

Priority Academic Student Skills

LANGUAGE ARTS

OVERVIEW

English language arts education incorporates the teaching and learning of reading, writing, speaking, listening, and viewing. Integration of language arts occurs in multiple ways. First, curriculum, instruction, and assessment reflect the integration of listening, speaking, viewing, reading, and writing. The language arts are not perceived as individual content areas, but as one unified subject in which each of the five areas supports the others and enhances thinking and learning. Secondly, there is integration of the teaching and learning of content and process within the curriculum. The common human experiences and the ideas, conflicts, and themes embodied in literature and all oral, written, and visual texts provide a context for the teaching of the processes, skills, and strategies of listening, speaking, viewing, reading, and writing. Finally, literacy educators believe the knowledge, skills, and strategies of language arts are integrated throughout the curriculum, enabling students to solve problems and think critically and creatively in all subject areas.

Language arts is the vehicle of communication by which we live, work, share, and build ideas and understandings of the present, reflect on the past, and imagine the future. Through language arts, we learn to appreciate, integrate, and apply what is learned for real purposes in our homes, schools, communities, and workplaces.

An effective language arts program should encompass process and content—how people communicate as well as what they communicate. Process includes skills and strategies used in listening, speaking, reading, writing, and viewing. Content includes the ideas, themes, issues, problems, and conflicts found in classical and contemporary literature and other texts, such as technical manuals, periodicals, speeches, and videos. Ideas, experiences, and cultural perspectives we discover in texts help us shape our visions of the world. The insight we gain enables us to understand our cultural, linguistic, and literary heritages.

In Grades K-12, a locally developed language arts curriculum, embodying these content standards, will ensure all students are literate and can engage successfully in reading, discovering, creating, and analyzing spoken, written, electronic, and visual texts which reflect multiple perspectives and diverse communities and make connections within language arts and between language arts and other fields.

READING/LITERATURE

The revised reading standards in the *Priority Academic Student Skills (PASS)* reflect scientifically-based reading research and are organized in the following related strands:

Print Awareness
Phonological/Phonemic Awareness
Phonics/Decoding
Vocabulary
Fluency
Comprehension/Critical Literacy

The National Reading Panel has revealed that the most reliably effective approach is systematic and explicit instruction. Skills are taught in a logical sequence and teachers clearly state what is being taught. These reading skills are interrelated and need to be developed in the context of a core curriculum that applies effective reading strategies to achieve success in all academic areas.

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PRINT AWARENESS - is the ability to understand how print works. This includes knowing that the print on the page represents the words that can be read aloud and distinguishing between various forms and purposes of print, from personal letters and signs to storybooks and essays.

PHONOLOGICAL/PHONEMIC AWARENESS - is an oral prerequisite to phonics and one of the best predictors of later reading success. It is the understanding that words and syllables can be broken down into smaller units or phonemes. Research indicates that poor phonemic awareness is a major underlying cause of reading difficulty. A student's progress should be monitored throughout the kindergarten year by administering informal phonemic awareness assessments.

PHONICS/DECODING - instruction provides students with a consistent strategy to apply sound-symbol relationships to assist in the identification of unfamiliar words. The goal of teaching children phonics is to teach children to decode unfamiliar words easily and automatically as they read. Children must be encouraged to use this strategy on their own.

VOCABULARY - knowledge is essential to reading because a reader's understanding comes chiefly from his or her vocabulary base. Vocabulary development can be achieved through reading, direct instruction, and student-centered activities. A balanced vocabulary program contains all three of these strategies.

READING FLUENCY - research refers to two stages of reading development. The first is the "decoding stage" where the student learns how to change printed symbols into sounds. During the next stage called the "fluency stage," the student continues to work on decoding skills to the point where the child becomes "unglued" from the print. Word recognition becomes easy, and fluent reading is characterized by a lack of trouble with word identification.

Easy word recognition frees a student's attention to comprehend the text. Achieving speed and accuracy in recognizing words is reading fluency.

COMPREHENSION/CRITICAL LITERACY - is understanding the meaning or point of the text; it is the essence of reading. Comprehension is a complex process. As readers mature they become more strategic in their process to construct meaning from text. Comprehension involves understanding what is read, what is meant, and what is implied. Students read for a variety of purposes, to locate information, to be informed, entertained, persuaded, and so on. Students use a wide range of strategies to help them meet their purpose. These strategies include making predictions, activating prior knowledge, skimming text for literal information, drawing inferences and conclusions, interpreting meaning, summarizing information, analyzing and evaluating text, monitoring reading, and using correction strategies.

Reading requires the coordination of cues as sources of information: sound/symbol relationships, syntax, semantics, and context. When reading, readers use three cueing systems. They derive semantic cues from the text's meaning, syntactic cues from the text's grammatical structure, and graphophonic cues from sound-letter relationships and patterns. Cueing systems are important and are constantly in motion to enable readers to construct meaning. They help readers answer questions such as: Does this make sense? Does this sound right? Does this look right?

Readers use a variety of strategies to ensure comprehension. They predict what they think the text is about to convey and confirm their prediction by checking to see if meaning is maintained. Readers monitor understanding and take action when meaning breaks down by choosing to self-correct or continue to read ahead only to return later to reconstruct meaning from previously read text.

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As a result of the work of State Superintendent Sandy Garrett's **Reader Leader** initiative and the work of the **Phonics Task force**, Oklahoma's core curriculum in reading has been revised to add more detail to reading instruction requirements for Grades 1-3. Local districts will select assessments, materials, and instructional strategies and activities to meet each student's individual reading needs. Districts should also provide current, research-based reading training for all Grade 1-3 teachers.

Research supports ensuring that all student's have a minimum of ninety minutes of uninterrupted language arts instruction. In addition, students should have other opportunities to self-select reading material and read independently every day.

LITERATURE

Literature is the heart of the English language arts and the touchstone for all language learning. It represents the unique human gift of composing and communicating ideas through language. All students should read a rich variety of fiction, poetry, drama, and nonfiction from different time periods and cultures, relating them to human aspirations and life experiences. All students should engage in study of the British, American, and world literary traditions that define our common culture.

An effective English language arts program teaches students to respond to a rich variety of literature with increasing sophistication and to communicate their interpretation of what they have read, heard, and seen through various means of expression. Literature should reflect the diversity of our nation and the world, as well as the interest and abilities within each classroom. It is important to remember that no single author or piece of literature can represent an entire culture; no one situation represents all situations of a given culture. Therefore, relying solely on textbooks is limiting to both teachers and students. Many types of literature and instructional materials should be used to enable individual students to meet high standards and expectations.

In a comprehensive literature curriculum, students learn that there are many approaches to the interpretation of literature and that no one approach is “privileged.” Throughout their academic experiences, students should have opportunities to test out different theories of literary criticism and learn that a text and its influence can be viewed from more than one perspective.

RESEARCH AND INFORMATION

Developing research skills are important to be able to gather, organize, and interpret information. Students should be able to locate appropriate print and nonprint information using text and technical information.

WRITING

Writing, as defined by the National Council of Teachers of English (NCTE), is “the process of selecting, combining, arranging, and developing ideas in effective sentences, paragraphs, and often, longer units of discourse.” Writing requires coping with a number of variables: mode, tone, form, purpose, and audience. Mode (method of development) includes narrative, descriptive, argumentative, and expository writing. Tone (the voice of the writer) may range from very personal to quite formal. Form (the shape of the work) may include essays, poetry, letters, and research papers. Purpose (the reason for writing) indicates the writer’s intention to discover and express personal feelings and values, to conduct the business of everyday life, to acquire, retain, and communicate information, and to describe, entertain, and persuade. Audience (the intended public) consists of oneself, peers, colleagues, teachers, relatives, and others. During the process, writers must select from and combine these variables as appropriate to the writing tasks.

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Writing is also a means of learning. This process is “a valuable tool for learning for all students in all subject areas at all ages.” While writing to learn, students discover connections, describe processes, express emerging understandings, raise questions, and find answers. For example, students learn content in science or social studies through keeping a response or process journal, or a learning log.

THE WRITING PROCESS

WRITING - should be taught as a natural and integral part of the curriculum. Instruction should encourage whole pieces of writing for real purposes and real audiences (and should include all stages of the writing process). Because writing is recursive, the stages may not occur in a linear sequence, but the writer may revert to an activity characteristic of an earlier stage. The stages of the writing process include prewriting, drafting, revising, editing, and publishing.

PREWRITING - is the process that helps the writer get ready to write. Students gather ideas and organize them. During this stage, the topic is generated and purpose, audience, and form are clarified. It is conceivable that the prewriting stage will take more time than any other stage in the process. Activities may include class discussion, reading, predicting, remembering, word banks, observing, thinking, student notebooks, drawing, free writing, modeling, clustering/webbing, cubing, and brainstorming.

DRAFTING - is putting ideas down on paper with a focus on content, and begins with notes or ideas generated during prewriting. The first draft may be kept in a journal, writer’s notebook, writing center, or on a computer disk. Students are also encouraged to explore a topic without grammatical inhibitions or over concern about spelling or punctuation. The teacher’s role is to encourage students to “get it down.”

REVISING - is refining of content, not mechanics. Revision (“to see again”) begins during the prewriting activity and continues through the final draft. It is best achieved in an interactive setting with the teacher or a group of peers. Writers should think again about the choices made for content and add, delete, or rearrange the material. Thus, writing becomes thinking made visible. Writers critically read their own writing and become their own reader. Since revising can be internal and unobservable, revising skills can be taught by modeling the questions asked by critical readers.

EDITING - is the stage in which the writing is made suitable for publication. Positive reinforcement is more effective than corrective comments to improve the quality of writing. Peer editing in writing groups helps teach and reinforce proofreading skills. Students are to locate and correct errors in punctuation, capitalization, spelling, usage, and sentence structure so that errors in conventions do not interfere with a reader’s ability to understand the message.

PUBLISHING - the student’s work is essential to the composing process. Publication provides an opportunity for the writer’s product to be shared with and/or evaluated by the intended audience or reader in general. An authentic audience, one with whom the students want to communicate, is necessary for effective writing. Without some type of publication, students may forget or never realize that their writing is meaningful communication.

It is important to note that not every piece that a writer begins will be carried through the entire writing process and polished for publication. However, each student should be encouraged to develop some pieces of writing thoroughly enough to be published. Publishing is an important motivator in working through the stages of the composing process. The purpose of publishing is to reinforce the idea that writing is an act of communication.

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SPELLING

Spelling, writing, and reading are interrelated and coherent. Writing leads to mastery in reading; reading leads to mastery in writing. Combined instruction leads to improvement in both reading and writing.

Research indicates that as children use temporary or phonetic spelling. Phonetic spelling develops and reinforces knowledge of phonics. It is important to understand that temporary spelling is not in conflict with correct spelling. When children use temporary spelling, they are practicing their growing knowledge of phonemes. First grade children should be expected to correctly spell previously studied words and spelling patterns. Temporary spelling of common spelling patterns should progress toward more conventional spelling by the end of second grade with the students mastering the conventional spelling of increasing numbers of words.

Spelling instruction should help students understand how words are put together (word patterns). Therefore, extensive reading and writing help students become good spellers.

HANDWRITING/PENMANSHIP

Young children need an awareness of print to communicate effectively. Handwriting/penmanship is that method for forming letters that comprise a writing system, as well as, how to express thoughts in the written word. Through writing, children form a muscular and visual memory of the letters and words; and, therefore can recognize them. Students must be aware of the importance of legibility to facilitate communication of the intended message. Elements of legible handwriting include letter formation, size and proportion of letters, spacing, slant, alignment of letters on the baseline, and uniform steadiness and thickness of line. Writing should reinforce the fact that language has meaning. It gives students an opportunity to develop personal voice and style upon which they can reflect.

ORAL LANGUAGE/LISTENING/SPEAKING

There is clearly a need for schools to spend more time teaching speaking and listening. More than 75 percent of all communication is devoted to the oral communication process. People in the workplace devote one-third of all working time carrying on face-to-face talk, and corporate managers spend about 60 percent of their time in communicating orally in meetings or on the telephone. Moreover, even with sophisticated electronic communication devices, oral language is still the main way of passing culture from one generation to another. Even with this demonstrated need for effective oral communication, almost two-thirds of young people have difficulty explaining how to get to a local grocery store in directions that can be understood.

Although the “school” emphasis on reading and writing may create the impression that oral language skills are not as important, this is not the case. Oral language is now, and is even more likely to be in the future, the primary means of acquiring and transmitting information.

Fortunately, students begin to learn oral language skills naturally. They listen to the sounds of adults and other children and internalize language patterns quite early in order to communicate orally themselves. However, not all children come to school with equal opportunities to develop language skills. Children who have experienced positive feedback to their efforts to use language, and have had opportunities to hear language used in a variety of social contexts, are better prepared to use oral language as a foundation for their reading and writing development.

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Since some children have limited opportunities for oral language in their home environments and since oral language development continues through at least age twelve, all children can improve their oral language ability with instruction and guidance. It is essential that oral language instruction begin in kindergarten and continue throughout school.

VISUAL LITERACY


Visual literacy (both viewing and representing) refers to the ability to comprehend, evaluate, and compose visual messages. Visually literate persons are able to read visual messages, compose visual language statements, and translate from visual to verbal and vice versa. Students learn attitudes, behaviors, and questions to ask which enable them to think abstractly and analytically.

Viewing is an ongoing lifetime activity that extends knowledge and experiences and provides enjoyment and pleasure. Therefore, learners will need to become engaged in a variety of viewing experiences, both in comprehending and composing. The media for visual communication may include: field trips, graphic displays, models, photographs, pictures, transparencies, picture books, newspapers, filmstrips, videotapes, labels, posters, advertisements, cartoons, carvings, paintings, memos, plays, dances, television, charts, maps, diagrams, graphic aids in oral presentations, signs, logos, creative movement, and computers.

It is an important goal of education for learners to be able to critique and use the dominant media of today. Visual literacy is essential for survival as consumers and citizens in our technologically intensive world.

NOTE:

Asterisks (*) have been used to identify standards and objectives that must be assessed by the local school district. All other skills may be assessed by the Oklahoma School Testing Program (OSTP).

Book icons () identify Information Literacy skills. Students are best served when these are taught in collaboration and cooperation between the classroom teacher and the library media specialist.

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Grade 9

Reading/Literature: The student will apply a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to a variety of texts.

Apply knowledge of word origins (words from other languages, history, or literature) to determine the meaning of new words encountered in reading and use of those words accurately.

Standard 1: Vocabulary - The student will expand vocabulary through word study, literature, and class discussion.

1. Apply a knowledge of Greek (e.g., tele/phone, micro/phone), Latin (e.g., flex/ible), and Anglo-Saxon (e.g., un/friend/ly) roots, prefixes, and suffixes to determine word meanings.
2. Use word meanings within the appropriate context and verify those meanings by definition, restatement, example, and analogy.
3. Expand vocabulary through wide reading, listening, and discussing.
4. Use reference material such as glossary, dictionary, thesaurus, and available technology to determine precise meaning and usage.
5. Identify the relation of word meanings in analogies, homonyms, synonyms/antonyms, and connotations and denotations.

Standard 2: Comprehension: The student will interact with the words to construct an appropriate meaning.

Read and understand grade-level-appropriate material. Analyze the organizational patterns and evaluate author's argument and positions. At Grade 9, in addition to regular classroom reading, read a wide variety of classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information as well as expository (informational and technical) texts.

1. Literal Understanding
 - a. Examine the structures and format of functional workplace documents, including graphics and headers, and explain how authors use the features to achieve their purpose.
 - b. Draw upon own background to provide connections to text.
 - c. Monitor reading strategies and modify them when understanding breaks down such as rereading, using resources, and questioning.
 - d. Recognize text structures such as compare and contrast, cause and effect, and chronological ordering.

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- e. Use study strategies such as skimming and scanning, note taking, outlining, and using study-guide questions to better understand texts.
2. Inferences and Interpretation
 - a. Analyze characteristics of text, including its structure, word choice, and intended audience.
 - b. Draw inferences such as conclusions, generalizations, and predictions, and support them with text evidence and personal experience.
 - c. Recognize influences on a reader’s response to a text (e.g., personal experience and values; perspective shaped by age, gender, class, or nationality).
 3. Summary and Generalization
 - a. Identify the main idea and supporting details by producing summaries of text.
 - b. Use text features and elements to support inferences and generalizations about information.
 - c. Summarize and paraphrase complex, implicit hierarchic structures in informational texts, including relationships among concepts and details in those structures.
 4. Analysis and Evaluation
 - a. Discriminate between fact and opinion and fiction and nonfiction.
 - b. Recognize deceptive and/or faulty arguments in persuasive texts.
 - c. Analyze the structure and format of informational and literary documents and explain how authors use the features to achieve their purposes.
 - d. Identify techniques (e.g., language, organization, tone, context) used to convey point of view or impressions.

Standard 3: Literature - The student will read, construct meaning, and respond to a wide variety of literary forms. 📖

Read and respond to grade-level-appropriate historically or culturally significant works of British, American, and world literature. Conduct in-depth analysis of themes, styles, and trends of these works across historical periods. Participate productively in self-directed work teams to create observable products.

1. Literary Genres - Demonstrate a knowledge of and an appreciation for various forms of literature.
 - a. Analyze the characteristics of genres including short story, novel, drama, poetry, and essay.
 - b. Analyze the characteristics of subgenres including tragedy, sonnet, epic, lyric, and narrative poetry.

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2. Literary Elements - Demonstrate knowledge of literary elements and techniques and show how they affect the development of a literary work.
 - a. Recognize the theme (general observation about life or human nature) within a text.
 - b. Explain how author's voice and/or choice of a narrator affect the characterization and the point of view, tone, plot, mood and credibility of a text.
 - c. Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory (the use of fictional figures and actions to express truths about human experiences), and symbolism (the use of a symbol to represent an idea or theme), and explain their appeal.
 - d. Analyze interactions between characters in a literary text and explain the way those interactions affect the plot in narrative text.
 - e. Analyze characters and identify author's point of view.
 - f. Identify literary forms and terms such as author, drama, biography, autobiography, myth, tall tale, dialogue, tragedy and comedy, structure in poetry, epic, ballad, protagonist, antagonist, paradox, analogy, dialect, and comic relief as appropriate to the selections being read.
3. Figurative Language and Sound Devices - Identify figurative language and sound devices and analyze how they affect the development of a literary work.
 - a. Identify and explain figurative language including metaphor, personification, and simile.
 - b. Identify and explain sound devices including alliteration, onomatopoeia, and rhyme.
 - c. Identify the melodies of literary language, including its use of evocative words, rhythms and rhymes.
 - d. Recognize and interpret poetic elements such as metaphor, simile, personification, and the effect of sound on meaning.
4. Literary Works - The student will read and respond to historically and culturally significant works of literature.
 - a. Analyze and evaluate works of literature and the historical context in which they were written.
 - b. Analyze and evaluate literature from various cultures to broaden cultural awareness.
 - c. Compare works that express the recurrence of archetypal (universal modes or patterns) characters, settings, and themes in literature and provide evidence to support the ideas expressed in each work.

Standard 4: Research and Information: The student will conduct research and organize information. 

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1. Accessing Information - Select the best source for a given purpose.
 - a. Access information from a variety of primary and secondary sources.
 - b. Skim text for an overall impression and scan text for particular information.
 - c. Use organizational strategies as an aid to comprehend increasingly difficult content material (e.g., compare/contrast, cause/effect, problem/solution, sequential order).
2. Interpreting Information - The student will analyze and evaluate information from a variety of sources.
 - a. Summarize, paraphrase, and/or quote relevant information.
 - b. Determine the author's viewpoint to evaluate source credibility and reliability.
 - c. Organize and convert information into different forms such as charts, graphs and drawings to create multiple formats to interpret information for multiple audiences and purposes, and cite sources completely.
 - d. Identify complexities and inconsistencies in the information and the different perspectives found in each medium, including almanacs, microfiche news sources, in-depth field studies, speeches, journals, technical documents, or Internet sources.
 - e. Draw conclusions from information gathered.

Writing/Grammar/Usage and Mechanics: The student will express ideas effectively in written modes for a variety of purposes and audiences.

Discuss ideas for writing with other writers. Write coherent and focused essays that show a well-defined point of view and tightly reasoned argument. Use the stages of the writing process. Work independently and in self-directed work teams to edit and revise.

Standard 1: Writing Process - The student will use the writing process to write coherently.

1. Use a writing process to develop and refine composition skills. Students are expected to:
 - a. use prewriting strategies to generate ideas such as brainstorming, using graphic organizers, keeping notes and logs.
 - b. develop multiple drafts both alone and collaboratively to categorize ideas, organizing them into paragraphs and blending paragraphs into larger text.
 - c. organize and reorganize drafts and refine style to suit occasion, audience and purpose.
 - d. proofread writing for appropriateness of organization, content and style.
 - e. edit for specific purposes to ensure standard usage, varied sentence structure, appropriate word choice, mechanics and spelling.

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- f. refine selected pieces frequently to publish for general and specific audiences.
2. Use extension and elaboration to develop an idea.
3. Demonstrate organization, unity, and coherence by using transitions and sequencing.
4. Use precise word choices, including figurative language, that convey specific meaning and tone.
5. Use a variety of sentence structures, types, and lengths to contribute to fluency and interest.
6. Evaluate own writing and others' writing (e.g., determine the best features of a piece of writing, determine how own writing achieves its purpose, ask for feedback, respond to classmates' writing).

Standard 2: Modes and Forms of Writing - The student will write for a variety of purposes and audiences using narrative, descriptive, expository, persuasive, and reflective modes.

At Grade 9, combine the rhetorical strategies of narration, exposition, persuasion, reflection, and description to produce text of at least 500 to 750 words. Begin writing documents related to career development. Demonstrate a command of Standard English and the research, organization, and drafting strategies outlined in the writing process. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.

1. Write biographical or autobiographical narratives or short stories that:
 - a. identify a real person, living or not, who has had a special influence on other people.
 - b. provide a sequence of factual events and communicate the significance of the events to the person.
 - c. isolate specific scenes and incidents in time and places significant to defining the person's influence.
 - d. use anecdotes or describe with specific details the sight, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the person; use interior monologue (what characters say silently to self) to show the person's qualities and beliefs.
 - e. Present action segments to accommodate changes in time and mood.
Example: Write an autobiographical account of a time when an important decision has to be made. Write a humorous story for elementary children and give the story a local setting.
2. Write expository compositions, including analytical essays and research reports that:
 - a. include evidence in support of a thesis (position on the topic) including information on all relevant perspectives.
 - b. communicate information and ideas from primary and secondary sources accurately and coherently.

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- c. show distinctions between the relative value and significance of specific dates, facts, and ideas.
 - d. include a variety of reference sources, including word, pictorial, audio, and Internet sources, to locate information in support of topic.
 - e. include visual aids by using technology to organize and record information on charts, data tables, maps, and graphs.
 - f. identify and address reader's potential misunderstanding, biases, and expectations.
 - g. use technical terms and notations accurately.
Example: Write a research report about inventions that were first mentioned in science fiction novels or movies and later became a scientific reality.
3. Write persuasive/argumentative compositions that:
- a. organize ideas and appeal in a sustained and effective fashion with the strongest emotion first and the least powerful last.
 - b. use specific rhetorical (communication) devices to support assertions, such as appealing to logic through reasoning; appealing to emotion or ethical beliefs; or relating to a personal anecdote, case study, or analogy.
 - c. clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning.
 - d. address reader's concerns, counterclaims, biases, and expectations.
Example: Write a letter to the principal or the president of the school board to persuade that person to support your views on some educational policy that has been adopted by the local district, such as a dress code, a change to or from block scheduling, or a decision about grade requirements to participate in extracurricular activities.
4. Write documents related to career development, including simple business letters and job applications that:
- a. present information purposefully and in brief to meet the need of the intended audience.
 - b. follow a conventional business letter or memorandum format.
Example: Write a letter requesting an informational interview with a person in a career area that interests you. Complete a job application form for a part-time job and attach a memorandum outlining the particular skills you have that fit the needs of the position.

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5. Write reflective papers that may address one of the following purposes:
 - a. express the individual's insight into conditions or situations.
 - b. compare a scene from a work of fiction with a lesson learned from experience.
 - c. complete a self-evaluation on a class performance.
Example: Write a reflective paper that discusses reasons for selections used in a portfolio of works that documents skills learned in different subjects.
6. Use appropriate essay test-taking and timed-writing strategies that:
 - a. address and analyze the question (prompt).
 - b. use organizational methods required by the prompt.
7. Write responses to literature that:
 - a. demonstrate a comprehensive grasp of the significant ideas of literary works.
 - b. support important ideas and viewpoints through accurate and detailed reference to the text or to other works.
 - c. demonstrate awareness of author's style and an appreciation of the effects created.
 - d. identify and assess the impact of ambiguities, nuances, and complexities within the text.
Example: Write a description of a character in a novel from the viewpoint of another character. Write a comparison of different characters in the book, explaining how they are alike and different and how each serves to move the plot of the novel forward.
8. Write for different purposes and to a specific audience or person, adjusting tone and style as necessary to make writing interesting.
Example: Write stories and reports showing a variety of word choices, or review a favorite book or film, or compose proposals or project plans.
9. Write friendly letters and business letters, and continue to produce other writing forms introduced in earlier grades.
10. Write documented papers incorporating the techniques of Modern Language Association (MLA) or similar parenthetical styles.

Standard 3: Grammar/Usage and Mechanics - The student will demonstrate appropriate practices in writing by applying grammatical knowledge to the revising and editing stages of writing. Participate independently and in groups to create oral presentations.

1. Standard English Usage - Demonstrate correct use of Standard English in speaking and writing.

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- a. Distinguish commonly confused words (e.g., there, their, they're; two, too, to; accept, except; affect, effect).
 - b. Use correct verb forms and tenses.
 - c. Use correct subject-verb agreement.
 - d. Distinguish active and passive voice.
 - e. Use correct pronoun/antecedent agreement and clear pronoun reference.
 - f. Use correct forms of comparative and superlative adjectives.
2. Mechanics and Spelling - Demonstrate appropriate language mechanics in writing.
 - a. Demonstrate correct use of capitals.
 - b. Use correct formation of plurals.
 - c. Demonstrate correct use of punctuation and recognize its effect on sentence structure.
 - d. Distinguish correct spelling of commonly misspelled words and homonyms.
 3. Sentence Structure - Demonstrate appropriate sentence structure in writing.
 - a. Use parallel structure.
 - b. Correct dangling and misplaced modifiers.
 - c. Correct run-on sentences.
 - d. Correct fragments.

Oral Language/Listening and Speaking - The student will demonstrate thinking skills in listening and speaking.

Formulate thoughtful judgment about oral communication. Deliver focused and coherent presentations that convey clear and distinct perspectives and solid reasoning. Deliver polished formal and extemporaneous presentations that combine the traditional speech strategies of narration, exposition, persuasion, and description. Use gestures, tone, and vocabulary appropriate to the audience and purpose. Use the same Standard English conventions for oral speech that are used in writing.

Standard 1: Listening - The student will listen for information and for pleasure.

1. Focus attention on the speaker's message.
2. Use knowledge of language and develop vocabulary to accurately interpret the speaker's message.
3. Listen and respond appropriately to presentations and performances of peers or published works such as original essays or narratives, interpretations of poetry, and individual or group performances.

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4. Monitor speaker's message and clarity and understanding to formulate and provide effective verbal and nonverbal feedback.
5. Use feedback to evaluate own effectiveness and set goals for future presentations.

Standard 2: Speaking - The student will express ideas and opinions in group or individual situations.

1. Use formal, informal, standard, and technical language effectively to meet the needs of purpose, audience, occasion, and task.
2. Prepare, organize, and present a variety of informative messages effectively.
3. Analyze purpose, audience, and occasion to choose effective verbal and nonverbal strategies such as pitch and tone of voice, posture, and eye contact.

Visual Literacy: The student will interpret, evaluate, and compose visual messages.
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Standard 1: Interpret Meaning - The student will interpret and evaluate the various ways visual image-makers including graphic artists, illustrators, and news photographers represent meaning. 📖

1. Document the use of stereotypes and biases in visual media (e.g., distorted representations of society; imagery and stereotyping in advertising; elements of stereotypes such as physical characteristics, manner of speech, beliefs and attitudes).
2. Indicate how symbols, images, sounds, and other conventions are used in visual media (e.g., time lapse in films; set elements that identify a particular time period or culture).

Standard 2: Evaluate Media - The student will evaluate visual and electronic media, such as film, as compared with print messages. 📖

1. Select people with special interests and expectations who are the target audience for particular messages or products in visual media.
2. Define and design language and content that reflect the target audience for particular messages and products (e.g., in advertising and sales techniques aimed specifically towards teenagers; in products aimed toward different classes, races, ages, genders; in the appeal of popular television shows and films for a particular audience).

Standard 3: Compose Visual Messages - The student will create a visual message that effectively communicates an idea.

1. Create media products to include a billboard, cereal box, short editorials, and a three-minute documentary or print ad to engage specific audiences.
2. Create, present, test, and revise a project and analyze a response, using data-gathering techniques such as questionnaires, group discussions, and feedback forms.

Priority Academic Student Skills

LANGUAGE ARTS Grade 10

Reading/Literature: The student will apply a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to a wide variety of texts.

Standard 1: Vocabulary - The student will expand vocabulary through word study, literature, and class discussion.

Apply a knowledge of word origins (words from other languages, history, or literature) to determine the meaning of new words encountered in reading and use of those words accurately.


1. Apply a knowledge of Greek (e.g., tele/phone, micro/phone), Latin (e.g., flex/ible), and Anglo-Saxon (e.g., un/friend/ly) roots, prefixes, and suffixes to determine word meanings.
- *2. Research word origins as an aid to understanding meaning, derivations, and spelling as well as influences on the English language.
3. Use reference material such as glossary, dictionary, thesaurus, and available technology to determine precise meaning and usage.
4. Discriminate between connotative and denotative meanings and interpret the connotative power of words.
5. Use word meanings within the appropriate context and verify these meanings by definition, restatement, example, and analogy.

Standard 2: Comprehension - The student will interact with the words and concepts on the page to understand what the writer has said.

Read and understand grade-level-appropriate material. Analyze the organizational patterns and evaluate authors' argument and position. At Grade 10, in addition to regular classroom reading, read a wide variety of classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information as well as expository (informational and technical) texts.

1. Literal Understanding
 - a. Identify the structures and format of various informational documents and explain how authors use the features to achieve their purpose.
 - b. Understand specific devices an author uses to accomplish purpose (persuasive techniques, style, literary forms or genre, portrayal of themes, language).
 - c. Use a range of automatic monitoring and self-correcting methods (e.g., rereading, slowing down, subvocalizing, consulting resources, questioning).
 - d. Recognize signal/transitional words and phrases and their contributions to the meaning of the text (e.g., however, in spite of, for example, consequently).

NOTE: Asterisks (*) have been used to identify standards and objectives that must be assessed by the local school district. All other skills may be assessed by the Oklahoma School Testing Program (OSTP).

Book icons () identify Information Literacy skills. Students are best served when these are taught in collaboration and cooperation between the classroom teacher and the library media specialist.

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2. Inferences and Interpretation
 - a. Use elements of the text to defend responses and interpretations.
 - b. Draw inferences such as conclusions, generalizations, and predictions, and support them with text evidence and personal experience.
 - *c. Investigate influences on a reader's response to a text (e.g., personal experience and values; perspective shaped by age, gender, class, nationality).
3. Summary and Generalization
 - a. Determine the main idea, locate and interpret minor or subtly stated details in complex passages.
 - b. Use text features and elements to support inferences and generalizations about information.
 - c. Summarize and paraphrase complex, implicit, hierarchic structures in informational texts, including relationships among concepts and details in those structures.
4. Analysis and Evaluation
 - a. Discriminate between fact and opinion and fiction and nonfiction.
 - b. Evaluate deceptive and/or faulty arguments in persuasive texts.
 - c. Analyze the structure and format of informational and literary documents and explain how authors use the features to achieve their purposes.
 - d. Analyze techniques (e.g., language, organization, tone, context) used to convey opinions or impressions.

Standard 3: Literature - The student will read, construct meaning, and respond to a wide variety of literary forms.

Read and respond to grade-level-appropriate historically or culturally significant works of British, American, and world literature. Conduct in-depth analysis of themes, styles, and trends of these works across historical periods. Participate productively in self-directed work teams to create observable products.

1. Literary Genres - Demonstrate a knowledge of and an appreciation for various forms of literature.
 - a. Analyze the characteristics of genres including short story, novel, drama, narrative and lyric poetry, and essay.
 - b. Analyze the characteristics of subgenres such as satire, sonnet, epic, myths and legends, mystery, and editorials.
2. Literary Elements - Demonstrate knowledge of literary elements and techniques and show how they affect the development of a literary work.

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- a. Describe and analyze elements of fiction including plot, conflict, character, setting, theme, mood and point of view with emphasis on how they are addressed and resolved.
 - b. Explain how an author's viewpoint, or choice of a narrator affects the characterization and the tone, plot, mood and credibility of a text.
 - c. Analyze characters' traits by what the characters say about themselves in narration, dialogue, and soliloquy (when they speak out loud to themselves).
 - d. Evaluate the significance of various literary devices and techniques, including imagery, irony, tone, allegory (the use of fictional figures and actions to express truths about human experiences), and symbolism (the use of symbols to represent an idea or theme), and explain their appeal.
 - e. Evaluate the author's purpose and the development of time and sequence, including the use of complex literary devices, such as foreshadowing (providing clues to future events) or flashbacks (interrupting the sequence of events to include information about an event that happened in the past).
3. Figurative Language and Sound Devices - Identify and use figurative language and sound devices in writing and recognize how they affect the development of a literary work.
- a. Identify and use figurative language such as analogy, hyperbole, metaphor, personification, and simile.
 - b. Identify and use sound devices such as rhyme, alliteration, and onomatopoeia.
 - *c. Analyze the melodies of literary language, including its use of evocative words, rhythms and rhymes.
4. Literary Works - The student will read and respond to historically and culturally significant works of literature.
- a. Analyze and evaluate works of literature and the historical context in which they were written.
 - b. Analyze and evaluate literature from various cultures to broaden cultural awareness.
 - c. Compare works that express the recurrence of archetypal (universal modes or patterns) characters, settings, and themes in literature and provide evidence to support the ideas expressed in each work.

Standard 4: Research and Information: The student will conduct research and organize information.

1. Accessing Information - Select the best source for a given purpose.
 - a. Access information from a variety of primary and secondary sources.
 - *b. Skim text for an overall impression and scan text for particular information.

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- c. Use organizational strategies as an aid to comprehend increasingly difficult content material (e.g., compare/contrast, cause/effect, problem/solution, sequential order).
2. Interpreting Information - Analyze and evaluate information from a variety of sources.
 - a. Summarize, paraphrase, and/or quote relevant information.
 - b. Determine the author's viewpoint to evaluate source credibility and reliability.
 - c. Synthesize information from multiple sources to draw conclusions that go beyond those found in any of the individual studies.
 - d. Identify complexities and inconsistencies in the information and the different perspectives found in each medium, including almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents, or Internet sources.

Writing/Grammar/Usage and Mechanics: The student will express ideas effectively in written modes for a variety of purposes and audiences.

Discuss ideas for writing with other writers. Write coherent and focused essays that show a well-defined point of view and tightly reasoned argument. Use the stages of the writing process. Work independently and in self-directed work teams to edit and revise.

Standard 1: Writing Process - The student will use the writing process to write coherently.

1. Use a writing process to develop and refine composition skills. Students are expected to:
 - a. use prewriting strategies to generate ideas such as brainstorming, using graphic organizers, keeping notes and logs.
 - b. develop multiple drafts both alone and collaboratively to categorize ideas, organizing them into paragraphs, and blending paragraphs into larger text.
 - c. organize and reorganize drafts and refine style to suit occasion, audience, and purpose.
 - d. proofread writing for appropriateness of organization, content, and style.
 - e. edit for specific purposes such as to ensure standard usage, varied sentence structure, appropriate word choice, mechanics, and spelling.
 - f. refine selected pieces frequently to publish for general and specific audiences.
2. Use extension and elaboration to develop an idea.
3. Demonstrate organization, unity, and coherence by using transitions and sequencing.

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4. Use precise word choices, including figurative language, that convey specific meaning.
5. Use a variety of sentence structures, types, and lengths to contribute to fluency and interest.
6. Evaluate own writing and others' writing (e.g., determine the best features of a piece of writing, determine how own writing achieves its purpose, ask for feedback, respond to classmates' writing).

Standard 2: Modes and Forms of Writing - The student will write for a variety of purposes and audiences using narrative, descriptive, expository, persuasive, and reflective modes.

At Grade 10, use the rhetorical strategies of narration, exposition, persuasion, reflection, or description to produce text of at least 750 to 1000 words. Compose business letters. Demonstrate a command of Standard English and the research, organization, and drafting strategies outlined in the writing process. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.

1. Write biographical or autobiographical narratives or short stories that:
 - a. identify a real person, living or not, who has had a special influence on other people.
 - b. provide a sequence of factual events and communicate the significance of the events to the person.
 - c. isolate specific scenes and incidents in times and places significant to defining the person's influence.
 - d. use anecdotes or describe with specific details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the person; use interior monologue (what person says silently to self) to show the person's qualities and beliefs.
 - e. present action segments to accommodate changes in time and mood.
Example: After reading an example of an autobiography, use the structure to compose an autobiography of your own.
2. Write expository compositions, including analytical essays and research reports that:
 - a. include evidence in support of a thesis (position on the topic) including information on all relevant perspectives.
 - b. communicate information and ideas from primary and secondary sources accurately and coherently.
 - c. show distinctions between the relative value and significance of specific dates, facts, and ideas.
 - d. include a variety of reference sources such as pictorial, audio, and Internet sources, to locate information in support of topic.

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- e. include visual aids using technology to organize and record information on charts, data tables, maps, and graphs.
- f. identify and address reader's potential misunderstanding, biases, and expectations.
- g. use technical terms and notations accurately.

Example: Write a report on the Globe Theatre, gathering information from books, such as *Shakespeare's Theatre* by Jacqueline Morley, videos such as "Shakespeare's Globe Theatre Restored," and Web sites by using a key word search for "Shakespeare" and "Globe Theatre." Explain why the theatre was significant in the development of Shakespeare's works.

3. Write persuasive/argumentative compositions that:

- a. present ideas and appeals in a sustained and effective fashion with the strongest emotion first and the least powerful last.
- b. use specific rhetorical (communication) devices to support assertions, such as appealing to logic through reasoning; appealing to emotion or ethical beliefs; or relating to a personal anecdote, case study, or analogy.
- c. clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning.
- d. address reader's concerns, counterclaims, biases, and expectations.

Example: Write a letter to a television network to persuade the network to keep a program on the air despite low ratings.

*4. Write business letters that:

- a. provide clear and purposeful information and address the intended audience appropriately.
- b. use appropriate vocabulary, tone, and style to take into account the nature of the relationship with, and the knowledge and interests of, the intended audience.
- c. emphasize main ideas or images.
- d. follow conventional style with page formats, fonts (typeface), and spacing that contribute to the document's readability and impact.

Example: Write a letter of support or complaint in response to service that you received at a store or restaurant. Address the letter to the manager. Include a clear account of the incident and request that he or she take appropriate action in response.

5. Write reflective papers that may address one of the following purposes:

- a. express the individual's insight into conditions or situations.
- b. compare a scene from a work of fiction with a lesson learned from experience.

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- c. complete a self-evaluation on a class performance.
Example: Write a reflective paper that gives reasons for selections used in a portfolio of works that demonstrate appropriate skills in different subjects.
6. Use appropriate essay test-taking and time-writing strategies that:
 - a. address and analyze the question (prompt).
 - b. use organizational methods required by the prompt.
7. Write responses to literature that:
 - a. demonstrate a comprehensive grasp of the significant ideas of literary works.
 - b. support important ideas and viewpoints through accurate and detailed reference to the text or other works.
 - c. demonstrate awareness of author's style and an appreciation of the effects created.
 - d. identify and assess the impact of ambiguities, nuances, and complexities within the text.
 - e. extend writing by changing mood, plot, characterization, or voice.
Example: After reading a short story, such as "The No-Guitar Blues" by Gary Soto, or "The Lottery" by Shirley Jackson, write a different ending to the story.
8. Write for different purposes and audiences, adjusting tone, style, and voice as appropriate and continue to produce other writing forms introduced in earlier grades.
Example: Write stories, reports, and letters showing a variety of word choices, or review a favorite book or film, or compose proposals or project plans.
- *9. Write documented papers incorporating the techniques of Modern Language Association (MLA) or similar parenthetical styles.

Standard 3: Grammar/Usage and Mechanics - The student will demonstrate appropriate practices in writing by applying Standard English conventions of the revising and editing stages of writing. Work independently and in self-directed work teams to revise and edit.

1. Standard English Usage - The student will demonstrate correct use of Standard English in speaking and writing.
 - a. Distinguish commonly confused words (e.g., there, their, they're; two, too, to; accept, except; affect, effect).
 - b. Use correct verb forms and tenses.
 - c. Use correct subject-verb agreement.
 - d. Distinguish active and passive voice.
 - e. Use correct pronoun/antecedent agreement and clear pronoun reference.

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- f. Use correct forms of comparative and superlative adjectives .
2. Mechanics and Spelling - The student will demonstrate appropriate language mechanics in writing.
 - a. Demonstrate correct use of capitals.
 - b. Use correct formation of plurals.
 - c. Demonstrate correct use of punctuation and recognize its effect on sentence structure.
 - d. Distinguish correct spelling of commonly misspelled words and homonyms.
3. Sentence Structure - The student will demonstrate appropriate sentence structure in writing.
 - a. Use parallel structure.
 - b. Correct dangling and misplaced modifiers.
 - c. Correct run-on sentences.
 - d. Correct fragments.

Oral Language/Listening and Speaking: The student will demonstrate thinking skills in listening and speaking.

Formulate thoughtful judgments about oral communication. Deliver focused and coherent presentations that convey clear and distinct perspectives and solid reasoning. Deliver polished formal and extemporaneous presentations that combine the traditional speech strategies of narration, exposition, persuasion, and description. Use gestures, tone, and vocabulary appropriate to the audience and purpose. Use the same Standard English conventions for oral speech that are used in writing.

***Standard 1: Listening - The student will listen for information and for pleasure.**

1. Engage in critical, empathetic, appreciative, and reflective listening to interpret, respond, and evaluate speaker's messages.
2. Listen and respond appropriately to presentations and performances of peers or published works such as original essays or narratives, interpretations of poetry, and individual or group performances.
3. Evaluate informative and persuasive presentations of peers, public figures, and media presentations.
4. Use feedback to evaluate own effectiveness and set goals for future presentations.

***Standard 2: Speaking - The student will express ideas and opinions in group or individual situations.**

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1. Use formal, informal, standard, and technical language effectively to meet the needs of purpose, audience, occasion, and task.
2. Prepare, organize, and present a variety of informative and persuasive messages effectively.
3. Use a variety of verbal and nonverbal techniques in presenting oral messages and demonstrate poise and control while presenting.

Visual Literacy: The student will interpret, evaluate, and compose visual messages.

***Standard 1: Interpret Meaning - The student will interpret and evaluate the various ways visual image-makers such as graphic artists, illustrators, and news photographers represent meaning.**

1. Identify the use of stereotypes and biases in visual media (e.g., distorted representations of society; imagery and stereotyping in advertising; elements of stereotypes such as physical characteristics, manner of speech, beliefs, attitudes).
2. Investigate how symbols, images, sound, and other conventions are used in visual media (e.g., time lapse in films; set elements that identify a particular time period or culture).

***Standard 2: Evaluate Media - The student will evaluate visual and electronic media, such as film, as compared with print messages.**

1. Recall that people with special interests and expectations are the target audience for particular messages or products in visual media.
2. Select and design language and content that reflect this appeal (e.g., in advertising and sales techniques aimed specifically towards teenagers; in products aimed toward different classes, races, ages, genders; in the appeal of popular television shows and films for particular audience).

***Standard 3: Compose Visual Messages - The student will create a visual message that effectively communicates an idea.**

1. Investigate and present the sources of a media presentation or production such as who made it and why it was made.
2. Analyze a media presentation to get the main idea of the message's content and compose one using a similar format.

Blueprints for each Criterion-Referenced Test reflect the degree of representation given on the test to each *PASS* standard and objective. To access the current blueprint (when available) go to the State Department of Education Web site at <<http://sde.state.ok.us>>, click on site index, then click “s” to go to student assessment, then click on “Student Tests & Materials” then scroll down to “alignment blueprints.”

Priority Academic Student Skills

Language Arts

Grade 11

Reading/Literature: The student will apply a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to a wide variety of texts.

Standard 1: Vocabulary - The student will expand vocabulary through word study, literature, and class discussion.

Apply a knowledge of word origins (words from other languages, history, or literature) to determine the meaning of new words encountered in reading and use of those words accurately.

1. Apply knowledge of Greek, Latin, and Anglo-Saxon roots and word parts to draw inferences about the meaning of scientific and mathematical terminology.
2. Use reference material such as glossary, dictionary, thesaurus, and available technology to determine precise meaning and usage.
3. Analyze the meaning of analogies encountered, analyzing specific comparisons as well as relationships and inferences.
4. Rely on context to determine meanings of words and phrases such as figurative language, connotations and denotations of words, analogies, idioms, and technical vocabulary.
5. Use word meanings within the appropriate context and verify these meanings by definition, restatement, example, and analogy.

Standard 2: Comprehension - The student will interact with the words and concepts on the page to understand what the writer has said.

Read and understand grade-level-appropriate material. Analyze the organizational patterns and evaluate authors' argument and positions. At Grade 11, in addition to regular classroom reading, read a wide variety of classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information as well as expository (informational and technical) texts.


1. Literal Understanding
 - a. Identify the structures and format of various informational documents and explain how authors use the features to achieve their purpose.
 - b. Select and explain specific devices an author uses to accomplish purpose (persuasive techniques, style, literary forms or genre, portrayal of themes, language).
 - c. Use study strategies such as note taking, outlining, and using study guide questions to better understand texts.

NOTE: Asterisks (*) have been used to identify standards and objectives that must be assessed by the local school district. All other skills may be assessed by the Oklahoma School Testing Program (OSTP).

Book icons (📖) identify Information Literacy skills. Students are best served when these are taught in collaboration and cooperation between the classroom teacher and the library media specialist.

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- d. Construct images such as graphic organizers based on text descriptions and text structures.
2. Inferences and Interpretation
 - a. Interpret the possible inferences of the historical context on literary works.
 - b. Describe the development of plot and identify conflict and how they are addressed and resolved.
 - c. Investigate influences on a reader's response to a text (e.g., personal experience and values; perspective shaped by age, gender, class, or nationality).
 - d. Make reasonable assertions about author's arguments by using elements of the text to defend and clarify interpretations.
 3. Summary and Generalization
 - a. Determine the main idea, locate and interpret minor subtly stated details in complex passages.
 - b. Use text features and elements to support inferences and generalizations about information.
 - c. Summarize and paraphrase complex, implicit hierarchic structures in informational texts, including relationships among concepts and details in those structures.
 4. Analysis and Evaluation
 - a. Compare and contrast aspects of texts such as themes, conflicts, and allusions both within and across texts.
 - b. Analyze the structure and format of informational and literary documents and explain how authors use the features to achieve their purposes.
 - c. Examine the way in which clarity of meaning is affected by the patterns of organization, repetition of the main ideas, organization of language, and word choice in the text.
 - d. Analyze the way in which authors have used archetypes (universal modes or patterns) drawn from myth and tradition in literature, film, political speeches, and religious writings.

Standard 3: Literature - The student will read, construct meaning, and respond to a wide variety of literary forms. 

Read and respond to grade-level-appropriate historically or culturally significant works of British, American, or world literature. Conduct in-depth analysis of themes, styles, and trends of these works across historical periods. Participate productively in self-directed work teams to create observable products.

1. Literary Genres - Demonstrate a knowledge of and an appreciation for various forms of literature.

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- a. Analyze the characteristics of genres including short story, novel, drama, poetry, and essay.
- b. Analyze the characteristics of subgenres including allegory and ballad.
2. Literary Elements - Demonstrate knowledge of literary elements and techniques and show how they affect the development of a literary work.
 - a. Analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim.
 - b. Analyze the way in which irony, tone, mood, the author’s style, and the “sound” of language achieve specific rhetorical (communication) or aesthetic (artistic) purposes or both.
 - c. Analyze characters' traits by what the characters say about themselves in narration, dialogue, and soliloquy (when they speak out loud to themselves).
 - d. Evaluate the significance of various literary devices and techniques, including imagery, irony, tone, allegory (the use of fictional figures and actions to express truths about human experiences), and symbolism (the use of symbols to represent an idea or theme), and explain their appeal.
 - e. Evaluate the author’s purpose and the development of time and sequence, including the use of complex literary devices, such as foreshadowing (providing clues to future events) or flashbacks (interrupting the sequence of events to include information about an event that happened in the past).
3. Figurative Language and Sound Devices - Identify figurative language and sound devices and analyze how they affect the development of a literary work.
 - a. Identify and explain figurative language including analogy, hyperbole, metaphor, personification, and simile.
 - b. Identify and explain sound devices including alliteration and rhyme.
 - c. Analyze the melodies of literary language, including its use of evocative words, rhythms and rhymes.
4. Literary Works - Read and respond to historically and culturally significant works of literature.
 - a. Analyze and evaluate works of literature and the historical context in which they were written.
 - b. Analyze and evaluate literature from various cultures to broaden cultural awareness.
 - c. Compare works that express the recurrence of archetypal (universal) characters, settings, and themes in literature and provide evidence to support the ideas expressed in each work.
 - d. Analyze the clarity and consistency of political assumptions in a selection of literary works or essays on a topic.

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Standard 4: Research and Information - The student will conduct research and organize information. 📖

1. Accessing Information - Select the best source for a given purpose.
 - a. Access information from a variety of primary and secondary sources.
 - b. Skim text for an overall impression and scan text for particular information.
 - c. Use organizational strategies as an aid to comprehend increasingly difficult content material (e.g., compare/contrast, cause/effect, problem/solution, sequential order).
2. Interpreting Information - Analyze and evaluate information from a variety of sources.
 - a. Summarize, paraphrase, and/or quote relevant information.
 - b. Determine the author's viewpoint to evaluate source credibility and reliability.
 - c. Synthesize information from multiple sources to draw conclusions that go beyond those found in any of the individual studies.
 - d. Identify complexities and inconsistencies in the information and the different perspectives found in each medium, including almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents, or Internet sources.
 - e. Develop presentations by using clear research questions and creative and critical research strategies, such as field studies, oral histories, interviews, experiments, and Internet sources.

Writing/Grammar/Mechanics and Usage: The student will express ideas effectively in written modes for a variety of purposes and audiences.
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Write coherent and focused texts that show a well-defined point of view and tightly reasoned argument. The writing demonstrates progression through the stages of the writing process. Work independently and in self-directed work teams to edit and revise.

Standard 1: Writing Process - The student will use the writing process to write coherently.

1. Use a writing process to develop and refine composition skills. Students are expected to:
 - a. use prewriting strategies to generate ideas such as brainstorming, using graphic organizers, keeping notes and logs.
 - b. develop multiple drafts both alone and collaboratively to categorize ideas, organizing them into paragraphs, and blending paragraphs into larger text.
 - c. organize and reorganize drafts and refine style to suit occasion, audience, and purpose.
 - d. proofread writing for appropriateness of organization, content and style.

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- e. edit for specific purposes to ensure standard usage, varied sentence structure, appropriate word choice, mechanics and spelling.
 - f. refine selected pieces frequently to publish for general and specific audiences.
2. Demonstrate an understanding of the elements of discourse, such as purpose, speaker, audience, and form when completing narrative expository, persuasive, or descriptive writing assignments.
 3. Use language in creative and vivid ways to establish a specific tone.
 4. Use point of view, characterization, style, and related elements for specific rhetorical (communication) and aesthetic (artistic) purposes.
 5. Structure ideas and arguments in a sustained and persuasive way and support them with precise and relevant examples.
 6. Evaluate own writing and others' writing to highlight the individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and form of writing.

Standard 2: Modes and Forms of Writing - The student will write for a variety of purposes and audiences using narrative, descriptive, expository, persuasive, and reflective modes.

At Grade 11, continue to combine the rhetorical strategies of narration, exposition, persuasion, reflection, and description to produce text of at least 1,500 words. Refine reflective compositions and historical investigation reports and become familiar with forms of job applications and résumés. Deliver multimedia presentations on varied topics. Demonstrate a command of Standard English and the research, organization, and drafting strategies outlined in the writing process. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.

1. Write fictional, biographical or autobiographical narratives that:
 - a. narrate a sequence of events and communicate their significance to the audience.
 - b. identify scenes and incidents in specific places.
 - c. describe with specific details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the character; use interior monologue (what character says silently to self) to show the character's feelings.
 - d. Present action segments to accommodate changes in time and mood.

Example: Read several short essays by writers on the practice of writing, such as an excerpt from Anne Lamott's *Bird by Bird* or essays by Wallace Stegner or other authors on writing. Write an essay on how reading and/or writing have been significant in your life.
2. Write job applications and resumes that:

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- a. provide clear and purposeful information and address the intended audience appropriately.
 - b. indicate varied levels, patterns, and types of language to achieve intended effects and aid comprehension.
 - c. modify the tone to fit the purpose and audience.
 - d. follow the conventional style for that type of document (*résumé*, cover letter of application) and use page format, fonts (typeface), and spacing that contribute to the readability and impact of the document.
Example: Write a resume outlining job experience, extracurricular activities and other skills. Format the document so that the information is clearly represented for the intended audience.
3. Write historical investigations that:
- a. use exposition, narration, description, argumentation, or some combination of rhetorical strategies to support the main argument.
 - b. analyze several historical records of a single event, examining critical relationships between elements of the topic.
 - c. explain the perceived reason or reasons for the similarities and differences in historical records with information derived from primary and secondary sources to support or enhance the presentation.
 - d. include information from all relevant perspectives and take into consideration the validity and reliability of sources.
 - e. include a formal bibliography.
Example: Compose an essay on Alexis de Tocqueville's 1830's observations on American political and social life. Examine other historical documents to determine how accurate the de Tocqueville's analysis was, and how his views of society reflect the United States today.
4. Write reflective, persuasive, and argumentative compositions that may address one of the following purposes:
- a. explore the significance of personal experiences, events, conditions, or concerns by using rhetorical strategies, including narration, description, exposition, and persuasion.
 - b. draw comparisons between specific incidents and broader themes that illustrate the writer's important beliefs or generalizations about life.
 - c. maintain a balance in describing individual incidents and relate those incidents to more general and abstract ideas.
Example: Select a quotation that is particularly meaningful. Explain the significance of the quotation.
5. Write responses to literature that:

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- a. demonstrate a comprehensive understanding of the significant ideas in works or passages.
- b. analyze the use of imagery, language, universal themes, and unique aspects of the text.
- c. support important ideas and viewpoints through accurate and detailed reference to the text or to other works.
- d. demonstrate an understanding of author's style and an appreciation of the effects created.
- e. identify and assess the impact of ambiguities, nuances, and complexities within the text.

Example: After reading *The Fall of the House of Usher* by Edgar Allan Poe (an example of observer narration), *The Prison* by Bernard Malamud (an example of single character point of view), and *The Boarding House* by James Joyce (an example of the multiple character point of view), analyze in an essay how the authors' choices of literary narrator make a difference in the response of the reader. Reference examples from throughout the works in support of a position.

6. Write for different purposes and to a specific audience or person, adjusting tone and style as necessary to make writing interesting. Continue to produce other writing forms introduced in earlier grades.

Example: Write stories, reports, and letters showing a variety of word choices, or review a favorite book or film or compose proposals or project plans.

7. Write documented papers incorporating the techniques of Modern Language Association (MLA) or similar parenthetical styles.

Standard 3: Grammar/Usage and Mechanics -The student will demonstrate appropriate practices in writing by applying Standard English conventions to the revising and editing stages of writing. Work independently and in self-directed work teams to edit and revise.

1. Standard English Usage - Demonstrate correct use of Standard English in speaking and writing.
 - a. Distinguish commonly confused words (e.g., there, their, they're; two, too, to; accept, except; affect, effect).
 - b. Use correct verb forms and tenses.
 - c. Use correct subject-verb agreement.
 - d. Distinguish active and passive voice.
 - e. Use correct pronoun/antecedent agreement and clear pronoun reference.
 - f. Use correct forms of comparative and superlative adjectives.
2. Mechanics and Spelling - Demonstrate appropriate language mechanics in writing.

Priority Academic Student Skills

- a. Demonstrate correct use of capitals.
 - b. Use correct formation of plurals.
 - c. Demonstrate correct use of punctuation and recognize its effect on sentence structure.
 - d. Use correct spelling of commonly misspelled words and homonyms.
3. Sentence Structure - Demonstrate appropriate sentence structure in writing.
- a. Use parallel structure.
 - b. Correct dangling and misplaced modifiers.
 - c. Correct run-on sentences.
 - d. Correct fragments.
4. Apply appropriate manuscript conventions in writing including title page presentation, pagination, spacing and margins, and integration of sources and support material, by citing sources within the text, using direct quotations, and paraphrasing.

Oral Language/Listening and Speaking - The student will demonstrate thinking skills in listening and speaking.

Formulate thoughtful judgments about oral communication. Deliver focused and coherent presentations that convey clear and distinct perspectives and solid reasoning. Deliver polished formal and extemporaneous presentations that combine the traditional speech strategies of narration, exposition, persuasion, and description. Use gestures, tone, and vocabulary appropriate to the audience and purpose. Use the same Standard English conventions for oral speech that are used in writing. Participate independently and in groups to create oral presentations.

Standard 1: Listening - The student will listen for information and for pleasure.

1. Demonstrate proficiency in critical, empathetic, appreciative, and reflective listening to interpret, respond and evaluate speaker's messages.
2. Use effective strategies for listening that prepare for listening, identify the types of listening, and adopt appropriate strategies.
3. Listen and respond appropriately to presentations and performances of peers or published works such as original essays or narratives, interpretations of poetry, and individual or group performances.
4. Use effective strategies to evaluate own listening such as asking questions for clarification, comparing and contrasting interpretations with others, and researching points of interest or contention.
5. Use effective listening to provide appropriate feedback in a variety of situations such as conversations and discussions and informative, persuasive, or artistic presentations.

Priority Academic Student Skills

Standard 2: Speaking - The student will express ideas and opinions in group or individual situations.

1. Use a variety of verbal and nonverbal techniques in presenting oral messages such as pitch and tone of voice, posture, and eye contact, and demonstrate poise and control while presenting.
2. Use logical, ethical, and emotional appeals that enhance a specific tone and purpose.
3. Evaluate when to use different kinds of effects (including visuals, music, sound, and graphics) to create effective presentations.
4. Ask clear questions for a variety of purposes and respond appropriately to the questions of others.

Visual Literacy: The student will interpret, evaluate, and compose visual messages.
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Standard 1: Interpret Meaning - The student will interpret and evaluate the various ways visual image-makers including graphic artists, illustrators, and news photographers represent meaning. 📖

1. Use a range of strategies to interpret visual media (e.g., draw conclusions, make generalizations, synthesize material viewed, refer to images or information in visual media to support point of view).
2. Describe how editing shapes meaning in visual media (e.g., omission of alternative perspectives; filtered or implied viewpoints; emphasis of specific ideas, images, or information in order to serve particular interests).

Standard 2: Evaluate Media - The student will evaluate visual and electronic media, such as film, as compared with print messages. 📖

1. Use a variety of criteria (e.g., clarity, accuracy, effectiveness, bias, relevance of facts) to evaluate informational media (e.g., Web sites, documentaries, news programs).
2. Identify the rules and expectations about genre that can be manipulated for particular effects or purposes (e.g., combining or altering conventions of different genres, such as presenting news as entertainment; blurring of genres, such as drama-documentaries).

Standard 3: Compose Visual Messages - The student will create a visual message that effectively communicates an idea.

1. Design and develop genres such as nightly news, news magazines, and documentaries and identify the unique properties of each.
2. Compare, contrast, and critique various media coverage of the same events such as in newspapers, television, and on the Internet, and compose a study of the results.

Priority Academic Student Skills

LANGUAGE ARTS

Grade 12

Reading/Literature: The student will apply a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to a wide variety of texts.

Standard 1: Vocabulary - The student will expand vocabulary through word study, literature, and class discussion.

Apply a knowledge of word origins (words from other languages, history, or literature) to determine the meaning of new words encountered in reading and use those words accurately.

1. Apply knowledge of Greek, Latin, and Anglo-Saxon roots and word parts to draw inferences about new words that have been created in the fields of science and mathematics (gene splicing, genetic engineering).
2. Research unfamiliar words based on characters, themes, or historical events.
3. Analyze the meaning of analogies encountered, analyzing specific comparisons as well as relationships and inferences.
4. Rely on context to determine meanings of words and phrases such as figurative language, connotations and denotations of words, analogies, idioms, and technical vocabulary.

Standard 2: Comprehension - The student will interact with the words and concepts on the page to understand what the writer has said.

Read and understand grade-level-appropriate material. Analyze the organizational patterns and evaluate authors' argument and positions. At Grade 12, in addition to regular classroom reading, read a wide variety of classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information, as well as expository (informational and technical) texts.


1. Literal Understanding
 - a. Identify the structures and format of various informational documents and explain how authors use the features to achieve their purpose.
 - b. Explain specific devices an author uses to accomplish purpose (persuasive techniques, style, literary forms or genre, portrayal of themes, language).
 - c. Use study strategies such as note taking, outlining, and using study-guide questions to better understand texts.
 - d. Construct images such as graphic organizers based on text descriptions and text structures.
 - e. Read silently with comprehension for a sustained period of time.

NOTE: Asterisks (*) have been used to identify standards and objectives that must be assessed by the local school district. All other skills may be assessed by the Oklahoma School Testing Program (OSTP).

Book icons (📖) identify Information Literacy skills. Students are best served when these are taught in collaboration and cooperation between the classroom teacher and the library media specialist.

Priority Academic Student Skills

2. Inferences and Interpretation
 - a. Interpret the possible inferences of the historical context on literary works.
 - b. Describe the development of plot and identify conflicts and how they are addressed and resolved.
 - c. Identify influences on a reader's response to a text (e.g., personal experience and values; perspectives shaped by age, gender, class, or nationality).
 - d. Make reasonable assertions about authors' arguments by using elements of the text to defend and clarify interpretations.
3. Summary and Generalization
 - a. Determine the main idea and supporting details by producing summaries of text.
 - b. Use text features and elements to support inferences and generalizations about information.
 - c. Summarize and paraphrase complex, implicit, hierarchic structures in informational texts, including relationships among concepts and details in those structures.
 - d. Compare and contrast elements of text such as themes, conflicts, and allusions both within and across text.
4. Analysis and Evaluation
 - a. Investigate both the features and the rhetorical (communication) devices of different types of public documents, such as policy statements, speeches, or debates, and the ways in which authors use those features and devices.
 - b. Examine the structure and format of informational and literary documents and explain how authors use the features to achieve their purposes.
 - c. Analyze the way in which clarity of meaning is affected by the patterns of organization, repetition of the main ideas, organization of language, and word choice in the text.
 - d. Analyze the way in which authors have used archetypes (universal modes or patterns) drawn from myth and tradition in literature, film, political speeches, and religious writings.
 - e. Evaluate the credibility of information sources, including how the writer's motivation may affect that credibility.

Standard 3: Literature - The student will read, construct meaning, and respond to a wide variety of literary forms. 

Read and respond to grade-level-appropriate historically or culturally significant works of British, American, or world literature. Conduct in-depth analysis of themes, styles, and trends of these works across historical periods. Participate productively in self-directed work teams to create observable products.

Priority Academic Student Skills

1. Literary Genres - Demonstrate a knowledge of and an appreciation for various forms of literature.
 - a. Analyze the characteristics of genres including short story, novel, drama, poetry, and essay.
 - b. Analyze the characteristics of subgenres including allegory, ballad, elegy, ode, parody, pastoral, satire and tragedy.
2. Literary Elements - Demonstrate knowledge of literary elements and techniques and show how they affect the development of a literary work.
 - a. Evaluate the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim.
 - b. Analyze the way in which irony, tone, mood, the author’s style, and the “sound” of language achieve specific rhetorical (communication) or aesthetic (artistic) purposes or both.
 - c. Analyze characters' traits by what the characters say about themselves in narration, dialogue, and soliloquy (when they speak out loud to themselves).
 - d. Evaluate the significance of various literary devices and techniques, including imagery, allegory (the use of fictional figures and actions to express truths about human experiences), and symbolism (the use of symbols to represent an idea or theme), and explain their appeal.
 - e. Evaluate the author’s purpose and the development of time and sequence, including the use of complex literary devices, such as foreshadowing (providing clues to future events) or flashbacks (interrupting the sequence of events to include information about an event that happened in the past).
3. Figurative Language and Sound Devices - Identify figurative language and sound devices and analyze how they affect the development of a literary work.
 - a. Identify and explain figurative language including analogy, hyperbole, metaphor, personification, and simile.
 - b. Identify and explain sound devices including alliteration and rhyme.
 - c. Analyze the melodies of literary language, including its use of evocative words, rhythms and rhymes.
4. Literary Works - Read and respond to historically and culturally significant works of literature.
 - a. Analyze and evaluate works of literature and the historical context in which they were written.
 - b. Analyze and evaluate literature from various cultures to broaden cultural awareness.

Priority Academic Student Skills

- c. Compare works that express the recurrence of archetypal (universal modes or patterns) characters, settings, and themes in literature and provide evidence to support the ideas expressed in each work.
- d. Analyze the clarity and consistency of political assumptions in a selection of literary works or essays on a topic.

Standard 4: Research and Information - The student will conduct research and organize information. 📖

- 1. Accessing Information - Select the best source for a given purpose.
 - a. Access information from a variety of primary and secondary sources.
 - b. Skim text for an overall impression and scan text for particular information.
 - c. Use organizational strategies as an aid to comprehend increasingly difficult content material (e.g., compare/contrast, cause/effect, problem/solution, sequential order).
- 2. Interpreting Information - Analyze and evaluate information from a variety of sources.
 - a. Summarize, paraphrase, and or quote relevant information.
 - b. Determine the author's viewpoint to evaluate source credibility and reliability.
 - c. Synthesize information from multiple sources to draw conclusions that go beyond those found in any of the individual studies.
 - d. Identify complexities and inconsistencies in the information and the different perspectives found in each medium, including almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents, or Internet sources.
 - e. Develop presentations by using clear research questions and creative and critical research strategies, such as field studies, oral histories, interviews, experiments, and Internet sources.
 - f. Compile written ideas and information into reports, summaries, or other formats and draw conclusions.

Writing/Grammar/ Mechanics and Usage: The student will express ideas effectively in written modes for a variety of purposes and audiences.

Write coherent and focused texts that show a well-defined point of view and tightly reasoned argument. The writing demonstrates a progression through the stages of the writing process. Work independently and in self-directed work teams to edit and revise.

Standard 1: Writing Process - The student will use the writing process to write coherently.

Priority Academic Student Skills

1. Use a writing process to develop and refine composition skills. Students are expected to:
 - a. use prewriting strategies to generate ideas such as brainstorming, using graphic organizers, keeping notes and logs.
 - b. develop multiple drafts both alone and collaboratively to categorize ideas, organizing them into paragraphs, and blending paragraphs into larger text.
 - c. organize and reorganize drafts and refine style to suit occasion, audience, and purpose.
 - d. proofread writing for appropriateness of organization, content and style.
 - e. edit for specific purposes such as to ensure standard usage, varied sentence structure, appropriate word choice, mechanics and spelling.
 - f. refine selected pieces frequently to publish for general and specific audiences.
2. Demonstrate an understanding of the elements of discourse, such as purpose, speaker, audience, and form when completing narrative, expository, persuasive, or descriptive writing assignments.
3. Enhance meaning by using rhetorical devices, including the extended use of parallelism, repetition, and analogy and the issuance of a call for action.
4. Use point of view, characterization, style, and related elements for specific rhetorical (communication) and aesthetic (artistic) purposes.
5. Structure ideas and arguments in a sustained and persuasive way and support them with precise and relevant examples.
6. Evaluate own writing and others' writing to highlight the individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and form of writing.
7. Further develop unique writing style and voice, improve sentence variety, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and form of writing.

Standard 2: Modes and Forms of Writing - The student will write for a variety of purposes and audiences using narrative, descriptive, expository, persuasive, and reflective modes.

At Grade 12, continue to combine the rhetorical strategies of narration, exposition, persuasion, and description to produce reflective compositions, historical investigation reports, and deliver multimedia presentations. The writing demonstrates a command of Standard English and the research, organization, and drafting strategies outlined in the writing process. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.

1. Write fictional, biographical, or autobiographical narratives that:
 - a. narrate a sequence of events and communicate their significance to the audience.

Priority Academic Student Skills

- b. identify scenes and incidents in specific places.
 - c. describe with specific details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the character; use interior monologue (what character says silently to self) to show the character's feelings.
 - d. present action segments to accommodate changes in time and mood.
Example: After reading from Geoffrey Chaucer's *The Canterbury Tales*, write your own version of a traveler's tale.
2. Write historical investigations that:
- a. use exposition, narration, description, argumentation, or some combination of rhetorical strategies to support the main argument.
 - b. analyze several historical records of a single event, examining critical relationships between elements of the topic.
 - c. explain the perceived reason or reasons for the similarities and differences in historical records with information derived from primary and secondary sources to support or enhance the presentation.
 - d. include information from all relevant perspectives and take into consideration the validity and reliability of sources.
 - e. include a formal bibliography.
Example: Write a historical investigation report on the death of Diana, Princess of Wales. Include perspectives from newspapers or accounts of witnesses. Place the event into the larger societal context of the time, and indicate how or if the event has impacted the British and people from around the world.
3. Write reflective, persuasive, and argumentative compositions that may address one of the following purposes:
- a. explore the significance of personal experiences, events, conditions, or concerns by using rhetorical strategies, including narration, description, exposition, and persuasion.
 - b. draw comparisons between specific incidents and broader themes that illustrate the writer's important beliefs or generalizations about life.
 - c. maintain a balance in describing individual incidents and relate those incidents to more general and abstract ideas.
Example: Write a reflective essay for fellow students on the significance of family in one's life or on growing up at the turn of the 21st century. Make personal observations, but connect them to a larger theme of interest to your audience.
4. Write responses to literature that:
- a. demonstrate a comprehensive understanding of the significant ideas in works or passages.

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- b. analyze the use of imagery, language, universal themes, and unique aspects of the text.
 - c. support important ideas and viewpoints through accurate and detailed reference to the text or to other works.
 - d. demonstrate an understanding of author's style and an appreciation of the effects created.
 - e. identify and assess the impact of ambiguities, nuances, and complexities within the text.
Example: Analyze the events, point of view, and characterization in Virginia Woolf's novel, *Mrs. Dalloway*. Write an essay arguing whether or not criticism of her work is valid.
5. Write for different purposes and to a specific audience or person, adjusting tone and style as necessary to make writing interesting. Continue to produce other forms of writing introduced in earlier grades.
Example: Write stories, reports, and letters showing a variety of word choices, or review a favorite book or film, or compose proposals or project plans.
 6. Write documented papers incorporating the techniques of Modern Language Association (MLA) or similar parenthetical styles.

Standard 3: Grammar/Usage and Mechanics - The student will demonstrate appropriate practices in writing by applying Standard English conventions to the revising and editing stages of writing.

1. Standard English Usage - Demonstrate correct use of Standard English in speaking and writing.
 - a. Distinguish commonly confused words (e.g., there, their, they're; two, too, to; accept, except; affect, effect).
 - b. Use correct verb forms and tenses.
 - c. Use correct subject-verb agreement.
 - d. Distinguish active and passive voice.
 - e. Use pronouns effectively, correct pronoun/antecedent agreement, and clear pronoun reference.
 - f. Use correct forms of comparative and superlative adjectives.
2. Mechanics and Spelling - Demonstrate appropriate language mechanics in writing.
 - a. Demonstrate correct use of capitals.
 - b. Use correct formation of plurals.
 - c. Demonstrate correct use of punctuation and recognize its effect on sentence structure.
 - d. Use correct spelling of commonly misspelled words and homonyms

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3. Sentence Structure - The student will demonstrate appropriate sentence structure in writing.
 - a. Use parallel structure.
 - b. Correct dangling and misplaced modifiers.
 - c. Correct run-on sentences.
 - d. Correct fragments.
4. Apply appropriate manuscript conventions in writing including title page presentation, pagination, spacing and margins, and integration of sources and support material, by citing sources within the text, using direct quotations, and paraphrasing.

Oral Language/Listening and Speaking: The student will demonstrate thinking skills in listening and speaking.
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Formulate thoughtful judgments about oral communication. Deliver focused and coherent presentations that convey clear and distinct perspectives and solid reasoning. Deliver polished formal and extemporaneous presentations that combine the traditional speech strategies of narration, exposition, persuasion, and description. Use gestures, tone, and vocabulary appropriate to the audience and purpose. Use the same Standard English conventions for oral speech that are used in writing. Participate independently and in groups to create oral presentations.

Standard 1: Listening - The student will listen for information and for pleasure.

1. Demonstrate proficiency in critical, empathetic, appreciative, and reflective listening to interpret, respond and evaluate speaker's messages.
2. Use effective strategies for listening that prepare for listening, identify the types of listening, and adopt appropriate strategies.
3. Listen and respond appropriately to presentations and performances of peers or published works such as original essays or narratives, interpretations of poetry, and individual or group performances.
4. Use effective strategies to evaluate own listening such as asking questions for clarification, comparing and contrasting interpretations with others, and researching points of interest or contention.
5. Use effective listening to provide appropriate feedback in a variety of situations such as conversations and discussions and informative, persuasive, or artistic presentations.

Standard 2: Speaking - The student will express ideas and opinions in group or individual situations.

1. Use a variety of verbal and nonverbal techniques in presenting oral messages such as pitch and tone of voice, posture, and eye contact; and demonstrate poise and control while presenting.

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2. Use language and rhetorical strategies skillfully in informative and persuasive messages.
3. Use logical, ethical, and emotional appeals that enhance a specific tone and purpose.
4. Use effective and interesting language, including informal expressions for effect, Standard English for clarity, and technical language for specificity.
5. Evaluate when to use different kinds of effects (including visuals, music, sound, and graphics) to create a presentation.
6. Ask clear questions for a variety of purposes and respond appropriately to the questions of others.

Visual Literacy: The student will interpret, evaluate, and compose visual messages.

Standard 1: Interpret Meaning - The student will interpret and evaluate the various ways visual image-makers including graphic artists, illustrators, and news photographers represent meaning. 

1. Use a range of strategies to interpret visual media (e.g., draw conclusions, make generalizations, synthesize material viewed, refer to images or information in visual media to support point of view).
2. Demonstrate how editing shapes meaning in visual media (e.g., omission of alternative perspectives; filtered or implied viewpoints; emphasis of specific ideas, images, or information in order to serve particular interests).

Standard 2: Evaluate Media - The student will evaluate visual and electronic media, such as film, as compared with print messages. 

1. Use a variety of criteria (e.g., clarity, accuracy, effectiveness, bias, relevance of facts) to evaluate informational media (e.g., Web sites, documentaries, news programs).
2. Identify the rules and expectations about genre that can be manipulated for particular effects or purposes (e.g., combining or altering conventions of different genres, such as presenting news as entertainment; blurring of genres, such as drama-documentaries).

Standard 3: Compose Visual Messages - The student will create a visual message that effectively communicates an idea.

1. Use the effects of media on constructing his/her own perception of reality.
2. Use a variety of forms and technologies such as videos, photographs, and Web pages to communicate specific messages.

Priority Academic Student Skills

GLOSSARY

affix - an element added to the base, stem, or root of a word to form a fresh word or stem. Principal kinds of affix are prefixes and suffixes. The prefix un- is an affix which added to balanced, makes unbalanced. The suffix -ed is an affix which, added to wish makes wished.

alliteration - a device commonly used in poetry and occasionally in prose: the repetition of an initial sound in two or more words of a phrase, line of poetry, or sentence (e.g., “Our souls have sight of that immortal sea.”).

analogies - comparisons of the similar aspects of two different things.

antonym - words which have opposite meanings (e.g., hot and cold).

archetype - a descriptive detail, plot pattern, character type, or theme that recurs in many different cultures. One such archetype that appears in Shakespeare’s *Macbeth* is the battle between the forces of good and the forces of evil.

autobiography - the biography of a person written by oneself.

balanced reading program - dual emphasis, stress on both skill and application of skills. A balanced reading program includes instruction in word identification skills as well as instruction in reading comprehension strategies. A balanced reading program includes reading to whole groups of students, guided reading activities with groups of students, shared reading, and independent reading by individual students.

base word - a word to which a prefix or suffix may be added to form a new word (e.g., go + ing = going).

biography - story about the achievements of others; helps students see history as the lives and events of real people and to appreciate the contribution of all cultures; subjects include explorers; political heroes and heroines; and achievers in literature, science, sports, the arts, and other disciplines; effectiveness depends on accuracy, authenticity, and an appealing narrative style.

CVC - consonant/vowel/consonant

choral reading - group reading aloud (e.g., choral reading may be used with a group to develop oral fluency or to make a presentation to an audience).

cinquain - poetic form; structure may follow a 2-4-6-8-2 syllable pattern or may follow a simpler form using words per line in a 1-2-3-4-1 pattern.

compound word - a word made by putting two or more words together (e.g., cowboy).

consonant blend - the joining of the sounds represented by two or more letters with minimal change in those sounds; consists of two or more consonants sounded together in such a way that each is heard (e.g., bl, gr, sp)

consonant digraph - consists of two consonants that together represent one sound (e.g., sh, ch, th, wh).

consonants - the letters of the alphabet (excluding a, e, i, o, u, usually including w and y); represented by a single sound made by a partial or complete obstruction of air.

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context clue - the information from the immediate textual setting that helps identify a word or word group.

contraction - a short way to write two words as one by writing the two words together, leaving out one or more letters and replacing the missing letters with an apostrophe (e.g., cannot = can't).

convention - accepted practice in written language.

cooperative learning - activities in which students work together in groups to achieve a common goal.

critical thinking - logical, reflective thinking that is focused on deciding what to believe or do. It may include analyzing arguments, seeing other points of view, and/or reaching conclusions.

cubing - a method for discovering ideas about a topic by using six strategies (in any order) to investigate it: describe it, compare it, associate it, analyze it, apply it, and argue for or against it.

cues/cueing system - Sources of information used by readers to construct meaning. The language cueing system includes the graphophonic system — the relationship between oral and written language (phonics); the syntactic system — the relationship among linguistic units such as prefixes, suffixes, words, phrases, and clauses (grammar); and the semantic system — the meaning system of language.

decode - to analyze spoken or graphic symbols of a familiar language to ascertain their intended meaning.

descriptive writing - One of four chief composition modes. Writing which paints a picture of a person, place, thing, or idea using vivid details.

dialect - a social or regional variety of a particular language with phonological, grammatical, and lexical patterns that distinguish it from other varieties.

diamante - poetic form; structure follows a diamond shape of seven lines as follows: one noun, two adjectives, three participles, four related nouns, or a phrase of four words, three participles, two adjectives, and one noun.

diphthong - a vowel sound produced when the tongue moves from one vowel sound toward another vowel in the same syllable; two vowel sounds that come together so fast they are considered one syllable (e.g., ou, ow, oi/oy).

directionality - the ability to perceive spatial orientation accurately (left to right).

epic literature - long narratives detail the adventures of a single heroic figure; the center of action revolves around the relationship between the heroic figure and the gods; the main character symbolizes the ideal characteristics of greatness; many were originally written as poetry or songs; language is lyrical, stately, and rich with images.

essays - documentary records on diverse topics such as slavery, life in the 12th century England, or songs of the American Revolution; content is based upon or adapted from an original document in diary, letter, or essay form.

etymology - the study of the origins of words; an account of the history of a particular word.

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evaluative - questioning that requires the reader to use experiential background knowledge in conjunction with information explicitly stated in the text (e.g., reading beyond the line).

expository - a reading or writing selection which explains, defines, and interprets. It covers all compositions which do not primarily describe an object, tell a story, or maintain a position (e.g., content-area textbooks, magazine articles, editorials, essays).

fables - tales concern human conduct with moralistic overtones; animals exhibit human qualities and behaviors.

fairytale - a folktale about real-life problems usually with imaginary characters and magical events.

fantasy - characters or settings depart from what is realistic; the author makes the impossible believable; characters include humanized animals, good and evil stereotypes, heroes and heroines with magical powers.

fiction - plots are simple, fast-paced and predictable; characters and their actions appeal to young children; illustrations contribute to story line; rhyme and repetition encourage reading aloud; story and language appeal to sense of humor through word play, nonsense, surprise, and exaggeration; illustrations encourage participation through naming, pointing, and seeking.

figurative language - writing or speech not meant to be taken literally. Writers use figurative language to express ideas in vivid or imaginative ways (e.g., “the apple of my eye,” “forever chasing rainbows”).

flashback - the technique of disrupting the chronology of a narrative by shifting to an earlier time in order to introduce information.

fluency - freedom from word-identification problems that might hinder comprehension in silent reading or the expression of ideas in oral reading; automaticity, the ability to produce words or larger language units in a limited time interval.

folktales - time and place are generic (e.g., “Once upon a time in a faraway castle . . .”); stories are not intended to be accepted as true; plots use predictable motifs (e.g., ogres, magic, supernatural helpers, quests); story line is frequently a series of recurring actions; characters are one-dimensional.

foreshadowing - the technique of giving clues to coming events in a narrative.

genre - a category used to classify literary and other works, usually by form, technique, or content. The novel, the short story, and the lyric poems are all genres.

grapheme - a written or printed representation of a phoneme (e.g., b for /b/ and oy for /oi/ in boy)

graphophonic cues - the relationship between graphemes and the phonemes they represent. These symbol-sound-association skills can be used as an aid in recognizing a word that is not firmly fixed in sight vocabulary, especially if used in conjunction with other cues (e.g., determining the sound of the initial letter or two and the use of context may be all that is needed to recognize a word).

high frequency words - a word that appears many more times than most other words in spoken or written language (e.g., the, of, said, for).

Priority Academic Student Skills

historical fiction - stories are grounded in history but not restricted by it; the historical setting is an authentic and integral part of the story; characters' actions, dialogue, beliefs, and values are true to the historical period.

homographs - words which are spelled alike but have different sounds and meanings (e.g., bow and arrow vs. bow of a ship).

homonyms - words which sound the same but have different spellings and meanings (e.g., bear, bare).

hyperbole - obvious and deliberate exaggeration; an extravagant statement; a figure of speech not intended to be taken literally. Hyperboles are often used for dramatic or comic effect. Example: "He died a thousand deaths." "The discussion lasted an eternity."

idiom - an expression that does not mean what it literally says (e.g., to have the upper hand has nothing to do with the hands).

imagery - the use of language to create vivid pictures in the reader's mind.

independent reading level - the readability or grade level of material that is easy for a student to read with few word-identification problems and high comprehension.

inferential - a reasoned assumption about meaning that is not explicitly stated (e.g., reading between the lines).

instructional reading level - the reading ability or grade level of material that is challenging, but not frustrating for the student to read successfully with normal classroom instruction and support.

irony - a figure of speech of which the literal meaning of the word is the opposite of its intended meaning (e.g., I could care less); a literary technique for implying, through plot or character, that the actual situation is quite different from that presented.

journal - a less private form of diary. It is more readily shared, allows more flexibility, and is more adaptable as a teaching tool. It is especially useful when used to elicit responses to reading, issues, and events under study.

legends - plots record deeds of past heroes; stories are presented as true; stories are usually secular and associated with wars and victories.

literal - information directly from the text (e.g., on the line).

literature – text created for a specific purpose (poem, story, novel, etc.).

main idea - the gist of a passage; central thought.

medial - coming in the middle of a word.

metaphor - a figure of speech in which a comparison is implied by analogy but is not stated.

mode of writing - any of the major types of writing (e.g., argumentation, description, exposition, narration).

mood - the emotional state of mind expressed by an author or artist in his or her work; the emotional atmosphere produced by an artistic work.

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mystery - tightly woven plots have elements of suspense, danger, or intrigue; plots are fast-paced and frequently involve foreshadowing or flashback.

myths - stories are seen as true in the represented society; plots are usually associated with theology or ritual; accounts frequently explain natural phenomena.

narrative - a reading or writing selection which tells a story (e.g., fables, fairy tales, legends, tall tales, short stories, novels).

neologism - a new word or phrase, or a new meaning of, for an established word. Neologism also applies to new doctrines, such as a fresh new interpretation of the Bible or of some other work of literature.

nonfiction - information is factual and may be presented by detailed descriptions or examples; organization follows a logical pattern and may include textual aids.

onomatopoeia - the formation and use of words that suggest by their sounds the object or idea being named (e.g., bow wow, bang, buzz, crackle, clatter, hiss, murmur, sizzle, twitter, zoom).

onset - all of the sounds in a word that come before the first vowel.

pacing - setting one's own reading rate by using a pattern appropriate for the reading task.

personification - metaphorical figure of speech in which animals, ideas, and things are represented as having human qualities.

phoneme - a minimal sound unit of speech that distinguishes one word from another (e.g., lace, lake).

phonemic awareness - ability to manipulate, detect, and change sounds in spoken language (precedes phonics instruction).

phonics - a way of teaching reading and spelling that stresses symbol sound relationships; the ability to associate letters and letter combinations with sound and blending them into syllables and words.

point-of-view - the way in which an author reveals a perspective/viewpoint, as in characters, events, and ideas in telling a story.

predictable text - books with dramatic cumulative repetitions and dependable schemes of rhyme and language that help children anticipate and thereby decode the printed page (e.g., Brown Bear, Brown Bear).

prediction strategy - a person's use of knowledge about language and the context in which it occurs to anticipate what is coming in writing or speech.

prefix - a syllable or group of syllables attached to the beginning of a word, or root, to change its meaning (e.g., reprint, unpack, dislike).

prior knowledge - knowing that stems from previous experience. Note: prior knowledge is a key component of schema theories of reading and comprehension.

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propaganda - an extreme form of written or spoken persuasion intended to influence the reader, though sometimes subtly, and usually by one-sided rather than objective argument (e.g., advertising propaganda to sell a product).

Readers Theatre - a performance of literature, as a story, play, poetry read aloud expressively by one or more persons, rather than acted.

r-controlled vowels - the modified sound of a vowel immediately preceding /r/ in the same syllable, e.g., care, never, sir, or.

recursive process - moving back and forth through a text in either reading or writing, as new ideas are developed or problems encountered. In reading a text, recursive processes might include rereading earlier portions in light of later ones, looking ahead to see what topics are addressed or how a narrative ends, and skimming through text to search for particular ideas or events before continuing a linear reading. In creating a written composition, recursive processes include moving back and forth among the planning, drafting, and revising phases of writing.

representing - the presentation aspect of viewing. It is nonverbal depiction of communication.

rime - the part of a syllable that contains the vowel and all that follows it (e.g., the rime of bag is -ag; of swim, -im).

root word - a word with no prefix or suffix added; may also be referred to as a base word.

Rule of Thumb - a method students can use to make their reading selections. Students select a book, open it to any page, and read. One finger is raised for each unknown word. If they encounter more than five words that they cannot pronounce, probably it is a good idea to select another book.

schwa - A mark showing an absence of a vowel sound. The neutral vowel sound of most unstressed syllables in English, e.g., sound of a in ago or e in agent. This is the symbol, (, for this sound.

science fiction - relies on hypothesized scientific advancements and raises questions about the future of humanity; can be a useful vehicle for examining issues related to human survival in an uncertain future.

semantic cues - semantic cues involving word-meaning knowledge and a general sense of the test's meaning.

□

sight word - any word recognized by memory only.

silent e - an e that makes no sound that is usually found in the final position of an English root word.

simile - a combination of two things that are unlike, usually using the words like or as (e.g., soft as a kitten).

soft c and g rule - when c or g is followed by e, i, or y, it is usually soft.

structural analysis - the process of using knowledge of root words, endings, and affixes to decode words.

subvocalize - reading to oneself.

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suffix - a syllable or group of syllables attached to the end of a word, or root, to change its meaning (e.g., s, ed, ing).

Sustained Silent Reading/Drop Everything and Read - child reads self-selected literature 10-30 minutes daily. A brief pair discussion, approximately 2 minutes, follows SSR/DEAR.

syllabication - the division of words into syllables.

syllable - a minimal unit of sequential speech sounds made up of a vowel sound or a vowel consonant combination and always contains a vowel sound.

symbolism - use of one thing to suggest something else, specifically the use of symbols to represent ideas in concrete ways; the implied meaning of a literary work.

synonyms - words which have the same meaning.

syntactic cues - syntactic cues involve implicit knowledge of word order and the functions of words. Only certain word sequences are allowable in English, and only certain kinds of words fit into particular slots in our sentence patterns (e.g., the baseball player _____ the ball. The missing word must be a verb).

tall tales - a story about an impossible or exaggerated happening related in a realistic, matter-of-fact, and often humorous way (e.g., Paul Bunyan).

text – any printed material.

theme - a topic of discussion in writing. A major idea broad enough to cover the entire scope of a literary work of art. A theme can be a noun or phrase (e.g., friendship, justice).

transitional spelling - the result of an attempt to spell a word whose spelling is not already known, based on a writer's knowledge of the spelling system and how it works.

VC - vowel/consonant

vowel digraph - two vowels pronounced in such a way that the letters together stand for one sound (e.g. /a/ in sleigh).

vowels - a, e, i, o, u and sometimes y and w; made without any air obstruction.

webbing - instructional activities, particularly graphic ones, that are designed to show the relationship among ideas or topics in text or to plan for writing: cognitive mapping.

writer's workshop - instructional time that includes mini-lessons, peer/teacher conferences, process writing, sharing time, author's chair, sustained silent reading, and small teaching groups.

writing folders - a folder or notebook that contains writing generated during the various stages of the writing process.

y as a vowel rule - if y is the only vowel sound at the end of a one-syllable word, y has the sound of long i; if y is the only vowel at the end of a word of more than one syllable, y has a sound almost like long e.