. Use the principal parts of verbs and progressive verb forms.
  - b. Identify and correctly use transitive and intransitive verbs.
  - c. Identify and correctly use linking verbs.
  - d. Make subject and verbs agree.
  - e. Identify personal, reflexive, and intensive pronouns.
  - f. Use nominative, objective, and possessive nouns and pronouns correctly.
  - g. Use correct pronoun reference and make pronouns agree with their antecedents.
  - h. Identify and use abstract, concrete, and collective nouns.
  - i. Correctly form and use the positive, comparative, and superlative forms of adjectives.
  - j. Identify and use appositives and appositive phrases.
  - k. Use verbals (infinitives, gerunds, and participles) to vary sentence structure in writing.
  - l. Correctly identify and use independent, dependent, restrictive (essential) and nonrestrictive (nonessential) clauses and phrases
  - m. Correctly use all conjunctions.
  - n. Distinguish commonly confused words (e.g., there, their, they're; two, to, too; accept, except; affect, effect).
2. Mechanics and Spelling - Demonstrate appropriate language mechanics in writing.
- a. Apply the capitalization rules appropriately in writing.
  - b. Punctuate correctly in writing, including:

- i. Commas
  - ii. Quotation marks
  - iii. Apostrophes
  - iv. Colons and semicolons
  - v. Conventions of letter writing
  - vi. Hyphens, dashes, parentheses
- c. Distinguish correct spelling of commonly misspelled words and homonyms.
3. Sentence Structure - Demonstrate appropriate sentence structure in writing.
- a. Correct sentence run-ons and fragments.
  - b. Correct dangling and misplaced modifiers.
  - c. Differentiate between dependent, independent restrictive (essential) and nonrestrictive (nonessential) clauses.
  - d. Simple, compound, complex, and compound-complex sentences.
  - e. Compose sentences with simple, complete, and compound predicates.

**Oral Language/Listening and Speaking: The student will demonstrate thinking skills in listening and speaking.**

Deliver focused, coherent presentations that convey ideas and relate to the background and interests of the audience. Evaluate the content of oral communication and deliver well-organized formal presentations using traditional speech strategies, including narration, exposition, persuasion, and description. Use the same Standard English conventions for oral speech that is used in writing. Participate independently and in groups to create oral presentations.

**\*Standard 1: Listening - The student will listen for information and for pleasure.**

1. Identify the major ideas and supporting evidence in informative and persuasive messages.
2. Listen in order to identify and discuss topic, purpose, and perspective.
3. Recognize and understand barriers to effective listening (i.e., internal and external distractions, personal biases, and conflicting demands).
4. Evaluate the spoken message in terms of content, credibility, and delivery.

**\*Standard 2: Speaking - The student will express ideas and opinions in group or individual situations.**

1. Analyze purpose, audience, and occasion and consider this information in planning an effective presentation or response.
2. Compose a presentation with a well-organized introduction, body, and conclusion that is appropriate for different purposes, audiences, and occasions.
3. Communicate oral presentations to the class using appropriate delivery (volume, rate, enunciation, and movement).
4. Use level-appropriate vocabulary in speech (e.g., metaphorical language, sensory details, or specialized vocabulary).
5. Adjust message wording and delivery according to particular audience and purpose.

**Visual Literacy: The student will interpret, evaluate, and compose visual messages.**

**\*Standard 1: Interpret Meaning - The student will interpret and evaluate the various ways visual image-makers, including graphic artists, illustrators, and news photographers, represent meaning.**

1. Interpret how language choice is used to enhance visual media (e.g., language or particular television or film genre, the use of emotional or logical arguments in commercials).
2. Identify and explain reasons for varied interpretations of visual media (e.g., different purposes or circumstances while viewing, influence of personal knowledge and experiences, focusing on different stylistic features).

**\*Standard 2: Evaluate Media - The student will evaluate visual and electronic media, such as film, as compared with print messages.**

1. Use a variety of criteria to evaluate and form viewpoints of visual media (e.g., evaluates the effectiveness of informational media, such as Web sites, documentaries, news programs, and recognizes a range of viewpoints and arguments).
2. Establish criteria for selecting or avoiding specific programs.
3. Assess how language medium and presentation contribute to the message.

**\*Standard 3: Compose Visual Messages - The student will create a visual message that effectively communicates an idea.**

1. Produce visual images, messages, and meanings that communicate with others.
2. Use media forms to create a visual message that will compare and contrast ideas and points of view.

**Blueprints for each Criterion-Referenced Test reflect the degree of representation given on the test to each *PASS* standard and objective. To access the current blueprint (when available) go to the State Department of Education Web site at <<http://sde.state.ok.us>>, click on site index, then click “s” to go to student assessment, then click on “Student Tests & Materials” then scroll down to “alignment blueprints.”**

## LANGUAGE ARTS

### Grade 9

**Reading/Literature: The student will apply a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to a variety of texts.**

Apply knowledge of word origins (words from other languages, history, or literature) to determine the meaning of new words encountered in reading and use of those words accurately.

**Standard 1: Vocabulary - The student will expand vocabulary through word study, literature, and class discussion.**

1. Apply a knowledge of Greek (e.g., tele/phone, micro/phone), Latin (e.g., flex/ible), and Anglo-Saxon (e.g., un/friend/ly) roots, prefixes, and suffixes to determine word meanings.
2. Use word meanings within the appropriate context and verify those meanings by definition, restatement, example, and analogy.
3. Expand vocabulary through wide reading, listening, and discussing.
4. Use reference material such as glossary, dictionary, thesaurus, and available technology to determine precise meaning and usage.
5. Identify the relation of word meanings in analogies, homonyms, synonyms/antonyms, and connotations and denotations.

**Standard 2: Comprehension: The student will interact with the words to construct an appropriate meaning.**

Read and understand grade-level-appropriate material. Analyze the organizational patterns and evaluate author's argument and positions. At Grade 9, in addition to regular classroom reading, read a wide variety of classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information as well as expository (informational and technical) texts.

1. Literal Understanding
  - a. Examine the structures and format of functional workplace documents, including graphics and headers, and explain how authors use the features to achieve their purpose.
  - b. Draw upon own background to provide connections to text.
  - c. Monitor reading strategies and modify them when understanding breaks down such as rereading, using resources, and questioning.

- d. Recognize text structures such as compare and contrast, cause and effect, and chronological ordering.
- e. Use study strategies such as skimming and scanning, note taking, outlining, and using study-guide questions to better understand texts.

## 2. Inferences and Interpretation

- a. Analyze characteristics of text, including its structure, word choice, and intended audience.
- b. Draw inferences such as conclusions, generalizations, and predictions, and support them with text evidence and personal experience.
- c. Recognize influences on a reader's response to a text (e.g., personal experience and values; perspective shaped by age, gender, class, or nationality).

## 3. Summary and Generalization

- a. Identify the main idea and supporting details by producing summaries of text.
  - b. Use text features and elements to support inferences and generalizations about information.
  - c. Summarize and paraphrase complex, implicit hierarchic structures in informational texts, including relationships among concepts and details in those structures.

## 4. Analysis and Evaluation

- a. Discriminate between fact and opinion and fiction and nonfiction.
- b. Recognize deceptive and/or faulty arguments in persuasive texts.
- c. Analyze the structure and format of informational and literary documents and explain how authors use the features to achieve their purposes.
- d. Identify techniques (e.g., language, organization, tone, context) used to convey point of view or impressions.

### **Standard 3: Literature - The student will read, construct meaning, and respond to a wide variety of literary forms.**

Read and respond to grade-level-appropriate historically or culturally significant works of British, American, and world literature. Conduct in-depth analysis of themes, styles, and trends of these works across historical periods. Participate productively in self-directed work teams to create observable products.

- 1. Literary Genres - Demonstrate a knowledge of and an appreciation for various forms of literature.

- a. Analyze the characteristics of genres including short story, novel, drama, poetry, and essay.
- b. Analyze the characteristics of subgenres including tragedy, sonnet, epic, lyric, and narrative poetry.
2. Literary Elements - Demonstrate knowledge of literary elements and techniques and show how they affect the development of a literary work.
  - a. Recognize the theme (general observation about life or human nature) within a text.
  - b. Explain how author's voice and/or choice of a narrator affect the characterization and the point of view, tone, plot, mood and credibility of a text.
  - c. Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory (the use of fictional figures and actions to express truths about human experiences), and symbolism (the use of a symbol to represent an idea or theme), and explain their appeal.
  - d. Analyze interactions between characters in a literary text and explain the way those interactions affect the plot in narrative text.
  - e. Analyze characters and identify author's point of view.
  - f. Identify literary forms and terms such as author, drama, biography, autobiography, myth, tall tale, dialogue, tragedy and comedy, structure in poetry, epic, ballad, protagonist, antagonist, paradox, analogy, dialect, and comic relief as appropriate to the selections being read.
3. Figurative Language and Sound Devices - Identify figurative language and sound devices and analyze how they affect the development of a literary work.
  - a. Identify and explain figurative language including metaphor, personification, and simile.
  - b. Identify and explain sound devices including alliteration, onomatopoeia, and rhyme.
  - c. Identify the melodies of literary language, including its use of evocative words, rhythms and rhymes.
  - d. Recognize and interpret poetic elements such as metaphor, simile, personification, and the effect of sound on meaning.
4. Literary Works - The student will read and respond to historically and culturally significant works of literature.
  - a. Analyze and evaluate works of literature and the historical context in which they were written.

- b. Analyze and evaluate literature from various cultures to broaden cultural awareness.
- c. Compare works that express the recurrence of archetypal (universal modes or patterns) characters, settings, and themes in literature and provide evidence to support the ideas expressed in each work.

**Standard 4: Research and Information: The student will conduct research and organize information. ☐☐**

1. Accessing Information - Select the best source for a given purpose.
  - a. Access information from a variety of primary and secondary sources.
  - b. Skim text for an overall impression and scan text for particular information.
  - c. Use organizational strategies as an aid to comprehend increasingly difficult content material (e.g., compare/contrast, cause/effect, problem/solution, sequential order).
2. Interpreting Information - The student will analyze and evaluate information from a variety of sources.
  - a. Summarize, paraphrase, and/or quote relevant information.

- b. Determine the author's viewpoint to evaluate source credibility and reliability.
  - c. Organize and convert information into different forms such as charts, graphs and drawings to create multiple formats to interpret information for multiple audiences and purposes, and cite sources completely.
  - d. Identify complexities and inconsistencies in the information and the different perspectives found in each medium, including almanacs, microfiche news sources, in-depth field studies, speeches, journals, technical documents, or Internet sources.
  - e. Draw conclusions from information gathered.

**Writing/Grammar/Usage and Mechanics. The student will express ideas effectively in written modes for a variety of purposes and audiences.**

Discuss ideas for writing with other writers. Write coherent and focused essays that show a well-defined point of view and tightly reasoned argument. Use the stages of the writing process. Work independently and in self-directed writing teams to edit and revise.

**Standard 1: Writing Process. The student will use the writing process to write coherently.**

1. Use a writing process to develop and refine composition skills. Students are expected to:

- a. use a variety of prewriting strategies such as brainstorming, outlining, free writing, discussing, clustering, webbing, using graphic organizers, notes, logs, or reading to generate ideas and gather information.
  - b. determine main idea by evaluating results of prewriting activities to select an appropriate topic.
  - c. identify audience and purpose for writing:
    - i. consider specific purposes for writing (e.g., to reflect, inform, explain, persuade, or share an experience or emotion)
    - ii. understand the characteristics of a specific audience for the writing task.
  - d. identify appropriate mode/genre.
  - e. develop multiple drafts, individually and collaboratively, to categorize ideas, organize them into paragraphs, and blend paragraphs into larger text.
  - f. revise drafts.
  - g. edit for specific purposes to ensure standard usage, varied sentence structure, appropriate word choice, mechanics, and spelling.
  - h. refine selected pieces to publish for general and specific audiences.
2. Use elaboration to develop an idea:
- a. draft a text with a clear controlling idea or thesis.
  - b. develop a coherent progression of ideas applying organizational strategies such as spatial, chronological, order of importance, compare/contrast, logical order, cause/effect, or classification/division.
  - c. apply different methods of support, such as facts, reasons, examples, sensory details.
  - d. apply a consistent and appropriate point of view.
3. Demonstrate organization, unity, and coherence by using transitions and sequencing:
- a. Read the draft from the intended audience's point of view to evaluate clarity of purpose.
  - b. Evaluate whether ideas and organizational patterns are clear and support the overall purpose of the piece.
  - c. Evaluate whether topic sentences, transitions within and between paragraphs, overall sequencing, and the progression of ideas is clear, focused, smooth and coherent.
  - d. Evaluate whether ideas are adequately developed. Move, add, delete, or replace text for clarity, audience, and purpose.
  - e. Evaluate whether word choice/figurative language is precise, compelling, effective, and appropriate.
  - f. Evaluate whether sentence structures are varied in type, length, and complexity.
4. Editing, Proofreading, and Evaluating:
- a. Apply Standard English usage, correct spelling and usage in text. Correct errors in grammatical conventions (e.g., complete sentences, independent and dependent (restrictive/nonrestrictive) clauses, conjunctions for subordination, correlation, and coordination, subject verb agreement, consistent verb tense, pronoun-antecedent relationship, noun and pronoun agreement, use of prepositional phrases, adverbs, and adjectives).
  - b. Employ specified proofreading strategies and consults resources (e.g., spell checks, personal spelling lists, or dictionaries) to correct errors in spelling, capitalization, and punctuation, including punctuation of quotations
  - c. Use a specified format for in-text citation of source materials, for bibliographies, and for lists of works cited. Check against original source for accuracy
  - d. Demonstrate an understanding of the ethics of writing by creating a document free from plagiarism.

5. Use a variety of sentence structures, types, and lengths to contribute to fluency and interest.
6. Evaluate own writing and others' writing (e.g., determine the best features of a piece of writing, determine how own writing achieves its purpose, ask for feedback, and respond to classmates' writing).

**Standard 2: Modes and Forms of Writing. The student will write for a variety of purposes and audiences using narrative, descriptive, expository, persuasive, and reflective modes.**

At Grade 9, combine the rhetorical strategies of narration, exposition, persuasion, reflection, and description to produce text of at least 500 to 750 words. Final drafts are formatted appropriately for the mode. Begin writing documents related to career development. Demonstrate a command of Standard English and the research, organization, and drafting strategies outlined in the writing process. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.

1. Compose fictional, biographical, or autobiographical narratives or short stories that:
  - a. create and develop characters including character motivation, gestures, and feelings.
  - b. create and develop a plot utilizing the key elements: exposition, rising action, climax, falling action, resolution, and conclusion.
  - c. create and develop an appropriate point of view.
  - d. create and develop a setting with a narrative that is relevant to the overall meaning of the work.
  - e. use a range of narrative devices such as dialogue, suspense, foreshadowing, characterization, and flashback.
2. Compose expository compositions, including analytical essays and research reports that:
  - a. integrates evidence in support of a thesis including information on all relevant perspectives.
  - b. quotes, summarizes, and paraphrases information and ideas from a variety of primary and secondary sources accurately and coherently.
  - c. integrates a variety of suitable, valid reference sources, including word, pictorial, audio, and Internet sources, to locate information in support of topic.
  - d. integrates visual aids by using technology to organize and record information on charts, data tables, maps, and graphs.
  - e. identifies and addresses reader's potential misunderstandings, biases, and expectations.
  - f. uses technical terms and notations accurately.
3. Compose persuasive/argumentative compositions that:
  - a. include a well-defined thesis that makes a clear and knowledgeable appeal in a sustained and effective fashion.
  - b. use exposition, narration, and description to support the main argument.
  - c. clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning.
  - d. effectively address reader's concerns, counterclaims, biases, and expectations
4. Create documents related to career development that:
  - a. use a conventional format to write a formal letter, email, or memorandum.

- b. present information purposefully and in brief to meet the need of the intended audience.
  - c. use appropriate vocabulary and professional writing etiquette (e.g. formal language, appropriate salutation, and closing, etc.).
5. Write reflective papers that may address one of the following purposes:
- a. express the individual's insight into conditions or situations, detailing the author's role in the outcome of the event.
  - b. connect lessons from literature, history, current events, and movies/media to personal experiences and ideas.
  - c. complete a self-evaluation on a class performance.
6. Write responses to literature that:
- a. demonstrate the significant ideas of literary works.
  - b. support important ideas and viewpoints through accurate and detailed reference to the text or to other works.
  - c. demonstrate awareness of author's style and an appreciation of the effects created.
  - d. identify and assess the impact of ambiguities, nuances, and complexities within the text.
7. Write for different purposes and to a specific audience or person, adjusting tone and style as necessary to make writing interesting.
8. Write friendly, formal letters, emails, and memorandum, and continue to produce other writing forms introduced in earlier grades.
9. Use appropriate essay test-taking and time-writing strategies that:
- a. budget time for prewriting, drafting, revising, and editing.
  - b. prioritize the question/prompt.
  - c. identify the common directives from the prompt (identify command verbs: *explain, compare, evaluate, define, and develop*, etc.).
  - d. analyze the question or prompt and determine the appropriate mode of writing.
  - e. apply appropriate organizational methods to thoroughly address the prompt.
  - f. evaluate work using editing checklist or rubric if available.
10. Write documented papers incorporating the techniques of Modern Language Association (MLA) or similar parenthetical styles.

**Standard 3: Grammar/Usage and Mechanics. The student will demonstrate appropriate practices in writing by applying grammatical knowledge to the revising and editing stages of writing and participate independently and in groups to create oral presentations.**

1. Standard English Usage - Demonstrate correct use of Standard English in speaking and writing.

- a. Distinguish commonly confused words (e.g., there, their, they're; two, too, to; accept, except; affect, effect).
- b. Use correct verb forms and tenses.
- c. Use correct subject-verb agreement.
- d. Use active and passive voice.
- e. Identify and correctly use linking, transitive, and intransitive verbs.
- f. Use nominative, objective, and possessive nouns and pronouns correctly.
- g. Use abstract, concrete, and collective nouns correctly.
- h. Correct pronoun/antecedent agreement and clear pronoun reference.
- i. Correct types, forms, and cases of pronouns
- j. Use correct forms of positive, comparative, and superlative adjectives.

2. **Mechanics and spelling.** Demonstrate appropriate language mechanics in writing.

- a. Apply capitalization rules appropriately in writing.
- b. Use correct formation of plurals.
- c. Demonstrate correct use of punctuation and recognize its effect on sentence structure including:
  - i. commas
  - ii. quotation marks
  - iii. apostrophes, colons, and semicolons
  - iv. hyphens, dashes, parentheses, and brackets
- d. Demonstrate correct use of punctuation in research writing including:
  - (i) formal outline
  - (ii) parenthetical documentation
  - (iii) works cited/bibliography
- e. Use correct spelling including:
  - (i) commonly misspelled words and homonyms

(ii) spell consonant changes correctly Example:recede/recession; transmit/transmission.

(iii) spell correctly Greek and Latin derivatives (words that come from a base or common root word by applying correct spelling of bases and affixes (prefixes and suffixes).

3. Sentence structure. Demonstrate appropriate sentence structure in writing.

- a. Identify and use parallel structure.
- b. Correct dangling and misplaced modifiers.
- c. Correct run-on sentences.
- d. Correct fragments.
- e. Correct comma splices.
- f. Differentiate between dependent/independent and restrictive/nonrestrictive (essential/nonessential) clauses.
- g. Write effective simple, compound, complex, and compound-complex sentences.

**Oral Language/Listening and Speaking - The student will demonstrate thinking skills in listening and speaking.**

Formulate thoughtful judgment about oral communication. Deliver focused and coherent presentations that convey clear and distinct perspectives and solid reasoning. Deliver polished formal and extemporaneous presentations that combine the traditional speech strategies of narration, exposition, persuasion, and description. Use gestures, tone, and vocabulary appropriate to the audience and purpose. Use the same Standard English conventions for oral speech that are used in writing.

**Standard 1: Listening - The student will listen for information and for pleasure.**

1. Focus attention on the speaker's message.
2. Use knowledge of language and develop vocabulary to accurately interpret the speaker's message.
3. Listen and respond appropriately to presentations and performances of peers or published works such as original essays or narratives, interpretations of poetry, and individual or group performances.
4. Monitor speaker's message and clarity and understanding to formulate and provide effective verbal and nonverbal feedback.
5. Use feedback to evaluate own effectiveness and set goals for future presentations.

**Standard 2: Speaking - The student will express ideas and opinions in group or individual**

**situations.**

1. Use formal, informal, standard, and technical language effectively to meet the needs of purpose, audience, occasion, and task.
2. Prepare, organize, and present a variety of informative messages effectively.
3. Analyze purpose, audience, and occasion to choose effective verbal and nonverbal strategies such as pitch and tone of voice, posture, and eye contact.

**Visual Literacy: The student will interpret, evaluate, and compose visual messages.**

**Standard 1: Interpret Meaning - The student will interpret and evaluate the various ways visual image-makers including graphic artists, illustrators, and news photographers represent meaning.**

1. Document the use of stereotypes and biases in visual media (e.g., distorted representations of society; imagery and stereotyping in advertising; elements of stereotypes such as physical characteristics, manner of speech, beliefs and attitudes).
2. Indicate how symbols, images, sounds, and other conventions are used in visual media (e.g., time lapse in films; set elements that identify a particular time period or culture).

**Standard 2: Evaluate Media - The student will evaluate visual and electronic media, such as film, as compared with print messages.**

1. Select people with special interests and expectations who are the target audience for particular messages or products in visual media.
2. Define and design language and content that reflect the target audience for particular messages and products (e.g., in advertising and sales techniques aimed specifically towards teenagers; in products aimed toward different classes, races, ages, genders; in the appeal of popular television shows and films for a particular audience).

**Standard 3: Compose Visual Messages - The student will create a visual message that effectively communicates an idea.**

1. Create media products to include a billboard, cereal box, short editorials, and a three-minute documentary or print ad to engage specific audiences.
2. Create, present, test, and revise a project and analyze a response, using data-gathering techniques such as questionnaires, group discussions, and feedback forms.

## LANGUAGE ARTS Grade 10

**Reading/Literature: The student will apply a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to a wide variety of texts.**

**Standard 1: Vocabulary - The student will expand vocabulary through word study, literature, and class discussion.**

Apply a knowledge of word origins (words from other languages, history, or literature) to determine the meaning of new words encountered in reading and use of those words accurately.

1. Apply a knowledge of Greek (e.g., tele/phone, micro/phone), Latin (e.g., flex/ible), and Anglo-Saxon (e.g., un/friend/ly) roots, prefixes, and suffixes to determine word meanings.
- \*2. Research word origins as an aid to understanding meaning, derivations, and spelling as well as influences on the English language.
3. Use reference material such as glossary, dictionary, thesaurus, and available technology to determine precise meaning and usage.
4. Discriminate between connotative and denotative meanings and interpret the connotative power of words.
5. Use word meanings within the appropriate context and verify these meanings by definition, restatement, example, and analogy.

**Standard 2: Comprehension - The student will interact with the words and concepts on the page to understand what the writer has said.**

Read and understand grade-level-appropriate material. Analyze the organizational patterns and evaluate authors' argument and position. At Grade 10, in addition to regular classroom reading, read a wide variety of classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information as well as expository (informational and technical) texts.

1. Literal Understanding
  - a. Identify the structures and format of various informational documents and explain how authors use the features to achieve their purpose.
  - b. Understand specific devices an author uses to accomplish purpose (persuasive techniques, style, literary forms or genre, portrayal of themes, language).
  - c. Use a range of automatic monitoring and self-correcting methods (e.g., rereading, slowing down, subvocalizing, consulting resources, questioning).
  - d. Recognize signal/transitional words and phrases and their contributions to the

meaning of the text (e.g., however, in spite of, for example, consequently).

## 2. Inferences and Interpretation

- a. Use elements of the text to defend responses and interpretations.
- b. Draw inferences such as conclusions, generalizations, and predictions, and support them with text evidence and personal experience.
- \*c. Investigate influences on a reader's response to a text (e.g., personal experience and values; perspective shaped by age, gender, class, nationality).

## 3. Summary and Generalization

- a. Determine the main idea, locate and interpret minor or subtly stated details in complex passages.
- b. Use text features and elements to support inferences and generalizations about information.
- c. Summarize and paraphrase complex, implicit, hierarchic structures in informational texts, including relationships among concepts and details in those structures.

## 4. Analysis and Evaluation

- a. Discriminate between fact and opinion and fiction and nonfiction.
- b. Evaluate deceptive and/or faulty arguments in persuasive texts.
- c. Analyze the structure and format of informational and literary documents and explain how authors use the features to achieve their purposes.
- d. Analyze techniques (e.g., language, organization, tone, context) used to convey opinions or impressions.

### **Standard 3: Literature - The student will read, construct meaning, and respond to a wide variety of literary forms.**

Read and respond to grade-level-appropriate historically or culturally significant works of British, American, and world literature. Conduct in-depth analysis of themes, styles, and trends of these works across historical periods. Participate productively in self-directed work teams to create observable products.

#### 1. Literary Genres - Demonstrate a knowledge of and an appreciation for various forms of literature.

- a. Analyze the characteristics of genres including short story, novel, drama, narrative and lyric poetry, and essay.

- b. Analyze the characteristics of subgenres such as satire, sonnet, epic, myths and legends, mystery, and editorials.
  2. Literary Elements - Demonstrate knowledge of literary elements and techniques and show how they affect the development of a literary work.
    - a. Describe and analyze elements of fiction including plot, conflict, character, setting, theme, mood and point of view with emphasis on how they are addressed and resolved.
      - b. Explain how an author's viewpoint, or choice of a narrator affects the characterization and the tone, plot, mood and credibility of a text.
      - c. Analyze characters' traits by what the characters say about themselves in narration, dialogue, and soliloquy (when they speak out loud to themselves).
      - d. Evaluate the significance of various literary devices and techniques, including imagery, irony, tone, allegory (the use of fictional figures and actions to express truths about human experiences), and symbolism (the use of symbols to represent an idea or theme), and explain their appeal.
      - e. Evaluate the author's purpose and the development of time and sequence, including the use of complex literary devices, such as foreshadowing (providing clues to future events) or flashbacks (interrupting the sequence of events to include information about an event that happened in the past).
  3. Figurative Language and Sound Devices - Identify and use figurative language and sound devices in writing and recognize how they affect the development of a literary work.
    - a. Identify and use figurative language such as analogy, hyperbole, metaphor, personification, and simile.
    - b. Identify and use sound devices such as rhyme, alliteration, and onomatopoeia.
    - \*c. Analyze the melodies of literary language, including its use of evocative words, rhythms and rhymes.
  4. Literary Works - The student will read and respond to historically and culturally significant works of literature.
    - a. Analyze and evaluate works of literature and the historical context in which they were written.
    - b. Analyze and evaluate literature from various cultures to broaden cultural awareness.
    - c. Compare works that express the recurrence of archetypal (universal modes or patterns) characters, settings, and themes in literature and provide evidence to support the ideas expressed in each work.

**Standard 4: Research and Information: The student will conduct research and organize information.**

1. Accessing Information - Select the best source for a given purpose.

a. Access information from a variety of primary and secondary sources.

\*b. Skim text for an overall impression and scan text for particular information.

- c. Use organizational strategies as an aid to comprehend increasingly difficult content material (e.g., compare/contrast, cause/effect, problem/solution, sequential order).
2. Interpreting Information - Analyze and evaluate information from a variety of sources.
    - a. Summarize, paraphrase, and/or quote relevant information.
    - b. Determine the author's viewpoint to evaluate source credibility and reliability.
    - c. Synthesize information from multiple sources to draw conclusions that go beyond those found in any of the individual studies.
    - d. Identify complexities and inconsistencies in the information and the different perspectives found in each medium, including almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents, or Internet sources.

**Writing/Grammar/Usage and Mechanics. The student will express ideas effectively in written modes for a variety of purposes and audiences.**

Discuss ideas for writing with other writers. Write coherent and focused essays that show a well defined point of view and tightly reasoned argument. Use the stages of the writing process. Work independently and in self-directed writing teams to edit and revise.

**Standard 1: Writing Process - The student will use the writing process to write coherently.**

1. Use a writing process to develop and refine composition skills. Students are expected to:
  - a. use a variety of prewriting strategies such as brainstorming, outlining, free writing, discussing, clustering, webbing, using graphic organizers, notes, logs, or reading to generate ideas and gather information.
  - b. analyze audience and purpose:
    - i. consider specific purposes for writing whether to reflect, inform, explain, persuade, make a social statement, or share an experience or emotion.
    - ii. analyze the characteristics of a specific audience (interests, beliefs, background knowledge) and select an appropriate audience for the writing task.
  - c. analyze appropriate mode/genre.
  - d. develop multiple drafts, individually and collaboratively, to categorize ideas, organize them into paragraphs, and blend paragraphs into larger text.
  - e. revise for appropriateness of organization, content, and style.
  - f. edit for specific purposes such as to insure standard usage, varied sentence structure, appropriate word choice, mechanics, and spelling.

g. refine selected pieces to publish for general and specific audiences.

2. Use elaboration to develop an idea:

- a. draft a text with a clear controlling idea or thesis.
- b. develop a coherent progression of ideas applying organizational strategies such as spatial, chronological, order of importance, compare/contrast, logical order, cause/effect, or classification/division.
- c. apply different methods of support, such as facts, reasons, examples, sensory details, anecdotes, paraphrases, quotes, reflections, and dialogue.
- d. apply a consistent and appropriate point of view.
- e. understand and apply formal and informal diction.

3. Demonstrate organization, unity, and coherence by using transitions and sequencing:

- a. read the draft from the intended audience's point of view to evaluate clarity of purpose.
- b. evaluate whether ideas and organizational patterns are clear and support the overall purpose of the piece.
- c. evaluate whether the topic sentences, transitions within and between paragraphs, overall sequencing, and the progression of ideas is clear, focused, smooth, and coherent.
- d. evaluate whether ideas are adequately developed. Move, add, delete, or replace text for clarity, audience, and purpose.
- e. evaluate whether word choice/figurative language is precise, compelling, effective, and appropriate.
- f. evaluate whether sentence structures are varied in type, length, and complexity.

4. Editing/Proofreading and Evaluating: Use precise word choices, including figurative language, that convey specific meaning:

- a. apply Standard English usage, spelling and mechanics to text.
- b. correct errors in grammatical conventions.
- c. employ specified editing/proofreading strategies and consult resources (e.g., spell checks, personal spelling lists, or dictionaries) to correct errors in spelling, capitalization, and punctuation, including punctuation of quotations.
- d. use a specified format for in-text citation of source materials, for bibliographies, and for lists of works cited (check against original source for accuracy).
- e. demonstrate an understanding of the ethics of writing by creating a document free from plagiarism.

5. Use a variety of sentence structures, types, and lengths to contribute to fluency and interest.
6. Evaluate own writing and others' writing (e.g., determine the best features of a piece of writing, determine how writing achieves its purpose, ask for feedback, and respond to classmates' writing).

**Standard 2: Modes and Forms of Writing. The student will write for a variety of purposes and audiences using creative, narrative, descriptive, expository, persuasive, and reflective modes.**

At Grade 10, combine the rhetorical strategies of narration, exposition, persuasion, reflection, and description to produce text of at least 750 to 1,000 words. Compose business letters. Demonstrate a command of Standard English and the research, organization, and drafting strategies outlined in the writing process. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing that are frequently published for a general or specific audience. Final drafts are formatted appropriate for the mode/genre.

1. Compose fictional, biographical or autobiographical narratives or short stories that:
  - a. establish and develop dynamic and static characters including character motivation, gestures, and feelings.
  - b. establish and develop a plot that effectively communicates the overall theme and establishes significant events.
  - c. establish and maintain a consistent point of view especially third person limited or omniscient point of view.
  - d. establish and develop a setting within a narrative that is relevant to the overall meaning of the work.
  - e. use a range of narrative devices such as dialogue, interior monologue, suspense, foreshadowing, characterization, flashback, and symbolism.
  - f. present action segments to accommodate changes in time and mood.
2. Compose expository compositions, including analytical essays and research reports that:
  - a. integrate evidence in support of a thesis (position on the topic) including information on all relevant perspectives.
  - b. communicate, quote, summarize, and paraphrase information and ideas from primary and secondary sources accurately and coherently.
  - c. integrate a variety of suitable, credible reference sources, such as print, pictorial, audio, and reliable Internet sources.

- d. integrate visual aids by using technology to organize and record information on charts, data tables, maps, and graphs.
  - e. identify and address reader's potential misunderstandings, biases, and expectations, establishing and adjusting tone accordingly.
  - f. use technical terms and notations accurately.
3. Compose persuasive/argumentative compositions that:
- a. include a well-defined thesis that makes a clear and knowledgeable appeal in a sustained and effective fashion.
  - b. use exposition, narration, description, and argumentation to support the main argument.
  - c. use specific rhetorical devices to support assertions, such as appealing to logic through reason, appealing to emotion or ethical beliefs, or relating to a personal anecdote, case study, or analogy.
  - d. clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning.
  - e. effectively address reader's concerns, counterclaims, biases, and expectations.

\*4. Create documents related to career development that:

- a. follow conventional format for email, formal letter, or memorandum.
- b. provide clear and purposeful information and address the intended audience appropriately.
- c. use appropriate vocabulary, tone, and style to take into account the nature of the relationship with, and the knowledge and interests of the intended audience.

5. Compose reflective papers that may address one of the following purposes:

- a. express the individual's insight into conditions or situations detailing the author's role in the outcome of the event as well as an outside viewpoint.
- b. connect lessons from literature, history, current events, and movies/media to personal experiences and ideas.
- c. complete a self-evaluation on a class performance.

6. Use appropriate essay test-taking and time-writing strategies that:

- a. budget time for prewriting, drafting, revising, and editing.
- b. prioritize the question/prompt.
- c. identify the common directives from the prompt (identify command verbs: *explain, compare, evaluate, define, and develop*, etc.)

- d. analyze the question/prompt and determine the appropriate mode of writing, audience, and tone.
- e. apply appropriate organizational methods to thoroughly address the prompt.

7. Compose responses to literature that:

- a. integrate detailed references and quotations from the text along with interpretive commentary to support important ideas and a consistent viewpoint.
- b. evaluate the impact of genre, historical, and cultural context on the work.
- c. evaluate the impact of literary elements/devices and complexities within the work.
- d. extend writing by changing mood, plot, characterization, or voice.

8. \*Compose documented papers incorporating the techniques of Modern Language Association (MLA) or similar parenthetical styles that:

- a. incorporates relevant integrated quotations, summary, and paraphrase with commentary.
- b. includes internal citations.
- c. contains a works cited/bibliography.

**Standard 3: Grammar/Usage and Mechanics. The student will demonstrate appropriate practices in writing by applying Standard English conventions of the revising and editing stages of writing. Work independently and in self-directed writing teams to revise and edit.**

1. **Standard English Usage.** The student will demonstrate correct use of Standard English in speaking and writing.

- a. Distinguish commonly confused words (e.g., there, their, they're; two, too, to; accept, except; affect, effect).
- b. Use nominative, objective, possessive nouns.
- c. Use abstract, concrete, and collective nouns.
- d. Use correct verb forms and tenses.
- e. Use correct subject-verb agreement especially when the sentence contains intervening phrases or clauses.
- f. Distinguish transitive, intransitive, and linking verbs.
- g. Distinguish active and passive voice.
- h. Use correct pronoun/antecedent agreement and clear pronoun reference.
- i. Use correct forms of positive, comparative, and superlative adjectives.

- j. Use correct form of conjunction (coordinating, correlating, or subordinating).
  - k. Use appositives and verbals in compositions.
2. Mechanics and spelling - The student will demonstrate appropriate language mechanics in writing.
- a. Apply capitalization rules appropriately in writing.
  - b. Punctuate in writing including:
    - i. commas
    - ii. quotation marks
    - iii. apostrophes, colons, and semicolons
    - iv. ellipsis
    - v. hyphens, dashes, parentheses, and brackets
  - c. Demonstrate correct use of punctuation in research writing including:
    - i. formal outline
    - ii. parenthetical documentation
    - iii. works cited/bibliography
  - d. Use correct formation of plurals.
  - e. Use correct spelling including:
    - i. commonly misspelled words and homonyms
    - ii. spell consonant changes correctly (example recede/recession; transmit/transmission)
    - iii. spell Greek and Latin derivatives (words that come from a base or common root word) by applying correct spelling of bases and affixes (prefixes and suffixes)
3. Sentence structure. The student will demonstrate appropriate sentence structure in writing.
- a. Identify and use parallel structure.
  - b. Correct dangling and misplaced modifiers.
  - c. Correct run-on sentences.
  - d. Correct fragments.
  - e. Correct comma splices.
  - f. Use independent/dependent and restrictive (essential)/nonrestrictive (nonessential) clauses to designate the importance of information.

g. Use a variety of sentence structures and lengths to create a specific effect.

**Oral Language/Listening and Speaking: The student will demonstrate thinking skills in listening and speaking.**

Formulate thoughtful judgments about oral communication. Deliver focused and coherent presentations that convey clear and distinct perspectives and solid reasoning. Deliver polished formal and extemporaneous presentations that combine the traditional speech strategies of narration, exposition, persuasion, and description. Use gestures, tone, and vocabulary appropriate to the audience and purpose. Use the same Standard English conventions for oral speech that are used in writing.

**\*Standard 1: Listening - The student will listen for information and for pleasure.**

1. Engage in critical, empathetic, appreciative, and reflective listening to interpret, respond, and evaluate speaker's messages.
2. Listen and respond appropriately to presentations and performances of peers or published works such as original essays or narratives, interpretations of poetry, and individual or group performances.
3. Evaluate informative and persuasive presentations of peers, public figures, and media presentations.
4. Use feedback to evaluate own effectiveness and set goals for future presentations.

**\*Standard 2: Speaking - The student will express ideas and opinions in group or individual situations.**

1. Use formal, informal, standard, and technical language effectively to meet the needs of purpose, audience, occasion, and task.
2. Prepare, organize, and present a variety of informative and persuasive messages effectively.
3. Use a variety of verbal and nonverbal techniques in presenting oral messages and demonstrate poise and control while presenting.

**Visual Literacy: The student will interpret, evaluate, and compose visual messages.**

**\*Standard 1: Interpret Meaning - The student will interpret and evaluate the various ways visual image-makers such as graphic artists, illustrators, and news photographers represent meaning.**

1. Identify the use of stereotypes and biases in visual media (e.g., distorted representations of society; imagery and stereotyping in advertising; elements of stereotypes such as physical characteristics, manner of speech, beliefs, attitudes).
2. Investigate how symbols, images, sound, and other conventions are used in visual media

(e.g., time lapse in films; set elements that identify a particular time period or culture).

**\*Standard 2: Evaluate Media - The student will evaluate visual and electronic media, such as film, as compared with print messages.**

1. Recall that people with special interests and expectations are the target audience for particular messages or products in visual media.
2. Select and design language and content that reflect this appeal (e.g., in advertising and sales techniques aimed specifically towards teenagers; in products aimed toward different classes, races, ages, genders; in the appeal of popular television shows and films for particular audience).

**\*Standard 3: Compose Visual Messages - The student will create a visual message that effectively communicates an idea.**

1. Investigate and present the sources of a media presentation or production such as who made it and why it was made.
2. Analyze a media presentation to get the main idea of the message's content and compose one using a similar format.

**Blueprints for each Criterion-Referenced Test reflect the degree of representation given on the test to each *PASS* standard and objective. To access the current blueprint (when available) go to the State Department of Education Web site at <<http://sde.state.ok.us>>, click on site index, then click “s” to go to student assessment, then click on “Student Tests & Materials” then scroll down to “alignment blueprints.”**

## Language Arts

### Grade 11

**Reading/Literature:** The student will apply a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to a wide variety of texts.

**Standard 1: Vocabulary - The student will expand vocabulary through word study, literature, and class discussion.**

Apply a knowledge of word origins (words from other languages, history, or literature) to determine the meaning of new words encountered in reading and use of those words accurately.

1. Apply knowledge of Greek, Latin, and Anglo-Saxon roots and word parts to draw inferences about the meaning of scientific and mathematical terminology.
2. Use reference material such as glossary, dictionary, thesaurus, and available technology to determine precise meaning and usage.
3. Analyze the meaning of analogies encountered, analyzing specific comparisons as well as relationships and inferences.
4. Rely on context to determine meanings of words and phrases such as figurative language, connotations and denotations of words, analogies, idioms, and technical vocabulary.
5. Use word meanings within the appropriate context and verify these meanings by definition, restatement, example, and analogy.

**Standard 2: Comprehension - The student will interact with the words and concepts on the page to understand what the writer has said.**

Read and understand grade-level-appropriate material. Analyze the organizational patterns and evaluate authors' argument and positions. At Grade 11, in addition to regular classroom reading, read a wide variety of classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information as well as expository (informational and technical) texts.

1. Literal Understanding
  - a. Identify the structures and format of various informational documents and explain how authors use the features to achieve their purpose.
  - b. Select and explain specific devices an author uses to accomplish purpose (persuasive techniques, style, literary forms or genre, portrayal of themes, language).
  - c. Use study strategies such as note taking, outlining, and using study guide questions to better understand texts.
  - d. Construct images such as graphic organizers based on text descriptions and text structures.

## 2. Inferences and Interpretation

- a. Interpret the possible inferences of the historical context on literary works.
- b. Describe the development of plot and identify conflict and how they are addressed and resolved.
- c. Investigate influences on a reader's response to a text (e.g., personal experience and values; perspective shaped by age, gender, class, or nationality).
- d. Make reasonable assertions about author's arguments by using elements of the text to defend and clarify interpretations.

## 3. Summary and Generalization

- a. Determine the main idea, locate and interpret minor subtly stated details in complex passages.
- b. Use text features and elements to support inferences and generalizations about information.
- c. Summarize and paraphrase complex, implicit hierarchic structures in informational texts, including relationships among concepts and details in those structures.

## 4. Analysis and Evaluation

- a. Compare and contrast aspects of texts such as themes, conflicts, and allusions both within and across texts.
- b. Analyze the structure and format of informational and literary documents and explain how authors use the features to achieve their purposes.
- c. Examine the way in which clarity of meaning is affected by the patterns of organization, repetition of the main ideas, organization of language, and word choice in the text.
- d. Analyze the way in which authors have used archetypes (universal modes or patterns) drawn from myth and tradition in literature, film, political speeches, and religious writings.

### **Standard 3: Literature - The student will read, construct meaning, and respond to a wide variety of literary forms.**

Read and respond to grade-level-appropriate historically or culturally significant works of British, American, or world literature. Conduct in-depth analysis of themes, styles, and trends of these works across historical periods. Participate productively in self-directed work teams to create observable products.

1. Literary Genres - Demonstrate a knowledge of and an appreciation for various forms of literature.
  - a. Analyze the characteristics of genres including short story, novel, drama, poetry, and essay.
  - b. Analyze the characteristics of subgenres including allegory and ballad.
2. Literary Elements - Demonstrate knowledge of literary elements and techniques and show how they affect the development of a literary work.
  - a. Analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim.
  - b. Analyze the way in which irony, tone, mood, the author's style, and the "sound" of language achieve specific rhetorical (communication) or aesthetic (artistic) purposes or both.
  - c. Analyze characters' traits by what the characters say about themselves in narration, dialogue, and soliloquy (when they speak out loud to themselves).
  - d. Evaluate the significance of various literary devices and techniques, including imagery, irony, tone, allegory (the use of fictional figures and actions to express truths about human experiences), and symbolism (the use of symbols to represent an idea or theme), and explain their appeal.
  - e. Evaluate the author's purpose and the development of time and sequence, including the use of complex literary devices, such as foreshadowing (providing clues to future events) or flashbacks (interrupting the sequence of events to include information about an event that happened in the past).
3. Figurative Language and Sound Devices - Identify figurative language and sound devices and analyze how they affect the development of a literary work.
  - a. Identify and explain figurative language including analogy, hyperbole, metaphor, personification, and simile.
  - b. Identify and explain sound devices including alliteration and rhyme.
  - c. Analyze the melodies of literary language, including its use of evocative words, rhythms and rhymes.
4. Literary Works - Read and respond to historically and culturally significant works of literature.
  - a. Analyze and evaluate works of literature and the historical context in which they were written.
  - b. Analyze and evaluate literature from various cultures to broaden cultural awareness.

- c. Compare works that express the recurrence of archetypal (universal) characters, settings, and themes in literature and provide evidence to support the ideas expressed in each work.
- d. Analyze the clarity and consistency of political assumptions in a selection of literary works or essays on a topic.

**Standard 4: Research and Information - The student will conduct research and organize information.**

- 1. Accessing Information - Select the best source for a given purpose.
  - a. Access information from a variety of primary and secondary sources.
  - b. Skim text for an overall impression and scan text for particular information.
  - c. Use organizational strategies as an aid to comprehend increasingly difficult content material (e.g., compare/contrast, cause/effect, problem/solution, sequential order).
- 2. Interpreting Information - Analyze and evaluate information from a variety of sources.
  - a. Summarize, paraphrase, and/or quote relevant information.
  - b. Determine the author's viewpoint to evaluate source credibility and reliability.
  - c. Synthesize information from multiple sources to draw conclusions that go beyond those found in any of the individual studies.
  - d. Identify complexities and inconsistencies in the information and the different perspectives found in each medium, including almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents, or Internet sources.
  - e. Develop presentations by using clear research questions and creative and critical research strategies, such as field studies, oral histories, interviews, experiments, and Internet sources.

**Writing/grammar/mechanics and usage. The student will express ideas effectively in written modes for a variety of purposes and audiences.**

Write coherent and focused texts that show a well defined point of view and tightly reasoned argument. The writing demonstrates progression through the stages of the writing process. Work independently and in self-directed writing teams to edit and revise.

**Standard 1: Writing Process. The student will use the writing process to write coherently.**

- 1. Students are expected to:

- a. use a variety of prewriting strategies such as brainstorming, free writing, outlining, discussing, clustering, webbing, using graphic organizers, notes logs, or reading to generate ideas, develop voice, gather information, and plan.
- b. develop main idea/thesis. Evaluate results of prewriting activities and select appropriate topic.
- c. evaluate audience and purpose:
  - i. consider specific purposes for writing (e.g., to reflect, inform, explain, persuade, make social and/or political statements, or share an experience or emotion).
  - ii. evaluate possible modes/genres and select one, remembering that the choice of the mode/genre will guide the treatment of the topic, the development of a stance toward the audience, and the organizational structure.
- d. develop multiple drafts, individually and collaboratively, to categorize ideas, organize them into paragraphs, and blend paragraphs into larger text.
- e. revise drafts for organization, content and style.
- f. edit for specific purposes such as to ensure standard usage, varied sentence structure, appropriate word choice, mechanics, and spelling.
- g. refine selected pieces to publish for general and specific audiences.

2. Use elaboration to develop an idea:

- a. draft a text with a clear, controlling idea or thesis.
- b. develop a coherent progression of ideas applying organizational strategies such as spatial, chronological, order of importance, compare/contrast, logical order, cause/effect, or classification/division.
- c. apply different methods of support, such as facts, reasons, examples, sensory details, anecdotes, paraphrases, quotes, reflections, and dialogue.
- d. apply a consistent and appropriate point of view, establish a credible voice, and create a suitable tone.
- e. understand and apply formal and informal diction for a desired effect.

3. Demonstrate organization, unity, and coherence during revision process:

- a. read the draft from the intended audience's point of view to evaluate clarity of purpose.
- b. evaluate whether ideas and organizational patterns are clear and support the overall purpose of the piece.
- c. evaluate whether topic sentences, transitions within and between paragraphs, overall sequencing, and the progression of ideas is clear, focused, smooth, and coherent.
- d. evaluate whether ideas are adequately developed.

- e. apply a consistent and appropriate point of view.
- f. understand and apply formal and informal diction.

4. Editing/proofreading and evaluating:

- a. apply Standard English usage and correct spelling in text.
- b. employs specified editing/proofreading strategies and consults resources (e.g., handbooks and style manuals, spell checks, personal spelling lists, dictionaries, thesauruses, or style sheets) to correct errors in spelling, capitalization, and punctuation, including punctuation of quotations.
- c. use a specified format for in-text citation of source materials for bibliographies and for lists of works cited, and check against original source for accuracy.
- d. demonstrate an understanding of the ethics of writing by creating a document free from plagiarism.

5. Use point of view, characterization, style, and related elements for specific rhetorical (communication) and aesthetic (artistic) purposes.

6. Structure ideas and arguments in a sustained and persuasive way and support them with precise and relevant examples.

7. Evaluate own writing and others' writing to highlight the individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and form of writing.

**Standard 2: Modes and Forms of writing. The student will write for a variety of purposes and audiences using creative, narrative, descriptive, expository, persuasive, and reflective modes.**

At Grade 11, continue to combine the rhetorical strategies of narration, exposition, persuasion, reflection, and description to produce text of at least 1,500 words. Refine reflective compositions and become familiar with forms of job applications and resumes. Deliver multimedia presentations on varied topics. Demonstrate a command of Standard English and the research, organization, and drafting strategies outlined in the writing process. Writing demonstrates an awareness of the audience [intended reader] and purpose for writing.

1. Compose fictional, biographical or autobiographical narratives that:

- a. create and develop dynamic and static characters who experience internal and external conflicts, including character motivation, gestures, and feelings.
- b. create and develop a plot that effectively communicates the author's purpose.
- c. create and self-select first or third person point of view appropriate for the author's purpose.
- d. create and develop a setting within a narrative that is relevant to the overall meaning of the work.

- e. use a range of narrative devices such as dialogue, interior monologue, suspense, foreshadowing, characterization, flashback, symbolism, and allusion.
  - f. present action segments to accommodate changes in time and mood.
2. Compose expository compositions, including analytical essays, historical investigations, and research reports that:
- a. integrate evidence in support of a thesis including information on all relevant perspectives.
  - b. quote, summarize, and paraphrase information and ideas from primary and secondary sources, including technical terms and notations, accurately and coherently.
  - c. integrate a variety of suitable, credible modern/historical reference sources such as print, pictorial, audio, archives (records), interviews, and reliable Internet sources to locate information in support of topic.
  - d. use technology to integrate and create visual aids such as charts, data tables, maps, and graphs.
  - e. identify and address reader's potential misunderstandings, biases, and expectations, establishing and adjusting tone accordingly through a focus on appropriate diction.
3. Compose persuasive compositions that:
- a. include a well-defined thesis that makes a clear and knowledgeable appeal in a sustained and effective fashion.
  - b. use exposition, narration, description, and argumentation to support the main argument.
  - c. use specific rhetorical devices to support assertions such as personal anecdote, case study, analogy, or logical, emotional, and/or ethical appeal.
  - d. clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning.
  - e. effectively address reader's concerns, counterclaims, and individual or group biases.
4. Compose reflective compositions that:
- a. express the individual's insight into conditions or situations, detailing the author's role in the outcome and demonstrating an understanding of external influences.
  - b. connect lessons from literature, history, current events, and movies/media to personal experiences and ideas.
5. Create documents related to career development that:
- a. follow conventional format for formal letter, email, and memorandum.
  - b. provide clear, purposeful information and address the intended audience appropriately.

- c. indicate varied levels, patterns, and types of language to achieve intended effects and aid comprehension.
- d. modify the tone to fit the purpose and audience.
- e. follow the conventional style for that type of document (resume, cover letter of application) and use page format, fonts (typeface), and spacing that contribute to the readability and impact of the document.
- f. use accurate information to create an effective resume.

6. Compose responses to literature that:

- a. evaluate the significant ideas of literary works or passages including plot development and characterization.
- b. integrate textual references, integrated quotations, and interpretive commentary to create an accurate and consistent composition.
- c. evaluate the impact of genre, cultural, and historical context on the work.
- d. evaluate the impact of literary elements/devices, ambiguities, and complexities within the work.

7. Write for different purposes and to a specific audience or person, adjusting tone and style as necessary to make writing interesting. Continue to produce other writing forms introduced in earlier grades.

8. Compose documented papers that:

- a. integrate relevant quotations, summary, and paraphrase with commentary.
- b. includes internal citations using various formats of research writing.
- c. contains a works cited/bibliography consistent with the selected research-writing format.

\* 9. Use appropriate essay test-taking and time-writing strategies that:

- a. budget time for prewriting, drafting, revising, and editing.
- b. prioritize question/prompt.
- c. identify common directives from the prompt (identify common verbs: *explain, compare, evaluate, define, and develop*, etc.).
- d. analyze the question/prompt and determine the appropriate mode of writing, audience, and tone.
- e. apply appropriate organizational methods to thoroughly address the prompt.
- f. evaluate work using editing checklist or rubric if available.

**Standard 3: Grammar/Usage and Mechanics. The student will demonstrate appropriate**

**practices in writing by applying Standard English conventions to the revising and editing stages of writing.**

1. Standard English Usage-Demonstrate correct use of Standard English in speaking and writing. Work independently and in self-directed work teams to edit and revise.
  - a. Distinguish commonly confused words (e.g., there, their, they're; two, too, to; accept, except; affect, effect).
  - b. Identify and use correct verb forms and tenses.
  - c. Identify and use correct subject-verb agreement.
  - d. Identify and use active and passive voice.
  - e. Identify and use concrete, abstract, and collective nouns.
  - f. Identify and use nominative, objective, and possessive nouns.
  - g. Identify and use correct pronoun/antecedent agreement and clear pronoun reference.
  - h. Identify and use correct forms of positive, comparative, and superlative adjectives.
  - i. Identify and use coordinating, correlating, and subordinating conjunctions.
  - j. Identify and use appositives and verbals.
2. Mechanics and Spelling - Demonstrate appropriate language mechanics in writing.
  - a. Apply capitalization rules appropriately in writing.
  - b. Punctuate in writing including:
    - i. commas
    - ii. quotation marks
    - iii. apostrophes, colons, and semicolons
    - iv. ellipsis
    - v. hyphens, dashes, parentheses, and brackets
  - c. Demonstrate correct use of punctuation in research writing including:
    - i. formal outline
    - ii. parenthetical documentation
    - iii. works cited/bibliography
  - d. Use correct formation of plurals.

- e. Use correct spelling including:
  - i. commonly misspelled words and homonyms
  - ii. spell consonant changes correctly (example: recede/recession; transmit/transmission)
  - iii. spell Greek and Latin derivatives (words that come from a base or common root word) by applying correct spelling of bases and affixes (prefixes and suffixes)

3. Sentence structure - Demonstrate appropriate sentence structure in writing.

- a. Maintain parallel structure.
- b. Correct dangling and misplaced modifiers.
- c. Correct run-on sentences.
- d. Correct fragments.
- e. Correct comma splices
- f. Use dependent/independent and restrictive (essential)/nonrestrictive (nonessential) clauses to designate the importance of information
- g. Effectively use a variety of sentence structures and lengths to create a specific effect

4. Apply appropriate manuscript conventions in writing including title page presentation, pagination, spacing and margins, and integration of sources and support material, by citing sources within the text, using direct quotations, and paraphrasing.

**Oral Language/Listening and Speaking - The student will demonstrate thinking skills in listening and speaking.**

Formulate thoughtful judgments about oral communication. Deliver focused and coherent presentations that convey clear and distinct perspectives and solid reasoning. Deliver polished formal and extemporaneous presentations that combine the traditional speech strategies of narration, exposition, persuasion, and description. Use gestures, tone, and vocabulary appropriate to the audience and purpose. Use the same Standard English conventions for oral speech that are used in writing. Participate independently and in groups to create oral presentations.

**Standard 1: Listening - The student will listen for information and for pleasure.**

- 1. Demonstrate proficiency in critical, empathetic, appreciative, and reflective listening to interpret, respond and evaluate speaker's messages.
- 2. Use effective strategies for listening that prepare for listening, identify the types of listening, and adopt appropriate strategies.
- 3. Listen and respond appropriately to presentations and performances of peers or published

works such as original essays or narratives, interpretations of poetry, and individual or group performances.

4. Use effective strategies to evaluate own listening such as asking questions for clarification, comparing and contrasting interpretations with others, and researching points of interest or contention.
5. Use effective listening to provide appropriate feedback in a variety of situations such as conversations and discussions and informative, persuasive, or artistic presentations.

**Standard 2: Speaking - The student will express ideas and opinions in group or individual situations.**

1. Use a variety of verbal and nonverbal techniques in presenting oral messages such as pitch and tone of voice, posture, and eye contact, and demonstrate poise and control while presenting.
2. Use logical, ethical, and emotional appeals that enhance a specific tone and purpose.
3. Evaluate when to use different kinds of effects (including visuals, music, sound, and graphics) to create effective presentations.
4. Ask clear questions for a variety of purposes and respond appropriately to the questions of others.

**Visual Literacy: The student will interpret, evaluate, and compose visual messages.**

**Standard 1: Interpret Meaning - The student will interpret and evaluate the various ways visual image-makers including graphic artists, illustrators, and news photographers represent meaning.**

1. Use a range of strategies to interpret visual media (e.g., draw conclusions, make generalizations, synthesize material viewed, refer to images or information in visual media to support point of view).
2. Describe how editing shapes meaning in visual media (e.g., omission of alternative perspectives; filtered or implied viewpoints; emphasis of specific ideas, images, or information in order to serve particular interests).

**Standard 2: Evaluate Media - The student will evaluate visual and electronic media, such as film, as compared with print messages.**

1. Use a variety of criteria (e.g., clarity, accuracy, effectiveness, bias, relevance of facts) to evaluate informational media (e.g., Web sites, documentaries, news programs).
2. Identify the rules and expectations about genre that can be manipulated for particular effects or purposes (e.g., combining or altering conventions of different genres, such as presenting news as entertainment; blurring of genres, such as drama-documentaries).

**Standard 3: Compose Visual Messages - The student will create a visual message that effectively communicates an idea.**

1. Design and develop genres such as nightly news, news magazines, and documentaries and identify the unique properties of each.
2. Compare, contrast, and critique various media coverage of the same events such as in newspapers, television, and on the Internet, and compose a study of the results.

## LANGUAGE ARTS

### Grade 12

**Reading/Literature:** The student will apply a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to a wide variety of texts.

**Standard 1: Vocabulary - The student will expand vocabulary through word study, literature, and class discussion.**

Apply a knowledge of word origins (words from other languages, history, or literature) to determine the meaning of new words encountered in reading and use those words accurately.

1. Apply knowledge of Greek, Latin, and Anglo-Saxon roots and word parts to draw inferences about new words that have been created in the fields of science and mathematics (gene splicing, genetic engineering).
2. Research unfamiliar words based on characters, themes, or historical events.
3. Analyze the meaning of analogies encountered, analyzing specific comparisons as well as relationships and inferences.
4. Rely on context to determine meanings of words and phrases such as figurative language, connotations and denotations of words, analogies, idioms, and technical vocabulary.

**Standard 2: Comprehension - The student will interact with the words and concepts on the page to understand what the writer has said.**

Read and understand grade-level-appropriate material. Analyze the organizational patterns and evaluate authors' argument and positions. At Grade 12, in addition to regular classroom reading, read a wide variety of classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information, as well as expository (informational and technical) texts.

1. Literal Understanding
  - a. Identify the structures and format of various informational documents and explain how authors use the features to achieve their purpose.
  - b. Explain specific devices an author uses to accomplish purpose (persuasive techniques, style, literary forms or genre, portrayal of themes, language).
  - c. Use study strategies such as note taking, outlining, and using study-guide questions to better understand texts.
  - d. Construct images such as graphic organizers based on text descriptions and text structures.

e. Read silently with comprehension for a sustained period of time.

## 2. Inferences and Interpretation

a. Interpret the possible inferences of the historical context on literary works.

b. Describe the development of plot and identify conflicts and how they are addressed and resolved.

c. Identify influences on a reader's response to a text (e.g., personal experience and values; perspectives shaped by age, gender, class, or nationality).

d. Make reasonable assertions about authors' arguments by using elements of the text to defend and clarify interpretations.

## 3. Summary and Generalization

a. Determine the main idea and supporting details by producing summaries of text.

b. Use text features and elements to support inferences and generalizations about information.

c. Summarize and paraphrase complex, implicit, hierarchic structures in informational texts, including relationships among concepts and details in those structures.

d. Compare and contrast elements of text such as themes, conflicts, and allusions both within and across text.

## 4. Analysis and Evaluation

a. Investigate both the features and the rhetorical (communication) devices of different types of public documents, such as policy statements, speeches, or debates, and the ways in which authors use those features and devices.

b. Examine the structure and format of informational and literary documents and explain how authors use the features to achieve their purposes.

c. Analyze the way in which clarity of meaning is affected by the patterns of organization, repetition of the main ideas, organization of language, and word choice in the text.

d. Analyze the way in which authors have used archetypes (universal modes or patterns) drawn from myth and tradition in literature, film, political speeches, and religious writings.

e. Evaluate the credibility of information sources, including how the writer's motivation may affect that credibility.

**Standard 3: Literature - The student will read, construct meaning, and respond to a wide**

**variety of literary forms.**

Read and respond to grade-level-appropriate historically or culturally significant works of British, American, or world literature. Conduct in-depth analysis of themes, styles, and trends of these works across historical periods. Participate productively in self-directed work teams to create observable products.

1. Literary Genres - Demonstrate a knowledge of and an appreciation for various forms of literature.
  - a. Analyze the characteristics of genres including short story, novel, drama, poetry, and essay.
  - b. Analyze the characteristics of subgenres including allegory, ballad, elegy, ode, parody, pastoral, satire and tragedy.
2. Literary Elements - Demonstrate knowledge of literary elements and techniques and show how they affect the development of a literary work.
  - a. Evaluate the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim.
  - b. Analyze the way in which irony, tone, mood, the author's style, and the "sound" of language achieve specific rhetorical (communication) or aesthetic (artistic) purposes or both.
  - c. Analyze characters' traits by what the characters say about themselves in narration, dialogue, and soliloquy (when they speak out loud to themselves).
  - d. Evaluate the significance of various literary devices and techniques, including imagery, allegory (the use of fictional figures and actions to express truths about human experiences), and symbolism (the use of symbols to represent an idea or theme), and explain their appeal.
  - e. Evaluate the author's purpose and the development of time and sequence, including the use of complex literary devices, such as foreshadowing (providing clues to future events) or flashbacks (interrupting the sequence of events to include information about an event that happened in the past).
3. Figurative Language and Sound Devices - Identify figurative language and sound devices and analyze how they affect the development of a literary work.
  - a. Identify and explain figurative language including analogy, hyperbole, metaphor, personification, and simile.
  - b. Identify and explain sound devices including alliteration and rhyme.
  - c. Analyze the melodies of literary language, including its use of evocative words, rhythms and rhymes.

4. Literary Works - Read and respond to historically and culturally significant works of literature.
  - a. Analyze and evaluate works of literature and the historical context in which they were written.
  - b. Analyze and evaluate literature from various cultures to broaden cultural awareness.
  - c. Compare works that express the recurrence of archetypal (universal modes or patterns) characters, settings, and themes in literature and provide evidence to support the ideas expressed in each work.
  - d. Analyze the clarity and consistency of political assumptions in a selection of literary works or essays on a topic.

**Standard 4: Research and Information - The student will conduct research and organize information.**

1. Accessing Information - Select the best source for a given purpose.
  - a. Access information from a variety of primary and secondary sources.
  - b. Skim text for an overall impression and scan text for particular information.
  - c. Use organizational strategies as an aid to comprehend increasingly difficult content material (e.g., compare/contrast, cause/effect, problem/solution, sequential order).
2. Interpreting Information - Analyze and evaluate information from a variety of sources.
  - a. Summarize, paraphrase, and or quote relevant information.
  - b. Determine the author's viewpoint to evaluate source credibility and reliability.
  - c. Synthesize information from multiple sources to draw conclusions that go beyond those found in any of the individual studies.
  - d. Identify complexities and inconsistencies in the information and the different perspectives found in each medium, including almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents, or Internet sources.
  - e. Develop presentations by using clear research questions and creative and critical research strategies, such as field studies, oral histories, interviews, experiments, and Internet sources.
  - f. Compile written ideas and information into reports, summaries, or other formats and draw conclusions.

**Writing/grammar/ mechanics and usage. The student will express ideas effectively in written modes for a variety of purposes and audiences.**

**Standard 1: Writing Process - The student will use the writing process to write coherently.**

1. Use a writing process to develop and refine composition skills. Students are expected to:

- a. use a variety of prewriting strategies such as brainstorming, outlining, free writing, discussing, clustering, webbing, using graphic organizers, notes logs, interviews, or reading to generate ideas, develop voice, gather information, and plan.
- b. develop main idea/thesis.
- c. evaluate results of prewriting activities and select appropriate topic.
- d. evaluate audience and purpose for writing:
  - i. consider specific purposes for writing (e.g., to reflect, inform, explain, persuade, make a social and/or political statement, or share an experience or emotion).
  - ii. evaluate the writing task, considering the assumptions, values, and background knowledge of the intended audience.
- e. evaluate possible modes/genres and select one, remembering that the choice of the mode/genre will guide the treatment of the topic, the development of a stance toward the audience, and the organizational structure.
- f. develop multiple drafts, individually and collaboratively, to categorize ideas organize them into paragraphs, and blend paragraphs into larger text.
- g. revise drafts for organization, content, and style.
- h. edit/proofread for specific purposes such as to ensure standard usage, varied sentence structure, appropriate word choice, mechanics, and spelling.
- i. refine selected pieces to publish for general and specific audiences.

2. Use elaboration to develop an idea:

- a. draft a text with a clear, controlling idea or thesis
- b. develop a coherent progression of ideas applying organizational strategies such as spatial, chronological, order of importance, compare/contrast, logical order, cause/effect, or classification/division.
- c. apply different methods of support, such as facts, reasons, examples, sensory details, anecdotes, paraphrases, quotes, reflections, and dialogue.
- d. apply a consistent and appropriate point of view, establish a credible voice, and create a suitable tone.
- e. understand and apply formal and informal diction for a desired effect.

3. Demonstrate organization, unity and coherence during revision process:

- a. read the draft from the intended audience's point of view to evaluate clarity of purpose.
- b. evaluate whether ideas and organizational patterns are clear and support the overall purpose of the piece.
- c. evaluate whether topic sentences, transitions within and between paragraphs, overall sequencing, and the progression of ideas is clear, focused, smooth, and coherent.
- d. evaluate whether ideas are adequately developed.
- e. apply a consistent and appropriate point of view.
- f. understand and apply formal and informal diction.

4. Editing/proofreading and evaluating:

- a. apply Standard English usage and correct spelling in text.
- b. employs specified editing/proofreading strategies and consults resources (e.g., handbooks and style manuals, spell checks, personal spelling lists, dictionaries, thesauruses, or style sheets) to correct errors in spelling, capitalization, and punctuation, including punctuation of quotations.
- c. use a specified format for in-text citation of source materials for bibliographies and for lists of works cited, and check against original source for accuracy.
- d. demonstrate an understanding of the ethics of writing by creating a document free from plagiarism.

5. Use point of view, characterization, style, and related elements for specific rhetorical (communication) and aesthetic (artistic) purposes.

6. Structure ideas and arguments in a sustained and persuasive way and support them with precise and relevant examples.

7. Evaluate own and others' writing to highlight the individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and form of writing.

8. Further develop unique writing style and voice, improve sentence variety, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and form of writing.

**Standard 2: Modes and Forms of Writing. The student will write for a variety of purposes and audiences using creative, narrative, descriptive, expository, persuasive, and reflective modes.**

At Grade 12, continue to combine the rhetorical strategies of narration, exposition, persuasion, and description: to produce text, reflective compositions, historical investigation reports, and deliver multimedia presentations. The writing demonstrates a command of Standard English and the research, organization, and drafting strategies outlined in the writing process. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.

1. Write fictional, biographical or autobiographical narratives that:

- a. create and develop a character who experience internal and external conflicts, including character motivation, gestures, and feelings.
  - b. create and develop a plot that effectively communicates a pattern.
  - c. create and manipulate point of view to reveal author's purpose.
  - d. create and develop a setting to reinforce the mood.
  - e. use a range of narrative devices such as dialogue, interior monologue, suspense, foreshadowing, characterization, flashback, symbolism, allusion and frame story.
  - f. narrate a sequence of events.
2. Compose expository compositions, including analytical essays, historical investigations, and research reports that:
- a. integrate evidence in support of a thesis including information on all relevant perspectives.
  - b. quote, summarize, and paraphrase information and ideas from primary and secondary sources, including technical terms and notations, accurately and coherently.
  - c. integrate a variety of suitable, credible modern/historical reference sources such as print, pictorial, audio, archives (records), interviews, and reliable Internet sources to locate information that contains different perspectives.
  - d. use technology to integrate and create visual aids such as charts, data tables, maps, and graphs.
  - e. identify and address reader's potential misunderstandings, biases, and expectations, establishing and adjusting tone accordingly through a focus on appropriate professional, academic, or technical diction.
  - f. use technical terms and notations accurately.
3. Compose persuasive compositions that:
- a. include a well-defined thesis that makes a clear and knowledgeable appeal in a sustained and effective fashion.
  - b. use exposition, narration, description, and argumentation to support the main argument.
  - c. use specific rhetorical devices to support assertions such as personal anecdote, case study, analogy, or logical, emotional, and/or ethical appeal.
  - d. clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning.
  - e. effectively address reader's concerns, counterclaims, and individual or group biases.

4. Write reflective compositions that:

- a. express the individual's insight into conditions or situations, detailing the author's role in the outcome and demonstrating an understanding of external influences to justify or clarify his/her perspective.
- b. connect lessons from literature, history, current events, and movies/media to personal experiences and ideas.

5. Create documents related to career development that:

- a. appropriately present purposeful and precise information to meet the need of the intended audience.
- b. write an email, formal letter, or memorandum, using conventional format.
- c. follow the conventional style for a specific document (resume, cover letter of application), and use page format, fonts (typeface), and spacing that contribute to the readability and impact of the document.
- d. use accurate information to create various resume formats.
- e. modify the tone to fit the purpose and audience.
- f. use accurate information to create an effective resume.

6. Compose responses to literature that:

- a. evaluate the significant ideas of literary works or passages including plot development and characterization.
- b. evaluate the impact of genre, cultural, and historical context on the work.
- c. evaluate the impact of literary elements/devices, ambiguities, and complexities within the work.
- d. support important ideas and viewpoints with accurate and detailed reference to the text or to other works.

7. Write for different purposes and to a specific audience or person, adjusting tone and style as necessary to make writing interesting. Continue to produce other forms of writing introduced in earlier grades.

8. Write documented papers that:

- a. incorporate relevant integrated quotations, summary, and paraphrase with commentary.
- b. include internal citations using various formats of research writing.
- c. contain a works cited/bibliography consistent with the selected research-writing format.

9. Use appropriate essay test-taking and time writing strategies that:

- a. budget time for prewriting, drafting, revising, and editing.

- b. prioritize the question/prompt.
- c. identify common directives from the question/prompt (identify common verbs: *explain, compare, evaluate, define, and develop*, etc.).
- d. analyze the question/prompt and determine the appropriate mode of writing, audience, and tone.
- e. apply appropriate organizational methods to thoroughly address the question/prompt.
- f. evaluate work using editing checklist or rubric, if available.

**Standard 3: Grammar/Usage and Mechanics. The student will demonstrate appropriate practices in writing by applying Standard English conventions to the revising and editing stages of writing.**

1. Standard English Usage - Demonstrate correct use of Standard English in speaking and writing.

- a. Distinguish commonly confused words (e.g., there, their, they're; two, too, to; accept, except; affect, effect).
- b. Identify and use correct verb forms and tenses.
- c. Identify and use correct subject-verb agreement.
- d. Distinguish active and passive voice.
- e. Identify and use pronouns effectively, correct pronoun/antecedent agreement, and clear pronoun reference.
- f. Identify and use correct forms of positive, comparative, and superlative adjectives.
- g. Continue to identify and use all grammar structure from prior grades.

2. Mechanics and Spelling - Demonstrate appropriate language mechanics in writing.

- a. Demonstrate correct use of capitals.
- b. Use correct formation of plurals.
- c. Demonstrate correct use of punctuation and recognize its effect on sentence structure.
- d. Use correct spelling of commonly misspelled words and homonyms.

3. Sentence structure - The student will demonstrate appropriate sentence structure in writing.

- a. Use parallel structure.
- b. Correct dangling and misplaced modifiers.
- c. Correct run-on sentences.

- d. Correct fragments.
- e. Correct comma splices.
- f. use dependent/independent and restrictive (essential)/nonrestrictive (nonessential) clauses to designate the importance of information.
- g. effectively use a variety of sentence structures and lengths to create a specific effect.

4. Apply appropriate manuscript conventions in writing including title page presentation, pagination, spacing and margins, and integration of sources and support material, by citing sources within the text, using direct quotations, and paraphrasing.

**Oral Language/Listening and Speaking: The student will demonstrate thinking skills in listening and speaking.**

Formulate thoughtful judgments about oral communication. Deliver focused and coherent presentations that convey clear and distinct perspectives and solid reasoning. Deliver polished formal and extemporaneous presentations that combine the traditional speech strategies of narration, exposition, persuasion, and description. Use gestures, tone, and vocabulary appropriate to the audience and purpose. Use the same Standard English conventions for oral speech that are used in writing. Participate independently and in groups to create oral presentations.

**Standard 1: Listening - The student will listen for information and for pleasure.**

1. Demonstrate proficiency in critical, empathetic, appreciative, and reflective listening to interpret, respond and evaluate speaker's messages.
2. Use effective strategies for listening that prepare for listening, identify the types of listening, and adopt appropriate strategies.
3. Listen and respond appropriately to presentations and performances of peers or published works such as original essays or narratives, interpretations of poetry, and individual or group performances.
4. Use effective strategies to evaluate own listening such as asking questions for clarification, comparing and contrasting interpretations with others, and researching points of interest or contention.
5. Use effective listening to provide appropriate feedback in a variety of situations such as conversations and discussions and informative, persuasive, or artistic presentations.

**Standard 2: Speaking - The student will express ideas and opinions in group or individual situations.**

1. Use a variety of verbal and nonverbal techniques in presenting oral messages such as pitch and tone of voice, posture, and eye contact; and demonstrate poise and control while presenting.

2. Use language and rhetorical strategies skillfully in informative and persuasive messages.
3. Use logical, ethical, and emotional appeals that enhance a specific tone and purpose.
4. Use effective and interesting language, including informal expressions for effect, Standard English for clarity, and technical language for specificity.
5. Evaluate when to use different kinds of effects (including visuals, music, sound, and graphics) to create a presentation.
6. Ask clear questions for a variety of purposes and respond appropriately to the questions of others.

**Visual Literacy: The student will interpret, evaluate, and compose visual messages.**

**Standard 1: Interpret Meaning - The student will interpret and evaluate the various ways visual image-makers including graphic artists, illustrators, and news photographers represent meaning.**

1. Use a range of strategies to interpret visual media (e.g., draw conclusions, make generalizations, synthesize material viewed, refer to images or information in visual media to support point of view).
2. Demonstrate how editing shapes meaning in visual media (e.g., omission of alternative perspectives; filtered or implied viewpoints; emphasis of specific ideas, images, or information in order to serve particular interests).

**Standard 2: Evaluate Media - The student will evaluate visual and electronic media, such as film, as compared with print messages.**

1. Use a variety of criteria (e.g., clarity, accuracy, effectiveness, bias, relevance of facts) to evaluate informational media (e.g., Web sites, documentaries, news programs).
2. Identify the rules and expectations about genre that can be manipulated for particular effects or purposes (e.g., combining or altering conventions of different genres, such as presenting news as entertainment; blurring of genres, such as drama-documentaries).

**Standard 3: Compose Visual Messages - The student will create a visual message that effectively communicates an idea.**

1. Use the effects of media on constructing his/her own perception of reality.
2. Use a variety of forms and technologies such as videos, photographs, and Web pages to communicate specific messages.

## GLOSSARY

**affix** - an element added to the base, stem, or root of a word to form a fresh word or stem. Principal kinds of affix are prefixes and suffixes. The prefix un- is an affix which added to balanced, makes unbalanced. The suffix -ed is an affix which, added to wish makes wished.

**alliteration** - a device commonly used in poetry and occasionally in prose: the repetition of an initial sound in two or more words of a phrase, line of poetry, or sentence (e.g., "Our souls have sight of that immortal sea.").

**analogies** - comparisons of the similar aspects of two different things.

**antonym** - words which have opposite meanings (e.g., hot and cold).

**archetype** - a descriptive detail, plot pattern, character type, or theme that recurs in many different cultures. One such archetype that appears in Shakespeare's Macbeth is the battle between the forces of good and the forces of evil.

**autobiography** - the biography of a person written by oneself.

**balanced reading program** - dual emphasis, stress on both skill and application of skills. A balanced reading program includes instruction in word identification skills as well as instruction in reading comprehension strategies. A balanced reading program includes reading to whole groups of students, guided reading activities with groups of students, shared reading, and independent reading by individual students.

**base word** - a word to which a prefix or suffix may be added to form a new word (e.g., go + ing = going).

**biography** - story about the achievements of others; helps students see history as the lives and events of real people and to appreciate the contribution of all cultures; subjects include explorers; political heroes and heroines; and achievers in literature, science, sports, the arts, and other disciplines; effectiveness depends on accuracy, authenticity, and an appealing narrative style.

**CVC** - consonant/vowel/consonant

**choral reading** - group reading aloud (e.g., choral reading may be used with a group to develop oral fluency or to make a presentation to an audience).

**cinquain** - poetic form; structure may follow a 2-4-6-8-2 syllable pattern or may follow a simpler form using words per line in a 1-2-3-4-1 pattern.

**compound word** - a word made by putting two or more words together (e.g., cowboy).

**consonant blend** - the joining of the sounds represented by two or more letters with minimal change in those sounds; consists of two or more consonants sounded together in such a way that each is heard (e.g., bl, gr, sp)

**consonant digraph** - consists of two consonants that together represent one sound (e.g., sh, ch, th, wh).

**consonants** - the letters of the alphabet (excluding a, e, i, o, u, usually including w and y); represented by a single sound made by a partial or complete obstruction of air.

**context clue** - the information from the immediate textual setting that helps identify a word or word group.

**contraction** - a short way to write two words as one by writing the two words together, leaving out one or more letters and replacing the missing letters with an apostrophe (e.g., cannot = can't).

**convention** - accepted practice in written language.

**cooperative learning** - activities in which students work together in groups to achieve a common goal.

**critical thinking** - logical, reflective thinking that is focused on deciding what to believe or do.

It may include analyzing arguments, seeing other points of view, and/or reaching conclusions.  
**cubing** - a method for discovering ideas about a topic by using six strategies (in any order) to investigate it: describe it, compare it, associate it, analyze it, apply it, and argue for or against it.

**cues/cueing system** - Sources of information used by readers to construct meaning. The language cueing system includes the graphophonic system — the relationship between oral and written language (phonics); the syntactic system — the relationship among linguistic units such as prefixes, suffixes, words, phrases, and clauses (grammar); and the semantic system — the meaning system of language.

**decode** - to analyze spoken or graphic symbols of a familiar language to ascertain their intended meaning.

**descriptive writing** - One of four chief composition modes. Writing which paints a picture of a person, place, thing, or idea using vivid details.

**dialect** - a social or regional variety of a particular language with phonological, grammatical, and lexical patterns that distinguish it from other varieties.

**diamante** - poetic form; structure follows a diamond shape of seven lines as follows: one noun, two adjectives, three participles, four related nouns, or a phrase of four words, three participles, two adjectives, and one noun.

**diphthong** - a vowel sound produced when the tongue moves from one vowel sound toward another vowel in the same syllable; two vowel sounds that come together so fast they are considered one syllable (e.g., ou, ow, oi/oy).

**directionality** - the ability to perceive spatial orientation accurately (left to right).

**epic literature** - long narratives detail the adventures of a single heroic figure; the center of action revolves around the relationship between the heroic figure and the gods; the main character symbolizes the ideal characteristics of greatness; many were originally written as poetry or songs; language is lyrical, stately, and rich with images.

**essays** - documentary records on diverse topics such as slavery, life in the 12th century England, or songs of the American Revolution; content is based upon or adapted from an original document in diary, letter, or essay form.

**etymology** - the study of the origins of words; an account of the history of a particular word.

**evaluative** - questioning that requires the reader to use experiential background knowledge in conjunction with information explicitly stated in the text (e.g., reading beyond the line).

**expository** - a reading or writing selection which explains, defines, and interprets. It covers all compositions which do not primarily describe an object, tell a story, or maintain a position (e.g., content-area textbooks, magazine articles, editorials, essays).

**fables** - tales concern human conduct with moralistic overcomes; animals exhibit human qualities and behaviors.

**fairytale** - a folktale about real-life problems usually with imaginary characters and magical events.

**fantasy** - characters or settings depart from what is realistic; the author makes the impossible believable; characters include humanized animals, good and evil stereotypes, heroes and heroines with magical powers.

**fiction** - plots are simple, fast-paced and predictable; characters and their actions appeal to young children; illustrations contribute to story line; rhyme and repetition encourage reading aloud; story and language appeal to sense of humor through word play, nonsense, surprise, and exaggeration; illustrations encourage participation through naming, pointing, and seeking.

**figurative language** - writing or speech not meant to be taken literally. Writers use figurative language to express ideas in vivid or imaginative ways (e.g., “the apple of my eye,” “forever chasing rainbows”).

**flashback** - the technique of disrupting the chronology of a narrative by shifting to an earlier time in order to introduce information.

**fluency** - freedom from word-identification problems that might hinder comprehension in silent reading or the expression of ideas in oral reading; automaticity, the ability to produce words or larger language units in a limited time interval.

**folktales** - time and place are generic (e.g., “Once upon a time in a faraway castle . . .”); stories are not intended to be accepted as true; plots use predictable motifs (e.g., ogres, magic, supernatural helpers, quests); story line is frequently a series of recurring actions; characters are one-dimensional.

**foreshadowing** - the technique of giving clues to coming events in a narrative.

**genre** - a category used to classify literary and other works, usually by form, technique, or content. The novel, the short story, and the lyric poems are all genres.

**grapheme** - a written or printed representation of a phoneme (e.g., b for /b/ and oy for /oi/ in boy)

**graphophonic** cues - the relationship between graphemes and the phonemes they represent. These symbol-sound-association skills can be used as an aid in recognizing a word that is not firmly fixed in sight vocabulary, especially if used in conjunction with other cues (e.g., determining the sound of the initial letter or two and the use of context may be all that is needed to recognize a word).

**high frequency words** - a word that appears many more times than most other words in spoken or written language (e.g., the, of, said, for).

**historical fiction** - stories are grounded in history but not restricted by it; the historical setting is an authentic and integral part of the story; characters’ actions, dialogue, beliefs, and values are true to the historical period.

**homographs** - words which are spelled alike but have different sounds and meanings (e.g., bow and arrow vs. bow of a ship).

**homonyms** - words which sound the same but have different spellings and meanings (e.g., bear, bare).

**hyperbole** - obvious and deliberate exaggeration; an extravagant statement; a figure of speech not intended to be taken literally. Hyperboles are often used for dramatic or comic effect. Example: “He died a thousand deaths.” “The discussion lasted an eternity.”

**idiom** - an expression that does not mean what it literally says (e.g., to have the upper hand has nothing to do with the hands).

**imagery** - the use of language to create vivid pictures in the reader's mind.

**independent reading level** - the readability or grade level of material that is easy for a student to read with few word-identification problems and high comprehension.

**inferential** - a reasoned assumption about meaning that is not explicitly stated (e.g., reading between the lines).

**instructional reading level** - the reading ability or grade level of material that is challenging, but not frustrating for the student to read successfully with normal classroom instruction and support. irony - a figure of speech of which the literal meaning of the word is the opposite of its intended meaning (e.g., I could care less); a literary technique for implying, through plot or character, that the actual situation is quite different from that presented.

**journal** - a less private form of diary. It is more readily shared, allows more flexibility, and is more adaptable as a teaching tool. It is especially useful when used to elicit responses to reading, issues, and events under study.

**legends** - plots record deeds of past heroes; stories are presented as true; stories are usually secular and associated with wars and victories.

**literal** - information directly from the text (e.g., on the line).

**literature** – text created for a specific purpose (poem, story, novel, etc.).

**main idea** - the gist of a passage; central thought.

**medial** - coming in the middle of a word.

**metaphor** - a figure of speech in which a comparison is implied by analogy but is not stated.

**mode of writing** - any of the major types of writing (e.g., argumentation, description, exposition, narration).

**mood** - the emotional state of mind expressed by an author or artist in his or her work; the emotional atmosphere produced by an artistic work.

**mystery** - tightly woven plots have elements of suspense, danger, or intrigue; plots are fast-paced and frequently involve foreshadowing or flashback.

**myths** - stories are seen as true in the represented society; plots are usually associated with theology or ritual; accounts frequently explain natural phenomena.

**narrative** - a reading or writing selection which tells a story (e.g., fables, fairy tales, legends, tall tales, short stories, novels).

**neologism** - a new word or phrase, or a new meaning of, for an established word. Neologism also applies to new doctrines, such as a fresh new interpretation of the Bible or of some other work of literature.

**nonfiction** - information is factual and may be presented by detailed descriptions or examples; organization follows a logical pattern and may include textual aids.

**onomatopoeia** - the formation and use of words that suggest by their sounds the object or idea being named (e.g., bow wow, bang, buzz, crackle, clatter, hiss, murmur, sizzle, twitter, zoom).

**onset** - all of the sounds in a word that come before the first vowel.

**pacing** - setting one's own reading rate by using a pattern appropriate for the reading task.

**personification** - metaphorical figure of speech in which animals, ideas, and things are represented as having human qualities.

**phoneme** - a minimal sound unit of speech that distinguishes one word from another (e.g., lace, lake).

**phonemic awareness** - ability to manipulate, detect, and change sounds in spoken language (precedes phonics instruction).

**phonics** - a way of teaching reading and spelling that stresses symbol sound relationships; the ability to associate letters and letter combinations with sound and blending them into syllables and words.

**point-of-view** - the way in which an author reveals a perspective/viewpoint, as in characters, events, and ideas in telling a story.

**predictable text** - books with dramatic cumulative repetitions and dependable schemes of rhyme and language that help children anticipate and thereby decode the printed page (e.g., Brown Bear, Brown Bear).

**prediction strategy** - a person's use of knowledge about language and the context in which it occurs to anticipate what is coming in writing or speech.

**prefix** - a syllable or group of syllables attached to the beginning of a word, or root, to change its meaning (e.g., reprint, unpack, dislike).

**prior knowledge** - knowing that stems from previous experience. Note: prior knowledge is a key component of schema theories of reading and comprehension.

**propaganda** - an extreme form of written or spoken persuasion intended to influence the reader, though sometimes subtly, and usually by one-sided rather than objective argument (e.g., advertising propaganda to sell a product).

**Readers Theatre** - a performance of literature, as a story, play, poetry read aloud expressively by one or more persons, rather than acted.

**r-controlled vowels** - the modified sound of a vowel immediately preceding /r/ in the same

syllable, e.g., care, never, sir, or.

**recursive process** - moving back and forth through a text in either reading or writing, as new ideas are developed or problems encountered. In reading a text, recursive processes might include rereading earlier portions in light of later ones, looking ahead to see what topics are addressed or how a narrative ends, and skimming through text to search for particular ideas or events before continuing a linear reading. In creating a written composition, recursive processes include moving back and forth among the planning, drafting, and revising phases of writing.

**representing** - the presentation aspect of viewing. It is nonverbal depiction of communication.

**rime** - the part of a syllable that contains the vowel and all that follows it (e.g., the rime of bag is -ag; of swim, -im).

**root word** - a word with no prefix or suffix added; may also be referred to as a base word.

**Rule of Thumb** - a method students can use to make their reading selections. Students select a book, open it to any page, and read. One finger is raised for each unknown word. If they encounter more than five words that they cannot pronounce, probably it is a good idea to select another book.

**schwa** - A mark showing an absence of a vowel sound. The neutral vowel sound of most unstressed syllables in English, e.g., sound of a in ago or e in agent. This is the symbol, (, for this sound.

**science fiction** - relies on hypothesized scientific advancements and raises questions about the future of humanity; can be a useful vehicle for examining issues related to human survival in an uncertain future.

**semantic cues** - semantic cues involving word-meaning knowledge and a general sense of the test's meaning.

**sight word** - any word recognized by memory only.

**silent e** - an e that makes no sound that is usually found in the final position of an English root word.

**simile** - a combination of two things that are unlike, usually using the words like or as (e.g., soft as a kitten).

**soft c and g rule** - when c or g is followed by e, i, or y, it is usually soft.

**structural analysis** - the process of using knowledge of root words, endings, and affixes to decode words.

**subvocalize** - reading to oneself.

**suffix** - a syllable or group of syllables attached to the end of a word, or root, to change its meaning (e.g., s, ed, ing).

**Sustained Silent Reading/Drop Everything and Read** - child reads self-selected literature 10-30 minutes daily. A brief pair discussion, approximately 2 minutes, follows SSR/DEAR.

**syllabication** - the division of words into syllables.

**syllable** - a minimal unit of sequential speech sounds made up of a vowel sound or a vowel consonant combination and always contains a vowel sound.

**symbolism** - use of one thing to suggest something else, specifically the use of symbols to represent ideas in concrete ways; the implied meaning of a literary work.

**synonyms** - words which have the same meaning.

**syntactic cues** - syntactic cues involve implicit knowledge of word order and the functions of words. Only certain word sequences are allowable in English, and only certain kinds of words fit into particular slots in our sentence patterns (e.g., the baseball player \_\_\_\_\_ the ball. The missing word must be a verb).

**tall tales** - a story about an impossible or exaggerated happening related in a realistic,

matter-of-fact, and often humorous way (e.g., Paul Bunyan).

**text** – any printed material.

**theme** - a topic of discussion in writing. A major idea broad enough to cover the entire scope of a literary work of art. A theme can be a noun or phrase (e.g., friendship, justice).

**transitional spelling** - the result of an attempt to spell a word whose spelling is not already known, based on a writer's knowledge of the spelling system and how it works.

**VC** - vowel/consonant

**vowel digraph** - two vowels pronounced in such a way that the letters together stand for one sound (e.g. /a/ in sleigh).

**vowels** - a, e, i, o, u and sometimes y and w; made without any air obstruction.

**webbing** - instructional activities, particularly graphic ones, that are designed to show the relationship among ideas or topics in text or to plan for writing: cognitive mapping.

**writer's workshop** - instructional time that includes mini-lessons, peer/teacher conferences, process writing, sharing time, author's chair, sustained silent reading, and small teaching groups.

**writing folders** - a folder or notebook that contains writing generated during the various stages of the writing process.

**y as a vowel rule** - if y is the only vowel sound at the end of a one-syllable word, y has the sound of long i; if y is the only vowel at the end of a word of more than one syllable, y has a sound almost like long e.