



Estado Libre Asociado de Puerto Rico  
DEPARTAMENTO DE EDUCACIÓN

# Content Standards and Grade-Level Expectations



## English Program

December 2007





Estado Libre Asociado de Puerto Rico  
DEPARTAMENTO DE EDUCACIÓN

# **Content Standards and Grade-Level Expectations**

## **English Program**

**2007**

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**ESTÁNDARES DE CONTENIDO Y EXPECTATIVAS DE GRADO**

El Departamento de Educación de Puerto Rico tiene el compromiso de desarrollar una agenda académica dirigida a alcanzar el desarrollo óptimo del estudiante, de manera que se contribuya a la formación de los jóvenes en todas sus dimensiones. En este proceso es importante el desarrollo del conocimiento y sus competencias académicas, los aspectos éticos y morales, así como la dimensión social, emocional y física del educando.

La Ley de Educación Elemental y Secundaria (ESEA) de 1965, según enmendada y reautorizada por la Ley 107-110 "No Child Left Behind" (NCLB) de 2001, establece la necesidad de que el estado desarrolle los estándares que guiarán la formación del alumno. A su vez, establece los parámetros que se deben considerar al producir las Pruebas Puertorriqueñas de Aprovechamiento Académico (PPAA) y las Pruebas Puertorriqueñas de Evaluación Alterna (PPEA).

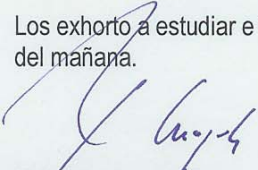
Los estándares son indicadores que tienen el propósito de identificar los fundamentos esenciales de cada área académica que contribuyen al logro de una educación de calidad. Son documentos normativos que facilitan la integración de las diferentes disciplinas de estudio y sirven de guía para dirigir los cambios curriculares. Además, son esenciales al evaluar cuán efectivo es el sistema educativo y crean las bases para propiciar los cambios y adaptaciones que debe realizar el estudiante en la transición de su vida escolar a su vida laboral.

Los documentos de estándares de contenido presentan las expectativas de cada grado. Éstas se definen como los aspectos particulares del estándar, tales como las destrezas y actitudes específicas. Se presentan con suficiente amplitud, profundidad y rigor para propiciar que el estudiante alcance los parámetros de cada estándar. De esa forma, las expectativas definen las competencias que el educando debe poseer como resultado del proceso de enseñanza y aprendizaje. Es el aprendizaje básico que todo alumno debe alcanzar en su grado al finalizar cada año escolar.

Con el estudiante como eje de todas las iniciativas académicas, nos hemos dado a la tarea de revisar los estándares y expectativas de cada grado para garantizar que la enseñanza en la sala de clases responda a sus necesidades. La colaboración y el trabajo en equipo produjeron un documento en el que la aportación de los directores de programa, supervisores, maestros y profesores universitarios fue fundamental. El uso adecuado y consistente de este material en la planificación diaria garantizará la excelencia educativa a la que todos aspiramos.

El documento *Estándares de Contenido y Expectativas de Grado* comenzará a implantarse inmediatamente. Constituirá la base de la gestión académica del Departamento de Educación en todas las disciplinas y sustituye los *Estándares de Excelencia* del año 2000 y las *Expectativas Generales de Aprendizaje por Grado* del 2006. Este documento además, deroga la Carta Circular Núm. 3-2000-2001: Estándares de Excelencia Académicos y Tecnológicos.

Los exhorto a estudiar e integrar este documento a su quehacer educativo para seguir contribuyendo a formar el ciudadano del mañana.

  
Rafael Aragunde Torres  
Secretario





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## **ACKNOWLEDGEMENTS**

The English Program acknowledges the educational pioneers of 1996 that set out to create the initial standards. In 2000, the document was given an instructional redesign in order to continue to work towards academic achievement. Through professional development and solid, aligned instructional materials, teachers expressed a sense of confidence and support. Most importantly, students have consistently demonstrated academic achievement. During the 2007-2008 school year, the program went through another revision to develop content standards and rigorous grade level expectations in order to continue the mission and challenge that every student will become a life-long learner.

The English Program acknowledges the following educators who were so willingly committed to contributing not only to the program, but also to ensuring that children and educators were the first and foremost consideration when revising the standards. As teachers use this document to plan instruction to meet the needs of all learners, the English Program hopes that all those involved approach the teaching process with a sense of shared responsibility that must be aimed to continue attaining higher levels of academic achievement. With this in mind, and an ever-present commitment towards our responsibilities in developing literacy, we will be able to guarantee development and academic excellence for each and every student in Puerto Rico.

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# INTRODUCTION

The Puerto Rico Department of Education, through its English Program, has offered English as a Second Language curriculum since the 1948-49 school year. Educators agree that it is desirable to have a set of standards that move students beyond the level of acquisition of basic skills and toward the mastery of higher-order thinking skills, emphasizing excellence for all students. The underlying theory and instructional model of teaching within the English Program is Balanced Literacy. This approach provides for essential skills and strategy instruction within the context of meaningful, relevant, authentic reading, writing, and oral language activities and routines. As a program, we know that it is important to prepare our students for the real world and global community. In order to ensure students are ready, functional literacy instruction will also be provided within the curriculum.

Literacy can be defined as listening, speaking, viewing, reading, writing, and thinking. With reading being the central element, it allows the standards of listening, speaking, and writing to be taught in context. Developing accurately paced lessons, providing a variety of instructional opportunities, and building on students' individual strengths and experiences demonstrate the teaching and modeling of grade-level expectations and best practices for English second language learners. The English Program is dedicated to ensuring that all students are provided a progressive path for literacy development from grade to grade in order to create independent, life-long readers and learners. All students achieving from year to year is the desired outcome. When alignment is evident in school, home, and community, opportunities are vast, relevant, and respectful to the student. To achieve this connection, the program developed the grade-level expectations with a team of writers that represented teachers, directors, supervisors, parents, and community members. A diverse group of educators and curriculum specialists were consulted. Research was conducted in order to

develop standards that were not just content driven, but that matched our trusted clientele - the students of Puerto Rico.

As you read through the expectations from kindergarten to twelfth grade, a vertical alignment will be noticeable. A conscientious effort was made for these documents to have an ease of use that demonstrates rigor, clarity, and progression across the grade levels. It is important to note that the academic standards and grade – level expectations contain in this publication are intended for all students in Puerto Rico’s public schools.

### **The English Program Vision**

Our vision is one of students who communicate in the English language in a creative, reflexive, and critical manner. Each student should feel committed to the vernacular language, Spanish, and to his/her Hispanic culture, while simultaneously developing a high sense of solidarity, respect, and appreciation to other people and other cultures.

### **The English Program Mission**

Our mission is to develop effective student communication in the English language. It is acknowledged that strong mastery of the vernacular language is fundamental to the effective development of a second language. Therefore, collaboration between the English and Spanish programs is crucial and necessary.

We want to encourage all students to be critical and creative thinkers. They should be able to communicate orally and in writing and be able to interact with the high expectations and demands of a society immersed in global interaction and collaboration. The program will offer a challenging enriching and integrated curriculum that takes into consideration the social, economical, cultural, and personal background of the student, including his/her knowledge and skills.

## **Learning Focused Goals**

- Standard-Driven
- Student-Centered
- Literacy-Focused
- Relationship, Relevance, Rigor
- Achievement

## **Listening/Speaking**

### **Standard**

The student uses the English language to interpret oral input, construct meaning, interact with confidence both verbally and nonverbally, and to express ideas effectively in a variety of personal, social, and academic contexts.

### **Description**

Communication is a continuous process of expression, interpretation, and negotiation (Savignon, 1983). Listening and speaking are interactive processes by which the learner receives necessary auditory input in order to speak clearly, eloquently, effectively, and confidently. Listening is not a passive activity. A listener must construct meaning from the oral messages received. Constructing meaning is an active process that depends on the context of the situation, the listener's mood, interests, expectations, and knowledge of the topic. Recent research demonstrates that oral language development provides the foundation on which reading and writing are built. Audience and purpose are very important in listening and speaking as they determine the degree of formality in choice of syntax and vocabulary.

### **Focus**

Children begin to develop language well before the first day of kindergarten. Research has demonstrated that children listen to words and observe the interactions that surround them daily. This skill set is the foundation

for the English Listening/Speaking Standard. In the early grades, students are expected to be engaged in listening and oral language activities in order to increase their confidence with the second language, using verbal and nonverbal responses, in addition to building and enriching their vocabulary. Phonemic awareness and aural discrimination are essential.

As students transition into the upper elementary grade levels, the expectations shift to specific listening tasks to demonstrate comprehension, complete tasks, and answer the 5-W (Who, What When Where, Why) and How Questions. Students continue to develop vocabulary through their interactions with text, peers, and real-world experiences. Intermediate students will be expected to transfer their listening comprehension skills to class discussions with a higher level of confidence. These students should also be able to transfer acquired vocabulary and understanding of learned content and concepts from interactions with narrative and expository texts. The high school student should continue to participate in the rigorous curriculum in order to develop appreciation, confidence, and experience with a variety of texts.



## **Reading**

### **Standard**

The student uses reading strategies, literary analysis, and critical thinking skills to construct meaning and develop an understanding as well as an appreciation of a variety of genres of both fiction and nonfiction.

### **Description**

Reading is a dynamic interactive process of constructing meaning by combining the reader's background knowledge with the information in the text. It occurs "when the present understandings that a reader brings to the text come together with a writer's intended meaning in a text" (Rosenblatt, 1978, cited in Templeton, 1997, p. 151). Readers construct meaning literally, inferentially, and critically. The basic difference among these levels has to do with the degree to which the reader must rely upon prior knowledge when constructing meaning.

- Literal comprehension involves understanding of what is explicitly stated in the text.
- Inferential comprehension involves understanding of what is implied by the text. It is sometimes referred to as "reading between the lines."
- Critical comprehension involves understanding of how to go beyond the information on the page, either to connect the information with what is already known or to realize that there is not enough information to make a connection.

Reading is an ongoing developmental process that is interrelated with writing, speaking, listening, and thinking. Thus, reading is necessary for the development of language proficiency skills in our students. Literate individuals have a greater opportunity to compete in the job market and connect with a growing global community. Improving reading achievement gives students the opportunity to contribute and participate fully in our society.

### **Focus**

In Kindergarten, there is reference to Reading Readiness, or early literacy. This is defined as the point at which a student is ready to learn and transition

from a nonreader to a reader. As the progression occurs in first to third grade, the connection to text is focused on the narrative. Informational text is introduced in third grade, and by the end of sixth grade, students are mastering comprehension and acquiring vocabulary through narrative and expository text. The focus on expository text continues through eighth grade with the inclusion of literature, poetry, and plays. Ninth grade is another transitional year that progresses from the reading of literature and literary discussions to thinking, comparing, and interpreting. The focus in tenth through twelfth grade is to provide students with opportunities to interpret, analyze, and appreciate a variety of texts, styles, and genres in order to synthesize and evaluate the literary experience as it relates to one's own appreciation and cultural awareness.

## **Writing**

### **Standard**

The student effectively communicates to a variety of audiences in all forms of writing through the use of the writing process, proper grammar, and age-appropriate expressive vocabulary.

### **Description**

Writing is an essential tool for learning, personal expression, and professional success. It is the tool by which students transfer their acquisition of knowledge in all content areas. Writing is used in everyday real-world tasks, and it is also a vital workplace skill. This is the process of transition from receptive to expressive language or vocabulary. Both the basic skills of proper usage and the more complex skill of communication through extended writing in diverse forms are essential. As students develop their writing skills, the tasks required of them are increasingly complex in both content and organization.

Writing is an ongoing developmental process and students do not learn this process by working on grammar exercises, sentence diagramming, or other isolated drills. Writing skills are best learned in the context of actual writing. Students should write for many different purposes and audiences. Writing skills are interrelated with reading, viewing, speaking, and thinking skills. Each skill strengthens and stimulates the others and should be taught through an integrated, Balanced Literacy approach.

The process of writing empowers students to take ownership of their personal thinking and learning. It involves the following five steps: prewriting, drafting, revising, editing, and publishing. The process does not necessarily always occur in a linear mode. In the prewriting phase, the student selects his/her topic. The drafting phase allows the student to organize his/her ideas, consider the audience, and develop the topic. The next phase, revision, is where the student takes a closer look at his/her work and examines the content, such as transition and word choice to successfully express ideas. The fourth step is editing, which is an opportunity for the student to proofread to check for errors in spelling and mechanics. This phase should take place after the student has

made all the content changes that he/she feels are necessary. The final stage of the process is publishing. The student makes a final copy and prepares the writing product to share with others.

**Focus**

The focus has been to develop a writing curriculum for younger students to experience expectations similar to those of the high school students. The students will participate in instruction that requires them to move from receptive language to expressive vocabulary. Because research demonstrates that grammar and writing are best taught in context and with models, the team developed the expectations with a direct correlation to listening, speaking, and reading expectations. For example, a student initially experiences narrative text in the early grades. Therefore, the expectation is that once a student gains the knowledge of sentence structure and types of sentences, then he/she is ready to construct a narrative paragraph. The various writing forms of descriptive, expository, and persuasive continue in this pattern. By high school, the expectation of writing a well-developed essay, research paper, and literary piece will be achieved.

# Using the Content Standards and Learning Expectations Effectively

Standards are useful for all stakeholders within the learning community such as administrators, teachers, students, parents, and others.

## **Administrators**

Administrators use the standards as a curriculum and literacy framework in order to adopt materials, strengthen professional development, implement project work plans, strategies, programs, and coach to increase student achievement.

## **Teachers**

Educators use the standards to identify the expectations of what should be taught in each grade level, their relationships, relevance, and rigor. As teachers become aware of what is taught across the grade levels, they will use scientifically-based research data to plan differentiated instruction to improve academic achievement.

## **Students**

Students are the center of the learning community. When students know what is expected, they are more likely to be engaged and motivated. They have a vested interest in learning and demonstrating achievement. As students work through a rigorous curriculum, they can consciously and comprehensively apply the acquired knowledge and skills to their everyday lives and participate in a global society. Students can set their own individual goals for achievement. As students are assessed they can monitor their own progress. As they attain their goals, they should continue to strive to achieve and feel personal satisfaction from the experience of success.

## **Community**

Parents and members of the community will also benefit from the high expectations of the standards. Parents and other community members are

provided with concrete information regarding what is expected of the students. An education based on standards helps develop better schools, more highly-qualified employees, and conscientious citizens. The community can continue to flourish.



**CONTENT STANDARDS AND GRADE-LEVEL  
EXPECTATIONS**



# KINDERGARTEN

## **LISTENING/SPEAKING:**

**The student uses the English language to interpret oral input, construct meaning, interact with confidence both verbally and nonverbally, and express ideas effectively in a variety of personal, social, and academic contexts.**

The student:

- L/S.K.1 Listens and responds to basic commands, instructions, and routine questions during story time using expressions to demonstrate engagement.
- L/S.K.2 Demonstrates the development of early phonemic awareness and the alphabetic principle when participating in listening and speaking activities.
- L/S.K.3 Uses basic vocabulary to identify familiar concepts related to self, family, and to interact with peers.
- L/S.K.4 Offers and responds to greetings and farewells using appropriate courtesy expressions.
- L/S.K.5 Uses both verbal and nonverbal forms of communication to express feelings and needs; reacts to pictures and simple language cues after listening to read alouds.

## **READING:**

**The student uses reading strategies, literary analysis, and critical thinking skills to construct meaning and develop an understanding as well as an appreciation of a variety of genres of both fiction and nonfiction.**

The student:

- R.K.1 Identifies vowels and consonants; associates the sounds.
- R.K.2 Uses basic aural phonemic awareness strategies to manipulate sounds.
- R.K.3 Uses context clues and illustrations to identify details and to determine the meaning of unfamiliar words.

- R.K.4 Demonstrates awareness of main character(s) and uses picture cues to identify similarities and differences between characters within narrative texts.

## **WRITING:**

**The student effectively communicates to a variety of audiences in all forms of writing through the use of the writing process, proper grammar, and age-appropriate expressive vocabulary.**

The student:

- W.K.1 Identifies and traces the letters of the alphabet using linear and curved strokes; recognizes uppercase and lowercase letters.
- W.K.2 Writes the letters that represent first name.
- W.K.3 Forms the letters of the alphabet using a variety of manipulatives, identifies the initial consonant in words or pictures by tracing and circling, and attempts to write the letters using print techniques.
- W.K.4 Illustrates to express feelings, concepts related to family, and personal experiences.

# FIRST GRADE

## **LISTENING/SPEAKING:**

**The student uses the English language to interpret oral input, construct meaning, interact with confidence both verbally and nonverbally, and express ideas effectively in a variety of personal, social, and academic contexts.**

The student:

- L/S.1.1 Listens and responds to basic commands, instructions, and routine questions during story time using expressions to demonstrate engagement.
- L/S.1.2 Develops and demonstrates phonemic awareness and auditory discrimination to identify distinctive sounds.
- L/S.1.3 Uses basic vocabulary and language patterns to identify and describe familiar concepts related to self, to family, and to interact with peers.
- L/S.1.4 Offers and responds to greetings and farewells using the appropriate courtesy expressions.
- L/S.1.5 Uses both verbal and nonverbal forms of communication to express feelings, needs, experiences, and reacts to pictures and simple language cues after listening to read alouds.

## **READING:**

**The student uses reading strategies, literary analysis, and critical thinking skills to construct meaning and develop an understanding as well as an appreciation of a variety of genres of both fiction and nonfiction.**

The student:

- R.1.1 Recognizes letter-sound relationships to decode words and phrases fluently.
- R.1.2 Uses phonemic awareness strategies to manipulate sounds and form new monosyllabic words.
- R.1.3 Uses context clues and illustrations to identify details and to determine the meaning of unfamiliar words; demonstrates an acquisition of grade-level vocabulary.

- R.1.4 Identifies the main character(s) and uses picture cues to identify similarities and differences between characters within narrative text.
- R.1.5 Identifies story organization of beginning, middle, and end within narrative text.

## **WRITING:**

**The student effectively communicates to a variety of audiences in all forms of writing through the use of the writing process, proper grammar, and age-appropriate expressive vocabulary.**

The student:

- W.1.1 Recognizes and writes the letters of the alphabet; writes initial and final consonants in CVC (consonant-vowel-consonant) pattern words.
- W/1.2 Writes name correctly; copies words and simple three word sentences using left to right, top to bottom progression; applies appropriate spacing between letters and words; uses phonemic awareness and phonics strategies to spell words.
- W/1.3 Identifies a complete sentence using capitalization; recognizes ending punctuation.
- W.1.4 Writes to describe a picture, person, or object; writes sentences of two or three words in length.
- W.1.5 Uses a picture dictionary as an aid to the writing process.

## SECOND GRADE

### **LISTENING/SPEAKING:**

**The student uses the English language to interpret oral input, construct meaning, interact with confidence both verbally and nonverbally, and express ideas effectively in a variety of personal, social, and academic contexts.**

The student:

- L/S.2.1 Listens and responds to simple commands, instructions, and statements, and is able to answer the 5-W Questions (who, what, when, where, and why) during story time using expressions to demonstrate engagement.
- L/S.2.2 Applies phonemic awareness and auditory discrimination to identify distinctive sounds.
- L/S.2.3 Uses appropriate vocabulary and language patterns to identify, describe, and classify familiar concepts related to self, family, and environment, and to interact with peers.
- L/S.2.4 Demonstrates verbal and nonverbal forms of greetings, farewells, and introductions using the appropriate courtesy expressions in simple sentences.
- L/S.2.5 Expresses feelings, needs, ideas, and experiences; discusses learned concepts from content area or class readings using acquired language.

### **READING:**

**The student uses reading strategies, literary analysis, and critical thinking skills to construct meaning and develop an understanding as well as an appreciation of a variety of genres of both fiction and nonfiction.**

The student:

- R.2.1 Uses letter-sound relationships to decode words and phrases fluently.
- R.2.2 Uses phonemic awareness strategies to manipulate sounds and to form new multisyllabic words; reads words and phrases in simple narrative text fluently.

- R.2.3 Uses context clues and acknowledges resources as a support to build vocabulary, verify meaning, and determine the meaning of unfamiliar words; demonstrates an acquisition of grade-level vocabulary and transfers word meaning into a variety of narrative texts.
- R.2.4 Identifies and states the main character; establishes similarities and differences between characters; identifies the setting within narrative text.
- R.2.5 Demonstrates an understanding of story organization of beginning, middle, and end; makes predictions within narrative text.

## **WRITING:**

**The student effectively communicates to a variety of audiences in all forms of writing through the use of the writing process, proper grammar, and age-appropriate expressive vocabulary.**

The student:

- W.2.1 Matches all uppercase letters to their corresponding lowercase counterparts; arranges words in alphabetical order using first letter criteria.
- W.2.2 Uses phonemic awareness and phonics strategies to write simple words; applies correct letter and spacing.
- W.2.3 Applies correct capitalization and punctuation marks in declarative and interrogative sentences; identifies the main parts of speech.
- W.2.4 Writes to express feelings, familiar topics, experiences, and describe a picture; uses high frequency words to write simple sentences of three to four words in length; applies correct word spacing.
- W.2.5 Uses the dictionary as an aid in the writing process; uses visual aids to support generating ideas.



## THIRD GRADE

### **LISTENING/SPEAKING:**

**The student uses the English language to interpret oral input, construct meaning, interact with confidence both verbally and nonverbally, and express ideas effectively in a variety of personal, social, and academic contexts.**

The student:

- L/S.3.1 Listens carefully during a read aloud from a variety of narrative texts to comprehend and identify the main character and setting.
- L/S.3.2 Applies phonemic awareness and auditory discrimination and distinguishes between singular/plural forms as well as past/present tense of regular verbs.
- L/S.3.3 Listens and responds to, gives commands, provides both instructions and directions; shares answers and formulates the 5-W Questions (who, what, when, where, and why).
- L/S.3.4 Uses and applies appropriate language structure with formal and informal expressions to identify, describe, and classify familiar concepts in relation to personal experiences, preferences, interests, and environment.
- L/S.3.5 Identifies and states the main idea or topic of an oral message or class reading from a variety of simple informational texts and uses transitions to tell and retell a story using acquired vocabulary and appropriate language structure to personal experiences.

### **READING:**

**The student uses reading strategies, literary analysis, and critical thinking skills to construct meaning and develop an understanding as well as an appreciation of a variety of genres of both fiction and nonfiction.**

The student:

- R.3.1 Decodes words and phrases to read fluently.
- R.3.2 Applies phonemic awareness strategies to identify syllables and word family patterns.

- R.3.3 Uses context clues and resources to build vocabulary, verify meaning, determine the meaning of unfamiliar words, and to transfer meaning into a variety of narrative and informational texts.
- R.3.4 Identifies and states the main character(s), identifies character traits, establishes similarities and differences between characters, and identifies setting within narrative text.
- R.3.5 Uses story organization of beginning, middle, and end within narrative text to state and organize events; makes predictions and connections.
- R.3.6 Recognizes differences between fiction and nonfiction; identifies fact and opinion; recognizes main idea in simple informational text.

## **WRITING:**

**The student effectively communicates to a variety of audiences in all forms of writing through the use of the writing process, proper grammar, and age-appropriate expressive vocabulary.**

The student:

- W.3.1 Arranges words in alphabetical order using first and second letter criteria.
- W.3.2 Applies phonemic awareness and phonics strategies to correctly spell words that have two letter clusters, common spelling patterns, and uncommon consonant patterns.
- W.3.3 Applies basic grammar and mechanics to write complete declarative and interrogative sentences of three to five words in length; identifies declarative, interrogative, exclamatory, and imperative types of sentences; identifies the parts of speech.
- W.3.4 Recognizes descriptive and narrative writing forms; writes words, phrases, and simple sentences to develop descriptive and narrative three sentence paragraphs.
- W.3.5 Applies the dictionary as an aid in the writing process; uses simple prewriting techniques to generate ideas.

# FOURTH GRADE

## **LISTENING/SPEAKING:**

**The student uses the English language to interpret oral input, construct meaning, interact with confidence both verbally and nonverbally, and express ideas effectively in a variety of personal, social, and academic contexts.**

The student:

- L/S.4.1 Listens and responds during a read aloud from a variety of narrative texts to comprehend and identify main character and setting.
- L/S.4.2 Recognizes simple homophones and figurative language.
- L/S.4.3 Listens and responds to complex instructions, complete statements, and answers and formulates the 5 W-Questions as well as how questions (who, what, when, where, why, and how) in formal and informal discussions.
- L/S.4.4 Applies correct language patterns to organize events from read alouds of narrative texts.
- L/S.4.5 Identifies, states, and paraphrases the main idea or topic and important details from learned concepts or read alouds of a variety of simple informational texts; uses transitions to tell, retell, and explain a story using acquired vocabulary and appropriate language structure.

## **READING:**

**The student uses reading strategies, literary analysis, and critical thinking skills to construct meaning and develop an understanding as well as an appreciation of a variety of genres of both fiction and nonfiction.**

The student:

- R.4.1 Decodes words and phrases; reads fluently.
- R.4.2 Analyzes the text and identifies text features to enhance comprehension.

- R.4.3 Uses context clues and resources to build vocabulary, verify meaning, determine the meaning of unfamiliar words, and transfer meaning into a variety of narrative and expository texts.
- R.4.4 Identifies the main character(s), compares and contrasts character traits, and identifies setting within narrative and expository text.
- R.4.5 Uses story organization of beginning, middle, and end to identify sequence within narrative and expository text; makes predictions and connections.
- R.4.6 Identifies differences between fiction and nonfiction; identifies main idea or topic and fact and opinion in informational text.

## **WRITING:**

**The student effectively communicates to a variety of audiences in all forms of writing through the use of the writing process, proper grammar, and age-appropriate expressive vocabulary.**

The student:

- W.4.1 Arranges words in alphabetical order using first, second, and third letter criteria.
- W.4.2 Applies phonemic awareness, phonics strategies, and structural analysis to correctly spell words that have three letter clusters, common spelling patterns, and uncommon consonant patterns.
- W.4.3 Uses appropriate grammar and mechanics to write complete declarative, interrogative, imperative, and exclamatory sentences; identifies the parts of speech correctly.
- W.4.4 Identifies elements in descriptive and narrative forms of writing; uses a variety of sentence types to write descriptive and narrative paragraphs.
- W.4.5 Follows the writing process; applies prewriting strategies to generate ideas; uses the dictionary as an aid in the writing process; identifies spelling errors in writing.

# FIFTH GRADE

## **LISTENING/SPEAKING:**

**The student uses the English language to interpret oral input, construct meaning, interact with confidence both verbally and nonverbally, and express ideas effectively in a variety of personal, social, and academic contexts.**

The student:

- L/S.5.1 Listens and responds during a read aloud from a variety of narrative texts to comprehend, identify, and describe characters and setting.
- L/S.5.2 Identifies and uses homophones and recognizes figurative language.
- L/S.5.3 Listens, responds to, and analyzes complex instructions; expresses self using complete sentences; answers and formulates both closed and open-ended questions in both formal and informal scenarios.
- L/S.5.4 Applies correct language patterns to organize events from read alouds in a variety of narrative texts.
- L/S.5.5 Identifies, states, and paraphrases the main idea or topic and important details from learned concepts or read alouds of a variety of simple informational texts; uses transitions to tell, retell, and explain a story using acquired vocabulary and appropriate language structure.

## **READING:**

**The student uses reading strategies, literary analysis, and critical thinking skills to construct meaning and develop an understanding as well as an appreciation of a variety of genres of both fiction and nonfiction.**

The student:

- R.5.1 Analyzes the text and uses text features to enhance comprehension.
- R.5.2 Applies context clues, reference sources, and other vocabulary expansion strategies to assess word meaning; uses prefixes and suffixes to determine the meaning of words.
- R.5.3 Distinguishes main character from supporting characters, compares and contrasts character traits, and describes setting in fiction.

- R.5.4 Explains the differences between fiction and nonfiction; states the main idea and topic and identifies fact and opinion in expository text.
- R.5.5 Identifies sequence of events and cause and effect, organizes plot, makes predictions and connections, and recognizes problem and solution in narrative and expository text.

## **WRITING:**

**The student effectively communicates to a variety of audiences in all forms of writing through the use of the writing process, proper grammar, and age-appropriate expressive vocabulary.**

The student:

- W.5.1 Applies common spelling patterns and structural analysis to correctly spell words.
- W.5.2 Recognizes a complete sentence and a fragment; writes complete declarative, interrogative, imperative, and exclamatory sentences.
- W.5.3 Uses the parts of speech correctly in sentences; demonstrates understanding of subjects and objects with the use of prepositional phrases in sentences.
- W.5.4 Identifies elements in descriptive and narrative forms of writing; uses a variety of sentence types to construct a paragraph; applies organizational patterns to connect ideas in narrative and descriptive paragraphs.
- W.5.5 Follows the writing process; applies prewriting strategies to generate ideas; uses the dictionary as an aid in the writing process; identifies spelling, capitalization, and ending punctuation errors.

# SIXTH GRADE

## **LISTENING/SPEAKING:**

**The student uses the English language to interpret oral input, construct meaning, interact with confidence both verbally and nonverbally, and express ideas effectively in a variety of personal, social, and academic contexts.**

The student:

- L/S.6.1 Listens and responds during a read aloud from a variety of fiction and text styles to comprehend, identify, and relate to character and setting.
- L/S.6.2 Distinguishes between homophones and identifies figurative language.
- L/S.6.3 Listens, responds to, and analyzes complex instructions and statements; applies instructions and directions; answers and formulates both closed and open-ended questions in a variety of scenarios.
- L/S.6.4 Applies correct language patterns to identify and organize events in a variety of narrative texts and text styles.
- L/S.6.5 States the main idea or topic and important details from learned concepts or read alouds of a variety of expository texts; applies understanding to summarize the text using acquired vocabulary and appropriate language structure.

## **READING:**

**The student uses reading strategies, literary analysis, and critical thinking skills to construct meaning and develop an understanding as well as an appreciation of a variety of genres of both fiction and nonfiction.**

The student:

- R.6.1 Analyzes the text and distinguishes text features to enhance comprehension.
- R.6.2 Applies context clues, reference sources, and other vocabulary expansion strategies to assess word meaning; uses prefixes, suffixes, and root words to determine the meaning of unfamiliar and compound words.

- R.6.3 Distinguishes main character from supporting characters, compares and contrasts character traits, and describes the setting in fiction.
- R.6.4 Sorts and organizes relevant events, identifies cause and effect, makes predictions and inferences, and identifies problem and solution in narrative and expository text.
- R.6.5 Explains the differences between fiction and nonfiction; identifies fact and opinion; states main idea or topic and determines important details.

## **WRITING:**

**The student effectively communicates to a variety of audiences in all forms of writing through the use of the writing process, proper grammar, and age-appropriate expressive vocabulary.**

The student:

- W.6.1 Examines spelling patterns and applies structural analysis to correctly spell words.
- W.6.2 Identifies complete sentences, fragments, and run-on sentences; uses a variety of sentence types in writing.
- W.6.3 Applies the parts of speech; identifies subjects and objects using prepositional phrases in sentences.
- W.6.4 Identifies elements in descriptive, narrative, and expository forms of writing; uses a variety of sentence types and basic organizational patterns to construct narrative, descriptive, and expository paragraphs.
- W.6.5 Uses the writing process; applies prewriting strategies to generate ideas; uses the dictionary as an aid in the writing process; identifies spelling, capitalization, and ending punctuation errors.



# SEVENTH GRADE

## **LISTENING/SPEAKING:**

**The student uses the English language to interpret oral input, construct meaning, interact with confidence both verbally and nonverbally, and express ideas effectively in a variety of personal, social, and academic contexts.**

The student:

- L/S.7.1 Listens and responds during a read aloud from a variety of fiction and nonfiction to comprehend, generalize, relate to character and setting, and make connections to text.
- L/S.7.2 Listens, responds to, and analyzes complex instructions and statements; applies and clarifies instructions and directions; answers and formulates closed and open-ended questions.
- L/S.7.3 Uses appropriate language structure to problem solve and to explain a process; interacts in discussions and presentations.
- L/S.7.4 Applies correct language patterns to organize events in a variety of narrative texts and identifies problem and solution within presented literature.
- L/S.7.5 Explains the main idea or topic; identifies important details from learned concepts or read alouds in a variety of expository texts; applies sequence of events to summarize.

## **READING:**

**The student uses reading strategies, literary analysis, and critical thinking skills to construct meaning and develop an understanding as well as an appreciation of a variety of genres of both fiction and nonfiction.**

The student:

- R.7.1 Analyzes the text, establishes purpose, recognizes author's purpose, and distinguishes text features to enhance comprehension.

- R.7.2 Applies context clues, reference sources, and other vocabulary expansion strategies to assess word meaning using prior knowledge to relate to new meaning; uses prefixes, suffixes, and root words to determine the meaning of unfamiliar, multiple-meaning, and compound words.
- R.7.3 Distinguishes main character from supporting characters, compares and contrasts characters traits, describes and explains setting in fiction.
- R.7.4 Sorts and organizes relevant events, states cause and effect, makes connections, predictions and inferences; draws conclusions; states the problem and solution in fiction and nonfiction.
- R.7.5 Identifies and states fact and opinion, paraphrases and states main idea or topic, and determines important details in narrative and expository texts.
- R.7.6 Identifies imagery and the elements of poetry.

## **WRITING:**

**The student effectively communicates to a variety of audiences in all forms of writing through the use of the writing process, proper grammar, and age-appropriate expressive vocabulary.**

The student:

- W.7.1 Combines sentences and ideas by using simple transitional phrases; applies commas to correctly punctuate and construct sentences; distinguishes complete sentences from fragments and run-on sentences.
- W.7.2 Applies the parts of speech; identifies the subjects and objects in sentences; uses correct subject-verb agreement.
- W.7.3 Identifies elements in descriptive, narrative, expository and persuasive forms of writing; uses a variety of sentence types to construct a paragraph; applies organizational patterns to construct narrative, descriptive, and expository paragraphs.
- W.7.4 Uses poetry and sensory elements to develop simple poems.
- W.7.5 Uses the writing process; applies prewriting strategies to generate ideas; uses the dictionary and thesaurus as an aid in the writing process; revises writing; proofreads to identify errors in spelling, capitalization, and ending punctuation when prewriting, drafting, revising, editing, and writes a final draft.

# EIGHTH GRADE

## **LISTENING/SPEAKING:**

**The student uses the English language to interpret oral input, construct meaning, interact with confidence both verbally and nonverbally, and express ideas effectively in a variety of personal, social, and academic contexts.**

The student:

- L/S.8.1 Listens and responds during a read aloud from a variety of fiction and nonfiction to comprehend, generalize, relate to character and setting, identify tone, voice, and mood; makes connections to text.
- L/S.8.2 Listens, responds to, analyzes, gives, and discusses complex instructions, statements, and directions; answers and formulates closed and open-ended questions.
- L/S.8.3 Uses appropriate language structure to interact in discussions and presentations, to problem solve, explain a process, and express opinions integrating comparison and contrast statements to interact in discussions and presentations.
- L/S.8.4 Applies a variety of language patterns and structures to explain texts, discuss topics and themes, express thought on plot development, identify problem and solution, as well as make predictions, inferences, and draw conclusions from listening to a variety of texts and multimedia sources.
- L/S.8.5 Explains the main idea or topic and important details from learned concepts or read alouds of a variety of expository texts, and applies sequence of events to clarify, discuss, and summarize a topic from a variety of texts.

## **READING:**

**The student uses reading strategies, literary analysis, and critical thinking skills to construct meaning and develop an understanding as well as an appreciation of a variety of genres of both fiction and nonfiction.**

The student:

- R.8.1 Analyzes the text, establishes purpose, identifies author's purpose, and distinguishes text features to enhance comprehension.
- R.8.2 Applies context clues, reference sources, and other vocabulary expansion strategies to assess word meaning using prior knowledge to relate to new meaning; uses prefixes, suffixes, and root words to determine the meaning of unfamiliar, multiple-meaning, and compound words.
- R.8.3 Distinguishes main from supporting characters, compares and contrasts characters traits, and explains setting in fiction and nonfiction; distinguishes between first and second person point of view.
- R.8.4 Sorts and organizes relevant events, states cause and effect, makes connections, predictions, and inferences, determines problem and solution, and draws conclusions in narrative, expository, and persuasive texts.
- R.8.5 Distinguishes between fact and opinion in narrative and expository texts; states and paraphrases main idea or topic, and determines important details.
- R.8.6 Uses elements of poetry to identify and interpret genre, imagery, and symbolism.

## **WRITING:**

**The student effectively communicates to a variety of audiences in all forms of writing through the use of the writing process, proper grammar, and age-appropriate expressive vocabulary.**

The student:

- W.8.1 Combines sentences and ideas using simple transitional phrases; applies commas and colons to correctly punctuate sentences; identifies phrases and clauses; applies phrases in writing to construct complex sentences.
- W.8.2 Classifies and applies the parts of speech; uses vocabulary, accurate spelling, appropriate grammar and syntax in writing.

- W.8.3 Applies organizational patterns and the elements of descriptive, narrative, and expository forms to construct a three-paragraph composition.
- W.8.4 Uses poetry elements and imagery to develop and write different styles of poems.
- W.8.5 Uses basic editing marks and reference sources to revise writing; verifies information; writes a final draft using the writing process.



# NINTH GRADE

## **LISTENING/SPEAKING:**

**The student uses the English language to interpret oral input, construct meaning, interact with confidence both verbally and nonverbally, and express ideas effectively in a variety of personal, social, and academic contexts.**

The student:

- L/S.9.1 Listens and responds to a read aloud from a variety of fiction and nonfiction to analyze character development and setting, to determine tone, voice, and mood, and to make connections to the text.
- L/S.9.2 Listens and responds to, analyzes, gives, and discusses complex instructions; constructs complex sentences and statements to explain, describe, support, and discuss information; answers and formulates closed and open-ended questions.
- L/S.9.3 Uses appropriate language structures to problem solve, explain a process, and express opinions integrating comparison and contrast statements; analyzes presentations.
- L/S.9.4 Uses a variety of language patterns and structures to explain text, discuss topics and themes; expresses thoughts and opinions to analyze plot, problem and solution, as well as make predictions and inferences, and draw conclusions from listening to a variety of texts and multimedia sources.
- L/S.9.5 Explains the main idea or topic and important details from learned concepts or readings of a variety of expository texts; applies sequence of events to discuss and summarize text; compares and contrasts topics from a variety of texts.

## **READING:**

**The student uses reading strategies, literary analysis, and critical thinking skills to construct meaning and develop an understanding as well as an appreciation of a variety of genres of both fiction and nonfiction.**

The student:

- R.9.1 Analyzes the text, establishes purpose, states author's purpose, and distinguishes between text features.
- R.9.2 Analyzes context clues, reference sources, and other vocabulary expansion strategies to assess word meaning using prior knowledge to relate to new meaning; uses prefixes, suffixes, and root words to determine the meaning of unfamiliar, multiple-meaning, and compound words.
- R.9.3 Analyzes characters and traits; explains setting in fiction and nonfiction; distinguishes between first person, third person, and omniscient point of view.
- R.9.4 Organizes plot; establishes cause and effect relationships; makes connections, predictions, inferences, draws conclusions, and classifies conflicts in narrative, expository, and persuasive texts.
- R.9.5 Distinguishes between fact and opinion in narrative and expository texts; states and paraphrases main idea and selects important details.
- R.9.6 Uses elements of poetry and plays to analyze, interpret, and identify genre, imagery, and figurative language.

## **WRITING:**

**The student effectively communicates to a variety of audiences in all forms of writing through the use of the writing process, proper grammar, and age-appropriate expressive vocabulary.**

The student:

- W.9.1 Uses transitional words, phrases, and clauses to connect ideas when constructing complex sentences.
- W.9.2 Distinguishes appropriate and incorrect grammar structure; applies a variety of syntactic styles to write.



- W.9.3 Applies organizational patterns and the elements of descriptive, narrative, expository, and persuasive forms of writing to construct a composition.
- W.9.4 Uses figurative language; writes different styles of poems.
- W.9.5 Uses basic editing marks and revising techniques; uses reference sources to verify information; writes a final draft using the writing process.



# TENTH GRADE

## **LISTENING/SPEAKING:**

**The student uses the English language to interpret oral input, construct meaning, interact with confidence both verbally and nonverbally, and express ideas effectively in a variety of personal, social, and academic contexts.**

The student:

- L/S.10.1 Listens and responds during a read aloud, presentation, or performance from a variety of literature, periods, genres, and styles to analyze character development, setting, tone, voice, and mood; makes connections to the text.
- L/S.10.2 Listens and responds to analyze, organize, explain, describe, support, and discuss information; answers and formulates closed and open-ended questions.
- L/S.10.3 Uses appropriate language structure to state opinions in discussions and presentations, to problem solve, and to explain a process integrating comparison and contrast statements.
- L/S.10.4 Expresses thoughts and opinions to discuss current events, concepts, themes, characters, plot, and conflict and resolution; makes predictions and inferences, as well as draws conclusions from listening to a variety of texts, performances, and multimedia sources.
- L/S.10.5 Explains the main idea or topic and important details from learned concepts or readings, and summarizes, analyzes, and compares and contrasts a topic from a variety of text using appropriate language structure.

## **READING:**

**The student uses reading strategies, literary analysis, and critical thinking skills to construct meaning and develop an understanding as well as an appreciation of a variety of genres of both fiction and nonfiction.**

The student:

- R.10.1 Analyzes context clues, uses reference sources and other vocabulary expansion strategies to assess word meaning and to determine the meaning of unfamiliar words using prior knowledge to relate to new meaning; identifies Greek and Latin root words.
- R.10.2 Analyzes character traits and setting; classifies point of view in fiction and nonfiction.
- R.10.3 Organizes and analyzes the plot; establishes cause and effect; makes connections, predictions, and inferences; draws conclusions; classifies and analyzes the conflict and resolution in a variety of texts.
- R.10.4 Distinguishes between fact and opinion, infers the main idea, and distinguishes between relevant and insignificant details in a variety of texts; identifies theme.
- R.10.5 Uses elements of poetry and plays to analyze, interpret, and classify genre, imagery, figurative language, and symbolism.

## **WRITING:**

**The student effectively communicates to a variety of audiences in all forms of writing through the use of the writing process, proper grammar, and age-appropriate expressive vocabulary.**

The student:

- W.10.1 Applies transitional words, phrases, and clauses when constructing complex sentences to effectively connect ideas and develop variety in writing.
- W.10.2 Applies appropriate grammar, structure, and syntax; analyzes word choice to convey intended meaning.
- W.10.3 Analyzes and applies organizational patterns to connect ideas and to write narrative, expository, and persuasive essays.
- W.10.4 Applies figurative language to produce different styles of poems.

W.10.5 Applies editing marks and revision techniques; applies reference sources to verify and support information; writes a final draft using the writing process.



# ELEVENTH GRADE

## **LISTENING/SPEAKING:**

**The student uses the English language to interpret oral input, construct meaning, interact with confidence both verbally and nonverbally, and express ideas effectively in a variety of personal, social, and academic contexts.**

The student:

- L/S.11.1 Listens and responds during a read aloud, presentation, or performance from a variety of literature, periods, genres, and styles to analyze character development and setting, and to distinguish the characteristics of tone, voice, and mood; makes connections to text.
- L/S.11.2 Listens and responds to synthesize, explain, describe, support, and discuss information; answers and formulates closed and open-ended questions.
- L/S.11.3 Uses appropriate language structure to analyze and state opinions in discussions and presentations, to problem solve, and to explain a process integrating comparison and contrast statements.
- L/S.11.4 Expresses thoughts and opinions to discuss current events, concepts, themes, characters, plot, and conflict resolution; makes predictions and inferences, as well as draws conclusions from listening to a variety of texts, performances, and multimedia sources; listens to sort and prioritize information.
- L/S.11.5 Analyzes the main idea or topic and important details from learned concepts or readings from a variety of persuasive texts; summarizes, explains, clarifies, and discusses effectiveness of text, performance, speech, or literature.

## **READING:**

**The student uses reading strategies, literary analysis, and critical thinking skills to construct meaning and develop an understanding as well as an appreciation of a variety of genres of both fiction and nonfiction.**

The student:

- R.11.1 Examines context clues, uses reference sources and vocabulary expansion strategies to assess word meaning; analyzes the meaning of unfamiliar words and applies the new meaning to context; identifies Greek and Latin root words.
- R.11.2 Analyzes character development; infers the setting in fiction and nonfiction; classifies point of view.
- R.11.3 Classifies parts of the plot, establishes cause and effect, makes connections, predictions, and inferences in a variety of texts; draws conclusions; analyzes and compares and contrasts conflicts and resolutions across texts.
- R.11.4 Distinguishes between fact and opinion, infers, and supports the main idea in a variety of texts; analyzes the theme.
- R.11.5 Uses elements of poetry and plays to analyze, interpret, and compare and contrast genre, imagery, figurative language, and symbolism.

## **WRITING:**

**The student effectively communicates to a variety of audiences in all forms of writing through the use of the writing process, proper grammar, and age-appropriate expressive vocabulary.**

The student:

- W.11.1 Analyzes and selects appropriate words to convey meaning; incorporates transitions, correct grammar, syntax, and style.
- W.11.2 Determines the purpose of writing; analyzes and constructs organizational patterns to connect ideas; writes narrative, expository, and persuasive essays.
- W.11.3 Applies figurative language and develops voice to produce different styles of poems.



- W.11.4 Compares and contrasts two forms of writing on similar topics to write a critical essay.
- W.11.5 Applies editing marks, self-correcting methods, and reference sources to revise and edit; analyzes, organizes, and verifies information to write and revise; completes a final draft using the writing process.



# TWELFTH GRADE

## **LISTENING/SPEAKING:**

**The student uses the English language to interpret oral input, construct meaning, interact with confidence both verbally and nonverbally, and express ideas effectively in a variety of personal, social, and academic contexts.**

The student:

- L/S.12.1 Listens carefully during a read aloud, presentation, or performance from a variety of literature, periods, genres, and styles to interpret and analyze character development, dialogue, and setting; makes connections to text; evaluates tone, voice, and mood.
- L/S.12.2 Listens and responds to synthesize, explain, describe, analyze, justify, and debate information; answers and formulates closed and open-ended questions.
- L/S.12.3 Uses appropriate language structure to analyze and evaluate issues, to problem solve, to explain a process, and to express opinions integrating comparison and contrast statements.
- L/S.12.4 Expresses thoughts and opinions to evaluate text, debate current events, concepts, and literary elements; makes predictions and inferences, as well as draws conclusions from listening to a variety of texts, performances, and multimedia sources; listens to sort and prioritize information.
- L/S.12.5 Analyzes and explains the main idea or topic and important details from learned concepts or readings from a variety of persuasive texts; summarizes, evaluates, and judges effectiveness of the text, performance, speech, or literature.

## **READING:**

**The student uses reading strategies, literary analysis, and critical thinking skills to construct meaning and develop an understanding as well as an appreciation of a variety of genres of both fiction and nonfiction.**

The student:

- R.12.1 Evaluates context clues, reference sources, and vocabulary expansion strategies to assess word meaning; utilizes Greek and Latin root words to extend vocabulary; classifies, applies, and analyzes vocabulary as academic, cultural, or contemporary based on current trends.
- R.12.2 Argues on characterization techniques and character development using text evidence to justify responses; evaluates the setting in fiction and nonfiction; classifies point of view using text evidence to support responses.
- R.12.3 Classifies genre, analyzes plot, establishes cause and effect; makes connections, predictions, and inferences in a variety of texts; draws conclusions; analyzes and determines conflict and resolution; uses text evidence to validate responses.
- R.12.4 Distinguishes between fact and opinion, infers and supports the main idea in a variety of texts; debates the theme or topic using text evidence to justify and validate position.
- R.12.5 Uses elements of poetry and plays to analyze, interpret, and compare and contrast styles, genres, topics, and themes; debates using text evidence to justify position.

## **WRITING:**

**The student effectively communicates to a variety of audiences in all forms of writing through the use of the writing process, proper grammar, and age-appropriate expressive vocabulary.**

The student:

- W.12.1 Analyzes and assesses word choice to convey meaning; incorporates transitions, correct grammar, syntax, and style.
- W.12.2 Evaluates and applies a variety of organizational techniques to write effective narrative, expository, and persuasive essays using the writing process; demonstrates a preferred style of writing.
- W.12.3 Uses creative writing styles to produce poems and other literary forms.

- W.12.4 Compares, contrasts, evaluates, and critiques two or more forms of writing on similar topics to write a critical essay.
- W.12.5 Organizes, synthesizes, outlines, and evaluates information to write a research paper; demonstrates voice and knowledge of topic throughout the writing.



# **GLOSSARY**





**Academic Language**

The vocabulary and lexical tools that students need for speaking, reading, and writing in a formal academic setting.

**Auditory discrimination**

The ability to detect a difference between sounds (usually speech sounds) when presented orally.

**Aural**

Of or relating to the ear or to the sense of hearing.

**Automaticity**

Refers to decoding that is rapid, accurate, and effortless; develops through extensive practice decoding words.

**Balanced Literacy**

An approach to reading that incorporates both whole language and phonics instruction.

**Blending**

Combining separate spoken phonemes, onsets, or rimes to create words.

**Cognates**

Words that are similar in two or more languages as a result of common descent.

**Consonant clusters**

A group of consonants that have no intervening vowel ( “spr” in spring).

**Consonant digraphs**

Two adjacent consonant letters that represent a single speech sound (ex. “sh” in shore).

**Cues**

Sources of information used by readers or listeners to construct meaning.

**CVC words**

Consonant-vowel-consonant words (cat).

**Decoding**

Is the process of changing printed words to spoken words; generally occurs when readers map a sound onto letters or spelling patterns.

**Diphthongs**

Two vowel sounds pronounced as one syllable (“ou” in out).

**Direct Instruction**

A teacher-led instructional procedure that provides students with specific instructions on a task, teacher-led practice, independent practice, and immediate corrective feedback.

**Discourse**

The act or result of making a formal written or spoken presentation on a subject; any form of oral or written communication more extensive than a sentence.

**Fiction**

Literary work based on the imagination and not necessarily on fact; generally designed to entertain.

**Fluency**

Includes speed, accuracy and the ability to read a text orally with expression, using appropriate pitch, stress, and phrasing (prosody).

**Graphemes**

A grapheme is the smallest part of written language that represents a phoneme in the spelling of a word.

**Guided Reading**

The strategy whereby a teacher "guides" small groups of students through the text for the purpose of predicting, assisting in comprehension, focusing upon specific skills, and/or coaching the use of various reading strategies which will make the reading effort more successful.

**Homophones**

A word that sounds the same as another word but is different in spelling and/or meaning (to, too, and two).

**Idioms**

An expression with a meaning that cannot be guessed at or derived from the meanings of the individual words that form it ("To have a chip on one's shoulder" is of U.S. origin).

**Inflectional ending**

The change of form that words undergo to mark distinctions such as number and tense (*-ie, -ing, -s, -es*).

**Intonation**

The distinctive patterns of pitch that contribute to the meanings of spoken phrases and sentences.

**Modeling**

To demonstrate explicitly and with a purpose to support student learning.

**Nonfiction**

Prose, or writing, that is based on true facts and designed to explain, describe, or persuade.

**Onset**

The initial consonant sound of a syllable.

**Phonemes**

The smallest part of spoken language (The word check has four phonemes /ch/ /e/ /k/).

**Phonemic Awareness**

The ability to pick out and manipulate sounds in spoken words.

**Phonics**

The relationship between sounds and the spelling patterns that are used to represent them in print.

**Phonograms**

A succession of orthographic letters that occurs with the same phonetic value in several words (“ight” in *bright*, *fight*, and *flight*).

**Prompt**

A specific direction or situation that is used to establish a purpose for writing.

**Realia**

Objects or activities used to relate classroom teaching to the real life especially of peoples or events studied.

**Relationship**

A connection made such as student to text or topic or the development of a learning community.

**Relevance**

Describes how closely the content of an informational source or topic matches to students.

**Rigor**

An increasing level of difficulty designed to provide a learning experience that is in-depth, active, and engaging through quality content and instruction.

**Rime**

The part of a syllable that contains a vowel and all that follows it.

**Rubric**

The guide used to score performance assessments in a reliable, fair, and valid manner. It is generally composed of dimensions for judging student performance, a scale for rating performances on each dimension, and standards of excellence for specified performance levels.

**Segmentation**

The ability to break words into individual syllables.

**Shared Reading**

Reading with your students and guiding them to actively engage in the text.

**Substitution**

Enciphering by replacing one letter by another.

**Syllabication**

The act, process, or method of forming or dividing words into syllables.

**Tone**

The quality of a piece of writing that demonstrates the attitudes, feelings, and intentions of the author.

**VCCV pattern**

Vowel-consonant-consonant-vowel pattern.

**VCV pattern**

Vowel-consonant-vowel pattern.

**Voice**

A means by which something is expressed.

# APPENDIX A

## SUGGESTIONS FOR PLANNING WITH GRADE-LEVEL EXPECTATIONS

Instructional Opportunities	Formative Assessments	Attitudes and Values
<ul style="list-style-type: none"> <li>• Read Alouds</li> <li>• Role Playing</li> <li>• Discussions</li> <li>• Field Trips</li> <li>• Phonics and Phonemic Awareness Activities</li> <li>• Fluency Development-Reader’s Theater, Echo Reading, Oral Cloze, Choral Reading</li> <li>• Teacher Modeling, Think Alouds, Direct Instruction</li> <li>• Vocabulary Exploration</li> <li>• Listening to Fluent Speakers</li> <li>• Answers questions, follows and completes commands and directions</li> <li>• Shared, Guided, Paired, Independent Reading</li> <li>• Videos</li> <li>• Guest Readers and Speakers</li> <li>• Performances, Poetry Readings</li> <li>• Literary Panels and Debates</li> <li>• Research, use of latest technology, and visits to library</li> <li>• Author and student models</li> <li>• Peer Edits</li> <li>• The Writing Process</li> <li>• Comprehension Activities</li> </ul>	<ul style="list-style-type: none"> <li>• Checklists</li> <li>• Rubrics</li> <li>• Projects</li> <li>• Unit Tests</li> <li>• Quizzes</li> <li>• Speeches</li> <li>• Reports and Research papers</li> <li>• Small-Group Discussion Responses</li> <li>• Word Per Minute Fluency Assessments</li> <li>• Oral Reading Fluency Assessments</li> <li>• Writing Process Tasks</li> <li>• Scavenger Hunts</li> <li>• Graphic Organizers</li> <li>• Short and Extended Written Responses</li> <li>• Cooperative Learning Tasks</li> <li>• Inquiry-Based Research Projects</li> <li>• Powerpoint Presentations</li> <li>• Peer and Self Assessments</li> <li>• Portfolios, Reading Logs, and Writing Logs</li> <li>• Anecdotal Records</li> <li>• Observations</li> <li>• Journals, Diaries and Reflections</li> <li>• Illustrations</li> </ul>	<ul style="list-style-type: none"> <li>• Willingness to risk using English to communicate</li> <li>• Understanding that reading is a means of increasing knowledge and acquiring experience</li> <li>• Satisfaction and pride in preparing neat, well-developed written work</li> <li>• Willingness to appreciate suggestions and feedback from teachers and classmates</li> <li>• Desire to share and learn with others</li> <li>• Relates cultural diversity to self</li> <li>• Uses reading to relate to self and world</li> <li>• Awareness of the joy that literature connects us to other cultures as well as our own</li> </ul>

# APPENDIX B

## BEST PRACTICES FOR TEACHING ESL STUDENTS

### **Scaffolding**

The teacher provides meaningful support and guidance needed for the student's learning growth toward each learning objective. Also, the teacher uses questioning techniques to elicit experiences that relate to his/her native culture. The teacher rephrases with words the student understands and uses pictures to adapt the questioning techniques.

### **Shelter**

The teacher introduces new content by using visual aids, music, and other aids. The student will be observed to note which topics come easily and which ones will require more support.

### **Total Physical Response**

As much as possible, the teacher links language learning to enable the student to make a physical response. This technique ties in to various learning styles and is fun for the student.

### **Reciprocal Teaching**

To help the student complete a task, the teacher presents an interactive lesson, assesses the student's response for comprehension, and then restructures the lesson to correct the student's initial response. This strategy is beneficial since it demonstrates how to learn. The student's self-esteem is enhanced by control over the learning situation.

### **Critical Thinking Questions**

The teacher encourages the student to ask and answer questions that start with the words "why" and "how."

### **Direct Instruction**

The teacher uses explicit teaching of a skill through explanation and demonstration.

### **Hands-on Experiences**

The student is given opportunities to complete activities that he/she can demonstrate and describe orally.

**Teaching Techniques**

The teacher needs to simplify instructions, connect the instruction to the native culture, and use graphic organizers to allow access of information. Some examples are controlled language, labeling, vocabulary word banks, flash cards, and discussions.

**Oral Cloze**

The teacher uses oral cloze, as during shared reading, to keep the students active and accountable. As the teacher reads to the students modeling fluent reading, he/she omits chosen words. Students choral in with the word omitted.

**Think-Pair-Share**

The teacher gives students a question, allows them time to think and prepare response, and then provides time for peers to share responses and discuss each other's ideas and thoughts.

# APPENDIX C

## READING SKILLS AND LITERARY ELEMENTS

### **Main Idea**

The main idea is the most important point in the text. It is simply what the text is mainly about. Finding the main idea is essential to comprehending a piece of text. It is a critical skill for reading expository text.

### **Read for Detail**

Reading for details is gathering the important information that tells more about, further explains, or relates to the main idea. This is a necessary skill when reading nonfiction text.

### **Sequence of Events**

The skill of sequence of events requires the reader to organize the events in the order in which they happen. Readers use this skill in both fiction and nonfiction. This skill leads to being able to successfully summarize, determine cause and effect, and draw conclusions.

### **Summarize**

Summarize is the ability to create a short statement in your own words to restate the main idea and important details.

### **Fact and Opinion**

Fact and opinion, though it seems simple, often causes readers much difficulty. This skill requires the reader to distinguish true information that can be proven from that of a specific choice or personal thought. Distinguishing between fact and opinion is most helpful when reading persuasive texts.

### **Compare and Contrast**

Compare and contrast is the ability to explain how two or more things are similar and different. This skill generally supports analyzing characters, evaluating information and texts, as well as building vocabulary and critical thinking skills. Compare and contrast is an immediate real-world skill that can be applied in many scenarios.



**Character**

Character is the description of an individual's attributes, traits, and abilities. To analyze and fully understand the development of a character, the reader must determine the qualities and features that distinguish one person from another. Often an initial understanding of the main character begins with comparing and contrasting traits to those of the supporting characters.

**Setting**

Setting tells when and where the story takes place. Understanding the setting helps the reader determine why the character acts a certain way, says specific things in dialogue with others, why events occur, and more understanding of the author's purpose and theme. Setting is important when reading narrative texts.

**Plot**

Plot is what happens in the story. The action in the story falls under plot. Understanding the plot supports finding the problem, determining the turning point, and identifying the resolution in narrative text.

**Theme**

Similar to the main idea, theme is the message that the author wants the reader to take away from a piece of fiction and relate to his/her own life and experiences.

**Author's Purpose**

Just as readers have a purpose for reading text, an author's purpose is the author's reason for writing the text. The three types of purposes are to entertain, to persuade and to inform.

**Cause and Effect**

The skill of cause and effect requires the reader to identify the reason something happens and determine the result or outcome of what happened. Understanding cause and effect in text helps the reader gain a deeper awareness and understanding from text such as biographies, historical fiction, and history or science textbooks.

**Problem and Solution**

Understanding the problem and solution of both nonfiction and fiction helps make sense of the text. As a reader determines the problem, or difficult situation, he/she can then organize the important information that leads to the solution or way of solving the difficult situation in nonfiction. With fiction, the reader tracks the plot by following the characters attempts to solve the problem. This skill leads to the ability to read more substantial pieces of literature and analyze the conflict resolution.

**Make Inferences**

To make an accurate inference, a reader must combine his/her own background knowledge with the clues provided in the text by the author. A reader should understand that there is often more than one possible inference that can be made. When a reader makes an inference, he/she can enhance comprehension. For example, a reader can deepen his/her understanding of a character and cause and effect as well make predictions.

**Draw Conclusions**

Drawing a conclusion is to come to a reasonable judgment or opinion based on reasoning and text evidence.

# APPENDIX D

## LISTENING AND SPEAKING STRATEGIES

### **Visual Aids**

Visual aids such as photographs, drawings, posters, and videos provide an opportunity for students to explore known images as well as develop new mental images to discuss in the context of previewing text and setting the purpose for learning.

### **Realia**

Realia is using real objects and materials to explicitly demonstrate a concept that are abstract. Students can then relate the instruction to real life experiences and prior knowledge.

### **Manipulative Materials**

Hands-on activities and materials build background and context. Manipulatives may include gestures, body language, and supportive speech patterns.

### **Repetition and Oral Routines**

Repetition helps build vocabulary as students are provided ample time to hear correct pronunciation and time to practice words.

### **Small-Group Discussions**

Discussing learned concepts provides time for students to have adequate practice speaking the language in a controlled, safe environment.

### **Role Playing**

Role playing is a simulation technique that enables the student to practice language and behavioral skills in a safe-environment that is motivating and relevant to the age of the learner.

# APPENDIX E

## READING STRATEGIES

### **Making Connections**

Making connections begins with activating prior knowledge in order for the reader to connect to the topic, theme, character, or situation. There are three types of connections:

- Text-to-self
- Text-to-text
- Text-to-world

### **Questioning**

Questioning is the strategy a reader uses to clarify understanding, question the author, establish a purpose, and build meaning throughout a piece of text. Questioning helps move reading along as the reader searches for the answers to his/her own questions.

### **Visualizing**

Creating pictures as a reader progresses through text supports bringing life to the words on the page. Visualizing is most often described as creating mental images.

### **Making Inferences**

Making inferences is the strategy of using text clues with prior knowledge to comprehend an underlying idea or theme. This strategy is most often known as “reading between the lines.”

### **Determining Importance**

Determining importance is more than reading for details. It is deciding significant from insignificant. As a reader thinks through the text, he/she determines relevance and evaluates the text in order to make the decision of what has to be retained based on the purpose set for reading.

### **Synthesizing Information**

Synthesizing is the strategy that enables readers to change their thinking after reading further into a piece of text or reading several different texts. Synthesizing is a process of creating new meaning by combining new information with prior knowledge.

# APPENDIX F

## WRITING FORMS AND STRATEGIES

### **Six Traits**

Six Traits is the writing approach based on the premise that students who learn to “read” their own writing gain the devices to revise with a purpose and edit with focus. The six traits are as follows:

- **Ideas** Information to support writing
- **Organization** The structure of the writing
- **Voice** The writer’s personality and individuality
- **Word Choice** The task of selecting words that fit the audience, topic, and purpose
- **Sentence Fluency** The sound and rhythm of language created by the way sentences are woven together and the effects of tone and voice
- **Conventions** Spelling, grammar and usage, capitalization, punctuation, and presentation

### **Writer’s Workshop**

Writer’s workshop builds a student’s fluency in writing through systematic, continuous exposure to the writing process. This is an interdisciplinary writing technique. This process can begin at the elementary grade level and continue to develop throughout high school.

### **Narrative Writing**

Narrative writing is the form that tells a story. Narrative writing is not just fiction, but also nonfiction when the writer recounts a life story. A writer does not just write about events, but establishes a connection with the audience as he/she expresses thoughts and feelings. This writing is highly personal. Examples of narrative writing are:

- Novels
- Short Stories
- Diaries
- Journals
- Biographies

**Expository Writing**

Expository writing is the form used to explain and inform. This form of writing explores a topic of interest and can be both formal and informal. Examples of expository writing are:

- Journal Articles
- How-to Manuals
- Cookbooks
- Magazine Articles
- Textbooks

**Persuasive Writing**

Persuasive writing is the form that guides a reader's thinking through well-developed arguments and compelling evidence and examples. Examples of persuasive writing are:

- Letters to the Editor
- Editorials
- Restaurant Reviews
- Critiques
- Debates

# APPENDIX G

## TECHNOLOGY IN THE ENGLISH CLASSROOM

Technology does not replace instruction from master teachers nor does it work in isolation. Technology in the classroom is meant to enhance engagement, accelerate learning, and benefit the total learning process. The use of 21<sup>st</sup> century technology will support advancing instruction with all standards and grade level expectations. For today's learners, it is essential for the educator to be proficient in the latest technical tools.

### Classroom Tools

- Laptops
- Internet Access
- PowerPoint
- Smart Boards
- DVD Players
- Audio Books
- E-Books
- Interactive Readers

### Top Teacher Websites

- BrainyQuote <http://www.brainyquote.com/>
- National Geographic <http://www.nationalgeographic.com>
- Stop Bullying Now! <http://www.stopbullyingnow.hrsa.gov/>
- Englishclub.com ESL Lesson Plans <http://www.englishclub.com/esl-lesson-plans/index/htm>
- Internet TESL Journal for Teacher of ESL <http://iteslj.org/>
- Yahoo!igans! <http://www.yahooligans.com/>
- Google <http://www.google.com>
- Grammar Now! <http://grammarnow.com/>
- National Council Teachers of English <http://www.ncte.org>
- International Reading Association <http://www.ira.org>

# APPENDIX H

## DESCRIPTION OF ASSESSMENT STRATEGIES

### **Anecdotal Records**

Anecdotal records are notes describing behaviors that provide a rich indication of student progress when reviewed over the course of a school year. You can describe a specific behavior along with learning materials, setting, student grouping, and time and place the behavior occurred.

### **Checklists**

Checklists identify specific behaviors to be observed and provide a form on which to indicate that the behavior occurred or how frequently it was demonstrated. Examples of behaviors that might appear on a checklist are: scanning to find information while reading, using various cues for word meaning in context, making an outline or graphic organizer to plan an essay, or explaining successfully a problem-solving strategy to a peer.

### **Fluency Assessments**

Fluency assessments measure a student's achievement with speed, accuracy, and prosody. The assessment should also be used to monitor progress and make instructional decisions for individual students. Examples of fluency assessments are:

- Reading Inventories for word decoding accuracy
- Word per Minute assessments for speed and accuracy
- Oral Reading Fluency assessments for evaluating expressive reading

### **Graphic Organizers**

Graphic organizers are visual systems that help organize and present information. Diagrams, maps, charts, and webs are examples of graphic organizers. The graphic organizers help the student to organize his/her thoughts, manage his/her comprehension, and remember important information to transfer into other applications.

### **Journals**

Journals are a student's narrative writing form of what they have learned in each subject area. The journal may be kept daily and might mention the topics, what is difficult, what is easy, what strategies have helped in the learning, the connections that have been made to text, the predictions that can be made, and what the student wants to know next.



### **K-W-L Charts**

The K-W-L Chart is a specific graphic organizer that students complete using three columns to reflect what they know (K) about the topic before an instructional activity, what they want (W) to know from the lesson, and what they learned (L) from the lesson after its completion. The rows on the chart can reflect specific topics covered. A K-W-L Chart is best for activating prior knowledge, creating anticipation for learning, and reflecting on the learning that has taken place.

### **Peer Assessments**

Students can rate the work of their peers as readers, writers, speakers, and learners. They can rate the oral and written work of their peers to identify areas that can be improved as well as areas that are presented effectively. Procedures and criteria for peer assessments should be developed and modeled with the class. By assessing their peers' work, students often see alternative linguistic patterns and develop an appreciation for diverse ways of manipulating language for communication. Students will then begin to transfer the patterns into their own work when applicable.

### **Portfolios**

A portfolio is a collection of student work that shows growth over time. The portfolio may contain written products, worksheets, self-assessments, audiotapes, or videos. It is useful to track student progress, to identify student strengths and needs, and to help in making instructional decisions. There are at least three types of portfolios. These are:

- Collections Portfolio - containing virtually everything the student has produced.
- Showcase Portfolio - focuses on student's best work.
- Assessment Portfolio - contains work that illustrates growth with respect to specific instructional objectives.

### **Rating Scales**

Rating scales are similar to checklists but provide an opportunity to indicate the degree to which a particular behavior occurred. For example, you can use a 4-point scale to indicate the level of control, reasonable control, or little to no control. A rating scale might also enable the teacher to indicate if the student behavior took place independently or with support either by peers or another adult.

**Reading Logs**

Reading logs are records that students keep of the reading they have completed. These might be categorized by genre and include the title, author, topics, and date on which the reading was completed. A reading log can also include their personal response to the reading and important concepts or information to remember.

**Rubrics**

Scoring rubrics are holistic scoring scales that identify what students know and can do at different levels of performance on instructional tasks. Typically, there may be four to six levels of proficiency or achievement defined on a scoring rubric.

**Self-Ratings**

Self-ratings are the student's use of a scoring rubric to rate their own performance. For example, the use of a rubric for writing might include composing, style, sentence structure, word usage, and mechanics.

**Writing Prompts**

Writing prompts are composed of a group of statements or questions about a specific topic. The prompt is constructed to establish a purpose for writing, motivate students' thoughts, and elicit their best writing on the topic

# APPENDIX I

## GUIDELINES FOR DEVELOPING A RUBRIC

The rubric is an authentic assessment tool that is useful in assessing complex and subjective behavior. It is a formative type of assessment since it becomes an ongoing part of the teaching and learning process. Students are involved in the assessment process through both peer and self-assessments. As students become more familiar with rubrics, they should be allowed to participate in designing the rubric. This empowers students and encourages them to become more focused and self-directed.

### Advantages of Using Rubrics

- Rubrics allow assessment to be more objective and consistent.
- Teachers can clarify criteria in specific terms.
- Students will know exactly what is expected and how their work will be evaluated.
- Rubrics provide benchmarks against which to measure and document progress.

### Common Features

- Focuses on measuring a stated objective
- Uses a range to rate performance
- Contains specific performance characteristics arranged in levels indicating the degree to which a standard has been met

### Building a Rubric

- Review the content standards that the unit is meant to address.
- Review the criteria that will be used to judge the student's product or performance.
- Make a frame by deciding on the major categories and subcategories that the rubric will address.
- Review that the rubric matches the content standards and grade level expectations.
- Describe the different levels of performance that match each criterion. It is recommended that the highest level of performance be described first and then work down to the lowest level.
- Write clear, concise specifications based on criteria that are observable.

## Range or Scoring Levels

The following are examples of terms that may be used to measure range or scoring levels using a 4-Point Scale:

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Needs Improvement	Satisfactory	Good	Exemplary
Beginning	Developing	Accomplished	Distinguished
Needs Work	Fair	Good	Excellent
Novice	Apprentice	Proficient	Expert

## APPENDIX J

### SAMPLE ORAL COMMUNICATION RUBRIC

Criteria	1- Unacceptable	2- Minimally Acceptable	3- Proficient	4- Advanced	Score
<b>Content</b>	Central idea/purpose is not stated; content is erroneous or irrelevant; support for assertions is largely absent.	Central idea/purpose is stated; content is accurate but not always relevant; support is offered but inadequate for some assertions.	Central idea/purpose is clearly stated; content is accurate and relevant; credible support is provided for each assertion.	Central idea/purpose is vividly stated; content is accurate, thorough, and directly on point; strong support is provided for each assertion.	
<b>Organization</b>	Little or no structure present. Presentation is confusing to the audience; no logical sequence of ideas; frequently off topic.	Identifiable structure is present but not consistently executed; may contain several statements out of place and occasionally deviate from topic.	Identifiable structure is present and consistently executed with few statements out of place.	Identifiable structure is presented in a purposeful interesting, effective sequence and remains focused.	
<b>Language</b>	Grammar, pronunciation, and/or word choice are severely deficient.	Isolated errors in grammar, pronunciation, and/or word choice reduce clarity and credibility.	Presentation is free of serious errors in grammar, pronunciation, and/or word usage.	Presentation is free of errors in grammar and pronunciation; word choice aids clarity and vividness.	
<b>Adaptation to Audience and Context</b>	Content and/or style are occasionally inappropriate to the audience and/or context. Presentation falls well outside set time parameters.	Content and/or style are occasionally inappropriate to the audience and/or context. Presentation falls slightly outside set time parameters.	Content and/or style are consistently appropriate to the audience, and/or context. Presentation meets set time parameters.	Content and/or style are consistently appropriate and targeted to audience and context. Presentation makes full, effective use of time and stays within parameters.	
<b>Vocal Delivery</b>	Vocal delivery is too soft to hear, too fast to understand and/or long, unintended silences and speech disruptions (repetitions; filled pauses, e.g., "um") frequently distract audience.	Vocal delivery is audible. Rate, volume, or speech disruptions only occasionally distract from audience comprehension.	Vocal delivery is clear and distinct. Rate, volume, and tone facilitate audience comprehension.	Vocal delivery is varied and dynamic. Speech rate, volume, and tone enhance listener interest and understanding.	
<b>Nonverbal Delivery</b>	Eye contact, posture, attire, gestures, movement, and/or facial expressions are inappropriate and significantly distracting.	Eye contact, posture, attire, gestures, movement, and facial expressions neither enhance nor hinder effectiveness significantly.	Some but not all of the following apply: Eye contact, posture, attire, gestures, movement or facial expressions enhance presentation.	Most or all of the following apply: Eye contact, posture, attire, gestures, movement or facial expressions enhance the presentation.	

## APPENDIX K

### SAMPLE WRITTEN COMMUNICATION RUBRIC

Criteria	1- Unacceptable	2- Minimally Acceptable	3- Proficient	4- Advanced	score
<b>Content</b>	Central idea/purpose is not stated; content is erroneous or irrelevant; support for assertions is largely absent.	Central idea/purpose is stated; content is accurate but not always relevant; support is offered but inadequate for some assertions.	Central idea/purpose is clearly stated; content is accurate and relevant; credible support is provided for each assertion.	Central idea/purpose is vividly stated; content is accurate, thorough, and directly on point; strong support is provided for each assertion.	
<b>Organization</b>	Little or no structure present. Presentation is confusing to the audience; no logical sequence of ideas; frequently off topic.	Identifiable structure is present but not consistently executed; may contain several statements out of place and occasionally deviate from topic.	Identifiable structure is present and consistently executed with few statements out of place.	Identifiable structure is presented in a purposeful interesting, effective sequence and remains focused.	
<b>Language</b>	Grammar, pronunciation, and/or word choice are severely deficient.	Isolated errors in grammar, pronunciation, and/or word choice reduce clarity and credibility.	Presentation is free of serious errors in grammar, pronunciation, and/or word usage.	Presentation is free of errors in grammar and pronunciation; word choice aids clarity and vividness.	
<b>Adaptation to Audience and Context</b>	Content and/or style are occasionally inappropriate to the author, audience, and/or context.	Content and/or style are occasionally inappropriate to the author, audience, and/or context.	Content and/or style are consistently appropriate to the author, audience, and/or context.	Content and/or style are consistently appropriate and are targeted to the author, audience, and/or context.	
<b>Adaptation to Assignment Requirements</b>	Paper does not adhere to important aspects of the assignment.	Paper adheres to all but a single guideline or constraint.	Paper adheres to all aspects of the assignment.	Paper meets or exceeds all aspects of the assignment.	
<b>Use of Research and Documentation of Sources</b>	Needed research is absent or material is used but not cited.	Adequate research is included and sources are cited, but there are errors in formatting several of the citations.	Research is incorporated well and sources are cited accurately with one or two minor errors.	Research is thorough and incorporated well. All sources are cited accurately.	

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