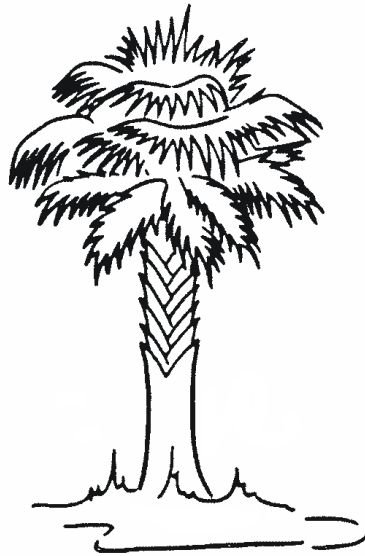


**SOUTH CAROLINA
ACADEMIC STANDARDS
FOR
ENGLISH LANGUAGE ARTS**



**South Carolina Department of Education
Columbia, South Carolina**

2007

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Introduction

The *South Carolina English Language Arts Academic Standards 2007* contains the revised academic standards in English language arts for South Carolina students from kindergarten through English 4. A field review of the first draft of these standards was conducted from September 9, 2006, through October 29, 2006. Feedback from that review has been incorporated into this document. The revised draft was presented to the State Board of Education on December 12, 2006, for first-reading approval.

The State Department of Education (SDE), in consultation with Mid-continent Research for Education and Learning, developed these standards and the indicators utilizing a number of resources. Important among them are the English language arts standards documents of several other states as well as the national standards document *Standards for the English Language Arts*, published jointly in 1996 by the National Council of Teachers of English and the International Reading Association. The following publications and resources were also utilized:

- *Media Literacy* (a Web page written by South Carolina media consultant Frank Baker that features descriptions of and links to recommended texts and videos providing background and basic understanding of media literacy)
http://www.frankwbaker.com/media_literacy.htm
- *Reading Framework for the 2009 National Assessment of Educational Progress* (Washington, DC: American Institutes for Research, 2005—prepublication edition)
<http://www.nagb.org/frameworks/fw.html>
- *The State of State English Standards*, by Sandra Stotsky (Washington, DC: Thomas Fordham Foundation, 2005)
<http://www.edexcellence.net/doc/FullReport%5B01-03-05%5D.pdf>
- *Report of the National Reading Panel: Teaching Children to Read: An Evidence-Based Assessment of the Scientific Research Literature on Reading and Its Implications for Reading Instruction* (Washington, DC: National Institute of Child Health and Human Development, 2000)
http://www.nichd.nih.gov/publications/nrp/upload/report_pdf.pdf
- *Understanding University Success* (Eugene, OR: Center for Educational Policy Research, 2003)
http://www.pewtrusts.com/pdf/education_understanding_success.pdf

Procedures for the review and revision of South Carolina standards agreed upon by the SDE and the EOC were used as the basis for this review of the English language arts standards. These procedures are also used when the academic standards for other subject areas are revised.

South Carolina Academic Standards Documents

Beginning in 2004, the state-approved expectations for student learning will be called *academic standards* instead of *curriculum standards*. In accordance with the South Carolina Education Accountability Act of 1998, the purpose of academic standards is to provide the basis for the development of local curricula and statewide assessments. Consensually determined academic standards describe, for each grade level or high school course, the specific areas of student learning that are considered the most important for proficiency in the discipline at the particular level.

The academic standards in this document are not presented in an instructional sequence. All of the six standards and their indicators carry equal weight and should be taught in an integrated manner. These standards do not prescribe classroom activities, materials, instructional strategies, approaches, or practices—all of which are education components that need to be determined on the basis of the needs of individual students, schools, and districts. The *South Carolina English Language Arts Academic Standards 2007* is not a curriculum.

Revised Organization of the English Language Arts Standards Document

The organization of the South Carolina English language arts (ELA) standards document has been modified in several ways:

- The introduction outlines the development of the ELA standards document and explains the guiding principles that support the standards and their indicators.
- Standards are provided for the nine grade levels from kindergarten through grade eight and the four high school–level courses English 1, English 2, English 3, and English 4.
- The standards are no longer organized by strand; however, a heading is used to identify the ELA strand and the objective for each standard. The core information and ideas from each strand in the 2002 ELA standards document have been incorporated into the standards and indicators.
- The number of standards has been significantly reduced. To meet teachers' needs for specificity, each standard has specific indicators that support the standard.
- The standards for each of the nine grades and the four high school courses are prefaced with an overview that provides information concerning the content of those standards and their indicators and describes the process of stages of learning that can be expected at each particular level.
- The specific types of literary and informational texts that students should read at each grade level and in the high school courses are listed in a box directly below the standard statement for standards 1 and 2. The types of texts that are named reflect what students may be asked to read on the National Assessment of Educational Progress (NAEP) examination and are based closely on the listings that NAEP provides in the prepublication edition of its document *Reading Framework for the 2009 National Assessment of Educational Progress*. The listings in this South

Carolina standards document are not intended to be exhaustive but are intended rather to guide the state’s teachers in the selection of a wide variety of texts for their students to read.

- In kindergarten through grade two, the indicators for standard 3 focus on beginning reading skills and strategies and are grouped on the basis of the five central components—phonics, phonemic awareness, vocabulary, comprehension, and fluency—that are delineated by the National Reading Panel in its 2000 report on the teaching of reading. An additional set of indicators for both kindergarten and grade one is grouped under the topic *concepts about print*.

Two sets of indicators in standard 3 for kindergarten are centered in *oral language acquisition* and are separated into the subtopics *vocabulary development* and *comprehension development*. In standard 4 for kindergarten, the indicators are grouped under the topics *oral language expression* and *early writing development*.

ELA Curriculum Support Document

The SDE will develop a standards support document after State Board approval of these standards. Local districts, schools, and teachers can use the document to construct a standards-based curriculum, adding or expanding topics they believe are important and organizing the content to fit their students’ needs. The support document will include materials and resources such as

- sample units that incorporate literacy elements,
- resources including those accessed through technology,
- connections to other disciplines,
- lists of high frequency words, Greek and Latin roots and affixes, and literary and informational texts related to each grade level to encourage diversity in reading based on student interests and abilities (see ***Instructional Support Appendices***), and
- matrices that provide expectations for identified indicators across grade levels, such as lists of various literary and informational text types students read at each grade level based on what students may be asked to read on the NAEP examination.

Definitions of Key Terms

- **Academic standards.** Statements of the most important and consensually determined expectations for student learning in a particular discipline. In South Carolina, ELA standards are provided for the nine levels from kindergarten through grade eight and for the four high school–level courses English 1 through English 4.
- **Indicators.** Specific statements of the cognitive processes and the content knowledge and skills that students must demonstrate in order to meet the particular ELA standard. The main verb in each indicator specifies the particular aspect of the particular cognitive processes that are described in the revised Bloom’s taxonomy (see the appendix). Use of the taxonomy will allow teachers to identify the kind of

knowledge addressed by an indicator and therefore enable them to teach the content in a more effective manner.

The term *including* appears frequently in parenthetical statements in the indicators to introduce a list of specifics that are intended to clarify and focus the teaching and learning of the particular concept. That is, within these parenthetical *including* statements are specified the components of the indicator that are critical for the specific grade level or high school course with regard both to the statewide assessments and to the management of time in the classroom. Teachers must focus their instruction on the entire indicator, but they must also be certain to cover in their instruction the components specified in the parenthetical *including* statements.

Statewide Assessments

The English language arts standards and indicators in grades three through eight will be used as the basis for the items on the ELA portion of the Palmetto Achievement Challenge Tests (PACT). The High School Assessment Program (HSAP) is an exit examination and is required for a high school diploma. Therefore, items for the HSAP examination are designed to measure mastery of skills that have been addressed in standards and indicators in grades six through eight and in English 1 through English 4, as reflected in the 2007 HSAP test blueprint, which can be found on the SDE Web site. Those indicators specific to English 1 will be the basis for the End-of-Course Examination program (EOCEP) test for that course. **Indicators from previous grades may also be assessed at subsequent grade levels.**

Indicators related to media, viewing, and communication are embedded within the standards. They should be addressed through classroom instruction and assessed by the classroom teacher. Though standards including indicators that refer to communication and media literacy are not tested on state assessments, these skills are crucial to the quality of life in the present-day world.

Philosophical Background

The ultimate goal of the ELA academic standards is to teach students the skills and strategies needed to become productive, literate members of our society. Reading, writing, speaking, listening, and viewing are fundamental tools for learning, success in the workplace, and enriching our lives. Language arts instruction in South Carolina provides all students with the opportunity to use language in a lifetime of learning.

Literacy instruction is a continuous process that occupies a prominent position of importance in all K–12 classrooms in South Carolina. In today’s increasingly complex world, literacy demands are intensifying and require more advanced levels of proficiency. Students need to become highly skilled, independent users of information in order to become responsible, productive citizens. Our ability to communicate is at the core of the human experience. Language skills are essential tools not only because they serve as the basis for future learning but also because they enhance the lives of students as human beings. Through instruction and immersion in a print-rich environment that includes a variety of literature and informational texts, students may better understand and appreciate the English language and therefore ultimately become proficient communicators.

South Carolina’s academic standards for ELA represent what students from kindergarten through high school are expected to know and be able to do as readers, writers, communicators, and researchers. These standards are designed to guide school districts in the development of effective language arts curricula that include extensive opportunities for students to read, write, communicate, and inquire. These standards are not intended to be taught discretely in a predetermined order, nor are they prescriptions for a specific curriculum or type of instruction. Rather, they provide opportunities for innovation vital to teaching and learning. The standards are to be addressed frequently in a variety of ways with increasingly more difficult texts over extended periods of time to promote deeper understanding.

Many of the indicators related to media, viewing, and communication are embedded within the writing and researching standards and should be addressed through classroom instruction. Though standards including indicators that refer to viewing and media literacy are not tested on state assessments, these skills are crucial to the quality of life in a society permeated by media. Technology and media have a critical place in classroom instruction. The skills needed by students to navigate their visual culture, similar to those of traditional print literacy, are as important as reading and writing.

Teachers and administrators make informed and effective curricular and instructional decisions about nurturing their students as readers, writers, and communicators. While ELA teachers are responsible for their own body of content, many of these academic standards are tools for lifelong learning that all teachers should integrate on a regular basis. Rigorous application of reading, writing, speaking, listening, viewing, and researching belongs in all South Carolina classrooms.

Guiding Principles

The following guiding principles—which are modeled after those enunciated by the state of Massachusetts in its *English Language Arts Curriculum Framework 2001* (published online at <http://www.doe.mass.edu/frameworks/current.html>)—are the philosophical foundation of South Carolina’s ELA academic standards and are intended to guide the construction and evaluation of all ELA curricula in the state.

Guiding Principle 1

An effective English language arts curriculum is framed within the context of a community of learners

Classrooms should be places of joyful learning where students have the opportunity to read, write, and converse in a nurturing environment that supports independent and collaborative learning. Teachers need to create spaces where learners come together as a community in which young people are encouraged to explore, take risks, and inquire about their world. Students need to be able to let teachers know who they are and to share the different perspectives they bring into the classroom. In such a context,

students can learn about their classmates as individuals who each have unique ideas and talents to contribute.

Guiding Principle 2

Learning in English language arts is recursive.

Students at every grade level apply similar skills and strategies as they read increasingly more complex texts. Many reading and writing strategies do not change, but the difficulty and complexity of the texts provide the differentiation. As these skills and strategies are addressed frequently and over extended periods of time, students can come to acquire a deeper understanding and appreciation of more challenging texts, gaining sophistication as they grow as readers, writers, and learners.

Guiding Principle 3

Reading, writing, communication, and research are interdependent.

Reading, writing, speaking, listening, viewing, and researching are not discrete skills: each literacy strand intertwines with and supports the others, creating a tapestry of language. Effective use of language not only requires but extends students' thinking. As learners listen, view, discuss, or write, they engage in thought. Successful instruction is dependent upon the integration of the language arts with other content areas so that skills and concepts from multiple disciplines are woven together to support student learning. And when students undertake increasingly complex assignments that require them to communicate in response to what they are learning, they deepen their thinking about that topic.

Guiding Principle 4

An effective English language arts curriculum provides strategic and purposeful instruction in reading and writing.

Effective literacy instruction is explicit and systematic. It is intentional, based on assessed student needs, carried out in an organized manner, and clearly communicated to students. Quality instruction is responsive and authentic, connecting to student needs and relating to real-world purposes. Students at all levels—elementary, middle, and high school—need varied opportunities for reading, writing, listening, and speaking. Read-alouds, shared reading, and independent reading and writing experiences as well as reading and writing conferences, literature discussion groups, and strategy-based minilessons are all important instructional activities.

Guiding Principle 5

Oral language and expression is foundational to literacy learning and development.

Children develop oral language and literacy through appropriately challenging learning, and they need many opportunities to speak and listen. As they grow in vocabulary and

concept development, they increase in their ability to use language to convey meaning. In view of the fact that written and spoken language develop together, it is vitally important that students be exposed to a language- and print-rich environment. Students need to be given opportunities to participate in the kind of collaboration and discussion that arises out of meaningful contexts and experiences. They develop their understanding of graphic, textual, and structural features of print through exposure to nonfiction, fiction, poetry, and drama. In the primary grades, students progress from oral to written language. As they listen to stories read aloud, primary students develop comprehension and fluency. Beyond the primary grades, students continue to refine their use of oral language and their level of literacy through speaking and listening.

Guiding Principle 6

An effective English language arts curriculum uses literature from a variety of cultures and eras.

Students should be given a broad exposure to classic and contemporary literary works representing cultures within the United States and throughout the world. Reading provides a bridge to other times and places, allowing students to experience not only the world around them but also the worlds of ages past. Literature provides a landscape that helps shape who children are and where they want to go. The power of literature shows us that anything is possible. Students must have time to read within the school day, and they must be given choices among the texts that they will read. Collaboration among teachers, school media specialists, and local librarians is critical in matching books to readers. In order to foster a love of reading, teachers need to encourage independent reading within and outside of class.

Guiding Principle 7

An effective English language arts curriculum emphasizes writing as a centerpiece of the school curriculum.

Writing is thinking. As students write, they are engaged in a recursive process of critical, analytical, and reflective thinking. In order to learn to write well, students must write often and write for a variety of purposes. They need opportunities to study the craft of writing by reading the works of others and seeing models of quality texts. Students must learn to “read like writers” and “write like readers.” Common expectations about writing are developed across the curriculum. Teachers in all content areas must provide students with the opportunity to write every day, both in and out of school. As students begin to write cohesively about increasingly more sophisticated concepts and ideas, their writing helps to ensure their academic success.

Guiding Principle 8

An effective English language arts curriculum utilizes all forms of media to prepare students to live in an information-rich society.

In today's dynamic society, all forms of mass media are used to inform and persuade. Proficient students apply critical techniques to evaluate the validity of the information they encounter. In a culture where persuasive and invasive media messages abound, students need to think critically about what they read, hear, and view. The challenge for students is to respond to these media messages personally, critically, and creatively. The inclusion of media literacy in South Carolina's academic standards recognizes the powerful force of mass media in the twenty-first century.

Today's emerging technologies include many multimedia devices and programs that depend on the appropriate application of technology and thus require media literacy skills: digital photography, DVDs, CD-ROMs, high-definition digital television, Internet streaming, MP3 players, nonlinear (computer/video) editing, PDAs (personal digital assistants), PowerPoint presentations, blogs (Weblogs), and more.

The skills of critical inquiry—the ability to question and analyze a message, whether it be textual, visual, auditory, or a combination of these—are a crucial element in literacy instruction. The production of visual media is also a crucial element, enabling students to acquire and demonstrate an understanding of advertising, aesthetic techniques, audience, bias, propaganda, and intellectual purpose. Integrating into the ELA curriculum the vocabulary and skills associated with media presentations helps students develop lifelong habits of critical thinking.

Guiding Principle 9

An effective English language arts curriculum emphasizes informational text that is relevant to our increasingly complex and technological world.

Today's students are confronted with unprecedented amounts of information in a wide variety of print and nonprint forms. The ability to locate and use information effectively is an essential skill in the modern world. In many instances, information comes in unfiltered formats. Consumers of information must raise questions about the authenticity and reliability of sources. Now, more than ever, students need to be prepared to comprehend, analyze, and challenge what they read, hear, and see before making assumptions about its validity. Real-world texts are an integral and vital part of the ELA curriculum.

Guiding Principle 10

An effective English language arts curriculum teaches the strategies necessary for independent learning.

The purpose of education is to create individuals who are independent learners and thinkers. Students should be encouraged to equip themselves with learning strategies that they will practice intentionally and apply strategically. As contexts become more complex and challenging, students should be able to use such strategies with purpose and success. When they are able to determine their own learning strategies and to use those that work best for them, students become independent learners; as they become independent thinkers, they are free to pursue a lifetime of learning.



ELA

Grade-Level

Standards

Kindergarten

Overview

Kindergarten students begin to learn to read and write. They develop oral language and literacy simultaneously in a print-rich environment. A variety of informational and literary texts—fiction, literary nonfiction, poetry, and drama—are read aloud to students. Students who are able also read independently. They use information from texts to make predictions and identify orally story elements such as characters, settings, and events. They also draw conclusions and make inferences. They begin to understand how print works by understanding *concepts about print*.

Kindergarten students need many opportunities to talk about their personal experiences and observations. They expand their vocabularies based on what they read, hear, or view. Phonemic awareness is developed by segmenting, blending, or manipulating individual sounds in words. Kindergarten students become fluent in their oral language by reciting familiar rhymes, poems, and songs.

Students in kindergarten generate ideas to “write” about through oral language. Kindergarten students learn that a “story” is someone’s thoughts written down. They use uppercase and lowercase letters when writing. Using pictures, letters, and/or words, they create written material that follows a logical sequence. They begin to use revision and proofreading strategies, with teacher support, in whole-class or small-group structures. Kindergarten students create lists, notes, messages, and rhymes. They also create descriptions of experiences, people, places, and things.

Kindergarten students generate *how* and *why* questions about topics of interest. They understand how to use print and nonprint sources of information. They classify information by constructing categories.

KINDERGARTEN

READING

Understanding and Using Literary Texts

Standard K-1 The student will begin to read and comprehend a variety of literary texts in print and nonprint formats.

Students in kindergarten read four major types of literary texts: **fiction, literary nonfiction, poetry, and drama**. In the category of **fiction**, they read the following specific types of texts: picture books and fantasy. In the category of **literary nonfiction**, autobiographical and biographical sketches are read aloud to students. In the category of **poetry**, they read nursery and counting rhymes, songs, narrative poems, lyrical poems, humorous poems, and free verse.

Indicators

- K-1.1 Use pictures and words to make predictions regarding a story read aloud.
- K-1.2 Understand that a narrator tells the story.
- K-1.3 Exemplify sound devices (including onomatopoeia and alliteration) in texts read aloud.
- K-1.4 Generate a retelling that identifies the characters and the setting in a story and relates the important events in sequential order.
- K-1.5 Understand how the author's choice of words affects the meaning of the text.
- K-1.6 Use relevant details in summarizing stories read aloud.
- K-1.7 Create responses to literary texts through a variety of methods such as writing, creative dramatics, and the visual and performing arts.
- K-1.8 Carry out independent reading for pleasure.
- K-1.9 Recall the characteristics of fantasy.

KINDERGARTEN

READING

Understanding and Using Informational Texts

Standard K-2 The student will begin to read and comprehend a variety of informational texts in print and nonprint formats.

Kindergarten students read **informational (expository/persuasive/argumentative) texts** of the following types: informational trade books and magazine articles. They also read directions, graphs, and recipes embedded in informational texts.

Indicators

- K-2.1 Summarize the central idea and details from informational texts read aloud.
- K-2.2 Analyze texts during classroom discussions to make inferences.
- K-2.3 Exemplify facts in texts read aloud.
- K-2.4 Create responses to informational texts through a variety of methods such as drawings, written works, and oral presentations.
- K-2.5 Carry out independent reading to gain information.
- K-2.6 Understand that headings and print styles (e.g., italics, bold, larger type) provide information to the reader.
- K-2.7 Understand graphic features such as illustrations and graphs.
- K-2.8 Recognize tables of contents.
- K-2.9 Conclude the cause of an event described in a text read aloud.

KINDERGARTEN

READING

Learning to Read

Standard K-3 The student will learn to read by applying appropriate skills and strategies.

Indicators

Indicators for this standard in kindergarten through grade two focus on beginning reading skills and strategies and support the five components—comprehension, fluency, phonemic awareness, phonics, and vocabulary—delineated by the National Reading Panel as central to a child’s learning to read. These indicators will be assessed by the classroom teacher.

ORAL LANGUAGE ACQUISITION AND VOCABULARY DEVELOPMENT

- K-3.1 Use pictures and context to construct the meaning of unfamiliar words in texts read aloud.
- K-3.2 Create a different form of a familiar word by adding an *-s* or *-ing* ending.
- K-3.3 Use vocabulary acquired from a variety of sources (including conversations, texts read-aloud, and the media).
- K-3.4 Recognize high-frequency words.

FLUENCY

- K-3.5 Use oral rhymes, poems, and songs to build fluency.
- K-3.6 Use appropriate voice level when speaking.

PHONEMIC AWARENESS AND PHONICS

- K-3.7 Use beginning sounds, ending sounds, and onsets and rimes to generate words orally.
- K-3.8 Match consonant and short-vowel sounds to the appropriate letters.
- K-3.9 Understand that multiple small words can make compound words.
- K-3.10 Recognize uppercase and lowercase letters and their order in the alphabet.
- K-3.11 Create rhyming words in response to an oral prompt.
- K-3.12 Classify words by categories such as beginning and ending sounds.
- K-3.13 Identify beginning and ending sounds in words.
- K-3.14 Create words by orally adding, deleting, or changing sounds.

ORAL LANGUAGE ACQUISITION AND COMPREHENSION DEVELOPMENT

- K-3.15 Use prior knowledge and life experiences to construct meaning from texts.
- K-3.16 Understand environmental print in such forms as signs in the school, road signs, restaurant and store signs, and logos.

CONCEPTS ABOUT PRINT

- K-3.17 Exemplify the parts of a book (including the front and back covers, the title, and the author’s name).
- K-3.18 Carry out left-to-right and top-to-bottom directionality on the printed page.
- K-3.19 Distinguish between letters and words.

KINDERGARTEN

WRITING

Developing Written Communications

Standard K-4 The student will begin to create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions of written Standard American English.

Indicators

ORAL LANGUAGE EXPRESSION

- K-4.1 Generate ideas for writing by using techniques such as participating in conversations and looking at pictures.
- K-4.2 Generate complete sentences orally.

EARLY WRITING DEVELOPMENT

- K-4.3 Use pictures, letters, or words to tell a story from beginning to end.
- K-4.4 Understand that a person's name is a proper noun.
- K-4.5 Use proofreading skills to edit small-group or whole-class writing with teacher support.
- K-4.6 Use strategies to revise small group or whole class writing with teacher support.
- K-4.7 Use uppercase and lowercase letters.
- K-4.8 Use appropriate letter formation when printing.

KINDERGARTEN

WRITING

Producing Written Communications in a Variety of Forms

Standard K-5 The student will begin to write for a variety of purposes and audiences.

Indicators

- K-5.1 Use drawings, letters, or words to create written communications such as notes, messages, and lists to inform a specific audience.
- K-5.2 Use drawings, letters, or words to create narratives such as stories and journal entries about people, places, or things.
- K-5.3 Use drawings, letters, or words to create descriptions of personal experiences, people, places, or things.
- K-5.4 Use drawings, letters, or words to create written pieces such as simple rhymes to entertain others.

KINDERGARTEN

RESEARCHING

Applying the Skills of Inquiry and Oral Communication

Standard K-6 The student will begin to access and use information from a variety of sources.

Indicators

- K-6.1 Generate *how* and *why* questions about a topic of interest.
- K-6.2 Understand that information can be found in print sources such as books, pictures, simple graphs, and charts and nonprint media such as videos, television, films, radio, and the Internet.
- K-6.3 Classify information by constructing categories such as living and nonliving things.
- K-6.4 Use complete sentences when orally communicating with others.
- K-6.5 Understand and follow one- and two-step oral directions.

Grade 1

Overview

First-grade students apply skills learned in kindergarten as they become more sophisticated readers and writers. They continue to develop oral language and literacy simultaneously in a print-rich environment. First graders read a variety of literary texts—fiction, literary nonfiction, poetry, and drama—and informational texts. They generate retellings of literary texts that include characters, setting, and important events from the text in sequential order. They make predictions about texts, summarize what they read, and are able to identify the narrator.

In informational texts, first-grade students identify functional text features such as tables of contents. They recognize cause-and-effect relationships, the difference between facts and opinions, and the central idea in texts. First-grade students interpret graphic features such as charts and maps.

First-grade students use pictures, context clues, and letter/sound relationships; spelling patterns; and a knowledge of onsets and rimes to decode unfamiliar words. They use letter-sound correspondences including consonant blends and digraphs and a knowledge of base words and their inflectional endings to determine the meanings of unfamiliar words. They use meaning, sentence structure, and letter-sound relationships to make self-corrections while reading, and they use their knowledge of concepts about print to understand how print works. They recognize and use a knowledge of both compound words and contractions.

First-grade students use phrasing and intonation to read familiar texts fluently. They use complete sentences when communicating with others and share information in oral and written formats.

Students in the first grade need many opportunities to talk about their personal experiences and observations. They generate ideas and construct meaning from these conversations and apply that knowledge to what they read and write. First-grade students use pictures, letters, or words to write a story from beginning to end. They use an understanding of the sounds of the alphabet and a knowledge of letter names to spell words independently when writing.

Grade 1

READING

Understanding and Using Literary Texts

Standard 1-1 The student will read and comprehend a variety of literary texts in print and nonprint formats.

Students in grade one read four major types of literary texts: **fiction**, **literary nonfiction**, **poetry**, and **drama**. In the category of **fiction**, they read the following specific types of texts: picture books, fables, and fantasy. In the category of **literary nonfiction**, they read autobiographical and biographical sketches. In the category of **poetry**, they read nursery and counting rhymes, songs, narrative poems, lyrical poems, humorous poems, and free verse.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

- 1-1.1 Use pictures and words to make and revise predictions about a given literary text.
- 1-1.2 Analyze a narrative text to determine who the narrator is.
- 1-1.3 Exemplify sound devices (including onomatopoeia and alliteration) in texts read aloud.
- 1-1.4 Generate a retelling that identifies the characters and the setting in a story and relates the important events in sequential order.
- 1-1.5 Understand how elements of the author's craft such as word choice affect the meaning of a given literary text.
- 1-1.6 Use relevant details in summarizing stories read aloud.
- 1-1.7 Create responses to literary texts through a variety of methods such as writing, creative dramatics, and the visual and performing arts.
- 1-1.8 Carry out independent reading for extended periods of time to derive pleasure.
- 1-1.9 Classify a text as either fiction or nonfiction.

Grade 1

READING

Understanding and Using Informational Texts

Standard 1-2 The student will read and comprehend a variety of informational texts in print and nonprint formats.

Students in grade one read **informational (expository/persuasive/argumentative) texts** of the following types: informational trade books, textbooks, and magazine articles. They also read directions, graphs, and recipes embedded in informational texts.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

- 1-2.1 Summarize the central idea and supporting evidence during classroom discussion of an informational text.
- 1-2.2 Analyze informational texts to draw conclusions and make inferences during classroom discussions.
- 1-2.3 Understand the difference between facts and opinions.
- 1-2.4 Create responses to informational texts through a variety of methods such as drawings, written works, and oral presentations.
- 1-2.5 Carry out independent reading for extended periods of time to gain information.
- 1-2.6 Understand that headings, subheadings, and print styles (e.g., italics, bold, larger type) provide information to the reader.
- 1-2.7 Understand graphic features such as illustrations, graphs, charts, and maps as sources of information.
- 1-2.8 Understand functional text features (including tables of contents).
- 1-2.9 Understand cause-and-effect relationships presented in informational texts.

Grade 1

READING

Learning to Read

Standard 1-3 The student will learn to read by applying appropriate skills and strategies.

Indicators

Indicators for this standard in kindergarten through grade two focus on beginning reading skills and strategies and support the five components—comprehension, fluency, phonemic awareness, phonics, and vocabulary—delineated by the National Reading Panel as central to a child’s learning to read. These indicators will be assessed by the classroom teacher.

The teacher should continue to address earlier indicators as they apply to more difficult texts.

ORAL LANGUAGE ACQUISITION AND VOCABULARY DEVELOPMENT

- 1-3.1 Use pictures, context, and letter-sound relationships to read unfamiliar words.
- 1-3.2 Identify base words and their inflectional endings (including *-s*, *-es*, *-ing*, *-ed*, *-er*, and *-est*).
- 1-3.3 Use vocabulary acquired from a variety of sources (including conversations, texts read-aloud, and the media).
- 1-3.4 Recognize high-frequency words encountered in texts.

FLUENCY

- 1-3.5 Use appropriate phrasing and intonation when reading familiar texts aloud.
- 1-3.6 Use appropriate voice level and intonation when speaking and reading aloud.

PHONEMIC AWARENESS AND PHONICS

- 1-3.7 Use onsets and rimes to decode and generate words.
- 1-3.8 Use knowledge of letter names and their corresponding sounds to spell words independently.
- 1-3.9 Use structural analysis to determine the meaning of compound words and contractions.
- 1-3.10 Organize a series of words by alphabetizing to the first letter.
- 1-3.11 Create rhyming words in response to an oral prompt.
- 1-3.12 Classify words by categories such as beginning and ending sounds.
- 1-3.13 Identify beginning, middle, and ending sounds in single-syllable words.
- 1-3.14 Create words by orally adding, deleting, or changing sounds.
- 1-3.15 Understand the relationship between two or more words (including synonyms, antonyms, and homonyms).

ORAL LANGUAGE ACQUISITION AND COMPREHENSION DEVELOPMENT

- 1-3.16 Use pictures and words to construct meaning.
- 1-3.17 Understand environmental print in such forms as signs in the school, road signs, restaurant and store signs, and logos.

CONCEPTS ABOUT PRINT

- 1-3.18 Understand the parts of a book (including the front and back covers, the title, and the names of the author and the illustrator).
- 1-3.19 Carry out left-to-right, top-to-bottom, and return-sweep directionality on the printed page.
- 1-3.20 Distinguish among letters, words, and sentences.

Grade 1

WRITING

Developing Written Communications

Standard 1-4 The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions of written Standard American English.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

- 1-4.1 Generate ideas for writing by using techniques such as participating in conversations and looking at pictures.
- 1-4.2 Use simple sentences in writing.
- 1-4.3 Use pictures, letters, or words to tell a story from beginning to end.
- 1-4.4 Use the conventions of written Standard American English (including those regarding personal pronouns and the distinction between common and proper nouns and singular and plural noun forms).
- 1-4.5 Use proofreading skills to edit for the correct use of written Standard American English:
 - capitalization (including the first word of a sentence, the names of people, and the pronoun “I”);
 - the use of periods, exclamation points, and question marks at the end of sentences; and
 - the correct spelling of high-frequency words.
- 1-4.6 Use revision strategies to improve word choice in written work.
- 1-4.7 Use appropriate spacing between words.
- 1-4.8 Use appropriate word formation by writing from left to right the letters that spell a word.

Grade 1

WRITING

Producing Written Communications in a Variety of Forms

Standard 1-5 The student will write for a variety of purposes and audiences.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

- 1-5.1 Create written communications such as thank you notes for a specific audience.
- 1-5.2 Create narratives such as stories and journal entries about people, places, actions, or things.
- 1-5.3 Create written pieces that describe personal experiences, people, places, or things and that use words that appeal to the senses.
- 1-5.4 Create written pieces such as simple rhymes and poems to entertain others.

Grade 1

RESEARCHING

Applying the Skills of Inquiry and Oral Communication

Standard 1-6 The student will access and use information from a variety of sources.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

- 1-6.1 Generate *how* and *why* questions about a topic of interest.
- 1-6.2 Use print sources of information such as books, newspapers, pictures, charts, and graphs and nonprint media to access information.
- 1-6.3 Create categories such as plants and animals to classify information.
- 1-6.4 Use the Internet with the aid of a teacher.
- 1-6.5 Use complete sentences when orally presenting information.
- 1-6.6 Generate one- and two-step oral directions.

Grade 2

Overview

Second-grade students apply and expand their reading skills to understand and appreciate progressively more difficult texts. They read a variety of informational texts as well as four major types of literary texts: fiction, literary nonfiction, poetry, and drama. They identify details that support the main idea of a literary text and identify and analyze figurative language and sound devices. They understand how elements of the author's craft can affect the meaning of texts. They create responses to literary and informational texts in a variety of ways. When reading informational texts, second-grade students understand that headings, subheadings, and print styles provide information to the reader. They recognize the sequence and logical order used in such texts, and they draw conclusions, make inferences, distinguish between facts and opinions, and analyze central ideas in them.

In grade two, students identify the meanings of unknown words by using context clues. They use a knowledge of beginning, middle, and ending sounds in words; prefixes and suffixes; base words; and onsets and rimes to decode unfamiliar multisyllabic words. They recognize high-frequency words and choose appropriate synonyms, antonyms, and homonyms to build vocabulary. They alphabetize words to the second and third letter.

Second graders create written works that include a beginning, middle, and end. They use revision strategies to improve the organization and development of ideas and use proofreading to edit for Standard American English conventions in writing. Second graders create expository and narrative writing. They write rhymes, poems, and songs.

Second-grade students follow multistep oral directions. They understand the importance of using Standard American English in formal speaking situations and in the classroom and they respond appropriately when participating in conversations and discussions. They use strategies such as changes in voice, phrasing, and expression to develop fluency in reading and speaking. They understand the purpose of various print and electronic reference materials such as picture dictionaries and generate *how* and *why* questions about a topic of interest.

Grade 2

READING

Understanding and Using Literary Texts

Standard 2-1 The student will read and comprehend a variety of literary texts in print and nonprint formats.

Students in grade two read four major types of literary texts: **fiction**, **literary nonfiction**, **poetry**, and **drama**. In the category of **fiction**, they read the following specific types of texts: historical fiction, contemporary realistic fiction, picture books, folktales, fables, tall tales, and fantasy. In the category of **literary nonfiction**, they read autobiographical and biographical sketches. In the category of **poetry**, they read narrative poems, lyrical poems, humorous poems, and free verse.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

- 2-1.1 Analyze a given literary text to make, revise, and confirm predictions.
- 2-1.2 Understand the relationship between narration and point of view.
- 2-1.3 Exemplify devices of figurative language (including simile) and sound devices (including onomatopoeia and alliteration).
- 2-1.4 Analyze a narrative text to identify characters, setting, and plot.
- 2-1.5 Understand the effect of the author's craft, such as word choice and the use of repetition, on the meaning of a given literary text.
- 2-1.6 Analyze the details that support the expression of the main idea in a given literary text.
- 2-1.7 Create responses to literary texts through a variety of methods such as writing, creative dramatics, and the visual and performing arts.
- 2-1.8 Carry out independent reading for extended periods of time to derive pleasure.
- 2-1.9 Understand the characteristics of works of fiction (including fables, folktales, and tall tales) and works of nonfiction (including biographies).

Grade 2

READING

Understanding and Using Informational Texts

Standard 2-2 The student will read and comprehend a variety of informational texts in print and nonprint formats.

Students in grade two read **informational (expository/persuasive/argumentative) texts** of the following types: informational trade books, textbooks, magazine articles. They also read directions, maps, time lines, graphs, tables, charts, schedules, recipes, and photos embedded in informational texts.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

- 2-2.1 Analyze the central idea and supporting evidence during classroom discussion of an informational text.
- 2-2.2 Analyze informational texts to draw conclusions and make inferences during classroom discussions.
- 2-2.3 Distinguish between facts and opinions in informational texts.
- 2-2.4 Create responses to informational texts through a variety of methods such as drawings, written works, and oral presentations.
- 2-2.5 Carry out independent reading for extended periods of time to gain information.
- 2-2.6 Understand that headings, subheadings, and print styles (e.g., italics, bold, larger type) provide information to the reader.
- 2-2.7 Use graphic features such as illustrations, graphs, charts, maps, and diagrams as sources of information.
- 2-2.8 Use functional text features (including tables of contents and glossaries).
- 2-2.9 Understand cause-and-effect relationships presented in informational texts.

Grade 2

READING

Building Vocabulary

Standard 2-3 The student will use word analysis and vocabulary strategies to read fluently.

Indicators

Indicators for this standard in kindergarten through grade two focus on beginning reading skills and strategies and support the five components—comprehension, fluency, phonemic awareness, phonics, and vocabulary—delineated by the National Reading Panel as central to a child’s learning to read. These indicators will be assessed by the classroom teacher.

The teacher should continue to address earlier indicators as they apply to more difficult texts.

VOCABULARY DEVELOPMENT

- 2-3.1 Use context clues to determine the meaning of unfamiliar words.
- 2-3.2 Construct meaning through a knowledge of base words, prefixes (e.g., *un-*, *re-*, *pre-*, *bi-*, *mis-*, *dis-*) and suffixes (e.g., *-er*, *-est*, *-ful*) in context.
- 2-3.3 Recognize high-frequency words in context.
- 2-3.4 Identify idioms in context.
- 2-3.5 Recognize synonyms, antonyms, and homonyms in context.
- 2-3.6 Use a knowledge of individual words to determine the meaning of compound words.

PHONICS

- 2-3.7 Use a knowledge of spelling patterns and high-frequency words.
- 2-3.8 Analyze spelling patterns in context and parts of multisyllabic words such as onsets and rimes.
- 2-3.9 Apply a knowledge of alphabetizing a series of words to the second and third letters.

FLUENCY

- 2-3.10 Use techniques such as phrasing and expression to read fluently.

Grade 2

WRITING

Developing Written Communications

Standard 2-4 The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions of written Standard American English.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

- 2-4.1 Generate ideas for writing using prewriting techniques such as creating lists, having discussions, and examining literary models.
- 2-4.2 Use complete sentences (including simple sentences with compound subjects and predicates) in writing.
- 2-4.3 Create a paragraph that follows a logical sequence and uses transitional words.
- 2-4.4 Use the conventions of written Standard American English (including those regarding personal pronouns and the distinction between common and proper nouns and singular and plural noun forms).
- 2-4.5 Use proofreading skills to edit for the correct use of written Standard American English:
 - capitalization (including proper nouns, the initials of a person's name, courtesy titles such as Mr. and Ms., the days of the week and the months of the year, and the titles of books, poems, and songs);
 - punctuation (including the use of apostrophes in contractions and commas in a series and in dates);
 - quotation marks to show that someone is speaking; and
 - the spelling of high-frequency words and words such as *was*, *were* and *says*, *said* that do not fit spelling patterns.
- 2-4.6 Use revision strategies to improve word choice and the logical progression of ideas in written work.
- 2-4.7 Use appropriate spacing between words when writing on a page.
- 2-4.8 Use correct letter formation when using manuscript or cursive writing.

Grade 2

WRITING

Producing Written Communications in a Variety of Forms

Standard 2-5 The student will write for a variety of purposes and audiences.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

- 2-5.1 Create written communications such as directions and instructions to inform a specific audience.
- 2-5.2 Create narratives such as stories and journal entries that follow a logical sequence of events.
- 2-5.3 Create written pieces that describe objects, people, places, or events and that use words that appeal to the senses.
- 2-5.4 Create written pieces such as rhymes, poems, and songs to entertain others.

Grade 2

RESEARCHING

Applying the Skills of Inquiry and Oral Communication

Standard 2-6 The student will access and use information from a variety of sources.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

- 2-6.1 Generate *how* and *why* questions about a topic of interest.
- 2-6.2 Use a variety of print sources such as books, pictures, charts, graphs, diagrams, and picture dictionaries and nonprint media to access information.
- 2-6.3 Create categories such as solids and liquids to classify information.
- 2-6.4 Use the Internet with the aid of a teacher.
- 2-6.5 Use Standard American English when appropriate in conversations and discussions.
- 2-6.6 Understand and follow multistep directions.

Grade 3

Overview

Third-grade students begin to determine the reading preferences that will lay the groundwork for their lifelong reading. They use the skills they have acquired in the earlier grades to comprehend more challenging texts. They read a variety of informational texts as well as four major types of literary texts—fiction, literary nonfiction, poetry, and drama—both inside and outside of class. Students respond to literary and informational texts in a variety of ways. They begin to examine how an author uses words to convey meaning. Third graders learn how the structure of a text supports meaning and how the graphic features included in a text aid the reader’s understanding. Students make connections among their personal experiences, the texts they read, and the world.

Third graders develop vocabulary strategies and word analysis skills. Students construct meaning in context through a knowledge of base words and affixes. The vocabulary that they acquire through their readings transfers to their oral and written communication. Writing to describe, to entertain, and to inform various audiences, students in the third grade plan, draft, revise, and edit both narrative and informational works. They pay attention to the content and development, organization, the quality of voice, and the correct use of Standard American English in their written works.

Third-grade students are actively involved in gathering information through reading, oral communication, and research about topics that are relevant to their lives. They access information by using print and electronic reference materials. Students create a list of the sources they use and demonstrate in their writing a clear distinction between their own ideas and the ideas of others.

Grade 3

READING

Understanding and Using Literary Texts

Standard 3-1 The student will read and comprehend a variety of literary texts in print and nonprint formats.

Students in grade three read four major types of literary texts: **fiction**, **literary nonfiction**, **poetry**, and **drama**. In the category of **fiction**, they read the following specific types of texts: chapter books, adventure stories, historical fiction, contemporary realistic fiction, picture books, folktales, legends, fables, tall tales, myths, and fantasy. In the category of **literary nonfiction**, they read personal essays, autobiographical and biographical sketches, and speeches. In the category of **poetry**, they read narrative poems, lyrical poems, humorous poems, and free verse.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

- 3-1.1 Analyze a given literary text to make, revise, and confirm predictions and draw conclusions.
- 3-1.2 Understand the relationship between narration and point of view.
- 3-1.3 Exemplify devices of figurative language (including simile, metaphor, personification, and hyperbole) and sound devices (including onomatopoeia and alliteration).
- 3-1.4 Understand the relationship among characters, setting, and plot in a given literary text.
- 3-1.5 Understand the effect of the author's craft, such as word choice and sentence structure, on the meaning of a given literary text.
- 3-1.6 Analyze the details that support the expression of the main idea in a given literary text.
- 3-1.7 Create responses to literary texts through a variety of methods such as writing, creative dramatics, and the visual and performing arts.
- 3-1.8 Carry out independent reading for extended periods of time to derive pleasure.
- 3-1.9 Exemplify works of fiction (including fables, tall tales, and folktales) and works of nonfiction (including biographies).
- 3-1.10 Understand the characteristics of poetry (including stanzas, rhyme, and the use of repetition).

Grade 3

READING

Understanding and Using Informational Texts

Standard 3-2 The student will read and comprehend a variety of informational texts in print and nonprint formats.

Students in grade three read **informational (expository/persuasive/argumentative) texts** of the following types: essays, historical documents, informational trade books, textbooks, news and feature articles, magazine articles, advertisements, encyclopedia entries, book reviews, journals, and speeches. They also read directions, maps, time lines, graphs, tables, charts, schedules, recipes, and photos embedded in informational texts.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

- 3-2.1 Summarize evidence that supports the central idea of a given informational text.
- 3-2.2 Analyze informational texts to draw conclusions and make inferences.
- 3-2.3 Distinguish between facts and opinions in informational texts.
- 3-2.4 Create responses to informational texts through a variety of methods such as drawings, written works, and oral presentations.
- 3-2.5 Carry out independent reading for extended periods of time to gain information.
- 3-2.6 Understand that headings, subheadings, print styles, captions, and chapter headings provide information to the reader.
- 3-2.7 Use graphic features such as illustrations, graphs, charts, maps, diagrams, and graphic organizers as sources of information.
- 3-2.8 Use functional text features (including tables of contents, glossaries, and indexes).
- 3-2.9 Analyze informational texts to identify cause-and-effect relationships.

Grade 3

READING

Building Vocabulary

Standard 3-3 The student will use word analysis and vocabulary strategies to read fluently.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

- 3-3.1 Generate the meaning of unfamiliar and multiple-meaning words by using context clues such as those that provide an example.
- 3-3.2 Analyze the meaning of words by using a knowledge of base words and affixes.
- 3-3.3 Interpret the meaning of idioms encountered in texts.
- 3-3.4 Recognize high-frequency words in texts.
- 3-3.5 Use context clues to determine the relationship between two or more words (including synonyms, antonyms, and homonyms).

Grade 3

WRITING

Developing Written Communications

Standard 3-4 The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions of written Standard American English.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

- 3-4.1 Use prewriting techniques such as creating lists, having discussions, using graphic organizers, and using literary models to organize written works.
- 3-4.2 Use complete sentences (including compound sentences) in writing.
- 3-4.3 Create paragraphs that include a topic sentence with supporting details and logical transitions.
- 3-4.4 Use the conventions of written Standard American English (including those regarding comparative and superlative adjectives; prepositional phrases; conjunctions such as *because*, *since*, *yet*, and *until*; and nominative- and objective-case pronouns).
- 3-4.5 Use proofreading skills to edit for the correct use of written Standard American English:
 - capitalization (including geographic names, holidays, and historical and special events);
 - punctuation (including commas in addresses and in the greeting and closing in letters, commas in compound sentences, apostrophes in contractions and possessive nouns, and periods in abbreviations);
 - the spelling of commonly used homonyms; and
 - the indention of paragraphs.
- 3-4.6 Use revision strategies to improve word choice and the logical progression of ideas in written works.
- 3-4.7 Use correct letter formation when using manuscript or cursive writing.

Grade 3

WRITING

Producing Written Communications in a Variety of Forms

Standard 3-5 The student will write for a variety of purposes and audiences.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

- 3-5.1 Create written communications such as friendly letters that include a greeting, body, closing, and signature and invitations that include the time, date, and place of the event.
- 3-5.2 Create narratives that include characters and setting and follow a logical sequence.
- 3-5.3 Create written descriptions about people, places, or events such as those important to South Carolina history.
- 3-5.4 Create written pieces such as riddles or jokes to entertain others.

Grade 3

RESEARCHING

Applying the Skills of Inquiry and Oral Communication

Standard 3-6 The student will access and use information from a variety of sources.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

- 3-6.1 Generate a topic for inquiry.
- 3-6.2 Use print sources such as books, magazines, charts, graphs, diagrams, dictionaries, encyclopedias, atlases, and thesauri and nonprint media to access information.
- 3-6.3 Organize information by classifying or sequencing.
- 3-6.4 Paraphrase research information accurately and meaningfully.
- 3-6.5 Use the Internet as a source of information.
- 3-6.6 Use vocabulary (including Standard American English) that is appropriate for the particular audience or purpose.
- 3-6.7 Use appropriate visual aids such as pictures, objects, and charts to support oral presentations.

Grade 4

Overview

In the fourth grade, students continue using the reading skills they have acquired in the earlier grades to comprehend more challenging texts. They read a variety of informational texts as well as four major types of literary texts: fiction, literary nonfiction, poetry, and drama. Students respond to literary and informational texts in a variety of ways. They begin to examine how an author uses words to convey meaning, how the structure of a text supports meaning, and how the graphic features included in a text aid the reader's understanding. Students make connections among their personal experiences, the texts they read, and the world.

Fourth graders continue to develop vocabulary strategies and word analysis skills. The vocabulary students acquire through reading transfers to their oral and written communication. They write for various audiences to inform, to describe, and to entertain. They continue to plan, draft, revise, and edit narrative, descriptive, and informational writing. Students pay attention to the content and development, the organization, the quality of voice, and the correct use of Standard American English in their written works.

Students in the fourth grade are actively involved in gathering information about topics that are relevant to their lives through reading, oral communication, and research. They access information by using print and electronic reference materials. Students create a list of the sources they use and demonstrate in their writing a clear distinction between their own ideas and the ideas of others.

Grade 4

READING

Understanding and Using Literary Texts

Standard 4-1 The student will read and comprehend a variety of literary texts in print and nonprint formats.

Students in grade four read four major types of literary texts: **fiction**, **literary nonfiction**, **poetry**, and **drama**. In the category of **fiction**, they read the following specific types of texts: chapter books, adventure stories, historical fiction, contemporary realistic fiction, picture books, folktales, legends, fables, tall tales, and myths. In the category of **literary nonfiction**, they read personal essays, autobiographical and biographical sketches, and speeches. In the category of **poetry**, they read narrative poems, lyrical poems, humorous poems, and free verse.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

- 4-1.1 Analyze literary texts to draw conclusions and make inferences.
- 4-1.2 Distinguish between first-person and third-person points of view.
- 4-1.3 Exemplify devices of figurative language (including simile, metaphor, personification, and hyperbole) and sound devices (including onomatopoeia and alliteration).
- 4-1.4 Understand characterization and its impact on conflict as the basis of plot.
- 4-1.5 Understand the effect of an author's craft—such as word choice, sentence structure, the use of figurative language, and the use of dialogue—on the meaning of literary texts.
- 4-1.6 Analyze the details that support the expression of the main idea in a given literary text.
- 4-1.7 Create responses to literary texts through a variety of methods such as writing, creative dramatics, and the visual and performing arts.
- 4-1.8 Carry out independent reading for extended periods of time to derive pleasure.
- 4-1.9 Exemplify works of fiction (including fables, tall tales, and folktales) and works of nonfiction (including biographies and personal essays).
- 4-1.10 Understand the characteristics of poetry (including stanzas, rhyme, and the use of repetition).

Grade 4

READING

Understanding and Using Informational Texts

Standard 4-2 The student will read and comprehend a variety of informational texts in print and nonprint formats.

Students in grade four read **informational (expository/persuasive/argumentative) texts** of the following types: essays, historical documents, informational trade books, textbooks, news and feature articles, magazine articles, advertisements, encyclopedia entries, reviews (e.g., book, movie, product), journals, and speeches. They also read directions, maps, time lines, graphs, tables, charts, schedules, recipes, and photos embedded in informational texts. In addition, they examine commercials, documentaries, and other forms of **nonprint informational texts**.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

- 4-2.1 Summarize evidence that supports the central idea of a given informational text.
- 4-2.2 Analyze informational texts to draw conclusions and make inferences.
- 4-2.3 Analyze informational texts to locate and identify facts and opinions.
- 4-2.4 Create responses to informational texts through a variety of methods such as drawings, written works, and oral presentations.
- 4-2.5 Carry out independent reading for extended periods of time to gain information.
- 4-2.6 Understand that headings, subheadings, print styles, white space, captions, and chapter headings provide information to the reader.
- 4-2.7 Use graphic features such as illustrations, graphs, charts, maps, diagrams, and graphic organizers as sources of information.
- 4-2.8 Use functional text features (including tables of contents, glossaries, indexes, and appendixes).
- 4-2.9 Analyze informational texts to identify cause-and-effect relationships.

Grade 4

READING

Building Vocabulary

Standard 4-3 The student will use word analysis and vocabulary strategies to read fluently.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

- 4-3.1 Generate the meaning of unfamiliar and multiple-meaning words by using context clues such as those that provide an example or a definition.
- 4-3.2 Analyze the meaning of words by using a knowledge of base words and affixes.
- 4-3.3 Interpret the meaning of idioms encountered in texts.

Grade 4

WRITING

Developing Written Communications

Standard 4-4 The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions of written Standard American English.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

- 4-4.1 Use prewriting techniques to organize written works.
- 4-4.2 Use complete sentences in a variety of types (including simple and compound sentences) in writing.
- 4-4.3 Create multiple-paragraph compositions that include a central idea with supporting details and use appropriate transitions between paragraphs.
- 4-4.4 Use the conventions of written Standard American English (including those regarding subject-verb agreement; past, present, and future verb tenses; conjunctions such as *although*, *while*, *neither*, and *nor*; adverbs of time, place, manner, and degree; and pronoun-antecedent agreement).
- 4-4.5 Use proofreading skills to edit for the correct use of written Standard American English:
 - capitalization (including the titles of works of art and publications such as magazines and newspapers, brand names, proper adjectives, and the names of organizations);
 - quotation marks to indicate direct quotations or dialogue;
 - underlining (or italics) to indicate the titles of separately published works such as books and magazines;
 - quotation marks to indicate the titles of works such as articles, reports, chapters, and other short pieces published *within* separately published works; and
 - punctuation between main clauses.
- 4-4.6 Use revision strategies to improve word choice and the organization and development of ideas in written works.

Grade 4

WRITING

Producing Written Communications in a Variety of Forms

Standard 4-5 The student will write for a variety of purposes and audiences.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

- 4-5.1 Create informational pieces such as postcards, flyers, letters, and e-mails that use language appropriate for the specific audience.
- 4-5.2 Create narratives containing details and a sequence of events that develops a plot.
- 4-5.3 Create written descriptions using language that appeals to the readers' senses.
- 4-5.4 Create written pieces such as skits or plays to entertain others.

Grade 4

RESEARCHING

Applying the Skills of Inquiry and Oral Communication

Standard 4-6 The student will access and use information from a variety of sources.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

- 4-6.1 Clarify and refine a research topic.
- 4-6.2 Use print sources such as books, magazines, charts, graphs, diagrams, dictionaries, encyclopedias, atlases, thesauri, newspapers, and almanacs and nonprint media to access information.
- 4-6.3 Organize information by classifying or sequencing.
- 4-6.4 Paraphrase research information accurately and meaningfully.
- 4-6.5 Create a list of sources that contains information (including the author and title of a publication) necessary to properly credit and document the work of others.
- 4-6.6 Use the Internet with the aid of a teacher.
- 4-6.7 Use vocabulary (including Standard American English) that is appropriate for the particular audience or purpose.
- 4-6.8 Select appropriate graphics, in print or electronic form, to support written works and oral and visual presentations.

Grade 5

Overview

Fifth-grade students continue to use the skills they have acquired in the earlier grades to comprehend more challenging texts. They read a variety of informational texts as well as four major types of literary texts: fiction, literary nonfiction, poetry, and drama. Students respond to literary and informational texts in a variety of ways. They begin to examine how an author uses words to convey meaning. Fifth graders learn how the structure of a text supports meaning and how the graphic features included in a text aid the reader's understanding. Students make connections among their personal experiences, the texts they read, and the world.

Fifth graders develop vocabulary strategies and word analysis skills. Students construct meaning in context through a knowledge of Greek and Latin roots and various affixes. The vocabulary students acquire through reading transfers to their oral and written communication.

Students write for various audiences to inform, to describe, and to entertain. In the fifth grade, students plan, draft, revise, and edit narrative and informational writing. They pay attention to the content and development, the organization, the quality of voice, and the correct use of Standard American English in their written works.

Students in the fifth grade are actively involved in gathering information through reading, oral communication, and research about topics that are relevant to their lives. They access information by using print and electronic reference materials. Students create a list of the sources they use and demonstrate in their writing a clear distinction between their own ideas and the ideas of others.

Grade 5

READING

Understanding and Using Literary Texts

Standard 5-1 The student will read and comprehend a variety of literary texts in print and nonprint formats.

Students in grade five read four major types of literary texts: **fiction**, **literary nonfiction**, **poetry**, and **drama**. In the category of **fiction**, they read the following specific types of texts: chapter books, adventure stories, historical fiction, contemporary realistic fiction, science fiction, picture books, folktales, legends, tall tales, and myths. In the category of **literary nonfiction**, they read personal essays, autobiographical and biographical sketches, and speeches. In the category of **poetry**, they read narrative poems, lyrical poems, humorous poems, and free verse.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

- 5-1.1 Analyze literary texts to draw conclusions and make inferences.
- 5-1.2 Differentiate among the first-person, limited-omniscient (third person), and omniscient (third person) points of view.
- 5-1.3 Interpret devices of figurative language (including simile, metaphor, personification, and hyperbole) and sound devices (including onomatopoeia and alliteration).
- 5-1.4 Analyze literary texts to distinguish between direct and indirect characterization.
- 5-1.5 Understand the effect of an author's craft—such as tone and the use of figurative language, dialogue, and imagery—on the meaning of literary texts.
- 5-1.6 Analyze the details that support the expression of the main idea in a given literary text.
- 5-1.7 Create responses to literary texts through a variety of methods such as writing, creative dramatics, and the visual and performing arts.
- 5-1.8 Carry out independent reading for extended periods of time to derive pleasure.
- 5-1.9 Exemplify the characteristics of types of fiction (including legends and myths) and types of nonfiction (including speeches and personal essays).
- 5-1.10 Understand the characteristics of poetry (including stanzas, rhyme schemes, and the use of repetition and refrains).

Grade 5

READING

Understanding and Using Informational Texts

Standard 5-2 The student will read and comprehend a variety of informational texts in print and nonprint formats.

Students in grade five read **informational (expository/persuasive/argumentative) texts** of the following types: essays, historical documents, informational trade books, textbooks, news and feature articles, magazine articles, advertisements, encyclopedia entries, reviews (e.g., book, movie, product), journals, and speeches. They also read directions, maps, time lines, graphs, tables, charts, schedules, recipes, and photos embedded in informational texts. In addition, they examine commercials, documentaries, and other forms of **nonprint informational texts**.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

- 5-2.1 Summarize the central idea and supporting evidence of a given informational text.
- 5-2.2 Analyze informational texts to draw conclusions and make inferences.
- 5-2.3 Analyze a given text to detect author bias by locating indicators such as unsupported opinions.
- 5-2.4 Create responses to informational texts through a variety of methods such as drawings, written works, and oral presentations.
- 5-2.5 Carry out independent reading for extended periods of time to gain information.
- 5-2.6 Understand that titles, print styles, chapter headings, captions, subheadings, and white space provide information to the reader.
- 5-2.7 Use graphic features such as illustrations, graphs, charts, maps, diagrams, and graphic organizers as sources of information.
- 5-2.8 Use functional text features (including tables of contents, glossaries, indexes, and appendixes).
- 5-2.9 Predict events in informational texts on the basis of cause-and-effect relationships.

Grade 5

READING

Building Vocabulary

Standard 5-3 The student will use word analysis and vocabulary strategies to read fluently.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

- 5-3.1 Use context clues such as those that provide an example, a definition, or a restatement to generate the meanings of unfamiliar and multiple-meaning words.
- 5-3.2 Analyze the meaning of words by using a knowledge of Greek and Latin roots and affixes.
- 5-3.3 Interpret the meaning of idioms and euphemisms encountered in texts.

Grade 5

WRITING

Developing Written Communications

Standard 5-4 The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions of written Standard American English.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

- 5-4.1 Use prewriting techniques to organize written works.
- 5-4.2 Use complete sentences in a variety of types (including simple, compound, and complex sentences) in writing.
- 5-4.3 Create multiple-paragraph compositions that include a central idea with supporting details and use appropriate transitions between paragraphs.
- 5-4.4 Use the conventions of written Standard American English (including those regarding irregular comparative and superlative adjectives such as *good*, *better*, *best*; irregular adverbs; interjections; past participles of commonly misused verbs; and subject-verb and pronoun-antecedent agreement with collective nouns).
- 5-4.5 Use proofreading skills to edit for the correct use of written Standard American English:
 - capitalization (including the names of ethnic and national groups and the names of established religions and languages);
 - punctuation (including colons and hyphens); and
 - use of commonly confused words such as *affect* and *effect*.
- 5-4.6 Use revision strategies to improve word choice and the organization and development of ideas in written works.

Grade 5

WRITING

Producing Written Communications in a Variety of Forms

Standard 5-5 The student will write for a variety of purposes and audiences.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

- 5-5.1 Create informational pieces such as book reviews and newsletter articles that use language appropriate for the specific audience.
- 5-5.2 Create narratives that have a fully developed plot and a consistent point of view.
- 5-5.3 Create written descriptions using precise language and vivid details.
- 5-5.4 Create written pieces such as picture books, comic books, and graphic novels to entertain a specific audience.

Grade 5

RESEARCHING

Applying the Skills of Inquiry and Oral Communication

Standard 5-6 The student will access and use information from a variety of sources.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

- 5-6.1 Clarify and refine a research topic.
- 5-6.2 Use print sources such as books, magazines, charts, graphs, diagrams, dictionaries, encyclopedias, atlases, thesauri, newspapers, and almanacs and nonprint media to access information.
- 5-6.3 Select information appropriate for the research topic.
- 5-6.4 Paraphrase research information accurately and meaningfully.
- 5-6.5 Create a list of sources that contains information (including author, title, and full publication details) necessary to properly credit and document the work of others.
- 5-6.6 Use vocabulary (including Standard American English) that is appropriate for the particular audience or purpose.
- 5-6.7 Use appropriate organizational strategies to prepare written works and oral and visual presentations.
- 5-6.8 Select appropriate graphics, in print or electronic form, to support written works and oral and visual presentations.

Grade 6

Overview

During the middle-grade years, students refine their reading preferences and lay the groundwork for being lifelong readers. Sixth-grade students apply skills they have acquired in the earlier grades to read and interpret more challenging texts. Both on their own and with their peers, they read a variety of informational texts as well as four major types of literary texts: fiction, literary nonfiction, poetry, and drama. They also learn to respond to texts in a variety of ways. Students examine such facets of an author's craft such as the way a particular style of writing can elicit emotion from the reader or create vivid images in the reader's mind.

Possessing a rich and authentic vocabulary allows any individual to be a skillful and appreciative reader. In order to read fluently, adolescent students must be able to use word analysis and other interpretive strategies. As they learn to master texts that use complex vocabulary, they transfer that knowledge of language into their own writing and speaking.

In the sixth grade, students use writing to entertain, to inform, to describe, and to persuade. They plan, draft, revise, edit, and publish narrative and expository writing. They pay careful attention to the author's craft—examining the content and development, the organization, the quality of voice, and the correct use of Standard American English conventions in their own writing and in the writings of others. They also learn to use a variety of sentence structures to express their thoughts in both oral and written form.

The research process offers adolescents the opportunity to be actively involved in learning about topics that are relevant to their lives and that appeal to their interests. Sixth graders access information in print and electronic forms and use both primary and secondary sources as reference materials. They distinguish between their own ideas and the ideas of others in their research and in their writing. Using evidence to support the ideas they examine, they properly credit the work of others by documenting the sources they have used.

Grade 6

READING

Understanding and Using Literary Texts

Standard 6-1 The student will read and comprehend a variety of literary texts in print and nonprint formats.

Students in grade six read four major types of literary texts: **fiction**, **literary nonfiction**, **poetry**, and **drama**. In the category of **fiction**, they read the following specific types of texts: chapter books, adventure stories, historical fiction, contemporary realistic fiction, science fiction, folktales, tall tales, and myths. In the category of **literary nonfiction**, they read personal essays, classical essays, memoirs, autobiographical and biographical sketches, character sketches, and speeches. In the category of **poetry**, they read narrative poems, lyrical poems, humorous poems, and free verse.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

- 6-1.1 Analyze literary texts to draw conclusions and make inferences.
- 6-1.2 Differentiate among the first-person, limited-omniscient (third person), and omniscient (third person) points of view.
- 6-1.3 Interpret devices of figurative language (including simile, metaphor, personification, and hyperbole) and sound devices (including onomatopoeia and alliteration).
- 6-1.4 Analyze the process of cause and effect and its impact on characters, setting, and conflict in a given literary text.
- 6-1.5 Understand the effect of an author's craft (including tone and the use of flashback and foreshadowing) on the meaning of literary texts.
- 6-1.6 Compare/contrast main ideas within and across literary texts.
- 6-1.7 Create responses to literary texts through a variety of methods such as written works, oral presentations, media productions, and the visual and performing arts.
- 6-1.8 Carry out independent reading for extended periods of time to derive pleasure.
- 6-1.9 Understand the characteristics of poetry (including stanzas, rhyme schemes, and the use of repetition and refrains) and drama (including stage directions and the use of monologues).
- 6-1.10 Exemplify the characteristics of types of fiction (including legends and myths) and types of nonfiction (including speeches and personal essays).

Grade 6

READING

Understanding and Using Informational Texts

Standard 6-2 The student will read and comprehend a variety of informational texts in print and nonprint formats.

Students in grade six read **informational (expository/persuasive/argumentative) texts** of the following types: essays, historical documents, informational trade books, textbooks, news and feature articles, magazine articles, advertisements, encyclopedia entries, reviews (e.g., book, movie, product), journals, and speeches. They also read directions, maps, time lines, graphs, tables, charts, schedules, recipes, and photos embedded in informational texts. In addition, they examine commercials, documentaries, and other forms of **nonprint informational texts**.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

- 6-2.1 Analyze central ideas within and across informational texts.
- 6-2.2 Analyze informational texts to draw conclusions and make inferences.
- 6-2.3 Understand indicators of an author's bias such as the omission of relevant facts and statements of unsupported opinions.
- 6-2.4 Create responses to informational texts through a variety of methods such as drawings, written works, oral presentations, and media productions.
- 6-2.5 Carry out independent reading for extended periods of time to gain information.
- 6-2.6 Interpret information that text elements such as print styles and chapter headings provide to the reader.
- 6-2.7 Interpret information from graphic features such as illustrations, graphs, charts, maps, diagrams, and graphic organizers.
- 6-2.8 Interpret information from functional text features such as tables of contents and glossaries.
- 6-2.9 Predict events in informational texts on the basis of cause-and-effect relationships.
- 6-2.10 Exemplify the use of propaganda techniques (including testimonials and bandwagon) in informational texts.

Grade 6

READING

Building Vocabulary

Standard 6-3 The student will use word analysis and vocabulary strategies to read fluently.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

- 6-3.1 Use context clues such as those that provide an example, a definition, or a restatement to generate the meanings of unfamiliar and multiple-meaning words.
- 6-3.2 Analyze the meaning of words by using a knowledge of Greek and Latin roots and affixes.
- 6-3.3 Interpret the meaning of idioms and euphemisms encountered in texts.
- 6-3.4 Distinguish between the denotation and the connotation of a given word.

Grade 6

WRITING

Developing Written Communications

Standard 6-4 The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions of written Standard American English.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

- 6-4.1 Use prewriting techniques to organize written works.
- 6-4.2 Use complete sentences in a variety of types (including simple, compound, and complex sentences) in writing.
- 6-4.3 Create multiple-paragraph compositions that include a central idea with supporting details and use appropriate transitions between paragraphs.
- 6-4.4 Use the conventions of written Standard American English (including those regarding main and subordinate clauses, indefinite pronouns, pronoun-antecedent agreement, and consistent verb tenses).
- 6-4.5 Use proofreading skills to edit for the correct use of written Standard American English:
 - the uses of the semicolon and
 - the use of the comma to enclose appositives and to separate introductory clauses and long introductory phrases from the main body of sentences.
- 6-4.6 Use revision strategies to improve clarity, tone, voice, and the development of ideas in written works.

Grade 6

WRITING

Producing Written Communications in a Variety of Forms

Standard 6-5 The student will write for a variety of purposes and audiences.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

- 6-5.1 Create informational pieces such as brochures, pamphlets, and reports that use language appropriate for the specific audience.
- 6-5.2 Create narratives that have a fully developed plot and a consistent point of view.
- 6-5.3 Create written descriptions using precise language and vivid details.
- 6-5.4 Create persuasive writings such as print advertisements and commercial scripts that develop a central idea with supporting evidence and use language appropriate for the specific audience.

Grade 6

RESEARCHING

Applying the Skills of Inquiry and Oral Communication

Standard 6-6 The student will access and use information from a variety of sources.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

- 6-6.1 Clarify and refine a research topic.
- 6-6.2 Use direct quotations, paraphrasing, or summaries to incorporate into oral or written works the information gathered from a variety of research sources.
- 6-6.3 Create a list of sources that contains information (including author, title, and full publication details) necessary to properly credit and document the work of others.
- 6-6.4 Use vocabulary (including Standard American English) that is appropriate for the particular audience or purpose.
- 6-6.5 Use appropriate organizational strategies to prepare written works and oral and visual presentations.
- 6-6.6 Select appropriate graphics, in print or electronic form, to support written works and oral and visual presentations.
- 6-6.7 Use a variety of print and electronic reference materials.
- 6-6.8 Design and carry out research projects by selecting a topic, constructing inquiry questions, accessing resources, and organizing information.

Grade 7

Overview

Seventh-grade students continue to apply and expand their skills in reading and writing. Both on their own and with their peers, they read a variety of informational texts and four major types of literary texts: fiction, literary nonfiction, poetry, and drama. In reading informational texts, students analyze the development and support of a central idea, create a variety of responses to what they read, and examine the ways that bias is revealed in those texts. In reading literary texts, students examine how an author's craft influences readers. They describe how an author's style elicits emotion from the reader, how an author uses character and plot development to support a theme, and how an author creates visual images the use of language.

Possessing a rich and authentic vocabulary allows any individual to be a skillful and appreciative reader. In order to read fluently, adolescent students must be able to use word analysis and other interpretive strategies. They identify and interpret devices of figurative language, idioms, and euphemisms they encounter in texts. As they learn to master texts that use complex vocabulary, they transfer that knowledge of language into their own writing and speaking.

Middle school students write for a variety of purposes and audiences. Seventh graders begin blending elements of descriptive writing into other modes of written works such as narrative, expository, and persuasive. The writing process allows for planning, drafting, revising, editing, and publishing student works. Students proofread and edit for the correct use of Standard American English, improving the content and development, the organization, and the quality of voice in their writing through the use of revision strategies.

Students in the middle grades learn that reading and writing can not only give them pleasure but can also serve them as tools for expanding their knowledge. The research process gives adolescents the opportunity to be actively involved in learning about topics that are relevant to their lives and that appeal to their interests. Seventh graders access information in print and electronic forms and use both primary and secondary sources as reference materials. They distinguish between their own ideas and the ideas of others in their research and in their writing. Using evidence to support the ideas they examine, they properly credit the work of others by documenting the sources they have used. They deliver oral presentations about issues and provide evidence to support their views and solutions. Through research, students learn how to access, to analyze, and to evaluate information and thus equip themselves for a lifetime of learning.

Grade 7

READING

Understanding and Using Literary Texts

Standard 7-1 The student will read and comprehend a variety of literary texts in print and nonprint formats.

Students in grade seven read four major types of literary texts: **fiction**, **literary nonfiction**, **poetry**, and **drama**. In the category of **fiction**, they read the following specific types of texts: chapter books, adventure stories, historical fiction, contemporary realistic fiction, science fiction, folktales, tall tales, and myths. In the category of **literary nonfiction**, they read personal essays, classical essays, memoirs, autobiographical and biographical sketches, character sketches, and speeches. In the category of **poetry**, they read narrative poems, lyrical poems, humorous poems, free verse, odes, songs/ballads, and epics.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

- 7-1.1 Analyze literary texts to draw conclusions and make inferences.
- 7-1.2 Explain the effect of point of view on a given narrative text.
- 7-1.3 Interpret devices of figurative language (including extended metaphor and oxymoron).
- 7-1.4 Analyze an author's development of the conflict and the individual characters as either static, dynamic, round, or flat in a given literary text.
- 7-1.5 Interpret the effect of an author's craft (including tone and the use of imagery, flashback, foreshadowing, symbolism, and irony) on the meaning of literary texts.
- 7-1.6 Analyze a given literary text to determine its theme.
- 7-1.7 Create responses to literary texts through a variety of methods such as written works, oral presentations, media productions, and the visual and performing arts.
- 7-1.8 Carry out independent reading for extended periods of time to derive pleasure.

Grade 7

READING

Understanding and Using Informational Texts

Standard 7-2 The student will read and comprehend a variety of informational texts in print and nonprint formats.

Students in grade seven read **informational (expository/persuasive/argumentative) texts** of the following types: essays, historical documents, informational trade books, textbooks, news and feature articles, magazine articles, advertisements, encyclopedia entries, reviews (e.g., book, movie, product), journals, and speeches. They also read directions, maps, time lines, graphs, tables, charts, schedules, recipes, and photos embedded in informational texts. In addition, they examine commercials, documentaries, and other forms of **nonprint informational texts**.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

- 7-2.1 Analyze central ideas within and across informational texts.
- 7-2.2 Analyze information within and across texts to draw conclusions and make inferences.
- 7-2.3 Identify indicators of author bias such as word choice and the exclusion and inclusion of particular information.
- 7-2.4 Create responses to informational texts through a variety of methods such as drawings, written works, oral presentations, and media productions.
- 7-2.5 Carry out independent reading for extended periods of time to gain information.
- 7-2.6 Analyze the impact that text elements such as print styles and chapter headings have on the meaning of a given informational text.
- 7-2.7 Analyze information from graphic features such as charts and graphs in informational texts.
- 7-2.8 Exemplify the use of propaganda techniques (including glittering generalities and name calling) in informational texts.

Grade 7

READING

Building Vocabulary

Standard 7-3 The student will use word analysis and vocabulary strategies to read fluently.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

- 7-3.1 Use context clues such as those that provide an example, a definition, a restatement, or a comparison/contrast to generate the meanings of unfamiliar and multiple-meaning words.
- 7-3.2 Analyze the meaning of words by using a knowledge of Greek and Latin roots and affixes.
- 7-3.3 Interpret the meaning of idioms and euphemisms encountered in texts.
- 7-3.4 Interpret the connotations of words to understand the meaning of a given text.

Grade 7

WRITING

Developing Written Communications

Standard 7-4 The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions of written Standard American English.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

- 7-4.1 Use prewriting techniques to organize written works.
- 7-4.2 Use complete sentences in a variety of types: simple, compound, complex, and compound-complex.
- 7-4.3 Create multiple-paragraph compositions that include a central idea with supporting details and use appropriate transitions between paragraphs.
- 7-4.4 Use the conventions of written Standard American English.
- 7-4.5 Use proofreading skills to edit for the correct use of written Standard American English: the use of ellipses and parentheses.
- 7-4.6 Use revision strategies to improve clarity, tone, voice, and the development of ideas in written works.

Grade 7

WRITING

Producing Written Communications in a Variety of Forms

Standard 7-5 The student will write for a variety of purposes and audiences.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

- 7-5.1 Create informational pieces such as books, movies, product reviews, and news reports that use language appropriate for a specific audience.
- 7-5.2 Create narratives such as personal essays or narrative poems that communicate the significance of an issue of personal importance and use language appropriate for the purpose and the audience.
- 7-5.3 Create descriptions for use in other modes of written works such as narrative, expository, or persuasive essays.
- 7-5.4 Create persuasive pieces such as letters to the editor or essays that include a stated position with supporting evidence and are aimed at a specific audience.

Grade 7

RESEARCHING

Applying the Skills of Inquiry and Oral Communication

Standard 7-6 The student will access and use information from a variety of sources.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

- 7-6.1 Clarify and refine a research topic.
- 7-6.2 Use direct quotations, paraphrasing, or summaries to incorporate into oral or written works the information gathered from a variety of research sources.
- 7-6.3 Create a list of sources that contains information (including author, title, and full publication details) necessary to properly credit and document the work of others.
- 7-6.4 Use vocabulary (including Standard American English) that is appropriate for the particular audience or purpose.
- 7-6.5 Use appropriate organizational strategies to prepare written works and oral and visual presentations.
- 7-6.6 Select appropriate graphics, in print or electronic form, to support written works and oral and visual presentations.
- 7-6.7 Use a variety of print and electronic reference materials.
- 7-6.8 Design and carry out research projects by selecting a topic, constructing inquiry questions, accessing resources, and organizing information.

Grade 8

Overview

Eighth-grade students apply and expand the skills they have acquired in the earlier grades as they become increasingly more sophisticated readers and writers. Both on their own and with their peers, they read a variety of informational texts as well as four major types of literary texts: fiction, literary nonfiction, poetry, and drama. Adolescents continue to develop their own areas of reading interest. Informational text is analyzed for the purpose of discovering how texts reflect the backgrounds, attitudes, and beliefs of the authors. Students compare/contrast different perspectives on similar topics or themes. They evaluate elements of the author's craft such as the use of tone and imagery to create emotional responses in the reader.

Possessing a rich and authentic vocabulary allows any individual to be a skillful and appreciative reader. In order to read fluently, adolescent students use word analysis and other interpretive strategies. As they learn to master texts that use complex vocabulary, they transfer that knowledge of language into their own writing and speaking.

Writing for a variety of purposes and audiences, eighth graders increase their control over the written language. They blend elements of description into other modes of written works such as narrative, expository, and persuasive. They plan, draft, revise, edit, and publish their writings. They learn to pay careful attention to the author's craft—examining the content and development, the organization, the quality of voice, and the use of language conventions in their own writing and the writings of others. They also learn to use a variety of sentence structures to express their thoughts in both oral and written form.

In the eighth grade, students continue to regard reading and writing as ways both to derive pleasure and to expand their knowledge. The research process offers them the opportunity to be actively involved in learning about topics that are relevant to their lives and that appeal to their interests. Eighth graders access information in print and electronic forms and use both primary and secondary sources as reference materials. They distinguish between their own ideas and the ideas of others in their research and in their writing. Using evidence to support the ideas they examine, they properly credit the work of others by documenting the sources they use. They deliver oral presentations about issues and show evidence to support their views and solutions. Through research, students learn how to access, to analyze, and to evaluate information and thus equip themselves for a lifetime of learning.

Grade 8

READING

Understanding and Using Literary Texts

Standard 8-1 The student will read and comprehend a variety of literary texts in print and nonprint formats.

Students in grade eight read four major types of literary texts: **fiction**, **literary nonfiction**, **poetry**, and **drama**. In the category of **fiction**, they read the following specific types of texts: chapter books, adventure stories, historical fiction, contemporary realistic fiction, science fiction, folktales, tall tales, and myths. In the category of **literary nonfiction**, they read personal essays, classical essays, memoirs, autobiographical and biographical sketches, character sketches, and speeches. In the category of **poetry**, they read narrative poems, lyrical poems, humorous poems, free verse odes, songs/ballads, and epics.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

- 8-1.1 Compare/contrast ideas within and across literary texts to make inferences.
- 8-1.2 Explain the effect of point of view on a given literary text.
- 8-1.3 Interpret devices of figurative language (including extended metaphor, oxymoron, and paradox).
- 8-1.4 Analyze a given literary text to determine its theme.
- 8-1.5 Analyze the effect of the author's craft (including tone and the use of imagery, flashback, foreshadowing, symbolism, irony, and allusion) on the meaning of literary texts.
- 8-1.6 Create responses to literary texts through a variety of methods such as written works, oral presentations, media productions, and the visual and performing arts.
- 8-1.7 Carry out independent reading for extended periods of time to derive pleasure.

Grade 8

READING

Understanding and Using Informational Texts

Standard 8-2 The student will read and comprehend a variety of informational texts in print and nonprint formats.

Students in grade eight read **informational (expository/persuasive/argumentative) texts** of the following types: essays, historical documents, research reports, contracts, position papers (e.g., persuasive brochures, campaign literature), editorials, letters to the editor, informational trade books, textbooks, news and feature articles, magazine articles, advertisements, encyclopedia entries, reviews (e.g., book, movie, product), journals, and speeches. They also read directions, schedules, and recipes embedded in informational texts. In addition, they examine commercials, documentaries, and other forms of **nonprint informational texts**.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

- 8-2.1 Compare/contrast central ideas within and across informational texts.
- 8-2.2 Compare/contrast information within and across texts to draw conclusions and make inferences.
- 8-2.3 Analyze informational texts for indicators of author bias such as word choice and the exclusion and inclusion of particular information.
- 8-2.4 Create responses to informational texts through a variety of methods such as drawings, written works, oral presentations, and media productions.
- 8-2.5 Carry out independent reading for extended periods of time to gain information.
- 8-2.6 Analyze the impact that text elements such as print styles and chapter headings have on the meaning of a given informational text.
- 8-2.7 Analyze information from graphic features such as charts and graphs in informational texts.
- 8-2.8 Exemplify the use of propaganda techniques (including card stacking, plain folks, and transfer) in informational texts.

Grade 8

READING

Building Vocabulary

Standard 8-3 The student will use word analysis and vocabulary strategies to read fluently.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

- 8-3.1 Use context clues such as those that provide an example, a definition, a restatement, or a comparison/contrast to generate the meanings of unfamiliar and multiple-meaning words.
- 8-3.2 Analyze the meaning of words by using a knowledge of Greek and Latin roots and affixes.
- 8-3.3 Interpret the meaning of idioms and euphemisms encountered in texts.
- 8-3.4 Interpret the connotations of words to understand the meaning of a given text.

Grade 8

WRITING

Developing Written Communications

Standard 8-4 The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions of written Standard American English.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

- 8-4.1 Use prewriting techniques to organize written works.
- 8-4.2 Use complete sentences in a variety of types: simple, compound, complex, and compound-complex.
- 8-4.3 Create multiple-paragraph compositions that include a central idea with supporting details and use appropriate transitions between paragraphs.
- 8-4.4 Use the conventions of written Standard American English.
- 8-4.5 Use proofreading skills to edit for the correct use of written Standard American English.
- 8-4.6 Use revision strategies to improve clarity, tone, voice, and the development of ideas in written works.

Grade 8

WRITING

Producing Written Communications in a Variety of Forms

Standard 8-5 The student will write for a variety of purposes and audiences.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

- 8-5.1 Create informational pieces such as reports and letters of request, inquiry, or complaint that use language appropriate for the specific audience.
- 8-5.2 Create narratives such as memoirs that communicate the significance of particular personal relationships.
- 8-5.3 Create descriptions for use in other modes of written works such as narrative, expository, and persuasive essays.
- 8-5.4 Create persuasive pieces such as editorials, essays, or speeches that support a clearly stated position with concrete evidence.

Grade 8

RESEARCHING

Applying the Skills of Inquiry and Oral Communication

Standard 8-6 The student will access and use information from a variety of sources.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

- 8-6.1 Clarify and refine a research topic.
- 8-6.2 Use direct quotations, paraphrasing, or summaries to incorporate into oral or written works the information gathered from a variety of research sources.
- 8-6.3 Create a list of sources that contains information (including author, title, and full publication details) necessary to properly credit and document the work of others.
- 8-6.4 Use vocabulary (including Standard American English) that is appropriate for the particular audience or purpose.
- 8-6.5 Use appropriate organizational strategies to prepare written works and oral and visual presentations.
- 8-6.6 Select appropriate graphics, in print or electronic form, to support written works and oral and visual presentations.
- 8-6.7 Use a variety of print and electronic reference materials.
- 8-6.8 Design and carry out research projects by selecting a topic, constructing inquiry questions, accessing resources, and organizing information.



ELA

High School

Course

Standards

English 1

Overview

In English 1, students continue to develop skills through structured study and independent reading of literary and informational texts. A variety of informational texts as well as four major types of literary texts—fiction, literary nonfiction, poetry, and drama—are read and viewed both inside and outside of class. Through literary texts, students study the author’s craft by making inferences, determining point of view, and analyzing theme and figurative language. By reading a variety of informational texts, students analyze an author’s development and support of a thesis, create a variety of responses to texts, and examine the ways that bias is revealed in texts. In addition, students continue to develop and use in reading, writing, and oral communication, a knowledge of vocabulary that includes roots, affixes, euphemisms, and idioms.

High school students are a great deal more sophisticated in their use of language than they were in the lower grades. They now produce coherent and well-organized writing that includes a thesis and supporting evidence. In implementing the writing process, students compose various types of texts including informational (expository/persuasive/argumentative) pieces and narratives. They proofread and edit for the correct use of the conventions of written Standard American English, and they improve the content and development, the organization, and the quality of voice in their writing through the use of revision strategies. The ability to develop an idea thoughtfully is a skill that students will use in college and in the workplace.

In carrying out the research process, students in English 1 identify a topic, collect information from primary and secondary sources, and present their findings and conclusions in oral, written, and visual formats. In today’s technological world, with the amount of information expanding at an unparalleled rate, students must be adept at accessing information in order to become critical, independent learners, thinkers, and writers. They must be able to determine what particular type of information they need for a specific topic, and they must know how to locate that information efficiently. Students must also be able to evaluate the validity of their sources. In addition, after incorporating their own ideas with the information they have chosen from those sources, they must be able to clearly distinguish that information from their own ideas by providing accurate and complete documentation of the sources they have used.

English 1

READING

Understanding and Using Literary Texts

Standard E1-1 The student will read and comprehend a variety of literary texts in print and nonprint formats.

Students in English 1 read four major types of literary texts: **fiction**, **literary nonfiction**, **poetry**, and **drama**. In the category of **fiction**, they read the following specific types of texts: chapter books, adventure stories, historical fiction, contemporary realistic fiction, science fiction, folktales, myths, satires, parodies, allegories, and monologues. In the category of **literary nonfiction**, they read classical essays, memoirs, autobiographical and biographical sketches, and speeches. In the category of **poetry**, they read narrative poems, lyrical poems, humorous poems, free verse, odes, songs/ballads, and epics.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

- E1-1.1 Compare/contrast ideas within and across literary texts to make inferences.
- E1-1.2 Analyze the impact of point of view on literary texts.
- E1-1.3 Interpret devices of figurative language (including extended metaphor, oxymoron, and paradox).
- E1-1.4 Analyze the relationship among character, plot, and theme in a given literary text.
- E1-1.5 Analyze the effect of the author's craft (including tone and the use of imagery, flashback, foreshadowing, symbolism, irony, and allusion) on the meaning of literary texts.
- E1-1.6 Create responses to literary texts through a variety of methods such as written works, oral presentations, media productions, and the visual and performing arts.
- E1-1.7 Carry out independent reading for extended periods of time to derive pleasure.

English 1

READING

Understanding and Using Informational Texts

Standard E1-2 The student will read and comprehend a variety of informational texts in print and nonprint formats.

Students in English 1 read **informational (expository/persuasive/argumentative) texts** of the following types: historical documents, research reports, essays (e.g., social, political, scientific, historical, natural history), position papers (e.g., persuasive brochures, campaign literature), editorials, letters to the editor, informational trade books, textbooks, news and feature articles, magazine articles, advertisements, journals, speeches, reviews (e.g., book, movie, product), contracts, instruction manuals, product-support materials, and application forms. They also read directions, schedules, and recipes embedded in informational texts. In addition, they examine commercials, documentaries, and other forms of **nonprint informational texts**.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

- E1-2.1 Compare/contrast theses within and across informational texts.
- E1-2.2 Compare/contrast information within and across texts to draw conclusions and make inferences.
- E1-2.3 Analyze informational texts for indicators of author bias such as word choice, the exclusion and inclusion of particular information, and unsupported opinion.
- E1-2.4 Create responses to informational texts through a variety of methods such as drawings, written works, oral presentations, and media productions.
- E1-2.5 Carry out independent reading for extended periods of time to gain information.
- E1-2.6 Analyze the impact that text elements have on the meaning of a given informational text.
- E1-2.7 Analyze information from graphic features such as charts and graphs in informational texts.
- E1-2.8 Analyze informational texts to identify propaganda techniques.

English 1

READING

Building Vocabulary

Standard E1-3 The student will use word analysis and vocabulary strategies to read fluently.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

- E1-3.1 Use context clues to determine the meaning of technical terms and other unfamiliar words.
- E1-3.2 Analyze the meaning of words by using knowledge of Greek and Latin roots and affixes.
- E1-3.3 Interpret the connotations of words to understand the meaning of a given text.

English 1

WRITING

Developing Written Communications

Standard E1-4 The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, correct use of the conventions of written Standard American English.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

- E1-4.1 Use prewriting techniques such as creating lists, having discussions, using graphic organizers, using models, and using outlines to organize written works.
- E1-4.2 Use complete sentences in a variety of types: simple, compound, complex, and compound-complex.
- E1-4.3 Create multiple-paragraph compositions that have an introduction and a conclusion, include a coherent thesis, and use support such as definitions and descriptions.
- E1-4.4 Use the conventions of written Standard American English.
- E1-4.5 Use proofreading skills to edit for the correct use of written Standard American English.
- E1-4.6 Use revision strategies to improve the organization and development of content and the quality of voice in written works.

English 1

WRITING

Producing Written Communications in a Variety of Forms

Standard E1-5 The student will write for a variety of purposes and audiences.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

- E1-5.1 Create informational pieces such as letters of request, inquiry, or complaint that use language appropriate for the specific audience.
- E1-5.2 Create narratives such as personal essays, memoirs, or narrative poems that use descriptive language to create tone and mood.
- E1-5.3 Create descriptions for use in other modes of written works such as narratives and expository or persuasive pieces.
- E1-5.4 Create persuasive pieces such as editorials, essays, speeches, or reports that develop a clearly stated thesis and use support such as facts, statistics, and firsthand accounts.

English 1

RESEARCHING

Applying the Skills of Inquiry and Oral Communication

Standard E1-6 The student will access and use information from a variety of sources.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

- E1-6.1 Clarify and refine a research topic.
- E1-6.2 Use direct quotations, paraphrasing, or summaries to incorporate into oral or written works the information gathered from a variety of research sources.
- E1-6.3 Use a standardized system of documentation (including a list of sources with full publication information and the use of in-text citations) to properly credit the work of others.
- E1-6.4 Use vocabulary (including Standard American English) that is appropriate for the particular audience or purpose.
- E1-6.5 Create written works and oral and visual presentations that are designed for a specific audience and purpose.
- E1-6.6 Select appropriate graphics, in print or electronic form, to support written works and oral and visual presentations.
- E1-6.7 Use a variety of print and electronic reference materials.
- E1-6.8 Design and carry out research projects by selecting a topic, constructing inquiry questions, accessing resources, and organizing information.

English 2

Overview

Students in English 2 continue to develop their skills through the structured study and independent reading of literary and informational texts. With the focus on world literature, they read a variety of fiction, poetry, drama, and nonfiction literary texts both in class and on their own. They study the author's craft by making inferences about meaning and the use of language, determining point of view, and analyzing theme and figurative language in literary texts. By reading informational texts, students analyze the development of a thesis. They create a variety of responses to texts and critique how bias is revealed. Students understand, interpret, analyze, and evaluate aspects of literary and informational texts. In addition, students continue to develop and use in their reading, writing, and oral communication a knowledge of vocabulary that includes roots, affixes, euphemisms, and idioms.

Students produce essays that are coherent and well organized with a thesis and supporting evidence. In implementing the writing process, students compose various types of writing including narrative, persuasive, expository, technical, and analytical. They proofread and edit for the correct use of the conventions of Standard American English, and they use revision strategies to improve the content and development, the organization, and the quality of voice in their written works.

The ability to locate, use, and evaluate information forms the basis of lifelong learning. High school students are faced with unprecedented amounts of information—in school, the workplace, and at home. They must develop skills and strategies to evaluate information critically. Students learn to question the authenticity, validity, and reliability of sources of information. In carrying out the research process, students identify a topic, collect information from primary and secondary sources, and present the information in oral, written, and visual formats. Students evaluate the validity of sources and incorporate their own ideas with the ideas of others. They also paraphrase and summarize information they have gathered from their research. They properly credit the work of others by using a standardized system of documentation.

English 2

READING

Understanding and Using Literary Texts

Standard E2-1 The student will read and comprehend a variety of literary texts in print and nonprint formats.

Students in English 2 read four major types of literary texts: **fiction**, **literary nonfiction**, **poetry**, and **drama**. In the category of **fiction**, they read the following specific types of texts: chapter books, adventure stories, historical fiction, contemporary realistic fiction, science fiction, folktales, myths, satires, parodies, allegories, and monologues. In the category of **literary nonfiction**, they read classical essays, memoirs, autobiographical and biographical sketches, and speeches. In the category of **poetry**, they read narrative poems, lyrical poems, humorous poems, free verse, odes, songs/ballads, and epics.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

- E2-1.1 Compare/contrast ideas within and across literary texts to make inferences.
- E2-1.2 Analyze the impact of point of view on literary texts.
- E2-1.3 Analyze devices of figurative language (including extended metaphor, oxymoron, and paradox).
- E2-1.4 Analyze the relationship among character, plot, and theme in a given literary text.
- E2-1.5 Analyze the effect of the author's craft (including tone and the use of imagery, flashback, foreshadowing, symbolism, irony, and allusion) on the meaning of literary texts.
- E2-1.6 Create responses to literary texts through a variety of methods such as written works, oral presentations, media productions, and the visual and performing arts.
- E2-1.7 Carry out independent reading for extended periods of time to derive pleasure.

English 2

READING

Understanding and Using Informational Texts

Standard E2-2 The student will read and comprehend a variety of informational texts in print and nonprint formats.

Students in English 2 read **informational (expository/persuasive/argumentative) texts** of the following types: historical documents, research reports, essays (e.g., social, political, scientific, historical, natural history), position papers (e.g., persuasive brochures, campaign literature), editorials, letters to the editor, informational trade books, textbooks, news and feature articles, magazine articles, advertisements, journals, speeches, reviews (e.g., book, movie, product), contracts, instruction manuals, product-support materials, and application forms. They also read directions, schedules, and recipes embedded in informational texts. In addition, they examine commercials, documentaries, and other forms of **nonprint informational texts**.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

- E2-2.1 Compare/contrast theses within and across informational texts.
- E2-2.2 Compare/contrast information within and across texts to draw conclusions and make inferences.
- E2-2.3 Analyze informational texts for indicators of author bias such as word choice, the exclusion and inclusion of particular information, and unsupported opinion.
- E2-2.4 Create responses to informational texts through a variety of methods such as drawings, written works, oral presentations, and media productions.
- E2-2.5 Carry out independent reading for extended periods of time to gain information.
- E2-2.6 Analyze the impact that text elements have on the meaning of a given informational text.
- E2-2.7 Analyze information from graphic features such as charts and graphs in informational texts.
- E2-2.8 Analyze informational texts to identify propaganda techniques.

English 2

READING

Building Vocabulary

Standard E2-3 The student will use word analysis and vocabulary strategies to read fluently.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

- E2-3.1 Use context clues to determine the meaning of technical terms and other unfamiliar words.
- E2-3.2 Analyze the meaning of words by using knowledge of Greek and Latin roots and affixes.
- E2-3.3 Interpret the connotations of words to understand the meaning of a given text.

English 2

WRITING

Developing Written Communications

Standard E2-4 The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions of written Standard American English.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

- E2-4.1 Use prewriting techniques such as creating lists, having discussions, using graphic organizers, using models, and using outlines to organize written works.
- E2-4.2 Use complete sentences in a variety of types in written works.
- E2-4.3 Create multiple-paragraph compositions that have an introduction and a conclusion, include a coherent thesis, and use support such as definitions and descriptions.
- E2-4.4 Use the conventions of written Standard American English.
- E2-4.5 Use proofreading skills to edit for the correct use of written Standard American English.
- E2-4.6 Use revision strategies to improve the organization and development of content and the quality of voice in written works.

English 2

WRITING

Producing Written Communications in a Variety of Forms

Standard E2-5 The student will write for a variety of purposes and audiences.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

- E2-5.1 Produce clear and concise career-oriented/technical writings such as memos, business letters, résumés, technical reports, and information analyses.
- E2-5.2 Create narratives such as personal essays, memoirs, and narrative poems that use descriptive language to enhance setting and characterization.
- E2-5.3 Create descriptions for use in other modes of written works such as narratives and expository or persuasive pieces.
- E2-5.4 Create persuasive writings such as editorials, essays, speeches, or reports that address a specific audience and support a clearly stated thesis with facts, statistics, and/or first-hand accounts.

English 2

RESEARCHING

Applying the Skills of Inquiry and Oral Communication

Standard E2-6 The student will access and use information from a variety of sources.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

- E2-6.1 Clarify and refine a research topic.
- E2-6.2 Use direct quotations, paraphrasing, or summarizing to incorporate into oral or written works the information gathered from a variety of research sources.
- E2-6.3 Use a standardized system of documentation (including a list of sources with full publication information and the use of in-text citations) to properly credit the work of others.
- E2-6.4 Use vocabulary (including Standard American English) that is appropriate for the particular audience or purpose.
- E2-6.5 Create written works and oral and visual presentations that are designed for a specific audience and purpose.
- E2-6.6 Select appropriate graphics, in print or electronic form, to support written works and oral and visual presentations.
- E2-6.7 Use a variety of print and electronic reference materials.
- E2-6.8 Design and carry out research projects by selecting a topic, constructing inquiry questions, accessing resources, and organizing information.

English 3

Overview

In English 3, students refine their knowledge of language through a focused study of American literature. They read and view a variety of informational texts as well as four major types of literary texts—fiction, literary nonfiction, poetry, and drama—both inside and outside of class. Through literary texts, students study the author’s craft by making inferences, determining point of view, and analyzing theme and figurative language. By reading a variety of informational texts, students analyze an author’s development and support of a thesis and create a variety of responses to texts. English 3 students analyze propaganda techniques and critique how bias is revealed in texts. In addition, students continue to develop and use in their reading, writing, and oral communication a knowledge of vocabulary that includes roots, affixes, euphemisms, and idioms.

In writing, students produce essays that are coherent and well organized with a thesis and supporting evidence. In implementing the writing process, students compose various types of written works, including narratives and informational (expository/persuasive/argumentative) pieces. They proofread and edit their work for the correct use of the conventions of written Standard American English, and they use revision strategies to improve such elements as voice, content and development, and organization.

Students in English 3 are more sophisticated and self-directed in their learning than they were in the lower grades. In carrying out the research process, they identify a topic, collect information from primary and secondary sources, and present their findings and conclusions in oral, written, and visual formats. Students must determine the particular type of information they need for a specific topic, and they must know how to locate that information efficiently. Students must also evaluate the validity of their sources. In addition, after incorporating their own ideas with information from other sources, they must clearly distinguish their own ideas from those of others by providing accurate and complete documentation.

English 3

READING

Understanding and Using Literary Texts

Standard E3-1 The student will read and comprehend a variety of literary texts in print and nonprint formats.

Students in English 3 read four major types of literary texts: **fiction**, **literary nonfiction**, **poetry**, and **drama**. In the category of **fiction**, they read the following specific types of texts: chapter books, adventure stories, historical fiction, contemporary realistic fiction, folktales, myths, satires, parodies, allegories, and monologues. In the category of **literary nonfiction**, they read classical essays, memoirs, autobiographical and biographical sketches, and speeches. In the category of **poetry**, they read narrative poems, lyrical poems, humorous poems, free verse, odes, songs/ballads, and epics.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

- E3-1.1 Compare/contrast ideas within and across literary texts to make inferences.
- E3-1.2 Evaluate the impact of point of view on literary texts.
- E3-1.3 Evaluate devices of figurative language figurative language (including extended metaphor, oxymoron, and paradox).
- E3-1.4 Evaluate the relationship among character, plot, and theme in a given literary text.
- E3-1.5 Analyze the effect of the author's craft (including tone and the use of imagery, flashback, foreshadowing, symbolism, irony, and allusion) on the meaning of literary texts.
- E3-1.6 Create responses to literary texts through a variety of methods such as written works, oral presentations, media productions, and the visual and performing arts.
- E3-1.7 Carry out independent reading for extended periods of time to derive pleasure.

English 3

READING

Understanding and Using Informational Texts

Standard E3-2 The student will read and comprehend a variety of informational texts in print and nonprint formats.

Students in English 3 read **informational (expository/persuasive/argumentative) texts** of the following types: historical documents, research reports, essays (e.g., social, political, scientific, historical, natural history), position papers (e.g., persuasive brochures, campaign literature), editorials, letters to the editor, informational trade books, textbooks, news and feature articles, magazine articles, advertisements, journals, speeches, reviews (e.g., book, movie, product), contracts, instruction manuals, product-support materials, and application forms. They also read directions, schedules, and recipes embedded in informational texts. In addition, they examine commercials, documentaries, and other forms of **nonprint informational texts**.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

- E3-2.1 Evaluate theses within and across informational texts.
- E3-2.2 Compare/contrast information within and across texts to draw conclusions and make inferences.
- E3-2.3 Analyze informational texts for indicators of author bias such as word choice, the exclusion and inclusion of particular information, and unsupported opinion.
- E3-2.4 Create responses to informational texts through a variety of methods such as drawings, written works, oral presentations, and media productions.
- E3-2.5 Carry out independent reading for extended periods of time to gain information.
- E3-2.6 Evaluate the impact that text elements have on the meaning of a given informational text.
- E3-2.7 Evaluate information from graphic features such as charts and graphs in informational texts.
- E3-2.8 Evaluate informational texts to identify propaganda techniques.

English 3

READING

Building Vocabulary

Standard E3-3 The student will use word analysis and vocabulary strategies to read fluently.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

- E3-3.1 Use context clues to determine the meaning of technical terms and other unfamiliar words.
- E3-3.2 Analyze the meaning of words by using knowledge of Greek and Latin roots and affixes.
- E3-3.3 Understand how American history and culture have influenced the use and development of the English language.

English 3

WRITING

Developing Written Communications

Standard E3-4 The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, correct use of the conventions of written Standard American English.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

- E3-4.1 Use prewriting techniques such as creating lists, having discussions, using graphic organizers, using models, and using outlines to organize written works.
- E3-4.2 Use complete sentences in a variety of types in written works.
- E3-4.3 Create multiple-paragraph compositions that have an introduction and a conclusion, include a coherent thesis, and use support such as definitions and descriptions.
- E3-4.4 Use the conventions of written Standard American English.
- E3-4.5 Use proofreading skills to edit for the correct use of written Standard American English.
- E3-4.6 Use revision strategies to improve the organization and development of content and the quality of voice in written works.

English 3

WRITING

Producing Written Communications in a Variety of Forms

Standard E3-5 The student will write for a variety of purposes and audiences.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

- E3-5.1 Produce clear and concise career-oriented/technical writings such as memos, business letters, résumés, technical reports, and information analyses.
- E3-5.2 Create narratives such as personal essays, memoirs, or narrative poems that use descriptive language to enhance voice and tone.
- E3-5.3 Create descriptions for use in other modes of written works such as narratives and expository or persuasive pieces.
- E3-5.4 Create persuasive writings such as editorials, essays, speeches, or reports that address a specific audience and use logical arguments supported by facts or expert opinions.

English 3

RESEARCHING

Applying the Skills of Inquiry and Oral Communication

Standard E3-6 The student will access and use information from a variety of sources.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

- E3-6.1 Clarify and refine a research topic.
- E3-6.2 Use direct quotations, paraphrasing, or summarizing to incorporate into oral or written works the information gathered from a variety of research sources.
- E3-6.3 Use a standardized system of documentation (including a list of sources with full publication information and the use of in-text citations) to properly credit the work of others.
- E3-6.4 Use vocabulary (including Standard American English) that is appropriate for the particular audience or purpose.
- E3-6.5 Create written works and oral and visual presentations that are designed for a specific audience and purpose.
- E3-6.6 Select appropriate graphics, in print or electronic form, to support written works and oral and visual presentations.
- E3-6.7 Use a variety of print and electronic reference materials.
- E3-6.8 Design and carry out research projects by selecting a topic, constructing inquiry questions, accessing resources, and organizing information.

English 4

Overview

Focusing on British literature, English 4 students refine and expand their skills in language through structured study and independent reading of literary and informational works. Both inside and outside of class, they read and view a variety of informational texts as well as four major types of literary texts: fiction, literary nonfiction, poetry, and drama. Through literary texts, students study the author's craft by making inferences, determining point of view, analyzing theme, and figurative language. In reading a variety of informational texts, students analyze an author's development of a thesis and examine the ways that bias is revealed in texts. In addition, English 4 students continue to create a variety of responses to what they read and to develop and use in their reading, writing, and oral communication a knowledge of vocabulary that includes roots, affixes, euphemisms, and idioms.

As these students increase the sophistication of their writing, they produce coherent and well-organized writing that includes a thesis and supporting evidence. In implementing the writing process, they create various types of written works, including informational (expository/persuasive/argumentative) pieces and narratives. They proofread and edit their work for the correct use of the conventions of written Standard American English, and they use revision strategies to improve such elements as voice, content and development, and organization.

In carrying out the research process, students identify a topic, collect information from primary and secondary sources, and present their findings and conclusions in oral, written, and visual formats. They must determine what particular type of information they need for a specific topic, and they must know how to locate that information efficiently. Students must also evaluate the validity of their sources. In addition, after incorporating their own ideas with ideas from other sources, they must distinguish their own ideas from those of others by providing accurate and complete documentation. In this capstone English course, high school students assimilate and strengthen the reading, writing, communicating, and researching skills they have acquired in previous courses as solid preparation for entering college or the workplace.

English 4

READING

Understanding and Using Literary Texts

Standard E4-1 The student will read and comprehend a variety of literary texts in print and nonprint formats.

Students in English 4 read four major types of literary texts: **fiction**, **literary nonfiction**, **poetry**, and **drama**. In the category of **fiction**, they read the following specific types of texts: adventure stories, historical fiction, contemporary realistic fiction, myths, satires, parodies, allegories, and monologues. In the category of **literary nonfiction**, they read classical essays, memoirs, autobiographical and biographical sketches, and speeches. In the category of **poetry**, they read narrative poems, lyrical poems, humorous poems, free verse, odes, songs/ballads, and epics.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

- E4-1.1 Compare/contrast ideas within and across literary texts to make inferences.
- E4-1.2 Evaluate the impact of point of view on literary texts.
- E4-1.3 Evaluate devices of figurative language (including extended metaphor, oxymoron, and paradox).
- E4-1.4 Evaluate the relationship among character, plot, and theme in a given literary text.
- E4-1.5 Analyze the effect of the author's craft (including tone and the use of imagery, flashback, foreshadowing, symbolism, irony, and allusion) on the meaning of literary texts.
- E4-1.6 Create responses to literary texts through a variety of methods such as written works, oral presentations, media productions, and the visual and performing arts.
- E4-1.7 Carry out independent reading for extended periods of time to derive pleasure.

English 4

READING

Understanding and Using Informational Texts

Standard E4-2 The student will read and comprehend a variety of informational texts in print and nonprint formats.

Students in English 4 read **informational (expository/persuasive/argumentative) texts** of the following types: historical documents, research reports, essays (e.g., social, political, scientific, historical, natural history), position papers (e.g., persuasive brochures, campaign literature), editorials, letters to the editor, informational trade books, textbooks, news and feature articles, magazine articles, advertisements, journals, speeches, reviews (e.g., book, movie, product), contracts, instruction manuals, product-support materials, and application forms. They also read directions, schedules, and recipes embedded in informational texts. In addition, they examine commercials, documentaries, and other forms of **nonprint informational texts**.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

- E4-2.1 Evaluate theses within and across informational texts.
- E4-2.2 Compare/contrast information within and across texts to draw conclusions and make inferences.
- E4-2.3 Analyze informational texts for indicators of author bias such as word choice, the exclusion and inclusion of particular information, and unsupported opinion.
- E4-2.4 Create responses to informational texts through a variety of methods such as drawings, written works, oral presentations, and media productions.
- E4-2.5 Carry out independent reading for extended periods of time to gain information.
- E4-2.6 Evaluate the impact that text elements have on the meaning of a given informational text.
- E4-2.7 Evaluate information from graphic features such as charts and graphs in informational texts.
- E4-2.8 Evaluate informational texts to identify propaganda techniques.

English 4

READING

Building Vocabulary

Standard E4-3 The student will use word analysis and vocabulary strategies to read fluently.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

- E4-3.1 Use context clues to determine the meaning of technical terms and other unfamiliar words.
- E4-3.2 Analyze the meaning of words by using knowledge of Greek and Latin roots and affixes.
- E4-3.3 Understand how British history and culture have influenced the use and development of the English language.

English 4

WRITING

Developing Written Communications

Standard E4-4 The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions of written Standard American English.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

- E4-4.1 Use prewriting techniques such as creating lists, having discussions, using graphic organizers, using models, and using outlines to organize written works.
- E4-4.2 Use complete sentences in a variety of types in written works.
- E4-4.3 Create multiple-paragraph compositions that have an introduction and a conclusion, include a coherent thesis, and use support such as definitions and descriptions.
- E4-4.4 Use the conventions of written Standard American English.
- E4-4.5 Use proofreading skills to edit for the correct use of written Standard American English.
- E4-4.6 Use revision strategies to improve the organization and development of content and the quality of voice in written works.

English 4

WRITING

Producing Written Communications in a Variety of Forms

Standard E4-5 The student will write for a variety of purposes and audiences.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

- E4-5.1 Produce clear and concise career-oriented/technical writings such as memos, business letters, résumés, technical reports, and information analyses.
- E4-5.2 Create narratives such as personal essays, memoirs, and narrative poems that use descriptive language to enhance voice and tone.
- E4-5.3 Create descriptions for use in other modes of written works such as narratives and expository or persuasive pieces.
- E4-5.4 Create persuasive writings such as editorials, essays, speeches, or reports that address a specific audience and use logical arguments supported by facts or expert opinions.

English 4

RESEARCHING

Applying the Skills of Inquiry and Oral Communication

Standard E4-6 The student will access and use information from a variety of sources.

Indicators

The teacher should continue to address earlier indicators as they apply to more difficult texts.

- E4-6.1 Clarify and refine a research topic.
- E4-6.2 Use direct quotations, paraphrasing, or summarizing to incorporate into oral or written works the information gathered from a variety of research sources.
- E4-6.3 Use a standardized system of documentation (including a list of sources with full publication information and the use of in-text citations) to properly credit the work of others.
- E4-6.4 Use vocabulary (including Standard American English) that is appropriate for the particular audience or purpose.
- E4-6.5 Create written works and oral and visual presentations that are designed for a specific audience and purpose.
- E4-6.6 Select appropriate graphics, in print or electronic form, to support written works and oral and visual presentations.
- E4-6.7 Use a variety of print and electronic reference materials.
- E4-6.8 Design and carry out research projects by selecting a topic, constructing inquiry questions, accessing resources, and organizing information.

APPENDIX

Revised Bloom's Taxonomy

In 1956, Benjamin Bloom and his colleagues published the *Taxonomy of Educational Objectives: The Classification of Educational Goals*, a groundbreaking book that classified educational goals according to the cognitive processes that learners must use in order to attain those goals. The work, which was enthusiastically received, was utilized by teachers to analyze learning in the classroom for nearly fifty years.

However, research during that time span generated new ideas and information about how learners learn and how teachers teach. Education practice is very different today. Even the measurement of achievement has changed: teachers now live in a standards-based world defined by state accountability systems.

In order to reflect the new data and insights about teaching and learning that the past forty-five years of research have yielded—and to refocus educators' attention on the value of the original Bloom's taxonomy—Lorin Anderson and David Krathwohl led a team of colleagues in revising and enhancing that system to make it more usable for aligning standards, instruction, and assessment in today's schools. Their results of their work were published in 2001 as *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives* (New York: Allyn and Bacon)—a book that is important to educators because it provides the common understanding of expectations that is critical for improving student achievement in all subjects.

The revised taxonomy is two-dimensional, identifying both the kind of knowledge to be learned (knowledge dimension) and the kind of learning expected from students (cognitive processes) to help teachers and administrators improve alignment and rigor in the classroom. This taxonomy will assist educators to improve instruction, to ensure that their lessons and assessments are aligned with one another and with the state standards, that their lessons are cognitively rich, and that instructional opportunities are not missed.

Tables 1 and 2 below are reproduced from Anderson and Krathwohl's *Taxonomy for Learning, Teaching, and Assessing*, pages 46 and 67, respectively. Table 3, "A Taxonomy for Teaching, Learning, and Assessing," describes both dimensions of the taxonomy: the categories and subcategories of knowledge described in table 1 and the cognitive processes described in table 2. This matrix is provided as a template for teachers to use in analyzing their instruction as they seek to align standards, units/lessons/activities, and assessments. Examples and more information about specific uses of the matrix can be found in the *Taxonomy for Learning*.

Table 1: The Knowledge Dimension

MAJOR TYPES AND SUBTYPES	EXAMPLES
A. FACTUAL KNOWLEDGE—The basic elements students must know to be acquainted with a discipline or solve problems in it	
AA. Knowledge of terminology	Technical vocabulary, musical symbols
AB. Knowledge of specific details and elements	Major natural resources, reliable sources of information
B. CONCEPTUAL KNOWLEDGE—The interrelationships among the basic elements within a larger structure that enable them to function together	
BA. Knowledge of classifications and categories	Periods of geological time, forms of business ownership
BB. Knowledge of principles and generalizations	Pythagorean theorem, law of supply and demand
BC. Knowledge of theories, models, and structures	Theory of evolution, structure of Congress
C. PROCEDURAL KNOWLEDGE—How to do something, methods and inquiry, and criteria for using skills, algorithms, techniques, and methods	
CA. Knowledge of subject-specific skills and algorithms	Skills used in painting with watercolors, whole-number division algorithm
CB. Knowledge of subject-specific techniques and methods	Interviewing techniques, scientific method
CC. Knowledge of criteria for determining when to use appropriate procedures	Criteria used to determine when to apply a procedure involving Newton’s second law, criteria used to judge the feasibility of using a particular method to estimate business costs
D. METACOGNITIVE KNOWLEDGE—Knowledge of cognition in general as well as awareness and knowledge of one’s own cognition	
DA. Strategic knowledge	Knowledge of outlining as a means of capturing the structure of a unit of subject matter in a textbook, knowledge of the use of heuristics
DB. Knowledge about cognitive tasks, including appropriate contextual and conditional knowledge	Knowledge of the types of tests particular teachers administer, knowledge of the cognitive demands of different tasks
DC. Self-knowledge	Knowledge that critiquing essays is a personal strength, whereas writing essays is a personal weakness; awareness of one’s own knowledge level

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Table 2: The Cognitive Process Dimension

CATEGORIES & COGNITIVE PROCESSES	ALTERNATIVE NAMES	DEFINITIONS AND EXAMPLES
1. REMEMBER—Retrieve relevant knowledge from long-term memory		
1.1 RECOGNIZING	Identifying	Locating knowledge in long-term memory that is consistent with presented material (e.g., Recognize the dates of important events in United States history)
1.2 RECALLING	Retrieving	Retrieving relevant knowledge from long-term memory (e.g., Recall the dates of important events in United States history)
2. UNDERSTAND—Construct meaning from instructional messages, including oral, written, and graphic communication		
2.1 INTERPRETING	Clarifying, paraphrasing, representing, translating	Changing from one form of representation (e.g., numerical) to another (e.g., verbal) (e.g., Paraphrase important speeches and documents)
2.2 EXEMPLIFYING	Illustrating, instantiating	Finding a specific example or illustration of a concept or principle (e.g., Give examples of various artistic painting styles)
2.3 CLASSIFYING	Categorizing, subsuming	Determining that something belongs to a category (e.g., Classify observed or described cases of mental disorders)
2.4 SUMMARIZING	Abstracting, generalizing	Abstracting a general theme or major point(s) (e.g., Write a short summary of events portrayed on a videotape)
2.5 INFERRING	Concluding, extrapolating, interpolating, predicting	Drawing a logical conclusion from presented information (e.g., In learning a foreign language, infer grammatical principles from examples)
2.6 COMPARING	Contrasting, mapping, matching	Detecting correspondences between two ideas, objects, and the like (e.g., Compare historical events to contemporary situations)
2.7 EXPLAINING	Constructing models	Constructing a cause-and-effect model of a system (e.g., Explain the causes of important 18th Century events in France)
3. APPLY—Carry out or use a procedure in a given situation		
3.1 EXECUTING	Carrying out	Applying a procedure to a familiar task (e.g., Divide one whole number by another whole number, both with multiple digits)
3.2 IMPLEMENTING	Using	Applying a procedure to an unfamiliar task (e.g., Use Newton's Second Law in situations in which it is appropriate)

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Table 2: The Cognitive Process Dimension

CATEGORIES & COGNITIVE PROCESSES	ALTERNATIVE NAMES	DEFINITIONS AND EXAMPLES
4. ANALYZE—Break material into its constituent parts and determine how the parts relate to one another and to an overall structure or purpose		
4.1 DIFFERENTIATING	Discriminating, distinguishing, focusing, selecting	Distinguishing relevant from irrelevant parts or important from unimportant parts of presented material (e.g., Distinguish between relevant and irrelevant numbers in a mathematical word problem)
4.2 ORGANIZING	Finding coherence, integrating, outlining, parsing, structuring	Determining how elements fit or function within a structure (e.g., Structure evidence in a historical description into evidence for and against a particular historical explanation)
4.3 ATTRIBUTING	Deconstructing	Determine a point of view, bias, values, or intent underlying presented material (e.g., Determine the point of view of the author of an essay in terms of his or her political perspective)
5. EVALUATE—Make judgments based on criteria and standards		
5.1 CHECKING	Coordinating, detecting, monitoring, testing	Detecting inconsistencies or fallacies within a process or product; determining whether a process or product has internal consistency; detecting the effectiveness of a procedure as it is being implemented (e.g., Determine if a scientist's conclusions follow from observed data)
5.2 CRITIQUING	Judging	Detecting inconsistencies between a product and external criteria, determining whether a product has external consistency; detecting the appropriateness of a procedure for a given problem (e.g., Judge which of two methods is the best way to solve a given problem)
6. CREATE—Put elements together to form a coherent or functional whole, reorganize elements into a new pattern or structure		
6.1 GENERATING	Hypothesizing	Coming up with alternative hypotheses based on criteria (e.g., Generate hypotheses to account for an observed phenomenon)
6.2 PLANNING	Designing	Devising a procedure for accomplishing some task (e.g., Plan a research paper on a given historical topic)
6.3 PRODUCING	Constructing	Inventing a product (e.g., Build habitats for a specific purpose)

Table 3: A Taxonomy for Teaching, Learning, and Assessing

THE KNOWLEDGE DIMENSION	THE COGNITIVE PROCESS DIMENSION					
	1. Remember— Retrieve relevant knowledge from long-term memory 1.1 Recognizing 1.2 Recalling	2. Understand— Construct meaning from instructional messages, including oral, written, and graphic communication 2.1 Interpreting 2.2 Exemplifying 2.3 Classifying 2.4 Summarizing 2.5 Inferring 2.6 Comparing 2.7 Explaining	3. Apply— Carry out or use a procedure in a given situation 3.1 Executing 3.2 Implementing	4. Analyze— Break material into its constituent parts and determine how the parts relate to one another and to an overall structure or purpose 4.1 Differentiating 4.2 Organizing 4.3 Attributing	5. Evaluate— Make judgments based on criteria and standards 5.1 Checking 5.2 Critiquing	6. Create— Put elements together to form a coherent or functional whole; reorganize elements into a new pattern or structure 6.1 Generating 6.2 Planning 6.3 Producing
A. Factual Knowledge— The basic elements that students must know to be acquainted with a discipline or solve problems in it AA. Knowledge of terminology AB. Knowledge of specific details and elements						
B. Conceptual Knowledge— The interrelationships among the basic elements within a larger structure that enable them to function together BA. Knowledge of classifications and categories BB. Knowledge of principles and generalizations BC. Knowledge of theories, models, and structures						
C. Procedural Knowledge— How to do something, methods of inquiry, and criteria for using skills, algorithms, techniques, and methods CA. Knowledge of subject-specific skills and algorithms CB. Knowledge of subject-specific techniques and methods CC. Knowledge of criteria for determining when to use appropriate procedures						
D. Metacognitive Knowledge— Knowledge of cognition in general as well as awareness of one's own cognition DA. Strategic knowledge DB. Knowledge about cognitive tasks, including appropriate contextual and conditional knowledge DC. Self-knowledge						