

EAST HADDAM PUBLIC SCHOOLS
LANGUAGE ARTS CURRICULUM

K-12

Approved by the
East Haddam Board of Education

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Language Arts Philosophy

The East Haddam Public School district believes that language facilitates the intellectual and emotional growth within individuals and within society. It is essential that all students develop proficiency, competency, and fluency in reading, writing, listening, speaking, and viewing to meet the literary demands of the 21st century.

Program Goals

As a result of education in Grades K-12, students will:

- read, write, speak, listen and view to construct meaning of written, visual and oral texts;
- read with understanding and respond thoughtfully to a variety of texts;
- write and speak English proficiently to communicate ideas clearly;
- create works using the language arts in visual, oral and written texts;
- choose and apply strategies that enhance the fluent and proficient use of language arts;
- understand and appreciate texts from many literary periods and cultures; and
- employ the language arts for lifelong learning, work and enjoyment.

K-12 Content Standards

Content Standard #1 - Reading and Responding

Students will read and respond in individual, literal, critical and evaluative ways to literary, informational and persuasive texts.

Content Standard #2 - Producing Texts

Students will produce written, oral and visual texts to express, develop and substantiate ideas and experiences.

Content Standard #3 - Applying English Language Conventions

Students will apply the conventions of standard English in oral and written communication.

Content Standard #4 - Exploring and Responding to Texts

Students will use the language arts to explore and respond to classical and contemporary texts from many cultures and literary periods.

LANGUAGE ARTS CURRICULUM K-12

CONTENT STANDARD 1: READING AND RESPONDING

Performance Standard #1: Describe the text by giving an initial reaction to the text and describing its general content and purpose.

KINDERGARTEN

Grade Level Statement

The kindergarten students will:

- respond to literature by describing thoughts and opinions that arise as they view or listen to a text
- use relevant information to orally summarize with teacher (see appendix p. 48-49 CT Blueprint)

Learning activities to accomplish this objective

- share opinions/ideas about a story read to them by teacher, and retell what happened to the character in the story*
- answer comprehension questions on a literal level during reading of a book*
- complete follow-up activities related to the literature
- predict what story will be about based on the title and cover*
- provide a pictorial or written response about a story fact (see technology appendix)
- tell what a story is about*
- listen attentively to a story

GRADE 1

Grade Level Statement

The grade one students will:

- respond to literature by describing thoughts and opinions that arise as they read, view or listen to a text
- use relevant information from the text to orally summarize with teacher (see appendix p. 51 CT Blueprint)

Learning activities to accomplish this objective

- share opinions/ideas about a story that a teacher reads to them and then respond to follow up questions*
- participate in story activities that include beginning, middle, ending, and story elements (i.e.: Empowering Writers and Retelling)

Content Standard 1: Reading And Responding (Cont'd)
Performance Standard 1 (Cont'd)

Grade 1 (Cont'd)

Learning activities to accomplish this objective (Cont'd)

- provide an oral, pictorial, or written response
- predict what a book is about based on the title, cover, and illustrations
- confirm predictions based on the text

GRADE 2

Grade Level Statement

The grade two students will:

- be able to describe thoughts, opinions, and questions that arise as they read, view, or listen to a text*
- use relevant information from the text to create both oral and written summaries with teacher modeling. (see appendix p. 54 CT Blueprint)

Learning activities to accomplish this objective

- use inferencing worksheets*
- retell a text orally and/or written (i.e.: Vicki Benson's Power of Retelling)*
- complete oral and written response to text (see technology appendix)
- develop initial summaries with teacher modeling*
- generate questions related to text*
- describe thoughts and feelings of characters*

GRADE 3

Grade Level Statement

The grade three students will:

- describe the thoughts, opinions and questions that arise as they read, view or listen to a text
- use relevant information from the text to summarize the content both orally and in written form beginning with teacher modeling and evolving to independent practice. (see appendix p. 56-58 CT Blueprint)

Learning activities to accomplish this objective

- summarize content*
- make ongoing prediction*
- make up questions in written form before, during and after reading*
- write justification*
- retell stories orally and in written form*

Content Standard 1: Reading And Responding (Cont'd)
Performance Standard 1 (Cont'd)

GRADE 4

Grade Level Statement

The grade four students will:

- be able to react to a text by describing its general content and purpose.
- use relevant information from text to summarize the content both orally and in written form.

Learning activities to accomplish this objective

- learn note taking
- practice writing outlines using main ideas and supporting details*
- summarize*
- compare common themes across text*
- preview and predict*
- create story maps*
- retelling of a story*
- identify main idea and supporting details*
- create written questions based on text
- summarize group discussion in writing*
- cite author's purpose*

GRADE 5

Grade Level Statement

The grade five students will:

- give an initial reaction to the text
- identify the main idea, purpose or theme of a work
- summarize the text reading

Learning activities to accomplish this objective

- preview and predict
- react to what is being read through discussion and written journal responses such as those found in CAPT Handbook, Generation II, p. 34*
- use graphic organizers such as story maps and K-W-L
- cite author's purpose (i.e., to inform, to persuade, to entertain)
- read biographies and historical diaries
- develop own questions using QAR (CMT Handbook, Generation III, p. 19)
- respond to open-ended questions* (CMT Handbook, Generation III, p. 28)

Content Standard 1: Reading And Responding (Cont'd)
Performance Standard 1 (Cont'd)

GRADE 6

Grade Level Statement

The grade six students will:

- establish purpose for reading
- respond to a text by describing thoughts, opinions and questions that arise as they read, view or listen
- identify the main idea (nonfiction), theme (fiction) and purpose of a work.

Learning activities to accomplish this objective

- write personal reactions to sections of short stories and novels through Reader Response Journals (RRJ)*
- write journal responses to self-selected novels
- identify the theme (fiction) and main idea (nonfiction) of selected works
- respond to questions like those listed on CAPT Handbook, Generation II, p. 34*
- summarize and paraphrase information in the text through the use of graphic organizers
- respond to open-ended questions
- differentiate between fiction and nonfiction
- differentiated between fact and opinion
- identify purpose of text (to inform, to persuade or to entertain)

GRADE 7

Grade Level Statement

The grade seven students will:

- describe the thoughts, opinions and questions that arise while reading, viewing or listening to a text
- identify the main idea (nonfiction), purpose or theme (fiction) of a work

Learning activities to accomplish this objective

- participate in the shared inquiry method
- write a reaction to a portion of a novel or short story in a journal entry (CAPT Handbook)
- respond in writing to CAPT like questions
- write responses to self-selected or teacher directed novels using Reader Response Journals (RRJ)
- develop questions using QAR
- summarize
- retell the events orally and in writing
- use graphic organizers to determine theme in a work
- respond to open-ended questions (CMT Handbook)

- identify the purpose of a written work (e.g., informational, entertainment, persuasive)
- identify the genre of a work to determine purpose (fiction, non-fiction)

Content Standard 1: Reading And Responding (Cont'd)

Performance Standard 1 (Cont'd)

GRADE 8

Grade Level Statement

The grade eight students will:

- describe the thoughts, opinions and questions that arise as they read, view or listen to a text
- identify or infer the central idea, purpose or theme of a work.
- make and confirm predictions.

Learning activities to accomplish this objective

- write a response to literature using questions from the CAPT reading framework*
- respond by using shared inquiry
- participate in literature circles
- respond in a dialectical journal (CAPT Handbook, Generation II, p. 36)
- make and confirm predictions while actively participating in the DR-TA (Directed Reading-Thinking Activity, p. 14 in the CMT Handbook, Generation III)
- illustrate story sequence by using a story map graphic organizer.
- generate framed sentences of the text to summarize (See CMT Generation III Handbook, p. 17.)
- draw conclusions about the purpose by including or omitting specific details in a written work
- respond to open-ended questions (CAPT Handbook, Generation II, p. 31)
- read multiple titles on a theme
- develops own questions using QAR (CMT Handbook, Generation III, p. 19)

GRADE 9

Grade Level Statement

The grade nine students will:

- describe and discuss the content and purpose of a variety of texts
- describe the thoughts, opinions, and questions that arise as they read, view, or listen to a text
- develop an awareness that text may contain inconsistencies and ambiguities

Learning activities to accomplish these objectives

- read short stories, making notes in the margins using such strategies as selective underlining to pick out main ideas
- write or discuss predictions using methods such as an Anticipation Guide
- pause while reading and have dialogue to question basic understanding using methods such as SQ3R
- present vocabulary prior to reading and discuss during reading

- write or discuss first reactions and responses to the text using methods such as a Reflective Journal

Content Standard 1: Reading And Responding (Cont'd)
Performance Standard 1 (Cont'd)

Grade 9 (Cont'd)

Learning activities to accomplish these objectives

- read released CAPT test stories, noting initial responses in the margin
- look for ambiguities in the theme of a text by using teacher directed QAR

GRADE 10

Grade Level Statement

The grade ten students will:

- use previously learned knowledge to make an initial response to narrative, expository, and persuasive texts
- comprehend the quality and meaning of the text to identify, support, and make personal judgments about the text
- comprehend texts sufficiently to identify and to confirm critical stance
- comprehend inconsistencies and ambiguities in the texts to make judgments about them

Learning activities to accomplish these objectives

- read short stories, making notes in the margins using a variety of CAPT reading strategies such as IDCC
- write or discuss predictions by using methods such as Question Logs
- pause while reading and have dialogue to question basic understanding
- present vocabulary prior to reading and discuss during reading
- write or discuss first reactions and responses to the text by using such methods as Think-Pair-Share
- read released CAPT test stories, noting responses in the margin
- write a formal essay using the marginal notes that they made by using methods such as student directed modeling of a CAPT essay

GRADE 11

Grade Level Statement

The grade eleven students will:

- apply a critical, analytical, and personal response to a variety of texts
- apply their predictions to the outcome of the story
- comprehend texts sufficiently to identify and to confirm critical stance
- analyze the ambiguities and inconsistencies in the text in order to challenge them
- analyze the relevant information from text to take a position and to support it in an essay

Content Standard 1: Reading And Responding (Cont'd)
Performance Standard 1 (Cont'd)

Grade 11 (Cont'd)

Learning activities to accomplish these objectives

- read a variety of literature including short stories and novels and create a Dialectical Journal
- write or discuss predictions using such methods as Reciprocal Teaching
- pause while reading and having dialogue to question basic understanding by using such methods as deductive reasoning
- present vocabulary prior to reading and discuss during reading
- write or discuss first reactions and responses to the text by using methods such as Authentic Questioning
- write a formal essay using the marginal notes that they made while reading by using such methods as an Analysis chart
- write a formal essay defending a critical stance in a piece of literature by using methods such as essential questions modeled by the teacher

GRADE 12

Grade Level Statement

The grade level twelve students will:

- analyze the ambiguities and inconsistencies in the text in order to challenge them
- analyze the relevant information from the text to take a position and to support it in an essay
- evaluate ways in which communication can be influenced with word usage
- synthesize a variety of text combined with personal experiences to create a new perspective
- evaluate the author's style
- synthesize two different texts to create a new critical view of a common theme

Learning activities to accomplish these objectives

- read a variety of literature including short stories and novels and create a readers response journal
- write or discuss predictions using methods such as Charting the author's style
- pause while reading and have a dialogue to question basic understanding by using methods such as inductive reasoning
- present vocabulary prior to reading and discuss during reading
- write or discuss first reactions and responses to the text using methods such as analyzing author's craft
- write a formal essay using the marginal notes made while reading
- write a formal essay defending a critical stance about a piece of literature and debate their reaction

Content Standard 1: Reading And Responding (Cont'd)

Performance Standard #2: Interpret the text by using prior knowledge and experience.

KINDERGARTEN

Grade Level Statement

The kindergarten students will:

- demonstrate an understanding of character, setting, theme and sequence events when provided by teacher
- use what they know to identify important characters, setting, themes or sequence of events when provided by teacher

Learning activities to accomplish this objective

- use prior knowledge/experience to identify the important characters, setting, event of details within a given piece of literature*
- be introduced to story mapping through teacher modeling*
- develop vocabulary*
- participate in dramatic interpretation of text, including nursery rhyme skits, etc*
- sequence events when given four pictures
- share background knowledge related to text
- be provided with theme-related opportunities through videos, hands-on experiences, or demonstrations (see technology appendix)

GRADE 1

Grade Level Statement

The grade one students will:

- demonstrate an understanding of character, setting, theme and sequence of events
- use prior knowledge and text to discuss story elements

Learning activities to accomplish this objective

- compile story maps orally/written*
- create oral/written retellings
- extend the ending of a story*
- create charts for KWL concepts
- read various literature*
- develop vocabulary*
- experience dramatic interpretations of text
- provide opportunities for discussion
- share and discuss background knowledge related to text
- sequence events of a story

Content Standard 1: Reading And Responding (Cont'd)
Performance Standard 2 (Cont'd)

GRADE 2

Grade Level Statement

The grade two students will:

- be able to identify orally and in written form the characters, setting, theme, events, problem and solution of a given text*
- use prior knowledge and experience to interpret the text*

Learning activities to accomplish this objective

- map stories using a variety of graphic organizers – see Appendix I
- complete graphic organizers*
- complete KWL activities
- web character traits – see Appendix I*
- increase background knowledge through vocabulary enrichment activities* (ex. literature, videos, demonstrations, software, etc.)

GRADE 3

Grade Level Statement

The grade three students will:

- identify or infer all story elements, themes, ideas, relationships or details within a work
- use prior knowledge and experiences to interpret the text

Learning activities to accomplish this objective

- create and analyze Venn Diagram*
- create story maps*
- apply KWL strategy*
- participate in group discussion
- develop vocabulary*
- increase knowledge base in areas that are weak by listening to selections, videos, or demonstrations (see technology appendix)
- be introduced to discussion about author's purpose*

GRADE 4

Grade Level Statement

The grade four students will:

- demonstrate understanding by identifying character, setting, theme, events, ideas, and relationships
- use prior knowledge and experiences to extend comprehension of text

Content Standard 1: Reading And Responding (Cont'd)
Performance Standard 2 (Cont'd)

Grade 4 (Cont'd)

Learning Activities to accomplish this objective

- activate prior knowledge by questioning employing KWL strategy, eliciting information from prior listening, viewing, reading or experiencing*
- develop vocabulary*
- cite author's purpose*
- supplement prior knowledge with additional materials when necessary

GRADE 5

Grade Level Statement

The grade five students will:

- use prior knowledge and experience to identify or infer important characters, settings, themes, events, ideas, relationships or details within a work
- respond to new information

Learning activities to accomplish this objective

- create KWL charts
- make connections to personal experiences using dialogue notebook (CMT Handbook, Generation III, p. 32)
- discuss previously read traditional tales and characteristics of traditional tales
- discuss previously read suspense stories and elements of suspense
- develop and use vocabulary in written response
- be exposed to different cultures and interpret the impact on character development
- respond by relating personal experiences in a postcard format
- respond in a reflective journal (CAPT Handbook, Generation II, p. 36)

GRADE 6

Grade Level Statement

The grade six students will:

- identify important characters, settings, themes, events, ideas, relationships or details within a work
- draw conclusions about the author's purpose in including or omitting specific details in a written work*
- uses new information to adjust and extend personal knowledge base

Content Standard 1: Reading And Responding (Cont'd)
Performance Standard 2 (Cont'd)

Grade 6 (Cont'd)

Learning activities to accomplish this objective

- participate in Reader Response Groups using text connections to interpret character, setting, plot and theme
- rewrite a section of a text changing an event or character using prior knowledge or experiences
- describe and interpret characters, settings, events, themes and relationships within a text through the use of graphic organizers
- use graphic organizers to compare and contrast personal experiences to characters within a text

GRADE 7

Grade Level Statement

The grade seven students will:

- interpret the text by connecting to personal knowledge
- reflect on the text and make personal judgments about its quality

Learning activities to accomplish this objective

- respond to an anticipation chart/guide
- develop pre-reading questions
- develop questions using QAR (CMT Handbook)
- write responses in RR Journals (RRJ)
- interpret the text by identifying important characters, settings, themes, events, ideas, relationships or details within a work
- use a K-W-L graphic organizer (CMT Handbook)
- draw conclusions about the author's purpose including or omitting specific details in a written work after teacher modeling
- participate in the shared inquiry method
- select, discuss and write about the author's use of structure/organizational patterns
- take a critical stance on the text in writing or through class discussion
- write and share personal stories
- use post-it notes to make text-self connections during reading; discuss in groups after reading

GRADE 8

Grade Level Statement

The grade eight students will:

- identify and/or infer important characters, settings, themes, events, ideas, relationships or details within a work by using prior knowledge and experiences
- evaluate the text by connecting to personal knowledge

Content Standard 1: Reading And Responding (Cont'd)
Performance Standard 2 (Cont'd)

Grade 8 (Cont'd)

Learning activities to accomplish this objective

- infer meaning from readings based on previous experiences
- discuss experiences with school bullies and use them to understand the main character's actions
- participate in literature circles to interpret the text by using prior knowledge and experience
- use a K-W-L graphic organizer
- compare texts to own life experiences using a Venn diagram
- respond to an anticipation chart
- write personal connections and make evaluations about a text in a learning log * (CAPT Handbook, Generation II, p. 36)
- develop questions about other cultures using prior knowledge
- review prior knowledge through the use of the internet
- read other texts with the same theme or topic *
- respond to CAPT like questions with teacher modeling*
- synthesize relevant information from written works

GRADE 9

Grade Level Statement

The grade nine students will:

- develop knowledge of literature and use experiences to extract clues to assist in the interpretations of the texts
- use knowledge of literature and experiences to predict events to assist in the interpretations of the texts

Learning activities to accomplish these objectives

- use clues to discuss the elements of the plot in relation to aspects of the students' own lives
- use clues to identify the elements of the plot (exposition, rising action, conflicts, climax, and falling action) using such methods as a Plot Map
- brainstorm predictions in discussion, in writing or in groups to generalize and draw conclusions about texts

GRADE 10

Grade Level Statement

The grade ten students will:

- draw upon prior knowledge to extract clues to assist in the interpretations of texts
- comprehend the fit between texts and predictions of events

Content Standard 1: Reading And Responding (Cont'd)
Performance Standard 2 (Cont'd)

Grade 10 (Cont'd)

Learning activities to accomplish these objectives

- use clues to compare motives of the characters by using methods such as cause and effect analysis
- compare and contrast character's motivation to personal experiences using methods such as a Venn Diagram
- make predictions about literature based upon character motivation using such methods as Question Starters modeled by the teacher

GRADE 11

Grade Level Statement

The grade eleven students will:

- comprehend the fit between texts and predictions of events
- apply their prior knowledge and experiences in order to draw conclusions about texts
- analyze their conclusions and make inferences about the texts

Learning activities to accomplish these objectives

- compare themes in various texts to themes in the students' experiences by using methods such as Webbing or Clustering
- analyze the plot to draw conclusions about the theme by using such methods as a Plot Map
- discuss the theme based upon inferences drawn by students using such methods as Teacher Guided Practice

GRADE 12

Grade Level Statement

The grade twelve students will:

- analyze his conclusions and make references about texts
- synthesize information from the texts and personal experience and prior knowledge to generalize beyond the texts
- evaluate how literature affects students' lives outside the classroom

Learning activities to accomplish these objectives

- identify symbols and use them to make references about the texts using methods such as Inductive Reasoning
- use literary elements to analyze the texts and compare that understanding to personal experiences and prior knowledge. This information will then be connected to texts, themselves, and to the world around using methods such as Reciprocal Teaching

Content Standard 1: Reading And Responding (Cont'd)

KINDERGARTEN

Grade Level Statement

The kindergarten students will:

- begin to respond to text
- begin to orally express a judgment, about the characters in a story

Learning activities to accomplish this objective

- after listening to a story, discuss the story, and tell whether they like the story or not*
- be exposed to different versions of stories, make judgments about their favorites
- orally discuss the quality of a piece of literature, through teacher modeling*
- create a page for a classbook to demonstrate understanding of text's meaning

GRADE 1

Grade Level Statement

The grade one students will:

- respond and analyze text
- express a judgment about text in an oral/or written form

Learning activities to accomplish this objective

- write about and/or discuss a favorite part and justify with support from text*
- write about a character using positive or negative traits with support from text*
- write about the inside and outside of a character*
- orally discuss the quality of a story through teacher modeling*

GRADE 2

Grade Level Statement

The grade two students will:

- analyze, elaborate and respond critically to texts
- justify their responses, using information from the text

Learning activities to accomplish this objective

- create Venn diagram independently and/or with teacher modeling*
- write responses to text (see Houghton Mifflin Reading Series)*
- complete oral/written character analysis (inferencing feelings, actions)*
- participate in literature circles or book talks

GRADE 3

Grade Level Statement

The grade three students will:

- analyze, elaborate on and respond critically to works
- justify their responses for judgments about meaning and quality

Learning activities to accomplish this objective

- discuss similarities and differences of character traits in stories and justify*
- compare stories*
- be introduced to making verbal and written judgments about meaning and quality of literature*
- explain author's purpose orally and in writing*
- analyze attributes of good literature through teacher modeling*

GRADE 4

Grade Level Statement

The grade four students will:

- learn to analyze, elaborate and respond critically to text
- support judgment of text through direct reference and quotes

Learning activities to accomplish this objective

- discuss similarities and differences among themes*
- cite parts of text that support judgment*
- distinguish fact from opinion*
- compare and contrast material*
- determine cause and effect*
- identify main idea and supporting details*
- analyze the quality of literature through discussion and in writing*

GRADE 5

Grade Level Statement

The grade five students will:

- reflect on the text in order to evaluate explicit and implicit information within a work
- compare and/or contrast texts

Content Standard 1: Reading And Responding (Cont'd)
Performance Standard 3 (Cont'd)

Grade 5 (Cont'd)

Learning activities to accomplish this objective

- write responses to a study guide
- cite parts or text that support judgments about the text
- find topics and supporting details
- record in a reflective journal important facts related to readings in content areas (CAPT Handbook, Generation II, p. 36)
- identify characteristics of traditional tales, emphasizing symbolism
- compare/contrast information found in different texts to reflect and make a judgment about the meaning using a Venn Diagram on other graphic organizer
- analyze simple actions in a literary work
- makes connection between personal life and people and events in literary works (Text to Self) orally and written

GRADE 6

Grade Level Statement

The grade six students will:

- evaluate explicit and implicit information within a work
- compare and contrast the work to others with similar topics, themes, characters or problems
- use evidence from the text to draw and/or support a conclusion*

Learning activities to accomplish this objective

- make judgments about plot and character as developed by the author
- use a T-chart to compare and contrast meaning
- read two pieces of literature, then debate with a partner or in a large group which is the better piece of literature

GRADE 7

Grade Level Statement

The grade seven students will:

- evaluate explicit and implicit information within a work
- compare and contrast the work to others with similar topics, themes, characters or problems
- use evidence from the text to draw and/or support a conclusion*

Content Standard 1: Reading And Responding (Cont'd)
Performance Standard 3 (Cont'd)

Grade 7 (Cont'd)

Learning activities to accomplish this objective

- make judgments about the meaning and quality of the text with teacher modeling
- use of graphic organizers, such as Venn Diagram or T-chart, to compare/contrast texts with similar topics, themes, characters or problems
- use of shared inquiry to discuss interpretation of texts
- respond to CAPT like questions after teacher modeling*
- take a critical stance of the novel and support it using evidence from the text
- question the validity of a work; note fallacies in text
- identify the meaning in a work
- make text-to-text, text-to-world, and text-to-self connections
- use quotations to support ideas in RRJ
- transfer ideas in text to ideas in their own writing

GRADE 8

Grade Level Statement

The grade eight students will:

- evaluate explicit and implicit information within a work
- compare and contrast the work to others with similar topics, themes, characters or problems

Learning activities to accomplish this objective

- compare and contrast a text to other works read in class and make judgments about the text's literary merit*
- participate in literature circles
- use Venn Diagrams, webs and plot pyramids to help evaluate information in a written work
- respond to interaction questions in response journal with teacher modeling * (see CAPT Handbook, Generation II, p. 36)
- create a strong response about a text by working in pairs
- use word processor for all to see the response

GRADE 9

Grade Level Statement

The grade nine students will:

- recall how to evaluate explicit and implicit information within a work and compare and contrast the work to others with similar topics, themes, characters or problems
- define what literary and aesthetic appreciation of text means

Content Standard 1: Reading And Responding (Cont'd)
Performance Standard 3 (Cont'd)

Grade 9 (Cont'd)

Learning activities to accomplish these objectives

- engage in a discussion of student-generated and teacher-presented questions based on the text's literary merit
- examine and write about literary features such as: diction, symbolism, theme, and author's style to understand the meaning of the works and their opinions about the literary merit of the works
- make judgements about works of literature that provoke varied responses, challenges, and opinions about literary merit

GRADE 10

Grade Level Statement

The grade ten students will:

- use prior knowledge to define what literary and aesthetic appreciation of text means
- comprehend the definitions and use them to appreciate text in a literary and aesthetic manner
- comprehend the awareness of the author's style that coincides with the literary merit of a text

Learning activities to accomplish these objectives

- engage in a discussion through use of open-ended questions based on the text about its literary merit
- examine and write about literary features to understand the meaning of words to form opinions about the literary merit of the work
- make judgments about works of literature that provoke varied responses, challenges, and opinions about literary merit using a student made rubric of quality
- identify patterns to develop an awareness of author's style by creating a chart for understanding

GRADE 11

Grade Level Statement

The grade eleven students will:

- comprehend the awareness of author's style
- apply their understanding of the author's style to textual features in order to judge the quality of the text
- analyze the quality of a text

Content Standard 1: Reading And Responding (Cont'd)
Performance Standard 3 (Cont'd)

Grade 11 (Cont'd)

Learning activities to accomplish these objectives

- examine and write about literary features such as diction, symbolism, theme and author's style to understand the meaning of the text by using such methods as Selective Underlining and Teacher Guided Practice
- identify patterns to develop an awareness of author's style by creating a chart
- make judgments about the text that provoke varied responses, challenges and opinions about the literary merit
- create a model of the author's style with such methods as creating a new ending for a text or a new chapter

GRADE 12

Grade Level Statement

The grade twelve students will:

- comprehend and identify author's style
- apply their understanding of textual features
- analyze the quality of the text
- challenge the text
- express divergent opinions

Learning activities to accomplish these objectives

- identify author's style by examining theme, diction, and symbolism to understand the text by using such methods as Active Reading and jotting notes in the margins
- identify patterns to develop awareness of author's style by creating a chart of author's techniques
- produce various student interpretations of texts

Performance Standard #4: Analyze text and task, set purpose and plan appropriate strategies for comprehending, interpreting and evaluating texts.

KINDERGARTEN

Grade Level Statement

The kindergarten students will:

- identify the type of text (fact or fiction)
- begin to develop strategies to understand and respond to text

Learning activities to accomplish this objective

- determine the type of text (fact or fiction)*
- orally discuss literature to demonstrate comprehension*
- be introduced to story mapping through teacher modeling*
- use KWL to organize information*
- participate in reading of class message
- complete sentences regarding weather conditions and days of week
- use prior knowledge to aid in comprehension of fiction and non-fiction texts
- listen for and identify rhyming words

GRADE 1

Grade Level Statement

The grade one students will:

- identify fact, fiction or poetry text
- use appropriate strategies to understand and respond to text

Learning activities to accomplish this objective

- discuss whether a book is fact, fiction or poetry text*
- discuss and identify cause and effect*
- discuss what a problem is and its resolution*
- generate ideas for graphic organizers
- write a class, small group or independent retelling
- use KWL to organize information*
- discuss and identify a sequence of events*
- participate in dot-point note taking based on factual text

GRADE 2

Grade Level Statement

The grade two students will:

- identify fact, fiction and poetry text
- use appropriate strategies to understand and respond to text

Learning activities to accomplish this objective

- research topics using the media center
- read a variety of text (i.e., biography, poetry, etc)
- discuss and identify genre*
- write a response to text (see Houghton Mifflin Reading Series)

GRADE 3

Grade Level Statement

The grade three students will:

- identify the type of text as nonfiction, fiction or poetry
- use strategies to understand and respond critically to text

Learning activities to accomplish this objective

- identify components of fiction, nonfiction, fantasy, poetry and folktale*
- classify selection as realistic fiction, nonfiction, fantasy, poetry, and folktale*
- organize information from text utilizing appropriate graphic organizer*
- creating drawings
- create time lines*
- apply KWL strategy*
- use captions, tables, and charts*
- utilize the stop and think strategy
- introduce skimming and scanning*
- identify the components of autobiography, biography, historical fiction, and science fiction*
- classify literature as autobiography, biography or science fiction, historical fiction
- research a topic to gather information (see technology appendix)
- sort and categorize information from a selection*

GRADE 4

Grade Level Statement

The grade four students will:

- set a purpose for reading and plan appropriate strategies for comprehending, interpreting and evaluating text.
- respond critically to text.

Learning activities to accomplish this objective

- apply Venn diagram and KWL strategies*
- create story maps*
- research using media center materials
- use captions, tables, charts*
- identify genre in fiction and nonfiction*

GRADE 5

Grade Level Statement

The grade five students will:

- set a purpose for reading
- plan appropriate strategies for comprehending, interpreting and evaluating text
- analyze the structure of written works

Learning activities to accomplish this objective

- identify the defining characteristics of a variety of informational texts (i.e., textbooks, biographical sketches, letters, diaries, directions, procedures, magazines)
- preview and predict with teacher modeling
- use graphic organizers such as herringbone, sequence chart, and/or outline
- adjust rate of reading according to type of text
- skim/scan
- use captions, tables, charts when necessary
- compare narrative nonfiction to content-area writing and fiction
- analyze a text by identifying its structure
- reader's theater

GRADE 6

Grade Level Statement

The grade six students will:

- determine and use the structure of a written work to construct meaning and to select the best comprehension tool for their purpose
- establish a purpose for reading

Content Standard 1: Reading And Responding (Cont'd)
Performance Standard 4 (Cont'd)

Grade 6 (Cont'd)

Learning activities to accomplish this objective

- complete a K-W-L (CMT Handbook, Generation III, p. 21)
- identify the text's structure and genre
- construct a story pyramid to comprehend and interpret character, setting, problems, and resolution
- identify the purpose of a text; to inform, to entertain and to understand specific viewpoint

GRADE 7

Grade Level Statement

The grade seven students will:

- determine the structure of a written work to construct meaning
- select the best graphic organizer for comprehending, interpreting and evaluating texts

Learning activities to accomplish this objective

- use the shared inquiry method to analyze text material
- identify unfamiliar vocabulary words from the text and present them in RR groups
- create semantic mapping to review vocabulary
- use graphic organizers, such as K-W-L and story map (CAPT Handbook)
- determine author's purpose and evaluate effectiveness
- read works with different structures and compare and contrast their structures
- use the Think Aloud method (CMT Handbook)
- take a critical stance on the novel in a class discussion to evaluate the text

GRADE 8

Grade Level Statement

The grade eight students will:

- analyze the structure and purpose of a written work to construct meaning
- select the best strategy for comprehending, interpreting and evaluating texts

Learning activities to accomplish this objective

- analyze texts using the Shared Inquiry Method
- respond in reaction journals with teacher modeling
- write persuasively to prompts*
- analyze text to teach other members in Literature Circles appropriate strategies
- create supporting/opposing graphic organizer based on important arguments or points of view (CAPT Handbook, Generation II, p.86 and p. 87)*

Content Standard 1: Reading And Responding (Cont'd)
Performance Standard 4 (Cont'd)

Grade 8 (Cont'd)

Learning activities to accomplish this objective (Cont'd)

- small groups construct a story board to help comprehend and interpret character, setting, problems and resolution in a text with an emphasis on a full length drama
- respond persuasively about an important issue found in nonfiction informational articles* (CAPT Handbook, Generation II, p. 75) with teacher modeling

GRADE 9

Grade Level Statement

The grade nine students will:

- identify previously learned information in order to determine and use the structure of a written work to construct meaning and select the best comprehension tool for their purpose
- define appropriate strategies for deepening initial understanding of a text
- adapt appropriate strategies to deepen initial understanding

Learning activities to accomplish these objectives

- locate initial understanding of a given text by brainstorming possibilities and debating, with reasoning, for correct understanding
- research historical or cultural background of a work, and incorporate that research into a long-term project using such methods as Documenting Sources
- compare and contrast features within literary works or between different text using such methods as Venn Diagram
- research the background of a significant work using primary and secondary sources

GRADE 10

Grade Level Statement

The grade ten students will:

- use prior knowledge to locate initial understanding of text
- comprehend initial understanding of text and delve in to deepen their understanding
- comprehend the historical and cultural background of a work in relation to understanding its impact for deeper meaning

Learning activities to accomplish these objectives

- locate initial understanding of a given text by brainstorming possibilities and debating, with reasoning, for correct understanding
- take the initial understanding to provoke possibilities for a deeper meaning using such methods as Think-Pair-Share

Content Standard 1: Reading And Responding (Cont'd)
Performance Standard 4 (Cont'd)

Grade 10 (Cont'd)

Learning activities to accomplish these objectives (Cont'd)

- research the historical and cultural period of the author's background using documented research, and apply it to the text using methods for a formal researched essay including MLA
- compare and contrast using such methods as Venn diagrams between their understanding and the researched data to fully grasp the deeper meaning of a given text

GRADE 11

Grade Level Statement

The grade eleven students will:

- comprehend the purpose for reading the text for deeper meaning
- analyze the appropriate strategies for comprehending the deeper meaning of the text
- apply their understanding of the text to judge the literary quality of a text

Learning activities to accomplish these objectives

- contrast the conflicts among the characters by using such methods as a Venn Diagram
- hypothesize about the author's view of human nature by analyzing the theme of the text by using such methods as QAR
- use resources beyond the text such as the library and Internet to enrich their knowledge of the historical period or the author's background and apply it to the text
- write a formal research paper on a literary work studied which includes parenthetical documentation and a works cited page by using a variety of sources by using such methods as Selective Underlining, Note Cards, and Essential Questioning

GRADE 12

Grade Level Statement

The grade twelve students will:

- comprehend the purpose of reading the text for further meaning
- analyze appropriate strategies for comprehending deeper meaning of the text
- establish criteria to judge literary quality of text

Learning activities to accomplish these objectives

- construct a T chart to chart conflicts between characters
- infer the author's view of human nature and compare to others of the same period
- evaluate primary sources to examine the journals or diaries of others in the same period
- set up a mock court trial to judge the guilt of a character such as Nora in A Doll's House

Content Standard 1: Reading and Responding (Cont'd)

Performance Standard #5: Generate questions before, during, and after reading, writing, listening and viewing.

KINDERGARTEN

Grade Level Statement

The kindergarten students will:

- be introduced to asking questions, and answering questions on a literal text related level

Learning activities to accomplish this objective

- answer text related questions, before, during, and after the text is shared*
- be introduced to the concept of a question, and encouraged to ask questions (rather than make a statement) about the text, read alouds, videos, in-house field trips, assemblies, or with guest speakers
- use KWL chart*

GRADE 1

Grade Level Statement

The grade one students will:

- be introduced to questioning before, during, and after reading
- ask and answer literal questions that are text related
- be introduced to inferential text related questions

Learning activities to accomplish this objective

- develop questions for other students to respond to orally or in writing
- use KWL chart*
- formulate questions throughout reading using text to support ideas*
- think aloud during reading to continuously formulate predictions*
- introduce CMT formatted questions (see appendix)
- develop an understanding of the need to think during reading

GRADE 2

Grade Level Statement

The grade two students will:

- respond to questions posed by peer(s) and/or teacher
- ask and answer their own questions both literal and inferential

Grade 2 (Cont'd)

Learning activities to accomplish this objective

- complete KWL activities*
- respond in journals*
- participate in classroom discussions/cooperative groups
- use good questioning techniques as modeled by teacher (see Houghton Mifflin Reading Series)*

GRADE 3

Grade Level Statement

The grade three students will:

- develop questions before, during and after reading, writing, listening and viewing text

Learning activities to accomplish this objective

- develop good questioning techniques through teacher modeling*
- generate questions before reading*
- create KWL chart*
- write questions before, during and after reading*
- utilize good questioning strategies for read alouds, videos, field trips and assemblies*

GRADE 4

Grade Level Statement

The grade four students will:

- be able to ask and answer their own and each other's literal and inferential text-related questions

Learning activities to accomplish this objective

- continue to develop good questioning techniques*
- apply questioning techniques to read alouds, videos, field trips and assemblies*
- write questions before and during reading; answer them after reading
- write predictions prior to reading; confirm or revise after reading

GRADE 5

Grade Level Statement

The grade five students will:

- ask and answer literal, influential, evaluative and interpretive questions

Content Standard 1: Reading And Responding (Cont'd)
Performance Standard 5 (Cont'd)

Grade 5 (Cont'd)

Learning activities to accomplish this objective

- improve questioning techniques using QA with teacher modeling
- record personal responses to text, using critical reading/thinking strategy
- create KWL charts (CMT Handbook, Generation III, p. 21)
- use stop and think strategy while reading
- respond to text orally and in writings such as effect journals (CAPT Handbook, Generation II, p. 36)
- engage in group discussions of read-alouds and visual presentations
- use field trips and assemblies as opportunities for developing questioning techniques

GRADE 6

Grade Level Statement

The grade six students will:

- ask and answer their own and each other's literal and inferential text-related questions
- ask and answer their own and each other's evaluative and interpretive questions

Learning activities to accomplish this objective

- write QAR type questions about a video and a piece of literature (CMT Handbook, Generation III, p. 19)
- develop a personal essential question about the Florida Everglades
- create a K-W-L chart (CMT Handbook, Generation III, p. 21)
- ask classmates about oral presentation

GRADE 7

Grade Level Statement

The grade seven students will:

- ask and answer their own and each other's evaluative and interpretive questions

Learning activities to accomplish this objective

- use peer conferencing to read a classmate's original short story, and pause periodically to list the questions the author needs to answer about the effect the author's choices of characters, conflict, setting, theme, etc. had on the story
- use Shared Inquiry to generate text related questions
- use pre-reading questions and discussion questions to evaluate text in a journal
- question classmates during oral presentations
- take a critical stance of the text and discuss in class
- hold a persuasive debate in class

Content Standard 1: Reading And Responding (Cont'd)

Performance Standard 5 (Cont'd)

Grade 7 (Cont'd)

Learning activities to accomplish this objective (Cont'd)

- use Reader Response groups to write down questions on color coded paper and send them around in a group as each person answers in writing; read aloud
- use post-it notes during reading to identify places in text where questions arise; discuss them in RR groups
- evaluate the effectiveness with which the student met the objective's for the writing assignment during peer editing

GRADE 8

Grade Level Statement

The grade eight students will:

- ask and answer literal, inferential, interpretive, and evaluative text-related questions
- set purposes directing to information
- identify the method of organization

Learning activities to accomplish this objective

- during writing use Readers' - Writer's Workshop/Peer Conferencing techniques
- use shared inquiry method to generate text related questions
- use QAR (CMT Handbook, Generation III, p. 19)
- use K-W-L (CMT Handbook, Generation III, p. 21)
- use share pair method during questioning
- "show and tell" artifacts, materials and related information before reading, writing, listening and viewing * (CAPT Handbook, Generation II, p. 68)
- use graphic-like Venn diagrams, webs, excel charts to explain relationships and growth of ideas
- use a reader response log notebook (CAPT Handbook, Generation II, p. 64)
- use SQ3R (CAPT Handbook, Generation II, p. 66)

GRADE 9

Grade Level Statement

The grade nine students will:

- use learned knowledge of asking and answering their own and each other's evaluative and interpretive questions
- define analytical and critical questioning for students
- develop how to write and respond to analytical and critical questioning

Content Standard 1: Reading And Responding (Cont'd)
Performance Standard 5 (Cont'd)

Grade 9 (Cont'd)

Learning activities to accomplish these objectives

- engage in pre-writing activities such as KWL, Interest Grabbers, and Topical Discussions
- probe students for previously learned knowledge of analytical and critical questioning through such methods as Teacher Guided Practice
- ask and answer their own and each other's evaluative and interpretive questions using various CAPT strategies, such as IDCC

GRADE 10

Grade Level Statement

The grade ten students will:

- recall previously learned knowledge to research analytical and critical questioning
- comprehend how to write and respond to analytical questioning
- comprehend how to write and respond to critical questioning

Learning activities to accomplish these objectives

- probe students for previously learned knowledge of analytical and critical questioning through such methods as Teacher Guided Practice
- ask and answer their own and each other's evaluative and interpretive questions using various CAPT strategies, such as IDCC
- engage in pre-reading activities using methods such as Interest Grabbers, and Topical Discussions concerning the theme(s) of the text
- create a Survey of students' opinions concerning the themes of a text during and after reading

GRADE 11

Grade Level Statement

The grade eleven students will:

- comprehend their prior knowledge of the text by creating questions and responding to them
- apply their responses during the reading of the text
- analyze their responses after reading to elaborate on their initial responses

Content Standard 1: Reading And Responding (Cont'd)
Performance Standard 5 (Cont'd)

Grade 11 (Cont'd)

Learning activities to accomplish these objectives

- answer questions on an Anticipation Guide related to themes of a text
- anticipate themes of a text by creating a KWL chart
- create a survey of students' opinions concerning the themes of a text during and after reading
- elaborate on initial understanding of the text by returning the Anticipation Guides after reading to ascertain if their initial opinions have been reformulated

GRADE 12

Grade Level Statement

The grade twelve students will:

- assess prior knowledge of the text by framing questions and answering them
- consider responses during the reading of the text
- compare their responses after reading to embellish critical responses

Learning activities to accomplish these objectives

- answer questions on an anticipation guide related to themes of the text
- anticipate themes by creating a KWL chart
- write a paper comparing students' predictions with outcomes
- evaluate themes before, during, and after reading in a panel presentation

Content Standard 1: Reading and Responding (Cont'd)

Performance Standard #6: Make and confirm or review predictions.

KINDERGARTEN

Grade Level Statement

The kindergarten students will:

- listen to and view text
- tell periodically how they think the texts will turn out
- decide if their predictions were accurate

Learning activities to accomplish this objective

- make predictions about what they think will happen in a text*
- view text to make and confirm predictions*
- listen to text to see if the prediction was correct*
- listen to and review various types of texts

GRADE 1

Grade Level Statement

The grade one students will:

- listen to, read and view texts
- make predictions
- confirm or revise predictions

Learning activities to accomplish this objective

- participate in guided reading, shared reading, and teacher read alouds
- utilize picture walk prior to reading*
- utilize think alouds*
- respond appropriately to questions*
- make predictions based on title, title and cover, title page and then confirm or revise predictions after first reading

GRADE 2

Grade Level Statement

The grade two students will:

- listen to, read and view text
- make, confirm and/or revise predictions

Content Standard 1: Reading And Responding (Cont'd)
Performance Standard 6 (Cont'd)

Grade 2 (Cont'd)

Learning activities to accomplish this objective

- utilize predict/infer strategies using illustrations and text*
- use monitor/clarify strategy for both activities (see Houghton Mifflin Reading Series)

GRADE 3

Grade Level Statement

The grade three students will:

- listen to, read and view texts
- make, then confirm or revise predictions (orally or in writing)

Learning activities to accomplish this objective

- preview and predict text (orally or in writing)*
- confirm or revise predictions (oral and written) during the reading*
- utilize videos/software to make, then confirm or revise predictions*

GRADE 4

Grade Level Statement

The grade four students will:

- listen to read and view texts
- make and revise predictions throughout reading of text

Learning activities to accomplish this objective

- learn strategies to make or confirm predictions made about text*
- utilize videos/software to make and then confirm or revise predictions*

GRADE 5

Grade Level Statement

The grade five students will:

- predict while reading, listening and viewing
- evaluate predictions

Learning activities to accomplish this objective

- predict plot and character development based on prior knowledge of the characters and plot of any story or novel
- predict using text structure (i.e., pictures, headings, written response)
- evaluate predictions after teacher modeling

Content Standard 1: Reading And Responding (Cont'd)
Performance Standard 6 (Cont'd)

GRADE 6

Grade Level Statement

The grade six students will:

- predict as they read, listen and view texts
- review the texts to assess the plausibility of their predictions
- uses prior knowledge and ideas presented in text, illustrations, titles, topic sentences

Learning activities to accomplish this objective

- use anticipation guides
- use prediction in writing responses in Independent Reading Program
- use Directed Reading-Thinking Activity (DRTA) strategy
- draw from own experiences to evaluate plausibility of events
- identify foreshadowing clues from the text
- write examples from the text that support each prediction in a double-entry/dialectical journal (CAPT Handbook, Generation II, p. 36)
- share orally the predictions and later evaluate plausibility

GRADE 7

Grade Level Statement

The grade seven students will:

- predict while reading, listening to and viewing texts
- synthesize and evaluate the plausibility of their predictions

Learning activities to accomplish this objective

- determine the significance of the information and the overall purpose for reading
- predict and support with evidence the main character's future actions in RRJ
- write examples from the text that support each prediction in a double entry journal
- share orally the predictions and later evaluate plausibility citing examples from the text (specific quotations)
- identify foreshadowing elements from the text
- use RR groups to discuss characters, plot, motivation, and character development
- draw from own experiences to evaluate plausibility of events (T-S connections)
- activate prior knowledge by responding to questions in RRJ or in class discussions
- use prediction in writing responses
- check predictions written on anticipation guides
- use poster board and post-its to make predictions during reading; post them throughout the unit and confirm them after reading

Content Standard 1: Reading And Responding (Cont'd)
Performance Standard 6 (Cont'd)

GRADE 8

Grade Level Statement

The grade eight students will:

- predict as they read, listen to and view texts
- review the texts to assess the plausibility of their predictions
- develop and clarify ideas

Learning activities to accomplish this objective

- use the Directed Reading-Thinking Activity (DRTA) (CAPT Handbook, Generation II, p. 59)*
- predict actions of characters and the advancement of the plot.
- response in an effect journal
- use a supporting/opposing charts (CAPT Handbook, Generation II, p. 86 and p. 87)
- participate in literature circles
- use reciprocal teaching* (CMT Handbook, Generation III, p. 28)

GRADE 9

Grade Level Statement

The grade nine students will:

- use learned knowledge regarding the process of making predictions as they read, listen, and view texts in order to review the texts to assess the plausibility of their predictions
- learn how to make predictions regarding the development of literary text
- discuss predictions of outcomes of a text they read listen and view

Learning activities to accomplish these objectives

- write story endings to predict the story's outcome
- make predictions prior to and during reading using such methods as IDCC
- read a section of the text, pause, and predict what actions the characters will take by using such methods as Inductive Reasoning Journals

GRADE 10

Grade Level Statement

The grade ten students will:

- identify formerly learned knowledge of how to make predictions
- comprehend how to make predictions of outcomes of a text as students read, listen, and view

Content Standard 1: Reading And Responding (Cont'd)
Performance Standard 6 (Cont'd)

Grade 10 (Cont'd)

Learning activities to accomplish these objectives

- make predictions prior to and during reading using such strategies as Marginal Notes

- write or re-write story endings and evaluate whether those endings are good using such methods as Inductive Reasoning Journals
- read a section of the text, pause, and predict what actions the characters will take by using such methods as Anticipation Guides

GRADE 11

Grade Level Statement

The grade eleven students will:

- comprehend the text by predicting outcomes
- apply their predictions during the reading of the text
- analyze the validity of their predictions after reading

Learning activities to accomplish these objectives

- read a section of the text, pause, and predict what actions the characters will take by using such methods as a Character Chart
- analyze the character's attributes by creating a new story ending that is true to the character
- hypothesize on the character's future by using such methods as writing a letter as the character to another character
- survey the class concerning the hypothesis that each student wrote and discuss the validity of their predictions for the characters

GRADE 12

Grade Level Statement

The grade twelve students will:

- understand text by predicting outcomes
- consider predictions while reading the text
- compare their predictions and outcomes for validity

Learning activities to accomplish these objectives

- chart the activities and attributes of a character using an attribute web
- analyze the characters' attributes by studying relationships between characters such as father and son in Night
- role-play relationships among characters by creating script and acting it out in class
- evaluate relationships using student made charts

Content Standard 1: Reading and Responding (Cont'd)

Performance Standard #7: Use a variety of monitoring and self-correcting methods (skimming, scanning, reading ahead, re-reading, using resources, summarizing, re-telling, readjusting speed).

KINDERGARTEN

Grade Level Statement

The kindergarten students will:

- begin to develop strategies to monitor and self correct their comprehension of a text with teacher assistance as needed

Learning activities to accomplish this objective

- be introduced to and view modeled beginning reading strategies and basic concepts of print
- use picture clues*
- use initial consonant sounds
- be introduced to cloze activities*
- identify upper/lower case manuscript letters
- read weekly alphabet books with class and individually (“My Aa Book”)
- participate in quiet/silent reading time (building to SSR grade level goal of 15 minutes)
- understand that letters in printed words represent sounds in spoken words

GRADE 1

Grade Level Statement

The grade one students will:

- learn and use strategies to monitor and self correct their comprehension as they read

Learning activities to accomplish this objective

- participate in guided reading groups and activities
- utilize think alouds*
- implement reading strategies that are modeled by the teacher*
- be introduced to guided retelling
- stop during reading to consider the meaning of text (does it make sense?)
- participate in silent sustained reading time

GRADE 2

Grade Level Statement

The grade two students will:

- use strategies to monitor and self correct their comprehension as they read

Content Standard 1: Reading And Responding (Cont'd)

Performance Standard 7 (Cont'd)

Grade 2 (Cont'd)

Learning activities to accomplish this objective

- complete cloze activities*
- utilize monitor/clarify strategy (see Houghton Mifflin Reading Series)

- reread to comprehend as they read*
- establish a purpose to read (i.e.: for enjoyment, learning facts, information gathering, obtaining specific detail, understanding literature and culture through non-fiction and fiction)*

GRADE 3

Grade Level Statement

The grade three students will:

- be introduced to and have practice using a variety of monitoring and self correcting strategies

Learning activities to accomplish this objective

- use cloze, stop and think, rereading and read ahead strategies*
- read comprehension questions prior to selection*
- recognize different types of print (bold, italics, underline, etc.)*
- learn to adjust speed according to genre through teacher modeling (i.e. read nonfiction slower)
- verbalize and explain in writing strategies used: retelling, rereading, summarizing and using resources*
- introduce skimming, scanning, and adjusting reading speed through teacher modeling*

GRADE 4

Grade Level Statement

The grade four students will:

- use strategies to monitor and self correct comprehension

Learning activities to accomplish this objectives

- research to verify understanding*
- complete cloze activities*
- learn self-correcting methods: skimming, scanning, reading ahead, rereading, using resources, summarizing, retelling, readjusting speed*

Content Standard 1: Reading And Responding (Cont'd)

Performance Standard 7 (Cont'd)

GRADE 5

Grade Level Statement

The grade five students will:

- use a variety of monitoring and self-correcting methods

Learning activities to accomplish this objective

- read, listen to, and view a variety of types of literature
- use different methods to aid comprehension (skimming, scanning, re-telling, partner reading, literature circles, rereading for main ideas)
- summarize and paraphrase information in texts (CAPT Handbook, Generation II, p. 20)
- use various parts of a book (i.e., index, table of contents, glossary, appendix, preface)
- highlight words or phrases that aid comprehension with teacher modeling

GRADE 6

Grade Level Statement

The grade six students will:

- apply the variety of monitoring and self-correcting methods to all texts read, listened to and viewed
- recognize when confused and questions whether text makes sense

Learning activities to accomplish this objective

- read, listen and view a variety of novels, plays, short stories, and identify the processes needed to understand the texts
- skim and scan informational texts
- use the Think-Alouds strategy to stop and self measure comprehension (CMT Handbook, Generation III, p. 22)

GRADE 7

Grade Level Statement

The grade seven students will:

- use a variety of monitoring and self-correcting methods to all comprehend texts

Suggested learning activities to accomplish this objective

- read, listen to, and view a variety of novels, plays, short stories, poems, and plays
- respond in a Metacognitive journal (CAPT Handbook)
- discuss through Shared Inquiry
- view the text structure before reading
- activate prior knowledge in RRJ or class discussions

Content Standard 1: Reading And Responding (Cont'd)

Performance Standard 7 (Cont'd)

Grade 7 (Cont'd)

Suggested learning activities to accomplish this objective (Cont'd)

- skim/scan informational and fiction articles as a pre-reading strategy
- use post-its to highlight places where questions may arise while reading
- use Directed Reading-Thinking Activity (predict, read and give proof) (CMT Handbook)

- illustrate at assigned places a summary of the text
- answer reader response questions
- use context clues to determine the meaning of unfamiliar words
- re-read for a purpose
- expose students to various techniques according to learning styles
- make T-S connections to help comprehension before, during, and after reading

GRADE 8

Grade Level Statement

The grade eight students will:

- use a variety of monitoring and self-correcting methods when reading, listening to and viewing all texts

Learning activities to accomplish this objective

- respond in a metacognitive journal to identify the self-correcting process after teacher modeling (CAPT Handbook, Generation II, p. 36)
- participate in Shared-Inquiry
- adjust speed of reading for text differences
- participate in literature circles
- skim and scan informational texts with teacher modeling
- highlight key words and phrases
- list-group-label (CMT Generation III Handbook, p. 15)

GRADE 9

Grade Level Statement

The grade nine students will:

- recall previously learned construction of the variety of methods of monitoring self-correcting to all texts read, listened to and viewed
- learn how to monitor for measuring comprehension
- determine and understand the most effective means for comprehension

Content Standard 1: Reading And Responding (Cont'd)
Performance Standard 7 (Cont'd)

Grade 9 (Cont'd)

Learning activities to accomplish these objectives

- monitor for comprehension using such strategies as: re-reading, reading ahead, using context clues, breaking down confusing sentences, paraphrasing sentences or paragraphs, summarizing paragraphs, looking for signal words, reading more complex works in which students learn to vary their reading rates

- discuss the meaning of the text while reading using such methods as Paraphrasing, and summarizing
- practice distinguishing fact from fiction using such methods as Teacher Guided Practice

GRADE 10

Grade Level Statement

The grade ten students will:

- reinstitute prior knowledge of monitoring for comprehension
- determine and demonstrate the most effective means for comprehension
- comprehend most effective means of monitoring their comprehension

Learning activities to accomplish these objectives

- monitor for comprehension using such strategies as; re-reading, reading ahead, using context clues, breaking down confusing sentences, paraphrasing sentences or paragraphs, summarizing paragraphs, looking for signal words, reading more complex works in which students learn to vary their reading rates
- practice distinguishing fact from opinion, identifying purpose and bias, evaluating writer's points or statements, and varying their reading rate using such methods as a Reader-Response Journal
- discuss the meaning of text while reading by using such methods as paraphrasing, summarizing, and making inferences

GRADE 11

Grade Level Statement

The grade eleven students will:

- comprehend the most effective means of monitoring their comprehension
- apply those methods to the texts they read
- analyze the most effective method for a particular task

Content Standard 1: Reading And Responding (Cont'd)
Performance Standard 7 (Cont'd)

Grade 11 (Cont'd)

Learning activities to accomplish these objectives

- discuss the meaning of text while reading by using such methods as paraphrasing, summarizing and making inferences
- discuss the meaning of a text while reading by using such methods as modeling analyzing context clues, and looking for signal words

- dissect a difficult passage of a text by using such methods as breaking down longer sentences
- review the meaning of a text by skimming by using such methods as re-reading Sticky Notes for a test

GRADE 12

Grade Level Statement

The grade twelve students will:

- identify the most effective means of monitoring comprehension
- apply methods to texts
- read material
- identify the most effective methods for specific tasks

Learning activities to accomplish these objectives

- monitor comprehensions by using strategies such as reading ahead, using context clues, rereading, and skimming for details
- discuss the meaning of text by jotting notes and sharing with peers
- infer meaning of text by listening and then paraphrasing the text
- evaluate meaning of works such as Macbeth pausing while reading to clarify meaning of passage

Content Standard 1: Reading and Responding

Performance Standard #8: Use the structure of narrative, expository, persuasive, and visual text to interpret and extend meaning.

KINDERGARTEN

Grade Level Statement

The kindergarten students will:

- be introduced to the structure of narrative, expository, persuasive, poetic, and visual texts
- be introduced to story comparison

Learning activities to accomplish this objective

- be introduced to various text*
- identify differences between two versions of the same story such as: Three Little Pigs and The True Story of the Three Little Pigs by A. Wolf*

GRADE 1

Grade Level Statement

The grade one students will:

- be introduced to the structure of a narrative, expository, persuasive, poetic, and visual text to interpret and extend texts
- identify the ways some genre differ

Learning activities to accomplish this objective

- participate in a variety of group discussions
- write to a prompt*
- understand characteristics of personal narrative, problem/solution narrative, and expository text

GRADE 2

Grade Level Statement:

The grade two students will:

- demonstrate use of narrative and poetic text
- be introduced to expository and persuasive text
- interpret and use visual text

Content Standard 1: Reading And Responding (Cont'd)
Performance Standard 8 (Cont'd)

Grade 2 (Cont'd)

Learning activities to accomplish this objective

- develop poetic reading and writing*
- read and write narratives*
- develop expository reading and writing experiences*
- complete charts and graphs (see Appendix I)
- view videos

GRADE 3

Grade Level Statement

The grade three students will:

- demonstrate an understanding of narrative expository and persuasive text
- be introduced to and review poetic form
- interpret and use visual text

Learning activities to accomplish this objective

- be exposed to different structures*
- identify the characteristics of narrative, expository, and persuasive text
- make comparisons between structure types*
- use various graphic organizers to relate to specific structure (narrative, expository and visual) (see Appendix I)*
- write pieces according to text structure after teacher modeling
- give examples of different text structures from read alouds and short stories with support for responses after teacher modeling*

GRADE 4

Grade Level Statement

The grade four students will:

- demonstrate an understanding of narrative text*
- develop a further understanding of poetic form, expository and persuasive text*
- interpret, use and extend visual text to extend meaning*
- learn how the structure of language extends meaning*

Learning activities to accomplish this objective

- experience sufficient examples of genre in order to be able to identify them
- match appropriate graphic organizers to genre (see Appendix I)
- write to a prompt

Content Standard 1: Reading And Responding (Cont'd)

Performance Standard 8 (Cont'd)

GRADE 5

Grade Level Statement

The grade five students will:

- identify and use the features of various texts to interpret and extend meaning

Learning activities to accomplish this objective

- identify genre
- discuss appropriateness of genre for type of material presented

- discuss alternative ways to present same story or material
- interpret characteristics of narrative, expository, persuasive, visual and poetic texts to extend meaning
- recognize and use figurative language: simile, metaphor, personification, and hyperbole
- discuss flash-back, imagery, dialogue, rhythm, rhyme, and repetition
- use and create illustrations to interpret a piece of work
- view and take notes on videos related to reading
- use a story line to plan a traditional tale
- write historical journal entries (social Studies tie-in activity)
- write to an expository prompt*
- reader's theater

GRADE 6

Grade Level Statement

The grade six students will:

- identify the features of various texts
- apply their understanding to their examination of the texts

Learning activities to accomplish this objective

- use a plot line or story map (graphic organizers) to identify the structure of the narrative text
- use a herringbone (graphic organizer) to identify the structure of the expository text
- use the problem/solution/effect format (Powers as graphic organizer) to identify the structure of the persuasive text
- identify different punctuation marks as chunking meaning
- identify words that convey the author's purpose:
 - descriptive and sensory words in narratives
 - signal and transition words for persuasive
 - events/information sequenced for expository
- identify headings, subheadings, pictures, bold print, maps and other visual as elements that convey comprehension meaning
- write using the literary elements in a variety of texts (See Independent Reading Program packet)

Content Standard 1: Reading And Responding (Cont'd)

Performance Standard 8 (Cont'd)

GRADE 7

Grade Level Statement

The grade seven students will:

- identify the structures of various texts
- evaluate the meaning of the texts

Learning activities to accomplish this objective

- use graphic organizers:

- plot line to identify the structure of the narrative text
- fishbone to identify the structure of the expository text
- five paragraph format to identify the structure of the persuasive text
- identify the author’s purpose in writing the text
- take notes when viewing a video and write a summary of the piece
- write and apply figurative language in written assignments
- analyze, discuss and write about the literary elements in a variety of texts
- expose students to different structures of text
- take a critical stance in a class discussion
- apply themes in texts to self, world, and other texts

GRADE 8

Grade Level Statement

The grade eight students will:

- identify the features of various texts.
- analyze structure then interpret and synthesize meaning of text.

Learning activities to accomplish this objective

- identify the features of various genres
- apply understanding to text and to student generated work
- analyze the literary elements in a variety of texts
- participate in literature circles
- identify and create figurative language (similes, metaphors, personification)*

GRADE 9

Grade Level Statement

The grade nine students will:

- draw upon previously learned knowledge to identify the features of various types of texts and apply their understanding to their examination of the texts
- develop and understanding for textual features of literature

Content Standard 1: Reading And Responding (Cont’d)

Performance Standard 8 (Cont’d)

Grade 9 (Cont’d)

Learning activities to accomplish these objectives

- read and write short stories to understand narrative structure and features using such methods as Expository Essay Writing
- demonstrate and understanding of visual text using such methods as CAPT strategies
- classify various writing pieces such as: narrative, expository, persuasive, and poetic in order to understand their textual features

GRADE 10

Grade Level Statement

The grade ten students will

- restate prior knowledge of textual features of literature
- comprehend the structure of the textual features of each genre
- comprehend the structure of the textual features in more complex genres

Learning activities to accomplish these objectives

- read and write short sorties to understand narrative structure and features using such methods as Expository Essay Writing
- demonstrate an understanding of visual text using CAPT strategies such as response to literature criteria
- identify the patterns of the narrative by exploring content and purpose, point of view, flashbacks, and foreshadowing as tools of story telling by using such methods as Charting the Author's Style
- identify the techniques used by the author in an expository essay by identifying the form such as classification, comparison and contrast, definition, or illustration

GRADE 11

Grade Level Statement

The grade eleven students will:

- comprehend the structure of the textual features of each genre
- apply their understanding of the textual features to extend the meaning of the text
- analyze the reasons for the author's purpose in the techniques used in the text

Content Standard 1: Reading And Responding (Cont'd)

Performance Standard 8 (Cont'd)

Grade 11 (Cont'd)

Learning activities to accomplish these objectives

- identify the patterns of the narrative by exploring content and purpose, point of view, flashbacks, and foreshadowing as tools of story telling by using such methods as creating an Analysis Chart
- identify the techniques used by the author in an expository piece by identifying the form such as analysis, classification, comparison and contrast, definition, or illustration
- demonstrate their understanding of persuasive tools used in political speeches by using such methods as Teacher Guided Practice

- discuss poetry by emphasizing form and content as the means to deduce a valid interpretation as well as discussing the musical, concise use of the language

GRADE 12

Grade Level Statement

The grade twelve students will:

- comprehend the structures of the textual features of each genre
- apply their understanding of textual features to extend meaning of text
- analyze author's purpose in the techniques used

Learning activities to accomplish these objectives

- ascertain author's viewpoint and three parts of an argument in persuasive writing
- make an argument chart to organize persuasive writing
- identify the patterns of a narrative by previewing, exploring point of view, flashbacks and foreshadowing, characters, setting, plot, and by using methods such as a fiction organizer
- evaluate poetry by determining meanings of soliloquies in works such as Macbeth

Content Standard 1: Reading and Responding (Cont'd)

Performance Standard #9: Select and apply efficient and effective word recognition strategies, including contextual clues, picture clues, phonics, and structural analysis.

KINDERGARTEN

Grade Level Statement

The kindergarten students will:

- learn and use effectively word recognition strategies to aid in comprehension (see appendix p. 48 CT Blueprint)

Learning activities to accomplish this objective

- identify kindergarten core spelling words* (see appendix)

- identify initial consonant sounds
- use picture clues
- track left to right
- participate in choral reading
- participate in guided reading activities
- identify upper/lower case letters
- use technology to support skills (see technology appendix)
- recognize high frequency sight words in context (weather words, days of week, color word, etc.
- recognizes own name in print
- manipulate letters/words using magnetic letters, tiles, blocks, rods, cards, etc.
- combine letter sounds to form words
- listen for and count syllables within a word
- blend and segment on set and rhyme

GRADE 1

Grade Level Statement

The grade one students will:

- learn and use effectively word recognition strategies to aid in comprehension (see appendix p. 50 CT Blueprint)

Learning activities to accomplish this objective

- learn sight word list* (see appendix)
- track left to right and top to bottom
- use reading strategies (see appendix)
- participate in choral reading
- work at his/her instructional level
- read books leveled at his/her independent reading level
- participate in guided reading groups
- read and discuss with a partner

Content Standard 1: Reading And Responding (Cont'd)

Performance Standard 9 (Cont'd)

Grade 1 (Cont'd)

Learning activities to accomplish this objective (Cont'd)

- participate in word building/word structure activities (i.e.: Making Words, Sitton Activities, Rimes)
- use technology to support skills (see technology appendix)
- daily reading at home

GRADE 2

Grade Level Statement

The grade two students will:

- be able to utilize word recognition strategies to improve comprehension (see Appendix K)*

Learning activities to accomplish this objective

- use reading strategies (see Appendix G and Houghton Mifflin Reading Series)
- learn bedrock lists (see Appendix E and Rebecca Sitton’s Core List)*
- complete Daily Oral Language or Daily Language Review activities*
- practice dictionary/glossary skills using text and technology
- use technology to support skills
- “Drops in the Bucket” activities
- learn prefixes, suffixes, homophones, compound words, and contractions

GRADE 3

Grade Level Statement

The grade three students will:

- learn and use effectively a variety of word recognition strategies to aid in comprehension (see appendix p. 56 CT Blueprint)

Learning activities to accomplish this objective

- utilize spelling program, student reading practice book, daily oral language, and Drop in the Bucket (see Appendix A)*
- review all of the strategies listed in Performance Standard #9*
- practice dictionary/thesaurus skills
- learn and apply context clues and picture clues*
- learn and apply structural analysis (see Appendix K)*
- introduce similes and metaphors through teacher modeling*
- learn grade level priority spelling list (see Appendix F)*
- use technology to support skills

Content Standard 1: Reading And Responding (Cont’d)

Performance Standard 9 (Cont’d)

GRADE 4

Grade Level Statement

The grade four students will:

- continue to develop and employ word recognition strategies to aid in comprehension

Learning activities to accomplish this objective

- practice dictionary/thesaurus skills
- continue spelling program*
- learn grade level priority spelling list* (see Appendix F)
- participate in reading-language arts program

- use technology to support skills

GRADE 5

Grade Level Statement

The grade five students will:

- use appropriate word recognition strategies to improve reading fluency

Learning activities to accomplish this objective

- add words to their personal vocabulary through reading, writing, and discussion
- use context clues to help develop vocabulary
- develop vocabulary through structural analysis (base words, inflected forms, syllabication, Greek and Latin roots, affixes)
- develop vocabulary using Daily Oral Language or similar program and analogies
- improve word recognition strategies through conventions of spelling
- use the dictionary and the thesaurus
- recognize idiomatic expressions, colloquialisms, multiple-meaning words, homophones, homographs, synonyms, antonyms
- continue to utilize the knowledge of phonics and structural analysis while building personal vocabulary
- use word origins and derivations to understand word meaning
- prepare and perform a reader's theater script

GRADE 6

Grade Level Statement

The sixth grade students will:

- apply all appropriate word recognition strategies to achieve reading fluency

Content Standard 1: Reading And Responding (Cont'd)

Performance Standard 9 (Cont'd)

Grade 6 (Cont'd)

Learning activities to accomplish this objective

- study vocabulary words and their applications on a daily basis. The daily word study will include, but not be limited to, phonetic and structural analysis
- play Quicktionary, a vocabulary game involving context clues and picture clues
- add words to their personal vocabulary through reading, writing, and discussion
- examine and use common affixes and base words to form nouns, adjectives, adverbs, and verbs
- use context clues to identify the meaning of unfamiliar words
- use picture clues as a pre-reading strategy
- use picture clues in the role of Visual Presenter in literature circles

- continue to utilize the knowledge of phonics and structural analysis while building personal vocabulary
- use linear array, word squares and vocabulary squares as graphic organizers

GRADE 7

Grade Level Statement

The grade seven students will:

- apply all appropriate word recognition strategies to achieve reading fluency

Learning activities to accomplish this objective

- add vocabulary words to personal vocabulary list through reading, writing, and discussion
- make a list of common prefixes, suffixes, and root words to help determine meaning of a word; apply list to unfamiliar words
- synthesize word structure to develop word recognition strategies
- use context clues to identify the meaning of unfamiliar words
- participate in RR groups (oral reading) to help with word pronunciation and definition
- practice cloze method with teacher modeling*
- apply morphological analysis
- use prior knowledge to identify word meanings
- think about the meaning of the text with teacher modeling
- practice word analogies
- analyze different uses of words (e.g., connotative vs. denotative meaning)
- apply dictionary skills to help define words
- use thesauruses to help define words
- apply basic phonics skills to sound out words
- ensure that students are reading appropriately leveled texts according to individual ability
- use Often Overlooked Proofreading Skills (O.O.P.S.!) to practice and improve word recognition

Content Standard 1: Reading And Responding (Cont'd)

Performance Standard 9 (Cont'd)

GRADE 8

Grade Level Statement

The grade eight students will:

- apply all appropriate word recognition strategies to achieve reading fluency

Learning activities to accomplish this objective

- words are added to personal vocabulary list through reading, writing and discussion
- students examine common prefixes and suffixes to help with word recognition
- context clues and picture clues are used while reading pieces of literature
- literature circles

GRADE 9

Grade Level Statement

The grade nine students will:

- use prior knowledge of appropriate word strategies to perfect reading fluency
- develop knowledge of perfect reading fluency through a concrete definition of the term
- use knowledge to establish recognition of strategies in preparation of identifying perfect reading fluency in sophisticated text

Learning activities to accomplish these objectives

- model reasoning skills while reading more complex texts to illustrate how to comprehend a word based upon context clues and sentence structure by using such methods as Teacher Guided Practice
- practice using concrete vocabulary definitions from a reputable source such as dictionaries or given text
- complete a thorough comprehension of chosen vocabulary words in more complex texts by having student discuss the words, see the words in context, write original sentences using the word, and quizzing the students on the meaning of the words using such methods as fill in the blanks and or Learned Recollection

GRADE 10

Grade Level Statement

The grade ten students will:

- draw upon previously learned knowledge of concrete definitions to discover identified reading fluency in sophisticated text
- comprehend the meaning of reading fluency to exhibit in the classroom environment
- comprehend previously known reading strategies in preparation for application in more sophisticated text

Content Standard 1: Reading And Responding (Cont'd)

Performance Standard 9 (Cont'd)

Grade 10 (Cont'd)

Learning activities to accomplish these objectives

- model reasoning skills while reading more complex texts to illustrate how to comprehend a word based upon context clues and sentence structure by using such methods as Teacher Guided Practice
- practice using concrete vocabulary definitions from a reputable source such as dictionaries or given text
- complete a thorough comprehension of chosen vocabulary words in more complex texts by having student discuss the words, see the words in context, write original sentences using the word, and quizzing the students on the meaning of the words using such methods as fill in the blanks and or Learned Recollection

GRADE 11

Grade Level Statement

The grade eleven students will:

- comprehend meaning of reading fluency to exhibit in the classroom environment
- apply researched definitions to reading strategies to test for validity in more sophisticated text
- analyze reading strategies of reading fluency in more sophisticated text

Learning activities to accomplish these objectives

- practice using classroom environment vocabulary correctly using literary terms such as allusions, metaphors, diction, refutation and antithesis
- complete a thorough analysis of chosen vocabulary words in sophisticated texts by having students discuss the words, see the words in context, write original sentences using the word, and quizzing the students on the word's meaning by using such methods as filling in the blanks in sentences
- model reasoning skills while reading sophisticated texts to illustrate how to analyze a word based upon context clues and sentence structure by using such methods as Teacher Guided Practice

GRADE 12

Grade Level Statement

The grade twelve students will:

- comprehend meaning and fluency in classroom activities
- apply reading strategies to perfect reading fluency in more sophisticated texts

Content Standard 1: Reading And Responding (Cont'd)
Performance Standard 9 (Cont'd)

Grade 12 (Cont'd)

Learning activities to accomplish these objectives

- use classroom vocabulary correctly using the literary terms such as allusions, metaphors, dictions, refutation, and antithesis
- complete a thorough analysis of chosen vocabulary words in sophisticated texts by having students identify words in context, write sentences, and use methods such as quizzing each other
- model reasoning skills in more sophisticated texts by using methods such as vocabulary journals, identifying context clues, word recognition strategies, and by using an overhead projector

Content Standard 1: Reading and Responding (Cont'd)

Performance Standard #10: Use a variety of strategies to develop an extensive vocabulary.

KINDERGARTEN

Grade Level Statement

The kindergarten students will:

- develop through literature vocabulary strategies to build comprehension skills through literature (see appendix p. 48 CT Blueprint)

Learning activities to accomplish this objective

- participate in phonemic awareness activities
- participate in teacher directed discussion and questioning
- complete cloze activities*
- create word banks to learn theme related vocabulary*

- be exposed to theme vocabulary*
- will listen to read alouds, shared readings and independent reading of letter books to develop vocabulary*
- participate in guided reading activities
- use technology to support skills (see technology appendix)
- use of phonics and structural analysis
- follow simple verbal direction
- use listening centers
- blending phonemes
- identify common words in basic categories (i.e.: can give examples of favorite foods)

GRADE 1

Grade Level Statement

The grade one students will:

- develop vocabulary strategies in order to build comprehension skills through literature (see appendix p. 50 CT Blueprint)

Learning activities to accomplish this objective

- brainstorm word banks*
- create word families*
- participate in teacher directed discussion and questioning
- complete cloze activities*
- use technology to support skills (see technology appendix)
- use of phonics and structural analysis (see appendix)
- preview selected vocabulary

Content Standard 1: Reading And Responding (Cont'd)
Performance Standard 10 (Cont'd)

GRADE 2

Grade Level Statement

The grade two students will:

- read extensively
- apply a variety of vocabulary strategies to build comprehension skills (see appendix p. 53 CT Blueprint)

Learning activities to accomplish this objective

- develop dictionary skills
- utilize classroom word lists (see Houghton Mifflin Reading Series)*
- develop an understanding of synonyms/antonyms, homophones and compound words*
- participate in brainstorming exercises to make vocabulary lists

- use technology to support skills

GRADE 3

Grade Level Statement

The grade three students will:

- read extensively
- review and practice a variety of strategies to develop an extensive vocabulary which will assist with comprehension skills (see appendix p. 56 CT Blueprint and Appendix K)

Learning activities to accomplish this objective

- listen to read alouds
- use thesaurus, glossary and dictionary for spelling, pronunciation and multiple meanings
- read and view wide variety of texts*
- participate in teacher directed discussion and questioning
- create word banks for various purposes*
- complete cloze activities*
- incorporate math, science, and social studies vocabulary into general vocabulary exercise*
- use technology to support skills

GRADE 4

Grade Level Statement

The grade four students will:

- read extensively
- practice a variety of strategies to develop an extensive vocabulary

Content Standard 1: Reading And Responding (Cont'd)

Performance Standard 10 (Cont'd)

Grade 4 (Cont'd)

Learning activities to accomplish this objective

- read extensively
- develop theme vocabulary*
- be exposed to etymology (word origins)*
- learn content area vocabulary*
- use technology to support skills

GRADE 5

Grade Level Statement

The grade five students will:

- read extensively and apply a variety of vocabulary strategies to increase comprehension.

Learning activities to accomplish this objective

- add to vocabulary through “Word of the Week” program
- read extensively at school and at home
- learn and use content area vocabulary
- use the dictionary and thesaurus to learn new words
- use structural analysis and phonetic analysis to aid in understanding new words
- use context clues to determine meanings of words
- create vocabulary logs
- practice cloze method with teacher modeling *
- practice word analogies
- perform a reader’s theater script

GRADE 6

Grade Level Statement

The grade six students will:

- read extensively and apply a variety of vocabulary strategies to advance their comprehension

Learning activities to accomplish this objective

- play Vocabulary Bingo to review theme vocabulary, words from Daily Vocabulary, and vocabulary words from a particular unit
- use appropriate vocabulary from personal list
- read nonfiction and fiction materials to increase vocabulary
- make connections between new words and those already know
- create booklets to show understanding of new vocabulary

Content Standard 1: Reading And Responding (Cont’d)
Performance Standard 10 (Cont’d)

Grade 6 (Cont’d)

Learning activities to accomplish this objective (Cont’d)

- use context clues for word meaning
- use morphology to form related words
- develop subject-specific vocabulary words
- apply analogies for vocabulary development
- use linear arrays, vocabulary squares, semantic maps, concept target and vocabulary journal as graphic organizers
- practice cloze*

GRADE 7

Grade Level Statement

The grade seven students will:

- read extensively and apply a variety of vocabulary strategies to advance their comprehension

Learning activities to accomplish this objective

- read appropriately leveled fiction and non-fiction texts to increase vocabulary
- use context clues for word meaning
- list-label-group words (CMT Handbook)
- use thesauruses to find other words with similar meanings
- use graphic organizers, such as word squares, to visually understand meaning
- practice the cloze method*
- practice word analogies*
- use prefixes and suffixes to determine word meaning
- read five novels throughout the year that are appropriately leveled for each student
- expose students to different genres and eras in writing
- increase the level of questioning as students increase their comprehension skills

GRADE 8

Grade Level Statement:

The grade eight students will:

- read extensively and apply a variety of vocabulary strategies to advance their comprehension

Learning activities to accomplish this objective

- students are encouraged to read a variety of material to increase vocabulary
- nonfiction unit: students develop an understanding of specific vocabulary (i.e. Holocaust - students create posters with terms, definitions, and illustrations of new words. Posters are presented orally to the class to assist with pronunciation)

Content Standard 1: Reading And Responding (Cont'd)

Performance Standard 10 (Cont'd)

Grade 8 (Cont'd)

Learning activities to accomplish this objective (Cont'd)

- fiction unit: literature circles - Students identify new words and use known strategies to attempt to define words
- dictionaries are used to confirm accuracy
- in summarizing texts, thesaurus is used to replace known words with new words
- create “Jeopardy” game to help advance vocabulary skills and strategies
- practice the cloze method *
- apply word analogies for vocabulary development

GRADE 9

Grade Level Statement

The grade nine students will:

- read extensively for understanding in more sophisticated text
- use previous knowledge of vocabulary strategies that ensure advanced levels of comprehension to identify more valid strategies
- use knowledge to concretely define a variety of vocabulary throughout more sophisticated literary text
- use knowledge to define vocabulary strategies in preparation of incorporation into more sophisticated text

Learning activities to accomplish these objectives

- study vocabulary strategy of denotation and connotations of words using methods such as an Analogy Guides, or Mnemonic Devices
- discuss numerous chosen vocabulary words from all pieces of literature read in class by using such methods as discussing the meaning, writing sentences, and seeing how the author uses the word in context
- build new vocabulary strategies for implementation into more sophisticated works using such methods as comprehending author's tone, style, and diction in preparation for writing an analytical essay exploring the use of vocabulary in more sophisticated pieces of literature

Content Standard 1: Reading And Responding (Cont'd)
Performance Standard 10 (Cont'd)

GRADE 10

Grade Level Statement

The grade ten students will:

- read extensively for understanding in more sophisticated text
- draw upon previously learned knowledge of vocabulary strategies to comprehend them in more sophisticated text
- comprehend, through reading extensively for understanding, various vocabulary strategies
- comprehend how to build upon vocabulary strategies for implementation into more complex text

Learning activities to accomplish these objectives

- study vocabulary strategy of denotation and connotations of words using methods such as an Analogy Guides, or Mnemonic Devices

- discuss numerous chosen vocabulary words from all pieces of literature read in class by using such methods as discussing the meaning, writing sentences, and seeing how the author uses the word in context
- build new vocabulary strategies for implementation into more sophisticated works using such methods as comprehending author’s tone, style, and diction in preparation for writing an analytical essay exploring the use of vocabulary in more sophisticated pieces of literature

GRADE 11

Grade Level Statement

The grade eleven students will:

- read extensively for understanding in more sophisticated text
- comprehend how to build upon vocabulary strategies for implementation into more complex text
- apply learned vocabulary strategies to more complex text
- analyze the application of vocabulary strategies to classify the most desirable strategies for more complex text

Learning activities to accomplish these objectives

- discuss numerous chosen vocabulary words from all pieces of literature read in class by using such methods as discussing the meaning, writing sentences, and seeing how the author uses the word in context
- determine the effect of a single word by discussing the denotation and connotation of a word

Content Standard 1: Reading And Responding (Cont’d)
Performance Standard 10 (Cont’d)

Grade 11 (Cont’d)

Learning activities to accomplish these objectives (Cont’d)

- use powerful diction by modeling persuasive texts and incorporating the technique in their own writing
- write an essay analyzing diction

GRADE 12

Grade Level Statement

The grade twelve students will:

- read extensively and understand more sophisticated texts
- apply a variety of vocabulary strategies to understand sophisticated texts
- analyze text to determine strategies to understand more complicated texts
- evaluate vocabulary strategies with peers

Learning activities to accomplish these objectives

- discuss designated vocabulary words by identifying parts of speech determining meanings, writing sentences, and sharing in class
- illustrate the distinction between denotation and connotation, modeling connotation of a word being determined by context

Content Standard 1: Reading and Responding (Cont'd)

Performance Standard #11: Identify and use main ideas and supporting details in informational texts or elements, such as key events, main characters and setting in narratives.

KINDERGARTEN

Grade Level Statement

The kindergarten students will:

- be introduced to ideas from informational texts
- select facts from informational texts
- identify characters in texts
- retell a story

Learning activities to accomplish this objective

- retell and select facts from the text*
- be introduced to story maps*
- begin to write journal entries for nonfiction; reporting back information shared*

- participate in research activities (ex: birds in library on internet) and record a fact
- use puppets to retell familiar story
- draw a picture of favorite character

GRADE 1

Grade Level Statement

The grade one students will:

- begin to identify main ideas and supporting details in an informational or narrative text
- select facts from informational text
- identify key story elements
- retell a narrative

Learning activities to accomplish this objective

- create guided retellings using illustrations and props
- sequence events or supporting details*
- complete story maps*
- respond in writing to nonfiction text*
- develop note taking techniques including the use of computer resources
- create written retellings that include the beginning, middle, and end
- generate ideas for story element graphic organizers

Content Standard 1: Reading And Responding (Cont'd)
Performance Standard 11 (Cont'd)

GRADE 2

Grade Level Statement

The grade two students will:

- identify and use main idea and supporting details in informational texts*
- identify main characters, setting, and events in narratives*
- retell narratives*
- introduce and develop evaluation techniques*

Learning activities to accomplish this objective

- read and analyze fiction and nonfiction
- map stories (see Appendix I)*
- complete comprehension activities (see Houghton Mifflin Reading Series)
- report current events
- create initial summaries (see Appendix I for summary frames)*

- demonstrate learned language arts skills in other content areas, (science projects, social study projects, and biographies)*
- analyze narratives for story elements*
- write research projects using technology and literature
- compare and contrast fiction and related nonfiction text

GRADE 3

Grade Level Statement

The grade three students will:

- identify and use main ideas, supporting details, and important facts in informational texts
- identify and use elements in narratives to retell, summarize and evaluate text

Learning activities to accomplish this objective

- create research projects to write research reports to practice skills (see technology appendix)
- read nonfiction selections
- map narrative stories*
- utilize student reading practice book
- use graphic organizers (see Appendix I)*
- use Weekly Readers extensions activities
- answer comprehension questions*
- create book reports using various formats

Content Standard 1: Reading And Responding (Cont'd)
Performance Standard 11 (Cont'd)

GRADE 4

Grade Level Statement

The grade four students will:

- identify and use main ideas and details in informational text
- identify and use story elements in narratives to retell, summarize and evaluate text

Learning activities to accomplish this objective

- create outlines using main idea and supporting details*
- use graphic organizers to extend understanding (see Appendix I)*
- apply research strategies
- create nonfiction book reports
- develop awareness of current events through media
- develop awareness of story elements such as key events, main characters, and setting in narratives

GRADE 5

Grade Level Statement

The grade five students will:

- identify and use main ideas and supporting details in informational text
- identify and use the elements of narrative texts

Learning activities to accomplish this objective

- understand the structure of narrative and informational text using strategies such as note taking, outlining, summarizing, graphic organizers, especially story maps
- write fiction and nonfiction which contain the appropriate characteristics and elements
- write book reports and reviews about biographies, historical fiction, animal stories
- read selections from the following areas: narrative nonfiction, realistic fiction, historical fiction, traditional tales, diaries and journals, biographies and autobiographies
- do research for projects in all subject areas using print and electronic resources
- makes inferences or draws conclusions about main idea or theme

GRADE 6

Grade Level Statement

The grade six students will:

- identify and use main ideas and supporting details in informational texts, or story elements such as main characters, key events, and setting in narratives
- draws conclusions about characters' qualities and actions

Content Standard 1: Reading And Responding (Cont'd)

Performance Standard 11 (Cont'd)

Grade 6 (Cont'd)

Learning activities to accomplish this objective

- identify the genre as informational or narrative
- identify the purpose of the piece
- use a story map or plot line (graphic organizer) to identify the story elements
- use a time line organizer to sequence events in the information
- use a Big Idea (graphic organizer) to organize information in an informational text
- use Powers (graphic organizer) to organize facts found in an informational text
- read an informational text to create a factual poster

GRADE 7

Grade Level Statement

The grade seven students will:

- identify and use elements of narrative text to understand fiction
- use the elements of nonfiction to identify pertinent data

Suggested learning activities to accomplish this objective

- read biographies to identify and use the main ideas and supporting details for reports
- place students in groups to identify elements throughout texts such as theme, similes, metaphors, figurative language, etc...; share as a class (game)
- read and identify the facts in a historical fiction
- use a story map to identify details
- compare and contrast the characteristics of fiction and non-fiction
- use informational technology in the library to research assigned topics
- read informational texts to understand and apply historical knowledge to projects
- apply the IIM Research Process
- evaluate the effectiveness of the author’s use of literary elements
- apply the literary elements to student’s own writing to show understanding or mastery

GRADE 8

Grade Level Statement

The grade eight students will:

- identify, use and analyze main ideas and supporting details in informational texts
- identify and analyze story elements in narratives
- select, synthesize and/or use relevant information within a written work

Content Standard 1: Reading And Responding (Cont’d)
Performance Standard 11 (Cont’d)

Grade 8 (Cont’d)

Learning activities to accomplish this objective

- compare a book to its video with an emphasis on character and setting
- relate the plot or facts to personal experiences – see sheet “Developing Interpretation” #2*
- write a newspaper report
- use the herringbone graphic organizer
- create a poster with supporting details from an informational text
- analyze a text by listing the fact and opinion statements on a t-chart graphic organizer
- make judgments about a text by using Reciprocal Teaching

GRADE 9

Grade Level Statement

The grade nine students will:

- draw upon previously learned knowledge from grades 5-8 to further their understanding of fiction, and elements of nonfiction in order to identify pertinent data
- use knowledge to define more complex elements of nonfiction such as character, setting, theme, and plot in nonfiction text

Learning activities to accomplish these objectives

- compare works of nonfiction with emphasis on parallelism using such methods as Venn Diagram
- recite previously learned elements in nonfiction through such methods as SQ3R
- read nonfiction text and discuss the importance of character, setting, theme, plot, point of view, audience, and author's purpose using such methods as Reciprocal Teaching

GRADE 10

Grade Level Statement

The grade ten students will:

- draw upon previously learned knowledge of elements in nonfiction in order to identify further elements
- comprehend elements of bias in nonfiction literature such as character, setting, theme, and plot
- define, for comprehension, more complex elements in nonfiction literature such as point of view and symbolism

Content Standard 1: Reading And Responding (Cont'd)
Performance Standard 11 (Cont'd)

Grade 10 (Cont'd)

Learning activities to accomplish these objectives

- recite previously learned elements in nonfiction through such methods as QAR
- add to list of elements in nonfiction through methods such as Reciprocal Teaching
- read nonfiction texts and discuss the importance of character, setting, theme, plot, point of view, audience, and author's purpose in order to compare and contrast with other nonfiction works using such methods as CAPT strategies such as Critical Stance
- through teacher guided practice refer to more complex elements such as manipulative language and symbolism in order to prepare for grade eleven

GRADE 11

Grade Level Statement

The grade eleven students will:

- recall comprehended elements of nonfiction bias such as point of view, symbolism, character, setting, theme, and plot
- apply literary elements such as character, setting, theme, and plot to more complex nonfiction literature
- apply literary elements such as point of view, symbolism, and tone to more complex nonfiction literature
- analyze literary elements to determine manipulative language in nonfiction literature

Learning activities to accomplish these objectives

- read nonfiction text and discuss the importance of point of view, audience and author's purpose and then compare and contrast the same techniques with a speech from the same time period by using such methods as a Venn Diagram
- discuss the symbolism and extended metaphors in nonfiction speeches and discuss how those devices promote the theme of the work by using such methods as creating an Analysis Chart and QAR
- discuss an obviously biased nonfiction text to hypothesize the methods used by the author to manipulate the reader or audience through word choice or imagery
- implement their understanding of the persuasive techniques of nonfiction by choosing a reputable speech of the student's choice and analyzing how effective the speech is based upon the writer's use of diction, figurative language, parallelism, rhetorical questions, and/or analogies

Content Standard 1: Reading And Responding (Cont'd)
Performance Standard 11 (Cont'd)

GRADE 12

Grade Level Statement

The grade twelve students will:

- describe theme, symbolism, tone, and other complex elements of fiction
- identify point of view, manipulative language, and other elements of bias in nonfiction material
- analyze literary elements in fiction and nonfiction

Learning activities to accomplish these objectives

- read an editorial to determine manipulative language and bias
- compare editorials in two newspapers to compare positions and writers' strategies taken on a similar issue using methods such as a T-chart
- analyze a fiction work discussing theme, symbolism, and tone
- write a literary analysis identifying theme, symbolism, and tone based on a novel

Content Standard 1: Reading and Responding (Cont'd)

Performance Standard #12: Make inferences about ideas implicit in narrative, expository, persuasive, and poetic texts.

KINDERGARTEN

Grade Level Statement

The kindergarten students will:

- be exposed to inferences in response to literature, poetry and/or videos through teacher modeling.

Learning activities to accomplish this objectives

- participate in whole group discussion
- orally respond to literature/video to develop an understanding of inferences (example – would you want a friend like)*
- experience teacher-led think alouds and modeling of making inferences

GRADE 1

Grade Level Statement

The grade one students will:

- be exposed to inferences in response to literature, poetry and videos through teacher modeling.

Learning activities to accomplish this objective

- respond to inferential questions
- experience teacher led think alouds and modeling of making inferences
- support reasoning based on background knowledge and text

GRADE 2

Grade Level Statement

The grade two students will:

- begin to make inferences from narrative text
- begin to justify their answers by referring to the text

Learning activities to accomplish this objective

- participate in whole group/small group questioning
- use poetry to make inferences*
- write responses to text*
- participate in oral discussion about text
- support responses using information in text
- utilize inferencing questions from Houghton Mifflin Reading Series

Content Standard 1: Reading And Responding (Cont'd)

Performance Standard 12 (Cont'd)

GRADE 3

Grade Level Statement

The grade three students will:

- continue to make and support inferences orally and/or in writing by referring to narrative and expository materials read

Learning activities to accomplish this objective

- participate in oral discussion
- introduce persuasive writing through teacher modeling*
- use poems to make inferences (orally or in writing) after reading or listening to a variety of poetry*
- orally discuss inferences made from narrative, expository, persuasive and poetic text which is read to students or read independently*
- write about inferences made from narrative, expository, persuasive, and poetic text which is read to students or read independently.

GRADE 4

Grade Level Statement

The grade four students will:

- develop an understanding of the concept of inference in text read.

Learning activities to accomplish this objective

- be exposed to strategies for extracting information from text to support logical inferences*
- listen to read alouds from a variety of genres to develop and strengthen inferential skills*
- participate in oral discussion and write responses to text*

GRADE 5

Grade Level Statement

The grade five students will:

- make inferences about ideas in various kinds of texts
- use text features to support inferences
- read, write and analyze poetry

Content Standard 1: Reading And Responding (Cont'd)
Performance Standard 12 (Cont'd)

Grade 5 (Cont'd)

Learning activities to accomplish this objective

- determine point of view, including bias and stereotyping
- find supporting details to verify inferences
- learn and use strategies to understand character and plot development
- write epilogues and sequels
- respond orally and in writing to various types of texts (i.e., literature circles, response journals)
- read and write various types of poetry
- understand symbolism as a literary device
- apply reading strategies such as sequencing, chronological order, compare/contrast and cause and effect

GRADE 6

Grade Level Statement

The grade six students will:

- identify the specific passages that support the ideas from both fiction and nonfiction
- read, write and analyze poetry

Learning activities to accomplish this objective

- hypothesize changes in disturbed or missing habitats
- read and note arguments on a T-chart graphic organizer
- list or highlight words or phrases that are emotional in nature
- write inferences in a response journal documenting parts of the text that gives support
- identify facts, opinions and clincher statements
- identify author's purpose for writing the text

GRADE 7

Grade Level Statement

The grade seven students will:

- identify the specific passages that support the ideas from both fiction and non-fiction
- infer meaning in various literature
- read, write and analyze poetry

Suggested learning activities to accomplish this objective

- identify specific passages that support ideas from both fiction and non-fiction
- write a different ending for a story
- use supporting details drawn from specific actions and events in the text
- read a poem and discuss the aspects of poetic text such as imagery, word usage, voice, and tone

Content Standard 1: Reading And Responding (Cont'd)

Performance Standard 12 (Cont'd)

Grade 7 (Cont'd)

Suggested learning activities to accomplish this objective (Cont'd)

- write inferences in a RRJ documenting parts of the text that gives support
- list or highlight words or phrases that are emotional in nature
- identify author's purpose for writing the text
- identify facts, opinions, and clincher statements
- respond to open-ended questions (CMT Handbook)
- participate in Peer Reading of poems or stories (CAPT Handbook)
- expose students to non-fictional and fictional writing
- use current events in media to analyze how to write effective non-fiction
- take a stance on a current event and debate in a persuasive debate
- identify ideas in texts and support them, using direct evidence, from the text
- expose students to various types of poems
- write poems and compile them into a poetry portfolio

GRADE 8

Grade Level Statement

The grade eight students will:

- identify the specific passages that support the ideas from both fiction and nonfiction
- take a critical stance by moving beyond the text and making judgments about it
- read, write and analyze poetry – Winter’s Inc.

Learning activities to accomplish this objective

- in literature circles: Passage Pointer identifies specific passages to support inferences drawn in reading.
- infer text meaning from words and actions of the characters
- analyze the figurative language in poems – Winter’s Inc.
- use QAR (CMT Handbook, Generation III, p. 19)
- consider the values, customs, ethics and beliefs that underlie the work of fiction or nonfiction
- identify and draw the images that the words have created
- use the Directed Reading and Thinking process (CAPT Handbook, Generation II, p. 59)

Content Standard 1: Reading And Responding (Cont’d)
Performance Standard 12 (Cont’d)

GRADE 9

Grade Level Statement

The grade nine students will:

- reinstate previously learned activities concerning identification of specific passages that supported ideas from both fiction and nonfiction
- research, using their knowledge, the use of literary elements of a text in order to draw conclusions about the text
- define more complex literary elements in works of literature

Learning activities to accomplish these objectives

- learn to recognize literary theme in a variety of text by applying the defined term to a given text with due justification
- discuss the theme to draw conclusions about the text using such methods as Deductive Reasoning
- discuss the author’s purpose and tone to draw conclusions about the text using such methods as Deductive Reasoning

GRADE 10

Grade Level Statement

The grade ten students will:

- implement previously learned definitions of literary elements in works of literature
- comprehend more literary elements to draw conclusions about more complex text

Learning activities to accomplish these objectives

- recognize literary symbolism and theme in a variety of text using such methods as IDCC
- discuss theme to draw conclusions about the text
- Identify elements of characterization and plot that will lead students to draw inferences about the theme if the theme is indirectly stated
- discuss author's purpose and tone to draw conclusions about the text using such methods as charting author's style
- write a formal essay comprehending the author's purpose in a text by using such methods as a rubric to promote understanding of the essay format as well as comprehending theme, characterization, setting, plot, and tone in class discussion that will promote critical thinking and self exploration on the student's part

Content Standard 1: Reading And Responding (Cont'd)
Performance Standard 12 (Cont'd)

GRADE 11

Grade Level Statement

The grade eleven students will:

- comprehend literary elements to draw conclusions about text
- apply literary elements to draw conclusions about text
- analyze all literary elements in their application to complex and sophisticated text to draw conclusions about the text

Learning activities to accomplish these objectives

- identify symbols and theme in a text with emphasis on analyzing and writing about tone and author's purpose by using such methods as Teacher Directed questions that explore cause and effect, archetypes, and inductive reasoning
- identify elements of characterization and plot that will lead students to draw inferences about the theme if the theme is indirectly stated
- discuss the plot, conflicts, theme and symbols to hypothesize about the tone of the work by using a variety of text that will promote this discussion
- write a formal essay analyzing the author's purpose in a text by using such methods as a rubric to promote understanding of the essay format as well as analyzing the theme,

characterization, setting, and plot in class discussion that will promote critical thinking and self exploration on the student's part

GRADE 12

Grade Level Statement

The grade twelve students will:

- comprehend literary elements to draw conclusions about a text
- apply literary elements to draw conclusions about a text
- analyze elements in complex and sophisticated texts to draw inferences about the theme
- compare literary elements of complex texts

Learning activities to accomplish these objectives

- identify symbols and theme in a text noting author's purpose using methods such as teacher directed questions
- discuss plot, theme, conflicts to identify tone of work
- produce an essay evaluating author's theme based on characters' actions

Content Standard 1: Reading and Responding (Cont'd)

Performance Standard #13: Understand that a single text may elicit a wide variety of responses.

KINDERGARTEN

Grade Level Statement

The kindergarten students will:

- generate a variety of oral responses based upon their experiences

Learning activities to accomplish this objective

- discuss prior knowledge using KWL chart*
- participate in oral discussion
- make prediction*
- generate a variety of verbal responses to a single text

GRADE 1

Grade Level Statement

The grade one students will:

- generate a variety of responses based upon their experiences

Learning activities to accomplish this objective

- develop and utilize background knowledge*
- make predictions*
- respond to questions
- participate in discussions using a variety of formats (partners, small group, whole group)
- discuss prior knowledge and make connections

GRADE 2

Grade Level Statement

The grade two students will:

- generate a variety of oral and/or written responses based on their experiences

Learning activities to accomplish this objective

- create KWL charts to assess prior knowledge*
- make predictions both orally and written*
- participate in class discussions
- develop text vocabulary prior to reading literature*
- listen to read alouds
- ask and answer inferential questions*
- read and respond to poetry

Content Standard 1: Reading And Responding (Cont'd)
Performance Standard 13 (Cont'd)

GRADE 3

Grade Level Statement

The grade three students will:

- master a variety of oral and/or written responses

Learning activities to accomplish this objective

- read a variety of stories and other reading selection to elicit a variety of responses
- complete KWHL charts*
- listen to read alouds
- participate in oral discussions
- practice questioning strategies while reading selections
- complete personal responses to selections
- give opportunities to demonstrate prior knowledge on various topics*
- give oral and written predictions*

GRADE 4

Grade Level Statement

The grade four students will:

- understand that a single text may elicit a wide variety of responses

Learning activities to accomplish this objective

- participate in oral discussion
- respond to text in a variety of ways
- compare individual responses and predictions with peers*

GRADE 5

Grade Level Statement

The grade five students will:

- apply a variety of responses to a single text

Learning activities to accomplish this objective

- apply a variety of responses to a single text (oral, written, visual, musical)
- apply prior knowledge/experiences when reading
- write and share critiques and reactions about reading selections
- write or discuss orally from the perspective of different characters in the same text
- understand the impact of point of view
- understand the importance of character traits

Content Standard 1: Reading And Responding (Cont'd)
Performance Standard 13 (Cont'd)

GRADE 6

Grade Level Statement

The grade six students will:

- judge the plausibility of several interpretations of a text

Learning activities to accomplish this objective

- participate in Literature Circles
- use visual presentations to show different interpretations of a text
- write in a response journal reflections about the text and share with a partner or with the class
- use Think In Threes, Venn diagram, conversational roundtable (graphic organizers) to show ideas from other perspectives

GRADE 7

Grade Level Statement

The grade seven students will:

- judge the plausibility of several interpretations of a text

Learning activities to accomplish this objective

- discuss the variety of responses and reactions to a text in RR groups
- read and react in writing questions asked in RR groups
- use visual presentations to show different interpretations of a text
- write in a reading response log reflections about the text and will share with a partner or with the class* (CAPT Handbook)
- use graphic organizers to show ideas from other perspectives
- write a follow-up piece of writing that states student response to text
- make T-S, T-T, T-W connections while reading to understand that each student may interpret the text differently
- explain response to text to other students

GRADE 8

Grade Level Statement

The grade eight students will:

- judge the plausibility of several interpretations of a text
- gain insight into how another student responds to a shared piece of literature

Content Standard 1: Reading And Responding (Cont'd)
Performance Standard 13 (Cont'd)

Grade 8 (Cont'd)

Learning activities to accomplish this objective

- participate in peer response (See CAPT Handbook, Generation II, p. 40)
- participate in literature circles
- discuss different interpretations of a daily quote
- evaluate a text by writing a response in a problem-solution journal
- evaluate and synthesize support given by others to interpret a text

GRADE 9

Grade Level Statement

The grade nine students will:

- reintroduce, using prior knowledge, the plausibility of several interpretations of text
- research using their knowledge to entertain criteria in order to interpret all fiction and nonfiction they have read

Learning activities to accomplish these objectives

- write free responses exploring their personal reactions and then compare them with their peers using such methods as Think-Pair-Share

- discuss a variety of reactions to a given text, including their opinions, using such methods as Debating
- compare and contrast individual response with predictions from peers using such methods as Analysis Chart
- write about personal reactions to a given text using such methods as IDCC

GRADE 10

Grade Level Statement

The grade ten students will:

- recall prior knowledge in order to entertain criteria to explore all fiction and nonfiction they have read
- comprehend how to entertain various interpretations of all fiction and nonfiction students have read
- comprehend exploration of various literary categories including all fiction and nonfiction they have read in order to understand various interpretations of text

Learning activities to accomplish these objectives

- discuss a variety of reactions to text through methods such as Think-Pair-Share
- respond in writing to their opinions using interpretations they have entertained and explored using such methods as Comparative Essay Writing
- debate interpretations by validating the interpretation with information from the text, or documented sources using such methods as Student Orientated Debates

Content Standard 1: Reading And Responding (Cont'd)

Performance Standard 13 (Cont'd)

GRADE 11

Grade Level Statement

The grade eleven students will:

- comprehend the various interpretations in fiction and nonfiction
- apply a defense for multiple interpretations of fiction and nonfiction through oral, written or visual presentations
- analyze multiple interpretations of fiction and nonfiction works by defending their own interpretations

Learning activities to accomplish these objectives

- discuss with students the various interpretations by scholars concerning a single text by using such methods as researching articles on the Internet or in critical interpretations in the library and comparing and contrasting the scholars' differing opinions
- read and discuss a literary work that can have an obvious disparate interpretation and ask students to choose and defend the interpretation they believe in by validating the interpretation with information from the text
- elaborate on their opinions in a group discussion, a debate, or in writing and explain how their interpretation might have changed as a result of others' opinions using such methods as Think-Pair-Share

GRADE 12

Grade Level Statement

The grade twelve students will:

- comprehend the various interpretations in fiction and nonfiction
- defend multiple interpretations of fiction and nonfiction studied
- analyze multiple interpretations of fiction and nonfiction defending their own

Learning activities to accomplish these objectives

- read and discuss classmates' and scholars' criticisms of a literary work noting their own interpretation
- defend a position on a literary work having several interpretations
- write a paper on a work such as Macbeth defending their literary criticisms

Content Standard 1: Reading and Responding (Cont'd)

Performance Standard #14: Interact with others in creating, interpreting, and evaluating written, oral, and visual texts.

KINDERGARTEN

Grade Level Statement

The kindergarten students will:

- cooperatively participate in group activities to develop collaborative skills when reading, writing, listening, and viewing

Learning activities to accomplish this objective

- create group stories
- share and listen to others and offering positive comments and suggestions
- cooperatively participate in calendar activities
- create a group story map
- participate in viewing videos/technology (see technology appendix)
- cooperatively read along with chants, poems, songs

GRADE 1

Grade Level Statement

The grade one students will:

- participate in flexible groups in order to apply collaborative skills to their reading, writing, listening and viewing

Learning activities to accomplish this objective

- participate in guided reading groups
- create group stories or projects
- participate in calendar activities
- share and listen to others and offer positive comments and suggestions
- participate in shared readings of morning news, poems, charts, and other texts

GRADE 2

Grade Level Statement

The grade two students will:

- work in a variety of cooperative activities to create and interpret written, oral, and visual text

Content Standard 1: Reading And Responding (Cont'd)
Performance Standard 14 (Cont'd)

Grade 2 (Cont'd)

Learning activities to accomplish this objective

- participate in literature groups and small group discussions
- complete Daily Oral language activities or Daily Language Review activities*
- complete graphic organizers: Venn diagrams, compare/contrast, story map (see Appendix I)*
- participating in viewing videos/technology

GRADE 3

Grade Level Statement

The grade three students will:

- work collaboratively to create, interpret, and evaluate written, oral, and visual text

Learning activities to accomplish this objective

- participate in peer and whole class conferences about writing pieces and prompts
- pair read and answer questions together
- complete story maps, Venn diagrams, sequence charts, and graph organizers collaboratively*

GRADE 4

Grade Level Statement

The grade four students will:

- interact in groups to interpret and evaluate text written, oral and visual

Learning activities to accomplish this objective

- participate in cooperative groups
- peer conference
- present and listen to demonstrations
- participate in a variety of activities using videos/software

GRADE 5

Grade Level Statement

The grade five students will:

- interact in a variety of groups to develop collaborative skills to enhance understanding

Content Standard 1: Reading And Responding (Cont'd)
Performance Standard 14 (Cont'd)

Grade 5 (Cont'd)

Learning activities to accomplish this objective

- present book reports in a variety of formats
- present demonstrations (“how to”)
- interact in a variety of groups (literature circles, peer conferencing, partner reading and writing, large group viewing, group presentations) to further develop the skill of collaboration to enhance the understanding of works read, written and viewed
- work cooperatively to produce visual materials such as posters, cartoons, story boards, photographs, videos
- use computer technology for group presentations
- write and perform a reader’s theater script

GRADE 6

Grade Level Statement

The grade six students will:

- interact in a variety of groupings to develop their collaborative skills to enhance their understanding of works

Learning activities to accomplish this objective

- interact in a variety of groups (i.e., literature circles, peer conferencing, large group viewing)

- peer conference in readers' and writers' workshops
- use spell and grammar check on the computer
- participate as a member of group to research using informational technology
- present a project to a larger group audience
- present the group project using Power Point or Hyper Studio

GRADE 7

Grade Level Statement

The grade seven students will:

- collaborate in a variety of groupings to enhance understanding of works read, written and viewed

Learning activities to accomplish this objective

- interact in a variety of groups (RR, peer conferencing, large group viewing) to further develop the skill of collaboration to enhance the understanding of works read, written and viewed
- use grammar and spell check on the computer
- peer conference in readers' and writers' workshops

Content Standard 1: Reading And Responding (Cont'd)

Performance Standard 14 (Cont'd)

Grade 7 (Cont'd)

Learning activities to accomplish this objective (Cont'd)

- participate as a member of group to research using informational technology and present the project to a larger group audience
- present the group project using Power Point
- use post-its to ensure questioning while reading
- identify, in writing, personal reactions to texts

GRADE 8

Grade Level Statement

The grade eight students will:

- interact in a variety of groupings to develop their collaborative skills to enhance their understanding of works

Learning activities to accomplish this objective

- interact in a variety of groups: Literature Circles, peer conferencing, cooperative
- present, listen and evaluate presentations and/or demonstrations
- use shared inquiry
- present knowledge of text through partner journals
- use technology, such as Hyper Studio, Power Point, word processing and scanning pictures, for group presentations
- research and present through multigenre reports

GRADE 9

Grade Level Statement

The grade nine students will:

- work on previously taught collaboration skills that were used to enhance their understanding of works read, written, or viewed
- build upon their knowledge of collaborative skills to enhance them as students work with others to create, interpret, evaluate, write, speak or visually present text

Learning activities to accomplish these objectives

- interpret major issues and themes of given text in groups and as a class using such methods as Reciprocal Teaching
- work in groups to peer conference with essays
- work in groups to interpret written, oral, or visual discourse creating questions concerning a text, which are then reviewed as a class using such methods as KWL charts

Content Standard 1: Reading And Responding (Cont'd)
Performance Standard 14 (Cont'd)

GRADE 10

Grade Level Statement

The grade ten students will:

- build upon learned knowledge of collaborative skills to create, interpret and evaluate texts that are written, spoken, or visually presented
- comprehend collaborative skills in order to construct an elaborated view on concepts in interpreting and evaluating written, oral, and visual text

Learning activities to accomplish these objectives

- interpret and judge major issues and themes in groups and as a class through Teacher Directed Discussion
- work in groups to conference about concepts involving interpreting and evaluating a variety of works using such methods as creating a Rubric of quality
- work in groups to create questions concerning a text, which are then reviewed as class using such methods as KWL charts

GRADE 11

Grade Level Statement

The grade eleven students will:

- comprehend collaborative skills in order to construct an elaborated view on concepts in interpreting and evaluating written, oral and visual text
- apply collaborative skills necessary to elaborate on concepts in creating, interpreting and evaluating written, oral and visual text

- analyze collaborative skills in order to identify attributes of group learning when creating, interpreting and evaluating written, oral, and visual texts

Learning activities to accomplish these objectives

- write in a Reader's Log when reading a text at home and share questions and comments with a pre-assigned group to answer questions collaboratively before answering questions as a class
- create collaboratively responses to texts such as time-lines, character webs, plot maps, Venn diagrams, or visual depiction of a scene, chapter, or story
- create collaboratively a collage for a character, scene, or chapter in a text as a review for the unit
- view the movie version of a text read and discuss collaboratively the similarities and differences with the movie version and the text; and discuss how or why the differences were effective or not by using such methods as a chart or a Venn diagram

Content Standard 1: Reading And Responding (Cont'd)
Performance Standard 14 (Cont'd)

GRADE 12

Grade Level Statement

The grade twelve students will:

- understand collaborative skills to elaborate on concepts addressed in written, oral, and visual texts
- apply collaborative skills to elaborate concepts in written, oral, and visual texts
- analyze results of findings in written, oral, and visual texts
- debate results of findings in visual, oral, and written texts

Learning activities to accomplish these objectives

- create questions about a reading and share in class
- view movie version of text and read and compare versions on a T chart
- write a paper comparing written and visual texts highlighting strengths and weaknesses in each
- work in collaborative groups to create fiction organizers, character maps, and summary notes

CONTENT STANDARD 2: PRODUCING TEXTS

Performance Standard #1: Communicate effectively by determining the appropriate text structure on the basis of audience, purpose and point of view.

KINDERGARTEN

Grade Level Statement

The kindergarten students will:

- be introduced to text structure, purpose, audience and point of view through teacher modeling
- be introduced to selecting text to convey meaning through modeling by teacher.

Learning activities to accomplish this objective

- share teacher directed journal writing with teacher and/or classmates
- share class books with families
- participate in teacher modeling of why book was selected, “we will share _____ because_____.”
- participate in teacher directed and modeled activities for fiction/nonfiction*

GRADE 1

Grade Level Statement

The grade one students will:

- develop an understanding of text structure, purpose, audience, and point of view, through teacher modeling
- develop an understanding of reasons for selecting a certain text to convey meaning

Learning activities to accomplish this objective

- learn that text is used to convey meaning through teacher read alouds
- question and elicit responses on author’s purpose*
- participate in activities for fiction, nonfiction, and poetry*
- participate in discussion to foster understanding of book selection

GRADE 2

Grade Level Statement

The grade two students will:

- develop an understanding of audience, purpose and point of view with teacher modeling
- learn the appropriate use of different forms of writing to convey meaning to various audiences

Content Standard 2: Producing Texts (Cont’d)

Performance Standard 1 (Cont’d)

Grade 2 (Cont’d)

Learning activities to accomplish this objective

- be introduced to narrative, expository, persuasive writing and poetry, (i.e. Haiku, cinquain, rhyme, acrostic and prose.)*
- be introduced to genres one at a time
- write to a prompt*
- practice letter writing
- participate in writers workshop*

GRADE 3

Grade Level Statement

The grade three students will:

- develop an understanding of audience purposes and point of view
- communicate effectively by determining the appropriate text structure on the basis of audience, purpose, and point of view

Learning activities to accomplish this objective

- listen to a variety of texts (narrative, expository, persuasive, and poetic)
- learn the characteristics of poetry as a text structure*
- write examples of poetry after teacher modeling
- write narrative and expository pieces*
- be introduced to persuasive writing through teacher modeling*
- participate in letter writing with peers, family or friends

GRADE 4

Grade Level Statement

The grade four students will:

- demonstrate an understanding of audience, purpose and point of view
- select text structure appropriate to the audience which can convey purpose and express the writer's point of view

Learning activities to accomplish this objective

- review characteristics of narrative style*
- be exposed to expository and persuasive literature through reading anthology, related texts, current events and content area materials*
- experience opportunities to practice matching writing style to audience, purpose, and point of view*

Content Standard 2: Producing Texts (Cont'd)

Performance Standard 1 (Cont'd)

GRADE 5

Grade Level Statement

The grade five students will:

- apply the appropriate text structure based on audience, purpose, and point of view

Learning activities to accomplish this objective

- develop understanding of audience, purpose, and point of view
- produce an appropriate product format for the essential question (i.e., research paper, poster, mobile, mural, game, video tape, children's book, or audio tape)
- use technology for oral presentations
- write expository prompts*
- write poems with a certain audience and purpose in mind
- write stories
- write letters to the editor
- design advertisements and present to class

GRADE 6

Grade Level Statement

The grade six students will:

- determine purpose, point of view and audience
- use the appropriate features of persuasive, narrative, expository and poetic writings to achieve desired results

Learning activities to accomplish this objective

- write persuasive letters to assigned audiences
- create products such posters, mobiles, murals, games, video and audio tapes to persuade, to inform and to entertain students and adults in the audience
- compose a poem portfolio using literary devices such as simile, metaphor, and personification, and poetry types such as change, diamond, haiku, cinquain, “I am”, acrostic and free verse
- write a children’s book or story from the point of view of a character living in the Medieval times, in Florida and/or other places studied in social studies
- determine an appropriate text structure to inform, to entertain or to persuade an assigned audience for an essential question
- write final drafts using word processing
- write persuasive prompts*

Content Standard 2: Producing Texts (Cont’d)
Performance Standard 1 (Cont’d)

GRADE 7

Grade Level Statement

The grade seven students will:

- determine purpose, point of view and audience.
- use the appropriate features of persuasive, narrative, expository and poetic writing to achieve desired results

Learning activities to accomplish this objective

- write a letter to the editor
- draw an original political cartoon
- write a persuasive prompt*
- identify oral communication/public speaking skills
- write a skit and perform in class
- write a narrative from the author’s point of view
- write a report with the purpose to inform
- use word processing for published pieces
- use weekly writing to enhance ability to communicate through writing

GRADE 8

Grade Level Statement

The grade eight students will:

- determine purpose, point of view and audience
- apply the appropriate features of persuasive, narrative, expository and poetic writing to achieve desired results

Learning activities to accomplish this objective

- write a persuasive essays*
- write a persuasive prompt*
- write a book review
- write a newspaper article

GRADE 9

Grade Level Statement

The grade nine students will:

- use prior knowledge concerning the appropriate features to achieve desired results
- use knowledge to organize text structures in order to address an audience, purpose, and point of view in a variety of text

Content Standard 2: Producing Texts (Cont'd)
Performance Standard 1 (Cont'd)

Grade 9 (Cont'd)

Learning activities to accomplish these objectives

- determine the appropriate text structure for written responses and creative pieces using such methods as Charting the Author's Style
- product creative projects in choosing the appropriate text structure and organizational pattern using such methods as Brainstorming, and Expository Essay Writing
- discuss the structure of literary text by reading a variety of structures using such methods as Teacher Guided Practice

GRADE 10

Grade Level Statement

The grade ten students will:

- use their prior knowledge of organizing text structures to address an audience, purpose, and point of view in a variety of text
- comprehend implementing text structures with the intent of using appropriate organizational patterns to address audience, purpose, and point of view in a variety of text
- comprehend the variety of structures to determine the appropriate organizational pattern in a variety of text

Learning activities to accomplish this objective

- determine the appropriate text structure for responses and creative pieces at the end of units and major pieces of literature using such methods as Authentic Questioning
- discuss the structure of literary texts by reading a variety of structures: essay, short story, poetry, academic essay, report, research paper, response to literature, novel, or play using such methods as Charting the Author's Style

- produce an oral presentation with a choice of structure to help communicate background information that the student has researched on a significant work being studied

GRADE 11

Grade Level Statement

The grade eleven students will:

- comprehend the variety of structures to determine the appropriate organizational pattern
- apply the appropriate pattern to address audience, purpose, and point of view
- analyze the effectiveness of the text based on the chosen audience, purpose, and point of view

Content Standard 2: Producing Texts (Cont'd)
Performance Standard 1 (Cont'd)

Grade 11 (Cont'd)

Learning activities to accomplish these objectives

- discuss the structure of literary text by reading a variety of structures: essay, short story, poetry, academic essay, report, research paper, response to literature, novel, or play
- elaborate on the theme, characterization, or point of view of a text by asking students to apply an alternate assessment of their choice such as a character poem, a news article, advertisement, character journal, or letter
- produce an oral presentation with a choice of structure to help communicate background information that the student has researched on a significant work being studied
- write an analytical essay taking a critical stance on the effectiveness of the author's purpose in a text by using such methods as a Rubric and Essential Questions.

GRADE 12

Grade Level Statement

The grade twelve students will:

- comprehend the variety of text structure to determine the appropriate organizational pattern
- apply the appropriate pattern for addressing point of view, audience, and purpose
- analyze the effectiveness of the text based on the audience, purpose, and point of view
- evaluate the effectiveness of the texts by composing audience, purpose, and point of view

Learning activities to accomplish these objectives

- revise selected pieces of writing for discussion in end of the year folders

- discuss the structure of literary texts by reading a variety of structures, essays, short stories, poetry, or novels using methods such as questioning the author
- create an oral presentation using appropriate text

Content Standard 2: Producing Texts (Cont'd)

Performance Standard #2: Communicate effectively in descriptive, narrative, expository and persuasive modes.

KINDERGARTEN

Grade Level Statement

The kindergarten students will:

- speak, write, or draw in a mode directed by the teacher

Learning activities to accomplish this objective

- draw a picture and writing a fact about bird and/or ocean animal.
- sequence three pictures, and verbally tell the story
- retell favorite stories using a variety of voices for characters
- after listening to two versions of the Three Little Pigs, select who's version they believe and support why*
- write journal entries, not necessarily in the conventional sense, to express own ideas
- develop associations between single consonant letter and their sound
- prints own first name correctly
- verbally participates in show-n-tell
- participates in shared and interactive writing

GRADE 1

Grade Level Statement

The grade one students will:

- begin to speak, write or draw in a variety of modes in order to tell stories

Learning activities to accomplish this objective

- begin to develop narrative writing form using beginning, middle, end*

- respond in writing to informational material presented*
- create expository and persuasive writing samples from a teacher prompt* (see technology appendix)
- participate in oral retellings and discussions related to narrative and expository text
- participate in shared and interactive writing activities

GRADE 2

Grade Level Statement

The grade two students will:

- begin to communicate effectively through descriptive, narrative, expository and persuasive modes

Content Standard 2: Producing Texts (Cont'd)
Performance Standard 2 (Cont'd)

Grade 2 (Cont'd)

Learning activities to accomplish this objective

- participate in reading workshop*
- practice narrative writing*
- practice descriptive writing*
- be introduced to expository and persuasive writing* (see technology appendix)
- practice letter writing
- create riddles
- orally share current events
- orally share personal responses to literature*

GRADE 3

Grade Level Statement

The grade three students will:

- communicate effectively in descriptive and narrative modes.
- will further develop communication through expository, and persuasive modes.

Learning activities to accomplish this objective

- write descriptive and narrative pieces*
- write expository reports after note taking*
- write summaries of stories*
- review persuasive writing through teacher modeling
- write persuasive pieces
- use software programs to publish their work

GRADE 4

Grade Level Statement

The grade four students will:

- produce and share original examples of narrative, expository and persuasive writing styles

Learning activities to accomplish this objective

- select and use prewriting activities including but not limited to outlining, mapping, and a variety of graphic organizers (see Appendix I)*
- write narrative, expository and persuasive prompts*
- generate research reports
- create expository summaries based on facts*
- use software to produce text (see technology appendix)

Content Standard 2: Producing Texts (Cont'd)

Performance Standard 2 (Cont'd)

GRADE 5

Grade Level Statement

The grade five students will:

- communicate effectively in descriptive, narrative, expository and persuasive modes

Learning activities to accomplish this objective

- write a research report (possible interdisciplinary project with Social Studies or Science)
- write a nonfiction personal narrative
- write a narrative sequel to a book
- write a narrative epilogue to a book
- write a traditional tale
- write journal entries - personal journals and journals written as a child in the past for a Heritage Day activity or for unit on immigration
- write expository essays and writing prompts on a variety of topics.
- write persuasive paragraphs, essays and prompts on a variety of topics
- use appropriate reading strategies such as conveying a clear main point
- write an expository prompt*

GRADE 6

Grade Level Statement

The grade six students will:

- plan, organize, create and review visual, written, and oral pieces at a level of elaboration appropriate for middle school

Learning activities to accomplish this objective

- write a narrative text using a story map or plot line as a graphic organizer
- compose an expository piece using a fishbone graphic organizer

- create a poem using sensory words and figurative language with an emphasis on metaphor to define self
- write a persuasive letter
- orally persuade
- convey a clear main point when speaking
- gathers data for a research project using informational technology
- use word processor for published pieces

Content Standard 2: Producing Texts (Cont'd)
Performance Standard 2 (Cont'd)

GRADE 7

Grade Level Statement

The grade seven students will:

- plan, organize, create and review visual, written, and oral pieces at a level of elaboration appropriate for middle school

Suggested learning activities to accomplish this objective

- use the CMT rubric to revise persuasive essay after conferring with peers
- design an advertisement persuading audience to believe the same
- complete creative writing assignments in the narrative genre
- complete exercises in descriptive writing
- use graphic organizers, such as plot lines, outlines, milk stools, to plan writing pieces
- effectively use thesauruses and dictionaries to improve writing
- individually conference with peers and teacher to identify goals and assess how they are being met
- participate in weekly composition writing that is connected to the current lessons
- build on prior knowledge and use this to improve writing
- use weekly OOPS!

GRADE 8

Grade Level Statement

The grade eight students will:

- plan, organize, create and review visual, written, and oral pieces at a level of elaboration appropriate for middle school

Learning activities to accomplish this objective

- use the CMT rubric to revise persuasive essays and prompts*
- peer edit

- create a multicultural story
- word process published pieces
- write personal essays
- write short stories
- write character sketches
- use sensory words
- use a graphic organizer (CAPT Handbook, Generation II, p. 39)

Content Standard 2: Producing Texts (Cont'd)
Performance Standard 2 (Cont'd)

GRADE 9

Grade Level Statement

The grade nine students will:

- use knowledge of the elaboration approach in which students plan, organize, create and revise, visual written, and oral products
- identify salient features in oral, visual, and written discourse

Learning activities to accomplish these objectives

- use techniques such as imagery, modifiers, and sensory details to create their own stories using such methods as IDCC
- view descriptive discourse and model in their own descriptive writing by using such methods as Teacher Guided Practice
- implement the elaboration approach in order to write a critical essay using such methods as Think Pair-Share

GRADE 10

Grade Level Statement

The grade ten students, after studying a variety of short stories, will:

- use prior knowledge of identifying salient features in oral, visual, and written discourse
- comprehend salient features of literature in order to present oral, visual, and or written discourse
- comprehend the features of a descriptive, narrative, expository, or persuasive text

Learning activities to accomplish this objective

- read descriptive discourse and model in their own descriptive writing by using such methods as Prewriting and Brainstorming
- read narrative discourse in order to write critical essays by using such methods as IDCC

- implement various techniques such as: modifiers, sensory detail, appropriate organization, transitions, important features, coherence, logical organization, considering the opposing argument, appropriate diction, and evidence in order to present a variety of oral, visual and written discourse

Content Standard 2: Producing Texts
Performance Standard 2 (Cont'd)

GRADE 11

Grade Level Statement

The grade eleven students will:

- comprehend the features of a descriptive, narrative, expository, or persuasive text
- apply the features of a descriptive, narrative, expository or persuasive text to their own writing
- analyze the effectiveness of the techniques of these forms of discourse in literary text and their own writing

Learning activities to accomplish these objectives

- read descriptive discourse and model the emphasis on imagery in their own descriptive writing by using such methods as a Prewriting Chart listing the five senses
- read narrative discourse and model the emphasis on chronological order, flashbacks, foreshadowing and point of view in their own narrative writing
- read expository discourse and model the emphasis on logical presentation of information with the use of transitions in their own expository writing by using such methods as a Prewriting Flow Chart
- read persuasive discourse, especially political arguments, and model the emphasis on techniques such as emotional appeal, repetition, restatement, and allusions in their own writing
- research a reputable speech chosen by the student and analyze the effectiveness of the author's style by diagramming the techniques by using such methods as Selective Underling and Margin Notes.

GRADE 12

Grade Level Statement

The grade twelve students will:

- comprehend the salient features of all appropriate oral, visual, and written discourse

- apply the features of descriptive narrative, expository, or persuasive texts to their own writing
- analyze the effectiveness of the techniques of these forms of discourse in literary texts and their own writing
- synthesize the salient features of all appropriate oral, visual, and written discourse

Learning activities to accomplish these objectives

- read persuasive speeches i.e. Hitler’s to learn techniques and then model them in their own writing
- read descriptive discourse noting details and images in a Double Entry Journal
- read narrative discourse identifying plot, characters, foreshadowing, and flashback and use in personal writing
- read expository discourse noting main idea, supporting details, organization, and model in personal essay

Content Standard 2: Producing Texts (Cont’d)

Performance Standard #3: Gather, select, organize and analyze information from primary and secondary sources.

KINDERGARTEN

Grade Level Statement

The kindergarten students will:

- begin to develop an understanding of the difference between primary and secondary sources
- handle primary sources and view secondary sources
- be introduced to the concept of a question
- respond to questions for gathering data from appropriate first hand visual and print sources
- begin to organize and analyze information presented by teachers

Learning activities to accomplish this objective

- have opportunities to handle primary sources (example live ocean animals, shells, manipulative) and view secondary sources (example videos, books, posters, etc) (see technology appendix)
- be encouraged to use questions appropriately
- be modeled to asking questions
- compare/contrast what is a question and what is not
- be modeled by teacher ways for gathering data, generating question, organize and analyze information*
- organize and analyze a simple graph created by teachers.

GRADE 1

Grade Level Statement

The grade one students will:

- understand the difference between primary and secondary sources

Learning activities to accomplish this objective

- handle primary sources and view secondary sources (see technology appendix)
- formulate and respond to questions appropriately*
- create a product from categorized information*
- think about the purpose and relevancy for using primary and secondary sources

Content Standard 2: Producing Texts (Cont'd)
Performance Standard 3 (Cont'd)

GRADE 2

Grade Level Statement

The grade two students will

- gather, select, organize, and analyze information from primary and secondary sources to produce a product

Learning activities to accomplish this objective

- distinguish between primary and secondary sources of information
- gather, categorize and organize data to write a research report and a biography
- use technology to produce a product

GRADE 3

Grade Level Statement

The grade three students will

- gather, select, organize, and analyze information from primary and secondary sources to create a product

Learning activities to accomplish this objective

- continue to distinguish between the concepts of primary and secondary resources
- take notes from secondary sources for research reports and projects
- complete graphic organizers (see Appendix I)*
- write notes based on observations and/or reading of primary resources
- use software programs to publish a product

GRADE 4

Grade Level Statement

The grade four students will:

- collect and analyze information from primary and secondary sources and organize into appropriate format to produce text

Learning activities to accomplish this objective

- collect data and information using research and interview techniques
- use collected information to create a variety of products such as but not limited to graphs, charts, oral and written reports*
- use technology to produce a product (see technology appendix)

Content Standard 2: Producing Texts (Cont'd)
Performance Standard 3 (Cont'd)

GRADE 5

Grade Level Statement

The grade five students will:

- collect and analyze information from primary and secondary sources and organize into appropriate format

Learning activities to accomplish this objective

- write a sequel
- gather, select, and organize information about actual places in the U.S.
- complete a science unit on herbs of the Colonial era (visit to Plimoth Plantation/Sturbridge Village)
- create a visual/written product on a specific herb of the Colonial era
- be exposed to important historical documents
- read realistic fiction and nonfiction about the Colonial era
- write journal entries as children of the Colonial era
- research an endangered animal or an important person in History/Science/Math
- interview a person who has first-hand experiences on a topic
- use informational technology to gather facts
- read and take notes from informational texts
- use a grid as a graphic organizer

GRADE 6

Grade Level Statement

The grade six students will:

- identify and use primary and secondary sources to paraphrase, elaborate on and integrate information into a final product
- analyze information

Learning activities to accomplish this objective

- gather, select, organize and analyze information from primary and secondary sources about the Florida Everglades, ecosystem, ancient cultures and Government Day
- interview a person about a real life experience
- read and analyze biographies written in diary format
- read historical fiction and analyze the fact and fiction information
- keep a personal log or diary
- use a T-chart as a graphic organizer

Content Standard 2: Producing Texts (Cont'd)
Performance Standard 3 (Cont'd)

GRADE 7

Grade Level Statement

The grade seven students will:

- identify and use primary and secondary sources to paraphrase, elaborate on and integrate information into a final product

Learning activities to accomplish this objective

- gather, select, organize and analyze informational articles as primary or secondary sources
- gather, select, organize and analyze informational articles using informational technology
- use graphic organizers to organize information
- interview a person as a primary source in person or by using the internet
- synthesize information from numerous sources in a report
- write a biography on a poet using multiple sources both internet and books
- participate in IIM projects
- identify important information in sources on note cards
- use direct quotations to cite evidence for topic

GRADE 8

Grade Level Statement

The grade eight students will:

- identify and use primary and secondary sources to paraphrase, elaborate on and integrate information into a final product

Learning activities to accomplish this objective

- use technology such as CD-ROMs or the internet to gather information
- interview sources
- evaluate opposing viewpoints and ways to address them

- use graphic organizers such as powers and webs
- write a published piece
- word process

GRADE 9

Grade Level Statement

The grade nine students will:

- use knowledge to identify primary and secondary sources
- discuss how to determine the validity of primary and secondary sources from documented material

Content Standard 2: Producing Texts (Cont'd)

Performance Standard 3 (Cont'd)

Grade 9 (Cont'd)

Learning activities to accomplish these objectives

- gather, select, and contrast primary and secondary sources
- learn to judge the quality of sources such as encyclopedias, Internet, literary criticisms, and magazines
- integrate appropriate information from the sources into final products using such methods as Oral Presentations

GRADE 10

Grade Level Statement

The grade ten students will

- use prior knowledge of how to determine primary and secondary sources from documented material
- comprehend which primary and secondary sources are appropriate to producing various tasks

Learning activities to accomplish this objective

- learn to judge the quality of sources such as encyclopedias, Internet, literary criticism, and primary text using such methods as Deductive Reasoning
- gather and select primary and secondary sources emphasizing on: paraphrasing, summarizing, note taking, and parenthetical documentation, using such methods as Reciprocal Teaching
- integrate appropriate information from the sources into final products such as oral presentations, projects, reports, and research papers

GRADE 11

Grade Level Statement

The grade eleven students will:

- comprehend which primary and secondary sources are appropriate to the task
- apply this information from the appropriate sources to a final product
- analyze the effectiveness of integrating these sources into a final product through revision

Learning activities to accomplish these objectives

- learn to judge the quality of sources such as encyclopedias, Internet, literary criticism, and primary text
- examine two pieces of literature, consider the arguments about them presented in multiple critical essays, and compile all into a literary research paper
- integrate appropriate information from the sources into final products such as oral presentations, visual projects, factual reports, and literary research papers

Content Standard 2: Producing Texts (Cont'd)

Performance Standard 3 (Cont'd)

GRADE 12

Grade Level Statement

The grade twelve students will:

- comprehend which primary and secondary sources are appropriate to the task
- apply this information from the appropriate sources to a final project
- analyze the effectiveness of integrating these sources through revision
- evaluate peers' primary and secondary sources

Learning activities to accomplish these objectives

- read and judge the quality of sources such as encyclopedias, journals, Internet, and primary texts
- examine two pieces of literature, consider the argument presented in critical essays, and compile into a literary research paper
- integrate appropriate information into a final product such as a research paper or an oral presentation or classroom debate

Content Standard 2: Producing Texts (Cont'd)

Performance Standard #4: Engage in a process of generating ideas, drafting, revising, editing and publishing or presenting.

KINDERGARTEN

Grade Level Statement

The kindergarten students will:

- compose a piece of writing based on class generated ideas
- edit their writing
- publish and/or present a product it to an audience (see appendix writing pg 52 CT Blueprint)

Learning activities to accomplish this objective

- brainstorm ideas
- produce a piece of writing
- attempt to revise and edit with teacher modeling at developmentally appropriate level
- create class books to share with peers and family members
- develop association between single consonant letters and sounds
- write letters when letter name or sound is dictated
- stand in correct order to rebuild word or sentence (given letter/word cards)
- be reminded to use what they know about letters and sounds to write words
- be encouraged to use the high frequency words they know

GRADE 1

Grade Level Statement

The grade one students will:

- utilize a process of generating ideas, drafting, revising editing publishing and/or presenting a product

Learning activities to accomplish this objective

- participate in activities to generate ideas for writing
- use graphic organizers (sketch ideas for beginning, middle, and end)*

- attempt to write a first draft*
- attempt to revise and edit with teacher modeling and guided practice*
- share writing with an audience

Content Standard 2: Producing Texts (Cont'd)
Performance Standard 4 (Cont'd)

GRADE 2

Grade Level Statement

The grade two students will:

- engage in a process of generating ideas, drafting, revising, editing, and publishing or presenting a product (see appendix-writing p. 55 CT Blueprint)

Learning activities to accomplish this objective

- use process writing to create original written pieces*
- create research reports
- participate in writing workshop*
- apply knowledge learned from writer's workshop to prompts*
- use webs, charts and story map (see Appendix I)*

GRADE 3

Grade Level Statement

The grade three students will:

- engage in a process of generating ideas, drafting, revising, editing and publishing or presenting a product (See appendix-writing p. 58 CT Blueprint)

Learning activities to accomplish this objective

- learn all steps of process writing*
- use process writing for narrative, expository, descriptive, persuasive, and poetic pieces*
- use writing process to complete a prompt*
- use software programs to produce a product

GRADE 4

Grade Level Statement

The grade four students will:

- participate in a process of generating ideas, drafting, revising, editing and publishing or presenting a product

Learning activities to accomplish this objective

- use process writing to produce research reports, interviews, summaries and letters*
- use process writing to complete a prompt*
- use technology to produce a product (see technology appendix)

Content Standard 2: Producing Texts (Cont'd)
Performance Standard 4 (Cont'd)

GRADE 5

Grade Level Statement

The grade five students will:

- participate in all aspects of process writing

Learning activities to accomplish this objective

- plan, research, create a rough draft, revise and edit, produce final copy, publish and present sequel
- draft, revise, edit and present nonfiction personal narrative
- research, draft, revise, edit and present a report on an animal or person/event, both orally and visually
- engage in the revision process by writing several essays with at least two required drafts
- practice editing skills through the use of Daily Oral Language or similar activities
- generate an idea for, draft, revise, edit and publish a traditional tale
- use prewriting strategies (i.e., story maps, webs, brainstorm ideas, outline)
- uses computer programs for graphic organizers such as Inspiration or Microsoft Word with teacher modeling

GRADE 6

Grade Level Statement

The grade six students will:

- plan, write, revise, rewrite and edit writings
- publish or present a variety of products

Learning activities to accomplish this objective

- write a reflective paragraph on the means of generating ideas and composing and revising
- publish a poetry portfolio
- use graphic organizers such as Venn diagram and T-chart for compare/contrast

- draft, revise, edit and present to classmates individual questions and answers to some aspect of essential questions
- generate an idea, draft, revise, edit and publish a myth explaining a natural phenomenon

Content Standard 2: Producing Texts (Cont'd)
Performance Standard 4 (Cont'd)

GRADE 7

Grade Level Statement

The grade seven students will:

- use the writing process: write a draft, revise, edit, conference, rewrite and publish
- publish or present a variety of products

Learning activities to accomplish this objective

- work in small groups, to compose
- publish original poems
- read the published piece aloud to a group
- conference with a teacher or a peer
- videotape presentations
- use the Renaissance project information to produce an editorial (Social Studies link)
- draft, revise, edit and produce persuasive essay/essays for topic books
- publish final drafts on the Net
- write a fairytale using the writing process; illustrate them in whitebooks
- use weekly writing to improve skills (goals are specific to student)
- create a memoir and share with the class
- create a poetry portfolio throughout the year

GRADE 8

Grade Level Statement

The grade eight students will:

- use and examine the effectiveness of multiple ways of generating ideas
- compose, revise and edit writings
- publish or present a variety of products

Learning activities to accomplish this objective

- write a reflection about generating ideas and composing

- use the writing process: brainstorming, plan, writing, conference, revise, edit and publish.
- submit published pieces to various contests
- word process

Content Standard 2: Producing Texts (Cont'd)
Performance Standard 4 (Cont'd)

GRADE 9

Grade Level Statement

The grade nine students will:

- use knowledge to generate ideas for a desired outcome represented in a variety of products
- identify the most effective process for individual students when creating and presenting a written, oral, or visual project

Learning activities to accomplish these objectives

- engage in the writing process to plan, draft, revise, publish and present various products
- identify the most appropriate form of prewriting for the assigned task by using such methods as Outlining, Clustering, Webbing, or Brainstorming
- engage in peer editing to grade tasks based upon the rubric

GRADE 10

Grade Level Statement

The grade ten students will:

- use prior knowledge of identification regarding the most effective process for individual students when creating and presenting a written, oral, or visual project
- comprehend how to implement the individual's task using the most effective process for developing various projects to the best of their ability
- comprehend the writing process: generating ideas, drafting, revising, editing, publishing, and presenting

Learning activities to accomplish this objective

- identify the most appropriate form of prewriting for the assigned task by using such methods as Outlining, Clustering, Webbing, or Brainstorming
- plan, draft, revise, and present finished tasks after studying models using such methods as Think-Pair Share

- design a rubric before each formal writing assignment to create understanding of the objective for the writing assignment using such methods as Teacher Facilitated Learning, or Reciprocal Teaching
- engage in peer editing to grade tasks based upon the rubric

Content Standard 2: Producing Texts (Cont'd)
Performance Standard 4 (Cont'd)

GRADE 11

Grade Level Statement

The grade eleven students will:

- comprehend the writing process: generating ideas, drafting, revising, editing, publishing and presenting
- apply the most effective form of generating ideas for formal essays
- analyze the effect of the draft through revising and editing

Learning activities to accomplish these objectives

- identify the most appropriate form of prewriting for the assigned task by using such methods as Outlining, Clustering, Webbing, or Brainstorming
- design a Rubric before each formal writing assignment to create understanding of the objectives for the writing assignment
- assign a formal writing assignment and ask the students to create the rubric to gauge their understanding of the requirements of the task
- ask students to engage in peer editing and to "grade" the essay based upon the rubric
- after grading a class set of essays, use one essay as a model by creating an overhead of the essay and discussing as a class the merits of this essay

GRADE 12

Grade Level Statement

The grade twelve students will:

- comprehend the writing process: generating ideas, drafting, revising, editing, publishing, and presenting
- apply the most effective process for formal essays
- analyze the process
- evaluate the progress by peer sharing

Learning activities to accomplish these objectives

- identify the most appropriate form of pre-writing such as Quilting, Webbing, Clustering, or Brainstorming

- design a rubric before writing to understand objectives of writing
- allow students to peer edit with a rubric
- write essays using specific tasks such as college application essays

Content Standard 2: Producing Texts (Cont'd)

Performance Standard #5: Engage in writing, speaking and developing visual texts through frequent reflection, reevaluation and revision.

KINDERGARTEN

Grade Level Statement

The kindergarten students will:

- collect and examine, individually or with classmates, an array of their own drawings, journal writings, and/or entries in class book.
- discuss the features they like about products completed in class.
- identify areas for improvement

Learning activities to accomplish this objective

- participate in drawings, journal writing, and entries in class books
- share their own pieces of writing with classmates, who will tell the writer what was good about the piece
- have teacher modeling what they like about drawing and writings, as well as offer comments for improvement
- keep collection of class books written and illustrated by students

GRADE 1

Grade Level Statement

The grade one students will:

- collect and examine an array of their own drawings, stories or multimedia products and discuss features they like or dislike
- identify areas for improvement*

Learning activities to accomplish this objective

- select, evaluate and share a product from a study

GRADE 2

Grade Level Statement

The grade two students will:

- develop techniques to reflect about text, re-evaluate text and revise text

Content Standard 2: Producing Texts (Cont'd)

Performance Standard 5 (Cont'd)

Grade 2 (Cont'd)

Learning activities to accomplish this objective

- participate in student discussion and interaction
- create student generated questions
- participate in whole group discussion
- conference with teacher
- observe and apply teacher or student modeled reflection, re-evaluation and revision*

GRADE 3

Grade Level Statement

The grade three students will:

- continue practice in writing, speaking, and developing visual texts through frequent reflection, re-evaluation, and revision

Learning activities to accomplish this objective

- observe teacher modeled reflection, re-evaluation and revision*
- observe and carry out reflection, reevaluation, and revision of written and visual texts*
- participate in conference with teacher, whole group, small group, and a peer
- edit and revise their product*
- use software programs to produce a product
- orally present product to classmate

GRADE 4

Grade Level Statement

The grade four students will:

- edit and revise written pieces following consultation with others.

Learning activities to accomplish this objective

- engage in whole group, small group, peer and teacher conferencing related to written work

- incorporate ideas garnered from conferences into text
- maintain a portfolio of completed pieces and works in progress

Content Standard 2: Producing Texts (Cont'd)
Performance Standard 5 (Cont'd)

GRADE 5

Grade Level Statement

The grade five students will:

- produce a collection of writing products from various media
- analyze products for effectiveness
- develop an improvement plan

Learning activities to accomplish this object

- create a book project incorporating a visual element and present it to the class
- maintain a writing folder
- engage in various forms of conferencing
- learn new reflection and revision techniques by teacher modeling
- become more independent in reflection, reevaluation and revision through practice and teacher modeling
- present projects orally to a class
- evaluate each others products
- use technology to develop and present projects

GRADE 6

Grade Level Statement

The grade six students will:

- collect and examine an array of their products from various media for the purpose of analyzing effectiveness
- plan for ways of improving current and future work

Learning activities to accomplish this objective

- create posters, maps, and illustrated texts
- create I.R.P. summary booklets for display and oral analysis
- choose a narrative written in the first person, change the point of view to the third person, and evaluate the strengths and weaknesses of each
- use a Powerpoint or Hyperstudio presentation
- develop Reader's Theater for a short story or novel presentation

GRADE 7

Grade Level Statement

The grade seven students will:

- collect and examine an array of their products from various media for the purpose of analyzing effectiveness

Content Standard 2: Producing Texts (Cont'd)

Performance Standard 5 (Cont'd)

Grade 7 (Cont'd)

Learning activities to accomplish this objective

- read books on an assigned theme
- write a fairytale book after analyzing the characteristics of a fairytale
- videotape a performance by the students
- present books for display and oral analysis with student/teacher and group
- write a self evaluative response about a project in a journal after receiving feedback from classmates and teacher
- share PowerPoint presentations with the class
- share book projects each term with the class

GRADE 8

Grade Level Statement

The grade eight students will:

- collect and examine an array of products from various media for the purpose of analyzing effectiveness
- plan for ways of improving current and future work

Learning activities to accomplish this objective

- maintain classroom “permanent folders” of students’ works
- evaluate the strengths and weaknesses of pieces in classroom folders and make revisions
- evaluate pieces for future resumes (class to career)
- read biography of U.S. president/first lady and give oral presentations
- video tape oral presentations for student to review performance

GRADE 9

Grade Level Statement

The grade nine students will:

- use knowledge to examine a variety of products for the purpose of constructing effectiveness and planning for ways to improve current and future work
- discuss the meaning of student reflection, and student/teacher dialogue when applied to the student’s creative process

- develop a multimedia portfolio of past, present, and on going work to follow through grades 9-12

Content Standard 2: Producing Texts (Cont'd)
Performance Standard 5 (Cont'd)

Grade 9 (Cont'd)

Learning activities to accomplish this objective

- engage in writing, speaking, and developing visual text in which they demonstrate reflection, reevaluation, and revision
- create visual text for later reflection, teacher/student dialogue, and revision using such methods as Oral Presentation
- gather necessary data and technology to create a multimedia portfolio of past and present work

GRADE 10

Grade Level Statement

The grade ten students will:

- implement previously learned knowledge of what student reflection, and student/teacher dialogue means when applied to the student's creative process
- comprehend how to maintain the creative process with student reflection, and student/teacher dialogue in order to fully develop their individual creative being
- comprehend that their writing is written for a variety of purposes

Learning activities to accomplish this objective

- engage in writing, speaking, and developing visual text in which students show reflection, student/teacher dialogue, and revision using such methods as Reader Response Journals
- create visual texts such as posters, artwork, and projects for later reflection, student/teacher dialogue, and revision
- reflect upon the growth of their creative process using such methods as reflection, student/teacher dialogue, and revision using a variety of methods such as Critical Stance, Reader Response Journals, Essential Questioning, Think-Pair Share, Reflective Journals, and/or Reciprocal Teaching

GRADE 11

Grade Level Statement

The grade eleven students will:

- comprehend that their writing is written for a variety of purposes
- apply their reflections of their writing for ways of improving current and future work

- analyze a body of work to consider strengths and weaknesses

Content Standard 2: Producing Texts (Cont'd)
Performance Standard 5 (Cont'd)

Grade 11 (Cont'd)

Learning activities to accomplish this objective

- present a visual collage of a character or a chapter and write a paragraph describing the purpose of the pictures
- write a Reader's Log to record questions while they read
- write notes as an aid for their oral presentations
- summarize an essay for the class as part of an oral presentation
- write formal literary analysis essays by using such methods as Essential Questioning
- after writing a body of work at the end of the semester and the year, reflect on the strengths and weaknesses of their writing by using such methods as a Questionnaire or a Chart Analysis. After charting strengths and weaknesses, ask the class to discuss strengths and weaknesses of the group

GRADE 12

Grade Level Statement

The grade twelve students will:

- comprehend that writing is done for a variety of purposes
- apply their reflections to their work to improve future writing
- analyze a body of work for strengths and weaknesses

Learning activities to accomplish this objective

- create a poster or collage to represent a scene for a book or video
- maintain a Reflective Journal to record reactions while reading
- complete a Reader's Log while reading a portion of a novel i.e. Madame Bovary
- consult with an instructor to revise a piece of work such as their Senior Essay

CONTENT STANDARD 3: APPLYING ENGLISH LANGUAGE CONVENTIONS

Performance Standard #1: Proofread and edit for grammar, spelling, punctuation and capitalization.

KINDERGARTEN

Grade Level Statement

The kindergarten students will:

- proofread and edit for grammar, spelling, punctuation, and capitalization as a class
- develop appropriate spelling and writing (see appendix p. 49 spelling writing CT Blueprint)

Learning activities to accomplish this objective

- use periods at the end of sentences*
- use of capital “I”, capital first letter of name, and capital letter in the first word of a sentence*
- write journal entries
- experience teacher-led modeling of writing
- discussion and point out capital letters and punctuation when reading various pieces of literature*
- read and write spelling core list* (see appendix)
- experience and practice appropriate oral communication

GRADE 1

Grade Level Statement

The grade one students will:

- proofread and edit grammar, spelling, punctuation and capitalization through guided practice (see appendix p. 51 spelling, p. 52 writing CT Blueprint for Reading Achievement)

Learning activities to accomplish this objective

- participate in interactive writing
- use technology to support skills (see technology appendix)
- review personal writing
- use appropriate ending punctuation

- appropriately use capital letters
- experience and practice appropriate oral communication
- experience teacher led modeling of writing
- utilize Sitton Spelling activities
- produce final drafts of selected texts

Content Standard 3: Applying English Language Conventions (Cont'd)
Performance Standard 1 (Cont'd)

GRADE 2

Grade Level Statement

The grade two students will:

- proof read and edit for grammar, spelling, punctuation, and capitalization (see appendix p. 55 writing/spelling CT Blueprint)

Learning activities to accomplish this objective

- participate in Daily Oral Language or Daily Language Review activities writer's workshop, English text activities*
- utilize spelling in their writing activities*
- participate in classroom discussion
- participate in unit spelling assessments
- identify and utilize plurals, possessives, contractions, proper nouns, ending punctuation and commas*
- learn Rebecca Sitton priority and core spelling lists*
- conference with peers/teachers
- use technology to support skills

GRADE 3

Grade Level Statement

The grade three students will:

- proofread and edit for grammar, spelling, punctuation, and capitalization (see appendix p. 58 writing, p. 57-58 spelling CT Blueprint)

Learning activities to accomplish this objective

- complete Daily Oral Language/Drop in the Bucket activities*
- complete student reading practice book exercises
- use revising/editing checklists*
- utilize graphic organizers (see Appendix I)*
- conference with peers and teachers for editing and revision
- self edit pieces*
- use grammar/spelling resources*
- use technology as a resource

GRADE 4

Grade Level Statement

The grade four students will:

- employ standard proofreading and editing skills for the purpose of improving their work

Content Standard 3: Applying English Language Conventions (Cont'd)

Performance Standard 1 (Cont'd)

Grade 4 (Cont'd)

Learning activities to accomplish this objective

- complete Daily Oral Language activities*
- proofread and edit products*
- proofread and edit prompts*
- participate in English/Spelling program
- use grammar/spelling programs as resources*
- use technology as a resource

GRADE 5

Grade Level Statement

The grade five students will:

- apply standard proofreading and editing skills for the purpose of improving their work

Learning activities to accomplish this objective

- self-edit their writing
- peer edit their writing
- participate in Daily Oral Language or similar activities
- use Writer's Express as a resource
- use no excuse list and personal spelling words as resources
- apply the conventions of spelling
- apply the conventions of grammar
- apply the conventions of punctuation
- uses the computer for the spell and grammar check

GRADE 6

Grade Level Statement

The grade six students will:

- demonstrate proficient use of capitalization, punctuation, usage and spelling skills appropriate for their grade level and individual goals
- develop proficiency in the use of resources for proofreading and editing

Learning activities to accomplish this objective

- peer and self edit writing

- participate in Daily Oral Language or similar warm-ups
- use grammar text/resource for proofreading and editing
- use the Writers' Workshop method
- use writing rubrics as a standard
- use spelling and grammar check on the computer

Content Standard 3: Applying English Language Conventions (Cont'd)
Performance Standard 1 (Cont'd)

Grade 6 (Cont'd)

Learning activities to accomplish this objective (Cont'd)

- use conventions of spelling in written compositions
- use conventions of punctuation in written compositions
- use conventions of capitalization in written compositions

GRADE 7

Grade Level Statement

The grade seven students will:

- demonstrate proficient use of the conventions of capitalization, punctuation, grammar and spelling
- develop proficiency in the use of resources for proofreading and editing
- evaluate own and others' writings

Learning activities to accomplish this objective

- maintain a list grammar, spelling and punctuation errors (OOPS!)
- review the error list when completing a published piece and correct those repeated errors
- peer and teacher conference for proofreading and editing
- use spell and grammar check on computer
- self-edit written pieces
- learn the eight parts of speech for awareness and understanding of proper word usage

GRADE 8

Grade Level Statement

The grade eight students will:

- apply the proficient use of the conventions of capitalization, punctuation, grammar and spelling
- develop proficiency in the use of resources for proofreading and editing
- evaluate own and others writings

Learning activities to accomplish this objective

- use a rubric based on the CMT requirements*

- participate in grammar usage mechanics written exercises such as in G.U.M. (Grammar, Usage, Mechanics)
- edit writings with peer, teacher and self

Content Standard 3: Applying English Language Conventions (Cont'd)
Performance Standard 1 (Cont'd)

GRADE 9

Grade Level Statement

The grade nine students will:

- use prior knowledge to demonstrate proficient use of grammar and syntax appropriate for their grade level in order to develop a proficiency in the use of resources for proofreading and editing
- learn how to express usage of capitalization, punctuation, and spelling skills

Learning activities to accomplish this objective

- proofread and edit in pairs or groups short stories using such methods as IDCC
- work in pairs or groups to proofread their writing for grammar, usage, punctuation, spelling, and capitalization using such methods as Editing for proficiency
- identify grammar and usage error in their sentences and essays that are put on an overhead using such methods as Proofreading

GRADE 10

Grade Level Statement

The grade ten students will:

- use prior knowledge of how to express usage of capitalization, punctuation, and spelling skills
- comprehend the command of capitalization, punctuation, usage, and spelling skills.
- comprehend how to utilize effective strategies and appropriate resources for proofreading and editing in a variety of mediums

Learning activities to accomplish this objective

- identify grammar and usage errors in their sentences and essays that are put on an overhead using such methods as Proof Reading
- work in pairs or groups to proofread their writing for grammar, usage, punctuation, spelling, and capitalization
- proofread and edit in pairs or groups short stories using such methods as CAPT criteria

GRADE 11

Grade Level Statement

The grade eleven students will:

- comprehend the use of capitalization, punctuation, usage and spelling skills
- apply effective strategies and appropriate resources for proofreading and editing
- analyze the effectiveness of the conventions in their writing

Content Standard 3: Applying English Language Conventions (Cont'd)
Performance Standard 1 (Cont'd)

Grade 11 (Cont'd)

Learning activities to accomplish this objective

- work in teams to proofread formal essays for grammar, usage, punctuation, spelling, and capitalization
- utilize technology by processing essays using Microsoft Word
- identify grammar and usage errors in their sentences and essays that are put on an overhead

GRADE 12

Grade Level Statement

The grade twelve students will:

- comprehend and demonstrate command of capitalization, punctuation, usage, and spelling skills
- utilize effective strategies and appropriate resources for proofreading and editing

Learning activities to accomplish this objective

- work in teams to proofread writing for grammar, usage, punctuation, spelling, and capitalization
- use technology to revise writing
- identify their spelling, grammar, and usage mistakes
- evaluate peer's mistakes on grammar, spelling, and usage

Content Standard 3: Applying English Language Conventions (Cont'd)

Performance Standard #2: Speak and write using conventional patterns of syntax and diction.

KINDERGARTEN

Grade Level Statement

The kindergarten students will:

- attempt to speak and write conventional patterns of syntax and diction

Learning activities to accomplish this objective

- experience and practice appropriate oral communication
- speak in complete sentences
- use teacher-modeled correct sentence structure
- in journal use strategy, “Does it sound like talking.”
- participate in show and tell
- recite nursery rhymes
- participate in interactive writing activities

GRADE 1

Grade Level Statement

The grade one students will:

- speak and write using conventional patterns of syntax and diction

Learning activities to accomplish this objective

- speak in complete sentences
- recognize acceptable syntax while speaking and writing (“Does it sound like talking?”)*
- experience and practice appropriate oral communication
- participate in interactive writing activities
- experience teacher modeling of speaking and writing
- write in complete sentences
- participate in Reader’s Theater

GRADE 2

Grade Level Statement

The grade two students will:

- speak and write using conventional patterns of syntax and diction

Content Standard 3: Applying English Language Conventions (Cont'd)
Performance Standard 2 (Cont'd)

Grade 2 (Cont'd)

Learning activities to accomplish this objective

- write and speak in complete, correct sentences*
- perform independent revision at end of grade*
- participate in Daily Oral language activities or Daily Language Review activities*
- revise writing in writer's workshop*
- orally share written work
- model correct sentence structure*

GRADE 3

Grade Level Statement

The grade three students will:

- speak and write using conventional patterns of syntax and diction

Learning activities to accomplish this objective

- write and speak in correct, complete sentences
- apply sentence writing skills to all daily writing activities
- use oral speaking skills to all oral presentations

GRADE 4

Grade Level Statement

The grade four students will:

- display a working knowledge of standard English

Learning activities to accomplish this objective

- present original reports
- listen to read alouds for exposure to various patterns of syntax and diction*
- participate in choral presentations
- take part in daily oral language program*

GRADE 5

Grade Level Statement

The grade five students will:

- recognize the differences between standard and non-standard English
- apply conventional English language patterns in speaking and writing

Content Standard 3: Applying English Language Conventions (Cont'd)
Performance Standard 2 (Cont'd)

Grade 5 (Cont'd)

Learning activities to accomplish this objective

- organizes ideas for oral presentations on a variety of topics
- participate in role playing or reader's theater
- listen to well written literary pieces
- examine different types of syntax
- use the thesaurus as a resource
- examine language of Colonial era and compare/contrast with the present
- convey clear main points when speaking
- uses verbal communication skills (i.e., projection, tone, volume, rate, articulation, pace and phrasing)

GRADE 6

Grade Level Statement

The grade six students will:

- recognize the difference between the spoken and written syntax of standard and non-standard writers and speakers of English
- choose the most appropriate words for the particular purpose
- use conventional English language patterns in speaking and in writing

Learning activities to accomplish this objective

- make oral presentations on a variety of topics
- participate in classroom drama productions
- debate the merits of current issues such as the two major political candidates for president or two conflicting environmental issues
- create a short story that uses both standard English and dialect, then have a peer examine the word choices for clarity and effect

GRADE 7

Grade Level Statement

The grade seven students will:

- recognize the difference between the spoken and written syntax of standard and non-standard writers and speakers of English
- choose the most appropriate words for the particular purpose

Content Standard 3: Applying English Language Conventions (Cont'd)
Performance Standard 2 (Cont'd)

Grade 7 (Cont'd)

Learning activities to accomplish this objective

- identify dialect and understand the author's purpose for using it
- read a selection of novels with dialect
- peer and teacher conference in order to edit for proper syntax in the student's writing
- learn the eight parts of speech and use them correctly in writing
- practice mechanics with worksheets and in weekly writing pieces

GRADE 8

Grade Level Statement

The grade eight students will:

- recognize the difference between the spoken and written syntax of standard and non-standard writers and speakers of English
- choose the most appropriate words for the particular purpose

Learning activities to accomplish this objective

- identify and analyze the use of dialect
- use both standard English and dialect to create characters for a short story
- evaluate word choice for clarity and effect
- read a selection of literary works using dialect
- compare features of two ethnic or regional dialects by considering variables such as word choice, syntax and pronunciation
- participate in literature circles
- participate in D.O.L.s or similar exercises
- peer and teacher conference in order to edit for proper syntax in writings

GRADE 9

Grade Level Statement

The grade nine students will:

- implement prior knowledge to recognize the difference between the spoken and written syntax of standard and non-standard writers and speakers in order to choose the most appropriate words for a particular purpose
- use their knowledge to define standard spoken and standard written syntax to implement in various products they create

Content Standard 3: Applying English Language Conventions (Cont'd)
Performance Standard 2 (Cont'd)

Grade 9 (Cont'd)

Learning activities to accomplish this objective

- discuss language used in non-print and print media in order to model techniques judged to be effective in their own products of non-print and print media using such methods as Authentic Questioning
- discuss sentence structure and word choice in appropriate text
- determine the formal diction used in short stories and practice using formal language in their essays using such methods as CAPT

GRADE 10

Grade Level Statement

The grade ten students will:

- use prior knowledge to define spoken and written syntax
- comprehend how to apply spoken and written syntax into works based upon the diction of skilled writers and speakers
- comprehend the standards of spoken and written syntax

Learning activities to accomplish this objective

- discuss the sentence structure and word choice in appropriate text
- critique the formal diction used in short stories, and practice using formal language in their essays using such methods as CAPT
- critique the language used in non-print and print media such as speeches, essays, fiction, and poetry
- model the effective techniques they discover in their own words
- discuss the effectiveness of a single word in an appropriate text by elaborating why the author chose that word over another

GRADE 11

Grade Level Statement

The grade eleven students will:

- comprehend the standards of spoken and written syntax
- apply the standards of spoken and written syntax to their own writing
- analyze the diction of skilled writers and orators

Content Standard 3: Applying English Language Conventions (Cont'd)
Performance Standard 2 (Cont'd)

Grade 11 (Cont'd)

Learning activities to accomplish this objective

- discuss the sentence structure and word choice in an appropriate text
- ask students to discuss the effectiveness of a single word in an appropriate text by elaborating why the author chose that word over another
- write essays paying particular attention to sentence structure and diction by using such methods as a Rubric
- read poetry and discuss the poet's diction to decipher the meaning
- recognize the persuasive techniques of skilled orators by discussing the sentence structure and the often times loaded diction of the orator

GRADE 12

Grade Level Statement

The grade twelve students will:

- comprehend the spoken and written syntax
- apply the standards in their own writing
- analyze the diction of skilled writers and orators
- apply the standards in their own writing

Learning activities to accomplish this objective

- discuss sentence structure and word choice in appropriate text
- recognize persuasion techniques used by skilled orators noting techniques used to manipulate audience
- view a tape of television personalities commenting on the effectiveness of syntax and diction patterns

Content Standard 3: Applying English Language Conventions (Cont'd)

Performance Standard #3: Use variations of language appropriate to purpose, audience and task.

KINDERGARTEN

Grade Level Statement

The kindergarten students will:

- emulate character voice in literature through teacher modeling
- be introduced to inflection for punctuation, voice volume, and language etiquette

Learning activities to accomplish this objective

- be exposed to a variety of literature
- read weekly letter books
- use please and thank-you appropriately
- experience teacher modeled read alouds that emulate character's voice
- listen/view stories on tape, CD, or video
- experience teacher modeled inflection for punctuation

GRADE 1

Grade Level Statement

The grade one students will:

- emulate character voices in literature
- recognize the language used by various speakers and writers
- use inflection for punctuation, voice volume, and language etiquette

Learning activities to accomplish this objective

- experience teacher modeled read alouds and daily speaking
- read out loud in shared, choral, partner and independent formats
- listen/view stories on tape/CD/video
- participate in Reader's Theater

GRADE 2

Grade Level Statement

The grade two students will:

- emulate the language used by various speakers and writers
- compare the language used by various speakers and writers
- use inflection for punctuation, voice volume, and language etiquette

Content Standard 3: Applying English Language Conventions (Cont'd)
Performance Standard 3 (Cont'd)

Grade 2 (Cont'd)

Learning activities to accomplish this objective

- discriminate characters through voice change*
- have discussions as to what the author's purpose is for writing a particular book*
- distinguish fiction from nonfiction*
- read and follow directions
- read with expression
- be held accountable for proper oral and written language
- participate in Reader's Theatre

GRADE 3

Grade Level Statement

The grade three students will:

- use variations of language appropriate to purpose, audience and task

Learning activities to accomplish this objective

- recognize and cite some variations of language using read alouds and anthology selections
- use appropriate speaking language
- discuss author's purpose, audience and task*

GRADE 4

Grade Level Statement

The grade four students will:

- use variations of style according to purpose and audience

Learning activities to accomplish this objective

- be exposed to a variety of oral styles
- study different genres noting different types of language usage
- practice appropriate language etiquette (both oral and written)*
- discuss author's purpose, audience and task*

GRADE 5

Grade Level Statement

The grade five students will:

- modify speaking and writing styles according to task, audience and purpose

Content Standard 3: Applying English Language Conventions (Cont'd)
Performance Standard 3 (Cont'd)

Grade 5 (Cont'd)

Learning activities to accomplish this objective

- study different genres noting different types of language usage
- determine the language style to be used in written work according to TAP (Task, Audience and Purpose)
- write in the style of the main character of a book
- use the RAFT strategy
- role play using language as in real life situations

GRADE 6

Grade Level Statement

The grade six students will:

- determine the variations of language used by speakers and writers in various contexts
- incorporate suitable language in their own writing and speaking

Learning activities to accomplish this objective

- determine the language to be used in written work according to TAP (Task, Audience and Purpose). For example, persuasive letters for government will have formal language
- use language spoken in real life situations
- use appropriate vocabulary in oral presentations
- use RAFT strategy
- use appropriate verbal and nonverbal techniques for the correct audience, purpose and task

GRADE 7

Grade Level Statement

The grade seven students will:

- determine the variations of language used by speakers and writers in various contexts
- incorporate suitable language in writing and speaking

Learning activities to accomplish this objective

- analyze the reasons for different words used in the various newspaper sections
- write a persuasive prompt*
- identify the difference between slang and formal writing; use both in a letter to a friend (slang) and a letter to the principal (formal)

GRADE 8

Grade Level Statement

The grade eight students will:

- determine the variations of language used by speakers and writers in various contexts
- incorporate suitable language in their own writing and speaking

Learning activities to accomplish this objective

- read and compare the obituary of Leo Connellan (Poet Laureate, State of Connecticut) as published in The Hartford Courant and The New Haven Register. Students compare the difference in language between the two newspapers and the two journalistic styles.
- prepare two different persuasive essays regarding cafeteria menu choices. One is directed to the cafeteria staff and one to peers. Both are written to implement change in choice. Evaluate each version for suitability for the audience being addressed.
- use appropriate verbal and nonverbal techniques for the proper audience, purpose and task
- makes oral presentation to class

GRADE 9

Grade Level Statement

The grade nine students will:

- use prior knowledge of incorporating suitable language in their own writing and speaking
- learn varying forms of the English Language

Learning activities to accomplish this objective

- write a story ending that is consistent with a story studied using effective language to entertain using such methods as Charting the Author's Style
- read examples of works from different cultures to determine the reasons for variations in dialogue
- write a formal essay comparing and contrasting the various forms of the English language according to CAPT requirements

GRADE 10

Grade Level Statement

The grade ten students will:

- use prior knowledge of what the varying forms of the English Language are
- comprehend various forms of the English Language, and how they are used differently in linguistic communities
- comprehend the variations of language used by speakers and writers in various contexts

Learning activities to accomplish this objective

The grade ten students will:

- read examples of works from other cultures to determine the reasons for variations in different dialogues
- read a variety of works created by artists with different cultural backgrounds and determine the reasons for variations in language and culture using such methods as Cause and Effect
- write essays using formal language
- rewrite various dialects to modern English in order to understand the changes in linguistic communities

GRADE 11

Grade Level Statement

The grade eleven students will:

- comprehend the variations of language used by speakers and writers in various contexts
- apply the appropriate language suitable for a written or oral task
- analyze the effect of the appropriate language in a written or oral task

Learning activities to accomplish this objective

- read a variety of speeches to discuss how the author uses a variety of language to persuade the audience
- write essays using formal language
- write creative responses to literature such as a letter or a journal modeling the language of the author or the language of the character
- rewrite a scene or a chapter from the point of view of another character or from their point of view using the most appropriate language for the task

GRADE 12

Grade Level Statement

The grade twelve students will:

- comprehend the language used for written and oral tasks judging its suitability for audience being addressed
- apply the appropriate language for a written or oral task
- analyze the effect of the appropriate language in a written or oral task

Learning activities to accomplish this objective

- write essays using formal language
- read a number of speeches to assess how the author persuades his audience

Performance Standard #4: Develop fluency and competency in the English language arts by using and building upon the strengths of the learner's language and culture.

KINDERGARTEN

Grade Level Statement

The kindergarten students will:

- listen to stories from a variety of cultures, including their own
- listen to similarities and differences in the way their language is used

Learning activities to accomplish this objective

- listen to appropriate language to develop competency in English language
- develop syntax through teacher modeling
- listen to stories from a variety of cultures

GRADE 1

Grade Level Statement

The grade one students will:

- read and listen to stories from a variety of cultures, including their own
- identify the similarities and differences in the way language is used through (teacher modeling)

Learning activities to accomplish this objective

- read and discuss multicultural pieces of literature
- discuss unfamiliar vocabulary across cultures
- complete graphic organizers with guided practice
- compare and contrast how language is used in various genres
- experience teacher led think alouds that focus on the ways in which language is used

GRADE 2

Grade Level Statement

The grade two students will

- read and listen to stories from a variety of cultures including their own
- tell stories from their own culture
- identify the similarities and differences in the way language is used through teacher modeling and guided practice

Content Standard 3: Applying English Language Conventions (Cont'd)
Performance Standard 4 (Cont'd)

Grade 2 (Cont'd)

Learning activities to accomplish this objective

- participate in culture study
- read and interpret fables and stories from or about other countries
- be exposed to cultural difference through biographical sketches
- use Venn diagrams to compare and contrast cultural difference*
- compare themselves to book characters use Venn Diagrams*
- develop fluency and competency in English language arts by using and building on their own language and culture*

GRADE 3

Grade Level Statement

The grade three students will:

- develop fluency and competency in the English language
- be introduced to the concept that the English language use a variety of culturally diverse language patterns

Learning activities to accomplish this objective

- read, listen to and view a variety of stories to understand our language and culture
- be exposed to a variety of cultures and vocabulary through science, social studies, math and language arts*
- write family stories, legends, reports, poems, fairy tales, etc.

GRADE 4

Grade Level Statement

The grade four students will:

- develop fluency and competency in the English language
- appreciate and recognize a variety of culturally diverse language patterns within American language

Learning activities to accomplish this objective

- read/listen to and view a variety of folktales, legends and tall tales which are typical of the American culture
- read/listen to and view international folktales and legends

GRADE 5

Grade Level Statement

The grade five students will:

- develop fluency and competency in the English language arts by using and building upon the strengths of his/her language and culture

Learning activities to accomplish this objective

- read various written texts by Americans from different cultural backgrounds
- develop fluency through reading orally
- identify language that reflects different regions and cultures
- reader's theater

GRADE 6

Grade Level Statement

The grade six students will:

- evaluate the literature read and the writing created to articulate variations between the patterns used own language and culture to those used in the works read and written

Learning activities to accomplish this objective

- read poetry from a cross-section of authors, then discuss the reasons for the variations in language
- develop reading fluency by orally reading parts in plays
- write and act out scenes such as in Reader's Theater
- self evaluate own product
- make multimedia presentations
- respond to questions and feedback about own presentations

GRADE 7

Grade Level Statement

The grade seven students will:

- examine the literature read and the writings created to articulate variations between the patterns used in own language and culture to those used in other literature

Content Standard 3: Applying English Language Conventions (Cont'd)
Performance Standard 4 (Cont'd)

Grade 7 (Cont'd)

Learning activities to accomplish this objective

- develop fluency by the reading aloud play parts
- read Seedfolks and Shakespeare's *Twelfth Night*; compare and contrast the language
- read a variety of poetry aloud from different cultures and eras
- identify the ways in which language differs across a variety of social situations
- respond to questions and feedback about own presentations
- use and analyze implicit statements of attitude and opinion
- make a presentation emphasizing the multiple intelligences

GRADE 8

Grade Level Statement

The grade eight students will:

- evaluate literature to articulate variations between the patterns used in own language and culture to those used in the written works.

Learning activities to accomplish this objective

- develop reading fluency by reading aloud plays
- read poetry from a cross-section of poets
- analyze the reasons for the wording variations used in poems
- analyze the ways in which language differs across a variety of social situations
- use and evaluate implicit statements of attitude and opinion
- self-evaluate own product
- respond to questions and feedback about own presentation

GRADE 9

Grade Level Statement

The grade nine students will:

- use prior knowledge to determine articulate variations between the patterns used in their home language and cultures and those used in works they read or write
- learn how to edit syntax used in written and oral discourse in order to address their home language and culture
- learn how to edit syntax used in written and oral discourse in order to address similar audiences used in the works they read or write to test the validity of addressing an audience

Content Standard 3: Applying English Language Conventions (Cont'd)
Performance Standard 4 (Cont'd)

Grade 9 (Cont'd)

Learning activities to accomplish this objective

- read examples of works from a variety of cultures and discuss the differences in the language using such methods as Cause and Effect
- create a variety of works for different purposes and audiences in which they choose the most effective language for the task using such methods as Determining the Audience
- read examples of works from different time periods, and discuss how the English language has changed over time

GRADE 10

Grade Level Statement

The grade ten students will:

- use prior knowledge on editing syntax used in written and oral tasks in order to test the validity for addressing audience
- comprehend how to edit for revision in order to test the suitability for the audience being addressed in oral, and written work
- comprehend the differences in their language and in the language of the text they read

Learning activities to accomplish this objective

- read examples of works from a variety of cultures and discuss the differences in the language using such methods as Venn Diagrams
- write a letter as a character to another character, varying character's diction, and justifying his or her actions
- create a variety of works for different purposes and audiences in when they choose the most effective language for the task using such methods as Formal, and Informal Writing to persuade, entertain, or inform
- read examples of works from different time periods and discuss how the English language has changed over time

GRADE 11

Grade Level Statement

The grade eleven students will:

- comprehend the differences in their language and in the language of the text they read
- apply their understanding of the forms of the English language as they vary across linguistic communities
- analyze the effectiveness of the author's native language as illustrated in the text

Content Standard 3: Applying English Language Conventions (Cont'd)
Performance Standard 4 (Cont'd)

Grade 11 (Cont'd)

Learning activities to accomplish this objective

- read examples of works from a variety of cultures and discuss the differences in the language of that culture
- read examples of works from different time periods and discuss how the English language has changed over time
- read poetry from a cross-section of authors and discuss the reasons for the variations in language and how the language effects the meaning of the poem
- write a model of a poem by following the sentence structure but using their own language to create a new poem

GRADE 12

Grade Level Statement

The grade twelve students will:

- comprehend the forms of the English language as they vary across linguistic communities
- comprehend the accepted features of standard English to create original written and oral work
- apply conventions of standard English to written and oral works
- analyze conventions of standard English in written and oral works

Learning activities to accomplish this objective

- read examples of works from a variety of cultures and discuss the difference in language
- read books written in dialect and colloquial language to enrich learning
- read literature from early historical periods i.e. Shakespeare to compare with modern English

Performance Standard #5: Understand that an accepted practice in spoken and written language may change over time.

KINDERGARTEN

Grade Level Statement

The kindergarten students will:

- understand that words and expressions with which they are familiar have evolved and changed over time

Learning activities to accomplish this objective

- correct baby talk through teacher modeling
- share nursery rhymes and fairy tales
- be introduced to vocabulary
- be introduced to technology vocabulary (i.e., computer terms) (see technology appendix)
- be exposed to outdated vocabulary

GRADE 1

Grade Level Statement

The grade one students will:

- understand that words and expressions with which they are familiar with have evolved and changed over time

Learning activities to accomplish this objective

- learn technology vocabulary (computer terms) (see technology appendix)
- be exposed to outdated vocabulary

GRADE 2

Grade Level Statement

The grade two students will:

- understand that an accepted practice in spoken and written language may change over time

Learning activities to accomplish this objective

- learn and apply dictionary skills
- differentiate multiple meanings of words
- will learn that English words have many origins
- develop technological vocabulary
- listen to read alouds

Content Standard 3: Applying English Language Conventions (Cont'd)
Performance Standard 5 (Cont'd)

GRADE 3

Grade Level Statement

The grade three students will:

- understand that an acceptable practice in spoken and written language may change over time

Learning activities to accomplish this objective

- model using read alouds
- use spelling program and dictionaries to focus on word origins
- use dictionaries, thesauruses, Drop in the Bucket, and Daily Geography to increase vocabulary knowledge*
- develop technological vocabulary (see grade 3 Technology Curriculum)

GRADE 4

Grade Level Statement

The grade four students will:

- understand that language is a living changing element

Learning activities to accomplish this objective

- listen to historic language patterns
- listen to geographic dialects
- note changes and make comparisons between past and contemporary language patterns
- note development over time of idioms and slang

GRADE 5

Grade Level Statement

The grade five students will:

- understand that spoken and written language changes over time

Learning activities to accomplish this objective

- read a diary written in the style of the 1600's, keep a vocabulary log, and relate vocabulary to modern English
- study historic documents
- understand the term “archaic,” meaning the work is no longer used in modern language
- research the etymology of words using the dictionary

Content Standard 3: Applying English Language Conventions (Cont'd)
Performance Standard 5 (Cont'd)

GRADE 6

Grade Level Statement

The grade six students will:

- explore works that identify words in spoken and written language whose conventions are not currently used in every day language
- evaluates the different ways language has changed

Learning activities to accomplish this objective

- relate terms learned in interdisciplinary units to modern language
- understand the term “archaic,” meaning the word is no longer used in modern language
- study a historical document, noting uncommon phrases or words, and discuss the way it might be phrased if it was written today
- research etymology of words using the dictionary
- read texts with different titles on a theme

GRADE 7

Grade Level Statement

- explore works that identify words and conventions not currently used in every day language
- analyze the ways language has changed over time and in different social situations

Learning activities to accomplish this objective

- list uncommon phrases or words from various texts
- discuss the way an author such as Shakespeare might have phrased the dialogue if he were writing today
- note uncommon phrases and/or words in stories
- read a variety of texts with different settings on theme
- research the etymology of words using a dictionary
- write a sonnet using iambic pentameter and rhyme scheme

GRADE 8

Grade Level Statement

The grade eight students will:

- explore works that identify words and conventions not currently used in every day language
- analyze the ways language has changed over time and in different social situations

Content Standard 3: Applying English Language Conventions (Cont'd)
Performance Standard 5 (Cont'd)

Grade 8 (Cont'd)

Learning activities to accomplish this objective

- study historical documents such as the Gettysburg Address and note uncommon phrases or words
- discuss the way Lincoln might have phrased his speech if he were writing it today
- read “The Diary of Anne Frank” (full length play) and discuss the ways in which Anne expresses her frustrations in her journal
- write a journal entry from a historical character’s point of view using words common to today’s language
- discuss conventions of the past and compare to today’s lifestyle
- draw parallels between life of a teenager during the Revolutionary War and life of a teenager in the 21st century

GRADE 9

Grade Level Statement

The grade nine students will:

- implement knowledge of how to identify conventions not currently used in everyday language
- determine how to draw conclusions in languages of various societies

Learning activities to accomplish this objective

- read works from different historical periods and discuss how language changes over time using such methods as Evolution in Language
- discuss how events in society affect the meaning of a text written during different time periods by using such methods as Teacher Guided Practice
- draw conclusions in languages of various societies using such methods as Cause and Effect

GRADE 10

Grade Level Statement

The grade ten students will:

- prior knowledge of how to correctly draw conclusions in language of various societies
- comprehend how to draw conclusions with regard to the evolution of language and its influences and reflection of societal change
- comprehend the differences in the language of a text written generations before

Content Standard 3: Applying English Language Conventions (Cont'd)
Performance Standard 5 (Cont'd)

Grade 10 (Cont'd)

Learning activities to accomplish this objective

- read and discuss literature from various time periods noting uncommon phrases or words in order to paraphrase in their own words
- read works from different historical periods and discuss how language changes over time using such methods as Dialectical Journal
- discuss how events in society affect the meaning of a text written during different time periods by using such methods as Reciprocal Teaching

GRADE 11

Grade Level Statement

The grade eleven students will:

- comprehend the differences in the language of a text written generations before
- apply an understanding of the differences in the language to aid in understanding of a text
- analyze the evolution of the language and discuss how it influences and reflects societal changes

Learning activities to accomplish this objective

- read and discuss literature from the Colonial period through the Revolutionary period noting uncommon phrases or words and ask students to paraphrase in their own words
- rewrite a passage in their own words of a text from a different time period by using such methods as Modeling
- discuss how the events in society affect the meaning of a text written during a different time period by using such methods as researching the events in history and applying that knowledge to the text

GRADE 12

Grade Level Statement

The grade twelve students will:

- comprehend the evolution of language and how it influences and reflects societal changes
- analyze differences in the evolution of language
- evaluate the evolution of language and its relations to societal changes

Learning activities to accomplish this objective

- students study traditional and modern texts in such works as Shakespeare's Macbeth
- rewrite a passage in modern English from a traditional work

Performance Standard #1: Explore and respond to classic literary text that has shaped Western thought.

KINDERGARTEN

Grade Level Statement

The kindergarten students will:

- listen to and view a variety of classic children's literature
- orally discuss the ways life today is similar to and different from the characters' lives

Learning activities to accomplish this objective

- be exposed to a variety of classic literacy text through fairy tales
- learn traditional songs and nursery rhymes
- talk about similarities and differences between character's lives and their own

GRADE 1

Grade Level Statement

The grade one students will:

- read, listen to and view children's classics
- discuss the characters lives by comparing and contrasting them to his/her own life

Learning activities to accomplish this objective

- view and/or listen to literary classics
- view, read and discuss classic poetry
- compare different versions of a story*
- discuss similarities and differences between characters in books*
- compare his/herself to a character using a graphic organizer*

GRADE 2

Grade Level Statement:

The grade two students will:

- read, listen to and view a variety of children's literature
- write a response comparing and contrasting his/her life to the lives of literary characters

Content Standard 4: Exploring and Responding to Texts (Cont'd)
Performance Standard 1 (Cont'd)

Grade 2 (Cont'd)

Learning activities to accomplish this objective

- compare and contrast fairytales and folktales
- study the fable genre, interpret morals, and make personal responses
- become proficient in the use of graphic organizers such as Venn diagram, story maps, etc.*
- write a response comparing or contrasting his/her life to the lives of literary characters*

GRADE 3

Grade Level Statement

The grade three students will:

- read, listen to and view classic literature
- respond to classic literature

Learning activities to accomplish this objective

- participate in the South American study
- read and respond to folktales and fairytales
- compare/contrast different versions of a story*
- respond to literature orally and in writing, individually and as a group*

GRADE 4

Grade Level Statement

The grade four students will:

- read/listen to or view classic literature
- respond to classic literature

Learning activities to accomplish this objective

- read/listen or view myths and folktales
- respond verbally and in writing to literature read*

GRADE 5

Grade Level Statement

The grade five students will:

- read a variety of classic literature
- respond to classic literature

Content Standard 4: Exploring and Responding to Texts (Cont'd)
Performance Standard 1 (Cont'd)

Grade 5 (Cont'd)

Learning activities to accomplish this objective

- read traditional tales, folk tales, tall tales, and fables and classic novels
- respond in journals to classic literature
- identify the cultural elements in literature
- identify how Western thought was influenced by literature
- acquire background knowledge from information technology
- use Venn diagrams or T-charts to compare and contrast cultures and societies
- identify themes that recur across literary works and Western culture
- use classic literature in literature circles

GRADE 6

Grade Level Statement

The grade six students will:

- read an array of literature classics
- respond in a variety of ways to themes, issues, and ideas in the texts that are still influential in our contemporary thinking

Learning activities to accomplish this objective

- write a respond in a journal comparing a Greek mythology to contemporary texts (CAPT Handbook, Generation II, p. 36)
- read and discuss the elements common to mythology
- write a personal myth, based on elements found in Greek mythology
- use open-ended questions and students' prior knowledge to evaluate texts (CMT Handbook, Generation III, p. 31)
- evaluate how themes are used across literary works and genre
- compare/contrast societies of the past to today
- use information technology to gather background knowledge

GRADE 7

Grade Level Statement

The grade seven students will:

- read an array of literature classics
- evaluate in a variety of ways themes, issues, and ideas in the texts that are still influential in our contemporary thinking

Content Standard 4: Exploring and Responding to Texts (Cont'd)
Performance Standard 1 (Cont'd)

Grade 7 (Cont'd)

Learning activities to accomplish this objective

- write a RRJ (CAPT Handbook)
- write a response relating poems to other texts in that examine the consequences of one’s choices (Touching Spirit Bear)
- identify themes and evaluate how themes are used across literary works and genres
- use the information technology to gather background knowledge
- read two books with similar themes and compare and contrast them

GRADE 8

Grade Level Statement

The grade eight students will:

- read an array of literature classics
- analyze in a variety of ways the themes, issues, and ideas in the texts that are influential in our contemporary thinking

Learning activities to accomplish this objective

- use daily journals to write a reflection
- compare theme of survival using a Venn diagram as a graphic organizer
- evaluate how themes are used across literary works and genre
- use information technology to gather background knowledge

GRADE 9

Grade Level Statement

The grade nine students will:

- recall prior knowledge of classic themes, issues, and ideas in literary classics that are still influential in our present world
- determine the criteria of what makes certain literature “classics” of our time in relation to why they are still be taught in schools

Learning activities to accomplish this objective

- explore and respond to major texts from Western cultures and engage in dialogue about whether and why they should be considered classics using such methods as Exploring Social Customs
- read for understanding the classics of the world by using such methods as Teacher Guided Practice
- discuss the reasons for a text to be considered a classic with influential themes, issues, and ideas using such methods as Defining “good literature,” and CAPT

Content Standard 4: Exploring and Responding to Texts (Cont’d)
Performance Standard 1 (Cont’d)

GRADE 10

Grade Level Statement

The grade ten students will:

- use prior knowledge regarding the criteria of what makes certain literature “classics” of their time
- comprehend classical literature in regards to its impact on societies and cultures throughout time
- comprehend a variety of classical world literature

Learning activities to accomplish this objective

- read for understanding the World classics by using such methods as Reader’s Response Journal, Analysis Chart, Authentic Questioning, Essential Questioning, Plot Maps, and Teacher Guided Practice
- explore and respond to major texts from Western culture and engage in dialogue about whether and why they should be considered classics using such methods as Cause and Effect
- read a variety of works with a similar theme and discuss how and why this theme is prevalent in so many works of the time period by using such methods as Analysis Chart
- discuss or write about the reasons for a text to be considered a classic by using such methods as defining “Good Literature,” and CAPT

GRADE 11

Grade Level Statement

The grade eleven students will:

- comprehend a variety of literary classics in American Literature
- apply the themes, issues, and ideas in the classics to determine the ways in which they have shaped Western culture
- analyze the reasons for the text to be considered a classic

Learning activities to accomplish this objective

- read for understanding of the American classics by using such methods as Reader's Response Journal, Analysis Chart, Authentic Questioning, Essential Questioning, Plot Maps, and Teacher Guided Practice
- discuss the themes, issues, and ideas of the classics by using such methods as Teacher Guided Practice, Reciprocal Teaching, and Collaborative Learning
- read a variety of works with a similar theme such as the "American Dream" and discuss how and why this theme is prevalent in so many works of the time period by using such methods as Essential Questioning and Researching Historical events

Content Standard 4: Exploring and Responding to Texts (Cont’d)
Performance Standard 1 (Cont’d)

Grade 11 (Cont’d)

Learning activities to accomplish this objective (Cont’d)

- write a formal research paper exploring a similar theme in a variety of works by using such methods as Note Taking, Paraphrasing, and Internal Documentation

- discuss or write about the reasons for a text to be considered a classic by using such methods as defining "good literature" and debating whether or not a text falls into that category

GRADE 12

Grade Level Statement

The grade twelve students will:

- comprehend the way the classics have influenced Western thought
- analyze the reason why certain works are considered classics
- evaluate the use of classics in the curriculum

Learning activities to accomplish this objective

- read the classics and note their literary and historical value
- debate the themes of the classics in light of modern tradition, for example the gender equity issue in A Doll's House
- research historical themes in the classics i.e. Flaubert's view of the middle class in MADAME BOVARY

Content Standard 4: Exploring and Responding to Texts (Cont'd)

Performance Standard #2: Explore and respond to contemporary literature.

KINDERGARTEN

Grade Level Statement

The kindergarten students will:

- listen to and view a variety of contemporary literature
- discuss and respond to contemporary literature

Learning activities to accomplish this objective

- be exposed to a variety of recent children's literature
- discuss and respond to literature by creating a page for class book

GRADE 1

Grade Level Statement

The grade one students will:

- read, listen to and view a variety of contemporary literature
- explore and respond to contemporary literature

Learning activities to accomplish this objective

- view and/or listen to contemporary literature
- retell a story in oral or written form*
- read self-selected books
- respond orally and in writing to contemporary literature

GRADE 2

Grade Level Statement

The grade two students will:

- read, listen to and view a variety of contemporary literature
- explore and respond to contemporary literature

Learning activities to accomplish this objective

- read and respond to a variety of genres individually and in cooperative groups through journal writing, skill oriented worksheets, creative extension activities
- identify author's purpose and character point of view orally and in written form*

Content Standard 4: Exploring and Responding to Texts (Cont'd)
Performance Standard 2 (Cont'd)

GRADE 3

Grade Level Statement

The grade three students will:

- read, listen to and view a variety of contemporary literature

- respond to contemporary literature

Learning activities to accomplish this objective

- read a wide variety of contemporary literature
- write responses to literature (student reading practice book, journal writing, drawing)
- complete a variety of graphic organizers (see Appendix I)*

GRADE 4

Grade Level Statement

The grade four students will:

- read/listen to and view a variety of contemporary literature
- respond to contemporary literature

Learning activities to accomplish this objective

- listen to, read and view a wide variety of contemporary literature
- respond verbally and in writing to literature read

GRADE 5

Grade Level Statement

The grade five students will:

- explore and respond to contemporary literature
- read multiple titles on a theme

Learning activities to accomplish this objective

- write a sequel
- write epilogue
- write journal entries
- read and respond in writing or orally to contemporary literature (CMT Handbook, Generation III, p. 26)
- listen to a reading
- view and respond to a video
- read multiple titles of texts on themes related to a variety of cultures
- work individually, in small or large groups or in pairs to create responses
- write a list of all qualities of responses identified and synthesized

Content Standard 4: Exploring and Responding to Texts (Cont'd)

Performance Standard 2 (Cont'd)

GRADE 6

Grade Level Statement

The grade six students will:

- read, view and listen to current works appropriate for their age level

- discuss and respond in a variety of ways to the issues raised

Learning activities to accomplish this objective

- read and respond to literature in a double entry journal (CAPT Handbook, Generation II, p. 36)
- read and respond to a variety of literature in literature circles and in the Independent Reading Program
- respond by writing answers to open-ended questions*
- use the ReQuest approach
- analyze the complex elements of plot development
- use reading strategies such as plot line
- read multiple titles of texts on themes related to other cultures

GRADE 7

Grade Level Statement

The grade seven students will:

- read, view and listen to current works appropriate for their age level
- discuss and respond in a variety of ways to the issues raised

Learning activities to accomplish this objective

- discuss issues raised in contemporary novels including alienation, social problems and development of adolescent self-esteem
- read and respond to novels in RR groups
- use information technology to gather background knowledge
- present projects that identify issues and ways that characters can solve them

GRADE 8

Grade Level Statement

The grade eight students will:

- read, view and listen to current works appropriate for their age level
- discuss and respond in a variety of ways to the issues raised

Content Standard 4: Exploring and Responding to Texts (Cont'd)
Performance Standard 2 (Cont'd)

Grade 8 (Cont'd)

Learning activities to accomplish this objective

- discuss issues raised in contemporary novels including alienation, social problems and development of adolescent self-esteem and independence

- view movie “Charly” and read the short story “Flowers for Algernon.” The issues of scientific experimentation on humans are discussed and students evaluate ethics of such experimentation. Which format (video or written) was most effective?
- participate in literature circles

GRADE 9

Grade Level Statement

The grade nine students will:

- recall knowledge concerning the determination of issues raised in various literary text
- define principle elements in various works of contemporary literature

Learning activities to accomplish this objective

- read, view, or listen to contemporary texts in order to create personal, critical, or free responses to theme
- examine the work’s principle elements such as: characterization, description, plot, theme, and setting using such methods as Analysis Chart
- compare and contrast various pieces of contemporary literature to develop and understanding that regardless of the literature the bases for principle elements remain the same using such methods as IDCC

GRADE 10

Grade Level Statement

The grade ten students will:

- implement prior knowledge to define principle elements in various works of literature
- comprehend how to identify principle elements in Contemporary World Literature
- comprehend how to use the elements in Contemporary World Literature in order to create response of examination into Contemporary World Literature

Learning activities to accomplish this objective

- read, listen, and view a variety of Contemporary World Literature
- create personal, critical, or free responses to a variety of Contemporary World Literature using such methods as Essay Writing or Dialectical Journals
- examine the works principal elements such as: character, description, plot, theme, and setting using such methods as Anticipation Guide
- compare and contrast a contemporary work to a classic by using such methods as a Venn Diagram, Analysis Chart, and Cause and Effect

Content Standard 4: Exploring and Responding to Texts (Cont’d)

Performance Standard 2 (Cont’d)

GRADE 11

Grade Level Statement

The grade eleven students will:

- comprehend key works of contemporary American literature
- apply responses that examine the work’s principal elements

- analyze a variety of their written responses as well as critical responses to the works

Learning activities to accomplish this objective

- read, view or listen to a variety of contemporary American literature
- explore a variety of contemporary techniques in works such as stream of consciousness
- discuss prevalent themes in contemporary works that are unique to our society by using such methods as Teacher Guided Practice
- choose a different contemporary text and after reading the work, each student will present orally their personal response as well as an evaluation of whether or not it is good literature
- compare and contrast a contemporary work to a classic by using such methods as a Venn Diagram, Analysis Chart, and Question Starters

GRADE 12

Grade Level Statement

The grade twelve students will:

- comprehend contemporary works of literature
- analyze a variety of responses to the work
- evaluate the literary merit of the work

Learning activities to accomplish this objective

- choose contemporary literature to read and complete journal assignments
- write critical reviews of contemporary works and share them in literary circles
- recommend books to each other and evaluate for future students
- students listen to books on tape to enhance auditory learning

Content Standard 4: Exploring and Responding to Texts (Cont'd)

Performance Standard #3: Evaluate the merit of literary text on the basis of individual preferences and established standards.

KINDERGARTEN

Grade Level Statement

The kindergarten students will:

- share why they liked or disliked a story after listening to it.

Learning activities to accomplish this objective

- use reasoning skills to respond through questioning and teacher modeling
- share their favorite part of a story, and support their reason
- use graphic organizers to compare and contrast multiple versions of a story (i.e.: The Three Little Pigs, The True Story of the Three Little Pigs) to express personal preference*

GRADE 1

Grade Level Statement

The grade one students will:

- explain why they liked or disliked a story
- justify his/her opinion about a story

Learning activities to accomplish this objective

- experience teacher modeled reflection and justification of a story*
- formulate a reflection and justification of a story*
- share their opinion about a story and justify with support from text

GRADE 2

Grade Level Statement

The grade two students will:

- form an opinion about literature
- justify his/her opinion

Learning activities to accomplish this objective

- identify elements of good literature based on teacher instruction (i.e., story elements, touches reader in some way, award winner such as Caldecott)*
- determine whether or not books meet the criteria of good literature
- form and express an opinion about text both orally and in written form*
- support opinions both orally and in writing using text as a reference point*

Content Standard 4: Exploring and Responding to Texts (Cont'd)

Performance Standard 3 (Cont'd)

GRADE 3

Grade Level Statement

The grade three students will:

- make and support judgments about the text

Learning activities to accomplish this objective

- learn to identify the characteristics of quality literature through teacher modeling of read alouds such as Newberry, Caldecott, American Library Association, Award books*
- participate in discussions on evaluating literary text*
- participate in book talks
- study characters and identify and compare character traits in order to express an opinion*

GRADE 4

Grade Level Statement

The grade four students will:

- use standards to evaluate the merit of literary text
- evaluate literacy texts on the basis of individual preferences
- support his/her opinions using information from the text

Learning activities to accomplish this objective

- express opinions about each of the works to which they have been exposed*
- support his/her opinions about features such as character development point of view, setting, theme, conflict and resolution*
- develop an understanding of the concept of theme in order to express an opinion*

GRADE 5

Grade Level Statement

The grade five students will:

- evaluate literary texts on the basis of individual preferences and established standards
- evaluate a variety of texts through the application and knowledge of literary element

Content Standard 4: Exploring and Responding to Texts (Cont'd)
Performance Standard 3 (Cont'd)

Grade 5 (Cont'd)

Learning activities to accomplish this objective

- identify the elements of journal/diary writing and its value as historical record
- identify literature elements
- identify the characteristics of traditional tales
- complete book reports/book review/book critique
- study correspondence as a type of writing

- evaluate literary text through literature circles
- maintain reading logs
- read multiple titles on themes *
- list preference and standards of preferred texts

GRADE 6

Grade Level Statement

The grade six students will:

- evaluate the individual appeal of the works read, listened to or viewed
- support opinions about author's effective use of literary elements (i.e., setting, point of view, irony, theme and conflict by using information from the text)
- evaluate a variety of texts through the application and knowledge of literary elements

Learning activities to accomplish this objective

- evaluate literary text through personal self-selection in literature circles and the Independent Reading Program
- read pieces of literature and identify literary elements (i.e., theme, conflict, character, author's style, plot, setting, tone, point of view, foreshadowing, prologue, epilogue, dialogue, irony, flashback, hyperbole, personification, imagery, figurative language, metaphor, simile, onomatopoeia, and mood)
- listen to poems, write the effective literary elements and support the answers
- keep a reading log

GRADE 7

Grade Level Statement

The grade seven students will:

- examine the individual appeal of the works read, listened to or viewed
- support opinions about whether or not the author effectively used literary elements

Content Standard 4: Exploring and Responding to Texts (Cont'd)
Performance Standard 3 (Cont'd)

Grade 7 (Cont'd)

Learning activities to accomplish this objective

- read a variety of short stories determine whether or not the authors effectively used literary elements such as setting, point of view, irony, theme and conflict (take a critical stance)
- evaluate texts through personal selection in RR groups; apply literary terms such as conflict, point of view and theme to selected novels
- identify literary elements used in the text

GRADE 8

Grade Level Statement

The grade eight students will:

- examine the individual appeal of the works read, listened to or viewed
- support opinions about whether or not the author effectively used literary elements
- evaluate texts through application and knowledge of literary elements

Learning activities to accomplish this objective

- read a variety of short stories and discuss setting, plot, characterization, conflict, point of view, inference and determine whether or not the author effectively used the literary elements using specific examples from the stories. Examples follow:
 - The Moustache - Robert Cormier
 - The Tell Tale Heart - Edgar Allan Poe (point of view)
 - Charles - Shirley Jackson (inference)
 - Flowers for Algernon - Daniel Keyes (foreshadowing)
 - The Treasure of Lemon Brown - Walter Dean Myers (plot)
- maintain reading logs
- evaluate texts through personal selection in literature circles
- apply understanding of literary terms to texts as journal entries

GRADE 9

Grade Level Statement

The grade nine students will:

- reinstate previously learned knowledge concerning the examination of the individual appeal of works to determine whether or not the author effectively used literary elements
- learn and understand the importance of evaluating the appeal and value of a literary work

Content Standard 4: Exploring and Responding to Texts (Cont'd)

Performance Standard 3 (Cont'd)

Grade 9 (Cont'd)

Learning activities to accomplish this objective

- list value and appeal of literary work according to personal taste using such methods as CAPT
- write about their opinions of literary values using information from the text as support implementing such methods as IDCC
- rank the works they have read, listened to, and viewed during the year, first according to their own criteria, then according to established standards using such methods as Reciprocal Teaching

- discuss why a literary work might have a different evaluation between personal preferences and established standards

GRADE 10

Grade Level Statement

The grade ten students will:

- recall prior knowledge of how to judge the appeal of literary works
- comprehend how to determine literary value of various works through judging their appeal
- comprehend the aesthetic value to a variety of literary works

Learning activities to accomplish this objective

- write about their opinions of literary values using information from the text using such methods as IDCC
- rank the works they have read, listened to, and viewed during the year; first according to their own criteria, then according established standards
- discuss why a work has individual appeal by determining how effectively the author uses such literary elements as setting, plot, point of view, and theme
- respond orally to why a literary work might have a different evaluation between personal preference and established standards by using such methods as IDCC

GRADE 11

Grade Level Statement

The grade eleven students will:

- comprehend the work's individual appeal
- apply their individual responses to a traditional standard
- analyze the literary value of a work based upon their individual responses and established standards

Content Standard 4: Exploring and Responding to Texts (Cont'd)

Performance Standard 3 (Cont'd)

Grade 11 (Cont'd)

Learning activities to accomplish this objective

- write a personal evaluation of a work based upon likes and dislikes
- discuss the acceptance of a work for a particular audience other than themselves
- respond to a questionnaire at the end of the year ranking the works we have read as a class as to their most favorite to the least favorite work
- orally respond to why a particular work is their favorite
- respond in writing or orally to why a work might have a different evaluation between personal preference and established standards by using such methods as exploring a Critical Stance

- discuss why a work has individual appeal by determining how effectively the author uses such literary elements as setting, point of view, theme, irony or conflicts

GRADE 12

Grade Level Statement

The grade twelve students will:

- understand the works of an individual's appeal
- analyze the appeal of various works and determine their literary value
- evaluate a literary work based on an individual's response and established standards

Learning activities to accomplish this objective

- read sample critical reviews of current works
- model a critical review of a book of choice with a Rubric
- compare their personal review with a published review using sources such as library journals on the internet
- respond to a questionnaire at the end of the year ranking literature and commenting on their favorite

Content Standard 4: Exploring and Responding to Texts (Cont'd)

Performance Standard #4: Examine the ways readers and writers are influenced by individual, social, cultural and historical context.

KINDERGARTEN

Grade Level Statement

The kindergarten students will:

- listen to literature which exposes students to various cultures and historical content

Learning activities to accomplish this objective

- develop cultural background knowledge
- listen to stories which expose them to other cultures and historical time periods

GRADE 1

Grade Level Statement

The grade one students will:

- listen to and read stories containing language of another time and/or culture

Learning activities to accomplish this objective

- view multicultural videos
- listen to teacher read alouds

GRADE 2

Grade level statement

The grade two students will:

- listen to and read stories containing language of another time/and or culture
- begin to examine the ways literature impacts readers and authors through teacher modeling

Learning activities to accomplish this objective

- read literature and discuss how the author's life influenced his writing (i.e., Martin Luther King, Tomie DePaola)
- study particular author(s) in depth
- reflect upon his/her life through writing responses and/or personal journal responses*

Content Standard 4: Exploring and Responding to Texts (Cont'd)

Performance Standard 4 (Cont'd)

GRADE 3

Grade Level Statement

The grade three students will:

- examine the ways readers and writers are influenced by individual, social, cultural and historical context

Learning activities to accomplish this objective

- listen to selections and view presentations about South America (Incas, explorers, Charles Darwin, and the history of Brazil)
- read and respond to If You Lived in Colonial Times, Graces Letter to Lincoln, Civil War on Sunday, or Afternoon on the Amazon

GRADE 4

Grade Level Statement

The grade four students will:

- examine the ways readers and writers are influenced by individual, social, cultural, and historical context

Learning Activities to accomplish this objective

- discuss how authors and readers are influenced by factors such as time, culture and experiences*
- respond to selected pieces from a multi-cultural unit, early Connecticut history and/or other content areas
- read and respond to biographies
- research and report on a well-known Connecticut person
- display an awareness of the effect of time and culture on various authentic and fictional historical figures

GRADE 5

Grade Level Statement

The grade five students will:

- Examine the ways readers and writers are influenced by individual, social, cultural and historical context

Content Standard 4: Exploring and Responding to Texts (Cont'd)

Performance Standard 4 (Cont'd)

Grade 5 (Cont'd)

Learning activities to accomplish this objective

- read historical fiction of the Depression/World War II eras and determine the influence of these eras on the author's writing
- read about famous people and determine influences that shaped them
- study the Colonial era through literature
- use knowledge of Colonial era to create realistic journals
- read a variety of texts and discuss their contexts
- connect his/her prior knowledge to what is being read
- use information technology for background knowledge

GRADE 6

Grade Level Statement

The grade six students will:

- evaluate the influence of the time, culture and experiences upon authors and readers
- identify those influences in the works read, listened to and viewed

Learning activities to accomplish this objective

- participate in Literature Circles
- read historical fiction to examine social, cultural, and historical elements
- examine authors' backgrounds which may have influenced their writing
- create a chart or time line to examine historical, social and cultural elements
- participate in *Letters About Literature* contest or write letters to the author describing how his/her novel influenced the life of the reader
- use information technology to research the lives of the authors and the similarities in their writings and for background knowledge
- identify and respond to the style and content of the language used in the text

GRADE 7

Grade Level Statement

The grade seven students will:

- understand that authors and readers are influenced by their time, culture, and experiences
- identify those influences in the works they read, listen to and view

Content Standard 4: Exploring and Responding to Texts (Cont'd)
Performance Standard 4 (Cont'd)

Grade 7 (Cont'd)

Learning activities to accomplish this objective

- participate in RR groups
- create a visual aid such as a Venn diagram, poster, chart or oral presentation to examine historical, social, or cultural elements
- research authors' lives using information technology and write facts which may have influenced their writing
- read biographies about authors and take notes about their lives that are similar to the authors' writings
- read fiction or nonfiction texts and compare the story elements to the author's real life
- write personal essays based on own culture (memoirs)
- evaluate the influence of language used in various texts
- respond in a journal to the style and content of the language used in a text

- complete an IIM project

GRADE 8

Grade Level Statement

The grade eight students will:

- understand that authors and readers are influenced by their time, culture, and experiences
- identify those influences in the works they read, listen to and view

Learning activities to accomplish this objective

- participate in literature circles
- create a chart/poster/Venn diagram or other appropriate visual aid to examine historical, social, or cultural elements in such works as Make Lemonade, The Diary of Anne Frank, and The Outsiders
- analyze authors' background which may have influenced their writings (i.e., Caged Bird (poem) by Maya Angelou and The Negro Speaks of Rivers by Langston Hughes)

GRADE 9

Grade Level Statement

The grade nine students will:

- draw upon previously learned knowledge to develop a further understanding that both authors and readers are influenced by their times and experiences
- develop an awareness of how an author relates to his or her text
- develop an awareness that an author relation to his or her text is impacted by the society in which he or she lived

Content Standard 4: Exploring and Responding to Texts (Cont'd)
Performance Standard 4 (Cont'd)

Grade 9 (Cont'd)

Learning activities to accomplish this objective

- examine the ways readers and writers are influenced by individual, social, cultural, and historical context using such methods as Charting the Author's Style
- examine the ways, they as readers, are influenced by their own backgrounds when they explore and respond to text using such methods as IDCC
- examine the way writers are influenced by their backgrounds and how those influences shape their text through spoken and written syntax using such methods as Gathering Documented Material

GRADE 10

Grade Level Statement

The grade ten students will:

- locate prior knowledge regarding how an author relates to his or her text
- comprehend the relation of an author to his or her text to determine various influences on the author in relation to the text
- comprehend that authors and readers are influenced by their time period and experiences

Learning activities to accomplish this objective

- examine the ways readers and writers are influenced by their own backgrounds when they explore and respond to text using such methods as Researching Historical Data
- examine the way writers are influenced by their backgrounds and how those influences shape their texts through spoken and written analysis using such methods as Student Directed Practice
- respond throughout the year, to how the author's perspective varies from their modern perspective by using such methods as a Reader Response Journal

GRADE 11

Grade Level Statement

The grade eleven students will:

- comprehend that authors and readers are influenced by their times and experiences
- apply the various influences on authors and readers to the understanding of the text
- analyze the impact of those influences on the text

Content Standard 4: Exploring and Responding to Texts (Cont'd)
Performance Standard 4 (Cont'd)

Grade 11 (Cont'd)

Learning activities to accomplish this objective

- research the Colonial times, read sermons of the period, and then determine which issues of the time shaped the sermon by using such methods as Selective Underlining
- research the Revolutionary period, read political speeches of that time period, and then determine which issues of the time shaped the speeches by using such methods as exploring Persuasive Techniques
- research or discuss the historical aspects of the early 1900's, read fiction and poetry of that time period, and then determine how issues such as women's rights shaped the works read
- research the Modern period, read contemporary fiction and poetry, and then determine which issues of the time shaped the author's point of view
- respond, throughout the year, to how the author's perspective varies from their modern perspectives by using such methods as a Free Response

GRADE 12

Grade Level Statement

The grade twelve students will:

- comprehend the historical and social influences that have impacted the text
- analyze the influence of the author's background on the work
- evaluate how history and the author's background may impact author's views

Learning activities to accomplish this objective

- research the World War II period with methods such as historical documentaries to study propaganda
- research primary sources such as diaries and journals to learn personal reactions to historical events
- listen to the testimony of people who lived through an historical period and study its impact
- respond to author's message by analyzing passages

Content Standard 4: Exploring and Responding to Texts (Cont'd)

Performance Standard #5: Recognize literary conventions and devices and understand how they convey meaning.

KINDERGARTEN

Grade Level Statement

The kindergarten students will:

- listen to and view fairy tales and poems
- begin to develop an understanding of literary conventions in a variety of genres

Learning activities to accomplish this objective

- listen to and view fairy tales and poems
- develop awareness of different literary conventions through teacher modeling (i.e. sound words, author's choice of letter size)*
- be introduced to rhyming word patterns

GRADE 1

Grade Level Statement

The grade one students will:

- listen to, read and view folk tales, and poems
- recognize literary conventions in a variety of genre

Learning activities to accomplish this objective

- experience teacher modeling to build awareness of different literary conventions
- recognize and state the moral from folk tales
- discuss the characteristics of poetry

GRADE 2

Grade Level Statement

The grade two students will:

- listen to, read and view folk tales, fairy tales, tall tales and poems
- recognize and identify literary conventions in a variety of genre through discussion

Learning activities to accomplish this objective

- distinguish between prose and poetry
- distinguish between fiction and nonfiction*
- identify literary conventions based on instruction and teacher modeling. (poetry, fiction, nonfiction, fable)
- increase basic understanding of similes and metaphors through teacher directed discussion*

Content Standard 4: Exploring and Responding to Texts (Cont'd)

Performance Standard 5 (Cont'd)

GRADE 3

Grade Level Statement

The grade three students will:

- read, view and listen to a variety of genre
- identify and recognize literary conventions and devices and understand how they convey meaning

Learning activities to accomplish this objective

- learn what literacy conventions and devices are through teacher modeling*
- be introduced to similes and metaphors found in reading selections*
- recognize and understand characteristics of each genre through teacher modeling and discussions*
- be exposed to poetic selections which will demonstrate the use of literacy conventions and devices*

GRADE 4

Grade Level Statement

The grade four students will:

- recognize selected literary conventions and devices and understand how they convey meaning

Learning activities to accomplish this objective

- identify literary conventions and devices such as symbolism, metaphors, similes, exaggerations, idioms, and figures of speech*
- discuss how those conventions and devices help the reader identify and understand genres such as folk tales, historical and realistic fiction, and poetry*

GRADE 5

Grade Level Statement

The grade five students will:

- identify how literary conventions and devices contribute to understanding of text

Content Standard 4: Exploring and Responding to Texts (Cont'd)
Performance Standard 5 (Cont'd)

Grade 5 (Cont'd)

Learning activities to accomplish this objective

- identify and use metaphors, similes, hyperbole, personification, and alliteration in reading and writing with teacher modeling
- understand the format of traditional folk tales, poetry, letter writing, journals, diaries, and various types of fiction and nonfiction
- explain literary convention such as symbolism and figurative language
- infer meaning of text from literary conventions and devices based on teacher modeling
- write reflections in response journals (CAPT Handbook, Generation II, p. 36)

GRADE 6

Grade Level Statement

The grade six students will:

- use literary conventions and devices to contribute to understanding of texts
- interpret meaning of literary conventions to comprehend texts

Learning activities to accomplish this objective

- uses literary conventions such as heroism in mythology, and literary devices, such as figurative language, imagery, and symbolism
- identify and use metaphors, similes, personification, alliteration, and hyperbole in reading and writing based on teacher modeling
- identify persuasive techniques such as repetition, “just plain folks”, bandwagon, and fear in political campaign ads
- infer meaning of text from literary conventions and devices with teacher modeling
- writes inferences in a response journal

GRADE 7

Grade Level Statement

The grade seven students will:

- infer meaning of a text based on the understanding of literary conventions and devices
- analyze literary conventions and devices contribution to the understanding of a text

Learning activities to accomplish this objective

- read poems or books and infer how literary devices such as metaphor, simile, imagery and symbolism contribute to their understanding of the text and add to their meaning
- identify and use personification, alliteration and figurative language in construction of original poems

Content Standard 4: Exploring and Responding to Texts (Cont'd)

Performance Standard 5 (Cont'd)

Grade 7 (Cont'd)

Learning activities to accomplish this objective (Cont'd)

- analyze the literary conventions, such as humor, in Shakespeare’s play *Twelfth Night* contribute to understanding and meaning of the text
- write an analysis in a metacognitive RRJ reflecting upon literary devices (CAPT Handbook)

GRADE 8

Grade Level Statement

The grade eight students will:

- explain how literary conventions and devices contribute to their understanding of the text
- infer meaning of a text based on the understanding of literary conventions and devices
- analyze literary conventions and devices contributing to the understanding of a text

Learning activities to accomplish this objective

- read poems and infer how literary devices such as simile, metaphor, imagery and symbolism contribute to their understanding of the text
- use “poetry partners” to pair off and analyze literary devices in various poems
- read Old Man at the Bridge (Hemingway) and discuss how author creates mood through setting, imagery, descriptions and word choices
- identify and use metaphors, similes, personification, alliteration and hyperbole in his/her individual poetry writing.

GRADE 9

Grade Level Statement

The grade nine students will:

- implement previously learned knowledge concerning how literary conventions contribute to their understanding of the text
- define tone, mood, and theme in various literary works in order to develop an understanding of how literary conventions and devices convey the meaning of a text

Content Standard 4: Exploring and Responding to Texts (Cont’d)
Performance Standard 5 (Cont’d)

Grade 9 (Cont’d)

Learning activities to accomplish this objective

- study the literary conventions in a variety of text using such methods as Teacher Guided Practice
- read a variety of fiction and discuss the literary conventions present in the text and how they aid in understanding of the author’s craft by using such methods as Reciprocal Teaching
- view a film or work and discuss how the director uses literary conventions to help create the meaning of the work using such methods as Charting the Director’s (Author’s) Style

GRADE 10

Grade Level Statement

The grade ten students will:

- implement previously learned knowledge to define tone, mood, and theme in various literary works
- comprehend the application of tone, mood, and theme in order to explain how they are implemented in the author's craft
- comprehend the definitions of literary devices such as figures of speech, imagery, and symbolism in relation to how they help contribute to the understanding of the text

Learning activities to accomplish these objectives

- study literary conventions using such methods as Teacher Guided Practice
- read a variety of fiction and discuss the literary conventions present in the text and how they aid in understanding the author's craft by using such methods as Charting the Author's Style
- view a film of a work and discuss how the director uses literary conventions to help create the meaning of the work using such methods as Inductive Reasoning
- read a variety of mediums such as non-fiction, fiction, speeches, and poetry. Discuss how the literary conventions convey the author's purpose using such methods as Student Guided Practice

Content Standard 4: Exploring and Responding to Texts (Cont'd)
Performance Standard 5 (Cont'd)

GRADE 11

Grade Level Statement

The grade eleven students will:

- comprehend literary devices such as figures of speech, imagery, and symbolism and how they contribute to their understanding of a text
- apply their understanding of literary devices in a text to the author's tone, the mood, and the theme
- analyze how diction, imagery, syntax, and author's style establish the tone, mood and theme of a text

Learning activities to accomplish this objective

- read a variety of fiction and discuss the symbols, imagery, and figures of speech present in the text and how this aids in understanding of the author's purpose by using such methods as taking a Critical Stance, Analysis Chart, and Charting the Author's Style

- read a variety of modern poetry and discuss how the diction, imagery, figures of speech, and symbolism convey meaning to the content of the poem by using such methods as Inductive Reasoning
- read a variety of nonfiction such as speeches and discuss how the diction, figurative language, allusions, imagery, and sentence structure convey the author's purpose
- write formal essays taking a critical stance on the meaning of a text by analyzing the literary conventions and devices by using such methods as a Rubric
- model using the literary conventions and devices in their own writing by asking the students to use such methods by using such methods as a Rubric
- view a film of a work read and discuss how the director uses symbolism and mood to help create the meaning of the work

GRADE 12

Grade Level Statement

The grade twelve students will:

- comprehend the literary conventions used by an author to express tone, create mood, and establish overall theme
- analyze literary conventions used by an author
- evaluate author's craft by studying imagery, diction, and symbolism

Learning activities to accomplish this objective

- design a photo collage for a text with poetic language such as in the novel A House on Mango Street
- identify poetic language in a text and discuss how it contributes to theme
- write a literary analysis of author's ability to create tone and mood examining the text of the novel
- explain foreshadowing and symbolism in fiction and how author creates realistic images

Content Standard 4: Exploring and Responding to Texts (Cont'd)

Performance Standard #6: Demonstrate an understanding that literature represents, recreates, shapes and explores human experience through language and imagination.

KINDERGARTEN

Grade Level Statement

The kindergarten students will:

- begin to demonstrate an understanding that literature can represent the author's imagination and/or personal experience
- begin to recognize that literature can connect to his/her life

Learning activities to accomplish this objective

- recognize the author's use of language, as well as the illustrator's use of pictures (through teacher modeling), represents their imagination or personal experience*
- discuss whether or not the character has human traits
- discuss how a character's life is like his/her own life*

GRADE 1

Grade Level Statement

The grade one students will:

- demonstrate an understanding that literature can represent the author's and/or illustrator's imagination and/or personal experience
- recognize the connection to his/her life

Learning activities to accomplish this objective

- discuss how the author's use of text and language and how the illustrator's use of pictures represents their imagination or personal experience
- make text-to-text, text-to-self, and text-to-world connections

GRADE 2

Grade Level Statement

The grade two students will:

- demonstrate an understanding that literature can represent the author's and/or illustrators imagination and/or personal experience
- demonstrate that literature can connect to his/her life

Content Standard 4: Exploring and Responding to Texts (Cont'd)

Performance Standard 6 (Cont'd)

Grade 2 (Cont'd)

Learning activities to accomplish this objective

- read literature of all genres and discuss life lessons conveyed within*
- identify common life experiences included in specific literature pieces (i.e. Frog and Toad)*
- write a personal response about how a specific literature piece reflects or doesn't reflect students' lives*
- identify realistic and imaginary elements within a literary piece

GRADE 3

Grade Level Statement

The grade three students will:

- demonstrate an understanding that literature represents, recreates, shapes, and explores human experience through language and imagination

- demonstrate that literature can connect to his/her life

Learning activities to accomplish this objective

- use background knowledge to assist in understanding of literature selections*
- read and respond to literature selections that portray a variety of human experiences
- compare/contrast literature selections to his/her life*

GRADE 4

Grade Level Statement

The grade four students will:

- demonstrate an understanding that literature represents, recreates, shapes, and explores human experience through language and imagination
- demonstrate an understanding that literature can connect to his/her life

Learning activities to accomplish this objective

- identify elements in literary works that connects to their own lives*
- respond to literature that has effected them personally*
- use background knowledge and personal information base to assist in understanding literature selections*

Content Standard 4: Exploring and Responding to Texts (Cont'd)
Performance Standard 6 (Cont'd)

GRADE 5

Grade Level Statement

The grade five students will:

- demonstrate an understanding that literature represents, recreates, shapes and explores human experience through language and imagination

Learning activities to accomplish this objective

- examine historical documents and relate them to historical fiction and nonfiction (Social Studies tie-in activity)
- read a variety of traditional tales to understand how literature represents human experience
- read a variety of traditional tales to understand how certain themes cross cultures and historical periods
- read a variety of literature about the Plimoth/Colonial era to understand the influence of the period on later times and today
- read stories from different historical periods to understand how literature represents human experiences

- use informational technology to gather background knowledge
- write a personal reflection in a response journal (CAPT Handbook, Generation II, p. 36)
- write a personal reflection to photos in a Metacognitive journal (CPT Handbook, Generation II, p. 36)

GRADE 6

Grade Level Statement

The grade six students will:

- analyze works from different literary periods to determine how literature represents the human experience

Learning activities to accomplish this objective

- write and discuss journal responses about quotes from various readings
- read stories from different historical periods to understand how literature represents human experiences
- read and compare literature from Greek mythology and medieval Europe to compare how historical events shape man's reactions and knowledge
- read diaries from various periods and note the historical events which surround the diary keepers as they wrote
- use information technology to gather background knowledge

Content Standard 4: Exploring and Responding to Texts (Cont'd)
Performance Standard 6 (Cont'd)

GRADE 7

Grade Level Statement

The grade seven students will:

- analyze works from different literary periods to determine how literature represents the human experience

Learning activities to accomplish this objective

- read texts from different literary periods
- compare/contrast the different texts using a graphic organizer
- read noting the historical events which surrounded the main character and plot in this novel; explore and discuss the historical events for greater understanding of text
- read and compare historical texts to Renaissance writers to determine how literature represents human experience
- connect the text to personal experiences, other texts, and other world events
- use information technology to gather background knowledge
- analyze recurring themes in literary works
- respond in a double-entry or synthesis journal (CAPT Handbook)
- read articles (current events) and compare them to issues in fictional texts

GRADE 8

Grade Level Statement

The grade eight students will:

- analyze works from different literary periods to determine how literature represents the human experience

Learning activities to accomplish this objective

- compare and contrast the experiences of different characters from different novels such as Anne Frank to Daniel from Daniel's Story
- analyze recurring themes in literary works with teacher modeling
- respond in double entry journal or a synthesis journal (CAPT Handbook, Generation II, p. 9)
- use information technology to gather background information
- connect the text to personal experiences

Content Standard 4: Exploring and Responding to Texts (Cont'd)
Performance Standard 6 (Cont'd)

GRADE 9

Grade Level Statement

The grade nine students will:

- use prior knowledge to express how literature expresses and represents the human experience
- determine how an author addresses an audience in order to convey various human experiences

Learning activities to accomplish this objective

- connect some aspect of their own experience with the situation faced by characters in major work studied using such methods as Connection from IDCC
- read dramatic works and connect the major issues presented in them to the timeless themes of their lives, and in literature using such methods as Expository Essay Writing
- read a variety of fiction and nonfiction to discuss the characters' experiences using such methods as Question Logs, or Question Starters
- discuss the language of the text by exploring diction and sentence structure in order to find clues to the author's overall purpose and theme and then apply the theme to their own lives using such methods as CAPT

GRADE 10

Grade Level Statement

The grade ten students will:

- recall prior knowledge of how an author addresses an audience to convey human experiences
- comprehend the author's address to a variety of audiences in order to gather various human experiences
- comprehend that literature explores the human experience

Learning activities to accomplish these objectives

- read a variety of fiction and nonfiction to discuss the characters' experiences using such methods as Question Logs, or Question Starters
- connect aspects of their own experiences with the situation faced by characters in major works studied using such methods as Connection from IDCC
- write a formal essay demonstrating an understanding of the connection between literature and their lives using such methods as IDCC
- read dramatic works and connect the major issues presented in them to their lives through their own writings and discussion
- discuss the language of the text by exploring diction and sentence structure in order to find clues to the author's overall purpose and theme and then apply the theme to their own lives using such methods as IDCC

Content Standard 4: Exploring And Responding To Texts (Cont'd)
Performance Standard 6 (Cont'd)

GRADE 11

Grade Level Statement

The grade eleven students will:

- comprehend that literature explores the human experience
- apply the human experience represented in a text to their own lives
- analyze how the author conveys the human experience through the language

Learning activities to accomplish this objective

- read a variety of fiction and nonfiction and discuss the characters' experiences
- write a comparison of the characters' experiences to their own experiences by discussing the basic element that is similar by using such methods as Journal Writing
- compare and contrast a character with someone they know by using such methods as a Venn Diagram
- discuss the universal lessons learned in all literature and discuss and write about how that lesson can be applied to their own lives
- discuss the language of the text by exploring diction and sentence structure so as to find clues to the author's overall purpose and theme and then apply this theme to their own lives

- write a formal essay exploring a theme in several works of American literature, but also include a body paragraph within the essay showing the relevancy of this theme to themselves and to their society

GRADE 12

Grade Level Statement

The grade twelve students will:

- comprehend that literature explains the human experience
- compare the human experience in the text to their personal experience to convey meaning through the language

Learning activities to accomplish this objective

- read works of fiction and nonfiction that explore the human experience
- identify characters actions and compare and contrast them
- discuss universal lessons learned in literature by examining in a work such as Night
- write a formal essay exploring the actions of the middle class in Nineteenth Century Europe noting similar flaws in our society

Content Standard 4: Exploring and Responding to Texts (Cont'd)

Performance Standard #7: Explore and respond to the aesthetic elements of literature, including spoken, visual and written texts.

KINDERGARTEN

Grade Level Statement

The kindergarten students will:

- recognize that there are elements that are liked or disliked in literary works

Learning activities to accomplish this objective

- respond to what they liked or disliked about a story*
- draw a picture illustrating their favorite part of a story

GRADE 1

Grade Level Statement

The grade one students will:

- recognize and identify that there are elements that are liked or disliked in literary works

Learning activities to accomplish this objective

- discuss and share opinions about literary works

GRADE 2

Grade Level Statement

The grade two students will:

- recognize and identify that there are aesthetic elements that are liked/disliked in literary works
- respond to the aesthetic elements of literature, including spoken visual, and written texts

Learning activities to accomplish this objective

- be introduced to the concept of aesthetic elements of literature through teacher modeling*
- identify aesthetic elements, both orally and in writing*
- form an opinion on the aesthetic elements of a text that they have read, listened to or viewed*

Content Standard 4: Exploring and Responding to Texts (Cont'd)
Performance Standard 7 (Cont'd)

GRADE 3

Grade Level Statement

The grade three students will:

- explore and respond to the elements of literature, including spoken, visual, and written texts

Learning activities to accomplish this objective

- be introduced to the concept of elements of literature through teacher modeling*
- demonstrate an understanding of the concept of elements of literature through oral and written responses*
- graph or chart elements he/she likes or dislikes*
- substantiate opinions*

GRADE 4

Grade Level Statement

The grade four students will:

- explore and respond to the elements of literature including spoken, visual and written texts

Learning activities to accomplish this objective

- review and further develop the concept of aesthetic elements in literature*
- discuss elements that are aesthetic to them and support his/her opinions*

GRADE 5

Grade Level Statement

The grade five students will:

- explore and respond to the elements of spoken, visual, and written texts

Learning activities to accomplish this objective

- be exposed to aesthetic elements of literature through discussion of authors' use of language, specifically use of nouns, verbs, adjectives, adverbs
- respond to photos in metacognitive journal or in another form of writing (CAPT Handbook, Generation II, p. 36)
- work in pairs to prepare presentations which focuses on aesthetic elements of literature

Content Standard 4: Exploring and Responding to Texts (Cont'd)
Performance Standard 7 (Cont'd)

GRADE 6

Grade Level Statement

The grade six students will:

- interpret the aesthetic elements of literary works

Learning activities to accomplish this objective

- interpret the use of specific nouns, verbs, adjectives, and adverbs that enhance the interpretation of spoken, visual, and written texts
- work in pairs to prepare a presentation which focuses on aesthetic elements
- analyze how pictures and photos enrich a text by color, texture, size, medium, and content

GRADE 7

Grade Level Statement

The grade seven students will:

- identify and discuss the aesthetic elements of literary works

Learning activities to accomplish this objective

- identify and discuss the aesthetic attributes of a novel

- identify the aesthetic attributes of poetry
- write in a journal a response to poetry presented through a silent read and/or an oral read
- compare the aesthetics of the visual world in Shakespeare's stage (The Globe) to the aesthetics of the real world in London, England at that time
- write reactions in journals to qualities of beauty and sensitivity perceive in novels
- participate in RR groups

GRADE 8

Grade Level Statement

The grade eight students will:

- identify and discuss the aesthetic elements of literary works

Learning activities to accomplish this objective

- literature circles
- write reactions to qualities of beauty and sensitivity that are perceived in literary works
- add elements of aesthetic words

Content Standard 4: Exploring and Responding to Texts (Cont'd)
Performance Standard 7 (Cont'd)

GRADE 9

Grade Level Statement

The grade nine students will:

- use previously learned knowledge concerning the aesthetic attributes of literary works
- define the word aesthetic as it relates to various pieces of literature

Learning activities to accomplish this objective

- write an essay describing the qualities of a work they like, the qualities they dislike, and summarizing the qualities of the literature they dislike and like
- present a stance in which they defend whether they like or dislike spoken, visual, or written text
- develop a critical stance of a text by stating whether they agree or disagree with the text by using such methods as CAPT

GRADE 10

Grade Level Statement

The grade ten students will:

- use prior knowledge to define the word aesthetic in relation to literature
- comprehend the meaning of aesthetics to literature in order to relate it to themselves and their reaction to literature

- comprehend their aesthetic reactions in order to name and explain them
- comprehend the aesthetic attributes of literary works

Learning activities to accomplish these objectives

- write an essay discussing the quality of work students like, the qualities of work they dislike, and summarizing those qualities.
- present a stance in which they defend whether they like or dislike spoken, visual, or written text
- respond to a critic's reaction of a text by stating whether they agree or disagree by using such methods as a Venn Diagram

GRADE 11

Grade Level Statement

The grade eleven students will:

- comprehend the aesthetic attributes of literary works
- apply the aesthetic attributes of literary works to the comprehension of the text
- analyze their reactions to the aesthetic quality of literary works

Content Standard 4: Exploring and Responding to Texts (Cont'd)
Performance Standard 7 (Cont'd)

Grade 11 (Cont'd)

Learning activities to accomplish this objective

- discuss their likes and dislikes of a text by giving reason by using such methods as a Reader's Response Journal and Group Discussion
- respond to a critic's reaction of a text by stating whether they agree or disagree by using such methods as writing a formal Comparison/Contrast Essay
- utilize a variety of words to respond to a text as being "good literature" by using such methods as a Written Response

GRADE 12

Grade Level Statement

The grade twelve students will:

- comprehend their reaction to aesthetic qualities of literary work
- analyze their reactions of literary work
- evaluate the reactions of others including critics

Learning activities to accomplish this objective

- share in literature circles their emotional reactions to works of fiction and nonfiction
- write book reviews emphasizing authors ability to convey theme, to provide imagery, or to build characters based on rubrics
- compare and contrast a written and visual work in essay form

- write essays responding to whether or not text is considered “good literature” using specific information

Content Standard 4: Exploring and Responding to Texts (Cont’d)

Performance Standard #8: Use literature as a resource to explore ideas and decisions, as well as political and social issues.

KINDERGARTEN

Grade Level Statement

The kindergarten students will:

- recognize the various ways people use literature to convey messages

Learning activities to accomplish this objective

- use literature as a resource to explore ideas, as well as political and social issues (Martin Luther King, Pilgrims)
- learn about Earth Day through literature and related activities
- begin to develop an understanding that literature can be used to convey messages

GRADE 1

Grade Level Statement

The grade one students will:

- identify the various ways people use literature to convey messages
- use literature as a resource to explore ideas and decisions as well as political and social issues

Learning activities to accomplish this objective

- listen to historically accurate literary pieces with political and social implications
- discuss political and social issues from read alouds and videos
- recognize that literature is used to convey messages
- discuss author's purpose

GRADE 2

Grade Level Statement

The grade two students will:

- demonstrate an understanding of various ways people use literature to convey messages
- use literature as a resource to explore ideas and decisions, as well as to explore political and social issues.

Content Standard 4: Exploring and Responding to Texts (Cont'd)
Performance Standard 8 (Cont'd)

Grade 2 (Cont'd)

Learning activities to accomplish this objective

- read and discuss topics such as: freedom, prejudice, friendship, citizenship
- identify cause and effect relationships within literature and understand why these relationships influence a character's actions and decisions*
- increase awareness of social issues through use of periodicals such as Weekly Readers and current event discussion

GRADE 3

Grade Level Statement

The grade three students will:

- use literature as a resource to explore ideas and decisions, as well as political and social issues

Learning activities to accomplish this objective

- increase awareness of current political and social issues (human rights and ecology) through use of: Weekly Reader, nonfiction texts, South American unit read alouds, technology
- demonstrate their awareness through related activities such as Adopt an Acre program
- read and discuss Graces Letter to Lincoln with a focus on social and political issues

GRADE 4

Grade Level Statement

The grade four students will:

- use literature as a resource to explore ideas and decisions, as well as political and social issues

Learning activities to accomplish this objective

- be exposed to literature which expresses a variety of social experiences*
- be exposed to current events and respond to them
- use literature to explore political and social issues
- use technology to explore political and social issues

Content Standard 4: Exploring and Responding to Texts (Cont'd)
Performance Standard 8 (Cont'd)

GRADE 5

Grade Level Statement

The grade five students will:

- use literature as a resource to explore ideas and decisions, as well as political and social issues

Learning activities to accomplish this objective

- read and discuss selections from a variety of themes that involve political and social issues
- present orally or in writing political and social issues
- compare/contrast the biographies of people who made a difference
- use information technology to gather background knowledge

GRADE 6

Grade Level Statement

The grade six students will:

- interpret literary works to determine past political and social issues of concern as they relate to issues of concern today

Learning activities to accomplish this objective

- read and discuss short stories and plays from various periods in history

- read and discuss political, social, and cultural issues involving such themes as secondary education, Makah Indian whaling rights, and logging industry
- read and discuss contemporary issues presented in READ's "Current Scene"
- study environmental issues, then research magazines and/or information technology that relates to the study
- use information technology to gather background knowledge
- compare/contrast biographies of people who made a difference

GRADE 7

Grade Level Statement

The grade seven students will:

- examine literary works to determine past political and social issues of concern as they relate to issues of concern today

Content Standard 4: Exploring and Responding to Texts (Cont'd)
Performance Standard 8 (Cont'd)

Grade 7 (Cont'd)

Learning activities to accomplish this objective

- analyze various political cartoons to determine social issues of today
- read articles relevant to social issues and react/respond in a dialectical journal
- debate social and/or political issues found in literature
- compare/contrast social or political issues of today with those of a past time in a text
- use a Venn diagram to compare/contrast
- use information technology to gather background knowledge
- compare/contrast biographies of people who made a difference
- research issues of a particular era and respond to how they would be addressed in today's world
- debate a current political or social issue

GRADE 8

Grade Level Statement

The grade eight students will:

- examine literary works to determine past political and social issues of concern as they relate to issues of concern today

Learning activities to accomplish this objective

- analyze the use of propaganda to influence thinking and public opinion
- compare propaganda to gossip and the consequences of each

- respond in journals (CAPT Handbook, Generation II, p. 8)
- debate the pro/con issues
- research on the internet topics studied in social studies classes

GRADE 9

Grade Level Statement

The grade nine students will:

- recall prior knowledge in order to determine the political and social issues of concern today
- learn how to characterize works of literature in various categories to determine political and social ideas evident in various works

Content Standard 4: Exploring and Responding to Texts (Cont'd)
Performance Standard 8 (Cont'd)

Grade 9 (Cont'd)

Learning activities to accomplish this objective

- read works of political and social importance and write about or discuss their implications
- read works in which they explore the central conflicts, ideas, and discussions of the characters
- determine through discussion how the author presents the political or social issue in a piece of literature using such methods as Teacher Guided Practice
- compare and contrast the political and social views of various pieces of literature in order to place them in categories using such methods as Flow Chart

GRADE 10

Grade Level Statement

The grade ten students will

- implement prior knowledge of how to characterize works of literature in various categories
- comprehend characterization of categories to include political and social issues
- comprehend political and social ideas while reading Classic and Contemporary World Literature in order to categorize works
- comprehend how a character in Classic and Contemporary World Literature makes decisions

Learning activities to accomplish this objective

- read works of political and social importance and write about or discuss their implications
- read works in which they explore the central conflicts, ideas, and discussions of the characters
- determine through discussion how the author presents the political or social issue in a piece of literature using such methods as Think-Pair-Share
- discuss how a character from a work of literature makes decisions by using such methods as Character Analysis Chart
- compare and contrast the character's method of making a decision to their own methods by using such methods as Venn Diagram and IDCC

Content Standard 4: Exploring and Responding to Texts (Cont'd)
Performance Standard 8 (Cont'd)

GRADE 11

Grade Level Statement

The grade eleven students will

- comprehend how a character in classic and contemporary American literature makes decisions
- apply the political and social issues in classic and contemporary American literature to help characterize those works
- analyze the political and social issues in classic American literature to determine the relationship to political and social issues of concern today

Learning activities to accomplish this objective

- read Revolutionary War speeches as well as more modern Presidential Inaugural Addresses to determine the political issues of concern during that time period
- read modern fiction and nonfiction and discuss the social issues presented such as women's issues, racial issues, or political issues
- evaluate how the author presents the political or social issue through a discussion of diction, tone, imagery, or emotional appeal
- evaluate how a character from a work makes decisions by using such methods as Character Analysis Chart
- compare and contrast the character's method of making a decision to their own methods by stating whether they agree or disagree with the character's decisions by using such methods as Journal Writing

GRADE 12

Grade Level Statement

The grade twelve students will:

- read and analyze classic and contemporary literature, determining the political and social ideas which characterize those works
- discuss classic and contemporary literature
- evaluate the quality of classic and contemporary literature

Learning activities to accomplish this objective

- read works such as NIGHT to understand the history of the period
- analyze nonfiction of the period to broaden their knowledge of the period
- present their nonfiction in classroom seminars
- evaluate the quality of their works based on a RUBRIC

Content Standard 4: Exploring and Responding to Texts (Cont'd)

Performance Standard #9: Identify the unique and shared qualities of the voices, cultures and historical periods in literature.

KINDERGARTEN

Grade Level Statement

The kindergarten students will:

- listen to and view a variety of works related to other cultural and historical events

Learning activities to accomplish this objective

- be exposed to literature about different cultures*
- listen to and view literature about historical periods (i.e.: the past, long ago)
- participate in Pilgrim feast

GRADE 1

Grade Level Statement

The grade one students will:

- listen to, read and view a variety of works related to other cultural and historical events
- demonstrate an understanding of a variety of works related to other cultural and historical events

Learning activities to accomplish this objective

- listen to literature about different cultures and historical periods (ex. “the past”, “long ago”)*

- view a visual representation of when events occurred in literary works
- respond through teacher modeling and discussion

GRADE 2

Grade Level Statement

The grade two students will:

- listen to, read and view a variety of works related to other cultural and historical events
- increase his/her understanding that stories come from different places and different time periods

Learning activities to accomplish this objective

- listen to literature and participate in teacher directed discussions
- independently read stories that reflect different cultures and historical periods*

Content Standard 4: Exploring and Responding to Texts (Cont'd)
Performance Standard 9 (Cont'd)

GRADE 3

Grade Level Statement

The grade three students will:

- be introduced to the idea of identifying the unique and shared qualities of the voices, cultures, and historical periods in literature

Learning activities to accomplish this objective

- be introduced to the concept of what a “voice” means with regard to culture and history through read alouds such as Oh What A Thanksgiving, Graces Letter to Lincoln, and The Great Kapok Tree*
- learn to understand that a “voice” may stand for an individual or a group*
- be encouraged to explore the genre of historical fiction
- be exposed to literature from a variety of cultures*

GRADE 4

Grade Level Statement

The grade four students will:

- review the concepts of voices, cultures and historical periods in literature and work toward appreciating that these qualities may be unique or shared

Learning activities to accomplish this objective

- experience guided practice identifying voices, cultures and historical periods in literature*
- read and respond to literature which expresses multicultural view points*
- be exposed to literature from selected historical periods*

GRADE 5

Grade Level Statement

The grade five students will:

- identify the unique and shared qualities of the voices, cultures and historical periods in literature

Learning activities to accomplish this objective

- compare and contrast present day childhood to the Pilgrim era
- use information technology to gather background knowledge
- list qualities on a graphic organizer such as a grid
- use information learned in social studies to identify the qualities of voice, cultures and historical periods in literature

Content Standard 4: Exploring and Responding to Texts (Cont'd)

Performance Standard 9 (Cont'd)

GRADE 6

Grade Level Statement

The grade six students will:

- experience and respond to a variety of classic and contemporary texts
- conduct research to understand the cultural influences of a time period on its works

Learning activities to accomplish this objective

- read a variety of fiction about European medieval people and places
- synthesize knowledge to develop own medieval person
- use informational technology to research the historical texts to understand the cultural life and political voice in late 19th century and early 20th century America
- use information learned in social studies to identify the qualities of voice, culture, historical periods in literature

GRADE 7

Grade Level Statement

The grade seven students will:

- experience and respond to a variety of classic and contemporary texts
- conduct research to understand the cultural influences of a time period on its works

Learning activities to accomplish this objective

- read and respond to a variety of classic and contemporary texts through RR groups
- research unfamiliar terminology related to the cultural and political influences of a time period on its works
- read a variety of non-fiction about the Renaissance in order to synthesize knowledge to develop a product for the Renaissance unit

- develop a time line for the historical period
- read historical fiction to identify the unique qualities of cultures
- use information technology to gather background knowledge
- use information learned in social studies to identify qualities of voices, cultures and historical periods

GRADE 8

Grade Level Statement

The grade eight students will:

- experience and respond to a variety of classic and contemporary texts
- conduct research to understand the cultural influences of a time period on its works

Content Standard 4: Exploring and Responding to Texts (Cont'd)

Performance Standard 9 (Cont'd)

Grade 8 (Cont'd)

Learning activities to accomplish this objective

- research historical texts for the qualities of cultural life
- research unfamiliar terminology to understand the cultural and political influences of a time period on its works
- present orally, using the multiple intelligences, the shared qualities of voice, culture and historical periods in literature
- compare and/or contrast classic texts to contemporary
- use the internet to research an historical period

GRADE 9

Grade Level Statement

The grade nine students will:

- use prior knowledge to determine how to respond to a variety of classic and contemporary text through research of cultural influences of a time period on its works
- define shared customs, attitudes, and beliefs in literary texts throughout history

Learning activities to accomplish this objective

- compare and contrast works of literature to show their understanding of the cultural or historical background portrayed in a literary piece using such methods as Venn Diagram
- read and discuss works from a similar time period to discuss similar customs, attitudes, and beliefs
- research unfamiliar terminology to help understanding the cultural and political influences of a time period on its works using such methods as Reciprocal Teaching

GRADE 10

Grade Level Statement

The grade ten students will:

- draw upon previous knowledge to define shared customs, attitudes, and beliefs in literary texts throughout history
- comprehend shared customs, attitudes, and beliefs in literary texts throughout history
- comprehend how shared customs, attitudes, and beliefs in literary texts affect the author's purpose behind his or her writing

Content Standard 4: Exploring and Responding to Texts (Cont'd)

Performance Standard 9 (Cont'd)

Grade 10 (Cont'd)

Learning activities to accomplish this objective

- compare and contrast the voices of literature to show their understanding of the cultural or historical background portrayed in a literary piece using such methods as Venn Diagram
- read and discuss works from a similar time period to discuss similar customs, attitudes, and beliefs
- write an essay justifying the validity of an historical text by discussing if the author's work has been influenced by the time period using such methods as Expository Essay

GRADE 11

Grade Level Statement

The grade eleven students will

- comprehend the shared customs, attitudes and beliefs in literature of a similar historical period
- apply the knowledge of the customs, attitudes and beliefs in literature to their understanding of the author's purpose
- analyze how effectively the author achieved his purpose by discussing the language of the text

Learning activities to accomplish this objective

- read and discuss works from a similar time period to discuss similar customs, attitudes, and beliefs
- discuss if the customs, attitudes, or the beliefs of the author affected the tone of the work
- write an essay justifying the validity of an historical text by discussing if the author's work has been influenced by the time period

GRADE 12

Grade Level Statement

The grade twelve students will:

- comprehend the cultural and historical influences on authors of classic and contemporary literature
- analyze the cultural and historical experiences on authors
- evaluate the cultural and historical influences

Content Standard 4: Exploring and Responding to Texts (Cont'd)

Performance Standard 9 (Cont'd)

Grade 12 (Cont'd)

Learning activities to accomplish this objective

- compare characters from two works of the same historical period in written form and using a T-chart
- examine issues such as gender equity in classic literature and compare and contrast characters of different social status in a formal essay
- use journals to assess the effect of political decisions such as the internment camps in World War II
- explore the anti war themes in words such as Fallen Angels and The Red Badge of Courage

Content Standard 4: Exploring and Responding to Texts (Cont'd)

Performance Standard #10: Explore and respond to text representing both the literary tradition and the diversity of American cultural heritage.

KINDERGARTEN

Grade Level Statement

The kindergarten students will:

- listen and view a variety of literary works by American authors that reflect American experiences
- respond to literary works that reflect American experiences

Learning activities to accomplish this objective

- listen to various read alouds (i.e., Franklin Tales, Arthur stories, Tomie De Paola stories, etc)
- discuss the literature
- participate in role playing (i.e.: pilgrims)

GRADE 1

Grade Level Statement

The grade one students will:

- listen to, read and view a variety of literary works of American authors that reflect various American experiences
- respond to literary works that reflect American experiences

Learning activities to accomplish this objective

- listen to, read, view and discuss literature and videos*
- participate in role playing
- respond orally and/or in writing to literary works

GRADE 2

Grade Level Statement

The grade two students will:

- listen to, read and view text by American authors representing both the literary tradition and diversity of American cultural heritage.
- respond to literary works that reflect American experiences.

Learning activities to accomplish this objective

- listen to and discuss read alouds that reflect the diversity of American culture*
- read and make a personal response to above works*

Content Standard 4: Exploring and Responding to Texts (Cont'd)
Performance Standard 10 (Cont'd)

GRADE 3

Grade Level Statement

The grade three students will:

- explore and respond to text representing both the literary tradition and the diversity of American cultural heritage

Learning activities to accomplish this objective

- read and respond to selections that reflect the diversity of American culture*
- learn that some of our cultures have a strong base in oral storytelling

GRADE 4

Grade Level Statement

The grade four students will:

- explore and respond to text representing both the literary tradition and the diversity of American cultural heritage

Learning activities to accomplish this objective

- participate in the cultural study unit
- respond orally and/or in writing to literature that represents the literary tradition and diversity of American culture heritage*

GRADE 5

Grade Level Statement

The grade five students will:

- experience and respond to literary works that reflect various American experiences

Learning activities to accomplish this objective

- read a variety of selections that represent American diversity and literary traditions

- read literature with diversity themes including the Japanese-American culture, immigration, the Depression, World War II, Japanese internment, and stereotyping
- use information technology to gather background knowledge
- present to class projects showing diversity and tradition
- develop a time line of diversity and immigration

Content Standard 4: Exploring and Responding to Texts (Cont'd)
Performance Standard 10 (Cont'd)

GRADE 6

Grade Level Statement

The grade six students will:

- experience and respond to literary works that reflect various American experience
- identify language that reflects different regions and cultures

Learning activities to accomplish this objective

- read a variety of texts in literature circles that represent American diversity
- identify oral traditions and customs
- identify historical, geographical and societal influences
- interpret idioms and dialect
- produce a project showing the diversity of American culture
- use information technology to gather background knowledge

GRADE 7

Grade Level Statement

The grade seven students will:

- experience and respond to literary works that reflect various American experiences

Learning activities to accomplish these objectives

- read and respond to a variety of works that reflect various American experiences in RR groups
- write responses in journals on the topics of diversity, American culture and literary tradition
- use informational technology to research America's cultural heritage
- compare/contrast the past and present of literary tradition and the diversity of American culture heritage
- read fiction and nonfiction texts with cultural diversity topics
- produce a product representing tolerance for cultural diversity

GRADE 8

Grade Level Statement

The grade eight students will:

- experience and respond to literary works that reflect various American experiences

Content Standard 4: Exploring and Responding to Texts (Cont'd)
Performance Standard 10 (Cont'd)

Grade 8 (Cont'd)

Learning activities to accomplish this objective

- compare the similarities of authors to their own written works
- read multiple titles with settings of the same time period and synthesize the cultural elements of that time in history*
- analyze the literary elements and culture of the time that a text was written by responding in journals*
- present orally using multiple intelligences the analysis of the literary elements and the American cultural heritage of the written pieces explored
- produce a product that represents tolerance toward diversity of cultures

GRADE 9

Grade Level Statement

The grade nine students will:

- draw upon previously learned knowledge in order to respond to literary works that reflect various American experiences
- understand that American experiences reflect the culture and diversity that is America

Learning activities to accomplish this objective

- read and respond to texts that portray American heritage and culture reflecting the diversity that is America using such methods as Expository Essay writing
- respond to texts by exploring how the text reflects American heritage by using such methods as Critical Stance, and CAPT
- read multi-cultural literature to explore the issues represented in this culture
- discuss the universal lessons and themes found in a variety of cultures that enrich our American heritage by using such methods as Think-Pair Share

GRADE 10

Grade Level Statement

The grade ten students will:

- draw upon previously learned knowledge to understand that American experiences reflect the culture and diversity that is America
- comprehend the diversity of American heritage by reading a variety of works from a variety of time periods

Content Standard 4: Exploring and Responding to Texts (Cont'd)
Performance Standard 10 (Cont'd)

Grade 10 (Cont'd)

Learning activities to accomplish this objective

- read and respond to texts that portray American heritage and culture reflecting the diversity that is America using such methods as Expository Essay writing
- respond to texts by exploring how the text reflects American heritage by using such methods as Critical Stance, and CAPT
- read multi-cultural literature to explore the issues represented in this culture
- discuss the universal lessons and themes found in a variety of cultures that enrich our American heritage by using such methods as Debate with Critical Stance from CAPT
- explore issues related to a time period that might be unique to a culture or a time period by using such methods as Reciprocal Teaching

GRADE 11

Grade Level Statement

The grade eleven students will

- comprehend the diversity of American heritage by reading a variety of works from a variety of time periods
- apply their knowledge of the historical period to their understanding of the text
- analyze a variety of American literature to explore the diverse cultural values represented

Learning activities to accomplish this objective

- read and discuss a plethora of American literature by studying the works chronologically and thematically
- respond to the texts by exploring how the text reflects American heritage by using such methods as taking a Critical Stance and researching a historical period
- explore issues related to a time period that might be unique to a culture or a time period by using such methods as Teacher Directed questioning
- read multi-cultural literature to explore the issues represented in this culture
- respond orally to the universal lessons found in a variety of cultures that enrich our American heritage by using such methods as collaborative discussions and oral presentations

Content Standard 4: Exploring and Responding to Texts (Cont'd)
Performance Standard 10 (Cont'd)

GRADE 12

Grade Level Statement

The grade twelve students will:

- comprehend the central themes in American and traditional literature using classic and contemporary texts
- analyze the central theme in American and traditional literature
- evaluate the central themes expressed in American and traditional literature

Learning activities to accomplish this objective

- read a work such as Night exposing racism and prejudice related to the theme “man’s inhumanity to fellow man”
- judge the actions of society in Response Journals in conjunction with reading such texts as A Farewell to Manzanar
- write a comparison/contrast paper based on a classic character such as Macbeth to a contemporary leader
- debate in class discussions topics such as society’s ability to embrace diversity

* CMT/CAPT Activity

