English Language Arts Standards

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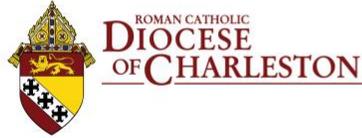
Diocese of Charleston English Language Arts Curriculum Team

Thank you to the ELA Design Team members:

Ashley Morris   St. Mary's Greenville
Jan Kroger   Our Lady of Peace North Augusta
Kristine Galemmo   St. Anthony Florence
Ron Poles   St. John Neumann Columbia
Karen Cartledge   St. Anne Rock Hill
Marie Krall   Our Lady of Peace North Augusta
Angela Sansbury   St. Anthony Florence
Victoria White   St. John Neumann
Diana VonPlinsky   St. Joseph Columbia
Patti Dukes   Nativity Charleston
Karen Durand   St. John's Charleston
Donovan Yarnall   St. Joseph Columbia
Kelly Strasser   John Paul II Ridgeland
Lisa Jones   Christ Our King Stella Maris
Kim McNab   John Paul II Ridgeland
Debbie Wilfong   St. Andrew Myrtle Beach
Jorge Villamizar   Divine Redeemer Charleston
Stephen Hickey   Our Lady of Peace North Augusta
Kim Hylton   St. Anne Rock Hill
Melanie Rainier   St. Anne Rock Hill
Cara Condra Bishop England High School Charleston
Matt Parry   Bishop England High School Charleston
Mary Anne Tucker   Bishop England High School Charleston
Shaileen Riginos   St. Anne Rock Hill
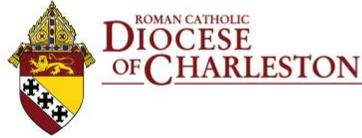
SUMMARY OF DIOCESAN STANDARDS AND CURRICULUM

1. The **standards** found in this document define what is expected to be learned by the end of the school year at each grade level (SWBAT- the Student Will Be Able To do). Students are expected to know and be able to use the concepts, practices, and skills across multiple contexts.
2. The K-12 Diocesan **curriculum** is the day-to-day outline of strategies that teachers use to help the students learn and reach the goal of standards mastery. Curriculum involves unit planning, textbooks, homework assignments, classroom activities, and assessments- the "how" of teaching.
3. Curriculum is the process selected by the school/ teachers based on local needs. Standards are the end goal set as the expectation for all students in the Diocese of Charleston.
4. A Curriculum Team made up of teachers and principals is selected for one subject per year to update both the standards and curriculum for that subject. The ELA Curriculum project was conducted in the summer of 2021.
5. The standards are listed below. Curriculum guides are provided for teachers to use as a resource. Both the curriculum guides and standards are referenced from other resources, infused with the faith, and modified to meet the Diocese of Charleston's goals for Academic Excellence and Catholic Identity.

KINDERGARTEN

READING

Guiding Principle: *Students read a wide range of fiction, nonfiction, classic, and contemporary works, to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They read a wide range of literature in many genres from a variety of time periods and cultures from around the world to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience. They draw on their prior experience, their interactions with other readers and writers, and reading skills that they have developed and refined.[i]*

READING: *Foundations*

There are four key areas found in the Reading: Foundations section for grades K-5: Print Concepts, Phonological Awareness, Phonics, and Fluency. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Foundations.

Learning Outcome

DOC.K.RF.1	Understand and apply knowledge of print concepts, phonics, phonemic awareness, vocabulary, and fluency and comprehension as a foundation for developing reading skills

Print Concepts

DOC.K.RF.2.1	Demonstrate understanding that print moves from left to right across the page and from top to bottom.
DOC.K.RF.2.2	Recognize that written words are made up of sequences of letters.
DOC.K.RF.2.3	Recognize that words are combined to form sentences.
DOC.K.RF.2.4	Identify and name all uppercase (capital) and lowercase letters of the alphabet.

Phonological Awareness

DOC.K.RF.3.1	Identify and produce rhyming words.
DOC.K.RF.3.2	Orally pronounce, blend, and segment words into syllables
DOC.K.RF.3.3	Orally blend the onset (the initial sound) and the rime (the vowel and ending sound) in words.
DOC.K.RF.3.4	Tell the order of sounds heard in words with two or three phonemes, and identify the beginning, middle (medial) and final sounds.
DOC.K.RF.3.5	Add, delete, or substitute sounds to change words.

Phonics

DOC.K.RF.4.1	Use letter-sound knowledge to decode the sound of each consonant (e.g., dog = /d/ /g/; soap = /s/ /p/).
DOC.K.RF.4.2	Blend consonant-vowel-consonant (CVC) sounds to make words.
DOC.K.RF.4.3	Recognize the long and short sounds for the five major vowels.
DOC.K.RF.4.4	Read common high-frequency words by sight (e.g., a, my).
DOC.K.RF.4.5	Identify similarities and differences in words (e.g., word endings, onset and rime) when spoken or written.

Fluency

DOC.K.RF.5	Read emergent-reader texts, maintaining an appropriate pace and using self-correcting strategies while reading.

READING: *Literature*

There are three key areas found in the Reading: Literature section for grades 6-12: Key Ideas and Textual Support, Structural Elements and Organization, and Synthesis and Connection of Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Literature.

Learning Outcome

DOC.K.RL.1	Actively engage in group reading activities with purpose and understanding.

Key Ideas and Textual Support

DOC.K.RL.2.1	With support, ask and answer questions about main topics and key details in a text heard or read.
DOC.K.RL.2.2	With support, retell familiar stories, poems, and nursery rhymes, including key details.
DOC.K.RL.2.3	Identify important elements of the text (e.g., characters, settings, or events).
DOC.K.RL.2.4	Make predictions about what will happen in a story.

Structural Elements and Organization

DOC.K.RL.3.1	Recognize familiar narrative text genres (e.g., fairy tales, nursery rhymes, storybooks).
DOC.K.RL.3.2	With support, define the role of the author and illustrator of a story in telling the story.

Synthesis and Connection of Ideas

DOC.K.RL.4.1	With support, describe the relationship between illustrations and the story in which they appear.
DOC.K.RL.4.2	With support, compare and contrast the adventures and experiences of characters in familiar stories.

READING: *Nonfiction*

There are three key areas found in the Reading: Nonfiction section for grades 6-12: Key Ideas and Textual Support, Structural Elements and Organization, and Synthesis and Connection of Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Nonfiction.

Learning Outcome

DOC.K.RN.1	Actively engage in group reading activities with purpose and understanding.

Key Ideas and Textual Support

DOC.K.RN.2.1	With support, ask and answer questions about important elements of a text (e.g., events, topics, concepts).
DOC.K.RN.2.2	With support, retell the main idea and key details of a text.
DOC.K.RN.2.3	With support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

Structural Elements and Organization

DOC.K.RN.3.1	Identify text features of a nonfiction text (e.g., title, author, illustrations) and describe the relationship between those features and the text in which they appear.
DOC.K.RN.3.2	Recognize that a nonfiction text can be structured to describe a topic.

Synthesis and Connection of Ideas

DOC.K.RN.4.1	With support, identify the reasons an author gives to support points in a text.
DOC.K.RN.4.2	With support, identify basic similarities in and differences between two texts on the same topic

READING: *Vocabulary*

There are two key areas found in the Reading: Vocabulary section for grades 6-12: Vocabulary Building and Vocabulary in Literature and Nonfiction Texts. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Vocabulary.

Learning Outcome

DOC.K.RV.1	Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary.

Vocabulary Building

DOC.K.RV.2.2	Identify and sort pictures of objects into categories (e.g., colors, shapes, opposites).
DOC.K.RV.2.4	Recognize frequently occurring inflections (e.g., look, looks).

Vocabulary in Literature and Nonfiction Texts

DOC.K.RV.3.1	With support, ask and answer questions about unknown words in stories, poems, or songs.
DOC.K.RV.3.2	With support, ask and answer questions about unknown words in a nonfiction text.

WRITING

Guiding Principle: *Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes. Students apply knowledge of language structure, language conventions, media techniques, figurative language, and genre to create, critique, and discuss writing. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources to communicate their discoveries in ways that suit their purpose and audience.[ii]*

WRITING

There are four key areas found in the Writing section for grades 6-12: Writing Genres, the Writing Process, the Research Process, and Conventions of Standard English. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Writing.

Learning Outcome

DOC.K.W.1	Write for specific purposes and audiences.

Handwriting

DOC.K.W.2.1	Write most uppercase (capital) and lowercase letters of the alphabet, correctly shaping and spacing the letters of the words.
DOC.K.W.2.2	Write by moving from left to right and top to bottom.

Writing Genres: Argumentative, Informative, and Narrative

DOC.K.W.3.1	Use words and pictures to provide logical reasons for suggesting that others follow a particular course of action.
DOC.K.W.3.2	Use words and pictures to develop a main idea and provide some information about a topic.
DOC.K.W.3.3	Use words and pictures to narrate a single event or simple story, arranging ideas in order.

The Writing Process

DOC.K.W.4	Apply the writing process to – - With support, revise writing by adding simple details; review (edit) writing for format and conventions (e.g., *correct spelling of simple words, capitalization of the first word of the sentence*). - Use available technology to produce and publish writing.

The Research Process: Finding, Assessing, Synthesizing, and Reporting Information

DOC.K.W.5	With support, build understanding of a topic using various sources. Identify relevant pictures, charts, grade-appropriate texts, personal experiences, or people as sources of information on a topic.

Conventions of Standard English: **Grammar and Usage / Capitalization, Punctuation, and Spelling**

DOC.K.W.6.1	Demonstrate command of English grammar and usage, focusing on:
DOC.K.W.6.1a	**Nouns/Pronouns** – Writing sentences that include singular and/or plural nouns (e.g., *dog/dogs, cat/cats*).
DOC.K.W.6.1b	**Verbs** – Writing sentences that include verbs.
DOC.K.W.6.1e	**Usage** – Recognizing that there are different kinds of sentences (e.g., *sentences that tell something, sentences that ask something, etc.*).
DOC.K.W.6.2	Demonstrate command of capitalization, punctuation, and spelling, focusing on:
DOC.K.W.6.2a	**Capitalization** – Capitalizing the first word in a sentence and the pronoun I.
DOC.K.W.6.2b	**Punctuation** – Recognizing and naming end punctuation.
DOC.K.W.6.2c	**Spelling** – Spelling simple words phonetically, drawing on phonemic awareness.

SPEAKING AND LISTENING

Guiding Principle: *Students listen actively and communicate effectively for a variety of purposes, including for learning, enjoyment, persuasion, and the exchange of information and ideas. Students adjust their use of language to communicate effectively with a variety of audiences and for different purposes. Students develop an understanding of and respect for diversity in language use, patterns, and dialects.[iii]*

SPEAKING AND LISTENING
There are three key areas found in the Speaking and Listening section for grades 6-12: Discussion and Collaboration, Comprehension, and Presentation of Knowledge and Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning

Outcome for Speaking and Listening.

Learning Outcome

DOC.K.SL.1	Listen actively and communicate effectively with a variety of audiences and for different purposes.

Discussion and Collaboration

| DOC.K.SL.2.1	Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.
DOC.K.SL.2.3	Listen to others, take turns speaking, and add one's own ideas to small group discussions or tasks.
DOC.K.SL.2.4	Ask questions to seek help, get information, or clarify something that is not understood.
DOC.K.SL.2.5	Continue a conversation through multiple exchanges.

Comprehension

DOC.K.SL.3.1	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
DOC.K.SL.3.2	Ask appropriate questions about what a speaker says.

Presentation of Knowledge and Ideas

DOC.K.SL.4.1	Speaking audibly, recite poems, rhymes, and songs, and use complete sentences to describe familiar people, places, things, and events and, with support, provide additional details.
DOC.K.SL.4.3	Give, restate, and follow simple two-step directions.

MEDIA LITERACY

Guiding Principle: *Students develop critical thinking about the messages received and created by media. Students recognize that media are a part of culture and function as agents of socialization and develop understanding that people use individual skills, beliefs, and experiences to construct their own meanings from media messages. Students develop media literacy skills in order to become more informed, reflective, and engaged participants in society.[iv]*

MEDIA LITERACY
By demonstrating the skills listed in Media Literacy, students should be able to meet the Learning Outcome for Media Literacy.

Learning Outcome

DOC.K.ML.1	Recognize various types of media.

Media Literacy

DOC.K.ML.2.1	Recognize common signs and logos and identify commercials or advertisements.

GRADE 1

READING

Guiding Principle: *Students read a wide range of fiction, nonfiction, classic, and contemporary works, to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They read a wide range of literature in many genres from a variety of time periods and cultures from around the world to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience. They draw on their prior experience, their interactions with other readers and writers, and reading skills that they have developed and refined.*[i]

READING: *Foundations*

There are four key areas found in the Reading: Foundations section for grades K-5: Print Concepts, Phonological Awareness, Phonics, and Fluency. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Foundations.

Learning Outcome

DOC.1.RF.1	Develop an understanding of the five components of reading (print concepts, phonemic awareness, phonics, vocabulary, and fluency and comprehension) to build foundational reading skills.

Print Concepts

DOC.1.RF.2.3	Recognize the components of a sentence (e.g., *capitalization, first word, ending punctuation*).
DOC.1.RF.2.4	Learn and apply knowledge of alphabetical order.

Phonological Awareness

DOC.1.RF.3.2	Blend sounds, including consonant blends, to produce single- and multi-syllable words.

DOC.1.RF.3.3	Add, delete, or substitute sounds to change single-syllable words.
DOC.1.RF.3.4	Distinguish beginning, middle (medial), and final sounds in single-syllable words.
DOC.1.RF.3.5	Segment the individual sounds in one-syllable words.

Phonics

DOC.1.RF.4.1	Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., *ai*) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., *cat, go, black, boat, her*), independent of context.
DOC.1.RF.4.2	Decode one-syllable words in the major syllable patterns (CVC, CVr, V, VV, VCe), independent of context.
DOC.1.RF.4.3	Apply knowledge of final –e and common vowel teams (vowel digraphs) for representing long vowel sounds.
DOC.1.RF.4.4	Recognize and read common and irregularly spelled high-frequency words by sight (e.g., *have, said*).
DOC.1.RF.4.5	Read words in common word families (e.g., *-at, -ate*).
DOC.1.RF.4.6	Read grade-appropriate root words and affixes including plurals, verb tense, comparatives (e.g., *look, -ed, -ing, -s, -er, -est)*, and simple compound words (e.g., *cupcake)* and contractions (e.g., *isn't*).

Fluency

DOC.1.RF.5	Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.

READING: *Literature*

There are three key areas found in the Reading: Literature section for grades 6-12: Key Ideas and Textual Support, Structural Elements and Organization, and Synthesis and Connection of Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Literature.

Learning Outcome

DOC.1.RL.1	With support, read and comprehend literature that is grade-level appropriate.

Key Ideas and Textual Support

DOC.1.RL.2.1	Ask and answer questions about main idea and key details in a text.
DOC.1.RL.2.2	Retell stories, fables, and fairy tales in sequence, including key details, and demonstrate understanding of their central message or lesson.
DOC.1.RL.2.3	Using key details, identify and describe the elements of plot, character, and setting.
DOC.1.RL.2.4	Make and confirm predictions about what will happen next in a story.

Structural Elements and Organization

DOC.1.RL.3.1	Identify the basic characteristics of familiar narrative text genres (e.g., *fairy tales, nursery rhymes, storybooks*).
DOC.1.RL.3.2	Identify who is telling the story at various points in a text.

Synthesis and Connection of Ideas

DOC.1.RL.4.1	Use illustrations and details in a story to describe its characters, setting, or events.
DOC.1.RL.4.2	Compare and contrast the adventures and experiences of characters in stories.

READING: *Nonfiction*

There are three key areas found in the Reading: Nonfiction section for grades 6-12: Key Ideas and Textual Support, Structural Elements and Organization, and Synthesis and Connection of Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Nonfiction.

Learning Outcome

DOC.1.RN.1	With support, read and comprehend nonfiction that is grade-level appropriate.

Key Ideas and Textual Support

DOC.1.RN.2.1	Ask and answer questions about key details to clarify and confirm understanding of a text.
DOC.1.RN.2.2	Retell main ideas and key details of a text.
DOC.1.RN.2.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.

Structural Elements and Organization

DOC.1.RN.3.1	Know and use various text features (e.g., *table of contents, glossary, illustrations*) to locate and describe key facts or information in a text.
DOC.1.RN.3.2	Identify how a nonfiction text can be structured to indicate order (e.g., *sequential*) or to explain a simple cause and effect relationship.

Synthesis and Connection of Ideas

DOC.1.RN.4.1	Identify the reasons the author gives to support points in a text.
DOC.1.RN.4.2	Identify basic similarities in and differences between two texts on the same topic.

READING: *Vocabulary*

There are two key areas found in the Reading: Vocabulary section for grades 6-12: Vocabulary Building and Vocabulary in Literature and Nonfiction Texts. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Vocabulary.

Learning Outcome

DOC.1.RV.1	Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary.

Vocabulary Building

DOC.1.RV.2.1	Demonstrate understanding that context clues (e.g., *words and sentence clues*) and text features (e.g., *glossaries, illustrations*) may be used to help understand unknown words.
DOC.1.RV.2.2	Define and sort words into categories (e.g., *antonyms, living things, synonyms*).
DOC.1.RV.2.4	Recognize and use frequently occurring affixes, and roots and their inflections, as clues to the meaning of an unknown word.

Vocabulary in Literature and Nonfiction Texts

DOC.1.RV.3.1	Identify words and phrases in stories, poems, or songs that suggest feelings or appeal to the senses (touch, hearing, sight, taste, smell).
DOC.1.RV.3.2	Ask and answer questions to help determine or clarify the meaning of words and phrases in a nonfiction text.

WRITING

Guiding Principle: *Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes. Students apply knowledge of language structure, language conventions, media techniques, figurative language, and genre to create, critique, and discuss writing. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources to communicate their discoveries in ways that suit their purpose and audience.[ii]*

WRITING

There are four key areas found in the Writing section for grades 6-12: Writing Genres, the Writing Process, the Research Process, and Conventions of Standard English. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Writing.

Learning Outcome

DOC.1.W.1	Write routinely over brief time frames and for a variety of purposes and audiences.

Handwriting

DOC.1.W.2.1	Write all uppercase (capital) and lowercase letters legibly, and space letters, words, and sentences appropriately.

Writing Genres: Argumentative, Informative, and Narrative

DOC.1.W.3.1	Write logically connected sentences to make a proposal to a particular audience (e.g., a *parent, classmate, etc.)* and give reasons why the proposal should be considered.
DOC.1.W.3.2	Develop a topic sentence or main idea, provide some facts or details about the topic, and provide a concluding statement.
DOC.1.W.3.3	Develop topics for stories or poems, using precise words to describe characters and actions and temporal words to signal event order, with ideas organized into a beginning, middle, and ending.

The Writing Process

DOC.1.W.4	Apply the writing process to – • With support, develop, select and organize ideas relevant to topic, purpose, and genre; revise writing to add details (e.g., *sentence structure*); edit writing for format and conventions (e.g., *correct spelling of frequently used words, basic capitalization, end punctuation*); and provide feedback to other writers. • Use available technology to publish legible documents.

The Research Process: Finding, Assessing, Synthesizing, and Reporting Information

DOC.1.W.5	With support, conduct simple research on a topic.

	• Identify several sources of information and indicate the sources. • Organize information, using graphic organizers or other aids. • Make informal presentations on information gathered.

Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling

DOC.1.W.6.1	Demonstrate command of English grammar and usage, focusing on:
DOC.1.W.6.1a	**Nouns/Pronouns** – Writing sentences that include common and proper nouns and personal pronouns.
DOC.1.W.6.1b	**Verbs** – Writing sentences using verbs to convey a sense of past, present, and future.
DOC.1.W.6.1e	**Usage** – Writing complete simple declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
DOC.1.W.6.2	Demonstrate command of capitalization, punctuation, and spelling, focusing on:
DOC.1.W.6.2a	**Capitalization** – Capitalizing the first word of a sentence, dates, names of people, and the pronoun *I*.
DOC.1.W.6.2b	**Punctuation** – • Correctly using a period, question mark, and exclamation mark at the end of a sentence. • Using commas in dates and to separate items in a series.
DOC.1.W.6.2c	**Spelling** – • Spelling unknown words phonetically, drawing on phonemic awareness and spelling conventions. • Correctly spelling words with common spelling patterns. • Correctly spelling common irregularly-spelled, grade-appropriate high-frequency words.

SPEAKING AND LISTENING

Guiding Principle: *Students listen actively and communicate effectively for a variety of purposes, including for learning, enjoyment, persuasion, and the exchange of information and ideas. Students adjust their use of language to communicate effectively with a variety of audiences and for different purposes. Students develop an understanding of and respect for diversity in language use, patterns, and dialects.[iii]*

SPEAKING AND LISTENING

There are three key areas found in the Speaking and Listening section for grades 6-12: Discussion and Collaboration, Comprehension, and Presentation of Knowledge and Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Speaking and Listening.

Learning Outcome

DOC.1.SL.1	Listen actively and adjust the use of spoken language (e.g., *vocabulary*) to communicate effectively with a variety of audiences and for different purposes.

Discussion and Collaboration

DOC.1.SL.2.1	Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.
DOC.1.SL.2.3	Listen to others, take turns speaking about the topic, and add one's own ideas in small group discussions or tasks.
DOC.1.SL.2.4	Ask questions to clarify information about topics and texts under discussion.
DOC.1.SL.2.5	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

Comprehension

DOC.1.SL.3.1	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
DOC.1.SL.3.2	Ask and answer questions about what a speaker says to clarify something that is not understood.

Presentation of Knowledge and Ideas

DOC.1.SL.4.1	Speaking audibly and using appropriate language, recite poems, rhymes, songs, and stories, with careful attention to sensory detail when describing people, places, things, and events.
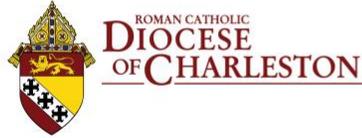
DOC.1.SL.4.2	Add drawings or other visual displays, such as pictures and objects, when sharing information to clarify ideas, thoughts, and feelings.
DOC.1.SL.4.3	Give and follow three- and four-step directions.

MEDIA LITERACY

Guiding Principle: *Students develop critical thinking about the messages received and created by media. Students recognize that media are a part of culture and function as agents of socialization and develop understanding that people use individual skills, beliefs, and experiences to construct their own meanings from media messages. Students develop media literacy skills in order to become more informed, reflective, and engaged participants in society.[iv]*

MEDIA LITERACY

By demonstrating the skills listed in Media Literacy, students should be able to meet the Learning Outcome for Media Literacy.

Learning Outcome

DOC.1.ML.1	Recognize the role of the media in informing, persuading, entertaining, or transmitting culture.

Media Literacy

DOC.1.ML.2.1	Demonstrate understanding of media by asking and answering appropriate questions about what is read, heard, or viewed.

GRADE 2

READING

Guiding Principle: *Students read a wide range of fiction, nonfiction, classic, and contemporary works, to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They read a wide range of literature in many genres from a variety of time periods and cultures from around the world to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience. They draw on their prior experience, their interactions with other readers and writers, and reading skills that they have developed and refined.[i]*

READING: *Foundations*

There are four key areas found in the Reading: Foundations section for grades K-5: Print Concepts, Phonological Awareness, Phonics, and Fluency. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Foundations.

Learning Outcome

DOC.2.RF.1	Demonstrate an understanding of the five components of reading (print concepts, phonemic awareness, phonics, vocabulary, and fluency and comprehension) to build foundational reading skills.

Print Concepts & Phonological Awareness
Students are expected to build upon and continue applying concepts learned previously.

Phonics

DOC.2.RF.4.2	Use knowledge of the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to decode two-syllable words, independent of context.
DOC.2.RF.4.3	Apply knowledge of short and long vowels (including vowel teams) when reading regularly spelled one-syllable words.

DOC.2.RF.4.4	Recognize and read common and irregularly spelled high-frequency words and abbreviations by sight (e.g., *through, tough; Jan., Fri.*).
DOC.2.RF.4.5	Know and use common word families when reading unfamiliar words (e.g., *-ale, -est, -ine, -ock*).
DOC.2.RF.4.6	Read multi-syllabic words composed of roots, prefixes, and suffixes; read contractions, possessives (e.g., *kitten's, sisters'*), and compound words.

Fluency

DOC.2.RF.5	Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.

READING: *Literature*

There are three key areas found in the Reading: Literature section for grades 6-12: Key Ideas and Textual Support, Structural Elements and Organization, and Synthesis and Connection of Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Literature.

Learning Outcome

DOC.2.RL.1	Read and comprehend a variety of literature within a range of complexity appropriate for grades 2-3. By the end of grade 2, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end.

Key Ideas and Textual Support

DOC.2.RL.2.1	Ask and answer questions (e.g., *who was the story about; why did an event happen; where did the story happen*) to demonstrate understanding of main idea and key details in a text.
DOC.2.RL.2.2	Recount the beginning, middle, and ending of stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
DOC.2.RL.2.3	Describe how characters in a story respond to major events and how characters affect the plot.

DOC.2.RL.2.4	Make predictions about the content of text using prior knowledge of text features, explaining whether they were confirmed or not confirmed and why.

Structural Elements and Organization

DOC.2.RL.3.1	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
DOC.2.RL.3.2	Acknowledge differences in the points of view of characters and identify dialogue as words spoken by characters, usually enclosed in quotation marks.

Synthesis and Connection of Ideas

DOC.2.RL.4.1	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
DOC.2.RL.4.2	Compare and contrast versions of the same stories from different authors, time periods, or cultures from around the world.

READING: *Nonfiction*

There are three key areas found in the Reading: Nonfiction section for grades 6-12: Key Ideas and Textual Support, Structural Elements and Organization, and Synthesis and Connection of Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Nonfiction.

Learning Outcome

DOC.2.RN.1	Read and comprehend a variety of nonfiction within a range of complexity appropriate for grades 2-3. By the end of grade 2, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end.

Key Ideas and Textual Support

DOC.2.RN.2.1	Ask and answer questions about the main idea and supporting facts and details in a text to confirm understanding.
DOC.2.RN.2.2	Identify the main idea of a multiparagraph text and the topic of each paragraph.
DOC.2.RN.2.3	Describe the connection between a series of historical events, scientific ideas or concepts, and steps in a process or procedure in a text.

Structural Elements and Organization

DOC.2.RN.3.1	Use various text features (e.g., *table of contents, index, headings, captions*) to locate key facts or information and explain how they contribute to and clarify a text.
DOC.2.RN.3.2	Identify how a nonfiction text can be structured to compare and contrast, to describe a procedure, and to explain a cause and effect relationship.
DOC.2.RN.3.3	Identify what the author wants to answer, explain, or describe in the text.

Synthesis and Connection of Ideas

DOC.2.RN.4.1	Describe how an author uses facts to support specific points in a text.
DOC.2.RN.4.2	Compare and contrast the most important points presented by two texts on the same topic.

READING: *Vocabulary*

There are two key areas found in the Reading: Vocabulary section for grades 6-12: Vocabulary Building and Vocabulary in Literature and Nonfiction Texts. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Vocabulary.

Learning Outcome

DOC.2.RV.1	Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary.

Vocabulary Building

DOC.2.RV.2.1	Use context clues (e.g., *words and sentence clues*) and text features (*e.g., table of contents, headings*) to determine the meanings of unknown words.
DOC.2.RV.2.2	Identify relationships among words, including common synonyms and antonyms, and simple multiple-meaning words (e.g., *change, duck*).
DOC.2.RV.2.4	Use a known root word as a clue to the meaning of an unknown word with the same root, and identify when a common affix is added to a known word.
DOC.2.RV.2.5	Consult reference materials, both print and digital (e.g., *dictionary*), to determine or clarify the meanings of words and phrases.

Vocabulary in Literature and Nonfiction Texts

DOC.2.RV.3.1	Recognize that authors use words (e.g., *regular beats, repeating lines, simile, alliteration, onomatopoeia, idioms*) to provide rhythm and meaning in a story, poem, or song.
DOC.2.RV.3.2	Determine the meanings of words and phrases in a nonfiction text relevant to a second grade topic or subject area.

WRITING

Guiding Principle: *Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes. Students apply knowledge of language structure, language conventions, media techniques, figurative language, and genre to create, critique, and discuss writing. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources to communicate their discoveries in ways that suit their purpose and audience.[ii]*

WRITING

There are four key areas found in the Writing section for grades 6-12: Writing Genres, the Writing Process, the Research Process, and Conventions of Standard English. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Writing.

Learning Outcome

DOC.2.W.1	Write routinely over brief time frames and for a variety of tasks, purposes, and audiences; apply reading standards to write in response to literature and nonfiction texts.

Handwriting

DOC.2.W.2.1	Form letters correctly and space words and sentences properly so that writing can be read easily by another person.

Writing Genres: Argumentative, Informative, and Narrative

DOC.2.W.3.1	Write a logically connected paragraph or paragraphs that introduce an opinion, with a concluding statement or section and multiple reasons to explain why a certain course of action should be followed.
DOC.2.W.3.2	Write a paragraph or paragraphs on a topic that introduce a topic, provide facts and details about the topic, and provide a concluding statement.
DOC.2.W.3.3	Develop topics for friendly letters, stories, poems, and other narrative purposes that – - Include a beginning. - Use temporal words to signal event order (e.g., *first of all*). - Provide details to describe actions, thoughts, and feelings. - Provide an ending.

The Writing Process

DOC.2.W.4	Apply the writing process to – - Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise writing, using appropriate reference materials, by adding details (e.g., *organization, sentence structure, word choice)*; edit writing for format and conventions (e.g., *spelling, capitalization, usage, punctuation*); and provide feedback to other writers. - Use available technology to publish legible documents.

The Research Process: **Finding, Assessing, Synthesizing, and Reporting Information**

DOC.2.W.5	With support, conduct short research on a topic.
	- Find information on a topic of interest (e.g., *cardinals*). - Identify various visual and text reference sources - Organize, summarize, and present the information, choosing from a variety of formats

Conventions of Standard English: **Grammar and Usage / Capitalization, Punctuation, and Spelling**

DOC.2.W.6.1	Demonstrate command of English grammar and usage, focusing on:
DOC.2.W.6.1a	**Nouns/Pronouns** – Writing sentences that include common, proper, possessive, and collective nouns, irregular plural nouns, and personal and possessive pronouns.
DOC.2.W.6.1b	**Verbs** – - Writing sentences that use the past tense of frequently occurring irregular verbs. - Understanding the functions of different types of verbs (e.g., *action, linking*) in sentences.
DOC.2.W.6.1c	**Adjectives/ Adverbs –**Writing sentences that use adjectives and adverbs.
DOC.2.W.6.1e	**Usage** – Writing correctly complete simple and compound declarative, interrogative, imperative, and exclamatory sentences.
DOC.2.W.6.2	Demonstrate command of capitalization, punctuation, and spelling, focusing on:
DOC.2.W.6.2a	**Capitalization –** Capitalizing greetings, months and days of the week, titles and initials in names, and proper nouns, including holidays and geographic names.
DOC.2.W.6.2b	**Punctuation** – - Correctly using a period, question mark, or exclamation mark at the end of a sentence. - Using an apostrophe to form contractions and singular possessive nouns. - Using commas in greetings and closings of letters, dates, and to separate items in a series.

DOC.2.W.6.2c	Spelling –
	• Correctly spelling words with short and long vowel sounds, r-controlled vowels, and consonant-blend patterns. • Generalizing learned spelling patterns (e.g., *word families*) when writing words. • Correctly spelling common irregularly-spelled grade-appropriate high frequency words.

SPEAKING AND LISTENING

Guiding Principle: *Students listen actively and communicate effectively for a variety of purposes, including for learning, enjoyment, persuasion, and the exchange of information and ideas. Students adjust their use of language to communicate effectively with a variety of audiences and for different purposes. Students develop an understanding of and respect for diversity in language use, patterns, and dialects.iii*

SPEAKING AND LISTENING

There are three key areas found in the Speaking and Listening section for grades 6-12: Discussion and Collaboration, Comprehension, and Presentation of Knowledge and Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Speaking and Listening.

Learning Outcome

DOC.2.SL.1	Listen actively and adjust the use of spoken language (e.g., *conventions, vocabulary*) to communicate effectively with a variety of audiences and for different purposes.

Discussion and Collaboration

DOC.2.SL.2.1	Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.
DOC.2.SL.2.3	Listen to others, take one's turn in respectful ways, and speak one at a time about the topics and text under discussion.

DOC.2.SL.2.4	Ask for clarification and further explanation as needed about the topics and texts under discussion.
DOC.2.SL.2.5	Build on others' talk in conversations by linking comments to the remarks of others.

Comprehension

DOC.2.SL.3.1	Determine the purpose for listening (e.g., *to obtain information, to enjoy humor*) and paraphrase or describe key ideas or details from a text read aloud or information presented orally or through other media.
DOC.2.SL.3.2	Ask and answer questions about what a speaker says to clarify comprehension, gather information, or deepen understanding of a topic or issue.

Presentation of Knowledge and Ideas

DOC.2.SL.4.1	Using appropriate language, recite poems and rhymes, and tell a story or recount an experience, in an organized manner, with appropriate facts and careful attention to sensory details, speaking audibly in coherent sentences and at an appropriate pace.
DOC.2.SL.4.2	Create simple presentations that maintain a clear focus, using various media when appropriate to clarify ideas, thoughts, and feelings.
DOC.2.SL.4.3	Give and follow multi-step directions.

MEDIA LITERACY

Guiding Principle: *Students develop critical thinking about the messages received and created by media. Students recognize that media are a part of culture and function as agents of socialization and develop understanding that people use individual skills, beliefs,*

and experiences to construct their own meanings from media messages. Students develop media literacy skills in order to become more informed, reflective, and engaged participants in society.[iv]

MEDIA LITERACY

By demonstrating the skills listed in Media Literacy, students should be able to meet the Learning Outcome for Media Literacy.

Learning Outcome

DOC.2.ML.1	Recognize the role of the media in informing, persuading, entertaining, and transmitting culture.

Media Literacy

DOC.2.ML.2.1	Recognize that media can be sources for information, entertainment, persuasion, interpretation of events, and transmission of culture.

GRADE 3

Guiding Principle: *Students read a wide range of fiction, nonfiction, classic, and contemporary works, to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They read a wide range of literature in many genres from a variety of time periods and cultures from around the world to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience. They draw on their prior experience, their interactions with other readers and writers, and reading skills that they have developed and refined.[i]*

READING: *Foundations*

There are four key areas found in the Reading: Foundations section for grades K-5: Print Concepts, Phonological Awareness, Phonics, and Fluency. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Foundations.

Learning Outcome

DOC.3.RF.1	Apply foundational reading skills to build reading fluency and comprehension.

Print Concepts & Phonological Awareness
Students are expected to build upon and continue applying concepts learned previously.

Phonics

DOC.3.RF.4.2	Understand the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to aid in decoding unknown words.
DOC.3.RF.4.4	Read grade-appropriate words that have blends (e.g., *walk, play*) and common spelling patterns (e.g., *qu-; doubling the consonant and adding –ing, such as cut/cutting; changing the ending of a word from –y to –ies to make a plural*).
DOC.3.RF.4.5	Know and use more difficult word families when reading unfamiliar words (e.g., *-ight*).
DOC.3.RF.4.6	Read multi-syllabic words composed of roots and related prefixes and suffixes; read irregular contractions (e.g., *will not = won't*) and possessives (e.g., *children's, Dennis's*).

Fluency

DOC.3.RF.5	Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.

READING: *Literature*

There are three key areas found in the Reading: Literature section for grades 6-12: Key Ideas and Textual Support, Structural Elements and Organization, and Synthesis and Connection of Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Literature.

Learning Outcome

DOC.3.RL.1	Read and comprehend a variety of literature within a range of complexity appropriate for grades 2-3. By the end of grade 3, students interact with texts proficiently and independently.

Key Ideas and Textual Support

DOC.3.RL.2.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
DOC.3.RL.2.2	Retell folktales, fables, and tall tales from diverse cultures; identify the themes in these works.
DOC.3.RL.2.3	Describe characters in a story (e.g., *their traits, motivations, or feelings*) and explain how their actions contribute to the plot.

Structural Elements and Organization

DOC.3.RL.3.1	Use terms such as chapter, scene, and stanza to refer to the parts of stories, plays, and poems; describe how each successive part builds on earlier sections.
DOC.3.RL.3.2	Distinguish personal point of view from that of the narrator or those of the characters.

Synthesis and Connection of Ideas

DOC.3.RL.4.1	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., *create mood, emphasize aspects of a character or setting*).
DOC.3.RL.4.2	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., *in books from a series*).

READING: *Nonfiction*

There are three key areas found in the Reading: Nonfiction section for grades 6-12: Key Ideas and Textual Support, Structural Elements and Organization, and Synthesis and Connection of Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Nonfiction.

Learning Outcome

DOC.3.RN.1	Read and comprehend a variety of nonfiction within a range of complexity appropriate for grades 2-3. By the end of grade 3, students interact with texts proficiently and independently.

Key Ideas and Textual Support

DOC.3.RN.2.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
DOC.3.RN.2.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
DOC.3.RN.2.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in processes or procedures in a text, using words such as first, next, finally, because, problem, solution, same, and different.

Structural Elements and Organization

DOC.3.RN.3.1	Apply knowledge of text features to locate information and gain meaning from a text (e.g., *maps, illustrations, charts, font/format*).

DOC.3.RN.3.2	Identify how a nonfiction text can be structured to indicate a problem and solution or to put events in chronological order.
DOC.3.RN.3.3	Distinguish one's own perspective from that of the author of the text.

Synthesis and Connection of Ideas

DOC.3.RN.4.1	Distinguish between fact and opinion; explain how an author uses reasons and facts to support specific points in a text.
DOC.3.RN.4.2	Compare and contrast the most important points and key details presented in two texts on the same topic.

READING: *Vocabulary*

There are two key areas found in the Reading: Vocabulary section for grades 6-12: Vocabulary Building and Vocabulary in Literature and Nonfiction Texts. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Vocabulary.

Learning Outcome

DOC.3.RV.1	Build and use accurately conversational, general academic, and content-specific words and phrases.

Vocabulary Building

DOC.3.RV.2.1	Apply context clues (e.g., *word, phrase, and sentence clues*) and text features (e.g., *maps, illustrations, charts*) to determine the meanings of unknown words.
DOC.3.RV.2.2	Identify relationships among words, including synonyms, antonyms, homographs, homonyms, and multiple-meaning words (e.g., *puzzle, fire*).
DOC.3.RV.2.4	Use a known word as a clue to the meaning of an unknown word with the same root, and identify when an affix is added to a known root word.

DOC.3.RV.2.5	Consult reference materials, both print and digital (e.g., *dictionary*), to determine or clarify the meanings of words and phrases.

Vocabulary in Literature and Nonfiction Texts

DOC.3.RV.3.1	Determine how the author uses words and phrases to provide meaning to works of literature, distinguishing literal from nonliteral language, including figurative language (e.g., *similes*).
DOC.3.RV.3.2	Determine the meanings of general academic and content-specific words and phrases in a nonfiction text relevant to a third grade topic or subject area.
DOC.3.RV.3.3	Recognize the meanings of idioms in context.

WRITING

Guiding Principle: *Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes. Students apply knowledge of language structure, language conventions, media techniques, figurative language, and genre to create, critique, and discuss writing. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources to communicate their discoveries in ways that suit their purpose and audience.[ii]*

WRITING

There are four key areas found in the Writing section for grades 6-12: Writing Genres, the Writing Process, the Research Process, and Conventions of Standard English. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Writing.

Learning Outcome

DOC.3.W.1	Write routinely over a variety of time frames and for a range of discipline-specific tasks, purposes, and audiences; apply reading standards to write in response to literature and nonfiction texts.

Handwriting

DOC.3.W.2.1	Write legibly in print or cursive, leaving space between letters in a word, words, in a sentence, and words and the edges of the paper.

Writing Genres: **Argumentative, Informative, and Narrative**

DOC.3.W.3.1	Write persuasive compositions in a variety of forms that – • State the opinion in an introductory statement or section. • Support the opinion with reasons in an organized way • Connect opinion and reasons using words and phrases. • Provide a concluding statement or section.
DOC.3.W.3.2	Write informative compositions on a variety of topics that – • State the topic, develop a main idea for the introductory paragraph, and group related information together. • Develop the topic with facts and details. • Connect ideas within categories of information using words and phrases. • Use text features (e.g., *pictures, graphics*) when useful to aid comprehension. • Provide a concluding statement or section.
DOC.3.W.3.3	Write narrative compositions in a variety of forms that – • Establish an introduction (e.g., *situation, narrator, characters*). • Include specific descriptive details and clear event sequences. • Include dialogue. • Connect ideas and events using introduction and transition words. • Provide an ending.

The Writing Process

DOC.3.W.4	Apply the writing process to – • Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., *quality of ideas, organization, sentence fluency, word choice*); and edit writing for format and conventions (*e.g., spelling, capitalization, usage, punctuation*). • Use technology to interact and collaborate with others to publish legible documents.

The Research Process: Finding, Assessing, Synthesizing, and Reporting Information

DOC.3.W.5	Conduct short research on a topic. • Identify a specific topic or question of interest (e.g., *where did Benjamin Harrison grow up?*). • Locate information in reference texts, electronic resources, or through interviews. • Recognize that some sources may be more reliable than others. • Record relevant information in their own words. • Present the information, choosing from a variety of formats.

Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling

DOC.3.W.6.1	Demonstrate command of English grammar and usage, focusing on:
DOC.3.W.6.1a	**Nouns/Pronouns** – Writing sentences using abstract nouns (e.g., *hope, thought*).
DOC.3.W.6.1b	**Verbs** – Writing sentences that use regular and irregular verbs and simple verb tenses to convey various times, sequences, states, and conditions.
DOC.3.W.6.1c	**Adjectives/ Adverbs** –Writing sentences that include comparative and superlative adjectives and adverbs, choosing between them depending on what is to be modified, and explaining their functions in the sentence.
DOC.3.W.6.1e	**Usage** – Writing correctly complete simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using coordinating and subordinating conjunctions (e.g., *and, for, but, or*).
DOC.3.W.6.2	Demonstrate command of capitalization, punctuation, and spelling, focusing on:
DOC.3.W.6.2a	**Capitalization** – Capitalizing appropriate words in titles, historical periods, company names, product names, and special events.

DOC.3.W.6.2b	Punctuation –
	• Correctly using apostrophes to form contractions and singular and plural possessives. • Using quotation marks to mark direct speech. • Using commas in locations and addresses; to mark direct speech; and for coordinating adjectives (e.g., *a small, red bicycle*).
DOC.3.W.6.2c	Spelling –
	• Using conventional spelling for high-frequency and other studied words and for adding affixes to base words. • Using spelling patterns and generalizations (e.g., *word families, position-based spellings, syllable patterns, ending rules, meaningful word parts, homophones/ homographs*) when writing.

SPEAKING AND LISTENING

Guiding Principle: *Students listen actively and communicate effectively for a variety of purposes, including for learning, enjoyment, persuasion, and the exchange of information and ideas. Students adjust their use of language to communicate effectively with a variety of audiences and for different purposes. Students develop an understanding of and respect for diversity in language use, patterns, and dialects.*[iii]

SPEAKING AND LISTENING
There are three key areas found in the Speaking and Listening section for grades 6-12: Discussion and Collaboration, Comprehension, and Presentation of Knowledge and Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Speaking and Listening.

Learning Outcome

DOC.3.SL.1	Listen actively and adjust the use of spoken language (e.g., *conventions, style, vocabulary*) to communicate effectively with a variety of audiences and for different purposes.

Discussion and Collaboration

DOC.3.SL.2.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others' ideas and expressing personal ideas clearly.
DOC.3.SL.2.2	Explore ideas under discussion by drawing on readings and other information.
DOC.3.SL.2.3	Demonstrate knowledge and use of agreed-upon rules for discussions and identify and serve in roles for small group discussions or projects.
DOC.3.SL.2.4	Ask questions to check understanding of information presented, stay on topic, and link comments to the remarks of others.
DOC.3.SL.2.5	Explain personal ideas and understanding in reference to the discussion.

Comprehension

DOC.3.SL.3.1	Retell, paraphrase, and explain the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively (e.g., *charts and graphs*), and orally.
DOC.3.SL.3.2	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

Presentation of Knowledge and Ideas

DOC.3.SL.4.1	Using appropriate language, report on a topic or text, or provide a narrative that organizes ideas chronologically or around major points of information, with appropriate facts and relevant, descriptive details, speaking at an understandable pace, in a clear, concise manner.
DOC.3.SL.4.2	Create oral presentations that maintain a clear focus, using various media when appropriate to emphasize or enhance certain facts or details.

MEDIA LITERACY

Guiding Principle: *Students develop critical thinking about the messages received and created by media. Students recognize that media are a part of culture and function as agents of socialization and develop understanding that people use individual skills, beliefs, and experiences to construct their own meanings from media messages. Students develop media literacy skills in order to become more informed, reflective, and engaged participants in society.[iv]*

MEDIA LITERACY

By demonstrating the skills listed in Media Literacy, students should be able to meet the Learning Outcome for Media Literacy.

Learning Outcome

DOC.3.ML.1	Recognize the role of the media in informing, persuading, entertaining, or transmitting culture.

Media Literacy

DOC.3.ML.2.1	Distinguish among the purposes of various media messages, including for information, entertainment, persuasion, interpretation of events, or transmission of culture.

GRADE 4

READING

Guiding Principle: *Students read a wide range of fiction, nonfiction, classic, and contemporary works, to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They read a wide range of literature in many genres from a variety of time periods and cultures from around the world to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience. They draw on their prior experience, their interactions with other readers and writers, and reading skills that they have developed and refined.[i]*

READING: *Foundations*

There are four key areas found in the Reading: Foundations section for grades K-5: Print Concepts, Phonological Awareness, Phonics, and Fluency. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Foundations.

Learning Outcome

DOC.4.RF.1	Apply foundational reading skills to demonstrate reading fluency and comprehension.

Print Concepts and Phonological Awareness
Students are expected to build upon and continue applying concepts learned previously.

Phonics

DOC.4.RF.4.2	Use the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to read unknown words.
DOC.4.RF.4.6	Use knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., *roots and affixes*) to read accurately unfamiliar multi-syllabic words in context.

Fluency

DOC.4.RF.5	Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.

READING: *Literature*

There are three key areas found in the Reading: Literature section for grades 6-12: Key Ideas and Textual Support, Structural Elements and Organization, and Synthesis and Connection of Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Literature.

Learning Outcome

DOC.4.RL.1	Read and comprehend a variety of literature within a range of complexity appropriate for grades 4-5. By the end of grade 4, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end.

Key Ideas and Textual Support

DOC.4.RL.2.1	Refer to details and examples in a text when explaining what a text says explicitly and when drawing inferences from the text.
DOC.4.RL.2.2	Paraphrase or retell the main events in a story, myth, legend, or novel; identify the theme and provide evidence for the interpretation.
DOC.4.RL.2.3	Describe a character, setting, or event in a story or play, drawing on specific details in the text, and how that impacts the plot.

Structural Elements and Organization

DOC.4.RL.3.1	Explain major differences between poems, plays, and prose, and refer to the structural elements of poems and drama.
DOC.4.RL.3.2	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

Synthesis and Connection of Ideas

DOC.4.RL.4.1	Describe how visual and multimedia presentations and representations can enhance the meaning of a text.
DOC.4.RL.4.2	Compare and contrast the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures.

READING: *Nonfiction*

There are three key areas found in the Reading: Nonfiction section for grades 6-12: Key Ideas and Textual Support, Structural Elements and Organization, and Synthesis and Connection of Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Nonfiction.

Learning Outcome

DOC.4.RN.1	Read and comprehend a variety of nonfiction within a range of complexity appropriate for grades 4-5. By the end of grade 4, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end.

Key Ideas and Textual Support

DOC.4.RN.2.1	Refer to details and examples in a text when explaining what a text says explicitly and when drawing inferences from the text.
DOC.4.RN.2.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
DOC.4.RN.2.3	Explain the relationships between events, procedures, ideas, or concepts in a historical, scientific, or technical text, based on specific information in the text.

Structural Elements and Organization

DOC.4.RN.3.1	Apply knowledge of text features to locate information and gain meaning from a text (e.g., *charts, tables, graphs, headings, subheadings, font/format*).
DOC.4.RN.3.2	Describe the organizational structure (e.g., *chronological, problem-solution, comparison/contrast, procedural, cause/effect, sequential, description*) of events, ideas, concepts, or information in a text or part of a text.
DOC.4.RN.3.3	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided in the accounts.

Synthesis and Connection of Ideas

DOC.4.RN.4.1	Distinguish between fact and opinion; explain how an author uses reasons and evidence to support a statement or position (claim) in a text.
DOC.4.RN.4.2	Combine information from two texts on the same topic in order to demonstrate knowledge about the subject.

READING: *Vocabulary*

There are two key areas found in the Reading: Vocabulary section for grades 6-12: Vocabulary Building and Vocabulary in Literature and Nonfiction Texts. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Vocabulary.

Learning Outcome

DOC.4.RV.1	Build and use accurately general academic and content-specific words and phrases.

Vocabulary Building

DOC.4.RV.2.1	Apply context clues (e.g., *word, phrase, sentence, and paragraph clues*) and text features (e.g., *charts, headings/subheadings, font/format*) to determine the meanings of unknown words.
DOC.4.RV.2.2	Identify relationships among words, including more complex homographs, homonyms, synonyms, antonyms, and multiple meanings.
DOC.4.RV.2.4	Apply knowledge of word structure elements (e.g., *suffixes, prefixes, common Greek and Latin affixes and roots*), known words, and word patterns to determine meaning.
DOC.4.RV.2.5	Consult reference materials, both print and digital (e.g., *dictionary*), to find the pronunciation and clarify the precise meanings of words and phrases.

Vocabulary in Literature and Nonfiction Texts

DOC.4.RV.3.1	Determine how words and phrases provide meaning to works of literature, including figurative language (e.g., *similes, metaphors, or hyperbole)*.
DOC.4.RV.3.2	Determine the meanings of general academic and content-specific words and phrases in a nonfiction text relevant to a fourth grade topic or subject area.
DOC.4.RV.3.3	Explain the meanings of proverbs, adages, and idioms in context.

WRITING

Guiding Principle: *Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes. Students apply knowledge of language structure, language conventions, media techniques, figurative language, and genre to create, critique, and discuss writing. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources to communicate their discoveries in ways that suit their purpose and audience.ⁱⁱ*

WRITING

There are four key areas found in the Writing section for grades 6-12: Writing Genres, the Writing Process, the Research Process, and Conventions of Standard English. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Writing.

Learning Outcome

DOC.4.W.1	Write routinely over a variety of time frames and for a range of discipline-specific tasks, purposes, and audiences; apply reading standards to support reflection and response to literature and nonfiction texts.

Handwriting

DOC.4.W.2.1	Write legibly in print or cursive, forming letters and words that can be read by others.

Writing Genres: Argumentative, Informative, and Narrative

DOC.4.W.3.1	Write persuasive compositions in a variety of forms that – - In an introductory statement, clearly state an opinion to a particular audience. - Support the opinion with facts and details from various sources, including texts. - Use an organizational structure to group related ideas that support the purpose. - Connect opinion and reasons using words and phrases. - Provide a concluding statement or section related to the position presented.
DOC.4.W.3.2	Write informative compositions on a variety of topics that – - Provide an introductory paragraph with a clear main idea. - Provide supporting paragraphs with topic and summary sentences.

	• Provide facts, specific details, and examples from various sources and texts to support ideas and extend explanations. • Connect ideas using words and phrases. • Include text features (e.g., *formatting, pictures, graphics*) and multimedia when useful to aid comprehension. • Use language and vocabulary appropriate for audience and topic. • Provide a concluding statement or section.
DOC.4.W.3.3	Write narrative compositions in a variety of forms that – • Establish an introduction, with a context to allow the reader to imagine the world of the event or experience. • Organize events that unfold naturally, using meaningful paragraphing and transitional words and phrases. • Use dialogue and descriptive details to develop events and reveal characters' personalities, feelings, and responses to situations. • Employ vocabulary with sufficient sensory (sight, sound, smell, touch, taste) details to give clear pictures of ideas and events. • Provide an ending that follows the narrated experiences or events.

The Writing Process

DOC.4.W.4	Apply the writing process to – • Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., *quality of ideas, organization, sentence fluency, word choice*); edit writing for format and conventions (*e.g., spelling, capitalization, usage, punctuation*). • Use technology to interact and collaborate with others to publish legible documents.

The Research Process: Finding, Assessing, Synthesizing, and Reporting Information

DOC.4.W.5	Conduct short research on a topic. • Identify a specific question to address (e.g., *What is the history of the Indy 500?*). • Use organizational features of print and digital sources to efficiently to locate further information.

	• Determine the reliability of the sources. • Summarize and organize information in their own words, giving credit to the source. • Present the research information, choosing from a variety of formats.

Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling

DOC.4.W.6.1	Demonstrate command of English grammar and usage, focusing on:
DOC.4.W.6.1a	**Nouns/Pronouns** – Writing sentences that include relative pronouns (e.g., *who, which*) and reflexive pronouns (e.g., *myself, ourselves*) and explaining their functions in the sentence.
DOC.4.W.6.1b	**Verbs** – • Writing sentences that use the progressive verb tenses. • Recognizing and correcting inappropriate shifts in verb tense. • Using modal auxiliaries (e.g., *can, may, must*).
DOC.4.W.6.1c	**Adjectives/ Adverbs** –Writing sentences using relative adverbs (e.g., where, when) and explaining their functions in the sentence.
DOC.4.W.6.1d	**Prepositions** – Writing sentences that include prepositions, explaining their functions in the sentence.
DOC.4.W.6.1e	**Usage** – Writing correctly complete simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using coordinating and subordinating conjunctions (e.g., *yet, nor, so*).
DOC.4.W.6.2	Demonstrate command of capitalization, punctuation, and spelling, focusing on:
DOC.4.W.6.2a	**Capitalization** – Capitalizing names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations, when appropriate.
DOC.4.W.6.2b	**Punctuation** – • Correctly using apostrophes to form possessives and contractions. • Correctly using quotation marks and commas to mark direct speech. • Using a comma before a coordinating conjunction in a compound sentence.
DOC.4.W.6.2c	**Spelling** – Using spelling patterns and generalizations (e.g., *word families, position-based spellings, syllable patterns, ending rules, meaningful word parts, homophones/homographs*) in writing single and multi-syllable words.

SPEAKING AND LISTENING

Guiding Principle: *Students listen actively and communicate effectively for a variety of purposes, including for learning, enjoyment, persuasion, and the exchange of information and ideas. Students adjust their use of language to communicate effectively with a variety of audiences and for different purposes. Students develop an understanding of and respect for diversity in language use, patterns, and dialects.iii*

SPEAKING AND LISTENING

There are three key areas found in the Speaking and Listening section for grades 6-12: Discussion and Collaboration, Comprehension, and Presentation of Knowledge and Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Speaking and Listening.

Learning Outcome

DOC.4.SL.1	Listen actively and adjust the use of spoken language (e.g., *conventions, style, vocabulary*) to communicate effectively with a variety of audiences and for different purposes.

Discussion and Collaboration

DOC.4.SL.2.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others' ideas and expressing personal ideas clearly.
DOC.4.SL.2.2	Explore ideas under discussion by drawing on readings and other information.
DOC.4.SL.2.3	Demonstrate knowledge and use of agreed-upon rules for discussions and carry out assigned roles.
DOC.4.SL.2.4	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
DOC.4.SL.2.5	Review the key ideas expressed and explain personal ideas in reference to the discussion.

Comprehension

DOC.4.SL.3.1	Summarize major ideas and supportive evidence from text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
DOC.4.SL.3.2	Identify and use evidence a speaker provides to support particular points.

Presentation of Knowledge and Ideas

|	
DOC.4.SL.4.1	Using appropriate language, report on a topic or text or provide a narrative in an organized manner, with effective introductions and conclusions, using appropriate structure, appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly and concisely at an understandable pace.
DOC.4.SL.4.2	Create oral presentations that maintain a clear focus, using multimedia to enhance the development of main ideas and themes that engage the audience.

MEDIA LITERACY

Guiding Principle: *Students develop critical thinking about the messages received and created by media. Students recognize that media are a part of culture and function as agents of socialization and develop understanding that people use individual skills, beliefs, and experiences to construct their own meanings from media messages. Students develop media literacy skills in order to become more informed, reflective, and engaged participants in society.[iv]*

MEDIA LITERACY
By demonstrating the skills listed in Media Literacy, students should be able to meet the Learning Outcome for Media Literacy.

Learning Outcome

DOC.4.ML.1	Identify how information found in electronic, print, and mass media is used to inform, persuade, entertain, and transmit culture.
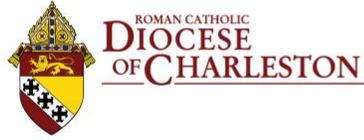
Media Literacy

DOC.4.ML.2.1	Recognize claims in print, image, and multimedia and identify evidence used to support these claims.

GRADE 5

READING

Guiding Principle: *Students read a wide range of fiction, nonfiction, classic, and contemporary works, to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They read a wide range of literature in many genres from a variety of time periods and cultures from around the world to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience. They draw on their prior experience, their interactions with other readers and writers, and reading skills that they have developed and refined.[i]*

READING: *Foundations*

There are four key areas found in the Reading: Foundations section for grades K-5: Print Concepts, Phonological Awareness, Phonics, and Fluency. Students are expected to master all standards for Print Concepts and Phonological Awareness prior to 5th grade. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Foundations.

Learning Outcome

DOC.5.RF.1	Apply foundational reading skills to demonstrate reading fluency and comprehension.

Phonics

DOC.5.RF.4.6	Use knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., *roots and affixes*) to read accurately unfamiliar multi-syllabic words in context.

Fluency

DOC.5.RF.5	Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.

READING: *Literature*

There are three key areas found in the Reading: Literature section for grades 6-12: Key Ideas and Textual Support, Structural Elements and Organization, and Synthesis and Connection of Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Literature.

Learning Outcome

DOC.5.RL.1	Read and comprehend a variety of literature within a range of complexity appropriate for grades 4-5. By the end of grade 5, students interact with texts proficiently and independently.

Key Ideas and Textual Support

DOC.5.RL.2.1	Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text.
DOC.5.RL.2.2	Determine a theme of a story, play, or poem from details in the text, including how characters respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
DOC.5.RL.2.3	Describe two or more characters, settings, or events in a story or play, drawing on specific details in the text, and how they impact the plot.

Structural Elements and Organization

DOC.5.RL.3.1	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, play, or poem.
DOC.5.RL.3.2	Describe how a narrator's or speaker's point of view influences how events are portrayed.

Synthesis and Connection of Ideas

DOC.5.RL.4.1	Analyze how visual and multimedia presentations and representations can enhance the meaning of a text.
DOC.5.RL.4.2	Compare and contrast stories in the same genre on their approaches to similar themes and topics.

READING: *Nonfiction*

There are three key areas found in the Reading: Nonfiction section for grades 6-12: Key Ideas and Textual Support, Structural Elements and Organization, and Synthesis and Connection of Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Nonfiction.

Learning Outcome

DOC.5.RN.1	Read and comprehend a variety of nonfiction within a range of complexity appropriate for grades 4-5. By the end of grade 5, students interact with texts proficiently and independently.

Key Ideas and Textual Support

DOC.5.RN.2.1	Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text.
DOC.5.RN.2.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
DOC.5.RN.2.3	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

Structural Elements and Organization

DOC.5.RN.3.1	Apply knowledge of text features in multiple print and digital sources to locate information, gain meaning from a text, or solve a problem.
DOC.5.RN.3.2	Compare and contrast the organizational structure of events, ideas, concepts, or information in two or more texts.
DOC.5.RN.3.3	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the perspectives the accounts represent.

Synthesis and Connection of Ideas

DOC.5.RN.4.1	Explain how an author uses reasons and evidence to support claims in a text, identifying which reasons and evidence support which claims.
DOC.5.RN.4.2	Combine information from several texts or digital sources on the same topic in order to demonstrate knowledge about the subject.

READING: *Vocabulary*

There are two key areas found in the Reading: Vocabulary section for grades 6-12: Vocabulary Building and Vocabulary in Literature and Nonfiction Texts. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Vocabulary.

Learning Outcome

DOC.5.RV.1 Build and use accurately general academic and content-specific words and phrases.

Vocabulary Building

DOC.5.RV.2.1	Select and apply context clues (e.g., *word, phrase, sentence, and paragraph clues*) and text features to determine the meanings of unknown words.
DOC.5.RV.2.2	Identify relationships among words, including multiple meanings, synonyms and antonyms, homographs, metaphors, similes, and analogies.
DOC.5.RV.2.4	Apply knowledge of word structure elements, known words, and word patterns to determine meaning (e.g., *word origins, common Greek and Latin affixes and roots, parts of speech*).
DOC.5.RV.2.5	Consult reference materials, both print and digital (e.g., *dictionary, thesaurus*), to find the pronunciation and clarify the precise meanings of words and phrases.

Vocabulary in Literature and Nonfiction Texts

DOC.5.RV.3.1	Determine how words and phrases provide meaning to works of literature, including imagery, symbolism, and figurative language (e.g., *similes, metaphors, hyperbole, or allusion*).
DOC.5.RV.3.2	Determine the meaning of general academic and content-specific words and phrases in a nonfiction text relevant to a fifth grade topic or text.
DOC.5.RV.3.3	Analyze the meanings of proverbs, adages, and idioms in context.

WRITING

Guiding Principle: *Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes. Students apply knowledge of language structure, language conventions, media techniques, figurative language, and genre to create, critique, and discuss writing. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources to communicate their discoveries in ways that suit their purpose and audience.[ii]*

WRITING

There are four key areas found in the Writing section for grades 6-12: Writing Genres, the Writing Process, the Research Process, and Conventions of Standard English. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Writing.

Learning Outcome

DOC.5.W.1	Write routinely over a variety of time frames and for a range of discipline-specific tasks, purposes, and audiences; apply reading standards to support reflection and response to literature and nonfiction texts.

Writing Genres: Argumentative, Informative, and Narrative

DOC.5.W.3.1	Write persuasive compositions in a variety of forms that – • Clearly present a position in an introductory statement to an identified audience. • Support the position with qualitative and quantitative facts and details from various sources, including texts. • Use an organizational structure to group related ideas that support the purpose. • Use language appropriate for the identified audience. • Connect reasons to the position using words, phrases, and clauses. • Provide a concluding statement or section related to the position presented.
DOC.5.W.3.2	Write informative compositions on a variety of topics that – • Introduce a topic; organize sentences and paragraphs logically, using an organizational form that suits the topic. • Employ sufficient examples, facts, quotations, or other information from various sources and texts to give clear support for topics. • Connect ideas within and across categories using transition words (e.g., *therefore, in addition*). • Include text features (e.g., *formatting, pictures, graphics*) and multimedia when useful to aid comprehension. • Use appropriate language, vocabulary, and sentence variety to convey meaning; for effect; and to support a tone and formality appropriate to the topic and audience. • Provide a concluding statement or section related to the information or explanation presented.

DOC.5.W.3.3	Write narrative compositions in a variety of forms that –
	• Develop the exposition (e.g., *describe the setting, establish the situation, introduce the narrator and/or characters*).
	• Develop an event sequence (e.g., *conflict, climax, resolution*) that unfolds naturally, connecting ideas and events using transitions.
	• Use narrative techniques, such as dialogue, description, and pacing to develop experiences and events or show the responses of characters to situations.
	• Use precise and expressive vocabulary and figurative language for effect.
	• Provide an ending that follows from the narrated experiences or events.

The Writing Process

DOC.5.W.4	Apply the writing process to –
	• Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., *quality of ideas, organization, sentence fluency, word choice*); and edit writing for format and standard English conventions.
	• Use technology to interact and collaborate with others to publish legible documents.

The Research Process: Finding, Assessing, Synthesizing, and Reporting Information

DOC.5.W.5	Conduct short research assignments and tasks on a topic.
	• With support, formulate a research question (e.g., *What were John Wooden's greatest contributions to college basketball?*).
	• Identify and acquire information through reliable primary and secondary sources.
	• Summarize and paraphrase important ideas and supporting details, and include direct quotations where appropriate, citing the source of information.
	• Avoid plagiarism and follow copyright guidelines for use of images, pictures, etc.
	• Present the research information, choosing from a variety of sources.

Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling

DOC.5.W.6.1	Demonstrate command of English grammar and usage, focusing on:
DOC.5.W.6.1a	**Nouns/Pronouns** – *Students are expected to build upon and continue applying conventions learned previously.*

DOC.5.W.6.1b	**Verbs** – • Writing sentences that use the perfect (e.g., *I have walked, I had walked, I will have walked*) verb tenses. • Correctly using verbs that are often misused (e.g., *lie/lay, sit/set, rise/raise*).
DOC.5.W.6.1c	**Adjectives/ Adverbs** – *Students are expected to build upon and continue applying conventions learned previously.*
DOC.5.W.6.1d	**Prepositions** – Writing sentences that include prepositional phrases and explaining their functions in the sentence.
DOC.5.W.6.1e	**Usage** – Writing correctly simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using correlative conjunctions (e.g., *either/or, neither/nor*).
DOC.5.W.6.2	Demonstrate command of capitalization, punctuation, and spelling, focusing on:
DOC.5.W.6.2a	**Capitalization** – Applying correct usage of capitalization in writing.
DOC.5.W.6.2b	**Punctuation** – • Applying correct usage of apostrophes and quotation marks in writing. • Using a comma for appositives, to set off the words *yes* and *no*, to set off a tag question from the rest of the sentence, and to indicate direct address.
DOC.5.W.6.2c	**Spelling** – Applying correct spelling patterns and generalizations in writing.

SPEAKING AND LISTENING

Guiding Principle: *Students listen actively and communicate effectively for a variety of purposes, including for learning, enjoyment, persuasion, and the exchange of information and ideas. Students adjust their use of language to communicate effectively with a variety of audiences and for different purposes. Students develop an understanding of and respect for diversity in language use, patterns, and dialects.*[iii]

SPEAKING AND LISTENING
There are three key areas found in the Speaking and Listening section for grades 6-12: Discussion and Collaboration, Comprehension, and Presentation of Knowledge and Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Speaking and Listening.

Learning Outcome

DOC.5.SL.1 Listen actively and adjust the use of spoken language (e.g., *conventions, style, vocabulary*) to communicate effectively with a variety of audiences and for different purposes.

Discussion and Collaboration

DOC.5.SL.2.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others' ideas and expressing personal ideas clearly.

DOC.5.SL.2.2 Reflect on and contribute to ideas under discussion by drawing on readings and other resources.

DOC.5.SL.2.3 Establish and follow agreed-upon rules for discussion.

DOC.5.SL.2.4 Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

DOC.5.SL.2.5 Review the key ideas expressed and draw conclusions in reference to information and knowledge gained from the discussions.

Comprehension

DOC.5.SL.3.1 Orally summarize or respond to a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

DOC.5.SL.3.2 Summarize a speaker's points as they relate to main ideas or supporting details and demonstrate how claims are supported by reasons and evidence.

Presentation of Knowledge and Ideas

DOC.5.SL.4.1 Using appropriate language, present information on a topic or text, narrative, or opinion in an organized manner, with effective introductions and conclusions, using appropriate structure, appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly and concisely at an understandable pace.

DOC.5.SL.4.2 Create engaging presentations that include multimedia components and visual displays when appropriate to enhance the development of main ideas or themes.

MEDIA LITERACY

Guiding Principle: *Students develop critical thinking about the messages received and created by media. Students recognize that media are a part of culture and function as agents of socialization and develop understanding that people use individual skills, beliefs, and experiences to construct their own meanings from media messages. Students develop media literacy skills in order to become more informed, reflective, and engaged participants in society.[iv]*

MEDIA LITERACY

By demonstrating the skills listed in Media Literacy, students should be able to meet the Learning Outcome for Media Literacy.

Learning Outcome

DOC.5.ML.1	Identify how information found in electronic, print, and mass media is used to inform, persuade, entertain, and transmit culture.

Media Literacy

DOC.5.ML.2.1	Review claims made in various types of media and evaluate evidence used to support these claims.
DOC.5.ML.2.2	Identify the role of the media in focusing people's attention on events and in forming their opinions on issues.

GRADE 6

READING

Guiding Principle: *Students read a wide range of fiction, nonfiction, classic, and contemporary works, to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They read a wide range of literature in many genres from a variety of time periods and cultures from around the world to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience. They draw on their prior experience, their interactions with other readers and writers, and reading skills that they have developed and refined.[i]*

READING: *Literature*
There are three key areas found in the Reading: Literature section for grades 6-12: Key Ideas and Textual Support, Structural Elements and Organization, and Synthesis and Connection of Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Literature.

Learning Outcome

DOC.6.RL.1	Read a variety of literature within a range of complexity appropriate for grades 6-8. By the end of grade 6, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end of the range.

Key Ideas and Textual Support

DOC.6.RL.2.1	Cite textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text.
DOC.6.RL.2.2	Determine how a theme or central idea of a work of literature is conveyed through particular details; provide a detailed, objective summary of the text.
DOC.6.RL.2.3	Explain how a plot unfolds in a series of episodes as well as how the characters respond or change as the narrative advances and moves toward a resolution.

Structural Elements and Organization

DOC.6.RL.3.1	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a work of literature and contributes to the development of the theme, characterization, setting, or plot.

DOC.6.RL.3.2	Explain how an author develops the point of view of the narrator or speaker in a work of literature and how the narrator or speaker impacts the mood, tone, and meaning of a text.

Synthesis and Connection of Ideas

DOC.6.RL.4.1	Compare and contrast the experience of reading a story, play, or poem with listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text with what they perceive when they listen or watch.
DOC.6.RL.4.2	Compare and contrast works of literature in different forms or genres (e.g., *stories and poems; historical novels and fantasy stories*) in terms of their approaches to similar themes and topics.

READING: *Nonfiction*

There are three key areas found in the Reading: Nonfiction section for grades 6-12: Key Ideas and Textual Support, Structural Elements and Organization, and Synthesis and Connection of Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Nonfiction.

Learning Outcome

DOC.6.RN.1	Read a variety of nonfiction within a range of complexity appropriate for grades 6-8. By the end of grade 6, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end of the range.

Key Ideas and Textual Support

DOC.6.RN.2.1	Cite textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text.
DOC.6.RN.2.2	Determine how a central idea of a text is conveyed through particular details; provide an objective summary of the text.
DOC.6.RN.2.3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., *through examples or anecdotes*).
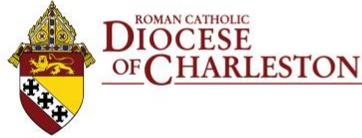
Structural Elements and Organization

DOC.6.RN.3.2	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
DOC.6.RN.3.3	Determine an author's perspective or purpose in a text, and explain how it is conveyed in the text.

Synthesis and Connection of Ideas

DOC.6.RN.4.1	Trace and evaluate the argument and specific claims in a text, distinguishing claims that the author supports with reasons and evidence from claims that are not supported.
DOC.6.RN.4.2	Integrate information presented in different media or formats (e.g., *visually, quantitatively, verbally*) to demonstrate a coherent understanding of a topic or issue.
DOC.6.RN.4.3	Compare and contrast one author's presentation of events with that of another.

READING: *Vocabulary*

There are two key areas found in the Reading: Vocabulary section for grades 6-12: Vocabulary Building and Vocabulary in Literature and Nonfiction Texts. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Vocabulary.

Learning Outcome

DOC.6.RV.1	Acquire and use accurately grade-level appropriate general academic and content-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Vocabulary Building

DOC.6.RV.2.1	Use context to determine or clarify the meaning of words and phrases.
DOC.6.RV.2.2	Use the relationship between particular words (e.g., *cause/effect, part/whole, item/category*) to better understand each of the words.

DOC.6.RV.2.3	Distinguish among the connotations of words with similar denotations.
DOC.6.RV.2.4	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience, auditory, audible*).
DOC.6.RV.2.5	Consult reference materials, both print and digital (e.g., *dictionary, thesaurus*), to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, or origin.

Vocabulary in Literature and Nonfiction Texts

DOC.6.RV.3.1	Determine the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
DOC.6.RV.3.2	Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings.
DOC.6.RV.3.3	Interpret figures of speech (e.g., *personification*) in context.

WRITING

Guiding Principle: *Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes. Students apply knowledge of language structure, language conventions, media techniques, figurative language, and genre to create, critique, and discuss writing. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources to communicate their discoveries in ways that suit their purpose and audience.ii*

WRITING

There are four key areas found in the Writing section for grades 6-12: Writing Genres, the Writing Process, the Research Process, and Conventions of Standard English. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Writing.

Learning Outcome

DOC.6.W.1	Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from literature and nonfiction texts.

Writing Genres: **Argumentative, Informative, and Narrative**

DOC.6.W.3.1	Write **arguments** in a variety of forms that – ● Introduce claim(s), using strategies such as textual analysis, comparison/contrast and cause/effect. ● Use an organizational structure to group related ideas that support the argument. ● Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. ● Establish and maintain a consistent style and tone appropriate to purpose and audience. ● Use appropriate transitions that enhance the progression of the text and clarify the relationships among claim(s) and reasons. ● Provide a concluding statement or section that follows from the argument presented.
DOC.6.W.3.2	Write **informative** compositions in a variety of forms that – ● Introduce a topic; organize ideas, concepts, and information, using strategies such as definition and classification. ● Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts. ● Use appropriate transitions to clarify the relationships among ideas and concepts. ● Include formatting (e.g., *headings*), graphics (e.g., *charts, tables*), and multimedia when useful to aiding comprehension. ● Choose language and content specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. ● Establish and maintain a style appropriate to purpose and audience. ● Provide a concluding statement or section that follows from the information or explanation presented.
DOC.6.W.3.3	Write **narrative** compositions in a variety of forms that – ● Engage and orient the reader by developing an exposition (e.g., *describe the setting, establish the situation, and introduce the narrator and/or characters*). ● Organize an event sequence (e.g., *conflict, climax, resolution*) that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. ● Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. ● Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. ● Provide an ending that follows from the narrated experiences or events.

The Writing Process

DOC.6.W.4	Apply the **writing process** to –

	● Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach; and edit to produce and strengthen writing that is clear and coherent, with some guidance and support from peers and adults. ● Use technology to interact and collaborate with others to generate, produce, and publish writing.

The Research Process: Finding, Assessing, Synthesizing, and Reporting Information

DOC.6.W.5	Conduct short research assignments and tasks to build knowledge about the research process and the topic under study. ● Formulate a research question (e.g., *In what ways did Madame Walker influence Indiana society?*). ● Gather relevant information from multiple sources, and annotate sources. ● Assess the credibility of each source. ● Quote or paraphrase the information and conclusions of others. ● Avoid plagiarism and provide basic bibliographic information for sources. ● Present information, choosing from a variety of formats.

Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling

DOC.6.W.6.1	Demonstrate command of English grammar and usage, focusing on:
DOC.6.W.6.1a	**Pronouns –** Using a variety of pronouns, including subject, object, possessive, and reflexive; ensuring pronoun-antecedent agreement; recognizing and correcting vague pronouns (i.e., ones with unclear or ambiguous antecedents).
DOC.6.W.6.1b	**Verbs –** *Students are expected to build upon and continue applying conventions learned previously.*
DOC.6.W.6.1c	**Adjectives and Adverbs –** *Students are expected to build upon and continue applying conventions learned previously.*
DOC.6.W.6.1d	**Phrases and Clauses –** *Students are expected to build upon and continue applying conventions learned previously.*
DOC.6.W.6.1e	**Usage –** Writing simple, compound, complex, and compound-complex sentences; recognizing sentence fragments and run-ons.
DOC.6.W.6.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:
DOC.6.W.6.2a	**Capitalization –** *Students are expected to build upon and continue applying conventions learned previously.*

DOC.6.W.6.2b	**Punctuation –** ● Using punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. ● Using semicolons to connect main clauses and colons to introduce a list or quotation.
DOC.6.W.6.2c	**Spelling –** *Students are expected to build upon and continue applying conventions learned previously.*

SPEAKING AND LISTENING

Guiding Principle: *Students listen actively and communicate effectively for a variety of purposes, including for learning, enjoyment, persuasion, and the exchange of information and ideas. Students adjust their use of language to communicate effectively with a variety of audiences and for different purposes. Students develop an understanding of and respect for diversity in language use, patterns, and dialects.*[iii]

SPEAKING AND LISTENING
There are three key areas found in the Speaking and Listening section for grades 6-12: Discussion and Collaboration, Comprehension, and Presentation of Knowledge and Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Speaking and Listening.

Learning Outcome
DOC.6.SL.1	Listen actively and adjust the use of spoken language (e.g., *conventions, style, vocabulary*) to communicate effectively with a variety of audiences and for different purposes.

Discussion and Collaboration
DOC.6.SL.2.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly.
DOC.6.SL.2.2	Elaborate and reflect on ideas under discussion by identifying specific evidence from materials under study and other resources.
DOC.6.SL.2.3	Follow rules for considerate discussions, set specific goals and deadlines, and define individual roles as needed.
DOC.6.SL.2.4	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
DOC.6.SL.2.5	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

Comprehension

DOC.6.SL.3.1	Interpret information presented in diverse media and formats (e.g., *visually, quantitatively, orally*) and explain how it contributes to a topic, text, or issue under study.
DOC.6.SL.3.2	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

Presentation of Knowledge and Ideas

DOC.6.SL.4.1 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

DOC.6.SL.4.2 Create engaging presentations that include multimedia components (e.g., *graphics, images, music, sound*) and visual displays in presentations to clarify information.

MEDIA LITERACY

Guiding Principle: *Students develop critical thinking about the messages received and created by media. Students recognize that media are a part of culture and function as agents of socialization and develop understanding that people use individual skills, beliefs, and experiences to construct their own meanings from media messages. Students develop media literacy skills in order to become more informed, reflective, and engaged participants in society.[iv]*

MEDIA LITERACY

By demonstrating the skills listed in Media Literacy, students should be able to meet the Learning Outcome for Media Literacy.

Learning Outcome

DOC.6.ML.1	Critically analyze information found in electronic, print, and mass media used to inform, persuade, entertain, and transmit culture.

Media Literacy

DOC.6.ML.2.1	Use evidence to evaluate the accuracy of information presented in multiple media messages.

| DOC.6.ML.2.2 | Identify the target audience of a particular media message, using the context of the message (e.g., *where it is placed, when it runs, etc.*) |

GRADE 7

READING

Guiding Principle: *Students read a wide range of fiction, nonfiction, classic, and contemporary works, to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They read a wide range of literature in many genres from a variety of time periods and cultures from around the world to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience. They draw on their prior experience, their interactions with other readers and writers, and reading skills that they have developed and refined.[i]*

READING: *Literature*
There are three key areas found in the Reading: Literature section for grades 6-12: Key Ideas and Textual Support, Structural Elements and Organization, and Synthesis and Connection of Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Literature.

Learning Outcome

DOC.7.RL.1	Read a variety of literature within a range of complexity appropriate for grades 6-8. By the end of grade 7, students interact with texts proficiently and independently at the middle of the range and with scaffolding as needed for texts at the high end of the range.

Key Ideas and Textual Support

DOC.7.RL.2.1	Cite several pieces of textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text.
DOC.7.RL.2.2	Analyze the development of a theme or central idea over the course of a work of literature; provide a detailed summary that supports the analysis.
DOC.7.RL.2.3	Analyze the interaction of elements in a work of literature (e.g., *how setting shapes the characters or plot*).

Structural Elements and Organization

DOC.7.RL.3.1	Analyze how a work of literature's structural elements such as subplots, parallel episodes, climax, and conflicts contribute to its meaning and plot.
DOC.7.RL.3.2	Analyze how an author develops and contrasts the points of view of different characters or narrators in a work of literature.

Synthesis and Connection of Ideas

DOC.7.RL.4.1	Compare and contrast a written story, play or poem with its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., *lighting, sound, color, or camera focus and angles in a film*).
DOC.7.RL.4.2	Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

READING: *Nonfiction*

There are three key areas found in the Reading: Nonfiction section for grades 6-12: Key Ideas and Textual Support, Structural Elements and Organization, and Synthesis and Connection of Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Nonfiction.

Learning Outcome

DOC.7.RN.1	Read a variety of nonfiction within a range of complexity appropriate for grades 6-8. By the end of grade 7, students interact with texts proficiently and independently at the middle of the range and with scaffolding as needed for texts at the high end of the range.

Key Ideas and Textual Support

DOC.7.RN.2.1	Cite several pieces of textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text.
DOC.7.RN.2.2	Analyze the development of two or more central ideas over the course of a text; provide a detailed, objective summary of the text.
DOC.7.RN.2.3	Analyze the interactions between individuals, events, and ideas in a text (e.g., *how ideas influence individuals or events, or how individuals influence ideas or events*).

Structural Elements and Organization

DOC.7.RN.3.2	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
DOC.7.RN.3.3	Determine an author's perspective or purpose in a text, and analyze how the author distinguishes his or her position from the positions of others.

Synthesis and Connection of Ideas

DOC.7.RN.4.1	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims, noting instances of bias and stereotyping.
DOC.7.RN.4.2	Compare and contrast a print or digital text with an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., *how the delivery of a speech affects the impact of the words*).
DOC.7.RN.4.3	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

READING: *Vocabulary*

There are two key areas found in the Reading: Vocabulary section for grades 6-12: Vocabulary Building and Vocabulary in Literature and Nonfiction Texts. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Vocabulary.

Learning Outcome

DOC.7.RV.1	Acquire and use accurately grade-appropriate general academic and content-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Vocabulary Building

DOC.7.RV.2.1	Use context to determine or clarify the meaning of words and phrases.
DOC.7.RV.2.2	Use the relationship between particular words (e.g., *synonym/antonym, analogy*) to better understand each of the words.
DOC.7.RV.2.3	Distinguish among the connotations of words with similar denotations.
DOC.7.RV.2.4	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of words (e.g., *belligerent, bellicose, rebel*).
DOC.7.RV.2.5	Consult general and specialized reference materials, both print and digital (e.g., *dictionary, thesaurus, style guide*), to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, or origin.

Vocabulary in Literature and Nonfiction Texts

DOC.7.RV.3.1	Determine the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., *alliteration*) within a story, poem, or play.
DOC.7.RV.3.2	Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
DOC.7.RV.3.3	Interpret figures of speech (e.g., *literary, religious, and mythological allusions*) in context.

WRITING

Guiding Principle: *Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes. Students apply knowledge of language structure, language conventions, media techniques, figurative language, and genre to create, critique, and discuss writing. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources to communicate their discoveries in ways that suit their purpose and audience.[ii]*

WRITING

There are four key areas found in the Writing section for grades 6-12: Writing Genres, the Writing Process, the Research Process, and Conventions of Standard English. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Writing.

Learning Outcome

DOC.7.W.1	Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from literature and nonfiction texts.

Writing Genres: Argumentative, Informative, and Narrative

DOC.7.W.3.1	Write **arguments** in a variety of forms that – ● Introduce claim(s), acknowledge alternate or opposing claims, and use appropriate organizational structures. ● Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. ● Establish and maintain a consistent style and tone appropriate to purpose and audience. ● Use effective transitions to create cohesion and clarify the relationships among claim(s), reasons, and evidence.

	● Provide a concluding statement or section that follows from and supports the argument presented.
DOC.7.W.3.2	Write **informative** compositions in a variety of forms that – ● Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition and classification; include formatting (e.g., *headings*), graphics (e.g., *charts, tables*), and multimedia when useful to aiding comprehension. ● Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts. ● Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. ● Choose language and content-specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. ● Establish and maintain a style appropriate to purpose and audience. ● Provide a concluding statement or section that follows from and supports the information or explanation presented.
DOC.7.W.3.3	Write **narrative** compositions in a variety of forms that – ● Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters. ● Organize an event sequence (e.g., *conflict, climax, resolution*) that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. ● Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. ● Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. ● Provide an ending that follows from and reflects on the narrated experiences or events.

The Writing Process

DOC.7.W.4	Apply the **writing process** to – ● Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach; and edit to produce and strengthen writing that is clear and coherent, with some guidance and support from peers and adults. ● Use technology to interact and collaborate with others to generate, produce, and publish writing and link to sources.

The Research Process: **Finding, Assessing, Synthesizing, and Reporting Information**

DOC.7.W.5	Conduct short research assignments and tasks to build knowledge about the research process and the topic under study. ● Formulate a research question. ● Gather relevant information from multiple sources, using search terms effectively, and annotate sources. ● Assess the credibility and accuracy of each source. ● Quote or paraphrase the information and conclusions of others. ● Avoid plagiarism and follow a standard format for citation. ● Present information, choosing from a variety of formats.

Conventions of Standard English: **Grammar and Usage / Capitalization, Punctuation, and Spelling**

DOC.7.W.6.1	Demonstrate command of English grammar and usage, focusing on:
DOC.7.W.6.1a	**Pronouns –** *Students are expected to build upon and continue applying conventions learned previously.*
DOC.7.W.6.1b	**Verbs –** Recognizing and correcting problems with subject/verb agreement.
DOC.7.W.6.1c	**Adjectives and Adverbs –** *Students are expected to build upon and continue applying conventions learned previously.*
DOC.7.W.6.1d	**Phrases and Clauses –** Recognizing and correcting misplaced and dangling modifiers.
DOC.7.W.6.1e	**Usage –** Writing simple, compound, complex, and compound-complex sentences; recognizing and correcting sentence fragments and run-ons; varying sentence patterns for meaning, reader interest, and style.
DOC.7.W.6.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:
DOC.7.W.6.2a	**Capitalization –** *Students are expected to build upon and continue applying conventions learned previously.*
DOC.7.W.6.2b	**Punctuation –** Using commas with subordinate clauses.

DOC.7.W.6.2c	**Spelling –** *Students are expected to build upon and continue applying conventions learned previously.*

SPEAKING AND LISTENING

Guiding Principle: *Students listen actively and communicate effectively for a variety of purposes, including for learning, enjoyment, persuasion, and the exchange of information and ideas. Students adjust their use of language to communicate effectively with a variety of audiences and for different purposes. Students develop an understanding of and respect for diversity in language use, patterns, and dialects.iii*

SPEAKING AND LISTENING

There are three key areas found in the Speaking and Listening section for grades 6-12: Discussion and Collaboration, Comprehension, and Presentation of Knowledge and Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Speaking and Listening.

Learning Outcome

DOC.7.SL.1	Listen actively and adjust the use of spoken language (e.g., *conventions, style, vocabulary*) to communicate effectively with a variety of audiences and for different purposes.

Discussion and Collaboration

DOC.7.SL.2.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly.
DOC.7.SL.2.2	Investigate and reflect on ideas under discussion by identifying specific evidence from materials under study and other resources.
DOC.7.SL.2.3	Follow rules for considerate discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
DOC.7.SL.2.4	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
DOC.7.SL.2.5	Acknowledge new information expressed by others, and consider it in relation to one's own views.

Comprehension

DOC.7.SL.3.1	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., *visually, quantitatively, orally*) and explain how the ideas clarify a topic, text, or issue under study.
DOC.7.SL.3.2	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

Presentation of Knowledge and Ideas

DOC.7.SL.4.1	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
DOC.7.SL.4.2	Create engaging presentations that include multimedia components and visual displays to clarify claims and findings and emphasize salient points.

MEDIA LITERACY

Guiding Principle: *Students develop critical thinking about the messages received and created by media. Students recognize that media are a part of culture and function as agents of socialization and develop understanding that people use individual skills, beliefs, and experiences to construct their own meanings from media messages. Students develop media literacy skills in order to become more informed, reflective, and engaged participants in society.[iv]*

MEDIA LITERACY
By demonstrating the skills listed in Media Literacy, students should be able to meet the Learning Outcome for Media Literacy.
Learning Outcome

DOC.7.ML.1	Critically analyze information found in electronic, print, and mass media used to inform, persuade, entertain, and transmit culture.

Media Literacy

DOC.7.ML.2.1	Interpret the various ways in which events are presented and information is communicated by visual image-makers to influence the public.
DOC.7.ML.2.2	Analyze the ways that the media use words and images to attract the public's attention.

GRADE 8

READING

Guiding Principle: *Students read a wide range of fiction, nonfiction, classic, and contemporary works, to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They read a wide range of literature in many genres from a variety of time periods and cultures from around the world to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience. They draw on their prior experience, their interactions with other readers and writers, and reading skills that they have developed and refined.[i]*

READING: *Literature*

There are three key areas found in the Reading: Literature section for grades 6-12: Key Ideas and Textual Support, Structural Elements and Organization, and Synthesis and Connection of Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Literature.

Learning Outcome

DOC.8.RL.1	Read a variety of literature within a range of complexity appropriate for grades 6-8. By the end of grade 8, students interact with texts proficiently and independently.

Key Ideas and Textual Support

DOC.8.RL.2.1	Cite the textual evidence that most strongly supports an analysis of what a text says explicitly as well as inferences drawn from the text.
DOC.8.RL.2.2	Analyze the development of a theme or central idea over the course of a work of literature, including its relationship to the characters, setting, and plot; provide a detailed summary that supports the analysis.
DOC.8.RL.2.3	Analyze how particular lines of dialogue or incidents in a work of literature propel the action, reveal aspects of a character, or provoke a decision.

Structural Elements and Organization

DOC.8.RL.3.1	Compare and contrast the structure of two or more related works of literature (e.g., *similar topic or theme*), and analyze and evaluate how the differing structure of each text contributes to its meaning and style.
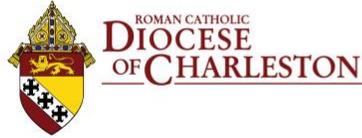
DOC.8.RL.3.2	Analyze a particular point of view or cultural experience in a work of world literature considering how it reflects heritage, traditions, attitudes, and beliefs.

Synthesis and Connection of Ideas

DOC.8.RL.4.1	Analyze the extent to which a filmed or live production of a story or play stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.
DOC.8.RL.4.2	Analyze how works of literature draw on and transform earlier texts.

READING: *Nonfiction*

There are three key areas found in the Reading: Nonfiction section for grades 6-12: Key Ideas and Textual Support, Structural Elements and Organization, and Synthesis and Connection of Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Nonfiction.

Learning Outcome

DOC.8.RN.1	Read a variety of nonfiction within a range of complexity appropriate for grades 6-8. By the end of grade 8, students interact with texts proficiently and independently.

Key Ideas and Textual Support

DOC.8.RN.2.1	Cite the textual evidence that most strongly supports an analysis of what a text says explicitly as well as inferences drawn from the text.
DOC.8.RN.2.2	Analyze the development of a central idea over the course of a text, including its relationship to supporting ideas; provide a detailed, objective summary of the text.
DOC.8.RN.2.3	Analyze how a text makes connections and distinctions among individuals, events, and ideas.

Structural Elements and Organization

DOC.8.RN.3.2	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
DOC.8.RN.3.3	Determine an author's perspective or purpose in a text, and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

Synthesis and Connection of Ideas

DOC.8.RN.4.1	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
DOC.8.RN.4.2	Evaluate the advantages and disadvantages of using different mediums (e.g., *print or digital text, video, multimedia*) to present a particular topic or idea.
DOC.8.RN.4.3	Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

READING: *Vocabulary*

There are two key areas found in the Reading: Vocabulary section for grades 6-12: Vocabulary Building and Vocabulary in Literature and Nonfiction Texts. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Vocabulary.

Learning Outcome

DOC.8.RV.1	Acquire and use accurately grade-appropriate general academic and content-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Vocabulary Building

DOC.8.RV.2.1	Use context to determine or clarify the meaning of words and phrases.
DOC.8.RV.2.3	Distinguish among the connotations of words with similar denotations.
DOC.8.RV.2.4	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede, recede, secede*).
DOC.8.RV.2.5	Select appropriate general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, or origin.

Vocabulary in Literature and Nonfiction Texts

DOC.8.RV.3.1	Analyze the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

DOC.8.RV.3.2	Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
DOC.8.RV.3.3	Interpret figures of speech (e.g., *verbal irony, puns*) in context.

WRITING

Guiding Principle: *Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes. Students apply knowledge of language structure, language conventions, media techniques, figurative language, and genre to create, critique, and discuss writing. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources to communicate their discoveries in ways that suit their purpose and audience.[ii]*

WRITING

There are four key areas found in the Writing section for grades 6-12: Writing Genres, the Writing Process, the Research Process, and Conventions of Standard English. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Writing.

Learning Outcome

DOC.8.W.1	Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from literature and nonfiction texts.

Writing Genres: **Argumentative, Informative, and Narrative**

DOC.8.W.3.1	Write **arguments** in a variety of forms that – ● Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. ● Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. ● Use effective transitions to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. ● Establish and maintain a consistent style and tone appropriate to purpose and audience. ● Provide a concluding statement or section that follows from and supports the argument presented.

DOC.8.W.3.2	Write **informative** compositions in a variety of forms that – ● Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., *headings*), graphics (e.g., *charts, tables*), and multimedia when useful to aiding comprehension. ● Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from various sources and texts. ● Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. ● Choose language and content-specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. ● Establish and maintain a style appropriate to the purpose and audience. ● Provide a concluding statement or section that follows from and supports the information or explanation presented.
DOC.8.W.3.3	Write **narrative** compositions in a variety of forms that – ● Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters. ● Organize an event sequence (e.g., *conflict, climax, resolution*) that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. ● Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. ● Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. ● Provide an ending that follows from and reflects on the narrated experiences or events.

The Writing Process

DOC.8.W.4	Apply the **writing process** to – ● Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach; and edit to produce and strengthen writing that is clear and coherent, with some guidance and support from peers and adults. ● Use technology to interact and collaborate with others to generate, produce, and publish writing and present information and ideas efficiently.

The Research Process: **Finding, Assessing, Synthesizing, and Reporting Information**

DOC.8.W.5	Conduct short research assignments and tasks to build knowledge about the research process and the topic under study. ● Formulate a research question. ● Gather relevant information from multiple sources, using search terms effectively, and annotate sources. ● Assess the credibility and accuracy of each source. ● Quote or paraphrase the information and conclusions of others. ● Avoid plagiarism and follow a standard format for citation. ● Present information, choosing from a variety of formats.

Conventions of Standard English: **Grammar and Usage / Capitalization, Punctuation, and Spelling**

DOC.8.W.6.1	Demonstrate command of English grammar and usage, focusing on:
DOC.8.W.6.1a	**Pronouns –** *Students are expected to build upon and continue applying conventions learned previously.*
DOC.8.W.6.1b	**Verbs –** Explaining the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences; forming and using active and passive voice; recognizing and correcting inappropriate shifts in verb voice.
DOC.8.W.6.1c	**Adjectives and Adverbs –** *Students are expected to build upon and continue applying conventions learned previously.*
DOC.8.W.6.1d	**Phrases and Clauses –** *Students are expected to build upon and continue applying conventions learned previously.*
DOC.8.W.6.1e	**Usage –** *Students are expected to build upon and continue applying conventions learned previously.*
DOC.8.W.6.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:
DOC.8.W.6.2a	**Capitalization –** *Students are expected to build upon and continue applying conventions learned previously.*
DOC.8.W.6.2b	**Punctuation –** Using punctuation (comma, ellipsis, dash) to indicate a pause, break, or omission.
DOC.8.W.6.2c	**Spelling –** *Students are expected to build upon and continue applying conventions learned previously.*

SPEAKING AND LISTENING

Guiding Principle: *Students listen actively and communicate effectively for a variety of purposes, including for learning, enjoyment, persuasion, and the exchange of information and ideas. Students adjust their use of language to communicate effectively with a variety of audiences and for different purposes. Students develop an understanding of and respect for diversity in language use, patterns, and dialects.iii*

SPEAKING AND LISTENING

There are three key areas found in the Speaking and Listening section for grades 6-12: Discussion and Collaboration, Comprehension, and Presentation of Knowledge and Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Speaking and Listening.

Learning Outcome

DOC.8.SL.1	Listen actively and adjust the use of spoken language (e.g., *conventions, style, vocabulary*) to communicate effectively with a variety of audiences and for different purposes.

Discussion and Collaboration

DOC.8.SL.2.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly.
DOC.8.SL.2.2	Examine, analyze, and reflect on ideas under discussion by identifying specific evidence from materials under study and other resources.
DOC.8.SL.2.3	Follow rules for considerate discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
DOC.8.SL.2.4	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
DOC.8.SL.2.5	Acknowledge new information expressed by others, and, when warranted, qualify or justify personal views in reference to the evidence presented.

Comprehension

DOC.8.SL.3.1	Analyze the purpose of information presented in diverse media and formats (e.g., *visually, quantitatively, orally*) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

DOC.8.SL.3.2	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

Presentation of Knowledge and Ideas

DOC.8.SL.4.1	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
DOC.8.SL.4.2	Create engaging presentations that integrate multimedia components and visual displays to clarify information, strengthen claims and evidence, and add interest.

MEDIA LITERACY

Guiding Principle: *Students develop critical thinking about the messages received and created by media. Students recognize that media are a part of culture and function as agents of socialization and develop understanding that people use individual skills, beliefs, and experiences to construct their own meanings from media messages. Students develop media literacy skills in order to become more informed, reflective, and engaged participants in society.*[iv]

MEDIA LITERACY
By demonstrating the skills listed in Media Literacy, students should be able to meet the Learning Outcome for Media Literacy.

Learning Outcome

DOC.8.ML.1	Critically analyze information found in electronic, print, and mass media used to inform, persuade, entertain, and transmit culture.

Media Literacy

DOC.8.ML.2.1	Identify and analyze persuasive and propaganda techniques used in visual and verbal messages by electronic, print and mass media, and identify false or misleading information.
DOC.8.ML.2.2	Analyze and interpret how people experience media messages differently, depending on point of view, culture, etc.

GRADES 9-10

READING

Guiding Principle: *Students read a wide range of fiction, nonfiction, classic, and contemporary works, to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They read a wide range of literature in many genres from a variety of time periods and cultures from around the world to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience. They draw on their prior experience, their interactions with other readers and writers, and reading skills that they have developed and refined.[i]*

READING: *Literature*

There are three key areas found in the Reading: Literature section for grades 6-12: Key Ideas and Textual Support, Structural Elements and Organization, and Synthesis and Connection of Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Literature.

Learning Outcome

DOC.9-10.RL.1	Read a variety of literature within a range of complexity appropriate for grades 9-10. By the end of grade 9, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed for texts at the high end of the range. By the end of grade 10, students interact with texts proficiently and independently.

Key Ideas and Textual Support

DOC.9-10.RL.2.1	Cite strong and thorough textual evidence to support analysis of what a text says explicitly as well as inferences and interpretations drawn from the text.
DOC.9-10.RL.2.2	Analyze in detail the development of two or more themes or central ideas over the course of a work of literature, including how they emerge and are shaped and refined by specific details.
DOC.9-10.RL.2.3	Analyze how dynamic characters (*e.g., those with multiple or conflicting motivations*) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

Structural Elements and Organization

DOC.9-10.RL.3.1	Analyze and evaluate how an author's choices concerning how to structure a work of literature, order events within it (*e.g., parallel episodes*), and manipulate time (*e.g., pacing, flashbacks*) create such effects as mystery, tension, or surprise.

| DOC.9-10.RL.3.2 | Analyze how the author creates such effects as suspense or humor through differences in the points of view of the characters and the reader (*e.g., created through the use of dramatic irony*). |

Synthesis and Connection of Ideas

| DOC.9-10.RL.4.1 | Analyze multiple interpretations of a story, play, or poem, evaluating how each version interprets the source text. |
| DOC.9-10.RL.4.2 | Analyze and evaluate how works of literary or cultural significance (American, English, or world) draw on themes, patterns of events, or character types from myths, traditional stories, or religious works, including describing how the material is rendered new. |

READING: *Nonfiction*

There are three key areas found in the Reading: Nonfiction section for grades 6-12: Key Ideas and Textual Support, Structural Elements and Organization, and Synthesis and Connection of Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Nonfiction.

Learning Outcome

| DOC.9-10.RN.1 | Read a variety of nonfiction within a range of complexity appropriate for grades 9-10. By the end of grade 9, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed for texts at the high end of the range. By the end of grade 10, students interact with texts proficiently and independently. |

Key Ideas and Textual Support

DOC.9-10.RN.2.1	Cite strong and thorough textual evidence to support analysis of what a text says explicitly as well as inferences and interpretations drawn from the text.
DOC.9-10.RN.2.2	Analyze in detail the development of two or more central ideas over the course of a text, including how they interact and build on one another to provide a complex analysis.
DOC.9-10.RN.2.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

Structural Elements and Organization

| DOC.9-10.RN.3.2 | Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text. |
| DOC.9-10.RN.3.3 | Determine an author's perspective or purpose in a text, and analyze how an author uses rhetoric to advance that perspective or purpose. |

Synthesis and Connection of Ideas

DOC.9-10.RN.4.1	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
DOC.9-10.RN.4.2	Analyze various accounts of a subject told in different mediums (*e.g., a person's life story in both print and multimedia*), determining which details are emphasized in each account.
DOC.9-10.RN.4.3	Analyze seminal U.S. and world documents of historical and literary significance, including how they address related themes and concepts.

READING: *Vocabulary*

There are two key areas found in the Reading: Vocabulary section for grades 6-12: Vocabulary Building and Vocabulary in Literature and Nonfiction Texts. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Vocabulary.

Learning Outcome

DOC.9-10.RV.1	Acquire and use accurately general academic and content-specific words and phrases at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Vocabulary Building

DOC.9-10.RV.2.1	Use context to determine or clarify the meaning of words and phrases.
DOC.9-10.RV.2.3	Analyze nuances in the meaning of words with similar denotations.
DOC.9-10.RV.2.4	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (*e.g., analyze, analysis, analytical; advocate, advocacy*).
DOC.9-10.RV.2.5	Select appropriate general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, or etymology.

Vocabulary in Literature and Nonfiction Texts

DOC.9-10.RV.3.1	Analyze the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings.

DOC.9-10.RV.3.2	Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings; evaluate the effectiveness of specific word choices on meaning and tone (*e.g., how the language of a court opinion differs from that of a newspaper*).
DOC.9-10.RV.3.3	Interpret figures of speech (*e.g., euphemism, oxymoron*) in context and analyze their role in the text.

WRITING

Guiding Principle: *Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes. Students apply knowledge of language structure, language conventions, media techniques, figurative language, and genre to create, critique, and discuss writing. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources to communicate their discoveries in ways that suit their purpose and audience.ⁱⁱ*

WRITING

There are four key areas found in the Writing section for grades 6-12: Writing Genres, the Writing Process, the Research Process, and Conventions of Standard English. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Writing.

Learning Outcome

DOC.9-10.W.1	Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from literature and nonfiction texts.

Writing Genres: Argumentative, Informative, and Narrative

DOC.9-10.W.3.1	Write **arguments** in a variety of forms that – ● Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. ● Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. ● Use effective transitions to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. ● Establish and maintain a consistent style and tone appropriate to purpose and audience.

	● Provide a concluding statement or section that follows from and supports the argument presented.
DOC.9-10.W.3.2	Write **informative** compositions in a variety of forms that – ● Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (*e.g., headings*), graphics (*e.g., figures, tables*), and multimedia when useful to aiding comprehension. ● Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. ● Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. ● Choose language and content-specific vocabulary that express ideas precisely and concisely to manage the complexity of the topic, recognizing and eliminating wordiness and redundancy. ● Establish and maintain a style appropriate to the purpose and audience. ● Provide a concluding statement or section that follows from and supports the information or explanation presented (*e.g., articulating implications or the significance of the topic*).
DOC.9-10.W.3.3	Write **narrative** compositions in a variety of forms that – ● Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters. ● Create a smooth progression of experiences or events. ● Use narrative techniques, (*e.g., dialogue, pacing, description, reflection, and multiple plot lines*), to develop experiences, events, and/or characters. ● Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. ● Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. ● Provide an ending that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

The Writing Process

DOC.9-10.W.4	Apply the **writing process** to – ● Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach, focusing on addressing what is most significant for a specific purpose and audience; and edit to produce and strengthen writing that is clear and coherent.

	● Use technology to generate, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically (*e.g., use of publishing programs, integration of multimedia*).

The Research Process: **Finding, Assessing, Synthesizing, and Reporting Information**

DOC.9-10.W.5	Conduct short as well as more sustained research assignments and tasks to build knowledge about the research process and the topic under study. ● Formulate an inquiry question, and refine and narrow the focus as research evolves. ● Gather relevant information from multiple authoritative sources, using advanced searches effectively, and annotate sources. ● Assess the usefulness of each source in answering the research question. ● Synthesize and integrate information into the text selectively to maintain the flow of ideas. ● Avoid plagiarism and overreliance on any one source and follow a standard format (*e.g., MLA, APA*) for citation. ● Present information, choosing from a variety of formats.

Conventions of Standard English: **Grammar and Usage / Capitalization, Punctuation, and Spelling**

DOC.9-10.W.6.1	Demonstrate command of English grammar and usage, focusing on:
DOC.9-10.W.6.1a	**Pronouns –** *Students are expected to build upon and continue applying conventions learned previously.*
DOC.9-10.W.6.1b	**Verbs –** Forming and using verbs in the indicative, imperative, interrogative, conditional, and subjunctive moods.
DOC.9-10.W.6.1c	**Adjectives and Adverbs –** *Students are expected to build upon and continue applying conventions learned previously.*
DOC.9-10.W.6.1d	**Phrases and Clauses –** *Students are expected to build upon and continue applying conventions learned previously.*
DOC.9-10.W.6.1e	**Usage –** Identifying and using parallelism in all writing to present items in a series and items juxtaposed for emphasis.
DOC.9-10.W.6.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:

DOC.9-10.W.6.2a	**Capitalization –** *Students are expected to build upon and continue applying conventions learned previously.*
DOC.9-10.W.6.2b	**Punctuation –** Using a semicolon and a conjunctive adverb to link two or more closely related independent clauses.
DOC.9-10.W.6.2c	**Spelling –** *Students are expected to build upon and continue applying conventions learned previously.*

SPEAKING AND LISTENING

Guiding Principle: *Students listen actively and communicate effectively for a variety of purposes, including for learning, enjoyment, persuasion, and the exchange of information and ideas. Students adjust their use of language to communicate effectively with a variety of audiences and for different purposes. Students develop an understanding of and respect for diversity in language use, patterns, and dialects.iii*

SPEAKING AND LISTENING

There are three key areas found in the Speaking and Listening section for grades 6-12: Discussion and Collaboration, Comprehension, and Presentation of Knowledge and Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Speaking and Listening.

Learning Outcome

DOC.9-10.SL.1	Listen actively and adjust the use of spoken language (*e.g., conventions, style, vocabulary*) to communicate effectively with a variety of audiences and for different purposes.

Discussion and Collaboration

DOC.9-10.SL.2.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly and persuasively.
DOC.9-10.SL.2.2	Examine, analyze, and reflect on ideas and support or refute points under discussion, by providing specific evidence from materials under study and other resources.
DOC.9-10.SL.2.3	Work with peers to set rules for collegial discussions and decision-making (*e.g., informal consensus, taking votes on key issues, presentation of alternate views*), clear goals and deadlines, and individual roles as needed.

DOC.9-10.SL.2.4	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
DOC.9-10.SL.2.5	Respond thoughtfully to multiple perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify personal views and understanding and make new connections in reference to the evidence and reasoning presented.

Comprehension

DOC.9-10.SL.3.1	Integrate multiple sources of information presented in diverse media and formats (*e.g., visually, quantitatively, orally*) evaluating the credibility and accuracy of each source.
DOC.9-10.SL.3.2	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Presentation of Knowledge and Ideas

DOC.9-10.SL.4.1	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
DOC.9-10.SL.4.2	Create engaging presentations that make strategic and creative use of digital media (*e.g., textual, graphical, audio, visual, and interactive elements*) to add interest and enhance understanding of findings, reasoning, and evidence.

MEDIA LITERACY

Guiding Principle: *Students develop critical thinking about the messages received and created by media. Students recognize that media are a part of culture and function as agents of socialization and develop understanding that people use individual skills, beliefs, and experiences to construct their own meanings from media messages. Students develop media literacy skills in order to become more informed, reflective, and engaged participants in society.*[iv]

MEDIA LITERACY

By demonstrating the skills listed in Media Literacy, students should be able to meet the Learning Outcome for Media Literacy.

Learning Outcome

DOC.9-10.ML.1	Critically analyze information found in electronic, print, and mass media used to inform, persuade, entertain, and transmit culture.
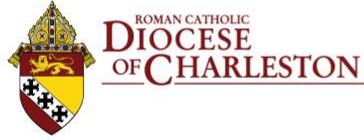
Media Literacy

DOC.9-10.ML.2.1	Analyze how media include or exclude information from visual and verbal messages to achieve a desired result.
DOC.9-10.ML.2.2	Analyze and interpret the changing role of the media over time in focusing the public's attention on events and in forming their opinions on issues.

GRADES 11-12

READING

Guiding Principle: *Students read a wide range of fiction, nonfiction, classic, and contemporary works, to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They read a wide range of literature in many genres from a variety of time periods and cultures from around the world to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience. They draw on their prior experience, their interactions with other readers and writers, and reading skills that they have developed and refined.[i]*

READING: *Literature*

There are three key areas found in the Reading: Literature section for grades 6-12: Key Ideas and Textual Support, Structural Elements and Organization, and Synthesis and Connection of Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Literature.

Learning Outcome

DOC.11-12.RL.1	Read a variety of literature within a range of complexity appropriate for grades 11-CCR. By the end of grade 11, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed for texts at the high end of the range. By the end of grade 12, students interact with texts proficiently and independently.

Key Ideas and Textual Support

DOC.11-12.RL.2.1	Cite strong and thorough textual evidence to support analysis of what a text says explicitly as well as inferences and interpretations drawn from the text, including determining where the text leaves matters uncertain.
DOC.11-12.RL.2.2	Compare and contrast the development of similar themes or central ideas across two or more works of literature and analyze how they emerge and are shaped and refined by specific details.
DOC.11-12.RL.2.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (*e.g., where a story is set, how the action is ordered, how the characters are introduced and developed*).

Structural Elements and Organization

DOC.11-12.RL.3.1	Analyze and evaluate how an author's choices concerning how to structure specific parts of a work of literature (*e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution*) contribute to its overall structure and meaning as well as its aesthetic impact.

DOC.11-12.RL.3.2	Analyze a work of literature in which the reader must distinguish between what is directly stated and what is intended (*e.g., satire, sarcasm, irony, or understatement*) in order to understand the point of view.

Synthesis and Connection of Ideas

DOC.11-12.RL.4.1	Analyze multiple interpretations of a story, play, or poem, evaluating how each version interprets the source text and the impact of the interpretations on the audience.
DOC.11-12.RL.4.2	Analyze and evaluate works of literary or cultural significance in history (American, English, or world) and the way in which these works have used archetypes drawn from myths, traditional stories, or religious works, as well as how two or more of the works treat similar themes, conflicts, issues, or topics.

READING: *Nonfiction*

There are three key areas found in the Reading: Nonfiction section for grades 6-12: Key Ideas and Textual Support, Structural Elements and Organization, and Synthesis and Connection of Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Nonfiction.

Learning Outcome

DOC.11-12.RN.1	Read a variety of nonfiction within a range of complexity appropriate for grades 11-CCR. By the end of grade 11, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed for texts at the high end of the range. By the end of grade 12, students interact with texts proficiently and independently.

Key Ideas and Textual Support

DOC.11-12.RN.2.1	Cite strong and thorough textual evidence to support analysis of what a text says explicitly as well as inferences and interpretations drawn from the text, including determining where the text leaves matters uncertain.
DOC.11-12.RN.2.2	Compare and contrast the development of similar central ideas across two or more texts and analyze how they emerge and are shaped and refined by specific details.
DOC.11-12.RN.2.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of a text.

Structural Elements and Organization

DOC.11-12.RN.3.2	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

DOC.11-12.RN.3.3	Determine an author's perspective or purpose in a text in which the rhetoric is particularly effective (*e.g., appeals to both friendly and hostile audiences, anticipates and addresses reader concerns and counterclaims*), analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

Synthesis and Connection of Ideas

DOC.11-12.RN.4.1	Delineate and evaluate the arguments and specific claims in seminal U.S. and world texts, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
DOC.11-12.RN.4.2	Synthesize and evaluate multiple sources of information presented in different media or formats as well as in words in order to address a question or solve a problem.
DOC.11-12.RN.4.3	Analyze and synthesize foundational U.S. and world documents of historical and literary significance for their themes, purposes, and rhetorical features.

READING: *Vocabulary*

There are two key areas found in the Reading: Vocabulary section for grades 6-12: Vocabulary Building and Vocabulary in Literature and Nonfiction Texts. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Vocabulary.

Learning Outcome

DOC.11-12.RV.1	Acquire and use accurately general academic and content-specific words and phrases at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Vocabulary Building

DOC.11-12.RV.2.1	Use context to determine or clarify the meaning of words and phrases.
DOC.11-12.RV.2.3	Analyze nuances in the meaning of words with similar denotations.
DOC.11-12.RV.2.4	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (*e.g., conceive, conception, conceivable*).
DOC.11-12.RV.2.5	Select appropriate general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, etymology, or standard usage.

Vocabulary in Literature and Nonfiction Texts

DOC.11-12.RV.3.1	Analyze the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the cumulative impact of specific word choices (*e.g., imagery, allegory, and symbolism*) on meaning and tone (*e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone*).
DOC.11-12.RV.3.2	Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings; evaluate the cumulative impact of how an author uses and refines the meaning of a key term or terms over the course of a text.
DOC.11-12.RV.3.3	Interpret figures of speech (*e.g., paradox*) in context and analyze their role in the text.

WRITING

Guiding Principle: *Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes. Students apply knowledge of language structure, language conventions, media techniques, figurative language, and genre to create, critique, and discuss writing. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources to communicate their discoveries in ways that suit their purpose and audience.[ii]*

WRITING

There are four key areas found in the Writing section for grades 6-12: Writing Genres, the Writing Process, the Research Process, and Conventions of Standard English. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Writing.

Learning Outcome

DOC.11-12.W.1	Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from literature and nonfiction texts.

Writing Genres: **Argumentative, Informative, and Narrative**

DOC.11-12.W.3.1	Write **arguments** in a variety of forms that – ● Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. ● Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. ● Use effective transitions as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. ● Establish and maintain a consistent style and tone appropriate to purpose and audience. ● Provide a concluding statement or section that follows from and supports the argument presented.
DOC.11-12.W.3.2	Write **informative** compositions in a variety of forms that – ● Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (*e.g., headings*), graphics (*e.g., figures, tables*), and multimedia when useful to aiding comprehension. ● Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. ● Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. ● Choose language, content-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic, recognizing and eliminating wordiness and redundancy. ● Establish and maintain a style appropriate to the purpose and audience. ● Provide a concluding statement or section that follows from and supports the information or explanation presented (*e.g., articulating implications or the significance of the topic*).

DOC.11-12.W.3.3	Write **narrative** compositions in a variety of forms that – ● Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters. ● Create a smooth progression of experiences or events. ● Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. ● Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (*e.g., a sense of mystery, suspense, growth, or resolution*). ● Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. ● Provide an ending that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

The Writing Process

DOC.11-12.W.4	Apply the **writing process** to – ● Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach, focusing on addressing what is most significant for a specific purpose and audience; and edit to produce and strengthen writing that is clear and coherent. ● Use technology to generate, produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

The Research Process: **Finding, Assessing, Synthesizing, and Reporting Information**

DOC.11-12.W.5	Conduct short as well as more sustained research assignments and tasks to build knowledge about the research process and the topic under study. ● Formulate an inquiry question, and refine and narrow the focus as research evolves. ● Gather relevant information from multiple types of authoritative sources, using advanced searches effectively, and annotate sources. ● Assess the strengths and limitations of each source in terms of the task, purpose, and audience. ● Synthesize and integrate information into the text selectively to maintain the flow of ideas. ● Avoid plagiarism and overreliance on any one source and follow a standard format (*e.g., MLA, APA*) for citation. ● Present information, choosing from a variety of formats.

Conventions of Standard English: **Grammar and Usage / Capitalization, Punctuation, and Spelling**

DOC.11-12.W.6.1	Demonstrate command of English grammar and usage, focusing on:
DOC.11-12.W.6.1a	**Pronouns –** *Students are expected to build upon and continue applying conventions learned previously.*
DOC.11-12.W.6.1b	**Verbs –** *Students are expected to build upon and continue applying conventions learned previously.*
DOC.11-12.W.6.1c	**Adjectives and Adverbs –** *Students are expected to build upon and continue applying conventions learned previously.*
DOC.11-12.W.6.1d	**Phrases and Clauses –** *Students are expected to build upon and continue applying conventions learned previously.*
DOC.11-12.W.6.1e	**Usage –** *Students are expected to build upon and continue applying conventions learned previously.*
DOC.11-12.W.6.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:
DOC.11-12.W.6.2a	**Capitalization –** *Students are expected to build upon and continue applying conventions learned previously.*
DOC.11-12.W.6.2b	**Punctuation –** *Students are expected to build upon and continue applying conventions learned previously.*
DOC.11-12.W.6.2c	**Spelling –** *Students are expected to build upon and continue applying conventions learned previously.*

SPEAKING AND LISTENING

Guiding Principle: *Students listen actively and communicate effectively for a variety of purposes, including for learning, enjoyment, persuasion, and the exchange of information and ideas. Students adjust their use of language to communicate effectively with a variety of audiences and for different purposes. Students develop an understanding of and respect for diversity in language use, patterns, and dialects.[iii]*

SPEAKING AND LISTENING

There are three key areas found in the Speaking and Listening section for grades 6-12: Discussion and Collaboration, Comprehension, and Presentation of Knowledge and Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Speaking and Listening.

Learning Outcome

DOC.11-12.SL.1	Listen actively and adjust the use of spoken language (*e.g., conventions, style, vocabulary*) to communicate effectively with a variety of audiences and for different purposes.

Discussion and Collaboration

DOC.11-12.SL.2.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly and persuasively.
DOC.11-12.SL.2.2	Stimulate a thoughtful, well-reasoned debate and exchange of ideas by referring to specific evidence from materials under study and additional research and resources.
DOC.11-12.SL.2.3	Work with peers to promote collegial discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
DOC.11-12.SL.2.4	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
DOC.11-12.SL.2.5	Conduct debate and discussion to allow all views to be presented; allow for a dissenting view, in addition to group compromise; and determine what additional information or research is required to deepen the investigation or complete the task.

Comprehension

DOC.11-12.SL.3.1	Integrate multiple sources of information presented in diverse media and formats (*e.g., visually, quantitatively, orally*) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
DOC.11-12.SL.3.2	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Presentation of Knowledge and Ideas

DOC.11-12.SL.4.1	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
DOC.11-12.SL.4.2	Create engaging presentations that make strategic and creative use of digital media (*e.g., textual, graphical, audio, visual, and interactive elements*) to add interest and enhance understanding of findings, reasoning, and evidence.

MEDIA LITERACY

Guiding Principle: *Students develop critical thinking about the messages received and created by media. Students recognize that media are a part of culture and function as agents of socialization and develop understanding that people use individual skills, beliefs, and experiences to construct their own meanings from media messages. Students develop media literacy skills in order to become more informed, reflective, and engaged participants in society.[iv]*

MEDIA LITERACY

By demonstrating the skills listed in Media Literacy, students should be able to meet the Learning Outcome for Media Literacy.

Learning Outcome

DOC.11-12.ML.1	Critically analyze information found in electronic, print, and mass media used to inform, persuade, entertain, and transmit culture.

Media Literacy

DOC.11-12.ML.2.1	Evaluate the intersections and conflicts between visual and verbal messages, and recognize how visual techniques or design elements carry or influence messages in various media.
DOC.11-12.ML.2.2	Analyze the impact of the media on the public, including identifying and analyzing rhetorical and logical fallacies.

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[i] Adapted from Standards for the English Language. National Council of Teachers of English and International Reading Association, 1996. Available at http://www.ncte.org/library/NCTEFiles/Resources/Books/Sample/StandardsDoc.pdf.
[ii] Ibid.
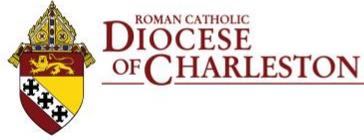
iii Ibid.

iv Adapted from *Core Principles of Media Literacy Education in the United States*. National Association for Media Literacy Education, 2007. Available at
http://namle.net/wp-content/uploads/2013/01/CorePrinciples.pdf.