

Name _____ Date _____ Grade _____

English Language Arts

Language		K	1	2	3	4	5	6	7	8
Discussion (1.1, 1.3, 1.4)		-Follow agreed-upon rules for discussion. -Raise hand, wait for turn, and speak one at a time during discussions.	-Follow agreed-upon rules for discussion. -Raise hand, wait for turn, and speak one at a time during discussions.	-Follow agreed-upon rules for discussion. -Raise hand, wait for turn, and speak one at a time during discussions.	-Follow agreed-upon rules for discussion. -Raise hand, wait for turn, and speak one at a time during discussions.	-Follow agreed-upon rules for discussion. -Raise hand, wait for turn, and speak one at a time during discussions.	-Apply and understand agreed-upon rules and individual roles to make decisions.	-Apply and understand agreed-upon rules and individual roles to make decisions.	- Know and apply rules for formal discussions.	- Know and apply rules for formal discussions.
Questioning, Listening, and Contributing	<i>Discussion</i> (2.1, 2.2)	-Contribute to class discussion.	-Contribute to class discussion.	-Contribute to class discussion.	- Contribute to class discussion.	- Contribute to class discussion.				
	<i>Topic Development</i> (2.1, 2.2)	-Develop a topic for a class project.	-Develop a topic for a class project.	-Develop a topic for a class project.	-Develop ideas for a class project.	-Develop ideas for a class project.				
	<i>Gathering Information</i> (2.2, 2.3)				-Generate interview questions.	-Generate interview questions.	-Gather information through interviews.	-Gather information through interviews.		
	<i>Utilizing Information</i> (2.4)								-Utilize information gathered (discussions and interviews) for reports.	-Utilize information gathered (discussions and interviews) for reports.

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Oral Presentation	<i>Presentations</i> (3.1, 3.2, 3.4, 3.5, 3.6, 3.8, 3.10, 3.12)	-Oral presentations about personal experiences or interests (clear enunciation and adequate volume) and maintain focus on the topic.	-Oral presentations about personal experiences or interests (clear enunciation and adequate volume) and maintain focus on the topic.	-Oral presentations about personal experiences or interests (clear enunciation and adequate volume) and maintain focus on the topic.	-Oral presentations about experiences or interests (eye contact, proper place, adequate volume, and clear pronunciation). -Oral presentations that are organized, sequenced, and include a summary. -Oral presentations that express an opinion of a literary work or film.	-Oral presentations about experiences or interests (eye contact, proper place, adequate volume, and clear pronunciation). -Oral presentations that are organized, sequenced, and include a summary. -Oral presentations that express an opinion of a literary work or film.	-Oral presentations for various purposes.	-Oral presentations for various purposes.	-Oral presentations that interpret literary works, films, or dramatic productions. -Oral presentations to different audiences for various purposes.	-Oral presentations that interpret literary works, films, or dramatic productions. -Oral presentations to different audiences for various purposes.
	<i>Language/Techniques</i> (3.3, 3.11)				-Utilize language to persuade, to explain, or to seek information.	-Utilize language to persuade, to explain, or to seek information.	-Show changes in delivery and use language for dramatic effect.	-Show changes in delivery and use language for dramatic effect.	-Utilize appropriate techniques for oral persuasion.	-Utilize appropriate techniques for oral persuasion.
	<i>Rubrics</i> (3.7, 3.9, 3.13)				-Use rubrics to prepare for oral presentations.	-Use rubrics to prepare for oral presentations.	-Use rubrics to prepare for oral presentations.	-Use rubrics to prepare for oral presentations.	-Create rubrics (based on teacher's guideline) to prepare for oral presentations.	-Create rubrics (based on teacher's guideline) to prepare for oral presentations.

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Vocabulary and Concept Development	Categorizing Words (4.1, 4.3, 4.6, 4.16)	-Identify and sort common words.	-Identify and sort common words into conceptual categories. -Identify common antonyms and synonyms.	-Identify and sort common words into conceptual categories. -Identify common antonyms and synonyms.	-Identify and apply the meanings of the terms <i>antonym</i> , <i>synonym</i> , and <i>homophone</i> .	-Identify and apply the meaning of the terms <i>antonym</i> , <i>synonym</i> , and <i>homophone</i> .				
	Parts of Words (4.4, 4.9)		-Identify base words and endings (-ed, -ing, -s).	-Identify base words and endings (-ed, -ing, -s).	-Recognize parts of words: letters, syllables, root words, prefixes, and suffixes. -Identify roots of words.	-Identify the meaning of common prefixes (<i>un-</i> , <i>re-</i> , <i>dis-</i>).				
	Word Meaning (4.5, 4.7, 4.8, 4.10, 4.13, 4.14, 4.15, 4.17, 4.18, 4.19, 4.20, 4.21, 4.22)		-Use a beginning dictionary. -Use knowledge of the meaning of words to find the meaning of compound words. -Identify the meaning for a word with multiple meanings.	-Use a beginning dictionary. -Use knowledge of the meaning of words to find the meaning of compound words. -Identify the meaning for a word with multiple meanings.	-Recognize that prefixes can change the meanings of root words. -Recognize that words and phrases have literal and a non-literal meaning. -Determine the meanings of unknown words by using their context. -Utilize context clues to determine the correct meaning of a word with multiple meanings. -Determine the meanings of words using a beginning dictionary.	-Recognize that prefixes can change the meanings of root words. -Recognize that words and phrases have literal and a non-literal meaning. -Determine the meanings of unknown words by using their context. -Utilize context clues to determine the correct meaning of a word with multiple meanings. -Determine the meanings of words using a beginning dictionary.	-Identify the meaning of common Greek and Latin roots to determine the meaning of unfamiliar words. -Determine the meaning of unknown words using their context. -Recognize and use words with multiple meanings and determine meaning from context clues. -Determine meanings of words and alternate word choices using a dictionary or thesaurus.	-Determine the meanings of unfamiliar words using context clues. -Determine the meanings of words using common Greek and Latin roots, suffixes, and prefixes. -Determine pronunciations and meanings of words using dictionaries and thesauruses. -Find alternate word choices and parts of speech, using dictionaries and thesauruses.	-Determine the meaning of unfamiliar words using context clues. -Determine the meanings of words using common Greek and Latin roots, suffixes, and prefixes. -Determine pronunciations and meanings of words using dictionaries and thesauruses. -Find alternate word choices and parts of speech, using dictionaries and thesauruses.	-Determine the meanings of unfamiliar words using context clues. -Determine the meanings of words using common Greek and Latin roots, suffixes, and prefixes. -Determine pronunciations, meanings, alternate word choices, parts of speech, or etymologies of words using dictionaries and thesauruses.

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	<i>Word Origin</i>				-Recognize that many English words have Greek or Latin roots.					
	<i>Descriptions</i> (4.2)	-Describe common objects and events.								
	<i>Use/Meaning of Language</i> (4.11)				-Identify playful uses of language (<i>riddles, crossword puzzles, tongue twisters</i>).	-Identify playful uses of language (<i>puns, jokes, palindromes</i>). -Identify the meaning of common idioms and figurative phrases.				

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Structure and Origins of Modern English	<i>Spatial Relationships</i> (5.1)	-Language to express spatial and temporal relationships.	-Language to express spatial and temporal relationships.	-Language to express spatial and temporal relationships.						
	<i>Parts of Speech</i> (5.2, 5.6, 5.9, 5.11)	-Recognize that the names of things can also be the names of actions.	-Recognize that the names of things can also be the names of actions.	-Recognize that the names of things can also be the names of actions.	-Recognize and classify words as adjectives, nouns, or verbs.	-Recognize, Identify, and classify words as adjectives, nouns, adverbs, or verbs.	-Identify seven basic parts of speech. -Identify past, present, and future verb tenses.	-Identify the eight basic parts of speech. -Identify verb phrases and verb tenses.	-Identify past, present, and future verb tenses. -Recognize appropriate use of pronoun reference.	
	<i>Sentences & Sentence Structure</i> (5.4, 5.7, 5.10, 5.12, 5.13, 5.14, 5.15, 5.18)				-Distinguish between a statement and a question.	-Recognize the subject-predicate relationship in sentences. -Subject and verb agreement in a simple sentence. -Correct sentence structure (<i>elimination of sentence fragments</i>).	-Expand sentences by adding modifiers or combining sentences. -Recognize that a word performs different functions according to its position in a sentence. -Identify simple and compound sentences. -Correct sentence structure (for example, <i>elimination of sentence fragments and run-ons</i>).	-Expand or reduce sentences (<i>add/delete modifiers, combine/combine sentences</i>). -Recognize that a word performs different functions according to its position in a sentence. -Identify simple and compound sentences. -Correct sentence structure (<i>elimination of sentence fragments and run-ons</i>).	-Recognize the basic patterns of English sentences. -Identify simple, compound, and complex sentences. -Correct subject and verb agreement. -Use complete sentences and properly placed modifiers.	-Recognize the basic patterns of English sentences. -Identify simple, compound, and complex sentences.
	<i>Mechanics</i> (5.3, 5.4, 5.7, 5.14)	-Correct capitalization for names and places. -Correct capitalization and commas in dates. -End punctuation	-Correct capitalization for names and places. -Correct capitalization and commas in dates. -End punctuation	-Correct capitalization for names and places. -Correct capitalization and commas in dates. -End punctuation	-Identify correct mechanics (<i>end marks, capitalization, comma in dates</i>).	-Identify correct mechanics (<i>end marks, capitalization, commas in a series</i>).	-Identify correct mechanics (<i>apostrophes, quotation marks, comma use in compound sentences, paragraph indentations</i>).	-Identify correct mechanics (<i>apostrophes, quotation marks, comma use in compound sentences, paragraph indentations</i>).	-Identify correct mechanics (<i>comma after introductory structures</i>).	
	<i>Word Origin</i> (5.8)		-Identify words or word parts from other languages that have been							

Language		K	1	2	3	4	5	6	7	8
Formal and Informal English	Formal/Informal Language (6.1, 6.3, 6.4, 6.5)	-Identify formal and informal language in stories, poems, and plays.	-Identify formal and informal language in stories, poems, and plays.	-Identify formal and informal language in stories, poems, and plays.	-Identify formal and informal language used in advertisements read, heard, or seen.	-Identify formal and informal language use in advertisements read, heard, and/or seen.	-Write stories using formal language in prose.	-Demonstrate appropriate use of formal and informal language. -Write stories using a mix of formal and informal language.	-Identify the language styles of different characters in literary works.	
	Dialect (6.2)				-Recognize dialect in conversational voices in American folk tales when they are read aloud.	-Recognize dialect in the conversational voices in American folk tales.				
	Oral/Written Language Patterns (6.6)							-Identify differences between oral and written language patterns.		
	Styles of Language (6.7)									-Analyze the language styles of different characters in literary works.

Reading & Literature		K	1	2	3	4	5	6	7	8
Beginning Reading	Forms & Features of Written Language (7.1, 7.4)	-Purpose of printed materials (information, entertain). -How to handle a book and turn the pages. -Features of a book. -Textual Features. -Identify upper- and lower-case letters.	-Match oral words to printed words. -Recognize that there are correct spellings for words. -Spoken words represented by letter sequences. -Spell high frequency words correctly. -Recognize features of sentences and paragraphs. -Utilize Table of Contents. -Features of a book.	-Match oral words to printed words. -Recognize that there are correct spellings for words. -Spoken words represented by letter sequences. -Spell high frequency words correctly. -Recognize features of sentences and paragraphs. -Utilize Table of Contents. -Features of a book.						
	Phonemes (7.2, 7.5)	-A sound is one distinct sound (phoneme). -Words are made up of syllables. -Rhyming words. -Identify the initial, medial, and final sounds of a word. -Blend sounds to make words.	-Make sounds for all letters and letter combinations and combine sounds to make words. -Vowel digraphs, vowel diphthongs, and r-controlled letter-sound associations.	-Make sounds for all letters and letter combinations and combine sounds to make words. -Vowel digraphs, vowel diphthongs, and r-controlled letter-sound associations.						
	Sight Words (7.6)		-Recognize common irregularly spelled words by sight.	-Recognize common irregularly spelled words by sight.						
	Comprehension & Fluency (7.7, 7.9, 7.10)		-Read aloud with fluency and comprehension at grade level.	-Read aloud with fluency and comprehension at grade level.	-Read grade level text with comprehension. -Read aloud grade-appropriate text fluently.					

Reading & Literature		K	1	2	3	4	5	6	7	8
	Letter-Sound Knowledge (7.3, 7.7, 7.8)	-Connect letters to sounds. -Words are made up of letters that represent sounds. -Use letter-sound matches to decode simple words.	-Decode phonetically regular one-syllable and multi-syllable words. -Accurately read irregular words, special vowel spellings, words with several syllables, and common word endings. -Letter patterns to identify syllables. -Know and use more difficult word families. -Apply knowledge of letter patterns to identify syllables. -Independently use sounds represented by single letters, consonant blends, consonant digraphs, and vowel digraphs and diphthongs.	-Decode phonetically regular one-syllable and multi-syllable words. -Accurately read irregular words, special vowel spellings, words with several syllables, and common word endings. -Letter patterns to identify syllables. -Know and use more difficult word families. -Apply knowledge of letter patterns to identify syllables. -Independently use sounds represented by single letters, consonant blends, consonant digraphs, and vowel digraphs and diphthongs.	-Use letter-sound knowledge to decode written English.					
Understanding a Text	Prediction (8.1, 8.4, 8.6, 8.9)	-Make predictions using prior knowledge, pictures, and text.	-Make and prove or disprove predictions.	-Make and prove or disprove predictions.						
	Retell (8.2, 8.3, 8.5, 8.7)	-Retell main events. -Ask questions about the important characters, settings, and events. -Retell important facts.	-Retell a story's beginning, middle, and end.	-Retell a story's beginning, middle, and end.	-Retell events in sequence. -Form questions and locate facts/details in the text to answer.					
	Cause & Effect (8.8, 8.16)		-Distinguish cause from effect.	-Distinguish cause from effect.	-Distinguish cause from effect.	-Distinguish cause from effect.				
	Figurative Language (8.12, 8.19)					-Identify figurative language.		-Identify and analyze figurative language.		

Reading & Literature		K	1	2	3	4	5	6	7	8
	<i>Story Elements</i> (8.14)		-Identify characters in a story.	-Identify characters and setting in a story.	-Identify elements of character, setting, and plot.	-Make judgments about story elements and support them with evidence.	-Identify and draw conclusions from the author's use of story elements.			
	<i>Dialogue</i> (8.20)						-Identify dialogue in a story.	-Identify and analyze the use of dialogue and description.		
	<i>Organizational Structure</i> (8.21, 8.26)							-Recognize organizational structures.		-Recognize organizational structures and use of arguments for and against an issue.
	<i>Voice</i> (8.13, 8.24, 8.25)			-Identify the person or thing telling a story.	-Identify the speaker of a poem or narrator of a story.	-Identify the speaker of a poem or story.			-Interpret mood in a text and give supporting evidence.	-Interpret mood and tone, and give supporting evidence in a text. -Interpret a character's traits, emotions, or motivation and give supporting evidence from a text.
	<i>Foreshadowing</i> (8.11)				-Identify foreshadowing clues as the parts of a text that help the reader make a prediction.	-Identify foreshadowing clues.				
	<i>Details</i> (8.12, 8.19, 8.27)				Identify sensory details.	-Identify sensory details.	-Identify and draw conclusions from the author's use of sensory details.	-Identify and analyze sensory details.	-Identify evidence in a text that supports an argument.	-Identify evidence used to support an argument.

Reading & Literature		K	1	2	3	4	5	6	7	8
	<i>Fact Vs. Opinion</i> (8.15, 8.17)			-Identify facts in text heard.	-Distinguish fact from fiction. -Identify facts in text read.	-Locate facts that answer questions. -Distinguish fact from opinion or fiction.				
	<i>Genre</i> (8.23, 8.28)								-Use genre characteristics to analyze a text.	-Use genre characteristics to analyze a text. -Distinguish between the concepts of theme in a literary work and author's purpose in an expository text.
	<i>Main Idea</i> (8.10, 8.18, 8.22)		-Restate main ideas.	-Restate main ideas.	-Identify main ideas and supporting details.	-Summarize main ideas and supporting details.	-Identify and analyze main ideas and supporting details.	-Identify and analyze main ideas, supporting ideas, and supporting details.		
Making Connections	<i>Author/Illustrator Study</i> (9.1, 9.2, 9.3)	-Identify similarities in stories written by the same author or illustrator. -Identify different interpretations of story elements in the same work by different illustrators.	-Compare and contrast stories written by the same author or illustrator. -Identify different interpretations of story elements in the same work by different illustrators.	-Compare and contrast stories written by the same author or illustrator. -Identify different interpretations of story elements in the same work by different illustrators.	-Compare and contrast the life of the characters to the life of the author.	-Compare and contrast the life of the characters to the life of the author.				
	<i>Literary Text & Factual Information</i> (9.4, 9.5)						-Relate a story to factual information about its setting. -Relate factual information to events and characters in the story.	-Relate a story to factual information about its setting. -Relate factual information to events and characters in the story.	-Relate a literary work to factual information and artifacts of the period of its setting.	-Relate a literary work to factual information, art, and artifacts of the period of its setting. -Relate information to story elements of the book.

Reading & Literature		K	1	2	3	4	5	6	7	8
Genre	Forms Of Literature (10.1, 10.2, 10.3)	-Identify the differences in the common forms of literature: poetry, fiction, nonfiction.	-Compare and contrast the common forms of literature: poetry, drama, fiction, and nonfiction.	-Compare and contrast the common forms of literature: poetry, prose, fiction, nonfiction, and dramatic literature.	-Distinguish the common forms of literature: poetry, prose, fiction, nonfiction, and drama.	-Distinguish the common forms of literature: poetry, prose, fiction, nonfiction, and dramatic literature. -Vary reading and writing to reflect the form of literature.	-Characteristics of various genres: poetry, informational and expository nonfiction, dramatic literature, fiction (sub-genres of fiction such as mystery, adventure, historical, or contemporary realistic novels and short stories).	-Identify and analyze the characteristics of various genres (informational and expository nonfiction, dramatic literature, fiction) as forms with distinct characteristics and purposes.		
	Characteristics of Different Genres (10.4)								-Identify how authors use characteristic s of various genres for different purposes.	-Identify and analyze how authors use characteristics of various genres for different purposes.
Theme (11.1, 11.2, 11.3, 11.4)		-Relate themes in stories to personal experience.	-Relate themes in stories to personal experience.	-Relate themes in stories to personal experience.	-Identify themes as lessons in fables, stories, and poems.	-Identify themes as lessons in folktales, fables, and Greek myths for children.	-Identify the theme in a story and relate it to the main idea and meaning of the story.	-Identify the theme in a story (implied or stated) and relate it to the main idea and meaning of the story.	-Identify and find evidence of a theme.	-Analyze and evaluate similar theme from topic.
Fiction (12.1, 12.2, 12.3, 12.4)		-Identify plot, character, and setting.	-Identify plot, character, and setting. -Identify beginning, middle, and end.	-Identify plot, character, and setting. -Identify problem and solution.	-Identify problem, solution, character, and setting. -Analyze how major events lead from problem to solution. -Identify personality traits of characters and clues that reveal their personalities.	-Identify and analyze problem, solution, plot, character, and setting. -Read several sub-genres of fiction and identify elements of that sub-genre. -Locate, compare and contrast other stories of that sub-genre.	-Identify setting, characterization, conflict, and plot structure. -Identify personality traits of characters and clues that reveal their personalities. -Describe how main characters change over time.	-Identify and analyze the elements of setting, characterization, and plot (including conflict). -Explore conflict and characterization by posing questions that address both topics.	-Analyze the connections among setting, characterization, conflict, plot, and/or theme. -Analyze characters' personality traits, motivations, and interactions with others and give supporting evidence. -Analyze the ways characters change or interact with others over time and give supporting evidence.	-Locate and analyze elements of plot and characterization. -Utilize elements to determine how qualities of the central characters influence the resolution of the conflict.

Nonfiction	Textual Features (13.1, 13.6, 13.13, 13.18)	-Identify and use knowledge of textual features: title, headings.	--Identify and use knowledge of textual features: title, headings, captions, key words.	-Identify and use knowledge of textual features: title, headings, captions, key words, and table of contents.	-Identify and use knowledge of textual features: title, headings, key words, paragraphs, table of contents, glossary, captions accompanying illustrations or photographs.	-Identify and use knowledge of textual features: paragraphs, topic sentences, concluding sentences, glossary.	-Identify and use knowledge of textual features: title, headings, key words, captions, paragraphs, topic sentences, table of contents, index, glossary.	-Identify and use knowledge of textual features: paragraphs, topic sentences, concluding sentences, glossary, index.	-Identify and use knowledge of textual features: introduction, conclusion, transition words, concluding sentences.	-Identify and use knowledge of textual features: paragraphs, topic sentences, concluding sentences, introduction, conclusion, footnotes, index, bibliography.	
	Graphical Features (13.2, 13.7, 13.14, 13.19)	-Identify and use knowledge of graphic features: illustrations, type size.	-Identify and use knowledge of graphic features: illustrations, type size.	-Identify and use knowledge of graphic features: illustrations, type size.	-Identify and use knowledge of graphic features: charts, graphs, maps, diagrams, illustrations.	-Identify and use knowledge of graphic features: charts, maps, diagrams, illustrations.	-Identify and use knowledge of graphic features: charts, graphs, maps, diagrams, captions, illustrations.	-Identify and use knowledge of graphic features: charts, maps, diagrams, captions, illustrations.	-Identify and use knowledge of common graphic features to analyze nonfiction texts.	-Identify and use knowledge of graphic features: charts, maps, diagrams.	
	Predictions (13.3, 13.4)	-Make predictions about the content of a text. -Prove or disprove predictions.	-Make predictions about the content of a text. -Prove or disprove predictions.	-Make predictions about the content of a text. -Prove or disprove predictions.							
	Main Idea (13.5, 13.12, 13.17)	-Restate main ideas and important facts.	-Restate main ideas and important facts.	-Restate main ideas and important facts.	-Identify main ideas and supporting details.	-Summarize main ideas and supporting details.	Identify and summarize main ideas, supporting ideas, and supporting details.	-Identify and analyze main ideas, supporting ideas, and supporting details.			
	Organizational Structure (13.8, 13.20)					-Identify and use knowledge of common organizational structures: chronological order.	-Identify common organizational structures: chronological order, cause and effect.	-Identify common organizational structures: chronological order, logical order, cause and effect, classification schemes.	-Identify common organizational structures: logical order, comparison and contrast, cause and effect relationships.	-Identify common organizational structures: logical order, comparison and contrast, cause and effect relationships.	

Reading & Literature		K	1	2	3	4	5	6	7	8
	<i>Facts/Details</i> (13.9)				-Formulate questions about the text and locate facts/details in order to answer those questions.	-Locate facts that answer the reader's questions.				
	<i>Cause and Effect</i> (13.10)				-Distinguish cause from effect.	-Distinguish cause from effect.				
	<i>Fact/Opinion</i> (13.11)				-Distinguish fact from fiction.	-Distinguish fact from opinion or fiction.				
	<i>Argument</i> (13.21, 13.22)								-Recognize arguments for and against an issue. -Identify evidence in a text that supports an argument.	-Recognize use of arguments for and against an issue. -Identify evidence used to support an argument.
	<i>Theme Vs. Author's Purpose</i> (13.23)									-Compare and contrast theme in a literary work and author's purpose in an expository text.

Reading & Literature	K	1	2	3	4	5	6	7	8
<p style="text-align: center;">Poetry (14.1, 14.2, 14.3, 14.4)</p>	<ul style="list-style-type: none"> -Identify a regular beat and similarities of sounds. -Identify and respond to rhythm and rhyme. -Recognize and respond to the rhythm and rhyme in Mother Goose nursery rhymes. 	<ul style="list-style-type: none"> -Identify a regular beat and similarities of sounds. -Identify and respond to rhythm and rhyme. -Recognize and respond to the rhythm and rhyme in poems by David McCord. 	<ul style="list-style-type: none"> -Identify a regular beat and similarities of sounds. -Identify and respond to rhythm and rhyme. -Recognize and respond to the rhythm and rhyme in poems by John Ciardi. 	<ul style="list-style-type: none"> -Identify poetic elements: <i>rhyme, rhythm, repetition, sensory images</i>. -Identify terminology for structural elements of poems: stanza and verse. 	<ul style="list-style-type: none"> -Identify rhyme and rhythm, repetition, similes, and sensory images in poems. 	<ul style="list-style-type: none"> -Identify and respond to the effects of sound, figurative language, and graphics in poetry. -Identify sound in poetry: alliteration, rhyme scheme: free verse; couplets; A, B, A, B.. -Identify Figurative language in poetry: metaphor, simile. -Identify Graphics in poetry: capital letters. 	<ul style="list-style-type: none"> -Identify and respond to the effects of sound, figurative language, and graphics in poetry. -Identify sound in poetry: alliteration, rhyme scheme. -Identify Figurative language in poetry: metaphor, simile, personification, hyperbole. -Identify Graphics in poetry: capital letters, line length. 	<ul style="list-style-type: none"> -Identify and respond to the effects of form, sound, figurative language, and graphics to uncover meaning in poetry. -Identify forms: haiku, epic, sonnet. -Identify sound: alliteration, onomatopoeia, rhyme schemes. -Identify figurative language: personification, metaphor, simile, hyperbole. -Identify graphics: capital letters, line length, word position. 	<ul style="list-style-type: none"> -Identify and respond to the effects of form, sound, figurative language, and graphics to uncover meaning in poetry. -Identify sound: alliteration, onomatopoeia, rhyme schemes. -Identify figurative language: personification, metaphor, simile, hyperbole. -Identify graphics: capital letters, line length, word position.
<p style="text-align: center;">Style & Language (15.1, 15.2, 15.3, 15.4, 15.5, 15.6)</p>	<ul style="list-style-type: none"> -Identify senses used to create imagery in literature and spoken language. 	<ul style="list-style-type: none"> -Identify senses used to create mood or imagery in literature and spoken language. 	<ul style="list-style-type: none"> -Identify senses used to create mood, imagery, or set the tone in literature and spoken language. 	<ul style="list-style-type: none"> -Identify words that appeal to the senses. -Identify words that involve direct comparisons. 	<ul style="list-style-type: none"> -Identify words that appeal to the senses. -Identify words that involve direct comparisons. 	<ul style="list-style-type: none"> -Identify sensory details, figurative language, and rhythm or flow in literature. 	<ul style="list-style-type: none"> -Identify and analyze the importance of shades of meaning in determining word choice in literature. 	<ul style="list-style-type: none"> -Identify and analyze imagery and figurative language. -Identify how an author's use of words creates mood. 	<ul style="list-style-type: none"> -Identify and analyze imagery and figurative language. -Identify and analyze how an author's use of words creates tone and mood.

Reading & Literature		K	1	2	3	4	5	6	7	8
Myth, Traditional Narrative, and Classical Literature	Myths (16.4, 16.6, 16.10)				-Identify natural events explained in origin myths. -Identify culturally significant characters and events in Greek, Roman, and Norse mythology.	-Identify phenomena explained in origin myths. -Identify culturally significant characters and events in Greek, Roman, and Norse mythology.			-Identify and analyze similarities and differences in mythologies from different cultures.	-Identify and analyze similarities and differences in mythologies from different cultures.
	Traditional Literature (16.1, 16.2, 16.3, 16.5, 16.7, 16.8, 16.9)	-Identify familiar forms of traditional literature read aloud. -Retell or dramatize traditional literature. -Identify and predict recurring phrases in traditional literature.	-Identify familiar forms of traditional literature read aloud. -Retell or dramatize traditional literature. -Identify and predict recurring phrases in traditional literature.	-Identify familiar forms of traditional literature read aloud or independently. -Retell or dramatize traditional literature. -Identify and predict recurring phrases in traditional literature.		-Identify the adventures or exploits of a character.	-Compare and contrast different versions of the same story. -Identify common structures of traditional literature. -Identify common stylistic elements in traditional literature: repeated refrains, similes, hyperbole.	-Compare traditional literature from different cultures. -Identify common structures and stylistic elements.	-Identify conventions in epic tales.	-Identify conventions in epic tales.
Dramatic Literature (17.1, 17.2, 17.3, 17.4, 17.5, 17.6)		-Identify the elements of dialogue and use them in informal plays.	-Identify the elements of dialogue and use them in informal plays.	-Identify the elements of dialogue and use them in informal plays.	-Identify and analyze elements of plot and character in scripts that are read, viewed, listened, or performed.	-Identify and analyze elements of plot and character in scripts that are read, viewed, written, or performed.	-Identify and analyze structural elements of dramatic literature: scenes, acts, cast of characters, stage directions. -Identify and analyze the similarities and differences between a narrative text and its film or play adaptation.	-Identify and analyze structural elements of dramatic literature in the plays read, viewed, written, and performed. -Identify and analyze the similarities and differences between a narrative text and its film or play adaptation.	-Identify and analyze elements of setting (place, historical period, time of day), plot (exposition, conflict, rising action, falling action), and characterization (character motivations, actions, thoughts, development) in plays. -Identify and analyze the similarities and differences in setting, character, and plot in texts, plays, and films.	-Identify and analyze elements of setting (place, historical period, time of day), plot (exposition, conflict, rising action, falling action), and characterization (character motivations, actions, thoughts, development) in plays. -Identify and analyze the similarities and differences in setting, character, and plot in texts, plays, and films.

Reading & Literature		K	1	2	3	4	5	6	7	8
Dramatic Reading and Performance	<i>Performance</i> (18.1, 18.2.)	-Rehearse and perform stories, plays, and poems for an audience using eye contact, volume, and clear enunciation.	-Rehearse and perform stories, plays, and poems for an audience using eye contact, volume, and clear enunciation. -Give oral presentations of their favorite stories.	-Rehearse and perform stories, plays, and poems for an audience using eye contact, volume, and clear enunciation. -Give oral presentations of their favorite stories.	-Plan and perform readings of selected texts for an audience, using clear diction and voice quality. -Give oral presentations for book reports. -Utilize teacher-developed rubrics to prepare for presentations.	-Plan and perform readings of selected texts for an audience, using clear diction and voice quality. -Give oral presentations. -Utilize teacher-developed rubrics to prepare for presentations.				
	<i>Character Development</i> (18.3, 18.4)						-Develop characters through the use of basic acting skills. - Use teacher created rubrics to self-assess before performing.	-Develop characters through the use of basic acting skills. - Use teacher created rubrics to self-assess before performing.	-Develop and present characters through the use of basic acting skills <i>and</i> explain the artistic choices made. -Utilize teacher created rubrics that outlines criteria for assessment.	-Develop and present characters through the use of basic acting skills <i>and</i> explain the artistic choices made. -Utilize teacher created rubrics that outlines criteria for assessment.

Composition		K	1	2	3	4	5	6	7	8
Writing	Imaginative, Literary Writing (19.1, 19.2, 19.5, 19.6, 19.9, 19.10, 19.14, 19.15, 19.19, 19.20)	-Write a story by drawing pictures, using letters, or phonetically spelled words. -Dictate sentences and put the sentences in chronological sequence to create a story.	-Write or dictate stories that have a beginning, middle, and end. -Write or dictate short poems (with rhyming words).	-Write or dictate stories that have a beginning, middle, and end, characters, and setting. -Write or dictate short poems (descriptive words).	-Write stories that have a beginning, middle, and end, description of characters, and contain details of setting. -Write short poems that contain simple sense details, alliteration, and rhythmic patterns.	-Write stories that have a beginning, middle, and end, plot, description of characters, and contain details of setting. -Write short poems that contain simple sense details, alliteration, onomatopoeia, and rhythmic patterns.	-Write stories or scripts containing the basic elements of fiction (<i>characters, dialogue, setting, plot with a clear resolution</i>) and descriptive detail. -Write poems using poetic techniques (<i>alliteration, onomatopoeia</i>), figurative language (<i>simile, metaphor</i>), and graphic elements (<i>capital letters, line length</i>).	-Write stories or scripts containing the basic elements of fiction (<i>characters, dialogue, setting, plot with a clear resolution</i>) and descriptive detail. -Write poems using poetic techniques (<i>alliteration, onomatopoeia</i>), figurative language (<i>simile, metaphor</i>), and graphic elements (<i>capital letters, line length</i>).	-Write stories or scripts with <i>well-developed</i> characters, setting, dialogue, clear conflict and resolution, and sufficient descriptive detail. -Write poems using poetic techniques (<i>alliteration, onomatopoeia, rhyme scheme</i>), figurative language (<i>simile, metaphor, personification</i>), and graphic elements (<i>capital letters, line length, word position</i>).	-Write stories or scripts with <i>well-developed</i> characters, setting, dialogue, clear conflict and resolution, and sufficient descriptive detail. -Write poems using poetic techniques (<i>alliteration, onomatopoeia, rhyme scheme</i>), figurative language (<i>simile, metaphor, personification</i>), and graphic elements (<i>capital letters, line length, word position</i>).
	Informational, Expository Writing (19.3, 19.4, 19.7, 19.8, 19.11, 19.12, 19.13, 19.16, 19.17, 19.18, 19.21, 19.22, 19.23)	-Draw pictures and/or use letters or phonetically spelled words to give information. -Dictate sentences and put the sentences in chronological sequence for a letter or directions.	-Write or dictate letters, directions, or short accounts of personal experiences that follow a logical order. -Write or dictate research questions.	-Write or dictate letters, directions, summaries (of something read or watched), or short accounts of personal experiences that follow a logical order. -Write or dictate research questions.	-Write brief summaries of information gathered through research. -Write research questions and gather information to answer those questions. -Write a brief interpretation or explanation of a literary or informational text using evidence from the text as support. -Write an account based on personal experience that has a clear focus and sufficient supporting detail.	-Write brief summaries of information with clear focus gathered through research. -Write research questions and gather information to answer those questions. -Write a brief interpretation or explanation of a literary or informational text using evidence from the text as support. -Write an account based on personal experience that has a clear focus and sufficient supporting detail.	-Write brief research reports with clear focus and supporting detail. -Write a short explanation of a process (with topic statement, supporting details, and a conclusion). - Write formal letters to authors, newspapers, businesses, or government officials.	-Write brief research reports with clear focus and supporting detail. -Write a short explanation of a process (with topic statement, supporting details, and a conclusion). - Write formal letters to authors, newspapers, businesses, or government officials.	-Write reports based on research that includes quotations, footnotes or endnotes, and a bibliography. -Write and prove personal interpretation of literary, informational, or expository reading. -Write multi-paragraph compositions.	-Write reports based on research that includes quotations, footnotes or endnotes, and a bibliography. -Write and prove personal interpretation of literary, informational, or expository reading. -Write multi-paragraph compositions.

Composition		K	1	2	3	4	5	6	7	8
Consideration of Audience and Purpose	Form (20.1, 20.3)	-Utilize different forms of writing for different purposes.	-Utilize different forms of writing for different purposes.	-Utilize different forms of writing for different purposes.			-Identify the characteristics of and make distinctions among fiction, nonfiction, dramatic literature, and poetry.	-Identify the characteristics of and make distinctions among fiction, nonfiction, dramatic literature, and poetry.	-Select and use appropriate rhetorical techniques for a variety of purposes.	-Select and use appropriate rhetorical techniques for a variety of purposes.
	Audience (20.2)		-Identify the audience for different forms of writing.	-Identify the audience for different forms of writing.	-Utilize appropriate language for different audiences.	-Utilize appropriate language for different audiences.				
	Purpose (20.1, 20.3, 20.4)	-Utilize different forms of writing for different purposes.	-Utilize different forms of writing for different purposes.	-Identify the purpose of writing as to inform, to explain, or to entertain. -Use different forms of writing for different purposes.	-Utilize appropriate language for different purposes.	-Utilize appropriate language for different purposes.	-Utilize knowledge of genres when writing for different purposes.	-Utilize knowledge of genres when writing for different purposes.	-Select and use appropriate rhetorical techniques for a variety of purposes.	-Select and use appropriate rhetorical techniques for a variety of purposes.
Revising (21.1, 21.2, 21.3, 21.4, 21.5, 21.6, 21.7)		-Identify words that could be added to make the thought clearer.	-Identify words and phrases that could be added to make the thought clearer, or more logical.	-Identify words and phrases that could be added to make the thought clearer, more logical, or more expressive. -Use a variety of sentence beginnings in writing.	-Determine what could be added or deleted to writing to improve level of detail. -Add appropriate adjectives to make writing more descriptive. -Improve word choice by using dictionaries or thesauruses. .	Determine what could be added or deleted to writing to improve level of detail. -Add appropriate adjectives to make writing more descriptive. -Improve word choice by using dictionaries or thesauruses.	-Improve level of detail and precision of language. - Determine where to add images and sensory detail, combine sentences, vary sentences, and rearrange text.	-Improve level of detail and precision of language. -Determine where to add images and sensory detail, combine sentences, vary sentences, and rearrange text. -Improve word choice by using dictionaries or thesauruses.	-Improve level of detail and precision of language. -Determine where to add images and sensory detail, combine sentences, vary sentences, and rearrange text. -Improve word choice by using dictionaries or thesauruses.	-Improve level of detail and precision of language. -Determine where to add images and sensory detail, combine sentences, vary sentences, and rearrange text. -Improve word choice by using dictionaries or thesauruses.

Composition		K	1	2	3	4	5	6	7	8
Standard English Conventions	Handwriting (22.1, 22.2, 22.3)	-Print upper- and lower-case letters correctly.	-Print upper- and lower-case letters legibly. -Separate words with spaces.	-Print upper- and lower-case letters legibly. -Separate words with spaces. -Become familiar with cursive writing.	-Write legibly in cursive.	-Write legibly in cursive.				
	Capitalization (22.2, 22.4)		-Capitalize at the beginning of a sentence, names, and places. -Write dates correctly with capital letters.	-Capitalize at the beginning of a sentence, names, and places. -Write dates correctly with capital letters.	-Use correct capitalization.	-Use correct capitalization.				
	Spelling (22.2, 22.5, 22.6, 22.7)		-Use letters to make words.	-Use letters to make words.	-Use letter sounds, word parts, word segmentation, and syllabication to spell words correctly. -Spell common homophones correctly.	-Use letter sounds, word parts, word segmentation, and syllabication to spell words correctly. -Spell common homophones correctly.	-Use correct spelling: <i>commonly used homophones</i> when writing, revising, and editing.	-Use correct spelling: <i>commonly used homophones</i> when writing, revising, and editing.	-Use knowledge of spelling when writing and editing.	-Use knowledge of spelling when writing and editing.
	Punctuation (22.2, 22.4, 22.7, 22.8)		Use appropriate end marks. -Write dates correctly with commas.	Use appropriate end marks. -Write dates correctly with commas.	-Use correct end marks and use commas for series.	-Use correct end marks and use commas for series.	-Use correct punctuation: apostrophes, quotation marks, commas in compound sentences, paragraph indentations when writing, revising, and editing.	-Use correct punctuation: apostrophes, quotation marks, commas in compound sentences, paragraph indentations when writing, revising, and editing.	-Use commas after introductory structures when writing and editing.	-Use commas after introductory structures when writing and editing.
	Usage (22.4)				-Uses sentences in which subject and verb are in agreement.	-Uses sentences in which subject and verb are in agreement.			-Use knowledge of correct usage (pronoun reference).	-Use knowledge of correct usage (pronoun reference).
	Sentence Structure (22.4, 22.7)				-Eliminate fragmented sentences when writing and editing.	-Eliminate fragmented sentences when writing and editing.	-Use correct sentence structure: eliminate of fragments and run-ons when writing, revising, and editing.	-Use correct sentence structure: eliminate of fragments and run-ons when writing, revising, and editing.	Use knowledge of types of sentences (simple, compound, complex), when writing and editing.	

Composition		K	1	2	3	4	5	6	7	8
Organizing Ideas in Writing	Organization (23.2, 23.3, 23.4, 23.5, 23.6, 23.8, 23.9, 23.10, 23.11)	-Arrange ideas in a way that makes sense.	-Arrange ideas in a way that makes sense.	-Arrange ideas in a way that makes sense.	-Organize plot events of a story in an order that leads to a climax. -Organize ideas for a brief response to a reading. -Organize ideas for an account of personal experience in a way that makes sense.	-Organize plot events of a story in an order that leads to a climax. -Organize ideas for a brief response to a reading. -Organize ideas for an account of personal experience in a way that makes sense.	-Determine the placement of descriptive details in stories. -Organize information about a topic into paragraph.	-Determine the placement of descriptive details in stories. -Organize information about a topic into paragraph.	-Use organizing techniques that break up strict chronological order in a story (flashbacks). -Organize information into an essay or report with a thesis, transition sentences, and a conclusion. -Organize ideas for writing compare-and-contrast essays.	-Use organizing techniques that break up strict chronological order in a story (flashbacks). -Organize information into an essay or report with a thesis, transition sentences, and a conclusion. -Organize ideas for writing compare-and-contrast essays.
	Sequence (23.1, 23.7)	-Arrange events in order when writing, drawing, or dictating.	-Arrange events in order when writing, drawing, or dictating.	-Arrange events in order when writing or dictating. -Arrange events in stories to have a clear beginning, middle, and end.			-Group related ideas and place them in logical order for summaries or reports.	-Group related ideas and place them in logical order for summaries or reports.		

Composition		K	1	2	3	4	5	6	7	8
Research	Gathering Information (24.1, 24.2, 24.3, 24.4)	-Gather information from several sources in a classroom.	-Gather information from several sources in a classroom, or school.	-Gather information from several sources in a classroom, school, or library. -Locate information within resources using tables of contents.	-Develop and initiate a plan for searching for information. -Site and locate possible sources. -Locate information within resources using indexes and tables of contents.	-Develop and initiate a plan for searching for information. -Site and locate possible sources. -Locate information within resources using indexes and tables of contents.	-Use a range of print and non-print sources including: atlases, data bases, electronic, on-line resources. -Locate information within resources using indexes, tables of contents, and electronic search key words.	-Use a range of print and non-print sources including: atlases, data bases, electronic, on-line resources. -Locate information within resources using indexes, tables of contents, and electronic search key words.	-Differentiate between primary and secondary source materials. -Differentiate between paraphrasing and using direct quotes in a report. -Use footnotes or endnotes to document information and quotations. -Use standard bibliographic format to document sources.	-Differentiate between primary and secondary source materials. -Differentiate between paraphrasing and using direct quotes in a report. -Use footnotes or endnotes to document information and quotations. -Use standard bibliographic format to document sources.
	Question Development (24.1, 24.2)	-Generate research questions based upon information heard.	-Generate research questions based on information read or heard.	-Generate research questions based on information read or heard.	-Define the need for information and formulate open-ended research questions.	-Define the need for information and formulate open-ended research questions.				
	Steps in Research (24.2, 24.3, 24.4)			-Identify and use simple steps in conducting and reporting research	-Identify and apply steps in conducting and reporting research.	-Identify and apply steps in conducting and reporting research.	-Apply steps for gathering, organizing, documenting sources, and presenting research information.	-Apply steps for gathering, organizing, documenting sources, and presenting research information.	-Apply steps for gathering, organizing, documenting sources, and presenting research information in individual projects.	-Apply steps for gathering, organizing, documenting sources, and presenting research information in individual projects.
	Evaluation and Use of Information (24.2, 24.3, 24.4)				-Interpret, use, and communicate gathered information. -Evaluate the relevance of gathered information. -Evaluate the research project. -Organize and present research through oral presentation.	-Interpret, use, and communicate gathered information. -Evaluate the relevance of gathered information. -Evaluate the research project. -Organize and present research through writing and oral presentation.	-Follow established criteria for evaluating information. -Organize and present research through writing and oral presentation. -Provide appropriate documentation and evidence of research.	-Follow established criteria for evaluating information. -Organize and present research through writing and oral presentation. -Provide appropriate documentation and evidence of research.	-Organize and present research through writing and oral presentation.	-Organize and present research through writing and oral presentation.

Composition		K	1	2	3	4	5	6	7	8
Evaluating Writing and Presentations	<i>Evaluation</i> (25.1, 25.2, 25.3, 25.4)	-Provide evidence to support judgments about classroom activities or presentations.	-Provide evidence to support judgments about classroom activities or presentations.	-Provide evidence to support judgments about classroom activities or presentations. -Use teacher created checklists and rubrics to self-evaluate and to evaluate peers in written projects and oral presentations.	-Form and explain personal standards or judgments of quality and present them to others. -Use teacher created checklists and rubrics to self-evaluate and to evaluate peers in written projects and oral presentations.	-Form and explain personal standards or judgments of quality and present them to others. -Use teacher created checklists and rubrics to self-evaluate and to evaluate peers in written projects and oral presentations.	-Use a teacher created scoring rubric to evaluate compositions, recitations, or performances before and after presenting them to an audience.	-Use a teacher created scoring rubric to evaluate compositions, recitations, or performances before and after presenting them to an audience.	-Develop and use scoring guides or rubrics to improve organization and presentation of written and oral projects.	-Develop and use scoring guides or rubrics to improve organization and presentation of written and oral projects.

Media	K	1	2	3	4	5	6	7	8
Analysis of Media (26.1, 26.2, 26.3, 26.4)	-Identify techniques used in television: animation, close-ups, wide-angle shots, sound effects, music, and graphics. -Use knowledge of techniques to distinguish between facts and misleading information.	-Identify techniques used in television: animation, close-ups, wide-angle shots, sound effects, music, and graphics. -Use knowledge of techniques to distinguish between facts and misleading information.	-Identify techniques used in television: animation, close-ups, wide-angle shots, sound effects, music, and graphics. -Use knowledge of techniques to distinguish between facts and misleading information.	-Compare and contrast stories in print with their filmed adaptations.	-Compare and contrast stories in print with their filmed adaptations.	-Identify, compare, and contrast information found in printed resources to information found in educational reference software and websites.	-Identify, compare, and contrast information found in printed resources to information found in educational reference software and websites.	-Analyze the reader's or viewer's emotions of text and image in print journalism, and images, sound, and text in electronic journalism. -Distinguish techniques used in each.	-Analyze the reader's or viewer's emotions of text and image in print journalism, and images, sound, and text in electronic journalism. -Distinguish techniques used in each.
Media Production (27.1, 27.2, 27.3, 27.4)	-Create radio scripts, audiotapes, or videotapes for display or transmission.	-Create radio scripts, audiotapes, or videotapes for display or transmission.	-Create radio scripts, audiotapes, or videotapes for display or transmission.	-Create presentations using computer technology.	-Create presentations using computer technology.	-Create a media production using effective images, text, music, sound effects, or graphics.	-Create a media production using effective images, text, music, sound effects, or graphics.	-Create media presentations and written reports on the same subject and compare the differences in effects of each medium.	-Create media presentations and written reports on the same subject and compare the differences in effects of each medium.