



*World Literature  
and Composition  
Curriculum Essentials  
Document*



*Boulder Valley School District  
Department of Curriculum and Instruction  
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### World Literature and Composition Curriculum Essentials

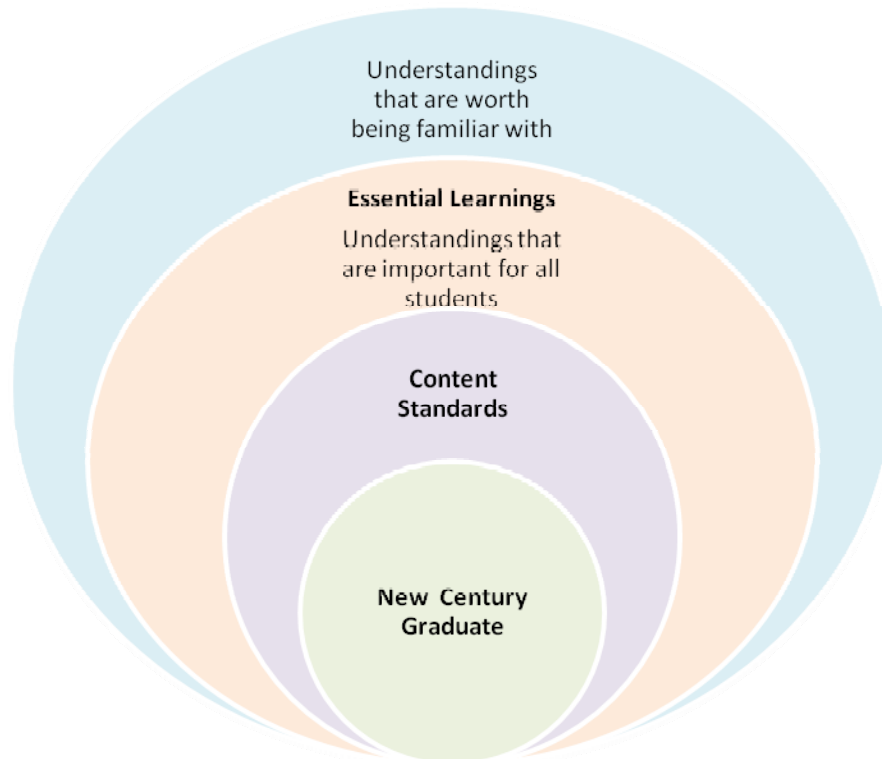
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# *General Introduction*



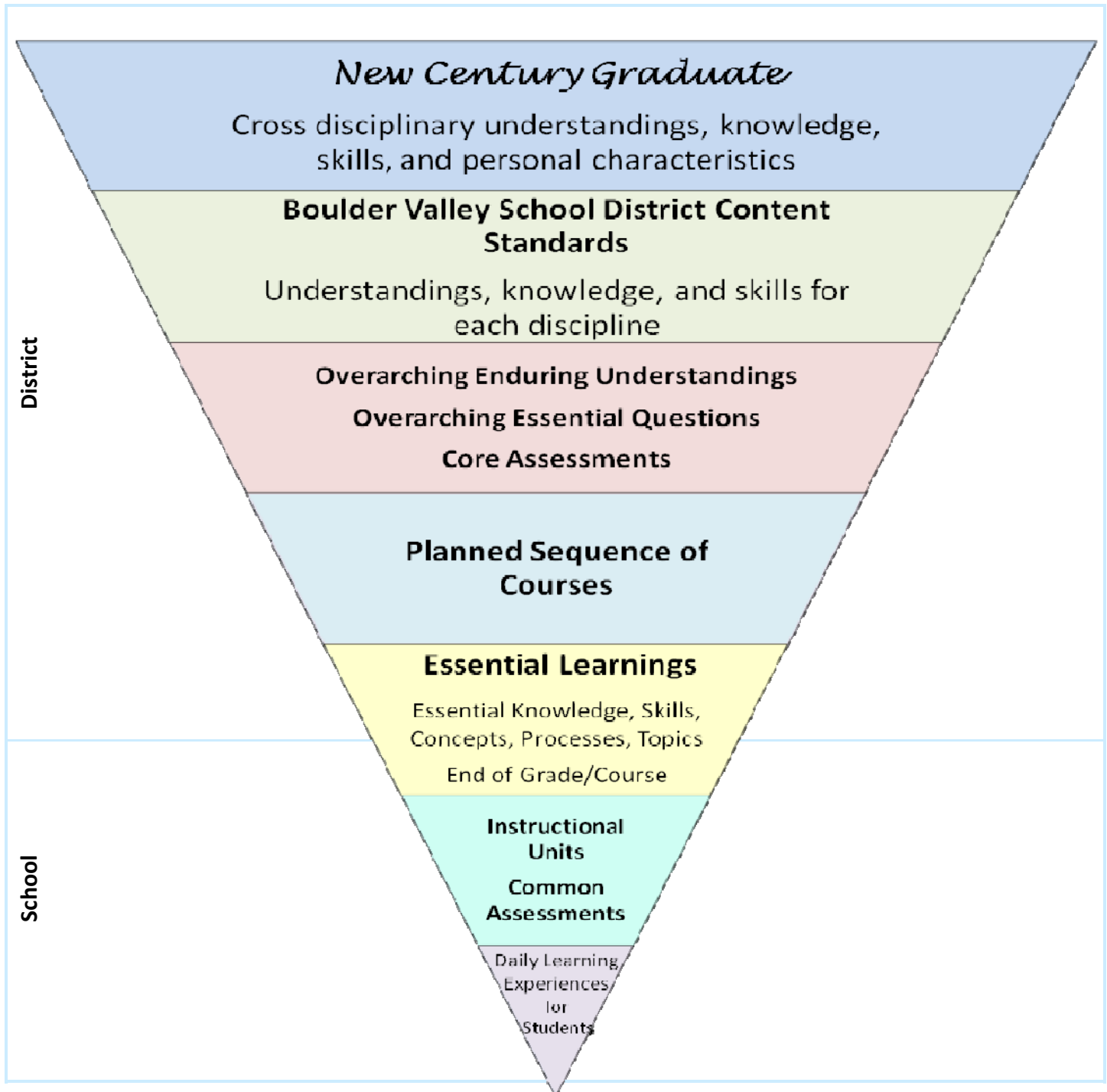
## What is a Curriculum Essentials Document? How Does it Relate to a Guaranteed and Viable Curriculum?



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.

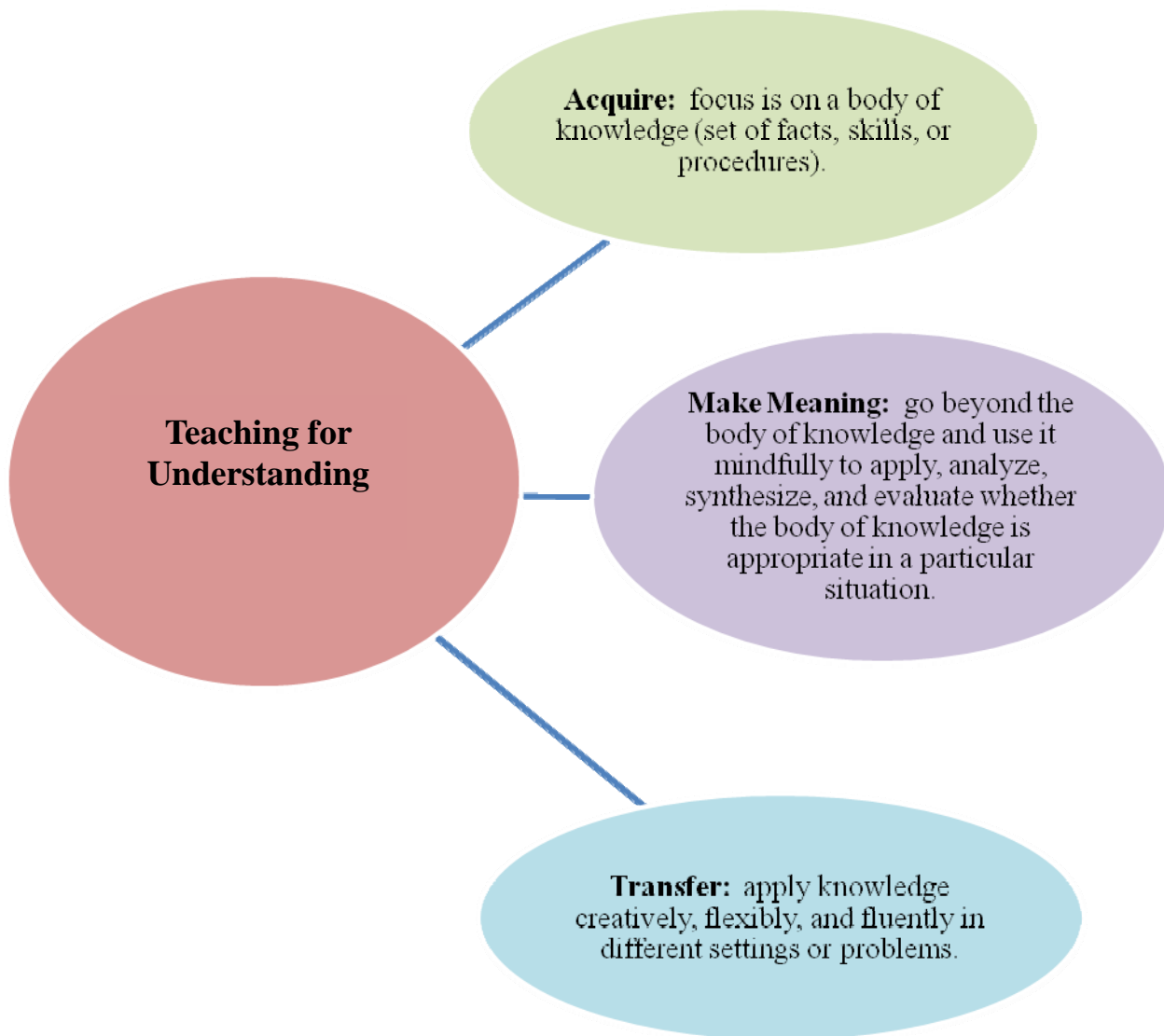
An understanding can be overarching or topical. Overarching understandings are broad (as the name implies) and offer a possible bridge to other units and courses. Overarching understandings are identified at the district-level. Topical understandings are unit specific, identified by teachers about the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

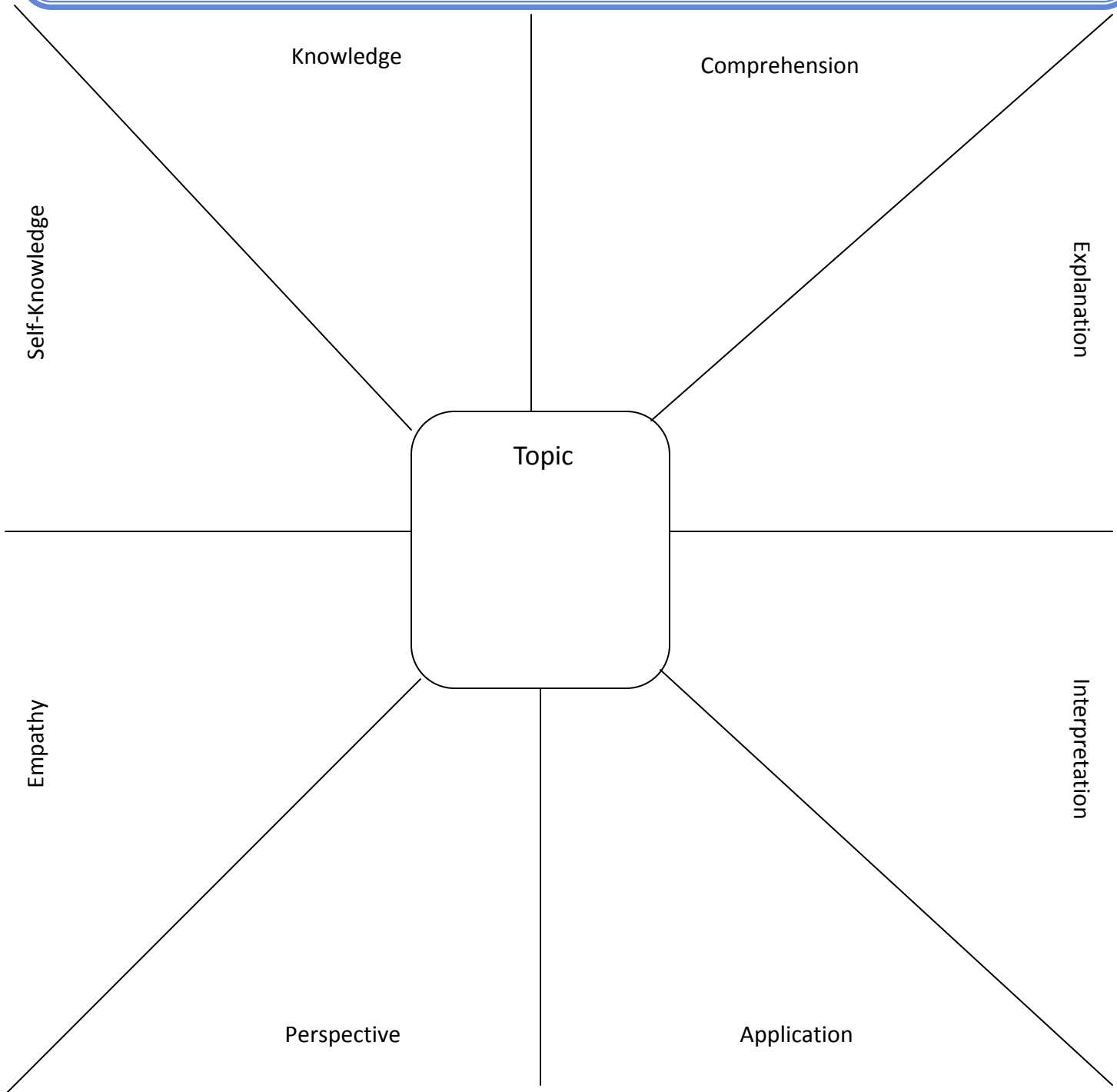
- view a situation from another's point of view or feelings
- find meaning in the experiences or ideas of others
- *Question Cues:* assume the role of, believe, be like, consider, be open to, imagine, relate, role-play

### 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.

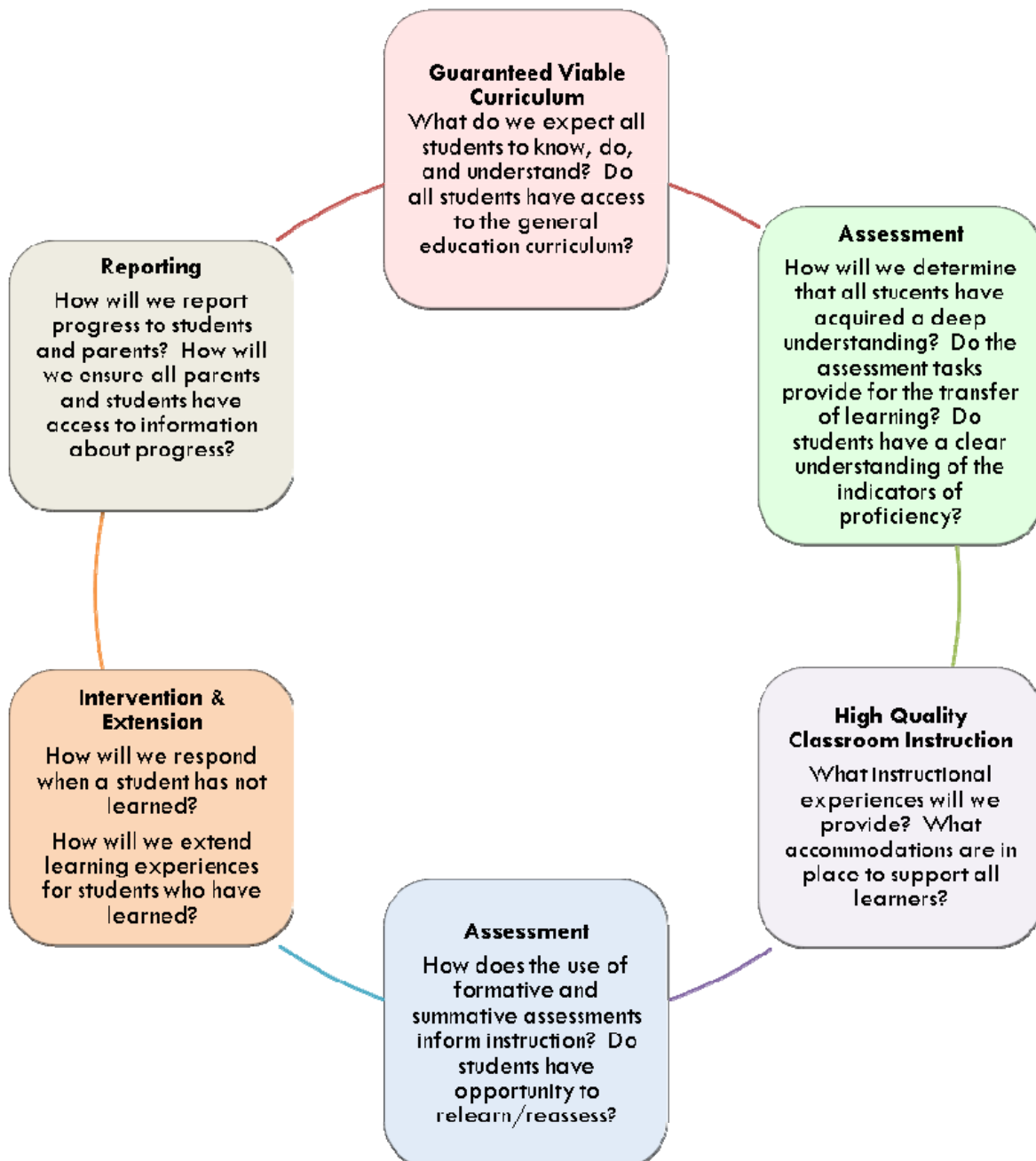
## Levels of Understanding Essential Questions



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

## High School Language Arts Essential Learnings

### Ninth Grade Language Arts

-  Refines and extends comprehension skills when reading print and electronic texts
-  Self-monitors understanding and employs strategies to increase comprehension while reading a wide variety of complex texts
-  Uses a variety of strategies to define, refine, and extend conceptual understanding of new words through the use of context, word structural analysis, and word-reference resources
-  Uses responsive listening skills to clarify and gain meaning from listening to speakers.
-  Contributes to class and group discussions, seminars, symposiums, and scored discussions
-  Prepares and delivers speeches and oral presentations
-  Organizes ideas to achieve cohesion in speaking and writing
-  Uses descriptive language that stimulates the imagination of the reader or listener
-  Plans, revises, and publishes writing that considers writer's focus, purpose, and intended audience
-  Uses a variety of sentence structures, adjusting sentence and paragraph construction according to purpose and intended effect
-  Uses the eight parts of speech correctly and consistently across genres
-  Uses manuscript forms specified in various style manuals for writing
-  Uses conventions of capitalization, punctuation, and spelling correctly and consistently in increasingly complex writing
-  Establishes a coherent argumentative thesis that conveys a clear and distinctive perspective and purpose
-  Analyzes and evaluates the content of a variety of print and non-print materials for accuracy, supported claims, bias and technique
-  Identifies possible impact of print and non-print media on consumers
-  Analyzes and applies techniques used by authors and speakers to support and defend points of view
-  Plans and conducts multiple step searches to locate and gather information using organizational features of complex printed and electronic texts
-  Organizes and records information and ideas obtained from multiple sources in systematic ways.
-  Cites research sources using a standard and consistent style (e.g., MLA).
-  Analyzes a variety of narrative texts, informational texts, and poetry which represent perspective from places, people, and events that are both familiar and unfamiliar to the student.
-  Identifies and analyzes recurring universal themes across texts and provides evidence to support the ideas expressed
-  Identifies and analyzes the use of literary elements, devices and techniques and how they are employed by authors within and between texts

## High School Language Arts Essential Learnings

### World Literature and Composition

-  Refines and extends comprehension skills when reading print and electronic texts
-  Self-monitors understanding and employs strategies to increase comprehension while reading a wide variety of complex texts
-  Defines, refines, and extends conceptual understandings of new words through use of context, word structure analysis, word-reference resources
-  Uses responsive listening skills to gain and clarify meaning using paraphrasing, summarizing, giving feedback, and note-taking
-  Participates in group discussions – seminars, symposiums, scored discussions
-  Transfers effective strategies of public speaking to the preparation and delivery of formal presentations
-  Establishes a coherent thesis that conveys a clear and distinctive perspective and uses a consistent tone, voice, and focus throughout the writing
-  Organizes complex ideas cohesively in writing and speaking
-  Uses descriptive language that stimulates the imagination of specific reading or listening audiences.
-  Employs a variety of strategies to revise writing to improve the logic and coherence of the thesis and organization, voice and tone, the precision of word choice, and address the purpose and intended audience
-  Applies and analyzes a variety of grammatical structures in oral and written communications
-  Applies the eight parts of speech in speaking and writing across different genres with precision and accuracy
-  Uses conventions of capitalization, punctuation, and spelling correctly and consistently in increasingly complex writing
-  Employs a wide variety of sentence structures, adjusting sentence construction according to purpose, audience and intended effect
-  Uses manuscript forms specified in various style manuals (e.g., MLA)
-  Uses conventions of capitalization, punctuation, and spelling correctly and consistently in increasingly complex writing
-  Evaluates the content of a variety of print and non-print materials for accuracy, supported claims, meeting intended purpose and meeting expectations of audience
-  Evaluates the impact and effectiveness of print and non-print media on consumers
-  Evaluates the effectiveness of speaking and writing techniques used by self and others to convey viewpoints

## High School Language Arts Essential Learnings

### World Literature and Composition (continued)

- √ Conducts in-depth searches using organizational features of complex printed and electronic texts
- √ Synthesizes and organizes information and ideas obtained from multiple sources into a coherent and clearly articulated document
- √ Cites sources and document quotations and paraphrased information, using a standard and consistent MLA style
- √ Analyzes works of world literature representing a variety of genres and traditions by: (a) comparing and contrasting themes, styles, and trends, (b) describing cultural influences across time and, (c) evaluating the philosophical, political, ethical, and social influences that shape various works of literature in a specific time and place
- √ Identifies and analyzes recurring universal themes across texts making connections to the culture and historical periods in which they were written, using textual evidence to support the claim
- √ Identifies and analyzes the use of literary elements, devices, and techniques
- √ Recognizes and analyzes poetic elements in prose and poetry, including rhyme, rhythm, repetitions, alliterations, onomatopoeia, assonance, consonance








## High School Language Arts Essential Learnings

### American Literature and Composition

-  Extends comprehension skills while reading a variety of print and electronic texts
-  Self-monitors understanding and employs strategies to increase comprehension while reading a wide variety of increasingly complex texts
-  Defines, refines, and extends conceptual understandings of new words through use of context, word structure analysis, word-reference resources
-  Uses responsive listening skills (e.g., paraphrasing, summarizing, asking questions, giving feedback, note-taking) to clarify and gain meaning
-  Contributes independent ideas based on synthesized information to class and group discussions (e.g., seminars, symposiums, scored discussions)
-  Transfers effective strategies of public speaking to the preparation and delivery of formal presentations
-  Applies sensory language to stimulate the imagination of the reader or listener
-  Organizes increasingly complex ideas to achieve cohesion in writing and speaking
-  Writes and publishes documents that reflect mature use of thesis, main points, supporting arguments, details, examples, transitions, and satisfying conclusion
-  Applies a variety of complex grammatical structures in oral and written communications
-  Transfers knowledge of the eight parts of speech in speaking and writing across different genres with precision and accuracy
-  Uses a wide variety of sentence structures, adjusting sentence construction according to purpose and intended effect
-  Uses manuscript forms specified in various style manuals for writing and publishing correctly, consistently, and independently
-  Uses conventions of capitalization, punctuation and spelling correctly and consistently in increasingly complex writing
-  Evaluates the content of a variety of print and non-print materials for accuracy, reasoning, bias, persuasion, and technique.
-  Analyzes and evaluates the impact and effectiveness of print and non-print media on consumers
-  Analyzes and evaluate the effectiveness of techniques used by self and others to convey ideas, issues, and values
-  Clarifies, supports, and defends an argument orally and/or in writing in a logical, reasoned, and effective manner that is reflective of purpose and audience

## High School Language Arts Essential Learnings

### American Literature and Composition (continued)

-  Develops and extends a thesis, argument, or exploration of a topic by analyzing different perspectives, effectively conveying ideas (e.g., using a clear personal voice), resolving inconsistencies in logic, using a range of persuasive strategies, clarifying and defending positions with precise and relevant evidence, anticipating and addressing concerns and counter claims, and providing a clear and effective conclusion
-  Uses organizational features of printed/electronic materials of multiple sources to plan and conduct multiple step searches to locate and gather valid, reliable, and relevant information
-  Synthesizes and organizes information and ideas from multiple complex sources in systematic ways to create a carefully documented and well-written document containing an introduction, a thesis statement, body paragraphs with research organized in a logical sequence and a satisfying, coherent and clearly articulated conclusion
-  Cites all sources and accurately documents quotations and paraphrased information using a standard and consistent style (e.g., MLA)
-  Critiques works of American literature representing a variety of genres and traditions by: (a) tracing the development of American literature from the Colonial times forward; (b) contrasting major periods, themes, styles and trends, and describing how works by members of different cultures related to one another in each period and: (c) evaluating the philosophical, political, ethical and social influences of the historical period that shaped the characters, plots, and settings
-  Identifies and analyzes explicit and implicit recurring themes across texts making connections to themes and issues of the cultural and historical periods in which they were written, using textual evidence to support a thesis
-  Analyzes the use of a variety of literary elements, devices, and techniques used in American literature



# *Design Templates*



## Unit Design Template

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

## 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
<b>Standards/ Essential Learnings</b>					
<b>Assessment</b>					
<b>Knowledge</b>					
<b>Skills</b>					
<b>Learning Activities</b>					
<b>Accommodations</b>					
<b>Materials</b>					

## Curriculum Map

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

## 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 Map

Unit:

Timing:

**Essential Questions**

**Standards/Essential Learnings**

Notes	Assessments	Knowledge and 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:

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



## Curriculum Glossary of Terms

<b>Anchor</b>	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.
<b>Assessment</b>	Assessment refers to the act of determining a value or degree.
<b>Authentic assessment</b>	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.
<b>Backward Design</b>	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> .
<b>Benchmark</b>	Clearly demarcated progress points that serve as concrete indicators for a standard.
<b>Big Idea</b>	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.
<b>Concept</b>	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).
<b>Content Standard</b>	A content standard answers the question, “What a student should know, do or understand?”
<b>Curriculum</b>	The curriculum represents what should be taught. It is an explicit and comprehensive plan that is based on content and process standards.
<b>Curriculum Implementation</b>	Curriculum implementation is putting the curriculum into place.
<b>Curriculum Mapping</b>	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.
<b>Enduring Understanding</b>	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)

<b>Essential Learnings</b>	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.
<b>Essential Question</b>	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.
<b>Essential Topics, Skills, Processes, Concepts</b>	The topics, skills, processes, and concepts clarify the Essential Learnings, describe indicators of achievement, and inform the selection of formative and summative assessments.
<b>Formative assessment</b>	An assessment is considered formative when the feedback from learning activities is actually used to adapt the teaching to meet the learner's needs.
<b>Guaranteed Viable Curriculum</b>	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).
<b>Learning Activities</b>	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.
<b>Performance Task</b>	A performance task uses one's knowledge to effectively act or bring to fruition a complex product that reveals one's knowledge and expertise.
<b>Prerequisite knowledge and skill</b>	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)

<b>Processes</b>	Processes include all the strategies, decisions, and sub-skills a student uses in meeting the content standard.
<b>Product</b>	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.
<b>Rubric</b>	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.
<b>Scope and Sequence</b>	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.
<b>Strategies</b>	Strategies are procedures, methods, or techniques to accomplish an essential learning.
<b>Summative assessment</b>	An assessment is considered summative when the feedback is used as a summary of the learning up to a given point in time.



# World Literature and Composition 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 Understandings and Essential Questions

### Overarching Enduring Understanding

- Accomplished readers comprehend texts by reading fluently, strategically, and critically.
- Speakers and writers control or personalize messages through word choices, voice, and style.
- Writers choose to spend time ensuring all grammar and punctuation is accurate to show respect for readers.
- Critical readers question the text, consider various perspectives, and look for author's bias in order to think, live, and act differently.
- Accomplished researchers employ strategies to help them research information.
- Literature can reflect, clarify, criticize, and satirize the time, ideas, and cultures it depicts.

### Overarching Essential Question

- How does reading strategically, critically, and fluently help me understand and enjoy reading?
- How do I communicate my thoughts to intended audiences?
- How does publishing an error free document demonstrate respect?
- How does what I write impact or influence readers?
- How does what I read impact what I think and do?
- What research strategies are most critical to me as a researcher?
- Does literature reflect culture or shape it?

## Boulder Valley School District Language Arts Content Standards and World Literature and Composition Essential Learnings

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

**To meet this standard, a World Literature and Composition student:**

- √ Refines and extends comprehension skills when reading print and electronic texts.
- √ Self-monitors understanding and employs strategies to increase comprehension while reading a wide variety of complex texts.
- √ Defines, refines, and extends conceptual understandings of new words through use of context, word structure analysis, and word-reference resources.

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

**To meet this standard, a World Literature and Composition student:**

- √ Uses responsive listening skills to gain and clarify meaning using paraphrasing, summarizing, giving feedback, and note-taking.
- √ Participates in group discussions – seminars, symposiums, scored discussions.
- √ Transfers effective strategies of public speaking to the preparation and delivery of formal presentations.
- √ Establishes a coherent thesis that conveys a clear and distinctive perspective and uses a consistent tone, voice, and focus throughout the writing.
- √ Organizes complex ideas cohesively in writing and speaking.
- √ Uses descriptive language that stimulates the imagination of specific reading or listening audiences.
- √ Employs a variety of strategies to revise writing to improve the logic and coherence of the thesis and organization, voice and tone, the precision of word choice, and address the purpose and intended audience.

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

**To meet this standard, a World Literature and Composition student:**

- √ Applies and analyzes a variety of grammatical structures in oral and written communications.
- √ Applies the eight parts of speech in speaking and writing across different genres with precision and accuracy.
- √ Uses conventions of capitalization, punctuation, and spelling correctly and consistently in increasingly complex writing.
- √ Employs a wide variety of sentence structures, adjusting sentence construction according to purpose, audience and intended effect.
- √ Uses manuscript forms specified various style manuals (e.g., MLA).
- √ Uses conventions of capitalization, punctuation, and spelling correctly and consistently in increasingly complex writing.

## Boulder Valley School District Language Arts Content Standards and World Literature and Composition Essential Learnings

**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, a World Literature and Composition student:**

- √ Evaluates the content of a variety of print and non-print materials for accuracy, supported claims, meeting intended purpose and meeting expectations of audience.
- √ Evaluates the impact and effectiveness of print and non-print media on consumers.
- √ Evaluates the effectiveness of speaking and writing techniques used by self and others to convey viewpoints.
- √ Clarifies, supports, and defends an argument orally or in written form in a logical, reasoned, and effective manner, based upon purpose and audience.

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

**To meet this standard, a World Literature and Composition student:**

- √ Conducts in-depth searches using organizational features of complex printed and electronic texts.
- √ Synthesizes and organizes information and ideas obtained from multiple sources into a coherent and clearly articulated document.
- √ Cites sources and document quotations and paraphrased information, using a standard and consistent MLA style.

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

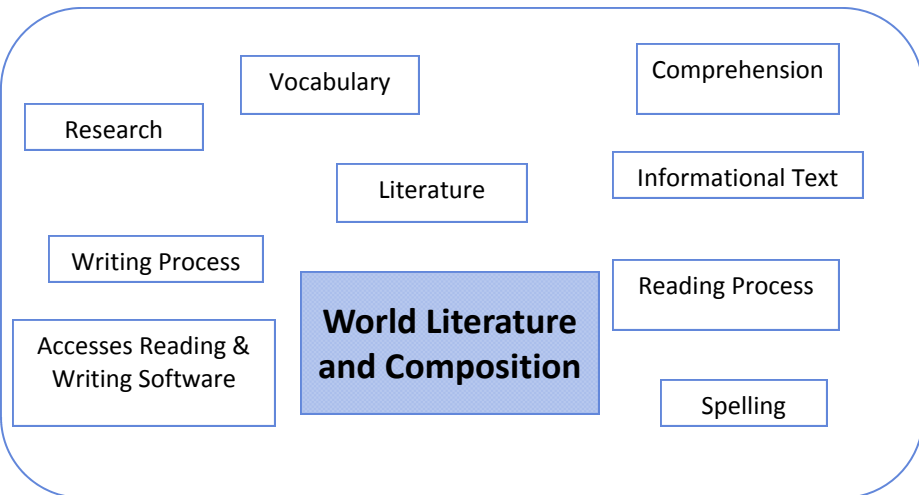
**To meet this standard, a World Literature and Composition student:**

- √ Analyzes works of world literature representing a variety of genres and traditions by: (a) comparing and contrasting themes, styles, and trends, (b) describing cultural influences across time and, (c) evaluating the philosophical, political, ethical, and social influences that shape various works of literature in a specific time and place.
- √ Identifies and analyzes recurring universal themes across texts making connections to the culture and historical periods in which they were written, using textual evidence to support the claim.
- √ Identifies and analyzes the use of literary elements, devices, and techniques.
- √ Recognizes and analyzes poetic elements in prose and poetry, including rhyme, rhythm, repetitions, alliterations, onomatopoeia, assonance, consonance.

## BVSD World Literature and Composition Overview

### Course Description

World Literature and Composition is organized in chronological regional or thematic order. It will be complemented by the sophomore study of World History. Critical reading and analysis of world literature from 3500 B. C. to the present will be the core of the course. Cause/effect, comparison/contrast, persuasive, and research modes of composition will be taught. Grammar, mechanics, vocabulary building and spelling will be emphasized throughout the course to improve and enhance the quality of student writing.



### Assessment

- |                      |   |
|----------------------|---|
| √ CSAP               | √ Conversations / Interviews / Observations |
| √ CELA               | √ Writing Samples                           |
| √ GRADE              | √ Group / Individual Projects               |
| √ DRA2/EDL           | √ Tests / Quizzes                           |
| √ DRA2 Word Analysis | √ Student Self-Assessments                  |
| √ QRI                |   |
| √ Running Records    |   |

### Effective Components of a World Literature and Composition Program

- Schedule 125 minutes for reading each week
- Schedule 125 minutes writing each week
- Use Data Driven Balanced Literacy Instructional Approaches
  - ◆ Reading & Writing Demonstrations
  - ◆ Shared Reading & Writing
  - ◆ Guided Reading & Writing
  - ◆ Students read and write independently every day
- Balance whole group, small group, and individual instruction
- Use collaborative learning groups
- Provide opportunities to read and write multiple genres
- Provide authentic opportunities to respond to what is read
- Explicitly and systematically teach essential skills and strategies
- Engages students in authentic inquiry learning

### Essential Questions

- How does reading strategically, critically, and fluently help me understand and enjoy reading?
- How do I communicate my thoughts to intended audiences?
- How does publishing an error-free document demonstrate respect?
- How does what I write impact or influence readers?
- How does what I read impact what I think and do?
- What research strategies are most critical to me as a researcher?
- Does literature reflect culture or shape it?

### Technology

#### Integration & Information Literacy

- ① Creates and modifies research questions
- ① Presents information in a variety of formats integrating technology
- ① Uses technology responsibly for communication and transfer of ideas

## Essential Learnings

### Essential Knowledge, Skills, Topics, Processes, and Concepts

#### Standard 1

*Students read and understand a variety of materials.*

#### Enduring Understanding

Accomplished readers comprehend texts by reading fluently, strategically, and critically.

#### Essential Question

How does reading strategically, critically, and fluently help me understand and enjoy reading?

### Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	<b>WL1</b>	<b>Refines and extends comprehension skills when reading print and electronic texts</b>
	a	Identifies and distinguishes the characteristics that define novels, short stories, poetry, essays, dramas, biographies, and other informational writing
	b	Synthesizes insights from analyzing main ideas, supporting details, sequence of events or procedures, facts and opinions in literary, informational, and functional technical texts (HS3I6, HS3I7, HS3A4) <sup>±</sup>
	c	Uses structural relationships apparent in literary works to categorize and organize information being read (HS3A1, HS3I6, HS3I7, HS3A4) <sup>±</sup> : Cause-effect Chronological / sequential Compare-contrast Problem-solution Description
	d	Extracts information from written materials in the following ways: (HS3I2, HS3I4, HS3A1, HS3A2) <sup>±</sup> : Constructs graphic organizers (e.g., retrieval charts, flowcharts, webs) as a way to organize and retain information Differentiates between critical and non-critical information Takes notes and creates logical outlines
	e	Draws conclusions by analyzing irony, contradictions in narrative texts, and language used in poetry (HS3I5, HS3A3) <sup>±</sup>
	f	Makes inference from key ideas to identify themes in narratives and poetry (HS3I8) <sup>±</sup>
	g	Uses evidence from texts to support one’s position in discussion or composition (HS3I6, HS3I7, HS3A4) <sup>±</sup>

Continued on next page

## 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	<b>WL2</b>	<b>Self-monitors understanding and employs strategies to increase comprehension while reading a wide variety of complex texts</b>
		<p>a Integrates understandings being developed before, during, and after reading (e.g., predicting, summarizing, clarifying, questioning) (HS3I2, HS3I4, HS3A1, HS3A2)<sup>±</sup></p> <p>Utilizes reading strategies, such as: (HS3I2, HS3I4, HS3A1, HS3A2)<sup>±</sup></p> <ul style="list-style-type: none"> <li>• making connections to other parts of the text, other texts, and personal experience</li> <li>• questioning the text</li> <li>• rereading</li> </ul> <p>b</p> <ul style="list-style-type: none"> <li>• summarizing</li> <li>• determining importance</li> <li>• visualizing</li> <li>• making inferences and predictions;</li> <li>• recognizing when comprehension breaks down and applying fix-up strategies</li> </ul>

Continued on next page

## 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	<b>WL3</b>	<b>Defines, refines, and extends conceptual understandings of new words through use of context, word structure analysis, and word-reference resources</b>
	a	Determines meanings of words, including those with multiple meanings, by using context clues (e.g., synonyms and comparisons) and structural clues (e.g., roots, suffixes, prefixes) (HS3I3, HS3I4, HS3A1, HS3A2) <sup>±</sup>
	b	Uses appropriate word-reference resources to determine definitions and pronunciations (HS3I3, HS3I4, HS3A1, HS3A2) <sup>±</sup>
	c	Discusses the implied meaning of a word/phrase when used as a literary device (HS3I3, HS3I4, HS3A1, HS3A2) <sup>±</sup>

± 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:** allegory, alliteration, antagonist, archetype, assonance, character, characterization, climax, conflict, connotation, consonance, critical reading, denotation, dialogue, diction, drama, epic, figurative, foreshadowing, free verse, haiku, hyperbole, imagery, language, lyric poem, ode, onomatopoeia, oxymoron, parable, paradox, parody, persona, point of view, personification, protagonist, satire, tragedy

## 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

Writing is a flexible and recursive process that encompasses identifying purposes and audiences, planning, drafting, revision, editing, and publishing. Frequent practice, coupled with teacher and self-evaluation, is critical.

#### Essential Question

How do real writers/authors write?

### Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	<b>WL4</b>	<b>Uses responsive listening skills to gain and clarify meaning using paraphrasing, summarizing, giving feedback, and note-taking</b>
		a Maintains eye contact to focus on the speaker (MS1I2) <sup>±</sup>
		b Maintains mental focus by activating background knowledge and paying attention to the structure of the message (MS1I2) <sup>±</sup>
		c Takes notes on main points and essential details to organize and focus responses (HS4A7) <sup>±</sup>
		d Identifies bias or perspective expressed by the speaker (HS1I2, HS1A3) <sup>±</sup>
		e Listens to inform self and re-evaluate own positions and/or biases (HS1I2, HS1A3) <sup>±</sup>
		f Synthesizes multiple arguments and/or points of view
	<b>WL5</b>	<b>Participates in group discussions – seminars, symposiums, scored discussions</b>
	a Articulates and defends a position (MS2I7, HS2A3) <sup>±</sup>	
	b Articulates connectedness of ideas to the discussion (MS2I7, HS2A3) <sup>±</sup>	

Continued on next page

## 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 and personalize messages through word choices, voice, and style.

#### Essential Question

How do I communicate my thought to intended audiences?

### Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	<b>WL6</b>	<b>Transfers effective strategies of public speaking to the preparation and delivery of formal presentations</b>
		a Includes all essential information to present precise messages (HS2I8, HS2A4) <sup>±</sup>
		b Tailors presentation details to intended audience (e.g., appropriate word choice, body language, image projected) (HS2I8, HS2A4) <sup>±</sup>
		c Organizes major components of presentations based on content, sequence, and expected impact (HS2I8, HS2A4) <sup>±</sup>
		d Enhances presentation through the use of graphic visual aids (HS2I8, HS2A4) <sup>±</sup>
	<b>WL7</b>	<b>Establishes a coherent thesis that conveys a clear and distinctive perspective and uses a consistent tone, voice, and focus throughout the writing</b>
		a Crafts an introduction that includes a focused and fully articulated thesis (HS4A8) <sup>±</sup>
		b Develops content to support a clear focus by providing sufficient relevant information as determined by intended audience and purpose (HS4A8, HS4A12) <sup>±</sup>
		c Evaluates writing for a thesis-driven focus (HS4A8) <sup>±</sup>
		d Revises writing to achieve a consistent tone, voice, and/or focus (HS4I11, HS4A2) <sup>±</sup>

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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	<b>WL8</b>	<b>Organizes complex ideas cohesively in writing and speaking</b>
	a	Creates compare/contrast, cause/effect, and persuasive essays for a variety of purposes (e.g., synthesize, analyze, evaluate, explain, persuade, inform, and/or entertain) (HS4I5) <sup>±</sup>
	b	Plans using a variety of research and writing strategies (e.g., brainstorm, create graphic organizers) (HS4A7) <sup>±</sup>
	c	Drafts documents that include an introduction, thesis, developed points, and a conclusion (HS4A2) <sup>±</sup>
	d	Designs well-developed paragraphs using adequate evidence and analysis to support main ideas (HS4I2, HS4A1, HS4I5) <sup>±</sup>
	e	Creates a logical sequence of ideas within paragraphs and among paragraphs (HS4I2, HS4A1) <sup>±</sup>
	f	Uses transitions between ideas to create cohesion (HS4A10) <sup>±</sup>
	g	Maintains coherence among thesis, body paragraphs, and conclusion (HS4A8) <sup>±</sup>
	<b>WL9</b>	<b>Uses descriptive language that stimulates the imagination of specific reading or listening audiences</b>
	a	Selects words that evoke clear images (HS4I6, HS4I13, HS4A12) <sup>±</sup>
	b	Incorporates increasingly sophisticated word choice into writing (HS4I6, HS4I13, HS4A12) <sup>±</sup>
c	Uses vivid and precise diction (e.g., active verbs and concrete nouns), imagery, and other figurative language as appropriate to audience and purpose (HS4I6, HS4I13, HS4A12) <sup>±</sup>	

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## Essential Learnings

### Essential Knowledge, Skills, Topics, Processes, and Concepts

#### Standard 2 (continued)

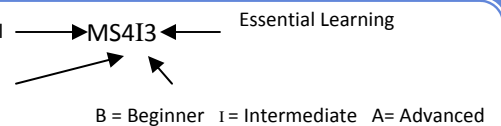
*Students listen, observe, speak, and write for a variety of purposes and audiences.*

Essential Knowledge, Skills, Topics, Processes, and Concepts	<b>WL10</b>	<b>Employs a variety of strategies to revise writing to improve the logic and coherence of the thesis and organization, voice and tone, the precision of word choice, and address the purpose and intended audience</b>
		a Revises to eliminate run-on sentences (MS4I11, MS4A2) <sup>±</sup>
		b Evaluates and revises writing for consistent organizational scheme and coherence (MS4I11, MS4A2) <sup>±</sup>
		c Improves drafts and or oral presentations by revising with the intended audience in mind (MS4I11, MS4A2) <sup>±</sup>
		d Produces polished publications (MS4I11, MS4A2) <sup>±</sup>
		e Adheres to manuscript requirements specified in various style manuals (MS4I11, MS4A2, MS4I9) <sup>±</sup>

± Key: Alignment to English Language Development Standards

M = Middle School HS = High School

ELD Standard (1-4)



**Key Academic Vocabulary:** author’s purpose, bias, credibility, descriptive text, diction (formal and informal), draft, edit, enunciation, narrative text, eye contact, genre, inflection, intonation, narrative text, parallelism, persuasive text, pitch, point of view, posture, proofread, summarize, technical text, text structure, theme, thesis, transitions,

## 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

Writers choose to spend time ensuring all grammar and punctuation is accurate to show respect for readers.

#### Essential Question

How does publishing an error free document demonstrate respect?

### Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	<b>WL11</b>	<b>Applies and analyzes a variety of grammatical structures in oral and written communications</b>
		a Establishes relationships among words and ideas by using parallel structure (HS4I5) <sup>±</sup>
		b Writes using subordinate clauses as appropriate (e.g., adjective, adverb, and noun) (HS4A6) <sup>±</sup>
		c Writes using nominative, objective, and possessive pronouns as appropriate (HS4A6) <sup>±</sup>
	<b>WL12</b>	<b>Applies the eight parts of speech in speaking and writing across different genres with precision and accuracy</b>
		a Uses subject-verb agreement (HS4A6) <sup>±</sup>
		b Uses pronoun-antecedent agreement (HS4A6) <sup>±</sup>
		c Uses adverbs correctly (HS4A6) <sup>±</sup>
		d Uses consistent verb tense (HS4A6) <sup>±</sup>
		e Uses modifiers correctly (HS4A6) <sup>±</sup>

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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	<b>WL13</b>	<b>Employs a wide variety of sentence structures, adjusting sentence construction according to purpose, audience and intended effect</b>
		a Incorporates a variety of sentence types (simple, compound, complex, and compound-complex) (HS3I5, HS3A5) <sup>±</sup>
		b Recognizes impact of sentence variation upon pacing and intended effect of writing (HS3A5) <sup>±</sup>
		c Eliminates run-ons and fragments when not used as stylistic devices (HS3I11) <sup>±</sup>
	<b>WL14</b>	<b>Uses manuscript forms specified various style manuals (e.g., MLA)</b>
		a Uses 12-point standard font throughout paper, including titles and headings (no bold or italics) (HS4A12) <sup>±</sup>
		b Double-spaces consistently throughout paper (HS4A12) <sup>±</sup>
		c Uses precise placement and form for page numbers and line spacing
		d Indents paragraphs (HS4A12) <sup>±</sup>
		e Correctly embeds quotations and indented extended quotations (HS4A12) <sup>±</sup>
	f Credits sources appropriately using parenthetical citations for direct quotations and paraphrases, in addition to works-cited entries (HS4A12) <sup>±</sup>	

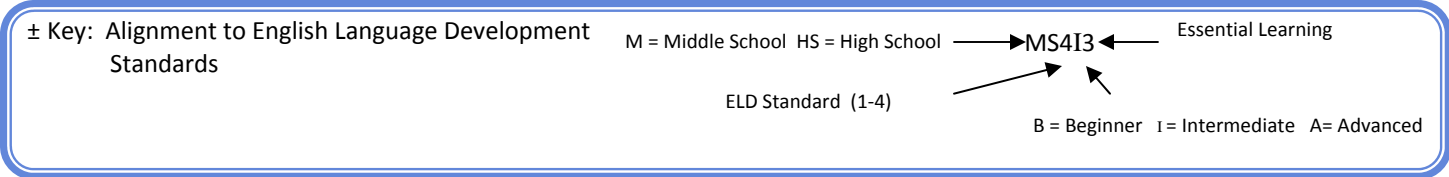
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## Essential Learnings

### 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	<b>WL15</b>	<b>Uses conventions of capitalization, punctuation, and spelling correctly and consistently in increasingly complex writing</b>
	a	Uses knowledge of capitalization, punctuation, and spelling to all written documents (MS4I11, MS4A2) <sup>±</sup>
	b	Edit spelling using a dictionary, other print word reference resources, and online word reference resources (HS4I11) <sup>±</sup>
	c	Recognizes and independently edits for mechanics and conventions (listed as “essential” on the scope and sequence chart) (HS4I11) <sup>±</sup>
	d	Edits for and reflects on independent use of mechanics and conventions (listed as “continue” on the scope and sequence chart) (HS4I11) <sup>±</sup>



**Key Academic Vocabulary:** antecedent, clause (dependent and independent), complex sentence, compound-complex, compound sentence, dialect, diction (formal and informal), parallel structure, parenthetical citation, phrase, regionalism, simple sentence, syntax, works cited

## 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 Questions

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

### Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	<b>WL16</b>	<b>Evaluates the content of a variety of print and non-print materials for accuracy, supported claims, meeting intended purpose and meeting expectations of audience</b>
		a Differentiates fact from opinion (HS3I5, HS3A3) <sup>±</sup>
		b Analyzes informational texts to identify author's viewpoint (HS3I5, HS3A3) <sup>±</sup>
		c Draw conclusions by analyzing a sequence of events in informational texts (HS3I5, HS3A3) <sup>±</sup>
		d Evaluates clarity of message through chosen information delivery method (HS3I5, HS3A3) <sup>±</sup>
	<b>WL17</b>	<b>Evaluates the impact and effectiveness of print and non-print media on consumers</b>
		a Recognizes the use and misuse of logic, such as inductive/deductive reasoning and logical fallacies (HS3A4) <sup>±</sup>
		b Evaluates elements of persuasion and appeal used in a variety of media forms (e.g., articles, advertisements, documentaries, editorials, political cartoons, essays) (HS3I5, HS3A3, (HS3A4) <sup>±</sup>
		c Considers audience perspectives and/or needs in relation to message (HS3A4) <sup>±</sup>
		d Recognizes the use of stereotype portrayal and how it impacts consumers (HS3A4) <sup>±</sup>

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## Essential Learnings

### Essential Knowledge, Skills, Topics, Processes, and Concepts

#### Standard 4 (continued)

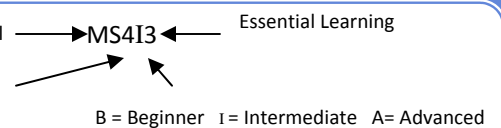
*Students use reading, writing, speaking, observing, and listening to synthesize information to analyze and evaluate arguments and to develop and defend argumentative positions.*

Essential Knowledge, Skills, Topics, Processes, and Concepts	<b>WL18</b>	<b>Evaluates the effectiveness of speaking and writing techniques used by self and others to convey viewpoints</b>
	a	Applies speech techniques such as eye contact, variety of intonation and speaking rates, non-verbal cues, and graphic aides to communicate effectively (HS2I1, HS2I6, HS2A5) <sup>±</sup>
	b	Adjusts use of speaking techniques based on speech models being used such as Socratic Seminar, small and large group discussions, persuasive speech, (HS2I1, HS2I6, HS2A5) <sup>±</sup>
	<b>WL19</b>	<b>Clarifies, supports, and defends an argument orally or in written form in a logical, reasoned, and effective manner, based upon purpose and audience</b>
	a	Communicates a clear-cut position on an issue (HS2I7, HS2A4) <sup>±</sup>
	b	Supports an arguable thesis as well as recognize, anticipate, and address counter arguments (HS2I7, HS2A4) <sup>±</sup>
c	Composes compare/contrast, cause/effect, and persuasion essays which demonstrate logical thinking (HS4I5, (HS2I1) <sup>±</sup>	

± Key: Alignment to English Language Development Standards

M = Middle School HS = High School

ELD Standard (1-4)



**Key Academic Vocabulary:** analyze, appeal to authority, appeal to emotion (pathos), appeal to ethics (ethos), appeal to logic (logos), deductive reasoning, inductive reasoning, interpret, logical fallacy, synthesize

**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**

Accomplished researchers employ strategies to help them research information.

**Essential Question**

What research strategies are most critical to me as a researcher?

**Essential Learnings**

Essential Knowledge, Skills, Topics, Processes, and Concepts	<b>WL20</b>	<b>Conducts in-depth searches using organizational features of complex printed and electronic texts</b>
	a	Utilizes table of contents, index, glossaries, headings, bold-faced print, graphic organizers, to locate and gather reliable and relevant information (HS3I2, HS3A2) <sup>±</sup>
	b	Utilizes the organizational features of electronic resources effectively (e.g., key word searches within search engines, internet browsers, web sites, and CD/DVD)
	c	Utilizes organizational features of print resources effectively (e.g., indexes, glossaries, tables of content, parenthetical documentation, footnotes, endnotes, and bibliographic reference) (HS4A9) <sup>±</sup>
	d	Selects primary and secondary sources including interviews, print, and electronic documents (HS3I5, HS3A3) <sup>±</sup>
	e	Determines the validity and reliability of primary and secondary source information taking into consideration the motive, credibility, and bias of the author (HS3A4) <sup>±</sup>
	f	Evaluates internet sources for content, credibility, currency, copyright, and context (HS3I5, HS3A3) <sup>±</sup>

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## Essential Learnings

### Essential Knowledge, Skills, Topics, Processes, and Concepts

#### Standard 5 (continued)

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

Essential Knowledge, Skills, Topics, Processes, and Concepts	<b>WL21</b>	<b>Synthesizes and organizes information and ideas obtained from multiple sources into a coherent and clearly articulated document</b>
		a Uses research organizational strategies while gathering data such as electronic forms of note cards, bibliography cards, and outlining to organize sources materials (HS4A9) <sup>±</sup>
		b Evaluates and organizes information from a variety of sources to support an argument (HS4A14) <sup>±</sup>
		c Draws relevant information from charts, graphs, and maps to support an argument in nonfiction (HS4A14) <sup>±</sup>
		d Designs timelines, outlines, notes, graphic representations while researching to paraphrase and record research information (HS4A9) <sup>±</sup>
		e Uses research data to develop and support a thesis statement synthesizing information into a logical sequence, documenting sources accurately, and formulating a conclusion (HS4A14) <sup>±</sup>
		f Creates and publishes research documents such as reports, essays, organizers, or charts (HS4A9) <sup>±</sup>

Continued on next page

## Essential Learnings

### Essential Knowledge, Skills, Topics, Processes, and Concepts

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

Essential Knowledge, Skills, Topics, Processes, and Concepts	<b>WL22</b>	<b>Cites sources and document quotations and paraphrased information, using a standard and consistent MLA style</b>
		a Formats research into text according to current MLA requirements (HS4A9) <sup>±</sup>
		b Imbeds direct quotations and paraphrases and credits sources appropriately using parenthetical documentation (HS4A9) <sup>±</sup>
		c Creates a works cited page or bibliography for written work and/or oral presentations (HS4A9) <sup>±</sup>

± Key: Alignment to English Language Development Standards

M = Middle School HS = High School

ELD Standard (1-4) → **MS4I3** ← Essential Learning  
 ↙ ↘  
 B = Beginner I = Intermediate A = Advanced

**Key Academic Vocabulary:** analyze, bias, bibliography, credibility, interpret, Modern Language Association (MLA), outline, parenthetical documentation, primary source, secondary source, synthesize, thesis, works cited

## 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	<b>WL23</b>	<b>Analyzes works of world literature representing a variety of genres and traditions by: (a) comparing and contrasting themes, styles, and trends, (b) describing cultural influences across time and, (c) evaluating the philosophical, political, ethical, and social influences that shape various works of literature in a specific time and place</b>
	a	Recognizes the distinguishing characteristics of forms such as poetry (both epic and lyrical), drama (tragedy and/or comedy), fables, legends, myths, and satirical works (HS3I8) <sup>±</sup>
	b	Recognizes the distinguishing characteristics of forms such as essays, speeches, letters, articles, interviews, informational text (HS3I8) <sup>±</sup>
	c	Reads, discusses and responds to both classic and contemporary literature (HS3A4) <sup>±</sup>
	d	Identifies theme and provides evidence from the text to support theme statement (HS3A4) <sup>±</sup>
	e	Suggests interpretations which focus on the themes of a literary work (HS3A4) <sup>±</sup>
	f	Identifies and provides support for literary theses (HS3A4) <sup>±</sup>
	g	Develops and supports a thesis about the craft and significance of both classic and contemporary works of literature written by writers from a variety of cultures and countries (HS3A4) <sup>±</sup>
	h	Reflects on the impact of reading a wide variety of world literature on personal values and personal perspectives (HS3A4) <sup>±</sup>
	i	Discusses possible influences of authors' viewpoints and backgrounds in texts (HS3A4) <sup>±</sup>

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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	<b>WL24</b>	<b>Identifies and analyzes recurring universal themes across texts making connections to the culture and historical periods in which they were written, using textural evidence to support the claim</b>
	a	Recognizes and reflects on recurring themes such as: struggle with nature; power of nature; struggle with self; survival of the fittest; coming of age power of love; loss of innocence; disillusionment with life; effects of scientific progress; alienation and isolation; honoring the past; good overcoming evil; tolerance of the atypical (HS3A3) <sup>±</sup>
	b	Identifies sequence of events leading to identification of theme in classic and contemporary literature and poetry (HS3I8) <sup>±</sup>
	c	Supports a thesis statement across multiple texts from different historical periods (HS4A8) <sup>±</sup>
	<b>WL25</b>	<b>Identifies and analyzes the use of literary elements, devices, and techniques</b>
a	Analyzes stylistic techniques and rhetorical devices, such as: narrative structure, characterization, setting, mood, tone, point of view, imagery, personification, metaphor, alliteration, irony, symbolism, paradox, dialogue, diction, syntax, parallelism, allusion (HS3I6, HS3I7, HS3A4) <sup>±</sup>	

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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	<b>WL26</b>	<b>Recognizes and analyzes poetic elements in prose and poetry, including rhyme, rhythm, repetitions, alliterations, onomatopoeia, assonance, consonance</b>
	a	Analyzes rhyme, rhythm, and sound elements in order gain understanding of messages in poetry rhyme: approximate, end, internal; alliteration; assonance; consonance; onomatopoeia; blank verse; iambic pentameter; free verse; repetition refrain; stanza forms – couplet, quatrain, sestet, octet (HS3I8) <sup>±</sup>
	b	Analyzes the techniques used by poets to elicit emotional responses from readers: rhyme; rhythm; meter; figurative language – metaphor, simile, personification, imagery; diction; tone (HS3I8) <sup>±</sup>
	c	Interpret and paraphrase meanings developed while reading poems (HS3I8) <sup>±</sup>

± Key: Alignment to English Language Development Standards

M = Middle School HS = High School

ELD Standard (1-4) → **MS4I3** ← Essential Learning  
 ↙ ↘  
 B = Beginner I = Intermediate A = Advanced

**Key Academic Vocabulary:** alliteration, allusion, antagonist, archetype, assonance, connotation, consonance, couplet, denotation, diction, existentialism, foreshadowing, hyperbole, imagery, irony, legend, metaphor, meter, modernism, motivation, narrative poem, oxymoron, paradox, persona, psalm, realism, rhyme scheme, romanticism, scansion, surrealism

**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 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
<b>Reading Demonstrations</b>	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
<b>Writing Demonstrations</b>	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
<b>Shared Reading (Whole Group &amp;/or Small Group)</b>	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
<b>Shared Writing (Small Group)</b>	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
<b>Guided Reading (Small Group)</b>	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
<b>Guided Writing (Small Group)</b>	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
<b>Independent Reading and Writing</b>	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
<b>Word Work / Spelling</b>	Daily throughout the year 15 minutes each day – instruction &/or independent practice
<b>Handwriting</b>	Regularly throughout the year 5-15 minutes each day -- instruction &/or independent practice
<b>Oral Language</b>	Teach, practice, and monitor usage during instructional learning times and while students are working with others. Daily throughout the year

## 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
<b>Capitalization</b>													
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
<b>Periods, question marks, exclamation marks</b>													
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	•	•	•	•	•	•	•	•	•
<b>Commas</b>													
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 speaker's 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
<b>Abbreviations</b>													
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	•	•	•	•
<b>Quotation Marks</b>													
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	•	•	•
<b>Underlining and Italics</b>													
For titles of books and magazines			X	X	EL	•	•	•	•	•	•	•	•
For special words				X	X	X	EL	•	•	•	•	•	•
For foreign words (underlining)							X	X	X	EL	•	•	•
<b>Apostrophes</b>													
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
<b>Parenthesis</b>													
To add information				X	X	X	X	EL	•	•	•	•	•
Parenthetical Reference						X	X	EL	•	•	•	•	•
<b>Hyphens</b>													
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	•	•	•	•
<b>Colons</b>													
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	•	•	•
<b>Semicolons</b>													
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	•	•	•	•
<b>Ellipses</b>													
To show omitted words					X	X	EL	•	•	•	•	•	•
To show a pause		X	X	X	EL	•	•	•	•	•	•	•	•
<b>Dashes</b>													
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

<b>Adjective</b>	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 <b>Adverb, Noun, Verb, Adjectival phrase</b>
<b>Adverb</b>	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 <b>Adjective, Noun, Verb, Adverbial phrase</b>
<b>Alliteration</b>	The repetition of initial consonant sounds in words. For example, rough and ready.
<b>Archetype</b>	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.
<b>Aside</b>	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 <b>Soliloquy</b>
<b>Assonance</b>	The repetition of vowel sounds without the repetition of consonants. For example, lake and fake. See <b>Consonance</b>
<b>Ballad</b>	A poem in verse form that tells a story. See <b>Poetry, Refrain</b>
<b>Character</b>	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.
<b>Characterization/Character development</b>	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.
<b>Clause</b>	A group of related words that has both a subject and a predicate. For example, 'because the boy laughed.' See <b>Phrase</b>
<b>Cliché</b>	A trite or stereotyped phrase or expression. A hackneyed theme, plot, or situation in fiction or drama. For example, 'it rained cats and dogs.'
<b>Climax</b>	The high point, or turning point, in a story—usually the most intense point near the end of a story. See <b>Plot, Conflict, Rising action, Resolution</b>
<b>Cognates</b>	Words having a common linguistic origin. For example, café and coffee derive from the Turkish, kahve.
<b>Conflict</b>	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 <b>Plot, Climax,</b>
<b>Connotation</b>	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 <b>Denotation</b>

## Language Arts Glossary of Terms (continued)

<b>Consonance</b>	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 <b>Assonance, Alliteration, Rhyme</b>
<b>Controlling image</b>	A single image or comparison that extends throughout a literary work and shapes its meaning. See <b>Extended metaphor, Metaphor</b>
<b>Denotation</b>	The literal or dictionary definition of a word. Denotation contrasts with connotation. See <b>Connotation</b>
<b>Denouement/Resolution</b>	
<b>Description</b>	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.
<b>Dialect</b>	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.
<b>Dialogue</b>	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.
<b>Diction</b>	An author's choice of words based on their correctness, clearness, or effectiveness. See <b>Style, Imagery</b>
<b>Digraph</b>	Two successive letters that make a single sound. For example, the ea in bread, or the ng in sing.
<b>Diphthong</b>	Speech sound beginning with one vowel sound and moving to another vowel sound within the same syllable. For example, oy in the word boy.
<b>Discourse</b>	Formal, extended expression of thought on a subject, either spoken or written. See <b>Rhetoric</b>
<b>Drama/Dramatic literature</b>	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 <b>Script</b>
<b>Edit</b>	Correct errors in spelling, usage, mechanics, and grammar.
<b>Epic</b>	A long narrative that tells of the deeds and adventures of a hero or heroine. See <b>Poetry,</b>
<b>Epigraph</b>	A quotation on the title page of a book or a motto heading a section of a work,

## Language Arts Glossary of Terms (continued)

<b>Epithet</b>	An adjective or phrase used to express the characteristic of a person or thing in poetry. For example, 'rosy-fingered dawn.'
<b>Essay</b>	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.
<b>Exposition/Expository text</b>	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.
<b>Extended metaphor</b>	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 <b>Metaphor</b>
<b>Fable</b>	A short, simple story that teaches a lesson. A fable usually includes animals that talk and act like people. See <b>Folktale, Traditional Literature</b>
<b>Fairy tale</b>	A story written for, or told to, children that includes elements of magic and magical folk such as fairies, elves, or goblins. See <b>Folktale, Traditional Literature</b>
<b>Falling action</b>	In the plot of a story, the action that occurs after the climax. During the falling action conflicts are resolved and mysteries are solved.
<b>Fiction</b>	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.
<b>Figurative language</b>	Language that communicates ideas beyond the ordinary or literal meaning of the words. See <b>Simile, Metaphor, Personification, Hyperbole</b>
<b>Figure of speech</b>	Literary device used to create a special effect or feeling, often by making some type of comparison. See <b>Hyperbole, Metaphor, Simile, Understatement</b>
<b>Fluency</b>	Automatic word recognition, rapid decoding, and checking for meaning.
<b>Folktale</b>	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 <b>Traditional Literature, Tall tale</b>
<b>Foreshadowing</b>	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.
<b>Genre</b>	A category of literature.

## Language Arts Glossary of Terms (continued)

<b>Gerund</b>	A verb form that ends in –ing and is used as a noun. For example, ‘Cooking is an art.’
<b>Grammar</b>	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.
<b>Hero/Heroine</b>	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 <b>Protagonist</b>
<b>Heroic couplet</b>	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 <b>iambic pentameter, Poetry, Meter</b>
<b>Homograph</b>	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 <b>Homonym, Homophone</b>
<b>Homonym</b>	One of two or more words spelled and pronounced alike but different in meaning. For example, the noun quail and the verb quail. See <b>Homograph, Homophone</b>
<b>Homophone</b>	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 <b>Homonym, Homograph</b>
<b>Hyperbole</b>	An intentional exaggeration for emphasis or comic effect. An overstatement.
<b>iambic pentameter</b>	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 <b>Meter, Poetry</b>
<b>Idiom</b>	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.’
<b>Image/Imagery</b>	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 <b>Style, Sensory detail</b>
<b>Improvisation</b>	A work or performance that is done on the spur of the moment, without conscious preparation or preliminary drafts or rehearsals. See <b>Drama</b>
<b>Independent clause</b>	Presents a complete thought and can stand alone as a sentence. For example, ‘When she looked through the microscope, she saw paramecia.’ See <b>Subordinate clause, Sentence</b>
<b>Infinitive</b>	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 <b>Verb</b>

## Language Arts Glossary of Terms (continued)

<b>Informational/Expository text</b>	Nonfiction written to inform, explain, or persuade that does not use narrative structure to achieve its purpose.
<b>Internal rhyme</b>	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 <b>Rhyme, Poetry</b>
<b>Irony</b>	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 <b>Hyperbole, Understatement</b>
<b>Main idea</b>	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 <b>Theme, Thesis</b>
<b>Metaphor</b>	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 <b>Figurative language, Figure of speech, Simile</b>
<b>Meter</b>	In poetry, the recurrence of a rhythmic pattern. See <b>Iambic pentameter</b>
<b>Monologue/Soliloquy</b>	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.
<b>Mood</b>	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 <b>Style, Tone</b>
<b>Moral</b>	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 <b>Theme</b>
<b>Myth</b>	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.
<b>Narration</b>	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.
<b>Narrator</b>	The person or voice telling the story. The narrator can be a character in the story or a
<b>Nonfiction</b>	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 <b>Fiction</b>

## Language Arts Glossary of Terms (continued)

<b>Noun</b>	A word that is the class name of something: a person, place, thing, or idea. See <b>Adjective, Adverb, Verb</b>
<b>Novel</b>	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.
<b>Onomatopoeia</b>	The use of a word whose sound suggests its meaning, as in clang, buzz, crash.
<b>Onset</b>	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 <b>Rime</b>
<b>Palindrome</b>	A word, phrase, or sentence that reads the same backward or forward. For example,
<b>Paradox</b>	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.
<b>Parallel structure</b>	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.
<b>Parody</b>	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.
<b>Participle</b>	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.
<b>Pastoral</b>	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 <b>Poetry, Epic</b>
<b>Personification</b>	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 <b>Metaphor, Figure of speech, Figurative language</b>
<b>Persuasion/Persuasive writing</b>	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.
<b>Phonemic awareness/Phonological awareness</b>	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)

<b>Phoneme</b>	The smallest unit of speech sound that makes a difference in communication. For example, fly consists of three phonemes: /f/-/l/-/i/.
<b>Phrase</b>	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 <b>Clause</b>
<b>Plot</b>	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.
<b>Poetry</b>	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.
<b>Point of view</b>	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.
<b>Prefix</b>	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 <b>Suffix, Root</b>
<b>Prose</b>	Writing or speaking in the usual or ordinary form. Prose becomes poetic when it takes on rhythm and rhyme. See <b>Poetry</b>
<b>Protagonist</b>	The main character or hero of a story. See <b>Hero/Heroine</b>
<b>Pun</b>	A joke that comes from a play on words. It can make use of a word's multiple meanings or a word's rhyme.
<b>Refrain</b>	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'.
<b>Resolution</b>	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.
<b>Revise</b>	To change a piece of writing in order to improve it in style or content.
<b>Rhetoric</b>	The art of effective expression and the persuasive use of language. See <b>Discourse</b>
<b>Rhyme scheme</b>	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.
<b>Rhythm</b>	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)

<b>Rime</b>	The vowel and any consonants that follow it. For example, in scotch, the rime is /och/. See <b>Onset</b>
<b>Rising action</b>	The events in a story that move the plot forward. Rising action involves conflicts and complications, and builds toward the climax of the story.
<b>Root (Root word)</b>	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 <b>Prefix, Suffix</b>
<b>Satire</b>	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.
<b>Script</b>	The text of a play, motion picture, radio broadcast, or prepared speech that includes dialogue and stage directions.
<b>Sentence</b>	A group of words expressing one or more complete thoughts.
<b>Setting</b>	The time and place of the action in a story, play, or poem.
<b>Short story</b>	A brief fictional work that usually contains one major conflict and at least one main character.
<b>Simile</b>	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 altar, shaking like a freshly caught trout.' (Maya Angelou) See <b>Metaphor</b>
<b>Sonnet</b>	A poem consisting of fourteen lines of iambic pentameter. See <b>iambic pentameter, Poetry</b>
<b>Stanza</b>	A recurring grouping of two or more verse lines in terms of length, metrical form, and, often, rhyme scheme. See <b>Poetry, Rhyme scheme, Verse</b>
<b>Style</b>	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.
<b>Subordinate (dependent) clause</b>	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 <b>Independent clause, Sentence</b>
<b>Suffix</b>	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 <b>Prefix, Root</b>
<b>Symbol</b>	A person, place, or object that represents something beyond itself. Symbols can succinctly communicate complicated, emotionally rich ideas.
<b>Synonym</b>	A word that has a meaning identical with, or very similar to, another word in the same

## Language Arts Glossary of Terms (continued)

<b>Tall tale</b>	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 <b>Traditional Literature</b> ,
<b>Theme</b>	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 <b>Main idea, Thesis, Moral</b>
<b>Thesis</b>	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 <b>Theme, Main idea</b>
<b>Tone</b>	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 <b>Mood, Style</b>
<b>Topic</b>	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 <b>Theme</b>
<b>Traditional Literature</b>	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 <b>Folktale, Tall tale</b>
<b>Trickster tale</b>	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.
<b>Understatement</b>	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 <b>Hyperbole</b>
<b>Verb</b>	A word, or set of words, that expresses action or state of being.
<b>Voice</b>	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.