



Eighth Grade Language Arts Curriculum Essentials Document



*Boulder Valley School District
Department of Curriculum and Instruction
May 2009*

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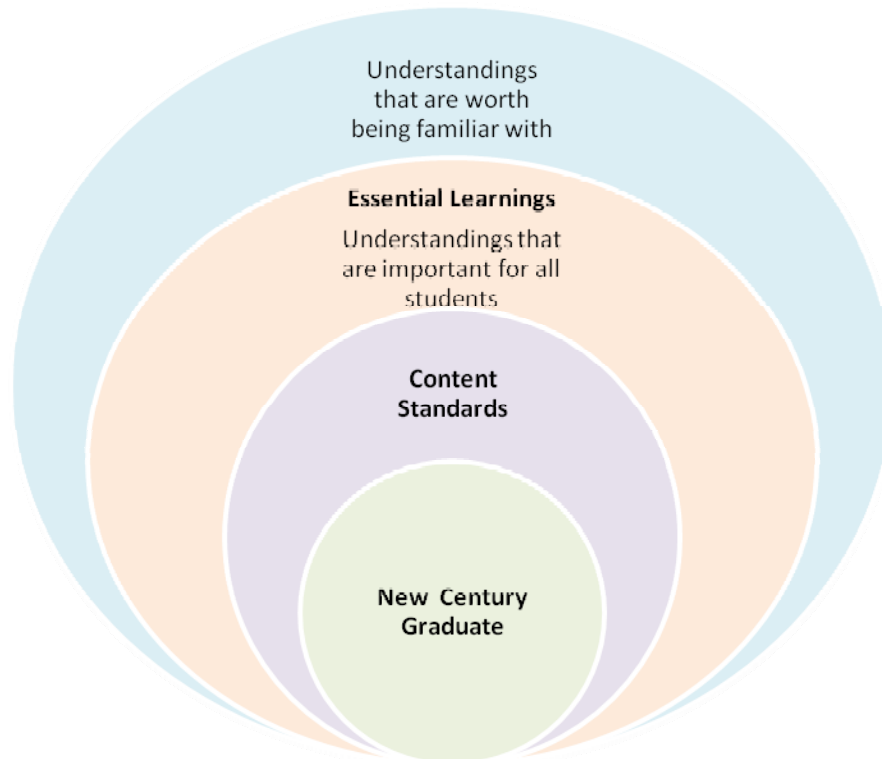
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General Introduction

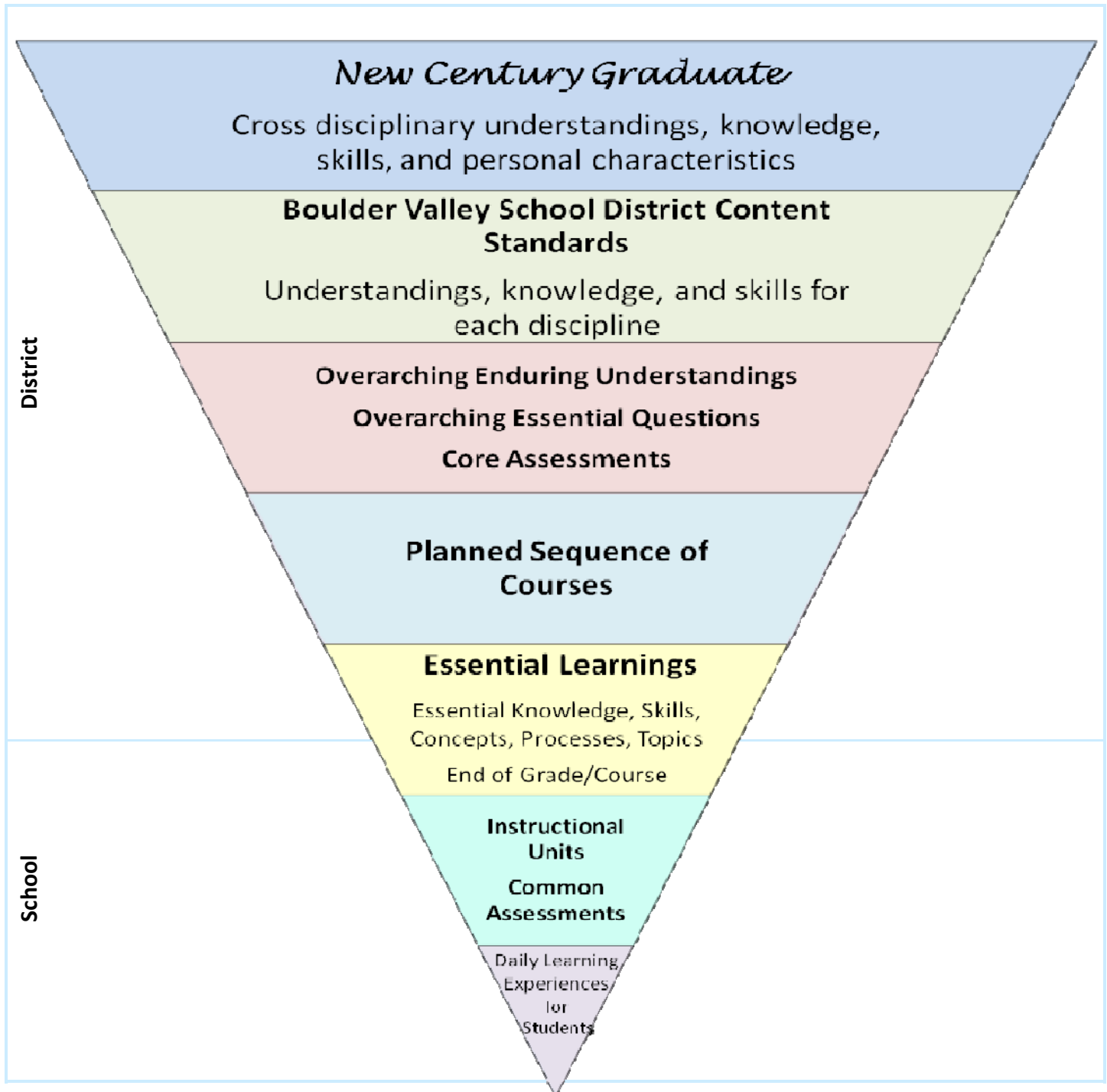
What is a Curriculum Essentials Document? How Does it Relate to a Guaranteed and Viable Curriculum?



Because we are faced with more content than we can reasonably address, we are obligated to make choices and frame priorities. A useful framework for establishing priorities is graphically depicted using 4 nested ovals. The innermost oval, *New Century Graduate*, represents the goals of schooling that have been identified by the Boulder Valley School District community. Moving to the next oval, *Content Standards*, levels of performance for each program of study are clearly articulated. The third oval, *Essential Learnings*, represents the **viable curriculum**. A curriculum is viable when the number of learnings can be accomplished in the time provided (usually a semester, trimester, or year). Thus, an Essentials Document identifies the priorities for learning that are necessary for successful learning at a particular grade level or course and beyond. It also identifies the essential knowledge, skills, concepts, topics, and processes that support the attainment of the essential learning. Finally, the largest oval represents the field of all possible content that might be examined during a grade level or course. This includes extended learning opportunities for students who have achieved the essential learnings or attending to background knowledge and skills that students may need to review or learn to ensure achievement of grade level or course essential learnings.

Curriculum Framework: Macro and Micro Levels

The New Century Graduate identifies the knowledge, skills and personal characteristics that our community has identified as the goals of schooling. Programs of study and curricular content are identified and addressed as a means



New Century Graduate Knowledge and Skills

Life Competencies

Leads a balanced life: exhibits physical fitness, knows good nutrition rules, stays safe and drug free, knows how to have fun and relax, manages anger and stress, exhibits self-sufficiency and self confidence, and finishes tasks.

Understands money management, budgeting, balancing a checkbook, debt management, and record keeping.

Demonstrates time management skills and a broad base of knowledge in practical skills such as cooking, sewing, driving, and map reading.

Knows how to search for a job and knows where to go to find answers.

Communication: Speaking and Writing

Writes and speaks thoughtfully and articulately to inform, to express one's thinking and creativity, and to communicate to diverse audiences.

Uses correct grammar, spelling, and mechanics; organizes for effectiveness

Uses technology for effective communication

Multicultural/Global Perspective

Understands global customs, economics, literature, history, politics, religions, geography, and demographics.

Understands the contributions of different cultures to our society

Demonstrates proficiency in a language other than English.

Literacy: Reading

Reads critically, fluently, and with comprehension.

Reads for information research, pleasure and knowledge of literature.

Mathematics

Demonstrates basic math computational skills and understand higher-level mathematical concepts and reasoning.

Understands conservation and resource management.

History

Possesses knowledge of American and World Histories and their influence upon the present and the future.

Employs literature as a tool for learning about history across cultures.

Science

Demonstrates basic sciences knowledge and understands high-level scientific systems including environmental systems.

Knows how to apply the scientific method to real situations.

Arts

Experiences and appreciates music, visual arts, dance and theater.

New Century Graduate Personal Characteristics



Respect for Others (Values Others)

Understands and values differences including: cultural, religious, ethnic, gender, age, and ability.

Initiative and Courage

Exhibits self-motivation, self-discipline, persistence, independence, confidence, curiosity, and willingness to take risks, without being afraid to fail.

Citizenship

Understands his or her role and responsibilities and contributes to the community, nation, and world.

Responsibility

Takes responsibility for own thoughts and actions, accepting the consequences.



Ethical Behavior

Exhibits personal integrity through honesty, fairness, sincerity, and a sense of justice.

Flexibility and Open Mindedness

Demonstrates flexibility, open-mindedness, adaptability, resiliency, and openness to change.

Self-respect

Possesses self-respect and confidence, while recognizing one's own limitations.

What are Enduring Understandings and Essential Questions?

Enduring Understandings

are the big ideas central to a content area that have lasting value beyond the classroom and are transferable to new situations. Enduring understandings describe what, specifically, students should understand about the topic. Such understandings are generally abstract in nature and are often not obvious, thus requiring uncovering of a topic through sustained inquiry.

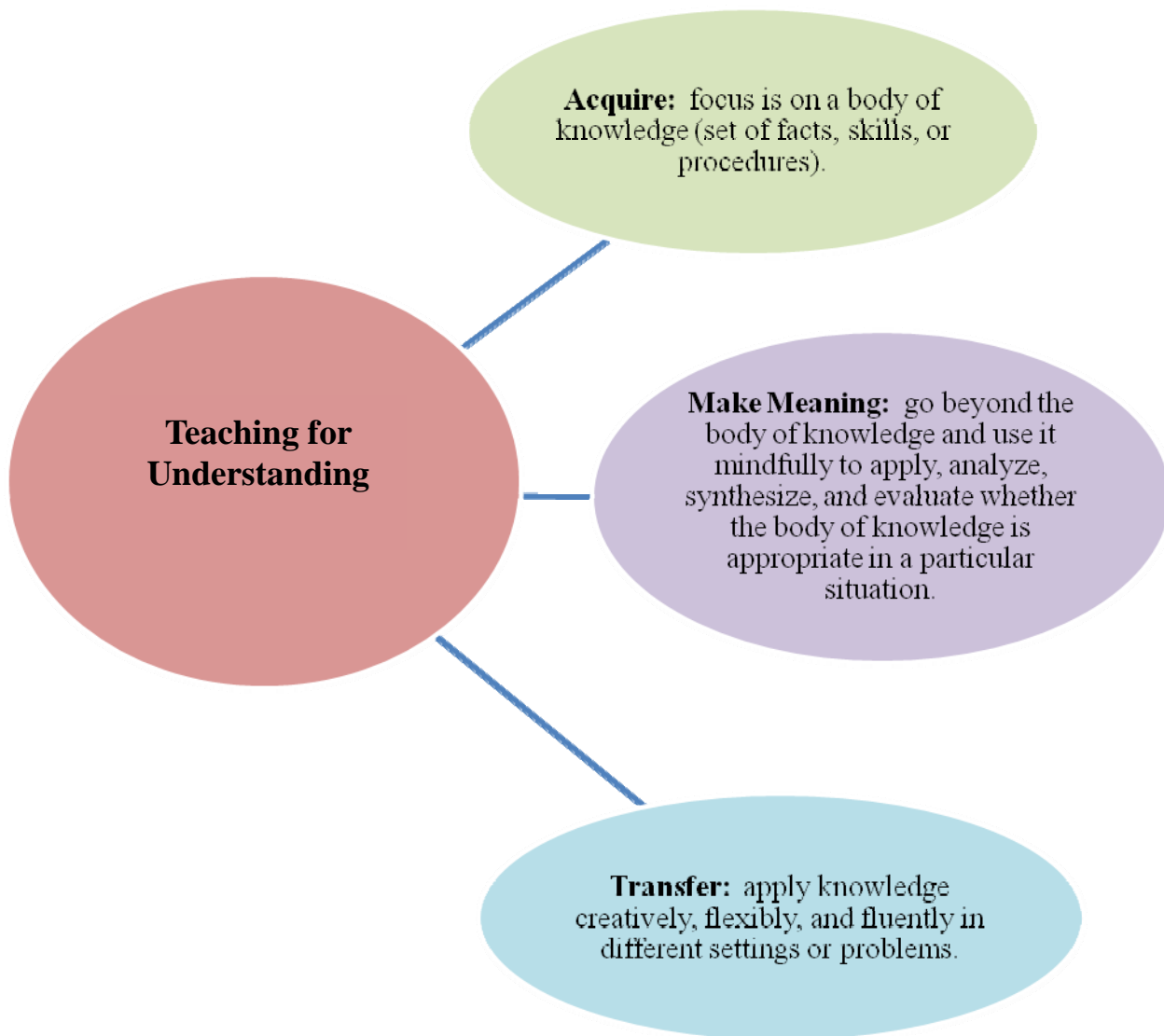
An understanding can be overarching or topical. Overarching understandings are broad (as the name implies) and offer a possible bridge to other units and courses. Overarching understandings are identified at the district-level. Topical understandings are unit specific, identified by teachers about the understandings the unit will cultivate about specific topics.

Essential Questions provoke deep thought, lively discussion, sustained inquiry, and new understandings culminating in meaningful performances. They require students to consider alternatives, weigh evidence, support their ideas, and justify answers. Essential questions do not yield a single straightforward answer, but produce different plausible responses, about which thoughtful and knowledgeable people may disagree. Essential questions spark meaningful connections with prior learnings and personal experiences and create opportunities for transfer to other situations and subjects.

An essential question can be either overarching or topical in scope. Overarching essential questions are general in nature, causing genuine and relevant inquiry into the big ideas and core content. They cut across units and/or courses. Topical essential questions focus on a specific topic and meant to be answered—if only provisionally—by unit's end.

Teaching for Understanding

If learning is to endure in a flexible, adaptable way for future use, then teachers must design units that in provide opportunity for students to 1) acquire knowledge; 2) to deepen the meaning of that knowledge by using it mindfully, and 3) to transfer their learning to new situations or problems.



What Does it Mean to Understand?

Knowledge

- observation and recall of information
- knowledge of dates, events, places, major ideas
- *Question Cues:* list, define, tell, describe, identify, show, label, collect, examine, tabulate, quote, name, who, when, where

Comprehension

- grasp meaning and predict consequences
- order, group, classify, compare/contrast
- *Question Cues:* summarize, describe, contrast, predict, associate, distinguish, estimate, differentiate, discuss, report

Explanation

- knowledgeable and justified account of events, action, and ideas
- see patterns, trends, and relationships between parts
- *Question Cues:* support, confirm, justify, verify, prove, illustrate, use, design, describe, model, predict, show, synthesize, exhibit,

Interpretation

- making sense of others' work or data using analogy, metaphors, and artistry
- infer meaning and relevance
- *Question cues:* relate, infer, interpret, compose, rewrite, rearrange, evaluate, conclude, make sense of, read between the lines, represent, translate

Adapted from Wiggins, Grant and McTighe, Jay. *Understanding by Design*. Alexandria, VA: Association for Supervision and Curriculum Development, 2006.

What Does it Mean to Understand? (continued)

Application

- use information, methods, concepts, theories in new situations and diverse, realistic contexts
- *Question Cues:* apply, demonstrate, calculate, complete, show, solve, change, create, translate, employ, interpret, illustrate, adapt, debug, invent, perform, solve, test

Perspective

- critical and insightful points of view making assumptions and implications explicit
- create new theories, stories, or applications
- *Question Cues:* analyze, argue, compare, contrast, criticize, infer

Empathy

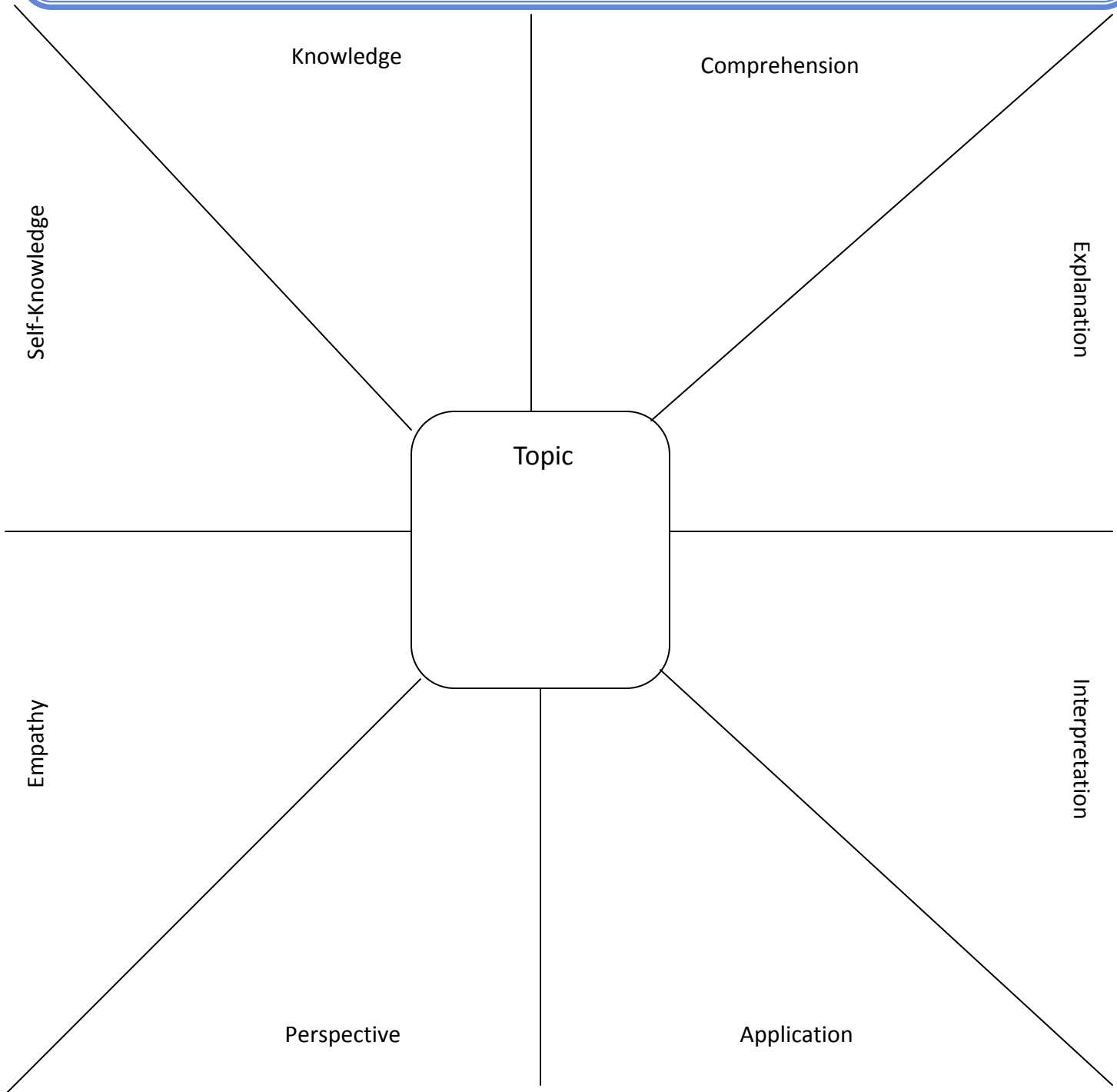
- view a situation from another's point of view or feelings
- find meaning in the experiences or ideas of others
- *Question Cues:* assume the role of, believe, be like, consider, be open to, imagine, relate, role-play

Self-Knowledge

- self-consciously question our ways of seeing the world beyond ourselves
- look beyond simplistic categories to see unexpected differences, idiosyncrasies, or surprises in people and ideas
- *Question Cues:* be aware of, realize, recognize, reflect, self-assess

Adapted from Wiggins, Grant and McTighe, Jay. *Understanding by Design*. Alexandria, VA: Association for Supervision and Curriculum Development, 2006.

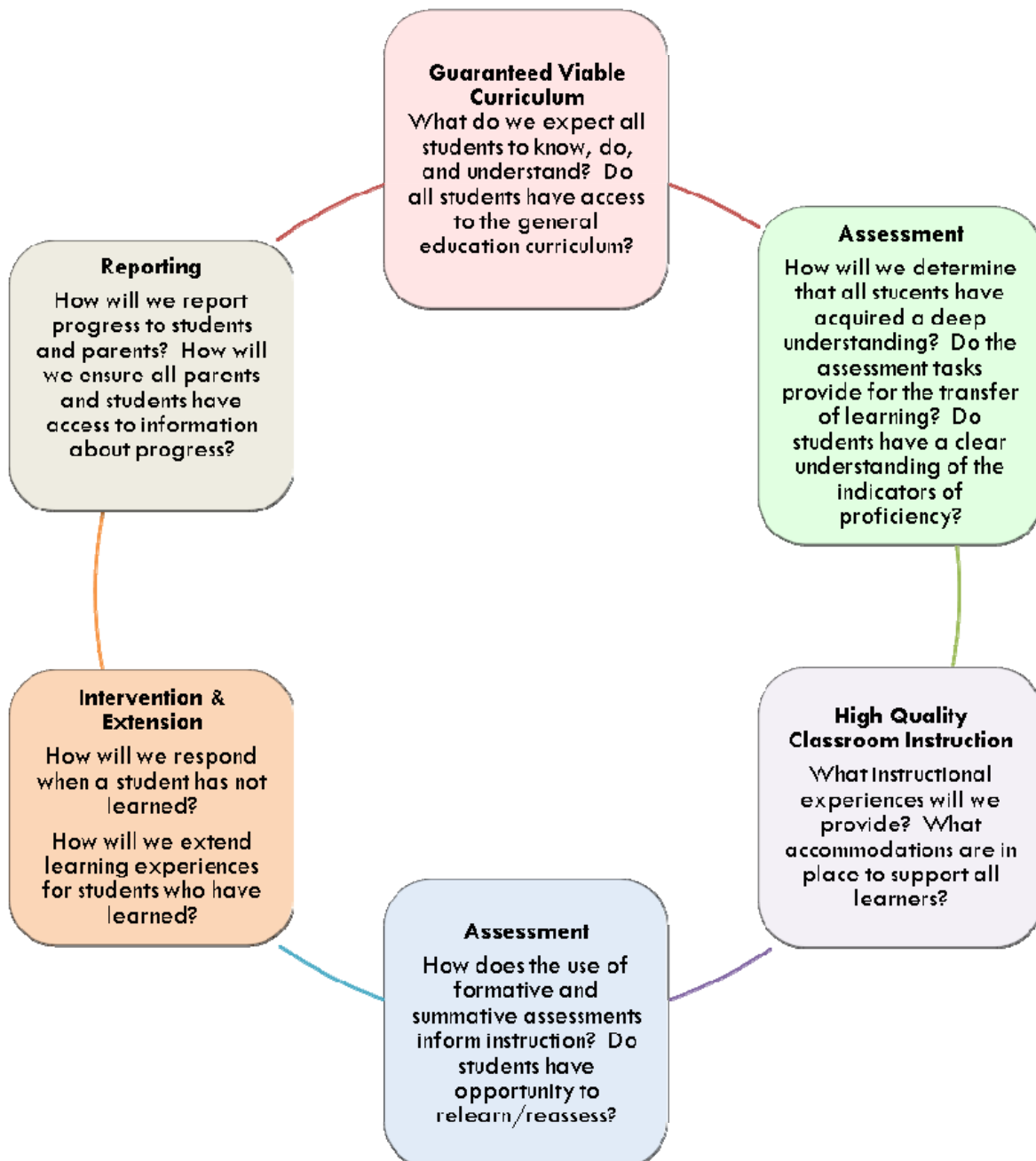
Levels of Understanding Essential Questions



Adapted from Wiggins, Grant and McTighe, Jay. *Understanding by Design*. Alexandria, VA: Association for Supervision and Curriculum Development, 2006.

Instructional Framework Making the Connections

A rigorous and challenging standards-based instructional program ensures maximum academic achievement for all students. The Boulder Valley School District Instructional Framework is a graphic representation that demonstrates how all of the components of an instructional program fit together. Teachers should use this framework and its questions to guide instructional planning and decision-making.



Characteristics of a Boulder Valley School District Standards-based Classroom

Curriculum

All Students Have Access to the General Education Curriculum

- Standards/essential learnings are clearly visible—in writing—in age appropriate student-friendly language
- Continual correlation of curriculum is made to the standards/essential learnings
- Models of high quality products (teacher generated, student generated or both) are provided by the district
- Students and parents are informed of expectations (course syllabus course, standards/essential learnings, grading policy, homework policy, and final culminating activity)
- All students are guaranteed access to the standards/essential learnings
- Lessons and units are developed using a backwards design process
- Suggested timelines are followed

Instruction

Quality Instruction Demands Student-Teacher Collaboration in the Learning Process

Instruction focuses on standards/essential learnings/curriculum

- Clear and high expectation for all students
- Instruction driven by standards/curriculum, not materials or a published program
- Frequent, timely, meaningful feedback of student accomplishment

Instruction supports equity with multiple opportunities to learn through grouping, scaffolding, differentiation, and extension

- Teachers use multiple forms of representation are used (e.g., pictures, words, symbols, diagrams, tables, graphs, word walls)

Students actively engage in learning

- Participate in classroom talk (listening, elaborating, clarifying, expanding)
- Apply rigorous, strategic thinking (application, explanation, perspective, interpretation, perspective, empathy, self-knowledge)

Characteristics of a Boulder Valley School District Standards-based Classroom

Assessment

Assessments are Tightly Aligned to the Standards

- Students and parents are provided with clear descriptions of proficiency
- Classroom grading practices clearly show how students are progressing toward essential learnings/standards
- Grading is based on attainment of the standards
- Student understanding is assessed through multiple types of formative and summative assessments
- Student assessment results are used to make instructional decisions about what direction to take
- Feedback explicitly guides continuous progress toward mastery of the standard and is provided to students in a timely manner
- Opportunities to relearn, reassess, and extend learning are embedded in every classroom
- Teachers collaborate in the design and analysis of common assessments that are aligned to standards
- Students create authentic products and performances for critical audiences

























Learning Environment

A Healthy Community of Learners Thrives on Collaborative Processes That Value the Input of All Members

- Positive respectful relationships are evident within the classroom
- Students monitor and manage the quality of their own learning
- Student enrollment shows gender and racial/ethnic diversity
- Verbal and nonverbal cues indicate student engagement
- Teachers plan so that time is used purposefully and efficiently
- Students use time provided purposefully and efficiently
- Students and teachers negotiate and share decisions that positively impact the learning environment
- Teachers help students make connections between community, nation, world, and self
- Teachers show a connectedness with all students, respectful of student diversity and individual differences
- Students believe they are capable of success, take risks to engage in new experiences, and extend skills and habits of mind













Middle School Language Arts Essential Learnings

Sixth Grade Language Arts

-  Reads and learns meanings of unfamiliar words and phrases
-  Self-monitors comprehension by using and discussing reading strategies used to increase comprehension
-  Analyzes oral participation in small-group activities
-  Attends to verbal and non verbal speaking techniques to impact an audience
-  Uses planning strategies to generate and organize ideas—brainstorming, webbing, mapping, clustering, listing, questioning, outlining
-  Composes using the 6+1™ Traits of writing
-  Revises writing for clarity using rereading, reflecting, rethinking, rewriting
-  Creates published documents with legible handwriting
-  Identifies subject/predicate sentence structure and develops simple and compound sentences
-  Proofreads and edits for correct grammatical structures in writing
-  Edits for spelling and vocabulary usage
-  Uses conventions of punctuation and capitalization
-  Proofreads and edits for mechanics and conventions
-  Listens critically and expresses and defends opinions in oral presentations
-  Analyzes bias and stereotyping techniques authors use to express a point of view
-  Identifies persuasion techniques in texts and speaking.
-  Creates research projects that present information clearly and coherently
-  Poses relevant questions with a scope narrow enough to result in a focused topic
-  Locates and gathers information using organizational features of printed and electronic text
-  Organizes information from texts through the use of graphic organizers, note taking, paraphrasing, and summarizing
-  Creates bibliography and works-cited list for written projects and oral presentations
-  Identifies major and minor themes in literature
-  Identifies elements of narrative structure, including setting, character, plot, conflict, and theme
-  Analyzes authors' use of literary devices and techniques within literature




























Middle School Language Arts Essential Learnings

Sixth Grade Reading

-  Transfers knowledge of general and specialized vocabulary concepts to deepen understanding of informational and narrative text
-  Applies reading strategies to monitor understanding of informational and narrative text and takes action when meaning breaks down
-  Applies text structure strategies to efficiently and effectively construct meaning from informational and narrative text
-  Reads independently a wide variety of self-selected texts for personal, social and academic benefit
-  Generates oral and written responses to what is read
-  Proofreads and edits for mechanics, conventions, and grammar
-  Listens and reads in order to evaluate reliability, accuracy, and relevancy of information and responds appropriately
-  Uses reading to solve problems and answer questions
-  Analyzes bias, stereotyping, and persuasion techniques in texts and shares personal views
-  Locates and organizes information from narrative and informational texts through the use of graphic organizers, note-taking, paraphrasing, and summarizing
-  Writes in a content journal to clarify new learning, key terms, and explain concepts
-  Responds to reading through personal reflection and expression of thoughts and emotions




























Middle School Language Arts Essential Learnings

Seventh Grade Language Arts

-  Defines the purpose for reading and uses strategies appropriate to genre and purpose
-  Applies reading strategies consistently when reading increasingly complex narrative and informational text to monitor comprehension
-  Reads to determine the meanings and pronunciation of unfamiliar words and phrases
-  Draws conclusions and makes inferences based on explicit and implied information
-  Uses conventional speaking techniques for oral presentations, exploring impact on audience
-  Gathers and organizes information by using a variety of planning strategies
-  Creates cohesive multiple paragraph essays that convey a clear focus with clarifying details and examples that reflect purpose and audience
-  Publishes cohesive pieces of writing
-  Applies the components of paragraph structure
-  Creates cohesive informational writing that conveys a clear focus that considers purpose and audience
-  Creates cohesive functional writing that conveys a clear focus that considers purpose and audience
-  Uses a variety of graphic organizers to analyze and improve sentence formation and paragraph structure
-  Employs elements of composing and revising techniques to publish
-  Applies knowledge of the eight parts of speech in context
-  Defines and uses standard grammatical structures in writing
-  Edits for punctuation, spelling, sentence structure and paragraphing
-  Uses a variety of graphic organizers to analyze and improve sentence formation and paragraph structure
-  Proofreads and edits for mechanics and conventions
-  Explains author's purpose, point of view, and possible bias in increasingly complex material
-  Analyzes content and defends ideas through the use of persuasion
-  Develops basic persuasive arguments using factual evidence, addressing reader concerns and counter arguments
-  Applies multiple strategies to read and understand varied texts used for research
-  Organizes and synthesize research information to complete research projects
-  Creates accurately documented oral and written projects
-  Evaluates setting, character development, plot structure, theme, and conflict
-  Describes the impact of word choice, imagery, and poetic devices
-  Creates cohesive narrative writing that conveys a clear focus that considers purpose and audience

Middle School Language Arts Essential Learnings

Eighth Grade Language Arts

-  Establishes purpose for reading and applies specific reading strategies accordingly
-  Self-monitors comprehension by using background knowledge, previewing, predicting, questioning, visualization, rereading, and engaging in interpretive discussions
-  Applies knowledge of word origins, derivations, inflections, and analogies to extend vocabulary development
-  Uses context, structure and connotations to determine meaning of words and phrases
-  Develops and delivers oral presentations in groups and individually
-  Uses planning strategies to generate and organize ideas and details to elaborate on a central theme
-  Creates cohesive narrative writing that conveys a clear focus that considers purpose and audience
-  Creates cohesive persuasive writing that conveys a clear, focus that considers purpose and audience
-  Creates cohesive functional writing that conveys a clear focus that considers purpose and audience
-  Composes cohesive and coherent multiple paragraph essays across a variety of genres
-  Employs elements of composing and revising techniques to publish
-  Uses standard grammatical structures related to singular and objective references in writing
-  Uses and correctly punctuates varied sentence structures to include conjunctions and transition words
-  Uses comparative and superlative degrees in adverbs and adjectives
-  Analyzes and employs conventions of capitalization, spelling, punctuation, sentence structure and paragraphing in written work
-  Proofreads and edits for mechanics and conventions
-  Analyzes, makes inferences, and evaluates an author's purpose and point of view
-  Uses rules and strategies for summarizing a text
-  Analyzes and records information using internal text structures
-  Develops a formal persuasive piece of writing with a clearly articulated defense
-  Analyzes mass media messages
-  Presents findings in a research project in a logical, consistent, and standard format
-  Reads a variety of literary works representing a broad spectrum of cultures and genres
-  Explains the influence of culture and history on the form, style, and point of view of a literary selection
-  Analyzes an author's use of literary devices
-  Uses story elements understand texts
-  Analyzes an author's intent to affect plot and theme through the explicit and implicit traits and motives of characters' thoughts, words, and actions

Design Templates

Unit Design Template

Desired Results	
BVSD Standard(s)/Essential Learnings	
Unit Enduring Understandings	Unit Essential Questions
Students will know.....	Students will be able to.....
Assessment Evidence	
Performance/Transfer Tasks	Other Evidence
Rubric	Student Self-Assessment and Reflection

Unit Design Template (continued)

Learning Plans

Learning Activities

Materials

Accommodations

Technology Integration

Unit Design Template

Essential Learning:

Assessment:

Teaching for Understanding

	Acquire Knowledge	Make Meaning	Transfer
Essential Questions			
Learning Activities			
Materials			
Accommodations			

Curriculum Map

Month	Standards/Essential Learnings	Assessment	Knowledge Skills	Learning Activities	Accommodations	Materials

Curriculum Map

	August	September	October	November	December
Standards/ Essential Learnings					
Assessment					
Knowledge					
Skills					
Learning Activities					
Accommodations					
Materials					

Curriculum Map

	January	February	March	April	May
Standards/ Essential Learnings					
Assessment					
Knowledge					
Skills					
Learning Activities					
Accommodations					
Materials					

Curriculum Map

Year At A Glance

	Reading	Writing	Math	Science	Social Studies	Health	Speaking/Listening
August							
September							
October							
November							
December							
January							
February							
March							
April							
May							

Curriculum Map

Unit:

Timing:

Essential Questions

Standards/Essential Learnings

Notes	Assessments	Knowledge and Skills	Learning Activities	Accommodations	Materials

Curriculum Map

Unit:

Timing:

Standards/Essential Learnings	
Enduring Understandings	Assessment
	Knowledge and Skills
Essential Questions	Learning Activities
	Accommodations
	Materials

Curriculum Map

Month

Theme:

Unit Guiding Question(s):

Standards	Assessment	Knowledge and Skills	Learning Activities	Accommodations	Materials
Science					
Math					
Reading					
Writing					
Speaking					
Listening					
Social Studies					
Health					

Curriculum Glossary of Terms

Anchor	An anchor is a sample of work or performance used to set the specific performance standard for each level of proficiency. Anchors contribute to scoring reliability and support students by providing tangible models of quality work.
Assessment	Assessment refers to the act of determining a value or degree.
Authentic assessment	An authentic assessment is one composed of tasks and activities design to simulate or replicate important, real-world challenges. It asks a student to use knowledge in real-world ways, with genuine purposes, audiences, and situational variables. Authentic assessments are meant to do more than “test;” they should teach students what the “doing” of a subject looks like and what kinds of performance challenges are actually considered most important in a field or profession.
Backward Design	An approach to designing a curriculum or unit that begins with the end in mind and designs toward that end. This term is used by Grant Wiggins and Jay McTighe in <i>Understanding by Design</i> .
Benchmark	Clearly demarcated progress points that serve as concrete indicators for a standard.
Big Idea	In <i>Understanding by Design</i> (Wiggins and McTighe, 2005), the core concepts, principles, theories, and processes that should serve as the focal point of the curriculum, instruction, and assessment. Big ideas are enduring and important and transferable beyond the scope of a particular unit.
Concept	A concept is a mental construct or category represented by a word or phrase. Concepts include both tangible objects (chair, telephone) and abstract ideas (bravery, anarchy).
Content Standard	A content standard answers the question, “What <i>a student should know, do or understand?</i> ”
Curriculum	The curriculum represents what should be taught. It is an explicit and comprehensive plan that is based on content and process standards.
Curriculum Implementation	Curriculum implementation is putting the curriculum into place.
Curriculum Mapping	Curriculum mapping and webbing are approaches that require teachers to align the curriculum, standards, and learning activities across grade levels, within a grade level to ensure a continuum of learning that makes sense for all students.
Enduring Understanding	Enduring understandings are specific inferences, based on big ideas that have lasting value beyond the classroom. They are full-sentence statements that describe specifically what students will understand about the topic.

Curriculum Glossary of Terms (continued)

Essential Learnings	Essential Learnings are the backbone of a guaranteed viable curriculum. Essential Learnings are aligned with standards and articulate the skills, content, and concepts determined to be non-negotiable areas of proficiency attainment by all students so that they are prepared for the next year/level of education. The Essential Learnings are the mandated curriculum of the Boulder Valley School District and form the basis upon which summative assessments are created.
Essential Question	An Essential Question lies at the heart of a subject or a curriculum (as opposed to being either trivial or leading) and promotes inquiry and uncoverage of a subject. Essential questions do not yield a single answer, but produce different plausible responses, about which thoughtful and knowledgeable people may disagree. An essential question can be overarching, grade level specific, or unit specific in scope.
Essential Topics, Skills, Processes, Concepts	The topics, skills, processes, and concepts clarify the Essential Learnings, describe indicators of achievement, and inform the selection of formative and summative assessments.
Formative assessment	An assessment is considered formative when the feedback from learning activities is actually used to adapt the teaching to meet the learner's needs.
Guaranteed Viable Curriculum	In researching what works in schools, Robert Marzano (2003), found five school-level factors that promote student achievement. Using the process of statistical effect size analysis, Marzano concluded that a guaranteed and viable curriculum is the most powerful school-level factor in determining overall student achievement. Marzano defines a guaranteed and viable curriculum as a combination of opportunity to learn (guaranteed) and time to learn (viable). According to Marzano, students have the opportunity to learn when they study a curriculum that clearly articulates required standards to be addressed at specific grade levels and in specific courses. A curriculum is viable when the number of required standards is manageable for a student to learn to a level of mastery in the time provided (usually a semester, trimester, or year).
Learning Activities	These represent the experiences and instruction that will enable students to achieve the desired results such as materials, projects, lectures, videos, homework, assignments, presentations, accommodations, and vocabulary.
Performance Task	A performance task uses one's knowledge to effectively act or bring to fruition a complex product that reveals one's knowledge and expertise.
Prerequisite knowledge and skill	The knowledge and skill required to successfully perform a culminating tasks or achieve an understanding. These typically identify discrete knowledge and know-how required to put everything together in a meaningful, final performance.

Curriculum Glossary of Terms (continued)

Processes	Processes include all the strategies, decisions, and sub-skills a student uses in meeting the content standard.
Product	The tangible and stable result of a performance and the processes that led to it. The product is valid for assessing the student's knowledge to the extent that success or failure in producing the product reflects the knowledge taught and being assessed.
Rubric	A scoring tool that rates performance according to clearly stated levels of criteria and enables students to self-assess. A rubric answers the question, <i>What does understanding or proficiency for an identified result look like?</i> The scales can be numeric or descriptive.
Scope and Sequence	Scope refers to the breadth and depth of content to be covered in a curriculum at any one time (e.g. week, term, year, over a student's school life). Sequence refers to the order in which content is presented to learners over time. The order in which you do it. Together a scope and sequence of learning bring order to the delivery of content, supporting the maximizing of student learning and offering sustained opportunities for learning. Without a considered scope and sequence there is the risk of ad hoc content delivery and the missing of significant learning.
Strategies	Strategies are procedures, methods, or techniques to accomplish an essential learning.
Summative assessment	An assessment is considered summative when the feedback is used as a summary of the learning up to a given point in time.

Eighth Grade Language Arts Curriculum Essentials



Boulder Valley School District Language Arts Background

The Boulder Valley School District Board of Education approved six Language Arts standards on June 25, 1998. These standards are based upon the State of Colorado standards and are identical for all students K-12. These standards guide the Kindergarten-5th Grade Language Arts Curriculum which provides details on essential leanings, key concepts, knowledge, topics, and skills for all students. The BVSD curriculum and assessments inform teacher planning and teachers use a Balanced Literacy Approach to instruction.

Balanced literacy is the integration of reading, writing, research, speaking, listening, viewing and representing in a way that supports the learning needs of every individual student. Many times we separate these elements because it is easier to examine their processes in isolation. In reality they all develop together and have a huge effect upon one another. One can't write without reading and one certainly can't write without spelling. Oral language underpins all literacy development. Think of balanced literacy as a way of putting the pieces of language arts together in a harmonious way.

The use of explicit teaching (e.g., Demonstration think-alouds, teacher modeling, individual or group conferences, guided reading) is critical for effective balanced literacy instruction. By modeling and identifying the strategies and skills used in reading and writing, teachers help students develop a clear understanding of how to use those strategies and skills independently. Explicit instruction plays an important role in modeled, shared, and guided literacy lessons. As teachers observe student behaviors during independent work time, they gather data to inform their explicit teaching during modeled, shared, and guided literacy lessons.

The Colorado Basic Literacy Act

The Colorado Legislature passed the Colorado Basic Literacy Act (CBLA) in 1996 to ensure that all children are reading on grade level by the end of third grade.

The act says that:

- ◆ Teachers and parents will work together to teach all children to read;
- ◆ Each child's progress in learning to read will be carefully and routinely assessed;
- ◆ Teachers will use a variety of methods to assess progress; and
- ◆ Teachers will provide intensive reading instruction for children who need additional support in learning to read.

In the Boulder Valley School District, all students in kindergarten through third grades are assessed in the fall and spring of each school year to determine reading proficiency in accordance with the CBLA guidelines. Students stay on a literacy plan until they reach grade level proficiency. The BVSD curriculum outlines the knowledge, skills, and strategies teachers need to ensure students reach proficiency on the expectations for all students as outlined in the Colorado Basic Literacy Act.

Alignment of Language Arts Standards and English Language Development Standards

Included in this document is an alignment between Language Arts Standards and the English Language Development Standards (ELD). This alignment articulates the commonalities that exist in student essential learning expectations so that both the general education and ESL teacher can collaborate to provide a strong support system to students. The ELD Standards and essential learnings follow a continuum of language acquisition from Beginner to Intermediate to Advanced Level at both the middle and high school level. Within the Essentials Document, the numbers in parenthesis correspond to the ELD curriculum. Teachers can use this information when completing the ELD profile.

Boulder Valley School District Language Arts and English Language Development Content Standards

Language Arts Standard 1

Students read and understand a variety of materials.

Language Arts Standard 2

Students listen, observe, speak, and write for a variety of purposes and audiences.

Language Arts Standard 3

Students use grammatical and mechanical conventions of language in speaking and writing.

Language Arts Standard 4

Students read, write, speak, observe, and listen to synthesize information, to analyze and evaluate arguments, and to develop and defend argumentative positions.

Language Arts Standard 5

Students apply research skills to locate, select, and make use of relevant information.

Language Arts Standard 6

Students read, understand, and interpret literature as a record and expression of human experience.



English Language Development Standard 1

English Language Learners listen for information and understanding, using a variety of sources, for academic and social purposes.

English Language Development Standard 2

English Language Learners speak to convey information and understanding, using a variety of sources, for academic and social purposes.

English Language Development Standard 3

English Language Learners read for information and understanding, using a variety of sources, for academic and social purposes.

English Language Development Standard 4

English Language Learners write to convey information and understanding, using a variety of sources, for academic and social purposes.

Language Arts Overarching Enduring Understanding and Essential Questions

Overarching Enduring Understandings

- Accomplished readers fluidly employ strategies to comprehend and integrate information being read.
- Speakers and writers control or personalize messages through word choices, voice, and style.
- Language conventions are supports for a writer to convey a precise message with intended audiences.
- Critical readers question the text, consider various perspectives, and look for author's bias in order to think, live, and act differently.
- Design and layout of information are important elements of effective communication.
- Literature can reflect, clarify, criticize, and satirize, the time, ideas, and cultures it depicts.

Overarching Essential Questions

- How do I incorporate what I am reading with what I know?
- How do I communicate my thoughts to intended audiences?
- How does grammar, punctuation, and spelling impact a writer's message?
- How does what I write impact or influence readers?
- How does what I read impact what I think and do?
- How can organization of information impact a researcher's interpretation of information?
- Does literature reflect culture or shape it?

Boulder Valley School District Language Arts Content Standards and Eighth Grade Essential Learnings

Standard 1: *Students read and understand a variety of materials.*

To meet this standard, an Eighth Grade student:

- √ Establishes purpose for reading and applies specific reading strategies accordingly.
- √ Self-monitors comprehension by using background knowledge, previewing, predicting, questioning, visualization, rereading, and engaging in interpretive discussions.
- √ Applies knowledge of word origins, derivations, inflections, and analogies to extend vocabulary development.
- √ Uses context, structure and connotations to determine meaning of words and phrases.

Standard 2: *Students listen, observe, speak, and write for a variety of purposes and audiences.*

To meet this standard, an Eighth Grade student:

- √ Develops and delivers oral presentations in groups and individually.
- √ Uses planning strategies to generate and organize ideas and details to elaborate on a central theme.
- √ Creates cohesive narrative writing that conveys a clear focus that considers purpose and audience.
- √ Creates cohesive persuasive writing that conveys a clear, focus that considers purpose and audience.
- √ Creates cohesive functional writing that conveys a clear focus that considers purpose and audience.
- √ Composes cohesive and coherent multiple paragraph essays across a variety of genres.
- √ Employs elements of composing and revising techniques to publish.

Standard 3: *Students use grammatical and mechanical conventions of language in speaking and writing.*

To meet this standard, an Eighth Grade student:

- √ Uses standard grammatical structures related to singular and objective references in writing.
- √ Uses and correctly punctuates varied sentence structures to include conjunctions and transition words.
- √ Uses comparative and superlative degrees in adverbs and adjectives.
- √ Analyzes and employs conventions of capitalization, spelling, punctuation, sentence structure and paragraphing in written work.
- √ Proofreads and edits for mechanics and conventions.

Standard 4: *Students use reading, writing, speaking, observing, and listening to synthesize information to analyze and evaluate arguments and to develop and defend argumentative positions.*

To meet this standard, an Eighth Grade student:

- √ Analyzes, makes inferences, and evaluates an author's purpose and point of view.
- √ Uses rules and strategies for summarizing a text.
- √ Analyzes and records information using internal text structures.
- √ Develops a formal persuasive piece of writing with a clearly articulated defense.
- √ Analyzes mass media messages.

Boulder Valley School District Language Arts Content Standards and Eighth Grade Essential Learnings

Standard 5: *Students apply research skills to locate, select, and make use of relevant information.*

To meet this standard, an Eighth Grade student:

- √ Presents findings in a research project in a logical, consistent, and standard format.

Standard 6: *Students read, understand, and interpret literature as a record and expression of human experience.*

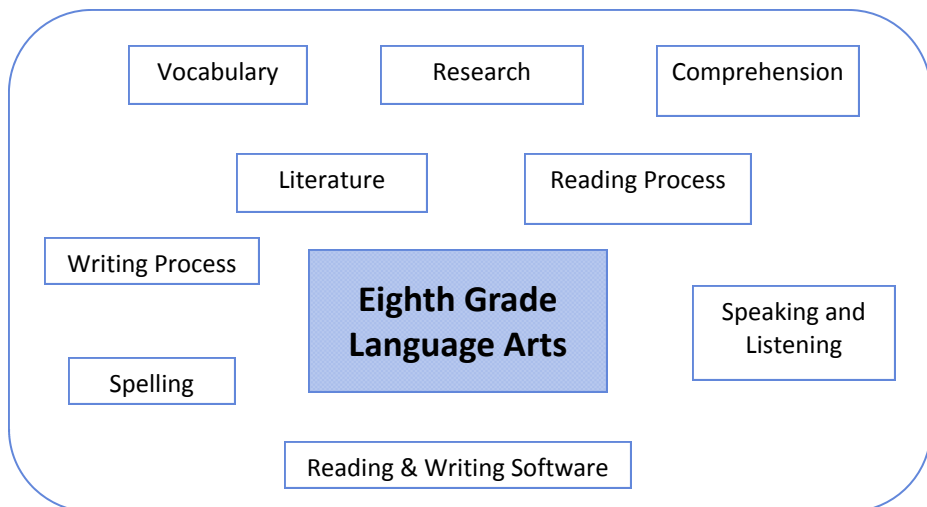
To meet this standard, an Eighth Grade student:

- √ Reads a variety of literary works representing a broad spectrum of cultures and genres.
- √ Explains the influence of culture and history on the form, style, and point of view of a literary selection.
- √ Analyzes an author's use of literary devices.
- √ Uses story elements understand texts.
- √ Analyzes an author's intent to affect plot and theme through the explicit and implicit traits and motives of characters' thoughts, words, and actions.

BVSD Eighth Grade Language Arts Overview

Course Description

Eighth grade language arts concentrates on the six academic strands: language usage, writing, reading literature, speaking/listening, and critical thinking. Reading covers a variety of genres, is cross-curricular, allows guided choice, and encourages reading for life. Writing includes grammar and vocabulary and focuses on expository composition with opportunities for creative expression. Speaking and listening skills for academics and personal growth are encouraged and expanded. Critical observation is also further developed.



Assessment

- | | |
|--|--|
| <ul style="list-style-type: none"> ✓✓✓ CSAP ✓✓✓ CELA ✓✓✓ DRA2/EDL ✓✓✓ DRA2 Word Analysis ✓✓✓ QRI ✓ Running Records | <ul style="list-style-type: none"> ✓ Conversations / Interviews / Observations ✓ Writing Samples ✓ Group / Individual Projects ✓ Tests / Quizzes ✓ Student Self-Assessments |
|--|--|

Effective Components of an Eighth Grade Language Arts Program

- Schedules 80 minutes for reading each week
- Schedules 170 minutes for writing each week
- Uses Data Driven Balanced Literacy Instructional Approaches
 - ◆ Reading & Writing Demonstrations
 - ◆ Shared Reading & Writing
 - ◆ Guided Reading & Writing
- Students read and write independently every day
- Balances whole group, small group, and individual instruction
- Uses collaborative learning groups
- Provides opportunities to read and write multiple genres
- Provides authentic opportunities to respond to what is read
- Teaches essential skills and strategies explicitly and systematically
- Engages students in authentic inquiry learning

Essential Questions

- How do I incorporate what I am reading with what I know?
- How do I communicate my thoughts to intended audiences?
- How does grammar, punctuation, and spelling impact a writer’s message?
- How does what I write impact or influence readers?
- How does what I read impact what I think and do?
- How can organization of information impact a researcher’s interpretation of information?
- Does literature reflect culture or shape it?

Technology Integration & Information Literacy

- ① Writes for a variety of purposes and audiences, using available technology
- ① Captures, stores, retrieves, displays, presents, collaborates, integrates media, and/or shares writing using available technology
- ① Applies research skills to locate, select, and make use of relevant information
- ① Accesses school library, teacher-librarian, web resources, and other information/digital resources
- ① Efficiently demonstrates effective online searching techniques
- ① Cites and uses information sources appropriately
- ① Uses technology responsibly for information about available core software, relevant web resources, and other integration activities, please use the following website: <http://bvsd.org/iteach/integration>

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts

Standard 1

Students read and understand a variety of materials.

Enduring Understanding

Accomplished readers fluidly employ strategies to comprehend and integrate information being read.

Essential Question

How do I incorporate what I’m reading with what I know?

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	8LA1	Establishes purpose for reading and applies specific reading strategies
		a Compares and contrasts texts with similar themes and ideas (MS3I4, MS4A1) [±]
		b Summarizes and synthesizes information from a variety of texts and genre (for example, Internet, technical, text, letters, diaries, biographies, email, and lyrics) (MS3I3, MS3A4) [±]
		c Infers meaning of a text using information from a variety of text and genre (MS3A6) [±]
		d Analyzes the main idea and supporting details in a variety of text and genres (MS3I5, MS3I3) [±]
		e Rereads when meaning breaks down – self corrects as needed (MS3I4, MS3A1) [±]
	8LA2	Self-monitors comprehension by using background knowledge, previewing, predicting, questioning, visualization, rereading, and engaging in interpretive discussions
		a Activates prior knowledge when previewing using anticipation guides and key vocabulary (MS3I3, MS3A1) [±]
		b Visualizes and makes inferences based on implicit and explicit information (MS3A1) [±]
		c Predicts and checks to confirm or reject predictions before and during reading (MS3I4, MS3A1) [±]
		d Summarizes and critiques text by formulating questions before, during and after reading (MS3I4, MS3A1) [±]
		e Uses visualization to make text come alive (MS3I4, MS3A1) [±]
	f Engages in interpretive discussions with peers about common texts (MS2I7, MS2A3) [±]	

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts

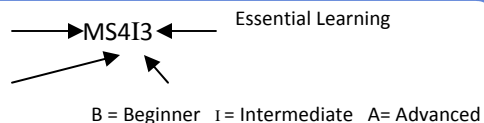
Standard 1 (continued)
Students read and understand a variety of materials.

Essential Knowledge, Skills, Topics, Processes, and Concepts	8LA3	Applies knowledge of word origins, derivations, inflections, and analogies to extend vocabulary development
		a Recognizes the relationships among words related by structure and derivation (MS3I6) [±]
		b Analyzes relationships using analogy construction by: type: (cinnamon: spice), characteristics (glass: breakable), association (bow: arrow), operator (car: driver), degree (pleased: ecstatic), mathematical (three; six), or number (louse: lice) (MS3A9) [±]
		c Uses word reference resources to confirm accuracy of connotation prediction (MS3I6) [±]
		d Uses context to determine the connotations of words (MS3I6) [±]
	8LA4	Uses context, structure, and connotations to determine meanings of words and phrases
	a Uses context to determine the connotations of words (MS3I6) [±]	

± Key: Alignment to English Language Development Standards

M = Middle School HS = High School

ELD Standard (1-4)



Key Academic Vocabulary: theme, synthesize, predict, critique, visualization, origins, derivation, analogy, connotation

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts

Standard 2

Students listen, observe, speak, and write for a variety of purposes and audiences.

Enduring Understanding

Speakers and writers control or personalize messages through word choices, voice, and style.

Essential Question

How do I communicate my thoughts to my intended audiences?

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	8LA5	Develops and delivers oral presentations in groups and individually
		a Selects and narrows the topic with attention to time limit and audience (MS4I9, MS4A11) [±]
		b Chooses vocabulary and phrases to create tone appropriate to the audience, topic, and purpose (MS4A11) [±]
		c Uses appropriate verbal and nonverbal presentation skills (MS2I1) [±]
		d Asks questions to elaborate and clarify ideas and offer statements of agreement, understanding, or acceptance of others' ideas (MS2A2) [±]
		e Answers questions and responds to comments appropriately (MS2I1) [±]
		f Evaluates oral presentations using a rubric for debate, formal speech, and persuasive argument (MS4A3) [±]
	8LA6	Uses planning strategies to generate and organize ideas and details to elaborate on a central theme
		a Explores knowledge about a topic using a list or web (MS4A8) [±]
		b Uses brainstorming, clustering, mapping, and outlining techniques to gather ideas about the topic (MS4A6) [±]
	c Uses graphic organizers to put mental plans on paper (MS4A4) [±]	

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Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts

Standard 2 (continued)

Students listen, observe, speak, and write for a variety of purposes and audiences.

Essential Knowledge, Skills, Topics, Processes, and Concepts	8LA7	Creates cohesive narrative writing that conveys a clear focus that considers purpose and audience
		a Selects small moments or experiences and share thinking about them in a way that communicates a larger meaning (MS4I4, MS4A1) [±]
		b Writes with imagery so that the reader understands the feelings of the writer and others (MS4A1) [±]
		c Composes a narrative with setting, dialogue, plot or conflict, main characters, specific details, and a satisfying ending (MS4I3, MS4A2) [±]
		d Creates interest in the subject by selecting and reporting of information in an engaging way (MS4I4) [±]
	8LA8	Creates cohesive persuasive writing that conveys a clear focus that considers purpose and audience
		a Writes persuasive pieces with the audience and their background knowledge in mind (MS4A11) [±]
		b Develops a controlling idea that takes a clear and knowledgeable position on the topic (MS4A7) [±]
		c Uses facts, statistics, examples, and anecdotes (MS4A7) [±]
		d Writes a title or opening that tells the reader what is being argued or explained (MS4A7) [±]

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Essential Learnings

Essential Knowledge, Skills, topics, Processes, and Concepts

Standard 2 (continued)

Students listen, observe, speak, and write for a variety of purposes and audiences.

Essential Knowledge, Skills, Topics, Processes, and Concepts	8LA9	Creates cohesive functional writing that conveys a clear focus that considers purpose and audience
		a Analyzes prompts to determine purpose (MS4A3) [±]
		b Uses components of a business letter and how to lay them out on a page (MS4I1) [±]
		c Employs transitional devices that are suited to the writer’s topic (MS4I7, MS4A10) [±]
	8LA10	Composes cohesive and coherent multiple paragraph essays across a variety of genre
		a Focuses on the central idea with a viable thesis statement, elaboration, unity, and organization (MS4A7) [±]
		b Holds reader’s attention with clear, focused content (MS4I7) [±]
		c Puts important ideas together to communicate about a topic (categories) (MS4I7) [±]
		d Chooses words with audience’s background knowledge in mind (MS4I7) [±]
		e Engages the reader with ideas that show strong knowledge of the topic (MS4I7) [±]
	f Applies revision procedures including rereading, reflecting, rethinking, rewriting (MS4I10) [±]	

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Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts

Standard 2 (continued)

Students listen, observe, speak, and write for a variety of purposes and audiences.

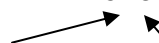
Essential Knowledge, Skills, Topics, Processes, and Concepts	8LA11	Employs elements of composing and revising techniques to publish
		a Uses elaboration and unity to focus writing (MS4I6, MS4I7, MS4A5, MS4A9) [±]
		b Uses crafting techniques such as: (MS4I6, MS4I7, MS4A5, MS4A9) [±] <ul style="list-style-type: none"> • selection of information and details, • embedding phrases and clauses that clarify meaning and increase variety, • selecting vivid and precise vocabulary to develop voice, and tone
		c Revises to improve paper including: (MS4I9, MS4A4) [±] <ul style="list-style-type: none"> • expanding explanations to make ideas clear for the reader • varying word choice and sentence structure • moving ideas around so that they are more connected • incorporating transitions to strengthen the connections among ideas • strengthening the conclusion so that it leaves an impact on the reader
	d	Creates a polished publication (MS4I9, MS4A4) [±]

± Key: Alignment to English Language Development Standards

M = Middle School HS = High School

→ MS4I3 ← Essential Learning

ELD Standard (1-4)



B = Beginner I = Intermediate A = Advanced

Key Academic Vocabulary: persuasive argument, antecedents, thesis, argument, persuasion

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts

Standard 3

Students use grammatical and mechanical conventions of language in speaking and writing.

Enduring Understanding

Language conventions are supports for an author to convey a precise message with intended audiences.

Essential Question

How do grammar, punctuation, and spelling impact a writer’s message?

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	8LA12	Uses standard grammatical structures related to singular and objective references in writing
		a Uses a singular verb with a singular subject and a plural verb with a plural subject (MS4I1, MS4A9) [±]
		b Uses a singular pronoun to refer to a singular antecedent and a plural pronoun to refer to a plural antecedent (MS4A9) [±]
		c Uses objective pronouns in prepositional phrases with compound objects (MS4A9) [±]
	8LA13	Uses and correctly punctuates varied sentence structures to include conjunctions and transition words
		a Uses and correctly punctuates transitional words, such as <i>furthermore</i> , <i>however</i> , <i>since</i> , and <i>next</i> (MS4A9) [±]
		b Uses and correctly punctuates conjunctions, such as <i>either/or</i> and <i>neither/nor</i> (MS4A9) [±]
	8LA14	Uses comparative and superlative degrees in adverbs and adjectives
		a Uses comparative and superlative adverbs, e.g., <i>“The second time she read aloud, she read more fluently than the first time. After much practice, she read most fluently of all her classmates.”</i> (MS4I8, MS4A9) [±]
		b Uses comparative and superlative adjectives, e.g., <i>“Jim was the brightest student in the middle school. He was even brighter than some of the students in the high school.”</i> (MS4I8, MS4A9) [±]

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Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts

Standard 3 (continued)

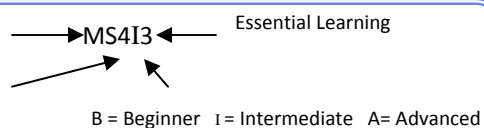
Students use grammatical and mechanical conventions of language in speaking and writing.

Essential Knowledge, Skills, Topics, Processes, and Concepts	8LA15	Analyzes and employs conventions of capitalization, spelling, punctuation, sentence structure and paragraphing in written work
		a Uses a range of spelling strategies to draft and edit written compositions (MS4I10) [±]
		b Makes purposeful choices for punctuation to reveal intended meaning (MS4I1) [±]
		c Writes a variety of complex sentences using conventions of word order and punctuation (MS4A5) [±]
	8LA16	Proofreads and edits for mechanics and conventions
	a Recognizes and independently edits for mechanics and conventions (listed as “essential” on the scope and sequence chart) (MS4I10) [±]	
	b Edits for and reflects on independent use of mechanics and conventions (listed as “continue” on the scope and sequence chart) (MS4I10) [±]	

± Key: Alignment to English Language Development Standards

M = Middle School HS = High School

ELD Standard (1-4)



Key Academic Vocabulary: singular verb, singular subject, plural verb, plural subject, singular pronoun, singular antecedent, plural pronoun, plural antecedent, pronouns, prepositional phrases, compound objects, transitions, conjunctions, comparative and superlative adverbs, comparative and superlative adjectives, punctuation, sentence structure, capitalization, abbreviations, quotation marks, interrupted dialogue

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts

Standard 4

Students use reading, writing, speaking, observing, and listening to synthesize information to analyze and evaluate arguments and to develop and defend argumentative positions.

Enduring Understanding

Critical readers question the text, consider various perspectives, and look for author’s bias in order to think, live and act differently.

Essential Question

How does what I read impact what I think and do?
How does what I write impact/influence readers?

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	8LA17	Analyzes, makes inferences, and evaluates an author’s purpose and point of view
		a Explores the relationship and differentiates between fact and opinion and its effect upon the message (MS3A3) [±]
		b Infers plausible reasons for authors’ point of view or purpose (MS3A5) [±]
		c Analyzes details for relevancy and accuracy (MS3A5, MS3A6) [±]
		d Evaluates the quality and authenticity of the text, including the writer’s qualifications and background knowledge (MS3A5, MS3A6) [±]
	8LA18	Uses rules and strategies for summarizing a text
		a Deletes trivia and redundancy
		b Substitutes a general term for a list
		c Finds or creates a main idea statement (MS3I5) [±]
	8LA19	Analyzes and records information using internal text structures
		a Notices and understands when the writer uses description, temporal sequence, comparison and contrast, cause and effect, and problem and solution language and text structure (MS3A3, MS3A5) [±]

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Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts

Standard 4 (continued)

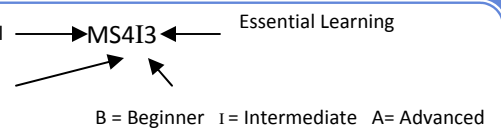
Students use reading, writing, speaking, observing, and listening to synthesize information to analyze and evaluate arguments and to develop and defend argumentative positions.

Essential Knowledge, Skills, Topics, Processes, and Concepts	8LA20	Develops a formal persuasive piece of writing with a clearly articulated defense
		a Crafts a persuasive defense with a thesis statement that conveys a judgment using clearly articulated arguments and counter arguments of relative evidence (MS4A7) [±]
		b Defends ideas and opinions through complex responses with evidential support and clarity (MS4A7) [±]
		c Analyzes written or spoken text’s main idea and uses relevant details to support the analysis (MS4A3) [±]
	8LA21	Analyzes mass media messages
		a Identifies, evaluates, and analyzes persuasive techniques used in media (MS3A4, MS3A5) [±]
		b Describes the possible cause-effect relationship between mass media coverage and public opinion trends (MS3A4, MS3A5) [±]
	c Evaluates sources, including advertisements, editorials, and feature stories, for relationships between intent and factual content (MS3A4, MS3A5) [±]	

± Key: Alignment to English Language Development Standards

M = Middle School HS = High School

ELD Standard (1-4)



Key Academic Vocabulary: plausible, accuracy, authenticity, internal text structure, description, figurative, connotation, persuasive defense, thesis statement, judgment, counter arguments, relative evidence, evidential support

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts

Standard 5

Students apply research skills to locate, select, and make use of relevant information.

Enduring Understanding

Design and layout of information are important elements of effective communication.

Essential Question

How can organization of information impact a reader’s interpretation of information?

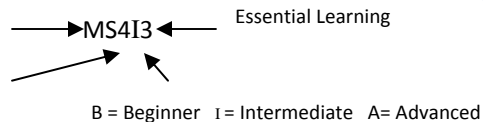
Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	8LA22	Presents findings in a research project in a logical, consistent, and standard format
		a Creates and narrows a guiding research question
		b Develops a clear thesis statement to guide research (MS4I7, MS4A7) [±]
		c Uses organizational features of print and electronic sources to locate and select relevant information (MS4I11, MS4A8) [±]
		d Evaluates information for specific needs and credibility (MS4A8, MS3A4) [±]
		e Paraphrases, summarizes, and synthesizes information about a topic in a variety of ways (such as graphic organizers, Venn diagrams, outlines, or timelines) from a variety of sources (MS4A6) [±]
		f Publishes a logical, consistent work from findings (MS4A7) [±]
		g Uses parenthetical documentation
		h Credits primary and secondary sources in a bibliography or works cited page using MLA or APA (MS4A8) [±]

± Key: Alignment to English Language Development Standards

M = Middle School HS = High School

EELD Standard (1-4)



Key Academic Vocabulary: thesis statement, credibility, synthesize, parenthetical documentation

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts

Standard 6

Students read, understand, and interpret literature as a record and expression of human experience.

Enduring Understanding

Literature can reflect, clarify, criticize, and satirize the time, ideas, and cultures it depicts.

Essential Question

Does literature reflect culture or shape it?

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	8LA23	Reads a variety of literary works representing a broad spectrum of cultures and genres
		a Determines and articulates the relationship between expressed purposes and characteristics of different forms of poetry (ballad, lyric, couplet, epic, elegy, sonnet) (MS2A1, MS2A3) [±]
		b Compares and contrasts authors' choice of sound elements in prose and poetry, including: rhyme, rhythm, meter, repetition, alliteration, assonance, consonance, and onomatopoeia (MS1A6, MS1A6) [±]
		c Examines literary selections from a critical perspective which includes analysis of authors' purpose, characters, motivations and societal impact (MS3A3, MS3A6) [±]
		d Explains how literary selections can expand or enrich personal viewpoints or experiences (MS3A3, MS3A6, MS2A1, MS2A3) [±]
	8LA24	Explains the influence of culture and history on the form, style, and point of view of a literary selection
		a Analyzes how a literature reflects the context in which it was created (period, ideas, customs, popular opinions of a society) (MS3A3, MS3A6) [±]
	b Compares and contrast literary selections with similar forms, themes, styles, or authors (MS3A3, MS3A6) [±]	
	c Compares and contrast similar works noting how word choice and language structure conveys an author's point of view in narrative and informational text (MS3A3, MS3A6) [±]	

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Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts

Standard 6 (continued)

Students read, understand, and interpret literature as a record and expression of human experience.

Essential Knowledge, Skills, Topics, Processes, and Concepts	8LA25	Analyzes an author’s use of literary devices
		a Explains how foreshadowing gives clues to coming events in a story (MS3A3) [±]
		b Discusses the use of irony in literature (MS3A6) [±]
		c Navigates through texts with flashbacks (MS3A6) [±]
		d Discusses symbolism found in literary works (MS3A6) [±]
		e Discusses complex definitions for new words, including figurative and connotative meanings (MS3A9) [±]
	8LA26	Uses story elements to understand text
		a Explains an author’s use of setting - time, place, and duration to create mood (MS3A3, MS3A6) [±]
		b Provides textual evidence of characters being either static or dynamic in the story (MS3A3, MS3A6) [±]
		c Explains the differences in the types of external conflict (MS3A3, MS3A6) [±]
	d Explains internal conflicts within texts (MS3A3, MS3A6) [±]	
	e Explains plot in a story including, initiating event, rising action, climax, falling action, and resolution (MS3A3, MS3A6) [±]	

Continued on next page

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts

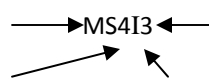
Standard 6 (continued)

Students read, understand, and interpret literature as a record and expression of human experience.

Essential Knowledge, Skills, Topics, Processes, and Concepts	8LA27	Analyzes an author’s intent to affect plot and theme through the explicit and implicit traits and motives of characters’ thoughts, words, and actions
		a Determines character traits with multiple examples from the text (MS3A3, MS3A6) [±]
		b Infers character motivation as delineated through the interactions of characters and how those interactions affect plot and theme (MS3A3, MS3A6) [±]
		c Compares and contrasts motives and reactions of literary characters facing similar situations/ conflicts across texts (MS3A3, MS3A6) [±]

± Key: Alignment to English Language Development Standards

M = Middle School HS = High School



Essential Learning

ELD Standard (1-4)

B = Beginner I = Intermediate A= Advanced

Key Academic Vocabulary: ballad, lyric, couplet, epic, elegy, sonnet, prose, poetry, rhyme, rhythm, meter, repetition, alliteration, assonance, consonance, onomatopoeia, foreshadowing, irony, flashbacks, symbolism, duration, evidence, static, dynamic, external conflict, internal conflicts

**English Language
Development
Standards
*Middle School***

English Language Development Standards and Essential Learnings

Standard 1

English Language Learners listen for information and understanding, using a variety of sources, for academic and social purposes.

Middle School Beginner Essential Learnings

MS1B1	Follow clear one-step directions in 1:1 and group situations.
MS1B2	Respond non-verbally or in one- or two-word phrases to greetings and requests in 1:1 and group situations.
MS1B3	Respond to simple questions with one or two words in 1:1 situations, e.g., yes/no, open/ended, personal information, either/or.
MS1B4	Demonstrate comprehension of stories, information, and academic content by responding nonverbally, e.g., listening, pointing, moving, matching, drawing and gesturing.
MS1B5	Understand key words, phrases, and simple sentences.
MS1B6	Recognize patterns of sound in oral language, e.g.: rhyming and alliteration.
MS1B7	Listen for specific purposes, main ideas and details.
MS1B8	Hear and discriminate among a number of phonemes representing sounds specific to the English language.

Middle School Intermediate Essential Learnings

MS1I1	Follow clear multiple-step directions in group situations.
MS1I2	Respond to social and familiar academic language.
MS1I3	Respond to simple and some complex questions with words and phrases, e.g.: open/ended, either/or, who/how.
MS1I4	Comprehend stories, key concepts of content area information and oral presentations with contextual support, e.g.: graphic organizers, posters, diagrams, charts.
MS1I5	Identify story elements, e.g. characters, setting, plot.

Middle School Advanced Essential Learnings

MS1A1	Follow complex directions involving multiple options and choices.
MS1A2	Follow meaning when working in small group or whole class discussions on personal, social, or grade-level academic topics.
MS1A3	Analyze and evaluate conversations and orally-presented stories and content.
MS1A4	Comprehend stories and content area concepts at or near grade level with contextual support, e.g.: graphic organizers, posters, diagrams, and charts.
MS1A5	Respond to complex and content-related questions about newly learned information, e.g.: inference, comparison, summarization, point of view, disagreeing.
MS1A6	Demonstrate understanding of some oral language subtleties, e.g.: figurative language, humor, sarcasm, common idioms and slang.

English Language Development Standards and Essential Learnings

Standard 2

English Language Learners speak to convey information and understanding, using a variety of sources, for academic and social purposes.

Middle School Beginner Essential Learnings

MS2B1	Use gestures, single words, and simple phrases during basic conversations and to communicate needs in social and academic settings.
MS2B2	Use both social and academic learned vocabulary in context.
MS2B3	State basic personal information and preferences.
MS2B4	Make simple presentations in small groups using single words and phrases and visual support.
MS2B5	Retell predictable and familiar stories using single words and phrases.
MS2B6	Respond to simple questions related to immediate context with single words, phrases, e.g.: yes/no, either/or, basic personal information.
MS2B7	Ask questions to obtain and clarify information using single words and phrases.
MS2B8	Approximate pronunciation of single words.

Middle School Intermediate Essential Learnings

MS2I1	Use appropriate language in a variety of settings.
MS2I2	Use key content and descriptive vocabulary.
MS2I3	Communicate ideas about a wide range of topics, both social and academic, using simple sentences.
MS2I4	Restate information and identify main idea and some details using sentences, e.g.: oral presentations, texts, media, etc.
MS2I5	Initiate and maintains conversation in social and academic settings about familiar topics.
MS2I6	Contribute to classroom and small group discussions by asking and responding to questions to obtain, clarify and extend information.
MS2I7	Contribute to content area discussions in small groups by summarizing, defining, and explaining using simple sentences.
MS2I8	Deliver short presentations on content area concepts in small groups using visual aids.
MS2I9	Use some humor.
MS2I10	Approximate pronunciation, rhythm, stress and intonation of English.

English Language Development Standards and Essential Learnings

Standard 2 (continued)

English Language Learners speak to convey information and understanding, using a variety of sources, for academic and social purposes.

Middle School Advanced Essential Learnings

MS2A1	Communicate information, observations, and ideas, and express feelings clearly in conversations.
MS2A2	Engage in collaborative activities through a variety of student groupings to gather, share, express and interpret opinions, organize and present information.
MS2A3	Contribute to content area discussions by asking and responding to questions, paraphrasing, justifying, examining and defending point of view.
MS2A4	Prepare and deliver presentations/reports across content areas that include purpose, point of view, introduction, transitions and conclusions.
MS2A5	Use both formal and informal language, e.g.: interviewing, persuasive speech with attention to grammar, vocabulary, intonation and pronunciation.
MS2A6	Use figurative language, e.g.: metaphors, similes, hyperbole.
MS2A7	Use technical, expanded and descriptive vocabulary related to content areas.

English Language Development Standards and Essential Learnings

Standard 3

English Language Learners read for information and understanding, using a variety of sources, for academic and social purposes.

Middle School Beginner Essential Learnings

MS3B1	Demonstrate knowledge of sound-symbol relationship in context and in own reading and writing.
MS3B2	Recognize, decode, and pronounce high frequency sight words, while reading aloud.
MS3B3	Apply reading skills from their first language to recognize and comprehend various text structures and print conventions from multiple sources.
MS3B4	Identify and use beginning reading strategies to make text comprehensible and meaningful, e.g., illustrations, graphic organizers, text features, pacing, word attack skills, picture/bilingual dictionaries.
MS3B5	Identify main ideas, details and sequence of events from modified/visually-supported texts based upon purpose for reading, using non-verbal, or one- or two-word phrases.
MS3B6	Follow one-step written directions, schedules, calendars.

Middle School Intermediate Essential Learnings

MS3I1	Recognize, decode, and pronounce new vocabulary in context.
MS3I2	Comprehend key concepts of grade-appropriate content area text with support.
MS3I3	Apply reading skills to comprehend various print/media sources in a variety of genre.
MS3I4	Identify and use reading strategies to gain information and make text comprehensible and meaningful, e.g.: predicting, questioning, summarizing, self-correcting, evaluating, compare/contrast, print and media resources.
MS3I5	Identify elements of a story, main ideas, details, and sequence of events from modified/visually-supported texts based upon purpose for reading using simple sentences and paragraphs.
MS3I6	Use grade-appropriate syntax/contextual clues to gain meaning from new vocabulary.
MS3I7	Respond to stories and text using simple sentences and paragraphs.
MS3I8	Follow multi-step written directions.

English Language Development Standards and Essential Learnings

Standard 3 (continued)

English Language Learners read for information and understanding, using a variety of sources, for academic and social purposes.

Middle School Advanced Essential Learnings

MS3A1	Use a variety of reading strategies to understand more complex text and unfamiliar words from print and media resources, e.g.: paraphrasing, skimming/scanning, problem solving, syntax, summarizing, compare/contrast, cause/effect.
MS3A2	Comprehend grade-appropriate content area text with support.
MS3A3	Identify elements of a story, main ideas, details, and sequence of events of near or at grade-level text.
MS3A4	Gather, organize, read, analyze, and interpret information related to academic content areas from various sources, e.g., reference books, magazines, textbooks, internet media presentations, etc.
MS3A5	Use multiple resources at grade-level to draw inferences, conclusions, and generalizations, e.g., glossaries, indexes, graphs, illustrations, headings, subheadings, key vocabulary.
MS3A6	Respond to near or at grade-level text by defending, justifying, supporting inferences, and evaluating.
MS3A7	Read aloud with confidence, accuracy, intonation, and fluency.
MS3A8	Follow multi-step written directions to complete grade-level tasks independently.
MS3A9	Demonstrate understanding of some language subtleties, e.g.: common idioms, dialect, humor, figurative language.

English Language Development Standards and Essential Learnings

Standard 4

English Language Learners write to convey information and understanding, using a variety of sources, for academic and social purposes.

Middle School Beginners Essential Learnings

MS4B1	Write basic personal information.
MS4B2	Label objects and illustrations presented in content area lessons.
MS4B3	Write simple sentences and phrases using a model.
MS4B4	Format basic written work appropriately, e.g.: margins, dates, and indenting.
MS4B5	Write about personal and group experiences using illustrations, words, and phrases.
MS4B6	Use key words presented and emphasized in content, e.g. literature, math and science area lessons.
MS4B7	Spell frequently-used words and some sight words correctly in the context of writing.
MS4B8	Plan writing using webs, maps, and timelines.

Middle School Intermediate Essential Learnings

MS4I1	Use basic sentence patterns with conventional spelling, capitalization, and punctuation.
MS4I2	Use print for social communication, e.g., notes, invitations, diary entries.
MS4I3	Describe characters and settings and summarizes events in a literature selection.
MS4I4	Use vocabulary related to key concepts in content areas.
MS4I5	Record and organize classroom procedures, “how-to” pieces, e.g. science experiments, math problem-solving, directions.
MS4I6	Write narrative stories with a strong story line that connect to personal background knowledge and include the elements of setting and characters.
MS4I7	Write paragraphs and short expository compositions on content area topics, e.g.: compare/contrast, cause/effect, problem/solution that include an introductory statement, supporting details and conclusion.
MS4I8	Use figurative language, e.g.: simile, metaphor.
MS4I9	Communicate in writing using a variety of genre, e.g.: narrative, content area reports, letter writing, poetry, autobiography.
MS4I10	Edit for basic conventions of writing and revise for appropriate word choice and organization.
MS4I11	Incorporate resource materials into writing, e.g., maps, Internet sites, and encyclopedias.

English Language Development Standards and Essential Learnings

Standard 4 (continued)

English Language Learners write to convey information and understanding, using a variety of sources, for academic and social purposes.

Middle School Advanced Essential Learnings

MS4A1	Respond appropriately to a prompt using narrative, expository or persuasive writing.
MS4A2	Provide written responses such as identifying main idea, supporting details, plot, and characterization.
MS4A3	Critique literature including connections to personal experience.
MS4A4	Plan, draft, revise, and proofread own writing.
MS4A5	Use complex sentence structures with grade-appropriate vocabulary, appropriate syntax and conventions, e.g., spelling, capitalization, punctuation.
MS4A6	Use strategies of note taking, outlining, and summarizing in content areas.
MS4A7	Develop a clear thesis and support it, e.g.: analogies, quotations, facts, statistics, and comparisons.
MS4A8	Use and cite various resources including electronic media in content area reports.
MS4A9	Create coherent, multi-paragraph compositions through effective transitions, accurate grammar and syntax.
MS4A10	Write clear and accurate descriptions and comparisons, including the use of figurative language.
MS4A11	Select a focus and a point of view for written presentations and justifies this selection.

**English Language
Development
Standards
*High School***

English Language Development Standards and Essential Learnings

Standard 1

English Language Learners listen for information and understanding, using a variety of sources, for academic and social purposes.

High School Beginner Essential Learnings

HS1B1	Follow clear multiple step directions in 1:1 and group situations.
HS1B2	Respond non-verbally or in one- or two-word phrases to greetings and requests in 1:1 and group situations.
HS1B3	Respond to simple questions with one or two words in 1:1 situations, e.g.: yes/no, open/ended, personal information, either/or.
HS1B4	Demonstrate comprehension of stories, information and academic content by responding nonverbally, e.g., listening, pointing, moving, matching, drawing and gesturing.
HS1B5	Understand key words, phrases, and simple sentences.
HS1B6	Recognize patterns of sound in oral language, e.g., rhyming and alliteration.
HS1B7	Listen for specific purposes, main ideas and details.
HS1B8	Hear and discriminate among a number of phonemes representing sounds specific to the English language.

High School Intermediate Essential Learnings

HS1I1	Follow specific multiple-step directions in group situations.
HS1I2	Respond to social and familiar academic language.
HS1I3	Respond to simple and some complex questions with words and phrases, e.g.: open/ended, either/or, who/how.
HS1I4	Comprehend stories, key concepts of content area information and oral presentations with contextual support, e.g.: graphic organizers, posters, diagrams, charts.
HS1I5	Identify story elements, e.g. characters, setting, plot, and theme.

High School Advanced Essential Learnings

HS1A1	Follow complex directions involving multiple options and choices.
HS1A2	Follow meaning when working in small group or whole class discussions on personal, social, or grade-level academic topics.
HS1A3	Analyze and evaluate conversations and orally-presented stories and content.
HS1A4	Comprehend stories and content area concepts at or grade level with contextual support, e.g., graphic organizers, posters, diagrams, and charts, by analyzing, evaluating, examining, etc.
HS1A5	Respond to increasingly complex and content-related questions about newly learned information, e.g., inference, comparison, summarization, point of view, disagreeing.
HS1A6	Demonstrate understanding of most oral language subtleties, e.g., figurative language, humor, idioms, sarcasm, riddles, slang.

English Language Development Standards and Essential Learnings

Standard 2

English Language Learners speak to convey information and understanding, using a variety of sources, for academic and social purposes.

High School Beginner Essential Learnings

HS2B1	Use gestures, single words, and simple phrases during basic conversations and to communicate needs in social and academic settings.
HS2B2	Use both social and academic learned vocabulary in context.
HS2B3	State basic personal information and preferences.
HS2B4	Make simple presentations in small groups using single words and phrases and visual support.
HS2B5	Restate information from social and academic settings using single words and phrases.
HS2B6	Respond to simple questions related to immediate context with single words, phrases, e.g.: yes/open, either/or, basic personal information.
HS2B7	Ask questions to obtain and clarify information using single words and phrases.
HS2B8	Approximate pronunciation of single words.

High School Intermediate Essential Learnings

HS2I1	Use appropriate language in a variety of settings.
HS2I2	Use key content and descriptive vocabulary.
HS2I3	Communicate ideas about a wide range of topics, both social and academic, using simple sentences.
HS2I4	Restate information and identify main idea and some details using sentences, e.g.: oral presentations, texts, media, etc.
HS2I5	Initiate and maintain conversation in social and academic settings about familiar topics.
HS2I6	Contribute to classroom and small group discussions by asking and responding to questions to obtain, clarify and extend information.
HS2I7	Contribute to content area discussions in small groups by summarizing, defining, giving opinions, and explaining using simple sentences.
HS2I8	Deliver short presentations on content area concepts in small groups using visual aids.
HS2I9	Use some humor.
HS2I10	Approximate pronunciation, rhythm, stress and intonation of English.

English Language Development Standards and Essential Learnings

Standard 2 (continued)

English Language Learners speak to convey information and understanding, using a variety of sources, for academic and social purposes.

High School Advanced Essential Learnings

HS2A1	Communicate information, observations, and ideas, and expresses feelings clearly in conversations.
HS2A2	Engage in collaborative activities through a variety of student groupings to gather, share, express and interpret opinions, discuss, reflect on, organize, analyze, synthesize and present information.
HS2A3	Contribute to content area discussions by asking and responding to questions, justifying, examining and defending point of view.
HS2A4	Deliver organized presentations/reports across content areas that include purpose, point of view, introduction, transitions and conclusions.
HS2A5	Use both formal and informal language, e.g.: interviewing, persuasive speech with attention to grammar, vocabulary, intonation and pronunciation.
HS2A6	Use figurative language, e.g., metaphors, similes, hyperbole.
HS2A7	Use technical, expanded and descriptive vocabulary related to content areas.

English Language Development Standards and Essential Learnings

Standard 3

English Language Learners read for information and understanding, using a variety of sources, for academic and social purposes.

High School Beginner Essential Learnings

HS3B1	Recognize, decode, and pronounce high frequency words.
HS3B2	Apply reading skills from first language to recognize and comprehend various text structures and print conventions from multiple sources.
HS3B3	Identify and use reading strategies to make text comprehensible and meaningful, e.g.: illustrations, graphic organizers, text features, pacing, word attack skills, resource materials.
HS3B4	Recognize and interpret information from academic content sources, e.g.: graphs, maps, graphic organizers, diagrams.
HS3B5	Identify elements of story, main ideas, details, and sequence of events from modified/visually-supported text using non-verbal or one- or two- word phrases.
HS3B6	Follow simple written directions in context; schedules, calendars.

English Language Development Standards and Essential Learnings

Standard 3 (continued)

English Language Learners read for information and understanding, using a variety of sources, for academic and social purposes.

High School Intermediate Essential Learnings

HS3I1	Recognize, decode, and pronounce high frequency vocabulary with ease and comprehension.
HS3I2	Comprehend key concepts of grade-appropriate content area text with support.
HS3I3	Apply and expand reading skills to comprehend various print and media resources.
HS3I4	Identify and use reading strategies to gain information and make text comprehensible and meaningful, e.g.: previewing/reviewing, skimming, and identifying related topics and main ideas, print and media resources.
HS3I5	Interpret and expand upon information from multiple academic content sources, both print and electronic.
HS3I6	Identify elements of story, main ideas, details, and sequence of events by using context, based upon purpose for reading.
HS3I7	Understand and analyze text for literal and implied meaning.
HS3I8	Read a wide variety of genres and literary texts from many cultural backgrounds.
HS3I9	Follow multi-step written directions to complete assigned tasks.

High School Advanced Essential Learnings

HS3A1	Use a variety of reading strategies to comprehend at or near grade-level text and extend personal knowledge from print and media resources, e.g.: paraphrasing, previewing/reviewing, skimming/scanning, summarizing, evaluating, compare/contrast, cause/effect, examining.
HS3A2	Comprehend grade-appropriate content area text with support.
HS3A3	Gather, organize, interpret, analyze and synthesize information related to academic content areas from various sources.
HS3A4	Support interpretation of text for literal and implied meaning with reference to features in written text, e.g., vocabulary, facts, sequence, relevance of details, bias of author
HS3A5	Follow multi-step written directions to complete grade-level tasks independently.
HS3A6	Demonstrate understanding of most language subtleties, e.g.: common idioms, dialect, humor, figurative language.

English Language Development Standards and Essential Learnings

Standard 4

English Language Learners write to convey information and understanding, using a variety of sources, for academic and social purposes.

High School Beginners Essential Learnings

HS4B1	Write simple sentences and phrases using a model.
HS4B2	Format written work appropriately, e.g.: margins, dates, and indenting.
HS4B3	Use key words presented and emphasized in content, e.g.: literature, math and science area lessons.
HS4B4	Write a short personal narrative using simple sentences.
HS4B5	Spell frequently-used words correctly in the context of writing.
HS4B6	Record and organize content area information using graphic organizers.
HS4B7	Complete forms such as job applications by providing basic personal information with assistance.
HS4B8	Plan writing using outlines, class and research notes, maps, and timelines.

High School Intermediate Essential Learnings

HS4I1	Use print for social communication, e.g.: thank you letters, e-mail, diary entries.
HS4I2	Summarize the main ideas, details, and sequence of events in a literature selection with support.
HS4I3	Use varied sentence patterns with conventional spelling, capitalization, and punctuation.
HS4I4	Use technical vocabulary related to key concepts in content areas.
HS4I5	Write, with modeling and support, paragraphs and short expository compositions on content area topics, e.g.: compare/contrast, cause/effect, problem/solution that include an introductory statement, supporting details, and a conclusion.
HS4I6	Use descriptive language to identify and compare characters and settings in literature.
HS4I7	Record and organize classroom procedures, e.g.: science experiments, math problem-solving.
HS4I8	Write, with modeling and support, narrative stories with a strong story line that connect to personal background knowledge and include the elements of setting and characters.
HS4I9	Communicate in writing using a variety of genres, e.g.: research papers, business letters, editorials, poetry, and autobiography.
HS4I10	Write job applications and resumes that provide all needed information.
HS4I11	Edit for conventions of writing and revise for appropriate word choice and organization.
HS4I12	Incorporate resource materials into writing, e.g.: periodicals, Internet sites, content-area text.
HS4I13	Use language subtleties, including figurative language and idioms.

English Language Development Standards and Essential Learnings

Standard 4 (continued)

English Language Learners write to convey information and understanding, using a variety of sources, for academic and social purposes.

High School Advanced Essential Learnings

HS4A1	Provide written responses such as identifying main idea and supporting details, plot and characterization, sequences and summaries.
HS4A2	Plan, draft, revise, and proofread own writing.
HS4A3	Respond appropriately to open-ended prompt in narrative, expository or persuasive writing.
HS4A4	Critique literature including connections to personal experience and other text.
HS4A5	Use complex sentence structures with clear and accurate vocabulary.
HS4A6	Use conventional spelling, capitalization, punctuation, grammar, and syntax.
HS4A7	Use strategies of note taking, outlining, and summarizing in content areas.
HS4A8	Develop a clear thesis supported with evidence, e.g.: analogies, quotations, facts, statistics, and comparisons.
HS4A9	Use and cite various resources in content area reports, including use of bibliography and standard format for quotations.
HS4A10	Use effective transitions and organization to create coherent multi-paragraph essays and narratives
HS4A11	Present and justify point of view and develop persuasive arguments using clear justification, explanation, and interpretation.
HS4A12	Use writing format appropriate to genre and audience and purpose.
HS4A13	Write applications and essays required to apply for jobs and colleges.
HS4A14	Gather, organize, interpret, and analyze information related to academic content areas from various sources by writing and elaborating on gathered information.

Suggested Timelines

Topic	Suggested Timeframe
Reading Demonstrations	The teacher or class selects text to read to the students. Texts rich in meaning or language and class favorites are read again and again and are used as a basis for other activities. Daily throughout the year, 5-7 minutes each day
Writing Demonstrations	Using a selected topic, the teacher talks, thinks, and questions the way through the writing process and writing strategies. Students may join in, but the teacher does the writing. The message is reread many times. Daily throughout the year, 5-7 minutes each day
Shared Reading (Whole Group &/or Small Group)	The teacher introduces and reads enlarged text or small text if each student has a copy. On refrains and in multiple readings, students join in, reading in unison. Select this approach if the text is high instructional/low instructional, yet is a high quality resource that meets the objective for a group of students 10-15 minutes
Shared Writing (Small Group)	The teacher guides group writing of a large scale piece, which can be a list, a chart, pages of a book, or another form of writing. All students participate in composing and constructing various aspects of the writing process. The piece of writing is read many times by the group during the writing process and as shared reading. Select this approach if the content or writing skills to be learned are within the grade level curriculum, yet students are not at a low instructional point of taking on the new learning, therefore, the teacher would highly support students to learn the writing content or writing skill. 10-15 minutes
Guided Reading (Small Group)	The teacher guides the student to use reading strategies appropriately. The teacher helps small groups of students to talk, think, and question their way through the reading process. Books are at the instructional level, are selected by the teacher, and read by the students. Select this approach if the text is low instructional-close to students' independent reading skill level, yet is a high quality resource that meets the objective for the group of students. 10-15 minutes
Guided Writing (Small Group)	The teacher has individual conferences with writers, giving selected feedback. The teacher may work with the whole class or a small group to provide general guidance and mini-lessons on any aspect of writing. Select this approach if the content or writing skills to be learned are within the grade level curriculum, and students are making close approximations toward proficiency on the new learning, therefore, the teacher would provide a low degree of support for students to learn the writing content or writing skill 10-15 minutes
Independent Reading and Writing	Students read to themselves or with partners; students write their own messages and stories, sometimes helping each other. Varied times depending on grade level; 10-60 minutes per day
Word Work / Spelling	Daily throughout the year 15 minutes each day – instruction &/or independent practice
Handwriting	Regularly throughout the year 5-15 minutes each day -- instruction &/or independent practice
Oral Language	Teach, practice, and monitor usage during instructional learning times and while students are working with others. Daily throughout the year

High Frequency Words

Fourth Grade		
every	asked	let
found	house	night
still	don't	being
between	world	study
main	going	second
should	school	soon
home	important	story
give	until	since
air	form	white
line	food	ever
set	keep	paper
own	land	hard
read	side	near
never	life	sentence
us	enough	best
left	took	across
end	four	during
along	without	today
while	above	however
might	kind	
sound	began	
below	almost	
saw	page	
something	got	
both	earth	
few	far	
those	hand	
always	high	
show	mother	
large	light	
often	country	
together	father	

Fifth Grade			
sure	morning	remember	mean
knew	I'm	tree	English
it's	body	course	
try	upon	front	
told	family	American	
young	later	space	
sun	turn	inside	
thing	face	ago	
whole	move	sad	
hear	door	early	
example	cut	I'll	
heard	done	learned	
several	group	brought	
change	true	close	
answer	half	nothing	
room	red	though	
sea	fish	idea	
against	plants	lived	
top	living	became	
turned	black	add	
learn	eat	become	
point	short	grow	
city	United States	draw	
play	run	yet	
toward	book	less	
five	gave	wind	
himself	order	behind	
usually	open	cannot	
money	ground	letter	
seen	cold	among	
didn't	really	able	
car	table	show	

High Frequency Words

Middle Level					
opposite	similar	death	grown	bank	speech
born	return	hole	cost	farther	forth
sense	corn	coast	wear	won	nation
cattle	decide	Cross	act	total	knowledge
million	position	sharp	hat	sell	appear
anyone	bear	fight	arm	wire	ate
rule	hope	capital	believe	rose	dinner
science	song	fill	major	cotton	hurt
afraid	engine	deal	gray	spoke	spend
women	board	busy	wonder	rope	experiment
produce	control	Beyond	Include	fear	touch
pull	spread	send	describe	shore	drop
son	evening	love	electric	throughout	chair
meant	brown	cool	sold	compare	east
broken	clean	cause	visit	movement	separate
Interest	wouldn't	please	sheep	exercise	truck
chance	section	meat	I'd	bread	sing
thick	spent	lady	office	process	column
sight	ring	west	row	nature	twice
pretty	teeth	glad	contain	apart	particular
train	quiet	action	fit	path	shop
fresh	ancient	pass	equal	careful	unless
drive	stick	type	value	narrow	spot
lead	afternoon	attention	yard	mental	neither
break	silver	gas	beat	nine	
sit	nose	kitchen	Inch	useful	
bought	century	scale	sugar	public	
radio	therefore	basic	key	according	
method	level	happen	product	steel	
king	you'll	safe	desert	salt	

Scope and Sequence Key

X = Exposure

Student sees, recognizes and experiments with the knowledge/skills listed. Modeled and shared instructional approaches are recommended throughout the year to demonstrate the use of the skills and highly support students knowledge and skill development.

EL = Essential Learning

Student independently uses the knowledge of skills listed by the end of the grade level listed. Guided, instruction and independent practice is recommended throughout the year.

• = Proficiency and Student Use

Student *continues* to show proficiency through independent use of understanding, knowledge and skill. Teacher monitors and holds students accountable.

Reading Scope & Sequence

READING GENRES	K	1	2	3	4	5	6	7	8	9	10	11	12
Short poem, nursery rhymes, chants and songs from many cultures	EL	EL	EL	•	•	•	•	•	•	•	•	•	•
Poems: patterned and rhyming	X	EL	•	•	•	•	•	•	•	•	•	•	•
Poems: patterned rhyming, chants, free verse	X	X	EL	•	•	•	•	•	•	•	•	•	•
Poems: humorous and free verse		X	X	EL	•	•	•	•	•	•	•	•	•
Poems: metered and free verse			X	X	EL	•	•	•	•	•	•	•	•
Poems: free verse, narrative, ballad				X	X	EL	•	•	•	•	•	•	•
Poems of all types	X	X	X	X	X	X	EL	•	•	•	•	•	•
Traditional literature: fairytale and folktale	X	EL	EL	•	•	•	•	•	•	•	•	•	•
Traditional literature: cumulative, pour quoi, beasts, cyclical, fables, tall tales, folktales		X	EL	EL	•	•	•	•	•	•	•	•	•
Traditional literature: cultural variance of tales, humorous twists		X	X	X	EL	•	•	•	•	•	•	•	•
Traditional literature: folktales, myths, legends, fables, humorous twists, tall tales, cultural variance of tales				EL	EL	•	•	•	•	•	•	•	•
Simple fantasy—many with talking animals (K-3) Fantasy (4-12)	X	X	EL	•	EL	EL	•	•	•	•	•	•	•
Science fiction				X	X	EL	•	•	•	•	•	•	•
Realistic fiction		X	X	EL	EL	•	•	•	EL	•	•	•	•
Historical fiction				X	EL	EL	•	•	•	•	•	•	•
Informational texts	X	X	X	EL	EL	EL	EL	EL	EL	•	•	•	•
Factual texts (ABC books, label books, concept books, counting books, simple informational books)	EL	EL	•	•	•	•	•	•	•	•	•	•	•
Biographies on well known subjects			X	X	EL	EL	•	•	•	•	•	•	•
Autobiographies			X	X	X	EL	•	•	•	•	•	•	•
Memoir on a variety of subjects		X	X	X	X	EL	•	•	EL	•	•	•	•
Memoir: personal narrative, small moments	X	X	X	EL	•	•	•	•	•	•	•	•	•
Special types of genres: mystery, adventure, survival			X	X	X	EL	EL	EL	•	•	•	•	•
Hybrid texts—a text in one genre with a simple form of another genre embedded in it		X	X	X	X	X	X	X	EL	•	•	•	•
Essay documents							X	X	EL	•	•	•	•
Short stories						X	X	EL	•	•	•	•	•
Novels					X	X	EL	•	•	•	•	•	•

Writing Scope & Sequence

WRITING TYPES AND FORMS	K	1	2	3	4	5	6	7	8	9	10	11	12
Short poem, nursery rhymes, chants and songs from many cultures	EL	EL	EL	•	•	•	•	•	•	•	•	•	•
Poems: patterned and rhyming	X	EL	•	•	•	•	•	•	•	•	•	•	•
Poems: patterned rhyming, chants, free verse	X	X	EL	•	•	•	•	•	•	•	•	•	•
Poems: humorous and free verse		X	X	EL	•	•	•	•	•	•	•	•	•
Poems: metered and free verse			X	X	EL	•	•	•	•	•	•	•	•
Poems: free verse, narrative, ballad				X	X	EL	•	•	•	•	•	•	•
Poems of all types	X	X	X	X	X	X	EL	•	•	•	•	•	•
Traditional literature: fairytale and folktale	X	EL	EL	•	•	•	•	•	•	•	•	•	•
Traditional literature: cumulative, pour quoi, beasts, cyclical, fables, tall tales, folktales		X	EL	EL	•	•	•	•	•	•	•	•	•
Traditional literature: cultural variance of tales, humorous twists		X	X	X	EL	•	•	•	•	•	•	•	•
Traditional literature: folktales, myths, legends, fables, humorous twists, tall tales, cultural variance of tales				EL	EL	•	•	•	•	•	•	•	•
Simple fantasy—many with talking animals (K-3) Fantasy (4-12)	X	X	EL	•	EL	EL	•	•	•	•	•	•	•
Science fiction				X	X	EL	•	•	•	•	•	•	
Realistic fiction		X	X	EL	EL	•	•	•	•	•	•	•	•
Historical fiction				X	EL	EL	•	•	•	•	•	•	•
Informational texts	X	X	X	EL	EL	EL	EL	EL	EL	•	•	•	•
Factual texts (ABC books, label books, concept books, counting books, simple informational books)	EL	EL	•	•	•	•	•	•	•	•	•	•	•
Biographies on well known subjects			X	X	EL	EL	•	•	•	•	•	•	•
Autobiographies			X	X	X	EL	•	•	EL	•	•	•	•
Memoir on a variety of subjects		X	X	X	X	EL	•	•	EL	•	•	•	•
Memoir: personal narrative, small moments	X	X	X	EL	•	•	•	•	•	•	•	•	•
Special types of genres: mystery, adventure, survival			X	X	X	EL	EL	EL	•	•	•	•	•
Hybrid texts—a text in one genre with a simple form of another genre embedded in it		X	X	X	X	X	X	X	EL	•	•	•	•
Essay documents							X	X	EL	•	•	•	•
Short stories						X	X	EL	•	•	•	•	•
Novels					X	X	EL	•	•	•	•	•	•

Writing Mechanics Scope & Sequence

Writing	K	1	2	3	4	5	6	7	8	9	10	11	12
Capitalization													
Word I	EL	•	•	•	•	•	•	•	•	•	•	•	•
First and last name	EL	•	•	•	•	•	•	•	•	•	•	•	•
Names of people (proper nouns: people)	X	EL	•	•	•	•	•	•	•	•	•	•	•
First word in a sentence	X	X	EL	•	•	•	•	•	•	•	•	•	•
Calendar words (days, month, holidays)	X	EL	•	•	•	•	•	•	•	•	•	•	•
Geographic locations (proper nouns: places)	X	X	EL	•	•	•	•	•	•	•	•	•	•
Titles used with names (Mr., Mrs., President, Senator, Doctor)	X	EL	•	•	•	•	•	•	•	•	•	•	•
A speakers first word in dialogue		X	X	X	EL	•	•	•	•	•	•	•	•
Proper nouns (things) and proper adjectives		X	X	X	EL	•	•	•	•	•	•	•	•
Words used as names (Uncle John)	X	X	X	EL	•	•	•	•	•	•	•	•	•
Abbreviations		X	X	EL	•	•	•	•	•	•	•	•	•
Book titles	X	X	X	EL	•	•	•	•	•	•	•	•	•
Names of races, religions, nationalities and languages				X	X	X	EL	•	•	•	•	•	•
Organizations				X	X	EL	•	•	•	•	•	•	•
Historical events			X	X	EL	•	•	•	•	•	•	•	•
Acronyms				X	X	X	EL	•	•	•	•	•	•

Writing Mechanics Scope & Sequence (continued)

Writing	K	1	2	3	4	5	6	7	8	9	10	11	12
Periods, question marks, exclamation marks													
Period at the end of a sentence	X	X	EL	•	•	•	•	•	•	•	•	•	•
Period for abbreviations		X	X	X	EL	•	•	•	•	•	•	•	•
Period after a person’s initials		X	X	EL	•	•	•	•	•	•	•	•	•
Question marks at the end of direct questions	X	X	EL	•	•	•	•	•	•	•	•	•	•
To show doubt				X	X	EL	•	•	•	•	•	•	•
Exclamation point to express strong feelings	X	X	X	EL	•	•	•	•	•	•	•	•	•
Commas													
Between items in a series	X	X	X	EL	•	•	•	•	•	•	•	•	•
In dates		X	X	EL	•	•	•	•	•	•	•	•	•
In letter writing: greeting and closing		X	X	EL	•	•	•	•	•	•	•	•	•
In compound sentences			X	X	X	EL	•	•	•	•	•	•	•
To set off a speakers words in dialogue			X	X	EL	•	•	•	•	•	•	•	•
In addresses: between city and state			X	X	EL	•	•	•	•	•	•	•	•
In direct address to name a person spoken to				X	X	EL	•	•	•	•	•	•	•
Between adjectives			X	X	EL	•	•	•	•	•	•	•	•
To keep numbers clear			X	X	EL	•	•	•	•	•	•	•	•
To set off interruptions				X	X	X	EL	•	•	•	•	•	•
To set off interjections					X	EL	•	•	•	•	•	•	•
To separate introductory phrases and clauses					X	X	X	EL	•	•	•	•	•
To set off explanatory phrases and appositives					X	X	X	EL	•	•	•	•	•
To set off non-restrictive phrases and clauses						X	X	X	EL	•	•	•	•

Writing Mechanics Scope & Sequence (continued)

Writing	K	1	2	3	4	5	6	7	8	9	10	11	12
Abbreviations													
Titles of peoples names (Dr., Mrs.)		X	EL	•	•	•	•	•	•	•	•	•	•
Calendar words		X	X	EL	•	•	•	•	•	•	•	•	•
State and address				X	EL	•	•	•	•	•	•	•	•
Acronyms				X	X	X	EL	•	•	•	•	•	•
Initialisms						X	X	X	EL	•	•	•	•
Quotation Marks													
Before and after a speakers words			X	X	EL	•	•	•	•	•	•	•	•
To punctuate titles				X	EL	•	•	•	•	•	•	•	•
For special words					X	X	X	EL	•	•	•	•	•
Single quotation for quoting a quotation							X	X	X	EL	•	•	•
Underlining and Italics													
For titles of books and magazines			X	X	EL	•	•	•	•	•	•	•	•
For special words				X	X	X	EL	•	•	•	•	•	•
For foreign words (underlining)							X	X	X	EL	•	•	•
Apostrophes													
Contractions: common combinations such as don't, won't		X	X	EL	•	•	•	•	•	•	•	•	•
Contractions: with pronouns (I'm, we're)		X	X	X	EL	•	•	•	•	•	•	•	•
Show ownership: singular possessives		X	X	EL	•	•	•	•	•	•	•	•	•
Show ownership: plural possessives			X	EL	•	•	•	•	•	•	•	•	•
To form possessives with indefinite pronouns		X	X	EL	•	•	•	•	•	•	•	•	•
To form shared possessives		X	X	EL	•	•	•	•	•	•	•	•	•
In place of omitted letters or numbers							X	X	X	EL	•	•	•

Writing Mechanics Scope & Sequence (continued)

Writing	K	1	2	3	4	5	6	7	8	9	10	11	12
Parenthesis													
To add information				X	X	X	X	EL	•	•	•	•	•
Parenthetical Reference						X	X	EL	•	•	•	•	•
Hyphens													
To divide a word				X	X	EL	•	•	•	•	•	•	•
In compound words					X	EL	•	•	•	•	•	•	•
To avoid confusing or awkward spelling								X	X	EL	•	•	•
Between numbers in a fraction							EL	•	•	•	•	•	•
To create new words							X	X	EL	•	•	•	•
To join letters or words							X	X	EL	•	•	•	•
To form an adjective							X	X	EL	•	•	•	•
Colons													
To introduce a list				X	X	EL	•	•	•	•	•	•	•
As a formal introduction					X	X	EL	•	•	•	•	•	•
In business letters					X	X	EL	•	•	•	•	•	•
Between numbers in time		X	X	EL	•	•	•	•	•	•	•	•	•
For emphasis							X	X	X	EL	•	•	•
Semicolons													
To join two independent clauses					X	X	X	EL	•	•	•	•	•
To separate groups in a series with commas					X	X	X	X	EL	•	•	•	•
With conjunctive adverbs							X	X	X	EL	•	•	•
To set off two independent clauses							X	X	EL	•	•	•	•
Ellipses													
To show omitted words					X	X	EL	•	•	•	•	•	•
To show a pause		X	X	X	EL	•	•	•	•	•	•	•	•
Dashes													
To show a sentence break					X	X	X	EL	•	•	•	•	•
For emphasis					X	X	X	X	EL	•	•	•	•
To show interrupted speech					X	X	X	X	EL	•	•	•	•

Language Arts Glossary of Terms

Adjective	A word that describes somebody or something. Old, white, busy, careful, and horrible are all adjectives. Adjectives either come before a noun, or after linking verbs (be, seem, look). See Adverb, Noun, Verb, Adjectival phrase
Adverb	A word that modifies a verb, an adjective, or another adverb. An adverb tells how, when, where, why, how often, or how much. Adverbs can be cataloged in four basic ways: time, place, manner, and degree. See Adjective, Noun, Verb, Adverbial phrase
Alliteration	The repetition of initial consonant sounds in words. For example, rough and ready.
Archetype	An image, a descriptive detail, a plot pattern, or a character type that occurs frequently in literature, myth, religion, or folklore and is, therefore, believed to evoke profound emotions.
Aside	A dramatic device in which a character speaks his or her thoughts aloud, in words meant to be heard by the audience but not by the other characters. See Soliloquy
Assonance	The repetition of vowel sounds without the repetition of consonants. For example, lake and fake. See Consonance
Ballad	A poem in verse form that tells a story. See Poetry, Refrain
Character	A person who takes part in the action of a story, novel, or a play. Sometimes characters can be animals or imaginary creatures, such as beings from another planet.
Characterization/Character development	The method a writer uses to develop characters. There are four basic methods: (a) a writer may describe a character's physical appearance; (b) a character's nature may be revealed through his/her own speech, thoughts, feelings, or actions; (c) the speech, thoughts, feelings, or actions of other characters can be used to develop a character; and (d) the narrator can make direct comments about a character.
Clause	A group of related words that has both a subject and a predicate. For example, 'because the boy laughed.' See Phrase
Cliché	A trite or stereotyped phrase or expression. A hackneyed theme, plot, or situation in fiction or drama. For example, 'it rained cats and dogs.'
Climax	The high point, or turning point, in a story—usually the most intense point near the end of a story. See Plot, Conflict, Rising action, Resolution
Cognates	Words having a common linguistic origin. For example, café and coffee derive from the Turkish, kahve.
Conflict	In narration, the struggle between the opposing forces that moves the plot forward. Conflict can be internal, occurring within a character, or external, between characters or between a character and an abstraction such as nature or fate. See Plot, Climax,
Connotation	The attitudes and feelings associated with a word. These associations can be negative or positive, and have an important influence on style and meaning. See Denotation

Language Arts Glossary of Terms (continued)

Consonance	The repetition of consonant sounds within and at the ends of words. For example, lonely afternoon. Often used with assonance, alliteration, and rhyme to create a musical quality, to emphasize certain words, or to unify a poem. See Assonance, Alliteration, Rhyme
Controlling image	A single image or comparison that extends throughout a literary work and shapes its meaning. See Extended metaphor, Metaphor
Denotation	The literal or dictionary definition of a word. Denotation contrasts with connotation. See Connotation
Description	The process by which a writer uses words to create a picture of a scene, an event, or a character. A description contains carefully chosen details that appeal to the reader's senses of sight, sound, smell, touch, or taste.
Dialect	A particular variety of language spoken in one place by a distinct group of people. A dialect reflects the colloquialisms, grammatical constructions, distinctive vocabulary, and pronunciations that are typical of a region. At times writers use dialect to establish or emphasize settings as well as to develop characters.
Dialogue	Conversation between two or more people that advances the action, is consistent with the character of the speakers, and serves to give relief from passages essentially descriptive or expository.
Diction	An author's choice of words based on their correctness, clearness, or effectiveness. See Style, Imagery
Digraph	Two successive letters that make a single sound. For example, the ea in bread, or the ng in sing.
Diphthong	Speech sound beginning with one vowel sound and moving to another vowel sound within the same syllable. For example, oy in the word boy.
Discourse	Formal, extended expression of thought on a subject, either spoken or written. See Rhetoric
Drama/Dramatic literature	A play; a form of literature that is intended to be performed before an audience. Drama for stage is also called theatre. In a drama, the story is presented through the dialogue and the actions of the characters. See Script
Edit	Correct errors in spelling, usage, mechanics, and grammar.
Epic	A long narrative that tells of the deeds and adventures of a hero or heroine. See Poetry,
Epigraph	A quotation on the title page of a book or a motto heading a section of a work,

Language Arts Glossary of Terms (continued)

Epithet	An adjective or phrase used to express the characteristic of a person or thing in poetry. For example, 'rosy-fingered dawn.'
Essay	A brief work of nonfiction that offers an opinion on a subject. The purpose of an essay may be to express ideas and feelings, to analyze, to inform, to entertain, or to persuade. An essay can be formal, with thorough, serious, and highly organized content, or informal, with a humorous or personal tone and less rigid structure.
Exposition/Expository text	Writing that is intended to make clear or to explain something using one or more of the following methods: identification, definition, classification, illustration, comparison, and analysis. In a play or a novel, exposition is that portion that helps the reader to understand the background or situation in which the work is set.
Extended metaphor	A comparison between unlike things that serves as a unifying element throughout a series of sentences or a whole piece. An extended metaphor helps to describe a scene, an event, a character, or a feeling. See Metaphor
Fable	A short, simple story that teaches a lesson. A fable usually includes animals that talk and act like people. See Folktale, Traditional Literature
Fairy tale	A story written for, or told to, children that includes elements of magic and magical folk such as fairies, elves, or goblins. See Folktale, Traditional Literature
Falling action	In the plot of a story, the action that occurs after the climax. During the falling action conflicts are resolved and mysteries are solved.
Fiction	Imaginative works of prose, primarily the novel and the short story. Although fiction draws on actual events and real people, it springs mainly from the imagination of the writer. The purpose is to entertain as well as enlighten the reader by providing a deeper understanding of the human condition.
Figurative language	Language that communicates ideas beyond the ordinary or literal meaning of the words. See Simile, Metaphor, Personification, Hyperbole
Figure of speech	Literary device used to create a special effect or feeling, often by making some type of comparison. See Hyperbole, Metaphor, Simile, Understatement
Fluency	Automatic word recognition, rapid decoding, and checking for meaning.
Folktale	A short narrative handed down through oral tradition, with various tellers and groups modifying it, so that it acquired cumulative authorship. Most folktales eventually move from oral tradition to written form. See Traditional Literature, Tall tale
Foreshadowing	A writer's use of hints or clues to indicate events that will occur in a story. Foreshadowing creates suspense and at the same time prepares the reader for what is to come.
Genre	A category of literature.

Language Arts Glossary of Terms (continued)

Gerund	A verb form that ends in –ing and is used as a noun. For example, ‘Cooking is an art.’
Grammar	The study of the structure and features of a language. Grammar usually consists of rules and standards that are to be followed to produce acceptable writing and speaking.
Hero/Heroine	A mythological or legendary figure often of divine descent who is endowed with great strength or ability. The word is often broadly applied to the principal male or female character in a literary or dramatic work. See Protagonist
Heroic couplet	Two rhyming lines written in iambic pentameter. The term “heroic” comes from the fact that English poems having heroic themes and elevated style have often been written in iambic pentameter. See iambic pentameter, Poetry, Meter
Homograph	One of two or more words spelled alike but different in meaning and derivation or pronunciation. For example, the noun conduct and the verb conduct are homographs. See Homonym, Homophone
Homonym	One of two or more words spelled and pronounced alike but different in meaning. For example, the noun quail and the verb quail. See Homograph, Homophone
Homophone	One of two or more words pronounced alike but different in meaning or derivation or spelling. For example, the words to, too, and two. See Homonym, Homograph
Hyperbole	An intentional exaggeration for emphasis or comic effect. An overstatement.
iambic pentameter	A metrical line of five feet or units, each made up of an unstressed then a stressed syllable. For example, ‘I have thee not, and yet I see thee still.’ (Macbeth, II.1.44) See Meter, Poetry
Idiom	A phrase or expression that means something different from what the words actually say. An idiom is usually understandable to a particular group of people. For example, using ‘over his head’ for ‘doesn’t understand.’
Image/Imagery	Words and phrases that create vivid sensory experiences for the reader. Most images are visual, but imagery may also appeal to the senses of smell, hearing, taste, or touch. See Style, Sensory detail
Improvisation	A work or performance that is done on the spur of the moment, without conscious preparation or preliminary drafts or rehearsals. See Drama
Independent clause	Presents a complete thought and can stand alone as a sentence. For example, ‘When she looked through the microscope, she saw paramecia.’ See Subordinate clause, Sentence
Infinitive	A verb form that is usually introduced by to. The infinitive may be used as a noun or as a modifier. For example, an infinitive can be used as a direct object (The foolish teenager decided to smoke); as an adjective (The right to smoke in public is now in serious question); or as an adverb (It is illegal to smoke in public buildings). See Verb

Language Arts Glossary of Terms (continued)

Informational/Expository text	Nonfiction written to inform, explain, or persuade that does not use narrative structure to achieve its purpose.
Internal rhyme	Rhyme that occurs within a single line of poetry. For example, in the opening line of Eliot's <i>Gerontion</i> , 'Here I am, an old man in a dry month,' internal rhyme exists between 'an' and 'man' and between 'I' and 'dry'. See Rhyme, Poetry
Irony	The contrast between expectation and reality. This incongruity has the effect of surprising the reader or viewer. Techniques of irony include hyperbole, understatement, and sarcasm. See Hyperbole, Understatement
Main idea	In informational writing, the most important thought or overall position. The main idea or thesis of a piece, written in sentence form, is supported by details and explanation. See Theme, Thesis
Metaphor	A figure of speech that makes a comparison between two things that are basically different but have something in common. Unlike a simile, a metaphor does not contain the words like or as. For example, in the evening of life. See Figurative language, Figure of speech, Simile
Meter	In poetry, the recurrence of a rhythmic pattern. See Iambic pentameter
Monologue/Soliloquy	A speech in a dramatic work in which a character speaks his or her thoughts aloud. Usually the character is on the stage alone, not speaking to other characters and perhaps not even consciously addressing the audience. (If there are other characters on the stage, they are ignored temporarily.) The purpose of a soliloquy is to reveal a character's inner thoughts, feelings, and plans to the audience.
Mood	The feeling or atmosphere that a writer creates for the reader. The use of connotation, details, dialogue, imagery, figurative language, foreshadowing, setting, and rhythm can help establish mood. See Style, Tone
Moral	The lesson taught in a work such as a fable; a simple type of theme. For example, 'Do not count your chickens before the are hatched' teaches that one should not number one's fortunes or blessings until they appear. See Theme
Myth	A traditional story passed down through generations that explains why the world is the way it is. Myths are essentially religious, because they present supernatural events and beings and articulate the values and beliefs of a cultural group.
Narration	Writing that relates an event or a series of events; a story. Narration can be imaginary, as in a short story or novel, or factual, as in a newspaper account or a work of history.
Narrator	The person or voice telling the story. The narrator can be a character in the story or a
Nonfiction	Writing about real people, places, and events. Unlike fiction, nonfiction is largely concerned with factual information, although the writer shapes the information according to his or her purpose and viewpoint. Biography, autobiography, and news articles are examples of nonfiction. See Fiction

Language Arts Glossary of Terms (continued)

Noun	A word that is the class name of something: a person, place, thing, or idea. See Adjective, Adverb, Verb
Novel	An extended work of fiction. Like a short story, a novel is essentially the product of a writer's imagination. Because the novel is much longer than the short story, the writer can develop a wider range of characters and a more complex plot.
Onomatopoeia	The use of a word whose sound suggests its meaning, as in clang, buzz, crash.
Onset	The part of the syllable that precedes the vowel. For example, /h/ in hop, and /sk/ in scotch. Some syllables have no onset, as in un or on. See Rime
Palindrome	A word, phrase, or sentence that reads the same backward or forward. For example,
Paradox	A statement that seems to contradict itself, but, in fact, reveals some element of truth. A special kind of paradox is the oxymoron, which brings together two contradictory terms. For example, cruel kindness and brave fear.
Parallel structure	The same grammatical structure of parts within a sentence or of sentences within a paragraph. For example, the following sentence contains parallel infinitive phrases: He wanted to join the swim team, to be a high diver, and to swim in relays.
Parody	Imitates or mocks another work or type of literature. Like a caricature in art, parody in literature mimics a subject or a style. Its purpose may be to ridicule, to broaden understanding of, or to add insight to the original work.
Participle	A verb form ending in –ing or –ed. A participle functions like a verb because it can take an object; a participle functions like an adjective because it can modify a noun or pronoun. For example, in a glowing coal and a beaten dog, glowing and beaten are participles.
Pastoral	A poem presenting shepherds in rural settings, usually in an idealized manner. The language and form are artificial. The supposedly simple, rustic characters tend to use formal, courtly speech, and the meters and rhyme schemes are characteristic of formal poetry. See Poetry, Epic
Personification	A form of metaphor in which language relating to human action, motivation, and emotion is used to refer to non-human agents or objects or abstract concepts: The weather is smiling on us today; Love is blind. See Metaphor, Figure of speech, Figurative language
Persuasion/Persuasive writing	Writing intended to convince the reader that a position is valid or that the reader should take a specific action. Differs from exposition in that it does more than explain; it takes a stand and endeavors to persuade the reader to take the same position.
Phonemic awareness/Phonological awareness	Awareness that spoken language consists of a sequence of phonemes. This awareness is demonstrated, for example, in the ability to generate rhyme and alliteration, and in

Language Arts Glossary of Terms (continued)

Phoneme	The smallest unit of speech sound that makes a difference in communication. For example, fly consists of three phonemes: /f/-/l/-/i/.
Phrase	A group of related words that lacks either a subject or a predicate or both. For example, by the door and opening the box. See Clause
Plot	The action or sequence of events in a story. Plot is usually a series of related incidents that builds and grows as the story develops.
Poetry	An imaginative response to experience reflecting a keen awareness of language. Its first characteristic is rhythm, marked by regularity far surpassing that of prose. Poetry's rhyme affords an obvious difference from prose. Because poetry is relatively short, it is likely to be characterized by compactness and intense unity.
Point of view	The vantage point from which a story is told. In the first-person or narrative point of view, the story is told by one of the characters. In the third-person or omniscient point of view, the story is told by someone outside the story.
Prefix	A word part that is added to the beginning of a base word that changes the sense or meaning of the root or base word. For example, re-, dis-, com-are prefixes. See Suffix, Root
Prose	Writing or speaking in the usual or ordinary form. Prose becomes poetic when it takes on rhythm and rhyme. See Poetry
Protagonist	The main character or hero of a story. See Hero/Heroine
Pun	A joke that comes from a play on words. It can make use of a word's multiple meanings or a word's rhyme.
Refrain	One or more words repeated at intervals in a poem, usually at the end of a stanza, such as the last line of each stanza in a ballad. Used to present different moods or ideas, as in Poe's, 'Nevermore'.
Resolution	The portion of a play or story where the problem is solved. The resolution comes after the climax and falling action and is intended to bring the story to a satisfactory end.
Revise	To change a piece of writing in order to improve it in style or content.
Rhetoric	The art of effective expression and the persuasive use of language. See Discourse
Rhyme scheme	In poetry, the pattern in which rhyme sounds occur in a stanza. Rhyme schemes, for the purpose of analysis, are usually presented by the assignment of the same letter of the alphabet to each similar sound in the stanza.
Rhythm	The pattern of stressed and unstressed syllables in a line of poetry. Poets use rhythm to bring out the musical quality of language, to emphasize ideas, to create mood, to unify a work, or to heighten emotional response.

Language Arts Glossary of Terms (continued)

Rime	The vowel and any consonants that follow it. For example, in scotch, the rime is /och/. See Onset
Rising action	The events in a story that move the plot forward. Rising action involves conflicts and complications, and builds toward the climax of the story.
Root (Root word)	A word or word element to which prefixes and suffixes may be added to make other words. For example, to the root graph, the prefix di- and the suffix -ic can be added to create the word, digraphic. See Prefix, Suffix
Satire	A literary technique in which ideas, customs, behaviors, or institutions are ridiculed for the purpose of improving society. Satire may be gently witty, mildly abrasive, or bitterly critical and often uses exaggeration for effect.
Script	The text of a play, motion picture, radio broadcast, or prepared speech that includes dialogue and stage directions.
Sentence	A group of words expressing one or more complete thoughts.
Setting	The time and place of the action in a story, play, or poem.
Short story	A brief fictional work that usually contains one major conflict and at least one main character.
Simile	A comparison of two unlike things in which a word of comparison (often like or as) is used. For example, 'She stood in front of the alter, shaking like a freshly caught trout.' (Maya Angelou) See Metaphor
Sonnet	A poem consisting of fourteen lines of iambic pentameter. See iambic pentameter, Poetry
Stanza	A recurring grouping of two or more verse lines in terms of length, metrical form, and, often, rhyme scheme. See Poetry, Rhyme scheme, Verse
Style	The particular way a piece of literature is written. Not only what is said but how it is said, style is the writer's unique way of communicating ideas. Elements contributing to style include word choice, sentence length, tone, figurative language, and use of dialogue.
Subordinate (dependent) clause	A clause that does not present a complete thought and cannot stand alone as a sentence. For example, 'The boy went home from school because he was sick.' See Independent clause, Sentence
Suffix	A word part that is added to the ending of a root word and establishes the part of speech of that word. For example, the suffix -ly added to immediate, a noun, creates the word, immediately, an adverb or adjective. See also Prefix, Root
Symbol	A person, place, or object that represents something beyond itself. Symbols can succinctly communicate complicated, emotionally rich ideas.
Synonym	A word that has a meaning identical with, or very similar to, another word in the same

Language Arts Glossary of Terms (continued)

Tall tale	A distinctively American type of humorous story characterized by exaggeration. Tall tales and practical jokes have similar kinds of humor. In both, someone gets fooled, to the amusement of the person or persons who know the truth. See Traditional Literature ,
Theme	A central idea or abstract concept that is made concrete through representation in person, action, and image. No proper theme is simply a subject or an activity. Like a thesis, theme implies a subject and predicate of some kind—not just vice for instance, but some such proposition as, “Vice seems more interesting than virtue but turns out to be destructive.” Sometimes the theme is directly stated in the work, and sometimes it is given indirectly. There may be more than one theme in a given work. See Main idea, Thesis, Moral
Thesis	An attitude or position taken by a writer or speaker with the purpose of proving or supporting it. Also used for the paper written in support of the thesis. See Theme, Main idea
Tone	An expression of a writer’s attitude toward a subject. Unlike mood, which is intended to shape the reader’s emotional response, tone reflects the feelings of the writer. Tone can be serious, humorous, sarcastic, playful, ironic, bitter, or objective. See Mood, Style
Topic	The meaning a literary work refers to, stated in a phrase or word. For example, in Flaubert’s <i>Madame Bovary</i> , the topic is “dissatisfaction with reality.” See Theme
Traditional Literature	The knowledge and beliefs of cultures that are transmitted by word of mouth. It consists of both prose and verse narratives, poems and songs, myths, dramas, rituals, fables, proverbs, riddles, and the like. Folk literature exists side by side with the growing written record. See Folktale, Tall tale
Trickster tale	Story relating the adventures of a mischievous supernatural being much given to capricious acts of sly deception, who often functions as a cultural hero or symbolizes the ideal of a people.
Understatement	A technique of creating emphasis by saying less than is actually or literally true. Understatement is the opposite of hyperbole or exaggeration, and can be used to create humor as well as biting satire. See Hyperbole
Verb	A word, or set of words, that expresses action or state of being.
Voice	Indicates whether the subject is acting or being acted upon. Active voice indicates that the subject is acting—doing something. (Benjamin Franklin discovered the secrets of electricity.) Passive voice indicates that the subject is being acted upon (The secrets of electricity were discovered by Benjamin Franklin). Also, a writer’s unique use of language that allows a reader to perceive a human personality in his or her writing. The elements of style that determine a writer’s voice include sentence structure, diction, and tone. The term can also be applied to the narrator of a selection.