

Grades 5-12 English Language Arts Standards

1. Speaking and Listening

5th

6th

7th

8th

9th

10th

11th

12th

Research/
Commentary

Reading

Students will engage in discourse in pairs, groups, and whole class discussion to acquire and refine knowledge of print and non-print texts.

Comment [O1]: Clarify meaning...does this mean digital media or visual distinction?

The student will ask and answer questions in pairs, groups, and whole class settings.

The student will participate in and contribute ideas to pairs, groups, and whole class settings.

The student will participate in and contribute to conversations in pairs, groups, and whole class settings by contributing ideas and building on the ideas of others.

The student will participate in and contribute to conversations in pairs, groups, and whole class settings by contributing ideas, building on the ideas of others, and engaging with the ideas of others.

Students will participate in and contribute to conversations in pairs, groups, and whole class settings by contributing ideas, building on the ideas of others, questioning the ideas of others, and responding to the questions of others.

Students will engage in discourse in pairs, groups, and whole class settings to acquire knowledge.

Students will engage in discourse in pairs, groups, and whole class settings to acquire and refine knowledge.

Students will engage in discourse in pairs, groups, and whole class settings to acquire and refine knowledge.

Flood, James, et al.
Handbook of research on teaching the English language arts.
Lawrence Erlbaum Associates, Inc.

Nystrand, Martin.
Opening Dialogue: Understanding the Dynamics of Language and Learning in the English Classroom.
Teachers College Press.

McCann, T.M., Johannessen, L.R., Kahn,

Comment [O2]: What is the distinction between "engaging" and "responding?"

identify genre, connect and respond to texts, and provide an objective summary. Students will make inferences and use evidence from the text to support their analyses.	identify genre, connect and respond to texts. Students will provide an objective summary, and begin to paraphrase parts of the text. Students will make inferences and cite textual evidence to support their analyses.	identify genre, connect and respond to texts, provide an objective summary, paraphrase parts of the text, and begin to generalize. Students will make inferences and draw conclusions citing relevant textual evidence to support their analyses.	identify genre, connect and respond to texts, summarize, paraphrase, and generalize. Students will make inferences and draw conclusions by citing textual evidence that most strongly supports their analyses.	identify genre, connect and respond to texts, summarize, paraphrase, generalize, and synthesize texts. Students will make logical inferences and cite thorough evidence from the text to support their analyses. Historical and cultural perspectives may focus on works from American, British, and/or world literature.	identify genre, connect and respond to texts, summarize, paraphrase, generalize, and synthesize texts. Students will make logical inferences and cite thorough evidence from the text to support their analysis. Historical and cultural perspectives may focus on works from American, British, and/or world literature.	identify genre, connect and respond to texts, summarize, paraphrase, generalize, and synthesize texts. Students will make logical inferences and cite specific, thorough evidence from the text to support their analyses.. Historical and cultural perspectives may focus on works from American, British, and/or world literature.	identify genre, connect and respond to texts, summarize, paraphrase, generalize, and synthesize texts. Students will make logical inferences and cite specific, thorough evidence from the text to support their analyses. Historical and cultural perspectives may focus on works from American, British, and/or world literature.	
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Writing
 Students will develop and strengthen writing by engaging in a recursive process which includes prewriting, drafting, revising, editing, and publishing.

Students will use a writing process to write for multiple purposes in all modes. The focus	Students will use a writing process to write in all modes with a focus on opinion.	Students will use a writing process to write in all modes with a focus on informational.	Students will use a writing process to write in all modes with a focus on argument.	Students will use a writing process to write in all modes with a focus on narrative and informational.	Students will use a writing process to write in all modes with a focus on argument and informational.	Students will use a writing process to write in multiple modes: argument, informational, and narrative, blending when	Students will use a writing process to write in multiple modes: argument, informational, and narrative, blending when	
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for this grade level is narrative.						appropriate.	appropriate.	
3. Vocabulary								
5th	6th	7th	8th	9th	10th	11th	12th	Research/ Commentary
Reading Students will expand vocabulary through reading, word study, and class discussion.								
Students will understand word origins and parts (affixes, roots, stems) and figurative language to deepen understanding of text.	Students will understand word origins and parts (affixes, roots, stems), figurative language, connotations, and idioms to deepen understanding of text.	Students will understand word origins and parts (affixes, roots, stems), figurative language, connotations, idioms, and analogies to interpret an author's message.	Students will understand word origins and parts (affixes, roots, stems), figurative language, connotations, idioms, and analogies to interpret an author's message. With assistance, students will explain how allusions contribute to the meaning of a text.	Students will analyze figurative language, connotations, idioms, and analogies to critique and evaluate the author's word choice. Students will explain allusions to have a deeper understanding of a text.	Students will analyze figurative language, connotations, idioms, analogies, and allusions to critique and evaluate the author's word choice.	Students will analyze figurative language, connotations, idioms, analogies, and allusions to critique and evaluate how the author's word choice impacts the message.	Students will analyze figurative language, connotations, idioms, analogies, and allusions to critique and evaluate how the author's word choice impacts the message.	Need to mention something about choosing which words to study - reference Beck. http://www.readingrockets.org/article/choosing-words-teach <i>Bringing Words to Life</i> Beck, McKeown, Kucan Reading in the Disciplines: The Challenge of Adolescent Literacy, Lee & Spratley
Writing Students will apply knowledge of vocabulary to communicate through domain appropriate abstract and concrete words.								

Students will apply knowledge of word parts and domain-specific words to provide coherence in writing. Students will use figurative language to develop ideas.	Students will apply knowledge of word parts and domain-specific words to provide coherence in writing. Students will use word choice (including figurative language and idioms) to develop ideas.	Students will apply knowledge of word parts and domain-specific words to provide coherence in writing. Students will use word choice (including figurative language and idioms) to develop ideas to achieve a desired effect.	Students will apply knowledge of word parts and domain-specific words to provide coherence in writing. Students will use word choice (including figurative language, idioms, and analogies) to develop ideas to achieve a desired effect.	Students will produce writing that incorporates figurative language, idioms, and analogies to expand on ideas to achieve a desired effect.	Students will produce writing that incorporates figurative language, idioms, analogies, and allusions to expand on ideas to achieve a desired effect.	Students will produce writing that incorporates figurative language, idioms, analogies, and allusions to expand on ideas to achieve a desired effect.	Students will produce writing that incorporates figurative language, idioms, analogies, and allusions to expand on ideas to achieve a desired effect.	http://soltreemr/s3.s3-website-us-west-2.amazonaws.com/marzanorsearch.com/media/documents/List-of-Tier-1-Basic-Terms.pdf Marzano Research <i>Bringing Words to Life</i> Beck, McKeown, Kucan
5th	6th	7th	8th	9th	10th	11th	12th	Research/ Commentary

4. Critical Reading/Critical Writing

Reading

Students will comprehend, interpret, evaluate, and respond to a variety of complex texts of all genres from a variety of historical, cultural, and global perspectives.

Students will use close reading strategies (multiple readings, annotation) on grade-level literary and	Students will use close reading strategies (multiple readings, annotation) on grade-level literary and	Students will use close reading strategies (multiple readings, annotation) on grade-level literary and	Students will use close reading strategies (multiple readings, annotation) on grade-level literary and	Students will use a variety of strategies to analyze grade-level literary and informational texts. Students will evaluate	Students will use a variety of strategies to analyze grade-level literary and informational texts. Students will	Students will use a variety of strategies to analyze grade-level literary and informational texts. Students will evaluate	Students will read closely from complex literary and informational text, evaluate purpose as well as the historical,	
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<p>informational texts. Students will identify author's purpose and compare and contrast characters and events.</p> <p>A. Literary Students will analyze the effect of sound devices and literary elements, focusing on point of view, simile, metaphor, and theme.</p> <p>B. Informational Students will identify the structure of a text, main idea, and author's use of evidence.</p>	<p>informational texts. Students will identify author's purpose and compare and contrast characters and events.</p> <p>A. Literary Students will analyze the effect of sound devices and literary elements, focusing on point of view, simile, metaphor, and theme.</p> <p>B. Informational Students will analyze what the text says explicitly and draw inferences using the author's evidence.</p>	<p>informational texts. Students will explain author's purpose and compare and contrast themes.</p> <p>A. Literary Students will analyze the effect of sound devices and literary elements, focusing on irony, symbol, theme, and tone.</p> <p>B. Informational Students will determine an author's purpose by identifying the claims and supporting evidence.</p>	<p>informational texts. Students will explain author's purpose and compare and contrast themes.</p> <p>A. Literary Students will analyze the effect of sound devices and literary elements, focusing on irony, symbol, theme, and tone.</p> <p>B. Informational Students will determine a main idea of a text and provide a summary, including how an author responds to conflicting evidence and viewpoints.</p>	<p>the purpose and historical, cultural, and/or global significance of a text.</p> <p>A. Literary Students will analyze text for sound devices, character development, archetypes, theme, and tone.</p> <p>Students will interpret how themes are connected across texts.</p> <p>B. Informational Students will analyze how the author develops a claim over the course of a work, assessing the reasoning and evidence.</p>	<p>evaluate the purpose and historical, cultural, and/or global significance of a text.</p> <p>A. Literary Students will analyze text for sound devices, character development, archetypes, theme, and tone.</p> <p>Students will interpret how themes are connected across texts.</p> <p>B. Informational Students will analyze how an author develops claims and counterclaims over the course of a work.</p>	<p>the purpose and historical, cultural, and global significance of a text.</p> <p>A. Literary Students will evaluate texts for the significance of figurative language and sound devices, tone, and theme.</p> <p>Students will interpret how themes are connected across texts.</p> <p>B. Informational Students will evaluate the effectiveness of an author's argument, structure, and evidence.</p>	<p>cultural, and global significance. Students will analyze the literary elements and text structure. Finally, students will engage in comparing and contrasting, interpreting, and evaluating texts.</p>	
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Comment [04]: I like how narrative and informative text standards are delineated.

Writing
Students will write for varied purposes and audiences, using fully developed ideas, strong organization, well-chosen words, fluent sentences, and a voice appropriate to the situation.

<p>A. Narrative (Grade Level Focus) Students write narratives incorporating techniques of setting, character, conflict, and plot structure.</p> <p>B. Informative Students will introduce and develop a topic with evidence, using transitions, appropriate vocabulary, and a conclusion.</p> <p>C. Opinion Clearly state an opinion, supported with facts and details. Show relationships among facts, opinions, and supporting details.</p>	<p>A. Narrative Students write narratives incorporating techniques of character development, conflict, introduction, resolution and conclusion.</p> <p>B. Informative Students will introduce and develop a topic with evidence, using transitions, appropriate vocabulary, and a conclusion.</p> <p>C. Opinion (Grade Level Focus) Clearly state an opinion, supported with facts and details. Show relationships among facts, opinions, and supporting details and include a</p>	<p>A. Narrative Students write narratives incorporating techniques of pacing, dialogue, and sensory language.</p> <p>B. Informative (Grade Level Focus) Students will introduce and develop a topic with evidence, using transitions, appropriate vocabulary, and a conclusion, maintaining a formal style.</p> <p>C. Argument Introduce a claim and organize reasons and evidence, using credible sources. Show relationships among claim, reasons, and evidence. Include a</p>	<p>A. Narrative Students write narratives incorporating techniques of point of view and narration.</p> <p>B. Informative Students will introduce and develop a topic with evidence, using transitions, appropriate vocabulary, and a conclusion, maintaining a formal style.</p> <p>C. Argument (Grade Level Focus) Introduce a claim, recognize at least one claim from an opposing viewpoint, and organize reasons and evidence, using credible sources. Show relationships among claim,</p>	<p>A. Narrative (Grade Level Focus) Students write nonfiction narratives such as memoir.</p> <p>B. Informative (Grade Level Focus) Students will objectively introduce and develop a topic with evidence, using transitions, appropriate vocabulary, and a conclusion, maintaining a formal style.</p> <p>C. Argument Introduce claim(s), recognize and distinguish from alternate or opposing claims, and organize reasons and evidence, using credible sources. Show</p>	<p>A. Narrative Students write narratives embedded in other modes as appropriate.</p> <p>B. Informative (Grade Level Focus) Students will objectively introduce and develop a topic with evidence, using transitions, appropriate vocabulary, and a conclusion, maintaining a formal style.</p> <p>C. Argument (Grade Level Focus) Introduce precise claim(s) and distinguish them from alternate or opposing claims. Provide sufficient evidence to</p>	<p>A. Narrative Students write narratives embedded in other modes as appropriate.</p> <p>B. Informative Students will objectively introduce and develop a topic with evidence, using transitions, appropriate vocabulary, and a conclusion, maintaining a formal style.</p> <p>C. Argument Introduce precise, informed claims(s) and distinguish them from alternate or opposing claims. Organize claims, counterclaims, and evidence in a way that provides a logical</p>	<p>A. Narrative Students write narratives embedded in other modes as appropriate.</p> <p>B. Informative Students will objectively introduce and develop a topic with evidence, using transitions, appropriate vocabulary, and a conclusion, maintaining a formal style.</p> <p>C. Argument Introduce precise informed claim(s) and distinguish them from alternate or opposing claims. Organize claims, counterclaims, and evidence in a way that provides a logical</p>	
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	concluding statement.	concluding statement that follows logically from the information presented.	reasons, and evidence. Include a concluding statement that follows logically from the information presented.	relationships among claim, reasons, and evidence. Include a concluding statement that follows logically from the information presented and supports the argument.	develop balanced arguments using credible sources. Use words, phrases, and clauses to connect claims, counterclaims, evidence, and commentary to create a cohesive argument. Include a concluding statement that follows logically from the information presented and supports the argument.	sequence for the entire argument. Provide the most relevant evidence to develop balanced arguments using credible sources. Use words, phrases, clauses, and varied syntax to connect all parts of the argument and create cohesion. Include a concluding statement that follows logically from the information presented and supports the argument. (Blending of all modes in grade 11)	sequence for the entire argument. Provide the most relevant evidence to develop balanced arguments using credible sources. Use words, phrases, clauses, and varied syntax to connect all parts of the argument and create cohesion. Include a concluding statement that follows logically from the information presented and supports the argument. (Blending of all modes in grade 12)	
5th	6th	7th	8th	9th	10th	11th	12th	Research/ Commentary

5. Language

Reading

Students will apply knowledge of grammar and rhetorical style to analyze and evaluate a variety of texts.

<p>Students will explain the function of conjunctions, prepositions, and interjections in general and their effect in particular sentences.</p> <p>Use verb tense to identify various times, sequences, states, and conditions.</p>	<p>Students will explain the function of pronouns (subjective, objective, possessive).</p> <p>Recognize simple and compound sentences to signal differing relationships among ideas.</p> <p>Recognize variations from standard English in others' writing and speaking.</p>	<p>Students will explain the function of prepositional phrases and clauses (dependent and independent) in general and their effect in specific sentences.</p> <p>Recognize simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</p> <p>Recognize and correct misplaced and dangling modifiers.</p>	<p>Students will explain the function of verbals (gerunds, participles, infinitives) in general and their effect in particular sentences.</p> <p>Recognize the use of active and passive voice.</p> <p>Recognize and correct inappropriate shifts in verb tense.</p>	<p>Students will explain the function of parallel structure, various types of phrases (appositive, adjectival, adverbial, participial, prepositional) and clauses (independent, dependent, adverbial) to convey specific meanings.</p> <p>Explain the function of active and passive voice.</p>	<p>Students will explain the function of parallel structure, various types of phrases (noun, verb, absolute) and clauses (noun, relative) to convey specific meanings.</p>	<p>Students will refine their knowledge of grammar and rhetorical style to analyze and evaluate a variety of texts, understanding that usage and convention change over time and manipulate style.</p>	<p>Students will apply knowledge of grammar and rhetorical style to analyze and evaluate a variety of texts, understanding that usage and convention change over time and manipulate style.</p>	
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Writing

Students will demonstrate command of Standard American English conventions (grammar, mechanics, and usage) through writing.

<p>Students will identify and use the eight parts of speech</p>	<p>Students will identify and use the eight parts of speech</p>	<p>Students will identify and use prepositional</p>	<p>Students will identify and use verbals (gerunds,</p>	<p>Students will identify and use parallel structure.</p>	<p>Students will identify and use various types of</p>	<p>Students will refine their use of Standard American</p>	<p>Students will demonstrate command of Standard</p>	
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<p>in writing with focus on verb tense.</p> <p>Students will form and use the perfect verb tenses.</p> <p>Students will form and use verb tense to convey various times, sequences, states, and conditions.</p> <p>Students will recognize and correct inappropriate shifts in verb tense.</p>	<p>in writing with focus on pronouns.</p> <p>Students will form and use pronouns in the proper case (subjective, objective, possessive).</p> <p>Students will form and use simple and compound sentences to signal differing relationships among ideas.</p> <p>Students will use intensive and reflexive pronouns.</p> <p>Students will recognize and correct inappropriate shifts in pronoun number and person.</p> <p>Students will recognize and correct vague pronouns (i.e.,</p>	<p>phrases and clauses (dependent and independent) writing.</p> <p>Students will form and use simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</p>	<p>participles, infinitives) in writing.</p> <p>Students will form and use verbs in the active and passive voice.</p> <p>Students will form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</p>	<p>Students will identify and use various types of phrases (appositive, adjectival, adverbial, participial, prepositional) and clauses (independent, dependent; adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p>	<p>phrases (noun, verb, absolute) and clauses (noun, relative) to convey specific meanings and add variety and interest to writing or presentations.</p>	<p>English, grammar, mechanics, and usage through writing and other modes of communication to convey specific meanings and add variety and interest to writing or presentations.</p>	<p>American English, grammar, mechanics, and usage through writing and other modes of communication to convey specific meanings and add variety and interest to writing or presentations.</p>	
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	ones with unclear or ambiguous antecedents).							
5th	6th	7th	8th	9th	10th	11th	12th	Research/ Commentary
6. Research								
Reading								
Students will comprehend, evaluate, and synthesize resources to acquire and refine knowledge.								
Students will record and organize information from a variety of print and/or digital sources.	Students will record and organize information from a variety of primary and secondary sources (print and/or digital).	Students will evaluate resources from both primary and secondary sources (print and/or digital). Students will follow ethical and legal guidelines for collecting and recording information.	Students will evaluate and select relevant resources from both primary and secondary sources (print and/or digital). Students will follow ethical and legal guidelines for collecting and recording information.	Students will evaluate and select the most relevant resources from both primary and secondary sources (print and/or digital). Students will follow ethical and legal guidelines for collecting and recording information.	Students will evaluate, select, and synthesize the most relevant resources from both primary and secondary sources (print and/or digital). Students will follow ethical and legal guidelines for collecting and recording information.	Students will evaluate, select, and synthesize the most relevant resources from both primary and secondary sources (print and/or digital). Students will follow ethical and legal guidelines for collecting and recording information.	Students will comprehend, evaluate, and synthesize resources to acquire and refine knowledge. Students will follow ethical and legal guidelines for collecting and recording information.	
Writing								
Students will summarize and paraphrase, integrate evidence, and cite sources to create reports, projects, and presentations for multiple purposes.								
Students will formulate a viable research	Students will formulate a viable research	Students will formulate a viable research	Students will formulate a viable research	Students will communicate findings clearly	Students will integrate findings clearly	Students will integrate findings clearly	Students will integrate evidence,	

<p>question and report findings.</p> <p>Students will record main idea and supporting details using information from different sources.</p> <p>Students will quote while accurately referring to sources.</p>	<p>question and clearly report findings.</p> <p>Students will record main idea and supporting details using information from different sources.</p> <p>Students will quote, paraphrase, and summarize while accurately referring to sources.</p>	<p>question and report findings clearly and concisely, using a thesis statement.</p> <p>Students will record main ideas and supporting details using information from different sources.</p> <p>Students will quote, paraphrase, and summarize while accurately citing sources and avoiding plagiarism.</p>	<p>question and report findings clearly and concisely, using a well-developed thesis statement.</p> <p>Students will record main ideas and supporting details using information from different sources.</p> <p>Students will quote, paraphrase, and summarize while accurately citing sources and avoiding plagiarism.</p>	<p>using a well-developed thesis statement.</p> <p>Students will record supporting details and information from more complex sources.</p> <p>Students will quote, paraphrase, and summarize while accurately citing sources and avoiding plagiarism.</p>	<p>using a well-developed thesis statement.</p> <p>Students will document supporting details and information from more complex sources.</p> <p>Students will quote, paraphrase, and summarize while accurately citing sources and avoiding plagiarism.</p>	<p>using a well-developed thesis statement.</p> <p>Students will document and integrate supporting details and information from more complex sources.</p> <p>Students will quote, paraphrase, and summarize while accurately citing sources and avoiding plagiarism.</p>	<p>summarize and paraphrase, and cite sources to create projects and presentations for multiple purposes.</p> <p>Students will document and integrate supporting details and information from more complex sources.</p> <p>Students will quote, paraphrase, and summarize while accurately citing sources and avoiding plagiarism.</p>	
5th	6th	7th	8th	9th	10th	11th	12th	Research/ Commentary

7. Multiple Literacies

Reading

Students will evaluate and analyze written, oral, visual, and digital media in order to draw conclusions and defend arguments.

Students will identify the characteristics and effectiveness of a variety of media.	Students will compare and contrast the effectiveness of a variety of media.	Students will compare and contrast the effectiveness of techniques used in a variety of media.	Students will analyze and evaluate persuasive/informative techniques used in media.	Students will determine the tools and techniques used to achieve the intended purpose.	Students will analyze the tools and techniques used to achieve the intended purpose.	Students will analyze and evaluate the various ways visual image-makers construct arguments in multimedia texts.	Students will evaluate and analyze written, oral, visual, digital, and non-verbal texts in order to draw conclusions and defend arguments in multimedia texts.	Kress, Gunther (2003) Literacy in the New Media Age. New York: Routledge. Bill Cope and Mary Kalanzis (New London Group): Multiliteracies: Literacy Learning and the Design of the Social Futures.
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Writing

Students will create multimedia texts to communicate knowledge and defend arguments.

Students will create a visual message that effectively communicates an idea using technology or appropriate media.	Students will create a text with a combination of visual messages that effectively communicates an idea using technology or	Students will select, organize, or produce multimedia texts to complement and extend meaning for a selected topic.	Students will select, organize, or produce visual images, messages, and meanings that encompass different points of view.	Students will create multimedia products to engage specific audiences.	Students will investigate, critique, and present the sources of a multimedia presentation or production.	Students will design and develop multimedia texts for global communities to meet a variety of purposes.	Students will create multimedia texts (including non-print and digital) to communicate knowledge and defend arguments.	Kress, Gunther and Theo van Leeuwen (2001) Multimodal Discourse: The Modes and Media of Contemporary Communicatio
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