

**A Companion Document to the Utah State Office of Education
Language Arts Core Standards**

A Guide to Aligning and Differentiating For Advanced Learners
Consortium of Utah Gifted Program Coordinators and Teachers

May 2006

Purpose of the Guide

The purpose of this guide is to illustrate appropriate expectation levels of the language arts curriculum for advanced learners in the state. It also provides a model for teachers in translating those expectations into differentiated activities in the classroom by providing exemplary samples for key objectives at each stage of development.

Audience

The audience for the guide is classroom teachers and teachers of the gifted who work with gifted students directly as well as administrators and other educators who are responsible for ensuring differentiated services to gifted populations.

The Process of Alignment and Differentiation

All state language arts standards were reviewed and used as a basis for the work in this guide. Teachers and coordinators of gifted programs K – 12 worked in teams to discuss how to differentiate the standards for advanced learners. The processes employed to address differentiation included: acceleration, depth, complexity, challenge, and creativity. Each team applied these principles systematically to each standard and decided the nature and extent of the adaptation needed.

After the existing standards were differentiated, additional standards were added that more directly reflected gifted education emphases in language arts. These new standards coupled with the adapted core were then translated into appropriate underlying objectives.

After each team of educators had aligned and extended the state standards and objectives for gifted education, they created differentiated task demands and projects for one or more standards at each grade level. The program coordinators and the external consultant to ensure appropriate differentiation features and adherence to the standard and objectives being addressed reviewed these task and project demands. The examples of differentiated task demands and projects serve as samples for designing lessons for advanced learners.

KINDERGARTEN

Standard K-01 **Oral Language**

Students develop language for the purpose of effectively communicating through listening, speaking, viewing, and presenting.

- ◆ Listen attentively and identify specific purpose(s) for listening
- ◆ Demonstrate understanding by responding appropriately to multiple-step directions
- ◆ Speak clearly and audibly to communicate in conveying their own thinking
- ◆ Speak in complete sentences with appropriate subject verb agreement
- ◆ View a variety of media presentations with the purpose of gaining information
- ◆ Use a variety of formats to present and communicate their own ideas

Standard K-02 **Concepts of Print**

Students develop an understanding of how printed language works.

- ◆ Use print to understand different messages.
- ◆ Recognize that print is used in different formats for different purposes
- ◆ Recognize the parts of printed text (e.g. titles, headings, table of contents, etc.)
- ◆ Use punctuation in text to help in conveying meaning

Standard K-03 **Phonological and Phonemic Awareness**

Students use phonics and other strategies to decode and spell unfamiliar words while reading and writing.

- Independently use a variety of strategies to decode and spell unfamiliar words
- Use schema of understanding to recognize patterns in unfamiliar words

Standard K-04 **Phonics and Spelling**

Students use phonics and other strategies to decode and spell unfamiliar words while reading and writing.

- Use phonics and spelling to write at above grade level content; usefully, but not necessarily at high accuracy
- Use phonics to decode words in above level reading content

Standard K-05
Fluency

Students develop reading fluency to read aloud effortlessly without hesitation

- Read above grade level with comfortable rate, accuracy, and expression
- Demonstrate comprehension by retelling text they have read

Standard K-06
Vocabulary

Students learn and use vocabulary to refine understanding while reading and writing.

- Learn the meaning and proper use of vocabulary above grade level in multiple disciplines (e.g., literature, social studies, science, math).
- Independently use a variety of strategies to determine meaning of vocabulary.
- Begin use of more meaningful vocabulary in written work

Standard K-07
Comprehension

Students understand, interpret, and analyze narrative and informational above grade level text.

- Identify purpose for reading different texts (e.g., fun, to find new ideas)
- Discuss what was the author's purpose in writing text (e.g., relate to experiences of author and/or expertise of author)
- Use schema, experiences and knowledge, to relate to text
- Form mental pictures to aid understanding of text
- Be able to retell text or two or three main ideas from text
- Make simple assumptions about text from title and pictures
- Make simple inferences during reading of text
- Make simple conclusions about text
- Read a variety of texts

Standard K-08
Writing

Students write daily to communicate effectively for a variety of purposes and audiences.

- Generate ideas for writing from a variety of sources
- Use own experiences and knowledge to generate ideas for writing
- Recognize purpose and organization and audience in drafting ideas on paper
- Edit for improvement in word choice, sentence structure, and conventions

Added Standard
Higher Level Skills and Processes

Research Problem – solving Creativity

Students develop research, problem-solving, and creative thinking skills and strategies.

Students apply research skills to projects

- Identify topics
- Locate resources using internet, people, and library sources
- Collect information from relevant sources addressing a topic
- Organize information into a predetermined format
- Present findings

Students use creative thinking strategies

- Employ fluency and brainstorming techniques
- Use flexible thinking
- Use elaboration to illustrate and provide examples
- Employ originality in reading and writing

Students employ problem-solving approaches

- Engage in problem-solving scenarios
- Use the process of problem finding and problem solving using a model (e.g. CPS, Creative Problem Solving).

FIRST GRADE

Standard 1000-01 Oral Language

Students develop language for the purpose of effectively communicating through listening, speaking, viewing, and presenting.

- Listen attentively and recognize different skills needed to match specific purpose(s) for listening
- Demonstrate understanding by responding appropriately to multi-step directions and be able to state multi-step directions for their own communication
- Speak clearly, in a variety of complete sentences with appropriate subject verb agreement
- Determine the best media presentation to use in obtaining the desired information
- Determine the most effective media presentation to use to communicate their own ideas

Standard 1000-02 Concepts of Print

Students develop an understanding of how printed language works.

- Identify, read, and create different formats for different purposes
- Add to their recognition and use of parts of the printed text (e.g. index, charts, maps).

Standard 1000-03 Phonological and Phonemic Awareness

Students use phonics and other strategies to decode and spell unfamiliar words while reading and writing.

- Identify the variety of strategies they use to decode and spell unfamiliar words
- Use schema of text to text and text to experience to recognize patterns in unfamiliar words

Standard 1000-04 Phonics and Spelling

Students use phonics and other strategies to decode and spell unfamiliar words while reading and writing.

- Use phonics and spelling to write at above grade level content; usefully, but not necessarily at high accuracy
- Use phonics to decode words in above level reading

Standard 1000-05
Fluency

Students develop reading fluency to read aloud effortlessly without hesitation.

- Read above grade level with appropriate volume and expression
- Demonstrate comprehension by making inferences about the text

Standard 1000-06
Vocabulary

Students learn and use vocabulary to refine understanding while reading and writing.

- Recognize and use the vocabulary of different genre
- Independently recognize and use different strategies to determine meaning of vocabulary
- Recognize the power of “the right word” in using vocabulary in their personal writing

Standard 1000-07
Comprehension

Students understand, interpret, and analyze narrative and informational above grade level text.

- Expand identification of purpose for reading different texts (e.g., fun, for information, fiction and non fiction)
- Identify author's purpose in writing text; identify difference in author's purpose and main idea
- Use schema and comparison of text to self, text to text, and text to world
- Form and verbalize clear mental pictures to aid understanding of text
- Summarize and orally share key ideas from text
- Make assumptions prior to reading and during reading of text
- Make and explain inferences during reading of text
- Make predictions and draw conclusions about text
- Choose different texts to read for different purposes

Standard 1000-08
Writing

Students write daily to communicate effectively for a variety of purposes and audiences.

- Use the writing process to more effectively communicate in writing
- Pre-write – Generate ideas for writing by reading, discussing literature and informational text and reflecting on personal experiences
- Pre-write – Select and narrow a topic from generated ideas
- Pre-write – Identify audience, purpose, and format for writing
- Written draft – Organize ideas on paper utilizing words and sentences
- Response audience – Share writing with another person, adult or peer to clarify meaning and style of writing
- Revise – Revise draft to add details, strengthen word choice, and clarify content
- Revise – Consider the suggestions of response audience
- Edit – Use complete sentences, punctuation learned, and spelling

Added Standard
Higher Level Skills and Processes
Research Problem-Solving Creativity

Students develop research, problem-solving, and creative thinking skills and strategies.

Students apply research skills to projects

- Choose three questions from list to research about their identified topic
- Locate and collect information from relevant sources to answer questions about their topic
- Organize information in written form
- Include resources used
- Share information in meaningful product

Students use creative thinking strategies

- Use creative strategies (e.g. fluency, flexibility, elaboration, cause and effect, and relationships) to find new ways of looking at ideas in reading and writing

Students employ problem-solving approaches

- Recognize and engage in problem-solving scenarios
- Use the process of problem finding and problem solving using a model (e.g. CPS, Creative Problem Solving)
- Recognize problems and their relationship to solving the problem scenario

SECOND GRADE

Standard 2000-01 **Oral Language**

Students develop language for the purpose of effectively communicating through listening, speaking, viewing, and presenting.

- Listen attentively and demonstrate understanding by using appropriate skills (e.g., follow multiple-step directions, restate, clarify, summarize, interpret verbal and nonverbal messages, recognize purpose and perspective)
- Speak clearly and audibly with expression in communicating ideas (e.g., effective rate, volume, pitch, tone, phrasing, tempo, expression)
- Speak using complex sentences with appropriate subject-verb agreement, correct verb tense and syntax
- Identify specific purpose(s) for viewing media (e.g., to gain information, distinguish between fiction and non fiction, distinguish between fact and opinion, form an opinion)
- Use a variety of formats in presenting with various forms of media (e.g., pictures, posters, charts, ads, newspapers, graphs, videos, slideshows)

Standard 2000-02 **Concepts of Print**

Students develop an understanding of how printed language works.

- Recognize author's purpose in choosing the printed format or style
- Add to their recognition and use of parts of the printed text (e.g., graphs, statistics, headings, and sub headings)

Standard 2000-03 **Phonological and Phonemic Awareness**

Students use phonics and other strategies to decode and spell unfamiliar words while reading and writing.

- Add to their variety of strategies to decode and spell unfamiliar words (e.g., common roots, inflectional endings, prefixes and suffixes)
- Use spelling strategies to achieve accuracy in spelling
- Know and use sources for checking spelling accuracy

Standard 2000-04 **Phonics and Spelling**

- Use phonics and spelling to write at above grade level content; usefully, but not necessarily at high accuracy
- Use phonics to decode words in above level reading

Standard 2000-05
Fluency

Students develop reading fluency to read aloud effortlessly without hesitation.

- Read above grade level with appropriate volume and using intonation, expression, and punctuation cues
- Demonstrate comprehension by making inferences text to text and text to self

Standard 2000-06
Vocabulary

Students learn and use vocabulary to refine understanding while reading and writing.

- Refine the meaning of vocabulary by listening, reading and discussing genre vocabulary
- Use multiple resources to determine the meanings of unknown words (e.g., dictionaries, glossaries, beginning thesauruses)
- Relate unfamiliar vocabulary to prior knowledge to increase vocabulary (e.g., settlers, immigrants, agriculture)
- Determine meanings of synonyms, antonyms, homonyms, and multiple meaning words by using context clues

Standard 2000-07
Comprehension

Students understand, interpret, and analyze narrative and informational above grade level text.

- Identify different purposes for reading different texts and choose texts to fit student's purpose
- Identify author's purpose in writing text, relating author to self, author to other texts by author, and author to world
- Develop more detailed use of schema, text to text, text to self, text to world, in increasing comprehension
- Use mental pictures to comprehend narrative story and related mental pictures to increase understanding of informational text
- Summarize and share key ideas both orally and written
- Use assumptions, inferences and conclusions in analysis of text
- Seek a variety of texts to locate information
- Read from a variety of genres

Standard 2000-08
Writing

Students write daily to communicate effectively for a variety of purposes and audiences.

- Use the writing process to more effectively communicate in writing
- Use a variety of pre-writing techniques
- Compose a written draft using organization, voice to fit the purpose and audience, strong verbs and vivid language
- Identify and use effective leads and strong endings
- Response audience – Share writing with another person to clarify meaning and improve style
- Revise draft to add details, strengthen word choice, clarify main idea, and organize content
- Revise draft to include sentence variety
- Edit writing for complete sentences, capitalization, punctuation, and spelling
- Edit for standard grammar
- Edit for appropriate formatting features

Added Standard
Higher Level Skills and Processes
Research Problem-Solving Creativity

Students develop research, problem-solving, and creative thinking skills and strategies.

Students apply research skills to projects.

- Choose three to five questions from list to research about their identified topic
- Locate and use appropriate sources to answer questions
- Organize information and include summary and personal opinion about findings
- Include resources
- Share information with a meaningful, related project

Students use creative thinking strategies

- Use creative strategies (e.g., fluency, flexibility, elaboration, cause and effect, prediction) to find original ideas and ways of looking at ideas
- Express ideas in another discipline (e.g., literature to art, poetry to a news article, math to writing, etc.)

Students employ problem-solving approaches

- Recognize the scenario surrounding a problem and the sub-problems included
- Use the steps in the problem solving model (e.g., CPS, Creative Problem Solving)
- Begin to use criteria to judge effectiveness of solutions.

THIRD GRADE

Standard 3000-01 Oral Language

Students develop language for the purpose of effectively communicating through listening, speaking, viewing, and presenting.

- Listen attentively and clarify understanding by adding skills (e.g., interpreting non-verbal language, assumptions or biases of presenter)
- Speak clearly and audibly with clear purpose for communicating ideas. (e.g., rate, volume, pitch, tone, phrasing, tempo, expression, recognition of audience)
- Identify purpose(s) and accuracy of media presentation.
- In producing a product to share information determine the most effective media to present your ideas

Standard 3000-02 Concepts of Print

Students develop an understanding of how printed language works.

- Identify and use all aspects of the written text to increase understanding

Standard 3000-03 Phonological and Phonemic Awareness

- Add to their variety of strategies to decode and spell unfamiliar words
- Use spelling strategies to achieve accuracy in spelling
- Begin to use editing skills to achieve accuracy in spelling
- Know and use sources for checking spelling accuracy

Standard 3000-04 Phonics and Spelling

Students use phonics and other strategies to decode and spell unfamiliar words while reading and writing.

Students master and maintain strategies and skills identified in kindergarten through second grade and use in reading and writing above grade level

Standard 3000-05
Fluency

Students develop reading fluency to read aloud effortlessly without hesitation.

- ◆ Students master and maintain strategies and skills identified in kindergarten through second grade.
- Students use strategies and skills in reading aloud to speaking and presenting information from notes or their own thinking.

Standard 3000-06
Vocabulary

Students learn and use vocabulary to refine understanding while reading and writing.

- Identify meanings of words using roots and affixes.
- Use context to determine meanings of synonyms, antonyms, homonyms, and multiple meaning words when reading. Use prior knowledge to use words correctly in individual writing.
- Use words, sentences and paragraphs as context clues to determine meanings of similes, metaphors, idioms, proverbs, and clichés.

Standard 3000-07
Comprehension

Students understand, interpret, and analyze narrative and informational text above grade level.

- Identify author's purpose in writing and its relationship to the main idea of the text
- Identify a purpose for reading and the skills needed for reading a particular text prior to beginning reading (e.g. fiction or factual, enjoyment or to increase knowledge, answer questions or overview)
- Use schema and the process skill of synthesis to make meaningful connections, text to text, text to self, text to world
- Use mental images to create story picture or text model of information
- Recognizes author's use of style to convey meaning
- Make inferences and give supporting data from the text
- Use a variety of texts appropriately to gain information about a topic

Standard 3000-08
Writing

Students write daily to communicate effectively for a variety of purposes and audiences.

- Use the writing process to more effectively communicate in writing
- Use the six-traits + 1 to improve writing style
- Pre-write – Use the trait, Ideas, to include original and unusual ideas in writing
- Pre-write – Plan trait, Organization, to determine effectiveness in writing
- Writing – Write a first draft including best ideas and clear organization
- Response audience – Use a response person(s) to share writing
- Revise – Revise by including traits, sentence variety, word choice, voice
- Edit for capitalization, complete sentences, standard grammar, format
- Publish – Prepare final copy for sharing

Added Standard
Higher Level Skills and Processes
Research Problem-Solving Creativity

Students develop research, problem-solving, and creative thinking skills and strategies.

Students apply research skills to projects.

- Create questions related to topic to guide research
- Use a variety of research sources to answer questions
- Organize research, write inferences and conclusions about information
- Include resources
- Share information with a meaningful, related project

Students use creative thinking strategies.

- Use creative strategies to find new and original ideas
- Take risks in trying new ways of looking at information and solving problems
- Find a different way to share your ideas, showing relationships to other ideas

Students employ problem-solving approaches.

- Use analysis skills to find problems in a problem scenario
- Use the steps in the problem solving model (e.g., CPS, Creative Problem Solving)
- Write a criteria list to judge effectiveness of solutions
- Write a plan to put your best solution into effect

FOURTH GRADE

Standard 4000-01 **Oral Language**

Students develop language for the purpose of effectively communicating through listening, speaking, viewing, and presenting.

- Listen and demonstrate understanding by responding appropriately, mastering and maintaining skills k-3 and adding formulate an opinion with supporting evidence, interpret verbal and nonverbal messages, note purpose and perspective, identify tone, mood, and emotion
- Speak clearly and audibly using persuasive speaking skills effectively
- Speak using correct grammar
- Recognize and analyze simple propaganda techniques
- Determine presentation's accuracy and bias
- In presenting information use a variety of formats with various forms of media (e.g., pictures posters, chards, newspapers, graphs, videos, slide shows)

Standard 4000-04 **Phonics and Spelling**

Students use phonics and other strategies to decode and spell unfamiliar words while reading and writing.

- Independently use a variety of strategies to decode and spell unfamiliar words
- Begin to use knowledge of Greek and Latin roots and affixes to spell multisyllable words
- Associate the spelling of new words with that of known words and word patterns
- Edit spelling and use technology to assist in spelling correctly

Standard 4000-05 **Fluency**

Students develop reading fluency to read aloud effortlessly without hesitation.

- Students maintain and master fluency skills developed in K-3 and apply to reading fluently material above grade level
- When reading their own written material, students use notes and/or establish a visual relationship with their audience

Standard 4000-06
Vocabulary

Students learn and use vocabulary to refine understanding while reading and writing.

- Use a variety of sources to determine meaning of vocabulary (e.g., dictionaries, glossaries, thesauruses, patterns, roots, context, genre)
- Begin to use knowledge of Greek and Latin roots and affixes to understand vocabulary (e.g., “mal” Greek bad malevolent, malicious, malady; “bi” Greek two bicycle, bicuspid, bimonthly)
- Use context to determine meanings of synonyms, antonyms, homonyms

Standard 4000-07
Comprehension

Students understand, interpret, and analyze narrative and informational above grade level text.

- Students maintain and master comprehension skills developed in K-3 with more difficult material and with more use of analysis skills.
- Monitor and clarify understanding applying fix-up strategies while interacting with text
- Identify characters, setting, sequence of events, problem/resolution, and theme
- Compare and contrast elements of different genres
- Use visual and text to increase comprehension of informational texts
- Use different structures in text (e.g., description, problem/solution, compare/contrast, cause/effect, order of importance, and time) to increase comprehension
- Use context and relationship of text to text, text to self, and text to world to interpret figurative language used in text

Standard 4000-08
Writing

Students write daily to communicate effectively for a variety of purposes and audiences.

- Understand and use the steps of the writing process (e.g., pre-write, writing, response of individual or group, revision, editing, and publish.
- Understand and use the skills of the six-traits of writing
- Use strong verbs and precise and vivid language including multiple literary devices (e.g., similes, metaphors, analogies) to convey meaning
- Use transitional words and phrases to connect ideas
- Use a variety of sentences
- Revise writing considering the suggestions of others
- Edit writing
- Publish writing to share with others

Added Standard
Higher Level Skills and Processes
Research Problem-solving Creativity

Students develop research, problem-solving, and creative thinking skills and strategies.

Students apply research skills to projects

- Create three to five questions to research about their identified topic
- Locate and use a variety of resources to answer questions about their topic
- Organize information with personal analysis of research information
- Draw conclusions from research
- Include resources
- Share information with consideration of audience and appropriate media

Students use creative thinking strategies

- Use creative thinking strategies to find original organization and interpretation of ideas
- Express ideas in a different discipline or method (e.g., literature to art, across time, from a different point of view, as an explorer in the field)
- Employ originality in writing and across other disciplines

Students employ problem-solving approaches

- Use the steps in a problem solving model (e.g., CPS Creative Problem Solving or FPS Future Problem Solving)
- Recognize and create unclear problems and/or questions with multiple answers and follow a problem solving model to find solutions
- Develop criteria to evaluate solutions and to evaluate your own work
- Evaluate a plan to determine its effectiveness in putting your solution into effect

FIFTH GRADE

Standard 5000-01 Oral Language

Students develop language for the purpose of effectively communicating through listening, speaking, viewing, and presenting.

- Speak clearly and audibly a prepared persuasive speech
- Participate in debate skills speaking with persuasive techniques
- Listen critically, interpreting verbal and nonverbal messages, noting purpose and differing perspectives, with tone, mood, and emotion
- Listen accurately by taking notes of major points and opinions
- Use creative alternatives in presentations

Standard 5000-04 Phonics and Spelling

Students use phonics and other strategies to decode and spell unfamiliar words while reading and writing.

- Use phonics, other strategies, and technology helps to decode and spell unfamiliar words while reading and writing
- Assume responsibility for editing written work
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Standard 5000-05 Fluency

Students develop reading fluency to read aloud effortlessly without hesitation.

- Develop oral reading skills to engage audience's interest in topic
- Use eye contact, volume of voice, and expression to involve audience in their reading
- Able to present a debate topic clearly and persuasively

Standard 5000-06
Vocabulary

Students learn and use vocabulary to refine understanding while reading and writing.

- Determine meaning of vocabulary and literary tools (e.g., figurative language and proverbs)
- Increase use of knowledge of Greek and Latin roots and affixes to understand vocabulary (e.g., “mal” Greek bad malevolent, malicious, malady; “bi” Greek two bicycle, bicuspid, bimonthly)
- Use etymology to study vocabulary
- Increase use of more meaningful vocabulary in individual writing
- Recognize changes in meaning of vocabulary words in different forms of parts of speech (e.g. noun – immigrant, verb – immigrating, immigrated)

Standard 5000-07
Comprehension

Students understand, interpret, and analyze narrative and informational above grade level text.

- Identify author’s purpose in writing and the style and purpose shown in different texts written by the author
- Determine accuracy of informational text by the credibility of the author and the date of publication
- Read critically using reasoning skills (e.g., assumptions, implications, inferences, point of view, data, and evidence)
- Monitor and clarify understanding by independently using strategies while interacting with text
- Use personal schema to bring meaning and analysis to a text, text to text, text to self, text to world

Standard 5000-08
Writing

Students write daily to communicate effectively for a variety of purposes and audiences.

- Use the steps of the writing process by choice to improve personal writing
- Revise and evaluate use of six-traits of writing
- Generate ideas by gathering and organizing information beyond common and well-known ideas
- Compose a written draft using clear organization of introduction, supporting ideas, and conclusion with transitions to aid understanding
- Use personal voice to fit the purpose and audience demonstrating involvement of the writer in his/her writing

- Use strong verbs and precise and vivid language to convey meaning
- Use variety in sentences in length and with different beginnings
- Be responsible for editing written work, grammar, spelling, mechanics

Fifth Grade p.3

Added Standard
Higher Level Skills and Processes
Research Problem-solving Creativity

Students develop research, problem-solving, and creative thinking skills and strategies.

Students apply research skills to projects

- Identify an issue and/or a problem related to a topic (e.g., issues and problems have multiple answers and solutions)
- Use a variety of sources to identify points of view and sub topics
- Form a set of questions related to issue or problem that can be researched
- Gather data from multiple sources and using a variety of research techniques
- Analyze and organize data
- Draw conclusions, make inferences, determine implications, and consequences
- Communicate findings including resources

Students use creative thinking strategies

- Use a variety of creative thinking skills to increase personal creativity
- Take risks in creating original ways of presenting ideas across the disciplines
- Use originality in writing and in analysis of literature

Students employ problem-solving approaches

- Use the steps in a problem solving models (e.g., CPS, Creative Problem Solving or FPS, Future Problem Solving) to solve problems of a real world nature
- Use research to find related problems and solutions
- Create criteria to evaluate solutions
- Write and evaluate a plan for implementing your best solution
- Use problem-solving skills to solve problems

SIXTH GRADE

Standard 6000-01 Oral Language

Students develop language for the purpose of effectively communicating through listening, speaking, viewing, and presenting.

- Participate in debate or speech giving, speaking with persuasive voices and content
- Listen critically to different media presentations noting purpose, point of view, biases, and content
- Listen accurately by taking notes of major points and opinions
- In products and presentations choose a variety of media and give evidence of why you choose particular media

Standard 6000-04 Phonics and Spelling

Students use phonics and other strategies to decode and spell unfamiliar words while reading and writing.

- Independently use phonics, other strategies, and technology helps to decode and spell unfamiliar words while reading and writing
- Assume responsibility for editing written work within all disciplines

Standard 6000-05 Fluency

Students develop reading fluency to read aloud effortlessly without hesitation.

- Adjust oral reading techniques to the material being read (e.g., informational text material, poetry, narrative, persuasive speeches)
- Use voice techniques to engage audience in their reading
- Speak fluently when using notes

Standard 6000-06 Vocabulary

Students learn and use vocabulary to refine understanding while reading and writing.

- Increase application of Greek, Latin, and other roots and affixes to understand vocabulary
- Recognize the use and value of etymology in studying vocabulary
- Increase understanding of the identity of a discipline through its vocabulary
- Recognize patterns of word changes in different forms of parts of speech

- Use vocabulary as a literary tool in personal writing

Sixth Grade p.2

Standard 6000-07
Comprehension

Students understand, interpret, and analyze narrative and informational above grade level text.

- Describe the meaning of a selected literary passage that uses figurative language (e.g., similes, metaphors, personification, allegory)
- Define characteristics of different genre (e.g., fantasy, historical fiction, legends, informational)
- Determine accuracy of informational text by a set of student/teacher determined standards
- Make assumptions, inferences, predictions, and conclusions based on information in a given passage
- Use critical thinking skills in using text to text, text to self, and text to world in responding to a given passage or text
- Increase independence in monitoring and clarifying understanding of a text

Standard 6000-08
Writing

Students write daily to communicate effectively for a variety of purposes and audiences.

- Complete pieces of writing by using the steps of the writing process with a focus on peer review, teacher feedback, and self-evaluation
- Develop a written persuasive essay with a focus on development of the six-trait writing process: ideas, organization, sentence fluency, word choice, voice, and mechanics
- Develop writing skills in different genre (e.g., persuasive, informational, narrative)

Persuasive Writing
(Added Standard)

Students write in a persuasive format.

- ♦ Recognizes and uses audience analysis
- ♦ Distinguishes between fact and opinion
- ♦ Writes with a strong introduction and conclusion

Higher Level Skills and Processes
(Added Standard)
Research Problem-solving Creativity

Students apply research skills to projects

- Research an issue including at least two perspectives
- Provide evidence and reasoning to support ideas, conclusions, and opinions
- Recognize and state assumptions behind reasoning
- Make inferences based on research data

Students use creative thinking strategies

- Take responsibility to look at ideas with your personal creative skills
- Withhold judgment using creative thinking and interaction with other's ideas to formulate opinions and ideas
- Use creative thinking strategies across the disciplines to discover relationships and original ways of thinking

Students employ problem-solving approaches

- Define a problem given, unclear, complex, or technical information
- Use the steps in a problem solving model (e.g., CPS, Creative Problem Solving or FPS, Future Problem Solving) to work through a problem to planning to implement solution
- Use problem-solving techniques to clarify problems and concerns in the classroom and students' world

SEVENTH GRADE

Standard 1

(Adds to standards 1,2, and 3 in State Core)

Reading

Students use comprehension strategies before, during, and after reading to construct, consolidate, and extend meaning.

- ♦ Begin to recognize tone (attitude) and meaning (theme) in passages of reading
- ♦ Recognize connotation and denotation use to develop tone in fiction and non-fiction
- ♦ Recognize syntax: colloquial, informal, formal, and old fashioned
- ♦ Recognizes meaning and use of imagery, symbols, theme, tone, and mood in literature and poetry
- ♦ Identifies characteristics of the ballad as a form of literature

Standard 2

(Adds to standard 4 in State Core)

Reading

Students demonstrate independence in reading.

- ♦ Choose to read a variety of genres
- ♦ Choose reading materials for different purposes
- ♦ Choose to extend reading to more challenging texts

Standard 3

(Adds to standard 5 in State Core)

Reading

Students read functional, informational, and literary texts from different periods, cultures, and genres.

- ♦ Interpret and evaluate fiction and non-fiction genre of essay, drama and novel.
- ♦ Recognize characteristics of narration, description, and dramatic fiction and non-fiction.

Standard 4

(Combines and adds to standards 6, 7, 8, 9, 12, and 13 in State Core)

Listening, Viewing, Speaking

Students use comprehension and process strategies with a variety of materials before, during, and after listening, viewing, and speaking.

- ◆ Students, individually, recognize a personal purpose and use of schema in interacting with text seen or viewed.
- ◆ Recognize author's viewpoint and purpose in spoken and visual text.
- ◆ Students interact with each other in comprehension and process strategies in forming questions and discussing ideas to extend comprehension
- ◆ Students use synthesis and analysis to support personal ideas and opinions with evidence from spoken and visual text as well as in discussions with other students.

Standard 5

(Adds to standards 10 and 11 in State Core)

Writing

Students use process strategies and write in a variety of genres for specific purposes

- ◆ Use a well-written thesis statement in functional and informational texts.
- ◆ Choose an appropriate text to match students' purpose in writing.
- ◆ Content includes ideas that are evidence of critical and creative thinking.
- ◆ Develop a "tone" vocabulary and use of author's voice.
- ◆ Use the writing process: pre-write, first draft, response partners or groups, revision, editing, and publishing as an important part of writing.
- ◆ Use correct mechanics and conventions in writing.

Standard 6

(Added standard)

Persuasive Writing

Students use process strategies to write a persuasive paper.

- ◆ Uses transitions and logical ranking of ideas with reliable support of evidence
- ◆ Uses inductive reasoning
- ◆ Includes a strong thesis statement of purpose and direction

EIGHTH GRADE

Standard 1

(Adds to standards 4080-01, 02, and 03 in State Core)

Students use comprehension strategies before, during, and after reading to construct, consolidate, and extend meaning.

- ◆ Interpret and evaluate fiction and non-fiction genre of epic and satire.
- ◆ Use schema, synthesis of experience and other readings, to extend answers to comprehension questions.
- ◆ Add to knowledge of syntax introduced and developed in seventh grade, concrete and/or abstract syntax.
- ◆ Recognizes meaning and use of allusion and iambic pentameter, imagery and symbols in literature and poetry.

Standard 2

(Adds to standard 4080-04 in State Core)

Reading

Students demonstrate independence in reading.

- ◆ Continue to develop objectives of Standard 2 Seventh Grade.
- ◆ Extend independent reading of different viewpoints on a subject both fiction and non-fiction by choice.

Standard 3

(Adds to standard 4080-05 in State Core)

Reading

Students read functional, informational, and literary texts from different periods, cultures, and genres.

- ◆ Identify characteristics of style in different genre politically and culturally.
- ◆ Recognize influence of culture and government on style of writing.
- ◆ Recognize the use of different genre to influence and change the thinking of the general population of a culture over time.
- ◆ Identify the role of writers in different periods.

Standard 4

(Combines and adds to standards 4080-06, 07, 08, 09, 12, and 13 in State Core)

Listening, Viewing, Speaking

Students use comprehension and process strategies with a variety of materials before during and after listening viewing, and speaking.

- ◆ Extend Standard 4, listening, viewing, and speaking, introduced in seventh grade to a more independent level.
- ◆ Recognize the use of style of author to influence his/her audience.
- ◆ Identify bias and point of view in speaker or visual products.
- ◆ Support personal ideas and opinions in discussions with evidence from texts heard, viewed or read.
- ◆ Remain open to other's ideas to add to or revise personal opinions.

Standard 5

(Adds to standards 10 and 11 in State Core)

Writing

Students use process strategies and write in a variety of genres for various purposes, audiences, and situations.

- ◆ Develop a well-written thesis statement and use it as a guide in organization of writing.
- ◆ Choose genre for writing that fits the purpose.
- ◆ Recognize audience in choosing and organizing ideas in writing.
- ◆ Use appropriate tone, syntax, and voice in word choice and sentence structure for purpose and audience.
- ◆ Use correct mechanics and conventions in writing.
- ◆ Use writing process to revise and develop writing prior to publishing.

Standard 6

(Added standard)

Persuasive Writing

Students use writing process strategies to write a persuasive paper

- ◆ Introduces both pro and con points of view and presents logical favor of one or the other
- ◆ Supports ideas with details, data, authority, and illustration

NINTH GRADE

Standard 1

(Adds to standard 1 in State Core)

Reading

Students use comprehensive strategies before, during, and after reading.

- ♦ Interpret and evaluate fiction and non-fiction heroic types: romantic, tragic, comic, and epic.
- ♦ Recognize and evaluate differing points of view.
- ♦ Identify tonal shifts in literary selections.
- ♦ Recognize syntax: subjective, objective, irony, pun.
- ♦ Recognizes meaning and use of blank verse, couplet, diction, epic, free verse, hyperbole, irony, lyric, meter, quatrain, scansion, soliloquy, and sonnet in literature and poetry.

Standard 2

(Adds to standard 2 in State Core)

Reading

Students read functional, informational, and literary texts from different periods, cultures, and genres.

- ♦ Identify changes in style and purpose of the heroic types over time and in different cultures.
- ♦ Identify purpose and characteristics of primary and secondary sources in texts.

Standard 3

(Combines and adds to standards 3, 4, 5, and 6 in State Core)

Listening, Viewing, Speaking

Students use comprehension strategies before, during, and after listening, viewing, and speaking in different situations cultures, and genres.

- ♦ Recognize author/authors bias, style, and purpose of texts and materials seen or heard.
- ♦ Evaluate texts and materials seen and heard with critical and creative thinking skills.
- ♦ In speaking use original thinking with supportive evidence from schema and students and instructors.

Standard 4

(Combines and adds to standards 8, 9, and 10 in State Core)

Writing

Students use the writing process before, during, and prior to publishing as they write functional, informational, and literary texts for various purposes, audiences, and situations.

- ◆ Include differing points of view to extend answers to comprehension questions
- ◆ Use different organizational styles depending on purpose for writing
- ◆ Use differing syntax: subjective, objective, irony, pun, etc. to extend writing to fulfill purpose and recognize audience.
- ◆ Identify needs of author in using stages of the writing process
- ◆ Recognize the six-traits as an evaluation tool in personal writing

Standard 5

(Added standard)

Persuasive Writing

Students use the writing process and guidelines of debate to write a persuasive paper.

- ◆ Is able to outline and summarize points
- ◆ Is able to write a clear introduction, ranking of ideas, transitions and a conclusion
- ◆ Avoids hasty generalizations and oversimplifying

TENTH GRADE

Standard 1

(Add to standard 1 in State Core)

Reading

Students use comprehensive strategies before, during, and after reading.

- ◆ Interpret and evaluate rite of passage in fiction and non-fiction
- ◆ Recognize and evaluate point of view in fiction and non-fiction: first person, participant, third person, narrative, and third person, omniscient
- ◆ Recognize ironic tones in literary selections
- ◆ Recognize syntax: allusion, loose, periodic
- ◆ Recognizes meaning and use of paradox, parallelism, and parody in literature and poetry

Standard 2

(Add to standard 2 in State Core)

Reading

Students read functional, informational, and literary texts from different periods, cultures, and genres.

- ◆ Extend skills of analysis of fiction and non-fiction to examine writing of the period and culture
- ◆ Extend skills of synthesis to relate fiction and non-fiction to different periods and cultures including the present

Standard 3

(Combines and adds to standards 3, 4, 5, 6, 11, and 12 in State Core)

Listening, Viewing, Speaking

Students use comprehension strategies and skills in listening in functional, informational and literary situations from different periods, cultures, and genres.

- ◆

Standard 4

(Combines and adds to standards 7, 8, 9, and 10 in State Core_

Writing

Students use composing strategies of the writing process as they write functional, informational, and literary texts for various purposes, audiences, and situations.

- ◆ Determine and practice answering different types of objective reading passage questions.
- ◆ Write using syntax of allusion, loose, and periodic

Standard 5
(Added standard)

Persuasive Writing

Student will write and present a persuasive paper.

- ♦ Follow research standards in researching from a variety of sources and citing sources to support reasoning in persuasive paper.
- ♦ In writing a persuasive paper is able to use deductive reasoning and recognize the logical fallacy of “red herring” – ignoring the question

ELEVENTH GRADE

Standard 1

(Combines and adds to standards 1 and 2 in State Core)

Reading

Students use comprehensive strategies as they read functional, informational, and literary texts from different periods, cultures, and genres.

- ◆ Recognize author's purpose in use of point of view
- ◆ Describe how tone reflects, affects, and/or develops theme.
- ◆ Recognize syntax: oxymoron and antithesis
- ◆ Recognizes meaning and use of apostrophe, assonance, cadence, caesura, epitaph, and understatement in literature and poetry

Standard 2

(Combines and adds to standards 3, 4, 5, 6, 9, and 10 in State Core)

Listening, Viewing, Presenting

Students use comprehension strategies while listening, viewing, and presenting in functional, informational, and literary situations from different periods, cultures, and genres.

Standard 3

(Combines and adds to standards 7 and 8 in the State Core)

Writing

Students use writing process strategies in writing functional, informational, and literary texts for various purposes, audiences, and situations.

- ◆ Determine the best literary tools to use in answering literary questions: analysis, synthesis, literary devices, etc.
- ◆ Develop awareness and use of point of view and bias in own writing
- ◆ Use tone as a tool in developing theme in writing.

Standard 4

(Added standard)

Persuasive Writing

Students will write and present a persuasive paper on a current issue.

- ◆ In writing a persuasive paper is able to use claim, support, and commentary.
- ◆ Is able to support arguments with evidence
- ◆ Researches both primary and secondary sources in study of issue

TWELTH GRADE

Standard 1

(Combines and adds to standards 1, 10, and 13 in State Core)

Reading

Students will read and make valid inferences with supportive evidence from a literary work.

- ◆ Participate in a student led discussion using critical and creative thinking skills in analysis and synthesis of a literary work
- ◆ Analyze similarities and differences between two literary selections from different time periods and/or cultures
- ◆ Interpret a writer's intent in literary works over a period of time and/or several writers' intents in literary works of a time period in the same genre
- ◆ Recognizes meaning and use of canto, carpe diem, dissonance, dramatic monologue, elegy, epigram, incremental repetition, mock epic, octave, ode, sestet, in literature and poetry

Standard 2

(Combines and adds to standards 4, 5, 6, 7, 8, and 9 in State Core)

Writing: Societal Issue

Students will recognize a societal issue and respond in written form.

- ◆ Research a societal issue and follow a decision making model to analyze a societal issue.
Future Problem Solving Model is suggested
- ◆ Use both primary and secondary sources in research and analysis of chosen societal issue
- ◆ Make use of both critical and creative thinking skills in analysis and written product

Standard 3

(Combines and adds to standards 2, 3, 11, 12, and 14 in State Core)

Writing: Genres

Students will follow the writing process to write in different styles and genres.

- ◆ Write a fictional narrative using any genre
- ◆ Evaluate personal written fictional narrative according to tone, syntax, point of view, and own purpose
- ◆ Write a comparison and contrast paper using a self determined issue
- ◆ Write a critical response using synthesis of several literary works of a similar topic, period, or issue

Standard 4

(Added standard)

Writing: Argument or Persuasive

Students will follow the writing process in writing and/or presenting an argument or persuasive paper.

- ♦ Follow the guidelines of a Lincoln Douglas debate format in construction of speeches

- ♦ Recognize logical fallacies of either/or reasoning, false analogy, begging the question, confusing chronology with causality.