

St. Philomena School

**MODEL CONTENT STANDARDS
&
GRADE LEVEL EXPECTATIONS**

READING & WRITING

INTRODUCTION

St. Philomena School Model Content Standards for Reading and Writing

The ability to communicate clearly – to read, write, speak, and listen – forms the core of human culture. Reading, writing, speaking, and listening skills are essential tools for learning, for success in the workplace, for enriching and expanding our lives, and for responsible citizenship.

Language skills are particularly critical in the area of education. Through language abilities, students understand the academic content areas. Success in learning is grounded in students acquiring solid knowledge and skills in reading, writing, speaking, and listening. The St. Philomena Model Content Standards set high expectations in these areas for all students.

Reading and writing also have the power to bridge time and place. We remain in contact with people who lived before us through literature and other written records of human experience. We reach toward our future by knowing how to locate, read, and make use of an ever-increasing amount of information.

These standards express what each student in St. Philomena School should know and be able to do in order to

- Become fluent readers, writers, and speakers;
- Be able to communicate effectively, concisely, coherently, and imaginatively;
- Recognize the power of language and use that power ethically and creatively; and
- Be at ease communicating in an increasingly technological world.

For the benefit of St. Philomena School, students, educators, parents, and communities can now focus their attention and energy on creating the conditions under which all students can meet these expectations. Therefore, it is the responsibility of the education community to intervene at the earliest point in the child’s formal educational experience where, through careful observation, it becomes apparent that a child is not progressing in a manner which will lead to the meeting of these standards.

Model Content Standards

Reading and Writing

- 1. Students read and understand a variety of materials**
- 2. Students write and speak for a variety of purposes and audiences.**
- 3. Students write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling.**
- 4. Students apply thinking skills to their reading, writing, speaking, listening, and viewing.**
- 5. Students read to locate, select, and make use of relevant information from a variety of media, reference, and technological sources.**
- 6. Students read and recognize literature as a record of human experience.**

STANDARD 1:

Students read and understand a variety of materials.

In order to meet this standard, students will:

- Use comprehension skills such as previewing, predicting, inferring, comparing and contrasting, re-reading and self-monitoring, summarizing, identifying the author's purpose, determining the main idea, and applying knowledge of foreshadowing, metaphor, simile, symbolism and other figures of speech;
- Make connections between their reading and what they already know, and identify what they need to know about a topic before reading about it;
- Adjust reading strategies for different purposes such as reading carefully, idea by idea; skimming and scanning; fitting materials into an organizational pattern, such as reading a novel chronologically; finding information to support particular ideas; and finding the sequence of steps in a technical publication;
- Use word recognition skills and resources such as phonics, context clues, picture clues, word origins, and word order clues; reference guides; roots, prefixes, and suffixes of words for comprehension; and
- Use information from their reading to increase vocabulary and enhance language usage.

RATIONALE:

The goal for students at all levels is that they know and can use strategies – various ways of unlocking the meaning of words and larger blocks of text – to become successful readers. The strategies are applied in increasingly difficult reading material at each grade level. At all levels, students should be challenged to read literature and other materials that stimulate their interests and intellectual abilities. Reading from a wide variety of texts, both assigned and student selected, provides experience in gaining information and pleasure from diverse forms and perspectives.

GRADE K

- Tell a simple story with a beginning, middle, and end
- Retell a known story in sequence
- Handle books correctly
- Understand directionality of print
- Focus on word after word in sequence (voice-print match)
- Use pictures to predict print
- Realize that print carries meaning

- Follow written text when the text is read aloud
- Repeat initial sounds in words and endings
- Know letters in their name
- Know own name in print
- Recognize the differences between numerals and letters
- Recognize the difference between lower and upper case letters

GRADE 1

- Use pictures to check meaning
- Use prior knowledge to comprehend text
- Retell in a logical, sequential order including some detail and inference
- Make logical predictions
- Monitor reading to make sure the message makes sense
- Recognize letters and know sound-symbol relationships (graphophonics)
- Use the word attack skill of letter-sound relationships when reading (graphophonics)
- Use sentence structure and word order to predict meaning (syntax)
- Use background knowledge and context to construct meaning (semantics)

GRADE 2

- Gain meaning from a variety of print, such as lists, rhymes, poems, stories, and expository text
- Use a variety of comprehension strategies before, during and after reading
- Use word attack skills to read new and unfamiliar words (graphophonics)
- Use and integrate background knowledge, experience, and context to construct meaning (semantics)

GRADE 3

- Students adjust reading pace to accommodate purpose, style, and difficulty of material; summarize text passages; and apply information and make connections from reading in order to comprehend the material
- Students apply word attack skills to read new and unfamiliar words; use sentence structure, paragraph structure, text organization, and word order (syntax); use and apply background experience and context to construct a variety of meanings (semantics); use strategies of predicting and self correcting

GRADE 4

- Use a full range of strategies to comprehend materials such as direction, nonfiction material, rhymes and poems, and stories
- Identify supporting details and main idea
- Summarize parts of a story
- Draw inferences, make judgments and generalizations using contextual clues
- Set a purpose for reading

- Use bold print, italics, titles, subtitles, quotations, and underlined words to comprehend text
- Identify sequential order in expository text
- Identify cause and effect
- Able to predict outcomes

GRADE 5

- Use a full range of strategies to comprehend technical writing, newspapers, magazines, poetry, short stories, plays, and novels in addition to the types of reading material mentioned above. Students extend their thinking and understanding as they read stories about people from similar and different backgrounds
- Monitor own comprehension and make modifications when understanding breaks down by rereading a portion, using reference aids, and using contextual information
- Select, use, monitor, and reflect upon appropriate strategies for different reading purposes
- Identify sequential order in expository text
- Use word recognition skills to understand unfamiliar words (for example; decoding multi-syllable words, affixes, root words)
- Select appropriate definitions from the dictionary
- Use the pronunciation guide in the dictionary to correctly say unfamiliar words
- Paraphrase key ideas in fiction and non-fiction
- Confirm meaning using context clues

GRADE 6

- Paraphrase, summarize and synthesize information from a variety of text and genres
- Identify main idea and supporting details in a variety of text and genres
- Infer and predict using information in a variety of text and genres
- Monitor own comprehension and make modifications when understanding breaks down by rereading a portion, using reference aids, and using contextual information
- Identify the meaning of prefixes and suffixes
- Use background knowledge of subject and text structure to make complex predictions of content and purpose of text
- Use text structure, such as cause and effect, to locate and recall information
- Establish and adjust purposes for reading, such as reading to find out, to understand, to interpret, to enjoy, and to solve problems
- Use word recognition skills to understand unfamiliar words (for example; letter-sound correspondence, language structures, and context)
- Locate meanings, pronunciations, and derivations of unfamiliar words using dictionaries, glossaries, and other sources

GRADE 7

- Use a full range of strategies to comprehend technical writing, newspapers, magazines, poetry, short stories, plays, and novels in addition to the types of reading material mentioned above. Students extend their thinking and understanding as they read stories about people from similar and different backgrounds

- Compare and contrast texts with similar characters, plots, and/or themes
- Summarize text read such as newspaper and magazine articles, stories, and poetry
- Determine the main idea or essential message in a text
- Make reasonable inferences from information that is implied but not directly stated
- Infer by making connections between separated sections of a text
- Find support in the text for main ideas

GRADE 8

- Use a full range of strategies to comprehend poetry, short stories, plays and novels
- Extend thinking and understanding as they read stories about people from similar and different backgrounds
- Paraphrase, summarize, synthesize, and evaluate information from a variety of text and genres
- Identify main idea and supporting details in a variety of text and genres
- Infer and predict using information in a variety of texts and genres

STANDARD 2:

Students write and speak for a variety of purposes and audiences.

In order to meet this standard, students will

- Write and speak for a variety of purposes such as telling stories, presenting analytical responses to literature, conveying technical information, explaining concepts and procedures, and persuading;
- Write and speak for audiences such as peers, teachers, and the community;
- Plan, draft, revise, proofread, and edit written communications;
- Use a variety of devices such as figurative language, symbolism, dialect, and precise vocabulary to convey meaning;
- Organize written and oral presentations using strategies such as lists, outlining, cause-effect relationships, comparison/contrast, problem/solution, and narration; and
- Use handwriting and at the most appropriate time, word processing to produce a product that is legible.

RATIONALE:

Writing and speaking are essential tools for learning, for success in the workplace, and for responsible citizenship. Developing a range of writing and speaking abilities requires extensive study, practice, and thinking. Students need frequent opportunities to write and speak for different audiences and purposes, and they need to be able to communicate expressively, informatively, and analytically. Growth in writing and speaking abilities occurs by applying skills to increasingly challenging communication tasks.

GRADE K

- Relate a narrative, creative story, or other communication by drawing, telling, and writing
- Create a narrative by drawing, telling, and/or emergent writing
- Create a message by drawing, telling, and/or emergent writing

GRADE 1

- Generate topics and develop ideas for a variety of writing and speaking purposes through prewriting activities (for example; brainstorming, webbing, mapping, drawing, KWL charts and group discussions)
- Align purpose (for example to entertain; to inform, to communicate) with audience
- Write a first draft with the necessary components for a specific genre
- Revise draft content (for example; organization, relevant details, clarity)
- Edit revised draft using resources (for example; dictionary, word lists and banks, spell checker, glossary, grammar and usage reference)
- Proofread revised draft
- Present final copy according to purpose (for example; read aloud, display, publish, mail, send, and perform)

GRADE 2

- Generate topics through prewriting activities (for example; brainstorming, webbing, mapping, drawing, K-W-L charts, group discussion)
- Align purpose (for example; to entertain, to inform, to communicate with audience)
- Write a first draft with the necessary components for a specific genre
- Revise draft content (for example; organization, relevant details, clarity)
- Edit revised draft using resources (for example; dictionary, word lists and banks, thesaurus, spell checker, glossary, style manual, grammar and usage reference)
- Proofread revised draft
- Present final copy according to purpose (for example; read aloud, display, publish, mail, send, and perform)

GRADE 3

- Generate topics through prewriting activities (for example; brainstorming, group discussion and a variety of graphic organizers)
- Align purpose (for example; to entertain, to inform, to communicate with audience)
- Write a first draft with the necessary components for a specific genre
- Revise draft content (for example; organization, relevant details, clarity)
- Edit revised draft using resources (for example; dictionary and thesauruses)
- Proofread revised drafts
- Present final copy according to purpose (for example; read aloud, publish, mail etc)

GRADE 4

- Generate topics and develop ideas for a variety of writing and speaking purposes (for example; telling a story, publishing a class newsletter, writing a letter to an adult, writing or orally presenting a book report, creating and producing a play, introducing a speaker or an event, narrating a presentation, reading at Mass)
- Organize their speaking and writing
- Choose vocabulary that communicates their messages clearly and precisely
- Identify and use figurative language (similes and metaphors)
- Use multiple meanings of words, differentiating between denotation and connotation

GRADE 5

- Write stories, letters, and reports with greater detail and supporting material
- Choose vocabulary and figures of speech that communicate clearly
- Draft, revise, edit, and proofread for a legible final copy
- Apply skills in analysis, synthesis, evaluation, and explanation to their writing and speaking
- Incorporate source materials into their speaking and writing (for example; interviews, news articles, encyclopedia information)
- Write and speak in the content areas (for example; science, geography, history, literature), using the technical vocabulary of the subject accurately
- Recognize stylistic elements such as voice, tone, and style
- Generate topics and develop ideas for a variety of writing and speaking purposes (for example; telling a story, writing a letter to an adult, writing and orally presenting a book report, creating and producing a play)
- Organize writing so there is an introduction, logical arrangement of ideas, and a conclusion
- Use transitions to link ideas
- Choose the vocabulary that communicates their messages clearly and precisely
- Revise drafts by adding, elaborating, deleting, combining, and rearranging their text
- Revise drafts for coherence, progression, and logical support

- Edit drafts for specific purposes such as to ensure standard usage, varied sentence structure, and appropriate word choice
- Create readable documents with legible handwriting or word processing at the appropriate time
- Write and speak for a variety of purposes such as telling stories, presenting analytical responses to literature, conveying technical information, explaining concepts and procedures, and persuading

GRADE 6

- Generate topics and develop ideas for a variety of writing and speaking purposes (for example; telling a story, publishing a class newsletter, writing a letter to an adult, writing or orally presenting a book report, creating and producing a play, introducing a speaker or an event, narrating a presentation, writing a summary)
- Organize their writing so that there is an introduction, logical arrangement of ideas, and a conclusion
- Choose vocabulary that communicates their messages clearly and precisely
- Revise drafts by adding, elaborating, deleting, combining, and rearranging text
- Revise drafts for coherence, progression, and logical support
- Edit drafts for specific purposes such as to ensure standard usage, varied sentence structure, and appropriate word choice
- Create readable documents with legible handwriting or word processing at the appropriate time

GRADE 7

- Write in a variety of genres such as personal narratives, informational essays, stories, and letters for specific purposes such as to entertain, to persuade, and to inform, summaries, poetry, research papers, expository pieces, character sketch, compare and contrast, political cartoons
- Develop ideas and content with significant details, examples, and/or reasons
- Organize ideas so that there is an inviting introduction, logical arrangement of ideas, and a satisfying conclusion
- Use transitions to link ideas
- Plan, draft, revise, and edit for a legible final copy
- Use a variety of sentence structures with varied length
- Write with a voice appropriate to purpose and audience
- Choose a range of words that are precise and vivid

GRADE 8

- Write stories, letters, and reports with greater detail and supporting material
- Write in a variety of genres such as personal narratives, informational brochures, essays, stories, and letters for specific purposes such as to entertain, to persuade, and to inform, summaries, poetry, research papers, expository pieces, character sketch, compare and contrast, political cartoons
- Choose vocabulary and figures of speech that communicate clearly
- Draft, revise, edit, and proofread for a legible final copy

- Apply skills in analysis, synthesis, evaluation, and explanation to their writing and speaking
- Recognize stylistic elements such as voice, tone, and style
- Incorporate source materials into their speaking and writing (for example; interviews, news articles, encyclopedia information)
- Write and speak in the content areas (for example; science, geography, history, literature), using the technical vocabulary of the subject accurately

STANDARD 3:

Students write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling.

In order to meet this standard, students will

- Know and use correct grammar in speaking and writing;
- Apply correct usage in speaking and writing;
- Use correct sentence structure in writing; and
- Demonstrate correct punctuation, capitalization, and spelling.

RATIONALE:

Students need to know and be able to use standard English. Proficiency in the standard plays an important role in how the writer or speaker is understood and perceived. All skills in this standard are reinforced and practiced at all grade levels and should be monitored by both the teacher and students to develop lifelong learning skills.

GRADE K

- Spell simple words
- Apply letter/sound relationships as emergent writers
- Print the 26 letters of the alphabet

GRADE 1

- Know and use correct spelling, punctuation, capitalization, grammar, and word usage to complete a variety of writing tasks
- Spell high frequency words correctly
- Punctuate endings of sentences
- Capitalize sentence beginnings and proper nouns
- Write legibly

GRADE 2

- Know and use standard, age-appropriate spelling, grammar, word usage (for example; basic subject-verb agreement, complete simple sentences, appropriate verb tense, regular plurals)
- Write legibly

GRADE 3

- Know and use standard, age-appropriate spelling, grammar, word usage (for example; basic subject verb agreement, complete simple sentences, appropriate verb tense, regular plurals)
- Write legibly

GRADE 4

- Know and use correct modifiers
- Know and use correct capitalization, punctuation, and abbreviations
- Know and use correct subject/verb agreement
- Spell frequently used words correctly using phonics, rules, and exceptions
- Know and use complete sentences and types of sentences
- Know and use parts of speech
- Know and use subject and predicate
- Know and use homophones, synonyms, antonyms, and negatives
- Know and use compound words
- Able to combine sentences logically
- Able to use prefixes and suffixes in order to change the meanings of words

GRADE 5

- Identify the parts of speech such as nouns, pronouns, verbs, adverbs, adjectives, conjunctions, prepositions, and interjections
- Use correct pronoun case, regular and irregular noun and verb forms, and subject-verb agreement involving comparisons in writing and speaking
- Use modifiers, homonyms, and homophones in writing and speaking
- Use simple, compound, complex, and compound/complex sentences in writing and speaking
- Punctuate and capitalize titles and direct quotations, using possessives, and correct paragraphing in writing
- Use prefixes, root words, and suffixes correctly in writing and speaking
- Expand spelling skills to include more complex words
- Demonstrate use of conventional spelling in their published works
- Use resources such as spell checkers, dictionaries, and charts to monitor their spelling accuracy
- Know and use regular and irregular verbs
- Write in complete sentences varying the types such as compound and complex
- Use adjectives and adverbs appropriately
- Employ standard English usage in writing including subject-verb agreement and pronoun referents

- Know and use correct capitalization, punctuation, and abbreviations

GRADE 6

- Know and use regular and irregular plurals correctly
- Write in complete sentences varying the types such as compound and complex, and using appropriately punctuated dependent clauses
- Use adjectives (comparative and superlative forms) and adverbs appropriately
- Employ standard English usage in writing, including subject-verb agreement and pronoun referents
- Know and use correct capitalization, punctuation, and abbreviations
- Know and use correct pronoun case

GRADE 7

- Identify parts of speech such as nouns, pronouns, verbs, adjectives, prepositions, interjections, predicate nominatives and adjectives, direct objects, indirect objects, adverbs (comparative) and conjunctions
- Identify appositives
- Identify and use proper abbreviations
- Use standard English usage in writing, including subject/verb agreement, pronoun referents, modifiers, homonyms, and homophones
- Use correct pronoun case, correct verb tense, regular and irregular noun and verb forms, progressive forms of verbs, principle parts of verbs and subject/verb agreement involving comparisons in writing and speaking
- Write in complete sentences
- Identify and use transitive and intransitive verbs and active and passive voice
- Use capitals correctly, such as in titles, direct quotations, and proper nouns
- Identify and use prepositional phrases (adjective and adverb)
- Identify and use participial, infinitive, and gerund phrases
- Punctuate correctly, including apostrophes, commas in dialogue, compound sentences, complex sentences, and direct address; and semi-colons
- Use simple, compound and complex sentences in writing and speaking
- Use paragraphs correctly so that each paragraph is differentiated by indenting or blocking and includes one major focused idea
- Identify and use adjective and adverb clauses
- Identify and avoid the use of misplaced modifiers
- Use conventional spelling in published work

GRADE 8

- Identify the parts of speech such as nouns, pronouns, verbs, adverbs (comparative), adjectives (comparatives), conjunctions and interjections
- Use and identify progressive forms of verbs, principle parts of verbs
- Identify appositives
- Identify and use proper abbreviations

- Use correct pronoun case, correct verb tense, regular and irregular noun and verb forms, progressive forms of verbs, principle parts of verbs, and subject-verb agreement involving comparisons in writing and speaking
- Identify and use transitive and intransitive verbs and active and passive voice
- Use modifiers, homonyms, and homophones in writing and speaking
- Identify and use prepositional phrases (adjective and adverb)
- Identify and use participial, infinitive and gerund phrases
- Use simple, compound, complex, and compound-complex sentences in writing and speaking
- Identify and use adjective, adverb and noun clauses
- Identify and avoid misplaced modifiers
- Punctuate and capitalize titles and direct quotations, as well as apostrophes, commas in dialogue, compound sentences, complex sentences, and direct addressed semi-colons
- Expand spelling skills to include more complex words
- Demonstrate use of conventional spelling in their published work
- Use resources such as spell checkers, dictionaries, and charts to monitor their spelling and accuracy
- Write in complete sentences
- Use paragraphs correctly so that each is differentiated by indenting or blocking and includes on major but focused idea

STANDARD 4:

Students apply thinking skills to their reading, writing, speaking, listening, and viewing.

In order to meet this standard, students will

- Make predictions, analyze, draw conclusions, and discriminate between fact and opinion in writing, reading, speaking, listening, and viewing;
- Use reading, writing, speaking, listening, and viewing to define and solve problems;
- Recognize, express, and defend points of view orally and in writing;
- Identify the purpose, perspective, and historical and cultural influences of a speaker, author, or director; and
- Evaluate the reliability, accuracy, and relevancy of information.

RATIONALE:

Students use reading, writing, speaking, listening, and viewing to think and learn. By moving beyond a literal interpretation of text to an analysis of an author's, speaker's, or director's purpose and perspectives, students practice and improve their higher-level thinking skills. Students need to recognize and evaluate different points of view and to follow a line of reasoning to its logical conclusion. Students need to think about their writing and reading skills and work toward improvement.

GRADE K

- Predict and draw conclusions about stories
- Use reading, writing, speaking, and listening to define and solve problems
- Respond to written and oral presentations as a reader, listener, and articulate speaker
- Formulate questions about what they read, write, hear, and view
- Use listening skills to understand directions

GRADE 1

- Recognize an author's point of view
- Predict and draw conclusions about stories
- Differentiate between fact and opinion in written and spoken forms
- Use reading, writing, speaking, and listening to define and solve problems
- Respond to written and oral presentations as a reader, listener, and articulate speaker
- Formulate questions about what they read, write, hear, and view
- Use listening skills to understand directions

GRADE 2

- Recognize an author's point of view
- Predict and draw conclusions about stories
- Differentiate between fact and opinion in written and spoken forms
- Use reading, writing, speaking, and listening to define and solve problems
- Respond to written and oral presentations as a reader, listener, and articulate speaker
- Formulate questions about what they read, write, hear, and view
- Use listening skills to understand directions

GRADE 3

- Recognize an author's point of view
- Predict and draw conclusions about stories
- Differentiate between fact and opinion in written and spoken forms
- Define and solve problems using reading, writing, speaking and listening skills
- Respond to written and oral presentations as a reader, listener, and articulate speaker
- Formulate questions about what they read, write, hear, and view
- Use listening skills to understand directions

GRADE 4

- Recognize an author's point of view
- Predict and draw conclusions about stories
- Differentiate between fact and opinion in written and spoken forms
- Use reading, writing, speaking, and listening to define and solve problems
- Respond to written and oral presentations as a reader, listener, and articulate speaker
- Use listening skills to understand directions

GRADE 5

- Recognize an author's or speaker's point of view and purpose, separating fact from opinion
- Use reading, writing, speaking, listening, and viewing skills to solve problems and answer questions
- Differentiate between fact and opinion in written and spoken forms
- Recognize, expressing, and defending a point of view orally in an articulate manner and in writing
- Determine literary quality based on elements such as the author's use of vocabulary, character development, plot development, description of setting, and realism of dialogue
- Respond to written and oral presentations as a reader, listener, and articulate speaker
- Use listening skills to understand directions

GRADE 6

- Determine author's purpose
- Predict and draw conclusions about stories
- Differentiate between fact and opinion in written and spoken forms
- Respond to written and oral presentations as a reader, listener, and articulate speaker
- Use listening skills to understand directions

GRADE 7

- Recognize an author's or speaker's point of view and purpose, separating fact from opinion
- Use reading, writing, speaking, listening, and viewing skills to solve problems and answer questions
- Distinguish between fact and opinion
- Make predictions, draw conclusions, and analyze what they read, hear, and view
- Making predictions, drawing conclusions, and analyzing what they read, hear, and view
- Recognizing, expressing, and defending a point of view orally in an articulate manner and in writing
- Determining literary quality based on elements such as the author's use of vocabulary, character development, plot development, description of setting, and realism of dialogue

GRADE 8

- Recognize an author's or speaker's point of view and purpose, separating fact from opinion
- Use reading, writing, speaking, listening, and viewing skills to solve problems and answer questions
- Use reading, writing, speaking, listening, and viewing to solve problems and answer questions
- Make predictions, draw conclusions, and analyze what they read, hear, and view
- Recognize, express, and defend a point of view orally in an articulate manner and in writing
- Determine literary quality based on elements such as the author's use of vocabulary, character development, plot development, description of setting, and realism or dialogue

STANDARD 5:

Students read to locate, select, and make use of relevant information from a variety of media, reference, and technological sources.

In order to meet this standard, students will

- Select relevant material for reading, writing, and speaking purposes;
- Understand the structure, organization, and use of various media, reference, and technological sources as they select information for their reading and writing;
- Paraphrase, summarize, organize, and synthesize information;
- Give credit for others' ideas, images, or information; and
- Use information to produce a quality product.

RATIONALE:

In this age of information and technology, people need reading and information-retrieval skills that will enable them to access facts, images, and text from many sources. The sheer volume of data makes it necessary for information seekers to be able to wade through a maze of facts, figures, and images, and to identify what is useful and relevant.

Knowing how to locate, evaluate, and make use of an ever-increasing amount of information demands a broader repertoire of reading strategies. This implies an

expanded definition of literacy that includes reading for information in a technological age. Students need to become discerning consumers of information.

GRADE K

- Create a message by drawing, telling, and/or emergent writing

GRADE 1

- Gather, organize, and accurately, clearly, and sequentially report information gained from personal observations and experiences such as science experiments, field trips, and classroom visitors
- Record observations (for example; logs, lists, graphs, charts, tables, illustrations)
- Report events sequentially
- Write a concluding statement
- Use resources (for example; video tapes, magazines, informational books, reference materials, interviews, guest speakers, Internet) and report information in their own words
- List resources used by title

GRADE 2

- Gather, organize, and accurately, clearly, and sequentially report information gained from personal observations and experiences such as science experiments, field trips, and classroom visitors
- Record observations (for example; logs, lists, graphs, charts, tables, illustrations)
- Report events sequentially
- Write a concluding statement
- Use resources (for example; video tapes, magazines, informational books, reference materials, interviews, guest speakers, Internet) and report information in their own words
- List resources used by title

GRADE 3

- Gather, organize, and accurately, clearly and sequentially report information gained from personal observations and experiences such as science experiments and “read alouds”
- Record observations (for example; lists, graphs, charts etc)
- Report events sequentially
- Write a concluding statement
- Use resources (for example; non-fiction books, reference material, the Internet) and report information in their own words
- List resources used by title

GRADE 4

- Use organizational features of printed text (for example; page numbering, alphabetizing, glossaries, chapter heading, tables of contents, indexes, captions)
- Recognize and use organizational features of electronic information (for example; pull-down menus, icons, key word searches, entry menu features)

- Make notes and identify main ideas in resource materials
- Sort information as it relates to a specific topic or purpose
- Use the thesaurus, dictionary, encyclopedia and other reference sources from the library
- Give credit for borrowed information by telling or listing sources

GRADE 5

- Use organizational features of printed texts such as prefaces, afterwords, and appendices
- Use organizational features of electronic information (for example; microfiche headings and numbering, headings for accessing nested information in hypertext media, electronic media CD-ROM, DVD), and library and interlibrary catalog databases
- Locate and select relevant information
- Use available technology to research and produce an end-product that is accurately documented
- Give credit for borrowed information in a bibliography
- Frame questions to direct research
- Organize prior knowledge about a topic in a variety of ways (for example; graphic organizers, Venn diagrams, outlines)
- Take notes from relevant and authoritative sources (for example; guest speakers, periodicals, and on- line searches)
- Find information to support ideas
- Present information in various forms using available technology

GRADE 6

- Frame questions to direct research
- Organize prior knowledge about a topic in a variety of ways (for example; graphic organizer, Venn diagram, outline)
- Take notes from relevant and authoritative sources (for example; guest speakers, periodicals, on-line searches)
- Summarize and organize ideas gained from multiple sources in useful ways (for example; outlines, conceptual maps, leaning logs, timelines)
- Find information to support ideas
- Present information in various forms using available technology
- Evaluate own research and raise new questions for further investigation

GRADE 7

- Use organizational features of printed texts such as prefaces, afterwards, and appendices
- Locate and select relevant information
- Using available technology to research and produce an end-product that is accurately documented
- Give credit for borrowed information in a bibliography

GRADE 8

- Use organizational features of printed texts such as prefaces, afterwards, and appendices
- Use organizational features of electronic information (for example; microfiche headings and numbering, headings for accessing nested information in hypertext media, electronic media CD-ROM, DVD), and library and interlibrary catalog databases
- Locate and selecting relevant information
- Use available technology to research and produce an end-product that is accurately documented
- Give credit for borrowed information in a bibliography

STANDARD 6:

Students read and recognize literature as a record of human experience.

In order to meet this standard, students will

- Know and use literary terminology;
- Read literature to investigate common issues and interests;
- Read literature to understand places, people, events, and vocabulary, both familiar and unfamiliar;
- Read literature that reflects the uniqueness and integrity of the American experience;
- Read classic and contemporary literature, representing various cultural and ethnic traditions from throughout the world; and
- Read classic and contemporary literature of the United States about the experiences and traditions of diverse ethnic groups.

RATIONALE:

Literature records human expression in such forms as speeches, poems, novels, stories, nonfiction, essays, plays, films, biographies, and autobiographies by male and female speakers and writers. The study of literary traditions offers a perspective on enduring questions, a glimpse into human motives and conflicts, and a sense of the beauty and power of spoken and written language. In addition, literature transmits and transforms culture; it also enables students to think, communicate, and participate in society. The study of literature and writers of the United States honors the heritage and cultures of all people who live or have lived in America, and it thus helps students develop an

understanding of our national experience. A comprehensive literature program fosters habits of reading that carry over into adult life.

GRADE K

- Identify and compare characters, settings, and events in story or picture
- Tell a simple story with a beginning, middle and end

GRADE 1

- Identify the elements of plot, character, and setting in a story
- Identify a regular beat and similarities of sound in words in responding to rhythm and rhyme in poetry
- Identify words appealing to the senses or involving direct or indirect comparisons in literature
- Compare tales from different cultures by tracing the exploits of one character type or by observing the use of such natural phenomena as the seasons, constellations, land formation, or animal behaviors
- Read, respond to, and discuss a variety of literature such as folk tales, legends, myths, fiction, rhymes and poem, non-fiction, and content-area reading

GRADE 2

- Identify the elements of plot, character, and setting in a favorite story
- Identify a regular beat and similarities of sound in words in responding to rhythm and rhyme in poetry
- Identify words appealing to the senses or involving direct or indirect comparisons in literature
- Read, respond to, and discuss a variety of literature such as folk tales, legends, myths, fiction, rhymes and poem, non-fiction, and content-area reading

GRADE 3

- Identify the elements of plot, character, and setting in a favorite story
- Identify a regular beat and similarities of sound in words responding to rhythm and rhyme in poetry
- Identify words appealing to the senses or involving direct or indirect comparisons in literature
- Read, respond to, and discuss a variety of literature such as folk tales legends, myths, fiction, rhymes in poems, non-fiction and content area reading

GRADE 4

- Read, respond to, and discuss variety of novels, rhymes and poetry, folk tales, legends, myths, fiction, short stories, non-fiction, content-area and technical material, plays and a variety of book report formats
- Read, respond to, and discuss literature that represents points of view from places, people, and events that are familiar and unfamiliar

- Use literary terminology accurately, including setting, character, conflict, plot, resolution, theme, foreshadowing, and figurative language
- Use new vocabulary from literature in other context

GRADE 5

- Read, respond to, and discuss a variety of novels, poetry, short stories, non-fiction, content-area and technical material, and plays
- Read, respond to, and discuss literature that represents points of view from places, people, and events that are familiar and unfamiliar
- Distinguish the elements that characterize and define a literary “classic”
- Compare the diverse voices of our national experience as they read a variety of United States literature
- Use literary terminology accurately, including setting, character, conflict, plot, resolution, theme, foreshadowing, and figurative language
- Use new vocabulary from literature in other context
- Identify and analyze elements of plot and characterization
- Identify the sound of poetry, including alliteration, onomatopoeia, and rhyme scheme
- Use knowledge of foreshadowing, metaphor, simile, and symbolism to understand the text
- Understand how figurative language supports meaning in a given on text

GRADE 6

- Read, respond to, and discuss a variety of novels, poetry, short stories, non-fiction, and plays
- Read, respond to, and discuss literature that represents points of view from places, people, and events that are familiar and unfamiliar
- Identify and analyze elements of plot and characterization
- Identify the sound of poetry, including alliteration, onomatopoeia, and rhyme scheme
- Understand and use literary terms (for example; foreshadowing, metaphor, simile, symbolism, dialogue, scene, flashback)
- Understand how figurative language supports meaning in a given context

GRADE 7

- Reading, responding to, and discussing a variety of novels, poetry, short stories, non-fiction, content-area and technical material, and plays
- Reading, responding to, and discussing literature that represents points of view from places, people, and events that are familiar and unfamiliar
- Distinguish the elements that characterize and define a literary “classic”
- Compare the diverse voices of our national experience as they read a variety of United States literature
- Use literary terminology accurately, including setting, character, conflict, plot, resolution, theme, foreshadowing, and figurative language
- Use new vocabulary from literature in other context

GRADE 8

- Read, respond to, and discuss a variety of novels, poetry, short stories, non-fiction, content-area and technical material and plays
- Read, respond to, and discuss literature that represents points of view from places, people, and events that are familiar and unfamiliar
- Distinguish the elements that characterize and define a literary “classic”
- Compare the diverse voices of our national experience as they read a variety of United States literature
- Use literary terminology accurately, including setting, character, conflict, plot, resolution, theme, foreshadowing, and figurative language
- Use new vocabulary from literature in other context