

# Minnesota Academic Standards

## Language Arts K-12

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Minnesota Department of Education

## ORGANIZATION OF THIS DOCUMENT

The Minnesota Academic Standards in Language Arts are organized by grade level into three general *strands*: 1) Reading and Literature, 2) Writing, and 3) Speaking, Listening and Viewing. One or more categories or *sub-strands* of standards are listed under each strand. For example, the Reading and Literature strand includes the sub-strands of Word Recognition, Analysis and Fluency, Vocabulary Expansion, Comprehension and Literature.

Each *standard* begins with the phrase, “The student will...” and is followed by several *benchmarks* that describe the specific knowledge or skills that students should acquire by the end of that grade level.

The strands are identified by Roman numerals (I, II, III) and the sub-strands by upper case letters (A, B, C, etc.). The standards are noted by the word “Standard” and are followed by a list of benchmarks identified by ordinal numbers (1, 2, 3, etc.). The example below illustrates the relationship between a strand, sub-strand, standard and benchmarks.

### Example

<i>KINDERGARTEN</i>	
<i>Strand</i>	<b>I. READING AND LITERATURE</b> The student will listen to and understand grade-appropriate English language text.
<i>Sub-strand</i>	<b>A. Word Recognition, Analysis, and Fluency</b>
<i>Standard</i>	<u>Standard</u> : The student will apply knowledge of the sounds of the English language (phonemic awareness) and sound-symbol relationships (phonics).
<i>Benchmarks</i>	The student will: <ol style="list-style-type: none"><li>1. See, hear, say and write the basic sounds (phonemes) of the English language.</li><li>2. Match consonant and short vowel sounds to appropriate letters, say the common sounds of most letters, and begin to write consonant-vowel-consonant words.</li><li>3. Identify and name uppercase and lowercase letters of the alphabet.</li><li>4. Identify beginning consonant sounds and ending sounds in single-syllable words.</li><li>5. Identify, produce and say rhyming words in response to an oral prompt.</li><li>6. Read 10 high-frequency words.</li></ol>

The next page outlines the organization of the Language Arts standards for all grade levels.

## FRAMEWORK FOR THE K-12 LANGUAGE ARTS STANDARDS

### GRADE LEVEL (Kindergarten, Grade 1, Grade 2, etc.)

#### I. READING AND LITERATURE

##### A. Word Recognition, Analysis, and Fluency

Standard statement

1. Benchmark
2. Benchmark, etc.

##### B. Vocabulary Expansion

Standard statement

1. Benchmark
2. Benchmark, etc.

##### C. Comprehension

Standard statement

1. Benchmark
2. Benchmark, etc.

##### D. Literature

Standard statement

1. Benchmark
2. Benchmark, etc.

#### II. WRITING

##### A. Types of Writing

Standard statement

1. Benchmark
2. Benchmark, etc.

##### B. Elements of Composition

Standard statement

1. Benchmark
2. Benchmark, etc.

##### C. Spelling, Grammar and Usage

Standard statement

1. Benchmark
2. Benchmark, etc.

##### D. Research

Standard statement

1. Benchmark
2. Benchmark, etc.

##### E. Handwriting and Word Processing

Standard statement

1. Benchmark
2. Benchmark, etc.

#### III. SPEAKING, LISTENING AND VIEWING

##### A. Speaking and Listening

Standard statement

1. Benchmark
2. Benchmark, etc.

##### B. Viewing (grades K-2)

Standard statement

1. Benchmark
2. Benchmark, etc.

##### C. Media Literacy (grades 3-12)

Standard statement

1. Benchmark
2. Benchmark, etc.

## KINDERGARTEN

*The grade level designations in the K-2 Minnesota Academic Standards are strongly recommended. However, school districts may place the K-2 standards at grade levels that accommodate their particular curriculum, provided that all standards have been mastered by the end of grade 2.*

### I. READING AND LITERATURE

The student will listen to and begin to read and understand grade-appropriate English language text.

#### A. Word Recognition, Analysis and Fluency

Standard: The student will understand and apply knowledge of the sounds of the English language (phonemic awareness) and of the sound-symbol relationship (phonics).

The student will:

1. See, hear, say and write the basic sounds (phonemes) of the English language.
2. Match consonant and short vowel sounds to appropriate letters, say the common sounds of most letters, and begin to write consonant-vowel-consonant words.
3. Identify and name uppercase and lowercase letters of the alphabet.
4. Identify beginning consonant sounds and ending sounds in single-syllable words.
5. Identify, produce and say rhyming words in response to an oral prompt.
6. Read 10 high-frequency words.

#### B. Vocabulary Expansion

Standard: The student will use a variety of strategies to develop and expand reading, listening and speaking vocabularies.

The student will:

1. Use words to describe and name people, places, and things.
2. Use words to describe location, size, color, shape and direction.
3. Use words to describe actions.
4. Use context to predict and infer word meanings
5. Learn new words through explicit instruction.

**C. Comprehension**

Standard: The student will listen to and understand the meaning of text.

The student will:

1. Demonstrate literal comprehension by asking and answering questions about narrative and informational text.
2. Make predictions from illustrations and story content.
3. Write or draw a response that demonstrates comprehension.
4. Relate texts to prior knowledge and experiences.

**D. Literature**

Standard: The student will read or listen to a variety of texts.

The student will:

1. Listen to and understand the meaning of texts representing a variety of genres (such as poetry, folk tales, drama, fantasy, realistic fiction, informational and biographical texts) from America, as well as from other countries.
2. Identify main characters and story events and actions.
3. Retell familiar stories using beginning, middle and end.
4. Respond to literature using details from the story to make personal connections.
5. Listen to and look at literature for personal enjoyment.

**II. WRITING**

The student will write clearly and coherently to effectively communicate for a variety of audiences and purposes.

**A. Types of Writing**

(Writing is addressed in the “Word Recognition, Analysis and Fluency” section.)

**B. Elements of Composition**

(Standards under this heading may be locally determined.)

**C. Spelling, Grammar and Usage**

Standard: The student will begin to recognize correct spelling and punctuation.

The student will:

1. Use a period after sentences when prompted.
2. Use knowledge of basic phonics to spell.

**D. Research**

(Standards under this heading may be locally determined.)

**E. Handwriting and Word Processing**

Standard: The student will form letters and numbers.

The student will:

1. Correctly form many of the uppercase and lowercase letters of the alphabet, monitor and discuss the differences.

Correctly write the numbers zero through nine.

2. Write left to right and top to bottom.
3. Print his/her first and last names.

**III. SPEAKING, LISTENING AND VIEWING**

The student will speak clearly and effectively for a variety of purposes and audiences and actively listen to, view and evaluate oral communication and media.

**A. Speaking and Listening**

Standard: The student will communicate effectively through listening and speaking.

The student will:

1. Participate in and follow agreed-upon rules for conversation and formal discussions.
2. Follow two-step directions.
3. Attend to and understand the meaning of messages.
4. Communicate needs, feelings and ideas to peers and adults.
5. Recite and respond to poems, rhymes and songs.
6. Respond orally to language patterns in stories and poems.
7. Use voice level appropriate for language situation.

8. Ask and respond to questions.

**B. Viewing**

Standard: The student will become familiar with the structure of printed material.

The student will:

1. Follow print (words and text) from left to right and top to bottom.
2. Turn pages sequentially from front to back.

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## GRADE 1

*The grade level designations in the K-2 Minnesota Academic Standards are strongly recommended. However, school districts may place the K-2 standards at grade levels that accommodate their particular curriculum, provided that all standards have been mastered by the end of grade 2.*

### I. READING AND LITERATURE

The student will read and understand grade-appropriate English language text.

#### A. Word Recognition, Analysis, and Fluency

Standard: The student will understand and apply knowledge of the sounds of the English language (phonemic awareness), the sound-symbol relationship (phonics), and word recognition strategies to read grade-level materials with accuracy and emerging fluency.

The student will:

1. Identify letters, words and sentences.
2. Match spoken words with print.
3. See, hear, say and write the letters, blends and diagraphs that correspond with the common sounds of the English Language.
4. Segment and blend beginning, middle and ending sounds (phonemes) to read unfamiliar words.
5. Divide spoken and written words into syllables and identify phonemes and phonograms within words.
6. Use letter sounds, word patterns and parts of simple compound words to decode unfamiliar words when reading.
7. Generate rhyming words in a rhyming pattern.
8. Read 100 high-frequency words.
9. Notice when reading breaks down, reread and use phonetic and other strategies to self-correct.
10. Read aloud grade-appropriate text with accuracy and emerging fluency.

#### B. Vocabulary Expansion

Standard: The student will use a variety of strategies to develop and expand reading, listening and speaking vocabularies.

The student will:

1. Learn new words through explicit instruction and independent reading.
2. Use descriptive words when speaking of people, places, things, actions and events.
3. Identify and generate antonyms and synonyms, and use them to understand and express word meaning.
4. Use context to predict and infer word meanings.

**C. Comprehension**

Standard: The student will actively engage in the reading process and use a variety of comprehension strategies to understand the meaning of texts that have been read or listened to.

The student will:

1. Demonstrate literal and inferential comprehension by asking and answering questions about narrative and informational text.
2. Recall and use prior learning and preview text to prepare for reading.
3. Monitor comprehension and reread as needed at points of difficulty, using strategies to self-correct when needed.
4. Make predictions of outcomes and verify from texts.
5. Identify or infer topic.
6. Make simple inferences and draw and support conclusions.
7. Use story illustrations to enhance comprehension.
8. Write or draw a response that shows comprehension of a story that has been read.
9. Relate texts to prior knowledge and experiences.

**D. Literature**

Standard: The student will actively engage in the reading process and read, understand, respond to and appreciate a wide variety of fiction, poetic and non-fiction texts.

The student will:

1. Read from and listen to texts representing a variety of genres (such as poetry, folk tales, drama, fantasy, realistic fiction, informational and biographical texts) from America, as well as from other countries.
2. Identify and describe main characters setting and sequences of story events.
3. Respond to text and use details from stories to support interpretation and make personal connections.
4. Retell familiar stories using a beginning, middle and end.
5. Read and listen to selections for personal enjoyment.
6. Understand the role of illustrations in conveying meaning in picture books.

## II. WRITING

*(Writing should be addressed across content areas and integrated into the curriculum.)*

The student will write clearly and coherently to communicate effectively for a variety of audiences and purposes.

### A. Types of Writing

Standard: The student will compose various pieces of writing.

The student will:

1. Write in a variety of modes to express meaning, including:
  - a. narrative
  - b. informative.
  - c. poetic.
2. Use informal writing to record information or observations.

### B. Elements of Composition

Standard: The student will demonstrate emerging knowledge of a writing process with attention to organization, topic and quality of ideas.

The student will:

1. Write simple sentences using a process and strategies to plan, compose, revise and edit.

### C. Spelling, Grammar and Usage

Standard: The student will demonstrate emerging knowledge of punctuation, spelling and capitalization.

The student will:

1. Use a period after sentences, numerals and initials.
2. Capitalize the first letter of proper names, the pronoun *I*, and the first words of sentences.
3. Use question marks and exclamation marks.
4. Compose simple sentences.
5. Use correct spelling for grade-appropriate high-frequency sight words.
6. Spell 3-4 letter words correctly.
7. Spell grade-appropriate words correctly in final draft.

**D. Research**

Standard: The student will locate and use information in reference materials.

The student will:

1. Use grade level appropriate reference material to obtain information.
2. Alphabetize by first letter.

**E. Handwriting and Word Processing**

Standard: The student will improve his/her handwriting.

The student will:

1. Improve the formation of uppercase and lowercase letters of the alphabet and numbers.
2. Space words and sentences appropriately.

**III. SPEAKING, LISTENING AND VIEWING**

The student will speak clearly and effectively for a variety of purposes and audiences and actively listen to, view and evaluate oral communication and media.

**A. Speaking and Listening**

Standard: The student will communicate effectively through listening and speaking.

The student will:

1. Participate in and follow agreed-upon rules for conversation and formal discussions.
2. Follow two- or three-step oral directions.
3. Attend to and understand the meaning of messages.
4. Communicate needs, feelings and ideas to peers and adults in complete sentences.
5. Recite and respond to stories, poems, rhymes and songs with expression.
6. Use voice level appropriate for language situation.
7. Ask and respond to questions.

**B. Viewing**

Standard: The student will become familiar with the structure of printed material.

The student will:

1. Follow print from left to right and top to bottom.
2. Turn pages sequentially from front to back.
3. Identify the cover and title page of a book.
4. Recognize common signs and logos.

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## GRADE 2

*The grade level designations in the K-2 Minnesota Academic Standards are strongly recommended. However, school districts may place the K-2 standards at grade levels that accommodate their particular curriculum, provided that all standards have been mastered by the end of grade 2.*

### I. READING AND LITERATURE

The student will read and understand grade-appropriate English language text.

#### A. Word Recognition, Analysis and Fluency

Standard: The student will understand and apply knowledge of the sounds of the English language (phonemic awareness), the sound-symbol relationship (phonics), and word recognition strategies to read grade-level materials with accuracy and fluency.

The student will:

1. Use word structure and phonics knowledge (including consonants, blends, digraphs, and vowel combinations to decode words.
2. Identify individual word parts to decode and determine the meaning of compound and multi-syllabic words.
3. Fluently read 200 high-frequency words.
4. Read aloud grade-appropriate text with accuracy, fluency and expression.
5. Notice when reading breaks down, reread and use phonetic and other strategies to self-correct.

#### B. Vocabulary Expansion

Standard: The student will use a variety of strategies to expand reading, listening and speaking vocabularies.

The student will:

1. Learn and use new words through explicit instruction and independent reading.
2. Use a growing range of descriptive words when speaking of people, places, things, actions and events.
3. Use context and word structure to help determine a word's meaning.
4. Identify prefixes and suffixes.

5. Generate and use antonyms, synonyms, and multiple-meaning words to express meaning.
6. Use a grade-appropriate dictionary or glossary to locate word meanings.

### **C. Comprehension**

Standard: The student will actively engage in the reading process and use a variety of comprehension strategies to understand the meaning of texts that have been read.

The student will:

1. Read aloud grade-appropriate texts (that have not been previewed) with accuracy and comprehension.
2. Recall and use prior learning and preview text to prepare for reading.
3. Analyze text by using pictures, diagrams, titles and headings.
4. Monitor comprehension, reread and use strategies to self-correct when necessary.
5. Restate the sequence of events or ideas in a text, and summarize.
6. Identify the topic, facts and supporting details in non-fiction texts.
7. Demonstrate literal and inferential comprehension by asking and answering questions about narrative and informational texts.
8. Make predictions about text and verify outcomes.
9. Summarize text.
10. Follow two-step written directions.

### **D. Literature**

Standard: The student will actively engage in the reading process and read, understand, respond to and appreciate a wide variety of fiction, poetic and non-fiction texts.

The student will:

1. Read from and listen to texts representing a variety of genres (such as poetry, folk tales, drama, fantasy, realistic fiction, informational and biography) from America, as well as from other countries.
2. Identify and describe main characters, settings and plot.

3. Use details from the story to support interpretation.
4. Compare and contrast works by different authors in the same genre or regarding the same theme.
5. Compare and contrast two works by the same author.
6. Critically read and evaluate texts to determine the author's purpose.
7. Read selections for personal enjoyment.

## II. WRITING

*(Writing should be addressed across content areas and integrated into the curriculum.)*

The student will write clearly and coherently to effectively communicate for a variety of audiences and purposes, demonstrating an emerging knowledge and application of skills.

### A. Types of Writing

Standard: The student will compose narrative and informational pieces of writing.

The student will:

1. Write in a variety of modes to express meaning, including:
  - a. narrative
  - b. informative
  - c. functional.
2. Use informal writing skills, such as note taking, listing and mapping, to record information or observations.

### B. Elements of Composition

Standard: The student will demonstrate increased emerging knowledge in a writing process, with attention to organization, focus, and quality of ideas.

The student will:

1. Write sentences employing the composing processes of pre-writing, writing, revising, editing and final copy.
2. Use verbalization (discussions, interviews or dictating) to prepare for writing.

### C. Spelling, Grammar and, Usage

Standard: The student will apply standard English conventions when writing.

*(Use of standard English conventions is necessary to help a writer convey meaning to the reader. Spelling, grammar, and usage may be taught as a separate unit as well as integrated into teaching writing processes.)*

The student will:

1. Identify and correctly use nouns, verbs and pronouns.
2. Identify and use descriptive words such as adjectives and adverbs.
3. Write sentences with correct subject-verb agreement.
4. Use correct end marks for sentences.
5. Apply phonics knowledge and spelling rules to produce correctly spelled words.
6. Use correct spelling for high-frequency sight words, regular plurals, and simple compound words.
7. Spell grade-appropriate words correctly in final draft.

**D. Research**

Standard: The student will locate and use information in reference materials.

The student will:

1. Use grade-level appropriate reference material to obtain information.
2. Alphabetize by first and second letter.
3. Use glossaries.

**E. Handwriting and Word Processing**

Standard: The student will begin to write legibly.

The student will:

1. Use legible handwriting with improved formation of the uppercase and lowercase letters of the alphabet and numbers.
2. Space words and sentences appropriately.

**III. SPEAKING, LISTENING AND VIEWING**

The student will speak clearly and effectively for a variety of purposes and audiences and actively listen to, view and evaluate oral communication and media.

**A. Speaking and Listening**

Standard: The student will demonstrate understanding and communicate effectively through listening and speaking.

The student will:

1. Participate in and follow agreed-upon rules for conversation and formal discussions in large and small groups.
2. Comprehend text or information presented orally.
3. Follow two- or three-step oral directions.
4. Explain and clarify needs, feelings and ideas to peers and adults in complete sentences.
5. Report on a topic by sharing facts, opinions, ideas, prior knowledge or personal experiences in a logical sequence.
6. Recite and respond to stories, poems, rhymes and songs with expression.
7. Use voice level, phrasing, pace and intonation appropriate for language situation.
8. Ask and respond to questions.

**B. Viewing**

Standard: The student will become familiar with the structure of printed material.

The student will:

1. Identify the cover, title page, and glossary of a book.
2. Understand that different types of books, such as fiction, nonfiction and reference materials, have different purposes.

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## GRADE 3

### I. READING AND LITERATURE

The student will read and understand grade-appropriate English language text.

#### A. Word Recognition, Analysis and Fluency

Standard: The student will apply word recognition strategies to decode unfamiliar multi-syllabic words and will read grade-appropriate text with accuracy and fluency.

The student will:

1. Read unfamiliar complex and multi-syllabic words using advanced phonetic and structural analysis.
2. Read aloud narrative and expository text with fluency, accuracy, and appropriate pacing, intonation and expression
3. Notice when reading breaks down, reread and use phonetic and other strategies to self-correct.

#### B. Vocabulary Expansion

Standard: The student will use a variety of strategies to expand reading, listening and speaking vocabularies.

The student will:

1. Acquire, understand and use new vocabulary through explicit instruction and independent reading.
2. Identify and correctly use antonyms, synonyms, homonyms and multiple-meaning words.
3. Use context and word structure to determine the meaning of unfamiliar words.
4. Use knowledge of prefixes and suffixes to determine the meaning of unknown words.
5. Use dictionaries and glossaries to understand the meaning of new words

#### C. Comprehension

Standard: The student will understand the meaning of texts using a variety of comprehension strategies and will demonstrate literal, interpretive and evaluative comprehension.

The student will:

1. Read aloud grade-appropriate text (that has not been previewed) with accuracy and comprehension.
2. Recall and use prior learning and preview text, using title, headings and illustrations, to prepare for reading.
3. Generate and answer literal, inferential, interpretive and evaluative questions to demonstrate understanding about what is read.
4. Retell, restate or summarize information orally, in writing, and through graphic organizers.
5. Infer and identify main idea and determine relevant details in non-fiction text.
6. Monitor comprehension and use strategies to self-correct when needed.
7. Follow three-step written directions.

**D. Literature**

Standard: The student will actively engage in the reading process and read, understand, respond to, analyze, interpret, evaluate and appreciate a wide variety of fiction, poetic and nonfiction texts.

The student will:

1. Read from and listen to American literature, as well as literature from other countries.
2. Identify, describe and respond to literary elements of characterization, plot, setting and theme.
3. Identify and describe patterns of sounds such as rhyme and rhythm in poetry.
4. Compare and contrast similar works by different authors in the same genre or the same theme.
5. Compare and contrast two works by the same author.
6. Identify and determine the meanings of similes and metaphors.
7. Critically read, and examine text to determine author's purpose.
8. Respond to literature using ideas and details from the text to support reactions and make literary connections.
9. Read from and respond to a variety of fiction, poetic and nonfiction texts of increasing complexity for personal enjoyment.

## II. WRITING

*(Writing should be addressed across content areas and integrated into the curriculum.)*

The student will write clearly and coherently to communicate effectively for a variety of audiences and purposes.

### A. Types of Writing

Standard: The student will compose various pieces of writing.

The student will:

1. Write in a variety of modes to express meaning, including:
  - a. descriptive
  - b. narrative
  - c. informative
  - d. friendly letter
  - e. poetic.

### B. Elements of Composition

Standard: The student will engage in a writing process, with attention to organization, focus and quality of ideas.

The student will:

1. Write a paragraph that includes:
  - a. an indented or block style of paragraph
  - b. a topic sentence
  - c. 3-5 supporting sentences
  - d. a concluding sentence.
2. Use composing processes, including:
  - a. prewriting - planning strategies such as brainstorming, journaling, sketching, listing, outlining and determining audience, purpose and focus
  - b. drafting – organizing, supporting and putting ideas into sentences and paragraphs
  - c. revising – improving the quality of content, organization, sentence structure and word choice
  - d. editing – correcting errors in spelling and grammar
  - e. publishing – producing a document and sharing the writing with the audience.
3. Use verbalization (discussions, interviews, brainstorming) to prepare for writing.

### C. Spelling, Grammar, and Usage

Standard: The student will apply standard English conventions when writing.

*(Use of standard English conventions is necessary to help a writer convey meaning to the reader. Spelling, grammar, and usage may be taught as a separate unit as well as integrated into teaching writing processes.)*

The student will:

1. Compose complete sentences when writing.
2. Recognize and correct spelling errors when writing.
3. Spell correctly one-syllable and two-syllable words that have blends, contractions and compounds.
4. Spell common homophones correctly.
5. Apply grammar conventions correctly in writing, including:
  - a. nouns
  - b. verbs
  - c. adjectives
  - d. pronouns.
6. Apply punctuation conventions correctly in writing, including:
  - a. periods, question marks, exclamation points
  - b. capitalization of proper nouns
  - c. abbreviations
  - d. sentence beginnings
  - e. commas in a series.

**D. Research**

Standard: The student will locate and use information in reference materials.

The student will:

1. Use grade-level appropriate reference materials to obtain information from dictionaries, glossaries, encyclopedias, and the Internet.
2. Arrange words in alphabetical order.

**E. Handwriting and Word Processing**

Standard: The student will write legibly.

The student will:

1. Write legibly, allowing margins and correct spacing between letters in a word and words in a sentence.
2. Begin to make the transition to cursive.
3. Begin acquiring keyboarding skills.

### III. SPEAKING, LISTENING AND VIEWING

#### A. Speaking and Listening

Standard: The student will demonstrate understanding and communicate effectively through listening and speaking.

The student will:

1. Participate in and follow agreed-upon rules for conversation and formal discussions in large and small groups.
2. Demonstrate active listening and comprehension.
3. Follow multi-step oral directions.
4. Give oral presentations to different audiences for different purposes.
5. Organize and express ideas sequentially or according to major points
6. Perform expressive oral readings of prose, poetry or drama.

#### B. Media Literacy

Standard: The student will critically analyze information found in electronic and print media, and will use a variety of these sources to learn about a topic and represent ideas.

The student will:

1. Read print and view pictures and video images and identify differences in how information is presented in print and non-print materials.
2. Use, print, pictures, audio and video to express ideas and knowledge gleaned from the sources.

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## GRADE 4

### I. READING AND LITERATURE

The student will read and understand grade-appropriate English language text.

#### A. Word Recognition, Analysis and Fluency

Standard: The student will decode unfamiliar words using phonetic and structural analysis and will read with fluency and expression.

The student will:

1. Read unfamiliar complex and multi-syllabic words using advanced phonetic and structural analysis in grade-appropriate text.
2. Read aloud narrative and expository text with fluency, accuracy, and appropriate pacing, intonation and expression.

#### B. Vocabulary Expansion

Standard: The student will use a variety of strategies to expand reading, listening and speaking vocabularies.

The student will:

1. Acquire, understand and use new vocabulary through explicit instruction and independent reading.
2. Identify and understand root words, derivations, antonyms, synonyms, idioms, homonyms and multiple-meaning words to determine word meanings and to comprehend texts.
3. Use dictionaries or glossaries to find the meaning of new words.
4. Use context and word structure to determine word meanings.
5. Use knowledge of prefixes and suffixes to determine the meaning of unknown words.

#### C. Comprehension

Standard: The student will understand the meaning of texts, using a variety of strategies, and will demonstrate literal, interpretive, inferential and evaluative comprehension.

The student will:

1. Read aloud grade-appropriate text (that has not been previewed) with accuracy and comprehension.
2. Recall and use prior learning and preview text to prepare for reading.

3. Generate and answer literal, inferential, interpretive and evaluative questions about what is read to demonstrate understanding.
4. Summarize and paraphrase what is read.
5. Infer and identify main idea and determine relevant details in non-fiction text.
6. Distinguish fact from opinion, determine cause and effect, and draw conclusions.
7. Demonstrate relationships between ideas or events in the texts using graphic organizers.
8. Monitor comprehension, notice when reading breaks down and use strategies to self-correct.
9. Follow multiple-step written instructions.
10. Compare and contrast information on the same topic from two sources.

**D. Literature**

Standard: The student will actively engage in the reading process and read, understand, respond to, analyze, interpret, evaluate and appreciate a wide variety of fiction, poetic and nonfiction texts.

The student will:

1. Read and respond to a variety of high quality, traditional, classical and contemporary literary works specific to America, as well as significant works from other countries.
2. Identify, respond to, and compare and contrast the literary elements of characterization, plot, setting and theme.
3. Identify patterns of sounds such as rhyme and rhythm in poetry.
4. Compare and evaluate similar works by different authors in the same genre or theme.
5. Compare and evaluate two works by the same author.
6. Identify first person and third person point of view.
7. Identify and determine the meanings of similes and metaphors.
8. Critically read and evaluate text to determine author's purpose and point of view.
9. Respond to literature using ideas and details from the text to support reactions and make literary connections.

10. Read from and respond to a variety of fiction, poetic and nonfiction texts of increasing complexity for personal enjoyment.

## II. WRITING

*(Writing should be addressed across content areas and integrated into the curriculum.)*

The student will write clearly and coherently to effectively communicate for a variety of audiences and purposes.

### A. Types of Writing

Standard: The student will compose various pieces of writing.

The student will:

1. Write in a variety of styles to express meaning, including:
  - a. descriptive
  - b. narrative
  - c. informative
  - d. friendly letter
  - e. poetic
  - f. persuasive
  - g. thank you note.

### B. Elements of Composition

Standard: The student will engage in writing, with attention to organization, focus and quality of ideas.

The student will:

1. Write topic sentences.
2. Create multiple paragraph compositions that include:
  - b. correct paragraph indentation style
  - c. an introductory paragraph formulating a thesis
  - d. supporting evidence that upholds an overall thesis
  - e. a concluding paragraph as a summary.
3. Use composing processes, including:
  - a. prewriting - planning strategies such as brainstorming, journaling, sketching, listing, outlining and determining audience, purpose and focus
  - b. drafting – organizing, supporting and putting ideas into sentences and paragraphs
  - c. revising – improving the quality of content, organization, sentence structure and word choice
  - d. editing – correcting errors in spelling and grammar
  - e. publishing – producing a document and sharing the writing with the audience.

4. Create informative reports, including gathering material, formulating ideas based on gathered material, organizing information, and editing for logical progression.
5. Use verbalization (discussions, interviews, brainstorming) to prepare for writing.
6. Consider audience in composing texts.

## **B. Spelling, Grammar and Usage**

Standard: The student will apply standard English conventions when writing.  
*(Use of standard English conventions is necessary to help a writer convey meaning to the reader. Spelling, grammar, and usage may be taught as a separate unit as well as integrated into teaching writing processes.)*

The student will:

1. Compose complete sentences when writing.
2. Identify and correct spelling of frequently used words and common homophones.
3. Spell roots, suffixes, prefixes, and syllable constructions correctly.
4. Apply grammar conventions correctly in writing, including:
  - a. verb tense
  - b. adverbs
  - c. prepositions
  - d. subject and verb agreement
  - e. possessive pronouns.
5. Apply punctuation conventions correctly in writing, including:
  - a. apostrophes
  - b. capitalization of proper nouns
  - c. abbreviations
  - d. sentence beginnings.
  - e. commas in a series
  - f. quotation marks

## **D. Research**

Standard: The student will locate and use information in reference materials.

The student will:

1. Locate information in various reference materials including dictionaries, online dictionaries, glossaries, encyclopedias, and the Internet.

## **E. Handwriting and Word Processing**

Standard: The student will write legibly and use a keyboard.

The student will:

1. Write legibly in both print and cursive.
2. Apply basic keyboarding skills.

### **III. SPEAKING, LISTENING AND VIEWING**

The student will speak clearly and effectively for a variety of purposes and audiences and actively listen to, view and evaluate oral communication and media.

#### **A. Speaking and Listening**

Standard: The student will demonstrate understanding and communicate effectively through listening and speaking.

The student will:

1. Participate in and follow agreed-upon rules for conversation and formal discussions in large and small groups.
2. Demonstrate active listening and comprehension.
3. Give oral presentations to different audiences for different purposes.
4. Organize and summarize ideas, using evidence to support opinions or main ideas.
5. Perform expressive oral readings of prose, poetry or drama.

#### **B. Media Literacy**

Standard: The student will critically analyze information found in electronic and print media, and will use a variety of these sources to learn about a topic and represent ideas.

The student will:

1. Read print, view pictures and video images and listen to audio files and identify distinctions in how information is presented in print and non-print materials.
2. Begin to make informed judgments about messages promoted in the media, such as those in film, television, radio and newspapers.
3. Use print, pictures, audio and video to express ideas and knowledge gleaned from these sources.

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**GRADE 5****I. READING AND LITERATURE**

The student will read and understand grade-appropriate English language text.

**A. Word Recognition, Analysis, and Fluency**

Standard: The student will decode unfamiliar words using phonetic and structural analysis and will read with fluency and expression.

The student will:

1. Read unfamiliar, complex and multi-syllabic words using advanced phonetic and structural analysis.
2. Read aloud narrative and expository text with fluency, accuracy and appropriate pacing, intonation and expression.

**B. Vocabulary Expansion**

Standard: The student will use a variety of strategies to expand reading, listening and speaking vocabularies.

The student will:

1. Acquire, understand and use new vocabulary through explicit instruction as well as independent reading.
2. Use knowledge of root words, derivations, antonyms, synonyms, idioms, homonyms and multiple-meaning words to determine word meanings and to understand texts.
3. Use word reference materials, such as dictionaries, thesauruses, to understand and express word meaning.
4. Analyze word structure and use context clues in order to understand new words.

**C. Comprehension**

Standard: The student will understand the meaning of texts using a variety of strategies and will demonstrate literal, interpretive, inferential and evaluative comprehension.

The student will:

1. Read aloud grade-appropriate text (that has not been previewed) with accuracy and comprehension.
2. Recall and use prior learning and preview text to prepare for reading.
3. Summarize and paraphrase key ideas from text.

4. Identify main idea and supporting details in fiction text.
5. Infer main ideas and determine relevant details in non-fiction texts.
6. Generate graphic organizers to enhance comprehension of texts and to describe text structure and organization.
7. Generate and answer literal, inferential, interpretive and evaluative questions to demonstrate understanding about what is read.
8. Distinguish fact from opinion and provide evidence to support conclusions.
9. Determine cause and effect and draw conclusions.
10. Compare and contrast information on the same topic from multiple sources.
11. Critically read and evaluate text to identify author's point of view and purpose.
12. Notice when comprehension breaks down, reread and use strategies to self-correct.
13. Follow multiple-step written directions.

**D. Literature**

Standard: The student will actively engage in the reading process and read, understand, respond to, analyze, interpret, evaluate and appreciate a wide variety of fiction, poetic and nonfiction texts.

The student will:

1. Read a variety of high quality, traditional, classical and contemporary literary works specific to America, as well as significant works from other countries.
2. Identify and analyze literary elements and devices in works of fiction including characterization, plot, tone and theme and the ways they convey meaning.
3. Evaluate nonfiction texts by analyzing structure, concept development, design and style.
4. Interpret literature by answering questions that ask for analysis and evaluation.
5. Distinguish among various literary genres and subgenres.
6. Distinguish between third person omniscient and first person point of view.
7. Identify and determine the meanings of similes and metaphors.

8. Respond to literature using ideas and details from the text to support reactions and make literary connections.
9. Read from and respond to a variety of fiction, poetic and nonfiction texts of increasing complexity for personal enjoyment.

## II. WRITING

*(Writing should be addressed across content areas and integrated into the curriculum.)*

The student will write clearly and coherently to effectively communicate for a variety of audiences and purposes.

### A. Types of Writing

Standard: The student will compose various pieces of writing.

The student will:

1. Write in a variety of modes to express meaning, including:
  - a. descriptive
  - b. narrative
  - c. informative
  - d. formal letter
  - e. poetry
  - f. persuasive
  - g. thank you notes
  - h. reports.

### B. Elements of Composition

Standard: The student will engage in a writing process, with attention to organization, focus, quality of ideas, audience and a purpose.

The student will:

1. Write topic sentences.
2. Create multiple paragraph compositions that include:
  - a. correct paragraph indentation style
  - b. an introductory paragraph formulating a thesis or opinion
  - c. supporting evidence in paragraph form that upholds the overall thesis or opinion
  - d. a concluding paragraph as a summary.
3. Use composing processes, including:
  - a. prewriting - planning strategies such as brainstorming, journaling, sketching, listing, outlining and determining audience, purpose and focus

- b. drafting – organizing, supporting and putting ideas into sentences and paragraphs
  - c. revising – improving the quality of content, organization, sentence structure and word choice
  - d. editing – correcting errors in spelling and grammar
  - e. publishing – producing a document and sharing the writing with the audience.
4. Create informative reports, including gathering material, formulating ideas based on gathered material, organizing information, and editing for logical progression.
  5. Consider the intended audience when composing text.

### **C. Spelling, Grammar and Usage**

Standard: The student will apply standard English conventions when writing.

*(Use of standard English conventions is necessary to help a writer convey meaning to the reader. Spelling, grammar, and usage may be taught as a separate unit as well as integrated into teaching writing processes.)*

The student will:

1. Compose complete sentences when writing.
2. Edit written documents for correct spelling.
3. Spell roots, suffixes, prefixes, contractions, and syllable constructions correctly.
4. Apply grammar conventions correctly in writing, including:
  - a. verb tense
  - b. prepositional phrases
  - c. adverbs
  - d. subject and verb agreement with simple subjects
  - e. possessive pronouns and plural possessives.
5. Apply punctuation conventions correctly in writing, including:
  - a. apostrophes
  - b. capitalization of proper nouns
  - c. abbreviations
  - d. sentence beginnings
  - e. commas
  - f. quotation marks.

### **D. Research**

Standard: The student will locate and use information in reference materials.

The student will:

1. Locate and keep notes on the information in various reference materials including print and online dictionaries, glossaries, encyclopedias, CD reference materials and the Internet.
2. Formulate research questions and collect relevant information or perform observations that address such questions.
3. Define plagiarism and avoid its use.

**E. Handwriting and Word Processing**

Standard: The student will write legibly and demonstrate effective keyboarding skills.

The student will:

1. Write legibly in cursive.
2. Apply keyboarding skills.

**III. SPEAKING, LISTENING AND VIEWING**

The student will speak clearly and effectively for a variety of purposes and audiences and actively listen to, view and evaluate oral communication and media.

**A. Speaking and Listening**

Standard: The student will demonstrate understanding and communicate effectively through listening and speaking.

The student will:

1. Participate in and follow agreed-upon rules for conversation and formal discussions in large and small groups.
2. Demonstrate active listening and comprehension.
3. Distinguish between speaker's opinion and verifiable facts.
4. Give oral presentations to various audiences for different purposes.
5. Restate or summarize and organize ideas sequentially using evidence to support opinions and main ideas.
6. Perform expressive oral readings of prose, poetry or drama.

**B. Media Literacy**

Standard: The student will critically analyze information found in electronic and print media, and will use a variety of these sources to learn about a topic and represent ideas.

The student will:

1. Identify distinctions in how information is presented in print and non-print materials.
2. Make informed judgments about messages promoted in the media, such as those in film, television, radio and newspapers.
3. Evaluate the accuracy and credibility of information found on Internet sites.

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**GRADE 6****I. READING AND LITERATURE**

Students will read and understand grade-appropriate English language text.

**A. Word Recognition, Analysis and Fluency**

Standard: The student will read with accuracy and fluency.

The student will:

1. Read unfamiliar complex and multi-syllabic words using advanced phonetic analysis and structural analysis.
2. Read narrative and expository text with fluency, accuracy and appropriate pacing.
3. Apply correct word pronunciation and inflection.

**B. Vocabulary Expansion**

Standard: The student will use a variety of strategies to expand reading, listening and speaking vocabularies.

The student will:

1. Acquire, understand and use new vocabulary through explicit vocabulary instruction and independent reading.
2. Analyze word structure and use cueing systems to understand new words.
3. Determine pronunciations, meanings and alternate word choices through the use of dictionaries, thesauruses and electronic tools.
4. Determine the meaning of unknown words using knowledge of common Greek and Latin roots, suffixes and prefixes.
5. Recognize and interpret similes, metaphors, and words with multiple meanings.

**C. Comprehension**

Standard: The student will understand the meaning of informational, expository or persuasive texts, using a variety of strategies and will demonstrate literal, interpretive, inferential and evaluative comprehension.

The student will:

1. Summarize and paraphrase what is read.
2. Recall and use prior learning and preview text to prepare for reading.

3. Generate and answer literal, inferential, interpretive and evaluative questions to demonstrate understanding about what is read.
4. Apply a range of monitoring strategies and self-correction methods.
5. Identify the main idea and supporting details.
6. Retell significant sequences of events or ideas.
7. Distinguish fact from opinion and give examples from text.
8. Identify the author's purpose (stated or implied), audience and message.
9. Create outlines, logical notes and summaries across content areas.
10. Use texts' structural features, such as graphics, illustrations, references, notes, introductions, boldface type and subheadings across a range of subject areas to enhance comprehension.
11. Utilize texts' organizational structures (narrative, expository, chronological, compare and contrast) and generate graphic organizers to organize, recall and summarize content.
12. Compare and contrast information from different sources on the same topic.
13. Critically read and evaluate to determine the author's purpose, point of view, audience and message.

#### **D. Literature**

Standard: The student will actively engage in the reading process and read, understand, respond to, analyze, interpret, evaluate and appreciate a wide variety of fiction, poetic and nonfiction texts.

The student will:

1. Read a variety of high quality, traditional, classical and contemporary literary works specific to America, as well as significant works from other countries.
2. Identify and describe the characteristics of various genres.
3. Identify and describe the relationships among elements of fiction including setting, character, plot, conflict/resolution, theme and tone.
4. Analyze characters through identifying thoughts, words, actions and narrator's description.

5. Describe how figurative language (such as simile and metaphor) and literary devices contribute to the meaning of a text.
6. Relate a given literary work to historical events (place, time and custom).
7. Describe how meaning is conveyed in poetry the author's stylistic choices.
8. Respond to literature using ideas and details from the text to support reactions and make literary connections.
9. Read from and respond to a variety of fiction, poetic and nonfiction texts of increasing complexity for personal enjoyment.

## II. WRITING

*(Writing should be addressed across content areas and integrated into the curriculum.)*

The student will write clearly and coherently to effectively communicate for a variety of audiences and purposes.

### A. Types of Writing

Standard: The student will create informative, expressive and persuasive writing.

The student will:

1. Write frequently in a variety of forms, including but not limited to the following: poems, stories, plays, essays, journals, letters, directions, editorials, business communications and reports. *By the end of grade 8, the student will have written in all of the forms listed.*

### B. Elements of Composition

Standard: The student will engage in a writing process, with attention to organization, focus, quality of ideas and a purpose.

The student will:

1. Create multiple paragraph compositions that state, maintain and use details in a logical order to support a main idea.
2. Create narratives that develop settings, people/characters, dialogue and conflicts using descriptive, concrete language to engage audiences.
3. Create informative reports, including gathering material, formulating ideas based on gathered material, organizing information, and editing for logical progression.
4. Use composing processes to develop writing, including:

- a. prewriting - planning strategies such as brainstorming, journaling, sketching, listing, outlining and determining audience, purpose and focus
  - b. drafting – organizing, supporting and putting ideas into sentences and paragraphs
  - d. revising – improving the quality of content, organization, sentence structure and word choice
  - d. editing – correcting errors in spelling and grammar
  - e. publishing – producing a document and sharing the writing with the audience.
5. Consider the intended audience when composing text.

### **C. Spelling, Grammar and Usage**

Standard: The student will apply standard English conventions when writing.

*(Use of standard English conventions is necessary to help a writer convey meaning to the reader. Spelling, grammar, and usage may be taught as a separate unit as well as integrated into teaching writing processes.)*

The student will:

1. Compose complete sentences when writing.
2. Edit writing for correct spelling and sentence clarity.
3. Apply grammar conventions correctly in writing, including:
  - a. consistent verb tense
  - b. subject and verb agreement with simple and compound subjects
  - c. nominative case
  - d. objective, and possessive pronouns
  - e. subject and verb agreement when interrupted by a phrase.
4. Apply punctuation conventions correctly in writing, including:
  - a. apostrophes
  - b. semi-colon
  - c. capitalization of proper nouns
  - d. abbreviations
  - e. sentence beginnings and first words in quotes
  - f. commas (after opening words, in compound sentences, and after subordinating conjunctions)
  - g. quotation marks (to identify dialogue).

### **D. Research**

Standard: The student will locate and use information in reference materials.

The student will:

1. Gather and synthesize information from a variety of sources, including electronic and print.
2. Clarify an understanding of text by creating outlines, logical notes and summaries across content areas.
3. Cite sources for both quoted and paraphrased information in a bibliography when writing a research report.
4. Define plagiarism and avoid its use.

**E. Handwriting and Word Processing**

Standard: The student will write legibly and demonstrate effective keyboarding skills.

The student will:

1. Write legibly in cursive.
2. Format handwritten and word-processed documents correctly.

**III. SPEAKING, LISTENING AND VIEWING**

The student will speak clearly and effectively for a variety of purposes and audiences and actively listen to, view and evaluate oral communication and media.

**A. Speaking and Listening**

Standard: Students will demonstrate understanding and communicate effectively through listening and speaking.

The student will:

1. Participate in and follow agreed-upon rules for conversation and formal discussions in large and small groups.
2. Know and apply listening rules and expectations for formal settings and demonstrate comprehension.
3. Actively listen and comprehend messages.
4. Apply assessment criteria to self-evaluate oral presentations.
5. Distinguish between a speaker's opinion and verifiable facts.
6. Orally communicate information, opinions and ideas effectively to different audiences for a variety of purposes.

7. Perform expressive oral readings of prose, poetry or drama.

**B. Media Literacy**

Standard: The student will critically analyze information found in electronic and print media, and will use a variety of these sources to learn about a topic and represent ideas.

The student will:

1. Identify distinctions in how information is presented in print and non-print materials.
2. Evaluate the accuracy and credibility of information found on Internet sites.
3. Make informed evaluations about television, radio, film productions, newspapers and magazines with regard to quality of production, accuracy of information, bias, purpose, message and audience.

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**GRADE 7****I. READING AND LITERATURE**

The student will read and understand grade-appropriate English language text.

**A. Word Recognition, Analysis and Fluency**

Standard: The student will read with accuracy and fluency.

The student will:

1. Read unfamiliar complex and multi-syllabic words using cueing systems, advanced phonetic analysis and structural analysis.
2. Read narrative and expository text with fluency, accuracy and comprehension at an appropriate silent reading rate.
3. Apply correct word pronunciation and inflection.

**B. Vocabulary Expansion**

Standard: The student will use a variety of strategies to expand reading, listening and speaking vocabularies.

The student will:

1. Acquire, understand and use new vocabulary through explicit vocabulary instruction and independent reading.
2. Analyze word structure and use context clues to understand new words.
3. Recognize and interpret words with multiple meanings.
4. Recognize the influences of other languages on the English language.
5. Apply knowledge of Greek and Latin roots, prefixes and suffixes to understand content-area vocabulary and assist pronunciation.
6. Identify and explain analogies, similes and metaphors.
7. Determine pronunciation, meanings and alternate word choices through the use of dictionaries, thesauruses and electronic tools.

**C. Comprehension**

Standard: The student will understand the meaning of texts, using a variety of strategies, and will demonstrate literal, interpretive, inferential and evaluative comprehension.

The student will:

1. Comprehend, interpret and evaluate text by asking and answering questions.
2. Recall and use prior learning and preview text to prepare for reading.
3. Use knowledge of narrative and expository text structures and subject specific texts to summarize content.
4. Make inferences and draw conclusions based on explicit and implied information from texts.
5. Create outlines, logical notes and summaries across content areas.
6. Use texts' structural organizers, such as graphics, illustrations, references, notes, introductions, boldface type and subheadings to aid comprehension.
7. Distinguish statements of fact from opinion and give examples from text.
8. Critically read and evaluate to determine the author's purpose, point of view, audience and message.
9. Follow written directions in technical reading.
10. Scan a passage to determine relevant information and skim the text to locate specific information.
11. Identify devices used in persuasive text

#### **D. Literature**

Standard: The student will actively engage in the reading process and read, understand, respond to, analyze, interpret, evaluate and appreciate a wide variety of fiction, poetic and nonfiction texts.

The student will:

1. Read a variety of high-quality, traditional, classical, and contemporary literary works specific to America, as well as significant works from other countries.
2. Identify and analyze various genres and subgenres as forms with distinct characteristics and purposes.
3. Identify and analyze the relationships among elements of fiction including setting, character, plot, conflict/resolution, theme, and tone.
4. Identify and analyze the effect of characters' traits on the plot and resolution of the conflict.

5. Analyze how figurative language and literary devices contribute to the meaning of a text.
6. Identify and discuss the effect of the speaker and recognize the difference between first and third person point of view.
7. Relate a given literary work to historical events (place, time and custom).
8. Explain how form and stylistic devices convey the meaning of a poem.
9. Identify and understand recurring themes across literary works, citing evidence from the texts.
10. Respond to literature using ideas and details from the text to support reactions and make literary connections.
11. Read from and respond to a variety of fiction, poetic and nonfiction texts of increasing complexity for personal enjoyment.

## II. WRITING

*(Writing should be addressed across content areas and integrated into the curriculum.)*

The student will write clearly and coherently for a variety of audiences and purposes.

### A. Types of Writing

Standard: The student will create informative, expressive and persuasive writing.

The student will:

1. Write frequently in a variety of forms, including but not limited to the following: poetry, stories, essays, editorials, letters, directions and research reports. *By the end of grade 8, the student will have written in all of the forms listed.*

### B. Elements of Composition

Standard: The student will engage in a writing process, with attention to context, organization, focus, quality of ideas and a purpose.

The student will:

1. Create multiple paragraph compositions that state, maintain and use details in a logical order to support a main idea.
2. Create narratives that develop settings, people/characters, dialogue, and conflicts using descriptive, concrete language to engage audiences.

3. Create informative reports, including gathering material, formulating ideas based on gathered material, organizing information, and editing for logical progression.
4. Employ composing processes to develop writing, including:
  - a. prewriting - planning strategies such as brainstorming, journaling, sketching, listing, outlining and determining audience, purpose and focus
  - b. drafting – organizing, supporting and putting ideas into sentences and paragraphs
  - c. revising – improving the quality of content, organization, sentence structure and word choice
  - d. editing – correcting errors in spelling and grammar
  - e. publishing – producing a document and sharing the writing with the audience.
5. Consider the intended audience when composing text.

### **C. Spelling, Grammar and Usage – Grade 7**

Standard: The student will apply standard English conventions when writing.

*(Use of standard English conventions is necessary to help a writer convey meaning to the reader. Spelling, grammar, and usage may be taught as a separate unit as well as integrated into teaching writing processes.)*

The student will:

1. Compose complete sentences when writing.
2. Edit writing for correct spelling and sentence clarity.
3. Apply grammar conventions correctly in writing, including:
  - a. consistent verb tense
  - b. subject and verb agreement with simple and compound subjects
  - c. nominative, reflexive, objective, and possessive pronouns, pronoun/antecedent agreement
  - d. subject and verb agreement when interrupted by a phrase.
4. Apply punctuation conventions correctly in writing, including:
  - a. apostrophes
  - b. semi-colon
  - c. capitalization of proper nouns
  - d. abbreviations
  - e. sentence beginnings and first words in quotes
  - f. commas (in compound sentences, and after subordinating conjunctions, noun of address, and non-essential clauses)
  - g. quotation marks (to identify dialogue).

**D. Research**

Standard: The student will locate and use information in reference materials.

The student will:

1. Formulate questions and collect and assess relevant information to address these questions.
2. Cite sources for quoted and paraphrased information in a bibliography when writing a research report.
3. Gather and organize information from a variety of sources, including electronic and print.
4. Define plagiarism, its consequences and avoid its use.

**E. Handwriting and Word Processing**

Standard: The student will write legibly and demonstrate effective keyboarding skills.

The student will:

1. Write legibly using cursive.
2. Format word-processed documents to present information in an organized, readable format, integrating graphics, illustrations and bulleting as needed.

**III. SPEAKING, LISTENING AND VIEWING**

The student will speak clearly and effectively for a variety of purposes and audiences and actively listen to, view and evaluate oral communication and media.

**A. Speaking and Listening**

Standard: Students will demonstrate understanding and communicate effectively through listening and speaking.

The student will:

1. Participate in and follow agreed-upon rules for conversation and formal discussions in large and small groups.
2. Know and apply listening rules for formal settings.
3. Apply assessment criteria to self-evaluate oral presentations.
4. Distinguish between speaker's opinion and verifiable facts and analyze the credibility of the presentation.

5. Follow a speaker's presentation and represent it in notes.
6. Orally communicate information, opinions, and ideas effectively to different audiences for a variety of purposes.
7. Adjust delivery and language in oral presentations for the intended audiences and purposes.
8. Perform expressive oral readings of prose, poetry or drama.

**B. Media Literacy**

Standard: The student will critically analyze information found in electronic and print media, and will use a variety of these sources to learn about a topic and represent ideas.

The student will:

1. Identify distinctions in how information is presented in print and non-print materials.
2. Evaluate the accuracy and credibility of information found on Internet sites.
3. Make informed evaluations about television, radio, film productions, newspapers and magazines with regard to quality of production, accuracy of information, bias, purpose, message and audience.
4. Critically analyze the messages and points of view employed in different media, including advertising, news programs, web sites, and documentaries.

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**GRADE 8****I. READING AND LITERATURE**

The student will read and understand grade-appropriate English language text.

**A. Word Recognition, Analysis and Fluency**

(Standards under this heading may be locally determined and based on the individual needs of the student.)

**B. Vocabulary Expansion**

Standard: The student will use a variety of strategies to expand reading, listening and speaking vocabularies.

The student will:

1. Acquire, understand and use new vocabulary through explicit and indirect vocabulary instruction and independent reading.
2. Determine the meaning of unknown words by using a dictionary or context clues.
3. Recognize and interpret words with multiple meanings.
4. Describe the influences of other languages on the English language.
5. Apply knowledge of Greek and Latin roots, prefixes and suffixes to understand content-area vocabulary.
6. Determine word meanings by using definition, restatement, example, comparison or contrast.
7. Identify and explain analogies, similes and metaphors.
8. Apply correct word pronunciation and inflection.

**C. Comprehension**

Standard: The student will understand the meaning of texts using a variety of strategies and will demonstrate literal, interpretive, inferential and evaluative comprehension.

The student will:

1. Summarize and paraphrase main idea and supporting details.
2. Recall and use prior learning and preview text to prepare for reading.
3. Comprehend, interpret and evaluate information in a variety of texts using a combination of strategies before, during and after reading.

4. Make inferences and draw conclusions based on explicit and implied information from texts.
5. Trace the development of an author's argument, point of view or perspective.
6. Evaluate the adequacy, accuracy, and appropriateness of the author's evidence in a persuasive text.
7. Use knowledge of narrative and expository text structures in a variety of content areas to summarize information.
8. Create outlines, logical notes, and summaries of text in various content areas.
9. Use texts' structural organizers, such as graphics, illustrations, references, notes, introductions, boldface type and subheadings, to aid comprehension.
10. Monitor comprehension and use strategies to clarify understanding of selections.
11. Distinguish fact from opinion in two selections on the same topic and give evidence.
12. Follow written directions in technical reading.
13. Identify and utilize a variety of sources to compare and contrast information.
14. Critically read and evaluate to determine the author's purpose, point of view, audience and message.

#### **D. Literature**

**Standard:** The student will actively engage in the reading process and read, understand, respond to, analyze, interpret, evaluate and appreciate a wide variety of fiction, poetic and nonfiction texts.

The student will:

1. Read a variety of high quality, traditional, classical and contemporary literary works specific to America, as well as significant works from other countries.
2. Analyze and evaluate the relationships among elements of fiction.
3. Analyze a character's traits, emotions or motivation and give supporting evidence from the text.
4. Analyze and evaluate how figurative language and literary devices contribute to the meaning of a text.

5. Contrast points of view (such as first and third person, limited and omniscient, subjective and objective) in narrative texts and explain how they affect the overall theme of the works.
6. Relate a given literary work to historical events (place, time and custom).
7. Respond to and analyze the effects of sound, form, figurative language and graphics in order to uncover meaning in poetry.
8. Identify and understand recurring themes across literary works, citing evidence from texts.
9. Identify and analyze structural elements particular to dramatic literature.
10. Compare and evaluate recurring themes across literary works and historic eras.
11. Identify and analyze structural elements particular to dramatic literature. (NOTE: This item is a duplicate of #9 and will be deleted during the first standards revision cycle. It must be kept in at this time to align with state assessment coding.)
12. Respond to literature using ideas and details from the text to support reactions and make literary connections.
13. Read from and respond to a variety of fiction, poetic and nonfiction texts of increasing complexity for personal enjoyment.

## II. WRITING

*(Writing should be addressed across content areas and integrated into the curriculum.)*

The student will write clearly and coherently to effectively communicate for a variety of audiences and purposes.

### A. Types of Writing

Standard: The student will create informative, expressive and persuasive writing.

The student will:

1. Write frequently in a variety of forms, including but not limited to the following: poetry, stories, essays, editorials, letters, directions and research reports.  
*By the end of grade 8, student will have written in all forms listed.*

### B. Elements of Composition

Standard: The student will engage in a writing process with attention to context, organization, focus, quality of ideas and a purpose.

The student will:

1. Create multiple paragraph compositions that state, maintain and use details in a logical order to support a main idea.
2. Create narratives that develop settings, people/characters, dialogue, and conflicts using descriptive, concrete language to engage audiences.
3. Create informative reports, including gathering material, formulating ideas based on gathered material, organizing information and editing for logical progression.
4. Create reports that employ word processing and formatting, using diagrams or definitions of terms to inform audiences.
5. Formulate a position or opinion and provide supporting arguments and evidence for that position.
6. Use composing processes to develop writing, including:
  - a. prewriting - planning strategies, ideas, focus
  - b. drafting – including strategies for avoiding writer’s block
  - c. revising – to improve quality of content, organization, sentence structure, voice, tone and word choice
  - d. editing – to correct errors in writing
  - e. publishing.
7. Consider the intended audience when composing text.

### **C. Spelling, Grammar and Usage**

Standard: The student will apply standard English conventions when writing.

*(Use of standard English conventions is necessary to help a writer convey meaning to the reader. Spelling, grammar, and usage may be taught as a separate unit as well as integrated into teaching writing processes.)*

The student will:

1. Compose complete sentences when writing.
2. Edit writing for correct spelling and sentence clarity.
3. Apply grammar conventions correctly in writing, including:
  - a. consistent verb tense
  - b. adjectives and adverbs
  - c. subject and verb agreement with simple and compound subjects
  - d. nominative, reflexive, objective, and possessive pronouns
  - e. pronoun/antecedent agreement
  - f. subject and verb agreement when interrupted by a phrase

- g. active/passive voice
  - h. subjunctive mood.
4. Apply punctuation conventions correctly in writing, including:
- a. apostrophes
  - b. semi-colon
  - c. capitalizations of proper nouns
  - d. commas (compound sentences, and after subordinating conjunctions, nouns of address, non-essential clauses)
  - e. quotation marks.

#### **D. Research**

Standard: The student will locate and use information in reference materials.

The student will:

1. Formulate questions, collect, organize and synthesize relevant information from a variety of sources, including print and electronic media.
2. Define plagiarism, its consequences and avoid its use.
3. Cite sources for both quoted and paraphrased information in a bibliography when writing a research report.

#### **E. Handwriting and Word Processing**

Standard: The student will write legibly and demonstrate effective keyboarding skills.

The student will:

1. Write legibly using cursive.
2. Format word-processed texts to present information in an organized, readable format, integrating graphics, illustrations and bulleting as needed.

### **III. SPEAKING, LISTENING AND VIEWING**

The student will speak clearly and effectively for a variety of purposes and audiences and actively listen to, view and evaluate oral communication and media.

#### **A. Speaking and Listening**

Standard: The student will demonstrate understanding and communicate effectively through listening and speaking.

The student will:

1. Participate in and follow agreed-upon rules for conversation and formal discussions in large and small groups.
2. Actively listen and comprehend messages.
3. Apply self-assessment criteria to prepare and give oral presentations.
4. Distinguish between speaker's opinion and verifiable facts and analyze the credibility of the presentation.
5. Follow a speaker's presentation and represent it in notes.
6. Orally communicate information, opinions and ideas effectively to different audiences, adjusting delivery and language for intended audience and purpose.
7. Participate effectively in group meetings.

**B. Media Literacy**

Standard: The student will critically analyze information found in electronic and print media, and will use a variety of these sources to learn about a topic and represent ideas.

The student will:

1. Evaluate the accuracy and credibility of information found on Internet sites.
2. Make informed evaluations about television, radio, film productions, newspapers and magazines with regard to quality of production, accuracy of information, bias, purpose, message and audience.
3. Critically analyze the messages and points of view employed in different media, including advertising, news programs, web sites and documentaries.
4. Analyze, evaluate and evaluate the strategies employed in news broadcasts, documentaries and web sites related to clarity, accuracy, effectiveness, bias and relevance of facts.
5. Evaluate the content and effect of persuasive techniques used in print and broadcast media.

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## GRADES 9-12

Because Minnesota school districts have different configurations of electives and required courses, the academic standards for grades 9-12 have been stated as **Completion Outcomes**, which allow for flexibility within the individual districts. Thus, teachers in their local districts are entrusted to implement these standards through their local curricula, methods and lesson plans.

### I. READING AND LITERATURE

Students will read and understand grade-appropriate English language text.

#### A. Word Recognition, Analysis, and Fluency

(Standard under this heading may be locally determined.)

#### B. Vocabulary Expansion

Standard: The student will apply a variety of strategies to expand vocabulary.

The student will:

1. Acquire, understand and use vocabulary by learning words through explicit vocabulary instruction and independent reading, and appropriately use these words in writing.
2. Determine the meaning of unfamiliar words and metaphors by using dictionaries, context clues and reference books.
3. Identify and analyze analogies.
4. Apply knowledge of Greek and Latin roots, prefixes and suffixes to understand content-area vocabulary.
5. Understand the meaning of unknown words using derivations, such as word roots and word origins.

#### C. Comprehension

Standard: The student will understand the meaning of informational, expository or persuasive texts, using a variety of strategies and will demonstrate literal, interpretive, inferential and evaluative comprehension.

The student will:

1. Monitor comprehension and know when and how to use strategies to clarify the understanding of a selection
2. Comprehend and evaluate the purpose, accuracy, comprehensiveness, and usefulness of informational materials.

3. Analyze and draw accurate conclusions about information contained in warranties, contracts, job descriptions, technical descriptions and other informational sources, selected from labels, warnings, manuals, directions, applications and forms in order to complete specific tasks.
4. Analyze a variety of nonfiction materials selected from journals, essays, speeches, biographies and autobiographies.
5. Summarize and paraphrase main idea and supporting details.
6. Trace the logical development of an author's argument, point of view or perspective and evaluate the adequacy, accuracy and appropriateness of the author's evidence in a persuasive text.
7. Make inferences and draw conclusions based on explicit and implied information from texts.
8. Evaluate clarity and accuracy of information, as well as the credibility of sources.
8. Identify, understand and explain the various types of fallacies in logic.
9. Synthesize information from multiple selections in order to draw conclusions, make predictions, and form interpretations.

**D. Literature**

**Standard:** The student will actively engage in the reading process and read, understand, respond to, analyze, interpret, evaluate and appreciate a wide variety of fiction, poetic and nonfiction texts.

The student will:

1. Read, analyze and evaluate traditional, classical and contemporary works of literary merit from American literature.
2. Read, analyze and evaluate traditional, classical and contemporary works of literary merit from British literature.
3. Read, analyze and evaluate traditional, classical and contemporary works of literary merit from civilizations and countries around the world.
4. Evaluate the impact of an author's decisions regarding word choice, point of view, style and literary elements.
5. Analyze, interpret and evaluate the use of figurative language and imagery in fiction and nonfiction selections, including symbolism, tone, irony and satire.

6. Analyze and evaluate the relationship between and among elements of literature: character, setting, plot, tone, symbolism, rising action, climax, falling action, point of view, theme and conflict/resolution.
7. Evaluate a literary selection from several critical perspectives.
8. Analyze classic and contemporary poems for poetic devices.
9. Analyze the characteristics of literary forms.
10. Interpret the effect of literary and structural devices.
11. Demonstrate how literary works reflect the historical contexts that shaped them.
12. Synthesize ideas and make thematic connections among literary texts, public discourse, media and other disciplines.
13. Read, analyze, and critique dramatic selections by comparing and contrasting ways in which character, scene, dialogue, and staging contribute to the theme and the dramatic effect.
14. Respond to literature using ideas and details from the text to support reactions and make literary connections.
15. Read from and respond to a variety of fiction, poetic and nonfiction texts of increasing complexity for personal enjoyment.

## II. WRITING

*(Writing should be addressed across content areas and integrated into the curriculum.)*

Students will write clearly and coherently for a variety of audiences and purposes.

### A. Type of Writing

Standard: The student will write in narrative, expository, descriptive, persuasive and critical modes.

The student will:

1. Plan, organize and compose narrative, expository, descriptive, persuasive, critical and research writing to address a specific audience and purpose.

**B. Elements of Composition**

Standard: The student will engage in a writing process with attention to audience, organization, focus, quality of ideas, and a purpose.

The student will:

1. Generate, gather, and organize ideas for writing.
2. Develop a thesis and clear purpose for writing.
3. Make generalizations and use supporting details.
4. Arrange paragraphs into a logical progression.
5. Revise writing for clarity, coherence, smooth transitions and unity.
6. Apply available technology to develop, revise and edit writing.
7. Generate footnotes, endnotes and bibliographies in a consistent and widely accepted format.
8. Revise, edit and prepare final drafts for intended audiences and purposes.

**C. Spelling, Grammar and Usage**

Standard: The student will apply standard English conventions when writing.

*(Use of standard English conventions is necessary to help a writer convey meaning to the reader. Spelling, grammar, and usage may be taught as a separate unit as well as integrated into teaching writing processes.)*

The student will:

1. Understand the differences between formal and informal language styles and use each appropriately.
2. Use an extensive variety of correctly punctuated sentences for meaning and stylistic effect.
3. Edit writing for correct grammar, capitalization, punctuation, spelling, verb tense, sentence structure, and paragraphing to enhance clarity and readability:
  - a. Correctly use reflexive case pronouns and nominative and objective case pronouns, including *who* and *whom*.
  - b. Correctly use punctuation such as the comma, semicolon, colon, hyphen, and dash.

- c. Correctly use *like/as if, any/any other, this kind/these kinds, who/that,* and *every/many* when they occur in a sentence.
- d. Correctly use verb forms with attention to subjunctive mood, subject/verb agreement, and active/passive voice.
- e. Correctly use the possessive pronoun before the gerund.

#### **D. Research**

Standard: The student will locate and use information in reference materials.

The student will:

1. Use print, electronic databases and online resources to access information, organize ideas, and develop writing.
2. Identify key terms specific to research tools and processes.
3. Narrow the focus of a search by formulating a concise research question or thesis.
4. Develop a research plan
5. Evaluate and organize relevant information from a variety of sources, verifying the accuracy and usefulness of gathered information.
6. Produce a report with detailed evidence to support a thesis.
7. Distinguish between reliable and questionable Internet sources and apply responsible use of technology.
8. Understand plagiarism and its consequences, and identify ethical issues of research and documentation.
9. Organize and synthesize information from a variety of sources and present it in a logical manner.
10. Credit sources for both quoted and paraphrased ideas.
11. Cite sources of information using a standard method of documentation, such as a style sheet from the Modern Language Association (MLA) or from the American Psychological Association (APA).
12. Proofread the final copy, format correctly and prepare the document for publication or submission.

#### **E. Handwriting and Word Processing**

(Standards under this heading may be locally determined.)

### III. SPEAKING, LISTENING AND VIEWING

The student will speak clearly and effectively for a variety of purposes and audiences and actively listen to, view and evaluate oral communication and media.

#### A. Speaking and Listening

Standard: The student will demonstrate understanding and communicate effectively through listening and speaking.

The student will:

1. Distinguish between speaker's opinion and verifiable facts and analyze the credibility of the presentation.
2. Deliver a speech in a logical manner using grammatically correct language, including vocabulary appropriate to the topic, audience and purpose.
3. Understand the relationship between nonverbal, interpersonal, and small group communication.
4. Describe the role of communication in everyday situations (e.g., advertising, informal social, business, formal social, etc.)
5. Understand the effects of media on society and culture.
6. Identify and understand essential elements, skills and implications of persuasion, argumentation, and debate as essential oral skills.
7. Apply assessment criteria to self-evaluation of oral presentations.

#### B. Media Literacy

*(At the high school level, media literacy should be addressed across content areas and integrated into the curriculum at the discretion of the local district.)*

Standard: The student will critically analyze information found in electronic and print media, and will use a variety of these sources to learn about a topic and represent ideas.

1. Evaluate the accuracy and credibility of information found on Internet sites.
2. Evaluate the logic of reasoning in both print and non-print selections.
3. Evaluate the source's point of view, intended audience and authority.
4. Determine whether the evidence in a selection is appropriate, adequate and accurate.

5. Evaluate the content and effect of persuasive techniques used in print and broadcast media.
6. Make informed evaluations about television, radio, film productions, newspapers and magazines with regard to quality of production, accuracy of information, bias, purpose, message and audience.
7. Critically analyze the messages and points of view employed in different media, including advertising, news programs, web sites, and documentaries.
8. Formulate critical, evaluative questions relevant to a print or non-print selection.
9. Critically analyze and evaluate the strategies employed in news broadcasts, documentaries, and web sites related to clarity, accuracy, effectiveness, bias and relevance of facts.
10. Demonstrate an understanding of ethics in mass communication and describe the characteristics of ethical and unethical behavior.