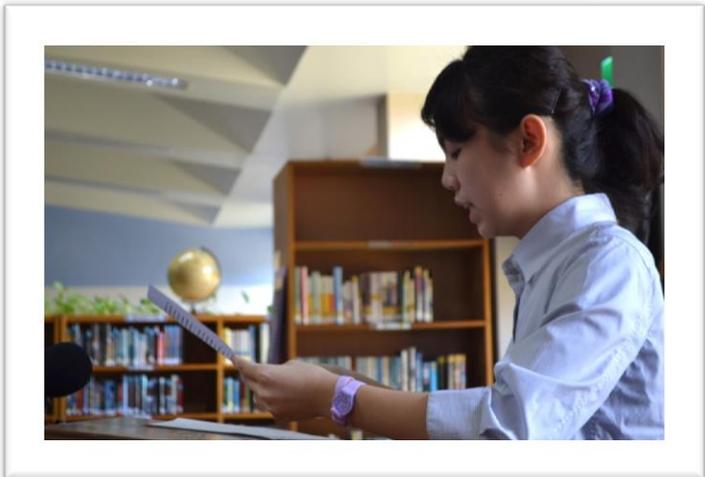




LANGUAGE ARTS

(GRADES K-12)



Language Arts Curriculum Guide

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Philosophy Statement

Students are created in God's image with the unique ability to communicate, create, and express ideas. The language arts develop these abilities to understand and influence God's world for His glory. Therefore, Morrison offers a balanced language arts program that teaches students to read with fluency and comprehension, evaluate text and media with discernment, listen with understanding and compassion, speak with conviction and effect, and write with clarity and persuasion. (O'Malley 1999)

Vision for Our Language Arts Learners

Spiritual Discerner

1. Students will articulate who God is and His provision for reconciliation through Jesus Christ.
2. Students will integrate biblical principles and values into reading, listening, and speaking.
3. Students will accept their worth as God's creation.

Moral and Ethical Citizen

1. Students will make ethical decisions about copyrighted or proprietary information from a Biblical perspective.
2. Students will respect persons of other ages, races, cultures, faiths, and values.
3. Students will demonstrate self-control in attitude and behavior when writing and speaking on a topic.

Effective Communicator

1. Students will read and write skillfully and purposefully.
2. Students will demonstrate competence in speaking and listening.
3. Students will contribute to groups collaboratively with interpersonal skills.
4. Students will appreciate how language helps people communicate ideas, dreams, passions, information, etc., to others.

Life Long Learner

1. Students will maintain intellectual curiosity through application of the inquiry.
2. Students will utilize their unique skills and abilities to develop a love for reading and writing.

Steward of Quality of Life

1. Students will serve others generously and compassionately through writing different genres.
2. Students will appreciate the power language has in communicating.

Rational and Critical Thinker

1. Students will analyze, interpret, evaluate, and synthesize concepts within various genres of reading and writing.
2. Students will utilize writing and speaking skills to problem-solve effectively.
3. Students will create original products, writing pieces and speeches with high standards.

Hallmarks

Academic Excellence

Recognizing God's character of excellence, we endeavor to pursue excellence in the instruction, study, and application of His Word. Because Language Arts (LA) instruction at Morrison takes place in an academic setting, we strive to maintain high expectations for learning while being sensitive to the leading of the Holy Spirit. LA teachers strive to bring quality educational strategies to LA classes. (II Timothy 2:15, II Timothy 3:16-17)

Balanced Literacy

Balanced Literacy is the approach to reading and writing instruction that involves the explicit teaching of phonics and high-frequency words in early reading simultaneously balanced with the listening and responding to text being read to build a foundation for reading later on. Such a model recognized the importance of both form (phonics, mechanics) and function (comprehension, meaning, purpose) of language arts. (Keene, Gambrell 2007)

Biblical Worldview Integration

A Christian worldview evaluates knowledge in the light of Scriptural truth. The aim of integrating a Biblical worldview into Language Arts is for students "to develop a truly Biblical mind, so that [they] can see God more clearly, and thereby come to...view the world from His perspective" (Furgason). We integrate so that our students can be witnesses for Christ in such a way that others will find their positions intellectually and/or logically coherent. Questions and discussions in class guide students through a pathway lined with integrated truths. The best integration is our teachers' faith permeating everything they do (Sellers). Students will be given opportunities to exhibit their Biblical worldview.

Comprehension Strategies

Reading and writing instruction and format are emphasized in a way that allows for construction of meaning. Students are consciously and actively engaging in improving comprehension. This is done through the exercise of comprehension strategies: monitoring for meaning, creating, activating, and making connections to background knowledge, asking questions, making inferences, determining what is important, using sensory and emotional images, and synthesizing what they read and write. (Keene 2007)

Differentiated Instruction

Differentiated instruction honors every learner's pursuit of literacy through the teacher's diagnosing and acting upon the learner's readiness, interests, and learning style. The teacher creates an inclusive environment through the use of diverse avenues to learn content, apply process, produce a product, and grow through assessment. Instruction and format is based on meeting the needs of individual students to advance their reading, writing, speaking, and listening skills through whole group, small group and individual instruction. (King-Shaver/Hunter 2009)

Motivation for Personalized Reading

Motivation for Personalized Reading at Morrison Academy is facilitated through student, teacher, and classroom collaboration with the Library/Media Center. Working together, they promote the student's choice of materials, conditioned by the student's interest level and reading level. In so doing, students read a rich array of high-interest books for pleasure and information.

Quality Assessment

The teacher should make his or her expectations of the benchmarks and how they will be assessed as clear as possible right from the beginning. Thereafter, the teacher should continue to keep the target as clear as possible by using rubrics, sample work, checklists, and clear expectations. The bulk of the assessment in the unit should be formative Assessment FOR Learning that helps students know how their knowledge and performance relate to those targets so they can close the gap. Frequent small dollops of timely feedback can come in a variety of forms, such as checklists, comprehension checks, short assignments, rubrics, verbal feedback, and quizzes. Self- and peer-assessment can increase the amount of feedback a student gets beyond what a teacher can provide and also can encourage student ownership in the task as a life-long learner. Portfolios and student-led conferences are also great methods to promote student self-assessment and ownership. Summative assessment should happen at the end of instruction, but should not be the primary focus. Just as with the formative assessment, Assessment OF Learning should remain aligned to the benchmarks, and be made as clear to the students as possible as early as possible.

Response to Literature

Literature is rich with ideas that spark our thoughts and emotions, and presents an opportunity to develop much more in our students than the basic literacy skills such as vocabulary and comprehension. Teachers should plan age-appropriate lessons for students to develop and share their knowledge, thoughts, and insights in writing, discussion, and cooperative tasks to develop them as Rational and Critical Thinkers who are able to clarify their values as Moral and Ethical Citizens. These discussions also provide a great opportunity to teach students specific communication and collaboration skills essential to Effective Communicators and Life-Long Learners. Theme-based unit planning is one way to develop students' ability to think deeply and critically on a topic.

Technology

Technology (e.g. computer software, interactive whiteboards, videos/DVDs, Internet, etc.) is not added to, but integrated with classroom instruction. Technology can be used to extend learning in meaningful ways by accessing artifacts (pictures, maps, speeches) normally seen only in museums, enhancing content with current events, and gathering information from reputable websites, in addition to creating graphic organizers, expanding assessments (e.g., rubrics, Internet activities), and enriching teaching with multimedia presentations. When technology is used appropriately to enhance the instructional process, studies show that teacher productivity doubles and students experience at least 30 percent more learning in 40 percent less time at 30 percent less cost. (Association for Media and Technology in Education in Canada (AMTEC), brief to the Ontario Royal Commission on Learning, 1994, p. 8, 9.)

Engaged Instructional Time Requirements

(Refer to Procedure 295)

Kindergarten through Ninth Grade Strands

- 1 Word Recognition, Analysis and Fluency
- 2 Comprehension
- 3 Literature
- 4 Types of Writing
- 5 Traits of Writing (Six Traits®)
- 6 Process of Writing
- 7 Research Process (Big 6)
- 8 Handwriting/Keyboarding
- 9 Speaking and Listening
- 10 Media Literacy

Tenth through Twelfth Grade Strands for English

- 1 Reading and Literature
- 2 Writing
- 3 Speaking, Listening, and Viewing

Scope and Sequence for Grades K-8

Refer to grade level benchmarks or Appendix H for more details

Gr	Reading	Writing	Speaking/Listening
K	Letter sounds, short vowel sounds, & consonant blends with teacher help With help: learn reading strategies (access prior knowledge, preview pictures, retell, visualize) Non-fiction participation: fiction & non-fiction; text & picture provide information Fiction: character, setting, & events	Imaginative story with teacher help No expository No research Traits of Writing	N/A N/A
1	Long vowel patterns & diagraphs on their own With assistance, learn & use reading strategies (making predictions, asking questions to clarify, self-monitor understanding) Non-fiction: independent reading to determine main idea with teacher help Fiction: character, setting, & events	Imaginative story Expository: 3-5 sentence with teacher help No research Traits of Writing	Talk in small or large groups N/A
2	Use spelling patterns New vocabulary: antonyms, synonyms, multi-meaning words, root words, classroom resources Learn & use reading strategies (predict with evidence, summarize what is important, infer) Non-fiction: know text features Fiction: problem & solution	Personal narrative Expository: 1 paragraph with 1 topic with teacher help Research project using Super 3 (1 minute presentation) Traits of Writing	Recite, narrate, explain using simple format Listen for key words & ask questions:
3	New vocabulary: homophones & use of glossary & dictionary Learn & use reading strategies (set a purpose for reading) Non-fiction: support main idea; identify author's purpose Fiction: basic story elementary (grades K-2)	Imaginative story (200-400 wds) Expository: 1 paragraph with 1 topic Research project using Super 3 (1 minute presentation) Traits of Writing	Recite, narrate, explain using a simple visual aid Use listening comprehension strategies (asking question to clarify, list ideas, visualize & sketch)
4	New vocabulary: affixes & use of thesaurus Use all the reading strategies Non-fiction: identify cause & effect; fact from opinion Fiction: compare basic story elements & point of view	Imaginative story (300-500 wds) Personal narrative (100-200 wds) Expository: 2 paragraphs with 1 topic Research project using Big 6 (2-3 minute presentation) Traits of Writing	Recite, narrate, explain using visual aid & making eye contact Use listening comprehension strategies (monitor comprehension & graphic organizers)
5	New vocabulary: use of online resources Use all the reading strategies Non-fiction: explain cause & effect Fiction: compare story elements & theme	Imaginative story (500-1,000 wds) Personal narrative (200-400 wds) Expository: 3 paragraphs with 1 topic Research project using Big 6 (2-3 minute presentation) Traits of Writing	Recite, narrate, explain using Gestures Use listening comprehension strategies (summarize)
6	New vocabulary: common Greek & Latin roots, prefixes & suffixes Use all the reading strategies Non-fiction: reinforce grades 1-5 Fiction: describe simple relationships between story elements, conflict, & resolution	Imaginative story (500-1,000 wds) or Personal narrative (200-400 wds) with complex dialogue Expository: 3 paragraphs with variety of purposes Research project using Big 6 (5 minute presentation) Traits of Writing	Persuade, narrate, explain using basic presentation software Use listening comprehension strategies (note-taking)
7	New vocabulary: common Greek & Latin roots, prefixes & suffixes Use all the reading strategies Non-fiction: analyze text features; summarize, scan, evaluate accuracy Fiction: describe simple relationships between story elements	Imaginative story (500-1,000 wds) or Personal narrative (200-400 wds) with complex dialogue Expository: 5 paragraph essay Research project using Big 6 (5 minute presentation) Traits of Writing	Persuade, narrate, explain using strategies to engage the audience Use listening comprehension strategies (identify important ideas)
8	New vocabulary: common Greek & Latin roots, prefixes & suffixes Use all the reading strategies Non-fiction: skim to define main idea Fiction: describe simple relationships between story elements	Imaginative story (500-1,000 wds) or Personal narrative (200-400 wds) with complex dialogue Expository: 5 paragraph essay Research project using Big 6 (10 minute presentation) Traits of Writing	Persuade, narrate, explain using presentation software & facial expressions Use listening comprehension strategies (reinforce grades 2-7)

Scope and Sequence for Grades 9-12

<i>Discipline</i>	<i>Grade Level</i>			
	<i>Nine</i>	<i>Ten</i>	<i>Eleven</i>	<i>Twelve</i>
<i>English 1</i>				
<i>English 2</i>				
<i>English 3</i>				
<i>English 4</i>				
<i>AP English</i>				
<i>Journalism</i>				
<i>Speech</i>				
<i>Advanced Writing</i>				
<i>Yearbook</i>				

Resources for Instruction

Elementary (K-5)

Primary Resources

Reading Assessment

- K-3 Developmental Reading Assessment, 2nd edition
DRA2 K-3 kit with 1 year DRA2 Online for up to 25 Students
978-0-765-27970-5 Pearson Publishing
- 4-5 Developmental Reading Assessment, 2nd edition
DRA@ 4-8 kit with 1 year DRA2 Online for up to 25 Students
978-0-765-27973-6 Pearson Publishing

Handwriting

- K Wilson Foundation Student Consumables K (10-Pack)
9781567781878
- 1 Wilson Foundation Student Consumables 1 (10-Pack)
9781567781885
- 2 Handwriting practice paper
- 3 Wilson Cursive Writing Kit 9781567782912

Word Study

- K Foundations Teacher Kit K, Wilson Language FTKK
- K Foundations Student Kit K, Wilson Language FSFPK
- 1 Foundations Teacher Kit 1, Wilson Language FTK1
- 1 Foundations Student Kit 1, Wilson Language FSFP1
- 2-5 Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction, 4th edition, Pearson 978-0-13-223968-4

Additional Word Study Resources- 1 copy found in the library at each campus:

1. Words Their Way with English Learners: Word Study for Phonics, Vocabulary and Spelling, 2nd edition, 978-0-13-611902-9
2. Words Their Way with Struggling Readers: Word Study for Reading, Vocabulary and Spelling, Grades 4-12, 978-0-13-513521-1
3. Vocabulary Their Way: Word Study with Middle and Secondary Students 978-0-13-155535-8
4. Words Their Way Letter and Picture Sorts for Emergent Spellers, 2nd edition 978-0-13-514579-1
5. Words Their Way Word Sorts for Derivational Relations Spellers, 2nd edition 978-0-13-514578-4
6. Words Their Way Sorts for Syllables and Affixes spellers, 2nd edition 978-0-13-514577-7

7. Words Their Way: Word Sorts for Letter Name Alphabetic Spellers, 2nd edition 978-0-13-514580-7
8. Words Their Way: Word Sorts for Within Word Pattern Spellers, 2nd edition 978-0-13-514843-3

Comprehension

- K-2 The Primary Comprehension Toolkit bundle K-2, 2008. (The Primary Comprehension Toolkit and The Primary Comprehension Toolkit Trade Book Pack together.) Heinemann Publishing 978-0-325-02125-6
- 3-5 The Comprehension Toolkit bundle 3-5, 2005. (The Primary Comprehension Toolkit and The Primary Comprehension Toolkit Trade Book Pack together.) Heinemann Publishing ISBN 002121

Literature Anthology

- Houghton Mifflin Reading 2005
- | | |
|----------------------|---------------|
| Here We Go 1.1 | 0-618-22568-4 |
| Let's Be Friends 1.2 | 0-618-22569-2 |
| Surprises 1.3 | 0-618-22570-6 |
| Treasures 1.4 | 0-618-22571-4 |
| Wonders 1.5 | 0-618-22572-2 |
| Adventures 2.1 | 0-618-22573-0 |
| Delights 2.2 | 0-618-22574-9 |
| Rewards 3.1 | 0-618-24147-7 |
| Horizons 3.2 | 0-618-24148-5 |
| Traditions | 0-618-24149-3 |
| Expeditions | 0-618-24150-7 |

Online Resource

- K-5 Reading A-Z (expires 5/11/17)
<http://www.readinga-z.com/members/index.php>

Writing

- Write Traits Program Kits, 2002 Great Source
- | | |
|---------|---------|
| Grade 1 | 0-50467 |
| Grade 2 | 0-50474 |
| Grade 3 | 0-49029 |
| Grade 4 | 0-49030 |
| Grade 5 | 0-49032 |

Middle School (6-8)

Primary Resources

Literature

- | | |
|---------|---|
| Grade 6 | McDougal Littell Language of Literature 2006
0-618-60134-1
eEdition Online (6 year subscription)
978-0-618-30574-2 |
| Grade 7 | McDougal Littell Language of Literature 2006
0-618-60135-X
eEdition Online (6 year subscription)
978-0-618-30575-9 |
| Grade 8 | McDougal Littell Language of Literature 2006
0-618-60136-8
eEdition Online (6 year subscription)
978-0-618-30576-6 |

Writing

Great Source Write Traits Program Kit 2010

- **Grade 6** 978-0-547-32835-5
- **Grade 7** 978-0-547-32836-2
- **Grade 8** 978-0-547-32837-9

- Great Source Write Source Teacher Edition, Resource Pack, and Student Text
 - **Grade 6**
 - Teacher Edition 978-0-669-00693-3
 - Teacher Resource Pack 978-0-669-51579-4
 - Student Edition 978-0-669-00630-8
 - **Grade 7**
 - Teacher Edition 978-0-669-00703-9
 - Teacher Resource Pack 978-0-669-51580-0
 - Student Edition 978-0-669-00632-2
 - **Grade 8**
 - Teacher Edition 978-0-669-00707-7
 - Teacher Resource Pack 978-0-669-51582-4
 - Student Edition 978-0-669-00645-2

Step-Up to Writing Secondary Classroom set Grades 6-8 Cambium Learning Product W154131

High School (9-12)

Primary Resources

- Grade 9 McDougal Littell Literature 2008 pupil edition
978-0-618-21586-7
eEdition Online (6 year subscription)
978-0-618-56609-9
- Vocabulary from Classical Roots Book C
Folger Shakespeare Library/Simon & Schuster
978-0-8388-2256-2
- Grade 10 McDougal Littell Literature 2008 pupil edition
978-0-618-51898-2
eEdition Online (6 year subscription)
978-0-618-56610-5
- Grade 11 American Literature 2008 pupil edition
978-0-618-56866-6
eEdition Online (6 year subscription)
978-0-618-96557-1
- Grade 12 British Literature 2008 pupil edition
978-0-618-56867-3
eEdition Online (6 year subscription)
978-0-618-96678-3
- AP The Norton Introduction to Literature
(Booth, Hunter, Mays) Ninth Edition
0-393-92614-1

Overview by Grade/Course

Elementary School

Kindergarten

The Kindergarten language arts classroom is a language-rich experience for all. Students are introduced to basic reading (phonics and comprehension) and writing skills (letter formation, expressing thoughts) through direct instruction, shared reading experiences, rhymes, poems, classic stories, and stories created by children. Group listening and speaking skills are modeled and practiced. Technology is introduced as a learning, reading, and writing tool as well.

Grade 1

Children in Grade 1 begin to develop independence as readers and writers. They will continue the balanced approach and direct instruction of phonics and comprehension. Students will experience exposure to a variety of literature, writing opportunities, and basic research skills. Students will use technology as a resource with guidance.

Grade 2

A variety of literature books, technology, mentor writing samples, and other resources provide opportunity for reading, writing, research, speaking, and listening. A stronger emphasis on reading comprehension begins as students become more fluent readers. Vocabulary and spelling are also studied through direct instruction and independent discovery. Reading other books at home is vital for continued reading and writing improvement. Students continue to use writing as a way to express thoughts, write stories, and share learning. Second graders will also explore using technology to enhance and share their learning.

Grade 3

In Grade 3 most students have become fluent readers and gain independence in reading, writing, and the use of technology. Comprehension and vocabulary skills continue to grow as students use thinking and word analysis strategies more independently. Students use process writing and apply traits of good writing to produce their own stories, paragraphs, and research projects. Students begin to do more research independently as well as develop presentation skills to showcase learning. The transition to cursive handwriting begins this year as well.

Grade 4

Grade 4 students will continue to become more and more independent in reading, writing, researching, listening, and speaking. The books they read and stories they write will become longer and require more thinking and research. Vocabulary and spelling skills will increase and become more complex. Students will continue with cursive handwriting and begin keyboarding instruction. Students will develop self-evaluation skills as they compare their work and thinking to expectations and other authors' writing. Students will develop technology skills in research and writing projects as well.

Grade 5

Fifth grade is the last year in elementary school and the language arts experience shows that transition by allowing more and more opportunities for students to use their skills in authentic and independent ways. Students will read, write, and research about topics related to their content areas and present information to other students while evaluating the product and processes involved. Students will use technology in a variety of ways, including continued instruction in keyboarding and different formats of publications.

Middle School

Grade 6

Students in Grade 6 continue to reinforce skills from previous grades, and begin some new skills. In Literature, they learn Greek and Latin root words to help them understand what they read and how to connect what they read to the world around them more explicitly. Their writing assignments focus more on their ability to explain themselves clearly and persuade others convincingly, and they take more charge over the writing process themselves. In research, they learn advanced search techniques to find information, use critical thinking skills to judge which sources are appropriate, and apply summarizing skills to truly understand what they have read. Speaking and listening skills become more complex, requiring them to take notes from oral instruction and use presentation software in their speeches. When viewing media, they learn to evaluate what they see from a Biblical worldview.

Grade 7

Grade 7 students continue to reinforce skills from previous grades, and add several new skills. They read, analyze, summarize, and evaluate non-fiction texts extensively, allowing them to learn more independently in other subject areas. Students' expository writing skills become well-honed writing the five-paragraph essay. They continue to learn how to research effectively, especially how to use primary sources. Their group skills become more adult-like, for example, learning how to engage in discussions without interrupting.

Grade 8

Building on previous learning, Grade 8 students become convincing writers of persuasive essays. Their research skills now allow them to formulate a thesis statement, research independently and ethically, and produce a quality product that demonstrates their learning. They become effective listeners, polished presenters, and mature members of group discussions. They learn how to think critically and Biblically about the message and techniques of media.

High School

English 1

2 semesters

.5 credit per semester, R

The course allows a close reading of genres of Western literature. These readings serve as models of good writing and as subjects for students' own writing exercises. Students review grammar and enhance vocabulary as they read and write. They learn how to craft a strong thesis and write an essay to support it, studying sentence and paragraph structure in the process. Students practice revising and editing quality paragraphs in consultation with their teacher. They learn to use the resources available in the library and apply these skills as they write a short research paper. Oral activities include literature discussion and a speech to inform.

English 2

2 semesters

.5 credit per semester, R

This course encourages the student to read, comprehend, and analyze selected samples of a variety of genres of literature. Students write essays, building on the previous work as well as expanding into a variety of styles including expository to persuasive formats. Students also learn to develop a thesis statement based upon a significant literary work, and practice peer editing and revision of their own works within the writing process. Students will also participate in a variety of oral assignments. (Prerequisite: English 1)

English 3

2 semesters

.5 credit per semester, R

This overview of American literature includes a brief study of the historical events affecting American literature and a study of various genres and selected novels by American authors. These readings serve as models of good writing for students' own writing exercises. Review of grammar and punctuation will be incorporated as needed. Students write a major term paper, developing their research skills in preparation for college research projects. Emphasis is placed on the expository, literary essay. Oral activities include discussions as well as speeches to inform and persuade. (Prerequisite: English 2)

English 4

2 semesters

.5 credit per semester, R

A college preparatory course for seniors, English 4 covers a historical survey of British literature from Anglo-Saxon times through the twentieth century. Students will engage in literary analysis and use literature from several time periods as a springboard for discussion and critical writing. Students will write a variety of essays which may include several of the following: persuasive, expository and narrative essays; college application essays; resumes; and a senior letter. Emphasis is placed on skills necessary for college, including writing, critical thinking, and oral presentations. Grammar review, vocabulary, and other lessons will be incorporated as needed. (Prerequisite: English 3)

AP English

2 semesters

.5 credit per semester, E,M

AP English Literature and Composition is open to carefully selected seniors who desire a course with the academic intensity of a freshman level college course. The AP English class engages students in critical analysis of literature. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students consider a work's structure, style, and themes as well as a variety of literary terms and devices and their function within the literary text. The rigor and intensity of this course will make significant demands on the students' time and will stretch their critical thinking abilities. The student will participate in seminar discussions, create projects, give presentations, and lead teaching sessions. See AP courses policies in appendix. Maximum of 15 students per section. (Prerequisites: English 3; fulfillment of AP teacher's requirements)

Yearbook

2 semesters

.5 credit per semester, E

This course develops and enhances the skills necessary for the production of a quality high school yearbook. These skills include journalistic writing, computer layout (including topics related to graphic design, desktop publishing, typographical terminology, etc.), setting and meeting short and long-term goals, photography, selling advertising and promoting the yearbook. This is a yearlong course. Participation for only one semester is discouraged and requires instructor permission.

Advanced Writing Workshop

1 or 2 semesters

.5 credit per semester, E,M

This course primarily aims to encourage and develop the skills of students with a strong interest in creative writing. More than half of the class time will be devoted to writing. In addition, teacher-directed student conferences and class-led peer editing panels will help hone writing skills. Students in this course must be intrinsically motivated to work on their writing. The students will also help to produce a literary journal. (Prerequisite: English 1)

Speech

1 semester

.5 credit per semester, E

This course is designed to provide students with the confidence and experience they need to perform well in the public speaking situations that they will face throughout college and beyond. Emphasis is on developing skills in various speech types: informative, persuasive, group presentation, and special occasion speaking. Students sharpen their skills using videos, texts of famous speeches, and interactive group activities. (Grades 11 - 12)

Journalism

2 semesters

.5 credit per semester, E

The high school Journalism course revolves around production of the school newspaper, *The Echo*. Students use this hands-on experience, together with the textbook and other materials, to learn skills in news, feature, editorial, and other types of writing. Students also develop skills in interviewing, editing, lay out, advertising, and photography. Students are welcome to take this course more than one year, usually with the goal of assuming leadership positions within the newspaper. This is a yearlong course. Participation for only one semester is discouraged and requires instructor permission. Students may sign up for Journalism in the Spring Semester, provided they have taken Journalism during a previous year(s). (Grades 10 - 12)

Kindergarten Benchmarks

1 Reading Word Analysis and Fluency

Phonemic Awareness and Word Analysis

- a. I can recognize and say rhyming words when I hear them.
- b. I can name beginning and ending consonant sounds orally in single-syllable words.

Fluency and Word Recognition

- c. I can hear and say oral rhymes.
- d. I can recognize high-frequency words (see Appendix F).

Decoding/Phonics

- e. I can develop and apply decoding strategies to problem solve when I read grade level text including:
 - Letter sounds
 - Short vowels sounds
 - Consonant blends (e.g., bl, cl, tr, str)
 - Onsets and rimes to generate words orally (Appendix H)

Concepts of Print

- f. I can demonstrate and identify how print and books are read and organized. (Print: story is in the print, right to left, return sweep, top to bottom. Book: cover, back, spine.)
- g. I can name all capital and lowercase letters and their order in the alphabet.
- h. I can distinguish between letters and words.

2 Comprehension

Vocabulary

- a. I can understand and use new words I have acquired from teacher instruction and other sources (e.g., field trips, read-alouds).

Strategies and Skills

- b. During shared reading and read-alouds, I can develop and use, *with assistance*, strategies to aid in comprehension:
 - access prior knowledge (schema: includes knowledge, experience, and other text)
 - preview pictures
 - retell orally (summarize)
 - illustrate (visualize)
- c. I can participate in shared non-fiction reading to:
 - distinguish between fiction and non-fiction
 - know that text and pictures provide information
- d. I can understand the literal meaning of grade level text with assistance (basic comprehension questions).

3 Literature

- a. I can name the main people (characters), where the story takes place (setting), and what happens in the story (events).
- b. I can look at and listen to different kinds of books (genres) my teacher reads for personal enjoyment and to gain information.

4 Types of Writing

- a. I can plan an imaginative story and draw pictures (illustrate) of important parts with assistance from my teacher.
- b. I can write a friendly letter of 2-3 sentences with my teacher's help.

5 Traits of Writing (Six Traits®)

Ideas

- a. I can draw and label a detailed picture and write a sentence about it with assistance.

Organization

- b. I can use pictures or words in a sequence to tell a story.

Voice

- c. I can write or draw about my feelings and things I know and like.

Word Choice

- d. I can use describing words to write or tell a story with help from my teacher.

Sentence Fluency

- e. I can write asking and telling sentences with assistance.

Conventions (See Appendix H)

- f. I can write using capital letters and ending marks.
- g. I can correctly spell my own first and last name and use inventive spelling in my writing.

6 Process of Writing

- a. I can draw, look at pictures, and talk with others to get writing ideas.
- b. I can use my pre-writing to write a draft with my teacher's help.
- c. I can see the need for and make changes in my writing with my teacher's help.
- d. I can share my finished writing with others.

7 Research Process

- a. I recognize that answers can be found from information sources (e.g., books, websites, teachers).
- b. I can locate information with assistance in books that my teacher reads.

8 Handwriting/Keyboarding

- a. I can write all the capital and lowercase letters (alphabet) neatly and with good spacing.
- b. I can leave space between words.
- c. I can write on a line.

9 Listening and Speaking

- a. I can demonstrate correct listening and speaking behaviors with my teacher's help (e.g., listen without interrupting, pay attention to the speaker, make personal connections, ask related questions, respond related to topic, speak to the point).
- b. I can speak at an appropriate volume in different situations.
- c. I can follow one- and two-step oral directions.

Grade 1 Benchmarks

1 Word Recognition, Analysis and Fluency

Phonemic Awareness

- a. I can recognize and make rhyming words when I hear them.
- b. I can separate and say sounds in words.**
- c. I can blend sounds to form words.**

Fluency and Word Recognition

- d. I can read aloud grade level text with appropriate phrasing and expression.**
- e. I can read high-frequency words (see Appendix F).**

Decoding/Phonics

- f. I can develop and apply decoding strategies to problem solve when I read grade level text including:
 - Letter sounds
 - Short vowels and **long vowel patterns (CVCe, vowel digraphs)**
 - Consonant blends (e.g., bl, cl, tr, str) and **digraphs (e.g., th, sh, wh)**
 - Onsets and rimes to generate words orally **and in written form**

Concepts of Print

- g. **I can identify parts of a book (e.g., title page, author, illustrator, and table of contents).**
- h. **I can identify periods, question marks, exclamation points, commas, quotation marks, apostrophes, and their uses with my teacher's help.**

2 Comprehension

Vocabulary

- a. I can understand and use new words I have acquired from teacher instruction and other sources (e.g., field trips, read-alouds, independent reading), **emphasizing context clues.**

Strategies and Skills

- b. During reading and read-aloud, I can develop and use, *with assistance*, strategies to aid in comprehension:
 - access prior knowledge (schema: includes knowledge, experience, and other text)
 - preview text and picture
 - **make general predictions**
 - **ask questions to clarify**
 - retell orally (summarize)
 - illustrate (visualize)
 - **self-monitor comprehension (do I understand, not understand)**
- c. **I can use shared and independent non-fiction reading to:**
 - **identify information in text, pictures, titles, maps, and charts**
 - **determine main idea with teacher help**
- d. I can understand the literal meaning of grade level text read aloud **and independently.**

3 Literature

- a. I can **use details from the text to tell about** the main characters, setting, and events in a story.
- b. I can listen to **a variety of fiction and non-fiction genres** for personal enjoyment and to gain information.

4 Types of Writing

- a. I can **write** an imaginative story **with a beginning, middle, and end** with assistance from my teacher.
- b. **I can write an information story (expository) of 3-5 sentences on a topic with my teacher's help.**
- c. **I can write a friendly letter of 3-5 sentences with a little help from my teacher.**

5 Traits of Writing (Six Traits®)

Ideas

- a. **I can write with clear ideas emphasizing:**
 - **clear main idea**
 - **relevant details**
 - **pictures (if present) that enhance the text**

Organization

- b. I can use transition words to show sequence in my writing.

Voice

- c. **I can write with strong voice by expressing sincere feelings about memories and ideas that are important to me.**

Word Choice

- d. **I can write with strong word choice with my teacher's help emphasizing:**
 - **precise and accurate words**
 - **words that appeal to the senses**

Sentence Fluency

- e. I can write asking and telling sentences.

Conventions

- f. **I can write with strong conventions:**
 - **sentence beginnings, the word "I," and proper names capitalized**
 - **sentences have correct end punctuation**
 - **grade level words spelled correctly (high-frequency words and words with simple patterns) and "hard" words spelled logically**
 - **grade level grammar and accurate usage (see Appendix H)**

6 Process of Writing

- a. I can draw, **use pictures, make a list**, and talk to others to get writing ideas.
- b. I can use a simple graphic organizer to order my ideas.**
- c. I can use my pre-writing to write a draft.**
- d. With my teacher's help I can move, add, and take away words to make my writing better.**
- e. With my teacher's help, I can use a checklist to fix mistakes.**
- f. I can share my finished writing with others.

7 Research Process (Big 6)

- a. I can define the task by asking a question that requires research.
- b. I can name multiple resources (books, magazines, encyclopedia, Internet, teachers) to find information.**
- c. I can locate information with assistance **in books**.
- d. I can record basic facts and ideas from what was read, heard or seen on a graphic organizer with my teacher's help.**
- e. I can use the new information to create and share appropriate text and images with others.**
- f. I can determine if the question was answered with my teacher's help.

8 Handwriting/Keyboarding

- a. I can write all the capital and lowercase letters (alphabet) neatly on line paper.
- b. I can write legibly allowing margins and correct spacing between the letters in a word and the words in a sentence.
- c. I can keep words together on the same line.

9 Speaking and Listening

- a. I can demonstrate correct listening and speaking behavior in group interactions** (e.g., listen without interrupting, pay attention to the speaker, make personal connections, ask related questions, respond related to topic, speak to the point).
- b. I can talk to small or large groups in a clear manner.**
- c. I can speak at an appropriate volume in different situations.
- d. I can follow one- and two-step oral directions.

Grade 2 Benchmarks

1 Word Recognition, Analysis and Fluency

- a. I can identify individual word parts to decode and determine the meaning of **compound and multiple-syllable words**.
- b. I can read aloud grade level text with appropriate phrasing and expression.
- c. I can read high-frequency words **automatically** (see Appendix F).
- d. I can use knowledge of **spelling patterns to decode words (e.g., blends, digraphs, long-vowel patterns, rimes)**.
- e. I can identify periods, question marks, exclamation points, commas, quotation marks, apostrophes, and their uses.

2 Comprehension

Vocabulary

- a. I can develop and use new vocabulary through instruction and independent reading emphasizing the use of:
 - context clues
 - **antonyms and synonyms**
 - **multiple-meaning words**
 - **root words**
 - **classroom resources**

Strategies and Skills

- b. During reading I can develop and use *with guidance* strategies to aid in comprehension:
 - access prior knowledge (schema: includes knowledge, experience and other text)
 - preview text and picture
 - **predict with evidence**
 - ask questions to clarify
 - **summarize what is important**
 - visualize
 - self-monitor comprehension (do I understand, not understand)
 - **infer**
- c. I can use non-fiction reading to:
 - identify and **explain** information in text, pictures, titles, **headings, captions, tables of contents, maps, bold words, glossaries**, and charts
 - determine main idea
- d. I can understand the literal **and inferential** meaning of grade level text.

3 Literature

- a. I can use details from the text to **describe the literary elements including:**
 - characters
 - setting
 - events
 - **problem and solution**
- b. I can **identify examples of literary technique in text emphasizing:**
 - rhythm
 - rhyme
 - **alliteration**
- c. I can **read** and listen to a variety of fiction and non-fiction genres for personal enjoyment and to gain information.

4 Types of Writing

- a. I can write a **100-200 word personal narrative** or imaginative story with a beginning, middle, and end.
- b. I can write to explain in a **paragraph** on a single topic **with a main idea and supporting details** with assistance.
- c. I can write a friendly letter that has a **greeting, body, and a closing with my signature.**
- d. I can use the **Super 3 model to complete a project to showcase my learning (e.g., paragraph, poster, 1-minute oral presentation).**

5 Traits of Writing (Six Traits®)

Ideas

- a. I can write with clear ideas emphasizing:
 - clear main idea
 - relevant details
 - pictures (if present) that enhance the text

Organization

- b. I can write with strong organization emphasizing:
 - **inviting leads and developed endings**
 - **varied transitions showing connections**
 - **logical sequence**

Voice

- c. I can write with strong voice by expressing sincere feelings about memories and ideas that are important to me.

Word Choice

- d. I can write with strong word choice emphasizing:
 - precise and accurate words
 - words that appeal to the senses

Sentence Fluency

e. I can write with strong sentence fluency by:

- using correct sentences
- varying sentences in structure and length
- using different sentence beginnings

Conventions

f. I can write with strong conventions including:

- sentence beginnings, proper names, and titles are capitalized
- sentences have end punctuation and commas in series
- grade level words (high-frequency words and words with simple patterns) spelled correctly and “hard” words spelled logically
- grammar and usage is accurate (see Appendix H)

g. I can use various spelling strategies to check correct spelling (e.g., classroom resources, spelling patterns).

6 Process of Writing

- a. I can draw, make a list, and talk to others to get writing ideas, and use a graphic organizer to order my ideas.
- b. I can use my pre-writing to write a draft.
- c. I can use help from my teacher **or classmates** to move, add, and take away words to improve my writing.
- d. I **can work with my friends** to use an editing checklist to fix mistakes.
- e. I can share my work with others **and talk about how I felt about what I wrote**.

7 Research Process (Big 6)

- a. I can define the task by asking a question that requires research, **and then make a plan with peers or teacher assistance to complete the task**.
- b. **I can recognize which resources (e.g., book, magazine, or encyclopedia) are the best to use, with my teacher’s help**.
- c. **I can use Destiny to find books with assistance**.
- d. I can record and **organize** basic facts from what was read, heard, or seen on a graphic organizer.
- e. **I can use the new information to create a final product, such as a report or poster, and identify my source in a simple format**.
- f. **I can use a checklist to determine if the question was answered**.

8 Handwriting/Keyboarding

- a. I can write legibly, allowing margins and correct spacing between letters in a word and words in a sentence.

9 Speaking and Listening

- a. I can demonstrate listening and speaking behaviors in group interactions (e.g., **understand when to speak and how much to say**, make personal connections, **ask questions to deepen understanding, paraphrase ideas, express interest**).
- b. **I can use listening comprehension strategies before, during, and after listening to understand meaning with assistance (listen for key words, ask questions).**
- c. **I can demonstrate literal comprehension of oral texts by retelling the story or restating the information.**
- d. **Given a simple format to follow**, I can present to small or large groups (recite, narrate, explain) in a clear manner.
- e. **I can speak using correct volume, pace, tone, and phrasing.**
- f. I can follow **three- or four-step** oral directions.

Grade 3 Benchmarks

1 Word Recognition, Analysis and Fluency

- a. **I can read unfamiliar and complex words with multiple syllables using advanced phonetic and structural analysis.**
- b. **I can read aloud appropriate grade level narrative and expository text with fluency, accuracy, and expression.**
- c. I can read high-frequency words automatically (see Appendix F).

2 Comprehension

Vocabulary

- a. I can develop and use new vocabulary through instruction and independent reading emphasizing the use of:
 - context clues
 - antonyms and synonyms
 - multiple meaning words
 - root words
 - **homophones**
 - **glossary and dictionary**

Strategies and Skills

- b. During reading I can develop and use strategies to aid in comprehension:
 - access prior knowledge (schema: includes knowledge, experience and other text)
 - preview text and picture
 - predict with evidence
 - **set a purpose for reading (Why am I reading?)**
 - ask questions to clarify
 - summarize what is important
 - visualize
 - self-monitor comprehension (do I understand, not understand)
 - infer
- c. I can use non-fiction reading to:
 - **locate and interpret key** information in text, pictures, titles, headings, captions, tables of contents, maps, bold words, glossaries, and charts
 - determine main idea **and supporting details**
 - **identify author's purpose for writing text**
- d. I can understand the literal, inferential, and **interpretative** meaning of grade level text.
- e. **I can extend my understanding of the text by comparing the text to other literature.**

3 Literature

- a. I can use details from the text to describe the literary elements including:
 - characters
 - setting
 - events
 - problem and solution
- b. I can identify examples of literary technique in text emphasizing:
 - rhythm
 - rhyme
 - alliteration
 - **simile**
 - **metaphor**
- c. I can read and listen to a variety of fiction and non-fiction genres for personal enjoyment and to gain information.

4 Types of Writing

- a. I can write to tell a story, including:
 - a **200-400 word** imaginative story with a beginning, middle, and end
 - a **100-200 word** personal narrative
- b. I can write to explain in a paragraph on a single topic with a main idea and supporting details, **including step-by-step instructions (e.g., how to light a fire).**
- c. I can write friendly letters that include the **date**, greeting, body, and closing with my signature.
- d. I can use the Super 3 (Big 6) model to complete a project to showcase my learning (e.g., paragraph, poster, **PowerPoint**, 1-minute oral presentation).

5 Traits of Writing(Six Traits®)

Ideas

- a. I can write with clear ideas emphasizing:
 - clear, **narrow** main idea
 - relevant and **specific** details

Organization

- b. I can write with strong organization emphasizing:
 - inviting leads and developed endings
 - varied transitions showing connections
 - logical sequence
 - **title showing main idea**
 - **appropriate structure**

Voice

- c. I can write with strong voice by expressing sincere feelings about memories and ideas that are important to me.

Word Choice

- d. I can write with strong word choice emphasizing:
- precise and accurate words
 - words that are **natural** and correct
 - **a variety of words and parts of speech**
 - words that appeal to the senses or **use figurative language**

Sentence Fluency

- e. I can write with strong sentence fluency by:
- using correct sentences
 - varying sentences in structure and length
 - using different sentence beginnings

Conventions

- f. I can write with strong conventions using grade level appropriate spelling, punctuation, capitalization, and grammar/usage (see appendix H).
- g. I can use various spelling strategies to check spelling (e.g., classroom resources, spelling patterns).
- h. I can correctly spell simple compounds, homophones, contractions, and root words.**

6 Process of Writing

- a. I can draw, make a list, and talk to others to get writing ideas. I can use graphic organizers to order **and expand** my ideas.
- b. I can use my pre-writing **and student models as guides** to write my draft.
- c. With the help of my teacher and classmates, **I can compare my work to student models and rubrics to determine strengths and weaknesses**, then move, add, and take away words to improve my writing.
- d. I can work with my friends to use an editing checklist to fix mistakes.
- e. I can share my work with others and talk about how I felt about what I wrote.

7 Research Process (Big 6)

- a. I can define the task **by using a KWL chart or web to see what I know and would like to know, and then narrow the research question with the teacher's help.**
- b. **Knowing the final product's criteria and the Big 6 model, I can make a plan with assistance to complete the task.**
- c. I can **identify key words to find information on a topic** and recognize which resources (book, magazine, encyclopedia) are the best to use.
- d. I can use **keywords to search teacher-selected resources** (e.g., Destiny, **Webpath Express, Encyclopedia Britannica**) for print and electronic materials **with assistance.**
- e. I can record and **organize** information into a graphic organizer and **record the name of the source with assistance.**
- f. I can use the new information to create a final product, such as a report or poster, and identify my source in a simple format.
- g. I can use a checklist to determine if the question was answered **and to judge the process with my teacher's help.**

8 Handwriting/Keyboarding

- a. I can make the transition from manuscript style to cursive.

9 Speaking and Listening

- a. I can demonstrate listening and speaking behaviors in group interactions (e.g., understand when to speak and how much to say, make personal connections, ask questions to deepen understanding, paraphrase ideas, **respond related to topic**).
- b. I can use listening comprehension strategies before, during, and after listening to understand meaning (**ask questions to clarify, list important ideas in a story, visualize, and sketch**).
- c. I can demonstrate literal comprehension of oral texts by retelling the story or restating the information.
- d. I can present briefly to small or large groups for different purposes (recite, narrate, explain) in a clear, **organized manner, using beginning visual aids**.
- e. **I use clear diction**, tempo, volume, tone, and phrasing.
- f. I can follow **multiple**-step oral directions.

10 Media Literacy

- a. I can identify intended messages conveyed through a medium, such as television or magazine, with teacher assistance.

Grade 4 Benchmarks

1 Reading Word Analysis and Fluency

- a. I can read unfamiliar and complex words with multiple syllables using advanced phonetic and structural analysis.
- b. I can read aloud appropriate grade level narrative and expository text with fluency, accuracy, expression, and **rate**.

2 Comprehension

- a. I can develop and use new vocabulary through instruction and independent reading emphasizing the use of:
 - context clues
 - antonyms and synonyms
 - multiple meaning words
 - root words and **affixes**
 - homophones
 - glossary, dictionary, and **thesaurus**
- b. During reading I can use strategies to aid in comprehension:
 - access prior knowledge (schema: includes knowledge and experiences)
 - preview
 - predict with evidence
 - set a purpose for reading (Why am I reading?)
 - ask questions to clarify
 - summarize
 - visualize
 - self-monitor comprehension (do I understand, not understand)
 - infer
- c. I can use non-fiction reading to:
 - locate, interpret, and **explain** key information in text, pictures, titles, headings, captions, tables of contents, copyright dates, maps, bold words, glossaries, and charts.
 - **summarize what is read, clarifying the main idea and supporting details**
 - **identify cause and effect**
 - identify author's purpose for writing text
 - **distinguish fact from opinion**
- d. I can understand the literal, inferential, and interpretive meaning of grade level text.
- e. **I can extend my understanding of the text by:**
 - comparing the text to other literature **and/or sources**
 - **evaluating the text based on my beliefs and a Biblical worldview**

3 Literature

- a. I can use details from the text to describe **and compare** the literary elements including:
 - characters
 - setting
 - events
 - problem and solution
 - **point of view (narrator)**
- b. Identify and **explain** examples of literary technique in text emphasizing:
 - rhythm
 - rhyme
 - alliteration
 - simile
 - metaphor
 - **idioms**
 - **personification**
- c. I read a variety of non-fiction and fiction genres for personal enjoyment and to gain information.

4 Types of Writing

- a. I can write to tell a story, including:
 - **an organized, 300-500 word** imaginative story **with basic dialogue and details that allow the reader to imagine the event**
 - **a 100-200 word** personal narrative **with basic dialogue and details that allow the reader to imagine the event**
- b. I can write to explain in **2** paragraphs on a single topic with a main idea and supporting details, including step-by-step instructions and **an explanation of how something works (e.g., science concept).**
- c. **I can communicate a clear opinion to an audience in one or more persuasive formats (e.g., a short letter, award nomination, pamphlet) and support it with reasons.**
- d. I can write friendly letters that include **heading, address,** greeting, body, and closing with signature.
- e. I can use the Big 6 model to complete an inquiry-based project to showcase my learning (e.g., written paper, poster, PowerPoint, 2-3 minute oral presentation).

5 Traits of Writing (Six Traits®)

Ideas

a. I can write with clear ideas emphasizing:

- clear, narrow main idea
- relevant and specific details

Organization

b. I can write with strong organization emphasizing:

- inviting leads and developed endings
- varied transitions showing connections
- logical sequence
- title showing main idea
- appropriate structure

Voice

c. I can write with strong voice by:

- taking risks to reveal self or individual thinking
- engaging or interacting with the audience
- using appropriate tone for the purpose, mode, and audience

Word Choice

d. I can write with strong word choice emphasizing:

- precise and accurate words
- words that are natural and correct
- a variety of words and parts of speech
- words that appeal to the senses or use figurative language

Sentence Fluency

e. I can write with strong sentence fluency by:

- using correct sentences, except for stylistic effect
- varying sentences in structure and length
- writing fluid and pleasant sentences to read aloud

Conventions

f. I can write with strong conventions using grade level appropriate spelling, punctuation, capitalization, and grammar/usage (see Appendix H).

g. I can use various spelling strategies to check spelling (e.g., classroom resources, spelling patterns).

h. I can correctly spell compounds, homophones, contractions, root words and **words with affixes**.

6 Process of Writing

- a. I can draw, **journal**, make a list, and talk to others to get writing ideas.
- b. I can use graphic organizers to order and expand my ideas.
- c. I can use my pre-writing and student models as guides to write my draft.
- d. With the help of my teacher and classmates, I can compare my work to student models and rubrics to determine strengths and weaknesses, then revise words **and sentences** to improve my writing.
- e. Using an editing checklist, I can **identify (e.g., circle) mistakes in my friends' writing and I can fix the mistakes my friends have circled.**
- f. I can share my work with others and talk about how I felt about what I wrote.

7 Research Process (Big 6)

- a. I can define the task by:
 - determining what I need or want to know, **then getting help to narrow or broaden the topic**
 - knowing the final product's criteria, audience, and the Big 6 model, and making a plan with teacher assistance to complete the task.
- b. I can identify key words to find information on a topic and recognize which resources (book, magazine, **pre-selected class websites**, encyclopedia) are the best to use **and why.**
- c. I can use keywords to search teacher-selected resources (Destiny, Webpath Express, Encyclopedia Britannica) for print and electronic materials **and use tools in the source (table of contents, index, text, captions) to gather information.**
- d. I can record, organize, and **summarize** information into a graphic organizer and record the name of the source.
- e. I can **summarize and draw conclusions from the information, reorganize it** for a final product (e.g., report, electronic program, or poster) identifying the source in **an acceptable format.**
- f. I can determine if the question was answered, then use a rubric or checklist to judge the process **and product.**

8 Handwriting/Keyboarding

- a. I can write fluidly and legibly in both manuscript and cursive
- b. I can type 10 words per minute with 90% accuracy.

9 Speaking and Listening

- a. I can demonstrate listening and speaking behaviors in group interactions (e.g., understand when to speak and how much to say, ask questions to deepen understanding, paraphrase ideas; **respond constructively, respect different points of view**).
- b. I can use listening comprehension strategies before, during, and after listening to understand meaning (ask questions to clarify, **monitor comprehension, make notes in graphic organizer**).
- c. **I can demonstrate literal and interpretative comprehension of oral texts by listening to the words and the tone with my teacher's help.**
- d. I can present to small or large groups for different purposes (recite, narrate, explain) in a clear, organized manner, using **visual aids and eye contact**.
- e. I use clear diction, tempo, volume, tone, and phrasing.

10 Media Literacy

- a. **I can identify intended messages conveyed through a medium, such as television or magazine, and distinguish between fact and opinion in oral or visual media with teacher assistance.**

Grade 5 Benchmarks

1 Reading Word Analysis and Fluency

- a. I can read unfamiliar and complex words with multiple syllables using advanced phonetic and structural analysis.
- b. I can read aloud appropriate grade level narrative and expository text with fluency, accuracy, expression, and rate.

2 Comprehension

- a. I can develop and use new vocabulary through instruction and independent reading emphasizing the use of:
 - context clues
 - antonyms and synonyms
 - multiple meaning words
 - root words and affixes
 - homophones
 - glossary, dictionary, and thesaurus, **and online resources**
- b. During reading I can use strategies to aid in comprehension:
 - access prior knowledge (schema: includes knowledge and experiences)
 - preview
 - predict with evidence
 - set a purpose and rate for reading
 - ask questions to clarify
 - summarize
 - visualize
 - self-monitor comprehension (do I understand, not understand)
 - infer
- c. I can use non-fiction reading to:
 - locate, interpret, and explain key information all text features
 - summarize what is read, clarifying the main idea and supporting details
 - explain cause and effect
 - identify author's purpose for writing text
 - distinguish fact from opinion
- d. I can understand the literal, inferential, and interpretive meaning of grade level text.
- e. I can extend my understanding of the text by:
 - comparing the text to other literature and/or sources
 - evaluating the text based on my beliefs and a Biblical worldview
 - synthesizing what I have learned with what I know

3 Literature

- a. I can use details from the text to describe **and compare** the literary elements including:
 - characters
 - setting
 - events
 - problem and solution
 - point of view (narrator)
 - theme

- b. Identify and explain examples of literary technique in text emphasizing:
 - rhythm
 - rhyme
 - alliteration
 - simile
 - metaphor
 - idioms
 - personification
 - **hyperbole**
 - **onomatopoeia**

- c. I read a variety of non-fiction and fiction genres for personal enjoyment and to gain information.

4 Types of Writing

- a. I can write to tell a story, including:
 - an organized, **500-1,000** word imaginative story with a basic dialogue, **clear setting, real characters, and developed plot**
 - an organized, **200-400 word** personal narrative with basic dialog, and **clear details about my environment and my personality.**

- b. I can write to explain in:
 - **3 paragraphs** on a single topic with a main idea and supporting details, including step-by-step instructions and an explanation of how something works; and
 - **one other format, such as a letter, newsletter, guidebook, newspaper article, magazine article, manual, or pamphlet**

- c. I can communicate a clear opinion to an audience in one or more persuasive formats (e.g., a short letter, **short speech**, award nomination, pamphlet, **petition**) and support it with some reasons and **examples.**

- d. I can write friendly **and formal** letters that include heading, address, greeting, body, and closing with signature.

- e. I can use the Big 6 model to complete an inquiry-based project to showcase my learning (e.g., written paper, poster, PowerPoint, 2-3 minute oral presentation).

5 Traits of Writing (Six Traits®)

Ideas

- a. I can write with clear ideas emphasizing:
- clear, narrow main idea
 - relevant and specific details

Organization

- b. I can write with strong organization emphasizing:
- inviting leads and developed endings
 - varied transitions showing connections
 - logical sequence
 - title showing main idea
 - appropriate structure

Voice

- c. I can write with strong voice by:
- taking risks to reveal self or individual thinking
 - engaging or interacting with the audience
 - using appropriate tone for the purpose, mode, and audience

Word Choice

- d. I can write with strong word choice emphasizing:
- precise and accurate words
 - words that are natural and correct
 - a variety of words and parts of speech
 - words that appeal to the senses or use figurative language

Sentence Fluency

- e. I can write with strong sentence fluency by:
- using correct sentences, except for stylistic effect
 - varying sentences in structure and length
 - writing fluid and pleasant sentences to read aloud

Conventions

- f. I can write with strong conventions using grade level appropriate spelling, punctuation, capitalization, and grammar/usage (see Appendix H).
- g. I can use various spelling strategies to check spelling (e.g., classroom resources, spelling patterns).
- h. I can correctly spell compounds, homophones, contractions, root words, and words with affixes.

6 Process of Writing

- a. I can draw, journal, make a list, and talk to others to get writing ideas.
- b. I can use graphic organizers to order and expand my ideas.
- c. I can use my pre-writing and student models as guides to write my draft.
- d. With the help of my **classmates**, I can compare my work to student models and rubrics to determine strengths and weaknesses, then revise words and sentences to improve my writing.
- e. Using an editing checklist, I can identify (e.g., circle) mistakes in my friends' writing and I can fix the mistakes my friends have circled.
- f. I can share my work with others and talk about **either my experience as a writer** or how I felt about what I wrote.

7 Research Process (Big 6)

- a. I can define the task by:
 - determining what I need or want to know, then narrowing or broadening the topic **independently**
 - knowing the final product's criteria, audience, and the Big 6 model, and making a plan to complete the task
- b. I can identify key words to find information on a topic and recognize which resources (book, magazine, pre-selected class websites, encyclopedia, **experts**) are the best to use and why.
- c. I can use keywords or questions to search teacher-selected resources (Destiny, Webpath Express, Encyclopedia Britannica, **experts**) and use tools in the source (table of contents, index, glossary, text, captions) to gather information.
- d. **I can determine with assistance what information should be recorded, based on relevance and accuracy.**
- e. **With assistance, I can take relevant notes in a guided research form.**
- f. I can summarize and draw conclusions from the information, reorganize it for a final product (e.g., report, electronic program, poster) identifying the source in an acceptable format.
- g. I can determine if the question was answered, then use a rubric or checklist to judge the process and product.

8 Handwriting/Keyboarding

- a. I can write fluidly and legibly in both manuscript and cursive.
- b. I can type **20** words per minute with 90% accuracy.

9 Speaking and Listening

- a. I can demonstrate listening and speaking behaviors in group interactions (e.g., ask questions to deepen understanding; paraphrase ideas; **affirm, build on** and respond constructively; respect different points of view).
- b. I can use listening comprehension strategies before, during, and after listening to understand meaning (ask questions to clarify, monitor comprehension, **summarize**).
- c. **I can demonstrate literal and interpretative comprehension of oral texts, based on the words, tone, and body language.**
- d. I can present to small or large groups for different purposes (recite, narrate, explain) in a clear, organized manner, using visual aids, eye contact, and **gestures**.
- e. I use clear diction, tempo, volume, tone, and phrasing.

10 Media Literacy

- a. I can analyze a variety of media, such as **movies, television, and magazines** to determine intended message, fact and opinion, and **accuracy of information**.

Grade 6 Benchmarks

1 Word Recognition, Analysis, Fluency

- a. I can read unfamiliar and complex words with multiple syllables using advanced phonetic and structural analysis.
- b. I can read aloud appropriate grade level narrative and expository text with fluency, accuracy, expression, and rate.

2 Comprehension

- a. I can develop and use new vocabulary through instruction and independent reading emphasizing the use of:
 - **common Greek and Latin roots, prefixes and suffixes** (See Appendix G).
 - glossary, dictionary, and thesaurus
- b. During reading, I can use strategies to aid in comprehension:
 - access prior knowledge (schema: includes knowledge, experience, and other text)
 - preview
 - predict with evidence
 - set a purpose and **rate** for reading
 - ask questions to clarify
 - summarize what is important
 - visualize
 - self-monitor comprehension (do I understand, not understand)
 - infer
- c. I can use non-fiction reading to:
 - locate, interpret and explain key information in all text features
 - determine main idea and supporting details
 - identify cause and effect
 - identify author's purpose for writing text
 - distinguish fact from opinion
- d. I can understand the literal, inferential, and interpretative meaning of grade level text.
- e. I can extend my understanding of the text by:
 - comparing the text to other literature and/or sources
 - evaluating the text based on my beliefs and a Biblical worldview
 - synthesizing what I have learned with what I know
 - **analyzing how the text relates to the world (culture, history, humanity, current events)**

3 Literature

- a. I use details from the story to identify and **describe simple relationships** between the setting, **conflict**, characters, plot, **resolution**, point of view, and theme.
- b. **I can examine** how examples of literary technique **affect meaning** in text, emphasizing:
 - rhythm
 - rhyme
 - alliteration
 - simile
 - metaphor
 - idioms
 - personification

- onomatopoeia
 - hyperbole
 - **imagery**
- c. I read a wide variety of non-fiction and fiction genres for personal enjoyment and to gain information.

4 Types of Writing

- a. I can write an organized, **500-1,000 word** personal narrative **or** imaginative story with **complex dialogue**, clear setting, real character, and developed plot.
- b. I can write to explain in:
- 3 clear, organized expository paragraphs for a variety of purposes, including step-by-step instructions, an explanation of how something works, and **why something happened (e.g., history concept)**
 - one other format, such as a letter, newsletter, guidebook, newspaper article, magazine article, manual, or pamphlet
- c. I can communicate a clear position in one or more persuasive formats (e.g., **speech, letter to the editor, editorial, advertisement**, pamphlet, petition) and support it with some reasons, examples, **evidence, or anecdotes**.
- d. I can write a friendly **e-mail** that includes a **subject, e-mail address**, greeting, body, closing, and **attachment**.
- e. I can use the Big 6 model to complete an inquiry-based project to showcase my learning (e.g., written paper, poster, PowerPoint, **5 minute oral presentation**).

5 Traits of Writing (Six Traits®)

- a. I can write with clear ideas emphasizing:
- a. clear, narrow main idea
 - b. relevant and specific details
 - c. solid and varied support
- b. I can write with strong organization emphasizing:
- a. inviting leads and developed endings
 - b. varied transitions showing connections
 - c. logical sequence
 - d. title showing main idea
 - e. appropriate structure
 - f. **controlled pacing**
- c. I can write with strong voice by:
- a. taking risks to reveal self or individual thinking
 - b. engaging or interacting with the audience
 - c. using appropriate tone for the purpose, mode, and audience
- d. I can write with strong word choice emphasizing:
- a. precise and accurate words
 - b. words that are natural and correct
 - c. a variety of words and parts of speech
 - d. words that appeal to the senses or use figurative language
- e. I can write with strong sentence fluency by:
- a. using correct sentences, except for stylistic effect
 - b. varying sentences in structure and length
- f. I can write fluid and pleasant sentences to read aloud
- g. I can write with strong conventions using grade level appropriate spelling, punctuation, capitalization, and grammar/usage (see Appendix H).

6 Process of Writing

- a. I can draw, journal, make a list, and talk to others to get writing ideas. I can delete unimportant or irrelevant ideas. I can use graphic organizers to order and expand my ideas.
- b. I can use my pre-writing, student models, **and rubrics** as guides to write my draft, **returning as necessary to modify my pre-writing.**
- c. With the help of my classmates, I can compare my work to student models and rubrics to determine strengths and weaknesses, then revise words, sentences, and **paragraphs** to improve my writing.
- d. Using an editing checklist, **I can identify and fix as many mistakes as I can independently.** I can identify (e.g., circle) mistakes in my friends' writing, then fix the mistakes my friends have circled.
- e. I can share my work with others and talk about either my experience as a writer or how I felt about what I wrote.

7 Research Process (Big 6)

- a. I can define the task by:
 - determining what I need or want to know, then narrow or broaden the topic independently
 - knowing the final product's criteria, audience, and the Big 6 model, and making a plan to complete the task.
- b. I can **select and modify keywords and phrases** to find information on a topic **with assistance** and recognize which resources (book, magazine, **websites, reference materials**, experts) are the best to use and why.
- c. I can use **advanced search strategies (power search, Boolean operators, wildcards, and truncation)** for finding information in Destiny, Webpath Express, Encyclopedia Britannica, **websites** and experts. **I can independently choose appropriate information from print and electronic sources.**
- d. I can determine with assistance what information should be recorded, based on relevance, **authority**, objectivity, and accuracy. I can take relevant, accurate, and current notes in a guided research form.
- e. I can **analyze** and draw conclusions from the information, re-organize it, and create a final product, **identifying my citations using a citation tool, such as Noodletools.**
- f. I can determine if the question was answered, then use a rubric or checklist to judge the process and product.

8 Handwriting/Keyboarding

- a. I can type 30 words per minute with 90% accuracy.

9 Speaking and Listening

- a. I can demonstrate sophisticated listening and speaking behaviors in group interactions (e.g., ask questions to deepen understanding; paraphrase ideas; affirm, build on and respond constructively; respect different points of view).
- b. I can use listening comprehension strategies before, during, and after listening to understand meaning (monitor comprehension, **visualize, take notes**).
- c. I can demonstrate literal and interpretative comprehension of oral texts, based on words, tone, body language, and **facial expression**.
- d. I can present to small or large groups for different purposes (**persuade**, narrate, explain) in a clear, organized manner, using visual aids or **basic presentation software**, eye contact, and gestures to aid communication.
- e. I use clear diction, tempo, volume, tone, and phrasing.

10 Media Literacy

- a. I can analyze a variety of media, such as movies, television, and magazine, to determine intended message, fact and opinion, and accuracy of information, and **evaluate them from a Biblical worldview**.

Grade 7 Benchmarks

1 Word Recognition, Analysis, Fluency

- a. I can read unfamiliar and complex words with multiple syllables using advanced phonetic and structural analysis.
- b. I can read aloud appropriate grade level narrative and expository text with fluency, accuracy, expression, and rate.

2 Comprehension

- a. I can develop and use new vocabulary through instruction and independent reading emphasizing the use of:
 - common Greek and Latin roots, prefixes and suffixes (See Appendix G).
 - glossary, dictionary, and thesaurus
- b. During reading I can use strategies to aid in comprehension:
 - access prior knowledge (schema: includes knowledge, experience, and other text)
 - preview
 - predict with evidence
 - set a purpose and **rate** for reading
 - ask questions to clarify
 - summarize what is important
 - visualize
 - self-monitor comprehension (do I understand, not understand)
 - infer
- c. I can use non-fiction reading to:
 - **analyze information in all features of non-fiction text**
 - **summarize what is read, clarifying main ideas and important supporting details**
 - **scan for key words to find information**
 - **evaluate the accuracy of the information**
- d. I can understand the literal, inferential, and interpretative meaning of grade level text.
- e. I can extend my understanding of the text by:
 - comparing the text to other literature and/or sources
 - evaluating the text based on my beliefs and a Biblical worldview
 - synthesizing what I have learned with what I know
 - analyzing how the text relates to the world (culture, history, humanity, current events)

3 Literature

- a. I use details from the story to identify and describe simple relationships between the setting, conflict, characters, plot, resolution, point of view, and theme
- b. I **examine** how examples of literary technique **affect meaning** in text, emphasizing:
 - rhythm
 - rhyme
 - alliteration
 - simile
 - metaphor
 - idioms
 - personification
 - onomatopoeia
 - hyperbole
 - imagery
 - **slang**

- c. I read a wide variety of non-fiction and fiction genres for personal enjoyment and to gain information.

4 Types of Writing

- a. I can write an organized, 500-1,000 word personal narrative **or** imaginative story with **complex dialogue**, clear setting, real character, and developed plot.
- b. I can write to explain in:
- **a five-paragraph expository essay that states a thesis or purpose, uses supporting evidence, examples, and anecdotes (as needed)**
 - one other format, such as a letter, newsletter, guidebook, newspaper article, magazine article, manual, or pamphlet
- c. I can communicate a **convincing** position in one or more persuasive formats (e.g., a speech, letter to the editor, editorial, advertisement, pamphlet, petition) supported by **a variety of** reasons, evidence, examples, and anecdotes.
- d. N/A
- e. I can use the Big 6 model to complete an inquiry-based project to showcase my learning (e.g., written paper, poster, PowerPoint, 5 minute oral presentation).

5 Traits of Writing (Six Traits®)

- a. I can write with clear ideas emphasizing:
- clear, narrow main idea
 - relevant and specific details
 - solid and varied support
- b. I can write with strong organization emphasizing:
- inviting leads and developed endings
 - varied transitions showing connections
 - logical sequence
 - title showing main idea
 - appropriate structure
 - controlled pacing
- c. I can write with strong voice by:
- taking risks to reveal self or individual thinking
 - engaging or interacting with the audience
 - using appropriate tone for the purpose, mode, and audience
- d. I can write with strong word choice emphasizing:
- precise and accurate words
 - words that are natural and correct
 - a variety of words and parts of speech
 - words that appeal to the senses or use figurative language
- e. I can write with strong sentence fluency by:
- using correct sentences, except for stylistic effect
 - varying sentences in structure and length
 - writing fluid and pleasant sentences to read aloud
- f. I can write with strong conventions using grade level appropriate spelling, punctuation, capitalization, and grammar/usage (see Appendix H).

6 Process of Writing

- a. I can draw, journal, make a list, and talk to others to get writing ideas. I can delete unimportant or irrelevant ideas. I can use graphic organizers to order and expand my ideas.
- b. I can use my pre-writing, student models, and rubrics as guides to write my draft, returning as necessary to modify my pre-writing.
- c. With the help of my classmates, I can compare my work to student models and rubrics to determine strengths and weaknesses, then revise words, sentences, and paragraphs to improve my writing.
- d. Using an editing checklist, I can identify and fix as many mistakes as I can independently. I can identify (e.g., circle) mistakes in my friends' writing, then fix the mistakes my friends have circled.
- e. I can share my work with others and talk about either my experience as a writer or how I felt about what I wrote.

7 Research Process (Big 6)

- a. I can define the task by:
 - determining what I need or want to know, then narrow or broaden the topic independently
 - knowing the final product's criteria, audience, and the Big 6 model, **formulating questions** to direct the research, and making a plan to complete the task
- b. I can select and modify keywords and phrases to find information on a topic with assistance and recognize which resources (book, magazine, websites, reference materials, experts, **primary source**) are the best to use and why.
- c. I can use advanced search strategies (power search, Boolean operators, wildcards, and truncation) for finding information in Destiny, Webpath Express, Encyclopedia Britannica, websites and experts. I can independently choose appropriate information from print and electronic sources.
- d. I can determine with assistance what information should be recorded, based on relevance, **authority**, objectivity, and accuracy. I can take relevant, accurate, and current notes in a guided research form.
- e. I can analyze and draw conclusions from the information, re-organize it, and create a final product, identifying my citations using a citation tool, such as Noodletools.
- f. I can use a rubric or checklist to judge the process and product, **and reflect on feedback from teacher or peers.**

8 Handwriting/Keyboarding

- a. I can type 35 words per minute with 90% accuracy.

9 Speaking and Listening

- a. Demonstrate sophisticated listening and speaking behaviors in group interactions (e.g., **take turns without interrupting or overlapping**; ask questions to deepen understanding; paraphrase ideas; **request re-explanation**; affirm, build on and respond constructively; respect different points of view).

- b. I can use listening comprehension strategies before, during, and after listening to understand meaning (monitor comprehension, visualize, take notes, **identify important ideas**).
- c. I can demonstrate literal and interpretative comprehension of oral texts, based on words, tone, body language, and facial expression.
- d. I can present to small or large groups for different purposes (persuade, narrate, explain) in an **engaging**, organized manner, using visual aids, basic presentation software, eye contact, and gestures to aid communication.
- e. I use clear diction, tempo, volume, tone, and phrasing.

10 Media Literacy

- a. I analyze a variety of media, such as movies, **podcasts**, television, and magazine, to determine intended message, fact and opinion, accuracy of information, and **bias**, and evaluate them from a Biblical worldview.
- b. I analyze the effect on the viewer of images, text, and sound in electronic journalism from a Biblical worldview, and identify the techniques used to achieve the effects in each instance studied.

Grade 8 Benchmarks

1 Word Recognition, Analysis, Fluency

- a. I can read unfamiliar and complex words with multiple syllables using advanced phonetic and structural analysis.
- b. I can read aloud appropriate grade level narrative and expository text with fluency, accuracy, expression, and rate.

2 Comprehension

- a. I can develop and use new vocabulary through instruction and independent reading emphasizing the use of:
 - common Greek and Latin roots, prefixes, and suffixes (See Appendix G).
 - glossary, dictionary, and thesaurus
- b. During reading I can use strategies to aid in comprehension:
 - access prior knowledge (schema: includes knowledge, experience, and other text)
 - preview
 - predict with evidence
 - set a purpose and **rate** for reading
 - ask questions to clarify
 - summarize what is important
 - visualize
 - self-monitor comprehension (do I understand, not understand)
 - infer
- c. I can use non-fiction reading to:
 - analyze information in all features of non-fiction text
 - summarize what is read, clarifying main ideas and important supporting details
 - scan for key words to find information
 - evaluate the accuracy of the information
 - **skim to determine main idea**
- d. I can understand the literal, inferential, and interpretative meaning of grade level text.
- e. I can extend my understanding of the text by:
 - comparing the text to other literature and/or sources
 - evaluating the text based on my beliefs and a Biblical worldview
 - synthesizing what I have learned with what I know
 - analyzing how the text relates to the world (culture, history, humanity, current events)

3 Literature

- a. I use details from the story to identify and describe simple relationships between the setting, conflict, characters, plot, resolution, point of view and theme.
- b. I **examine** how examples of literary technique **affect meaning** in text emphasizing:
 - rhythm
 - rhyme
 - alliteration
 - simile
 - metaphor
 - idioms
 - personification
 - onomatopoeia
 - hyperbole

- imagery
 - slang
 - **symbolism**
- c. I read a wide variety of non-fiction and fiction genres for personal enjoyment and to gain information.

4 Types of Writing

- a. I can write an organized, 500-1,000 word personal narrative **or** imaginative story with **complex dialogue**, clear setting, real character, and developed plot.
- b. I can write to explain in:
- **a five-paragraph expository essay that states a thesis or purpose, and uses supporting evidence, examples, and anecdotes as needed**
 - one other format, such as a letter, newsletter, guidebook, newspaper article, magazine article, manual, or pamphlet
- c. I can communicate a convincing opinion in an **essay or editorial that states a clear position, and uses solid supporting reasons, evidence, examples, and anecdotes.**
- d. N/A
- e. I can use the Big 6 model to complete an inquiry-based project to showcase my learning (e.g., written paper, poster, PowerPoint, **10-minute** oral presentation).

5 Traits of Writing(Six Traits®)

- a. I can write with clear ideas emphasizing:
- clear, narrow main idea
 - relevant and specific details
 - solid and varied support
- b. I can write with strong organization emphasizing:
- inviting leads and developed endings
 - varied transitions showing connections
 - logical sequence
 - title showing main idea
 - appropriate structure
 - controlled pacing
- c. I can write with strong voice by:
- taking risks to reveal self or individual thinking
 - engaging or interacting with the audience
 - using appropriate tone for the purpose, mode, and audience
- d. I can write with strong word choice emphasizing:
- precise and accurate words
 - words that are natural and correct
 - a variety of words and parts of speech
 - words that appeal to the senses or use figurative language
- e. I can write with strong sentence fluency by:
- using correct sentences, except for stylistic effect
 - varying sentences in structure and length
 - writing fluid and pleasant sentences to read aloud
- f. I can write with strong conventions using grade level appropriate spelling, punctuation, capitalization, and grammar/usage (see Appendix H).

6 Process of Writing

- a. I can draw, journal, make a list, and talk to others to get writing ideas. I can delete unimportant or irrelevant ideas. I can use graphic organizers to order and expand my ideas.
- b. I can use my pre-writing, student models, and rubrics as guides to write my draft, returning as necessary to modify my pre-writing.
- c. I can compare my work to student models and rubrics **independently** to determine strengths and weaknesses, then revise words, sentences, and paragraphs to improve my writing.
- d. Using an editing checklist, I can identify and fix as many mistakes as I can independently. I can identify (e.g., circle) mistakes in my friends' writing, then fix the mistakes my friends have circled.
- e. I can share my work with others and talk about either my experience as a writer or how I felt about what I wrote.

7 Research Process (Big 6)

- a. I can define the task by:
 - determining what I need or want to know, then narrowing or broadening the topic independently
 - knowing the final product's criteria, audience, and the Big 6 model, formulating questions and a **thesis statement** to direct the research, and making a plan to complete the task
- b. I can select and modify keywords and phrases **independently** to find information on a topic and recognize which resources (book, magazine, websites, reference materials, experts, primary source) are the best to use and why.
- c. I can use advanced search strategies (power search, Boolean operators, wildcards, and truncation) for finding information in Destiny, Webpath Express, Encyclopedia Britannica, websites, and experts. I can independently choose appropriate information from print and electronic sources.
- d. I can determine with assistance what information should be recorded, based on relevance, authority, objectivity, accuracy, and currency of the source. I can take relevant, accurate, and current notes in a guided research form. **I can demonstrate understanding of copyright law** (e.g., fair use and intellectual property rights).
- e. I can analyze and draw conclusions from the information, re-organize it, and create a final product, identifying my citations using a citation tool, such as Noodletools.
- f. I can use a rubric or checklist to judge the process and product, and reflect on feedback from teacher or peers.

8 Handwriting/Keyboarding

- a. I can type 35 words per minute with 90% accuracy.

9 Speaking and Listening

- a. I demonstrate sophisticated listening and speaking behaviors in group interactions (e.g., take turns without interrupting or overlapping; ask questions to deepen understanding; paraphrase ideas; request re-explanation; affirm, build on and respond constructively; respect different points of view).

- b. I can use listening comprehension strategies before, during, and after listening to understand meaning (monitor comprehension, visualize, take notes, identify important ideas).
- c. I can demonstrate literal and interpretative comprehension of oral texts, based on words, tone, body language, and facial expression, **and other techniques, such as humor, irony, or satire.**
- d. I can present to small or large groups for different purposes (persuade, narrate, explain) in an **articulate**, engaging, and organized manner, using **presentation software**, visual aids, eye contact, **facial expression**, and gestures to aid communication.
- e. I use clear diction, tempo, volume, tone, and phrasing.

10 Media Literacy

- a. I analyze a variety of media, such as movies, podcasts, television, and magazine, to determine intended message, fact and opinion, accuracy of information, bias, and **audience**, and evaluate them from a Biblical worldview.
- b. I analyze the effect on the viewer of images, text, and sound in electronic journalism from a Biblical worldview, and identify the techniques used to achieve the effects in each instance studied.

High School - English 1 Benchmarks

1 Word Recognition, Analysis, Fluency

- a. I can read narrative and expository text, especially dramatic dialogue, with appropriate expression.

2 Comprehension

- a. I can acquire new words through instruction in Greek and Latin roots.
- b. I can determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings.
- c. I can paraphrase and summarize what is read, clarifying main ideas and listing important supporting details.

3 Literature

- a. I can respond to literature by citing strong textual evidence to support analysis of what the text says.
- b. I can analyze in detail how a work's theme is shaped by specific details.
- c. I can identify basic beliefs reflected in an author's work.
- d. I can evaluate an author's basic beliefs in light of a biblical worldview.
- e. I can identify the characteristics of the short story.
- f. I can identify the characteristics of the novel.
- g. I can identify the characteristics of poetry.
- h. I can identify the characteristics of drama.
- i. I can identify the characteristics of the essay.

4 Types of Writing

- a. I can write a narrative using well-chosen details and well-structured event sequences.
- b. I can write an expository essay, crafting a thesis and using it to organize the text.
- c. I can write persuasively, supporting a position with appropriate evidence.
- d. I can write creatively in poetry or prose.

5 Traits of Writing (Six Traits)

- a. I can use the 6 Traits to write effectively for a specific purpose and audience.

6 Process of Writing

- a. I can use the process of planning, drafting, revising, editing, and re-writing.

7 Research Process (Big 6)

- a. I can use the Big 6 process to create an MLA research paper that answers a question and supports a thesis.

8 Handwriting and Keyboarding

(Taught at previous grade levels)

9 Speaking and Listening

- a. I can recite a brief poem, soliloquy, dramatic monologue, or speech.
- b. I can present a persuasive argument clearly, concisely, and logically.
- c. I can present so that organization and development are appropriate to purpose, audience, and task.

10 Media Literacy

- a. I can make strategic use of media in a presentation to enhance understanding and to add interest.
- d. I can evaluate a presenter's point of view and use of evidence, identifying faulty reasoning or distorted evidence.

High School - English 2 Benchmarks

1 Reading and Literature

- a. I determine the meaning of words and phrases as they are used in the text, including figurative, connotative meaning, and denotative meaning. I analyze the cumulative impact of specific word choice on meaning and tone.
- b. I respond to literature, citing strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- c. I determine a literary work's theme and analyze in detail its development throughout, including how it emerges and is shaped and refined by specific details, using grade equivalent resources.
- d. I analyze how an author effectively uses language to communicate a purpose.
- e. I identify basic beliefs underlying an author's work and can evaluate these in light of a Biblical worldview.
- f. I examine the characteristics of various literary genres such as tragedy, novel, and short story.
- g. I skim what is read, clarifying main ideas and important supporting details.

2 Writing

- a. I use the 6 Traits to effectively write for a variety of purposes and audiences.
- b. I write persuasively, analyzing details to support an insight from a text.
- c. I develop a topic using a specific thesis and well-chosen, relevant and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- d. I provide a concluding statement or section that follows from and supports the information or explanation presented.
- e. I produce writing in a limited amount of time, producing a well-organized and clearly written response in a voice appropriate for the audience and purpose.
- f. I maintain a formal style and objective tone while attending to conventions of the English language.

3 Speaking, Listening, and Viewing

- a. I make strategic use of media, as needed and/or appropriate, in presentations to enhance understanding and to add interest.
- b. I recite brief poems, soliloquies, dramatic dialogues, or speeches.
- c. I present information, using language that clarifies and reinforces meaning.
- d. I evaluate a speaker's presentation, noting main point and supporting details while distinguishing fact from opinion.

High School - English 3 Benchmarks

1 Reading and Literature

Within the context of American literature,

- a. I determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings. I analyze how the author uses the meaning of various terms over the course of the text.
- b. I respond to literature, citing strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- c. I evaluate the development of literary texts, analyzing details in order to infer theme.
- d. I interpret an author's purpose in a text, analyzing the contributions of various elements of style.
- e. I identify basic beliefs and philosophical assumptions underlying an author's work and can evaluate these in light of a Biblical worldview.
- f. I examine the characteristics of various literary genres such as tragedy, novel, and short story.

2 Writing

- a. I use the 6 Traits to effectively write for a variety of purposes and audiences.
- b. I create various compositions that develop a thesis or purpose supported by evidence, examples, and arguments.
- c. I use print, electronic databases, and online resources to access information.
- d. I identify key terms specific to research tools and processes.
- e. I distinguish between reliable and questionable Internet sources and apply responsible use of technology.
- f. I organize and synthesize information from a variety of sources and present it in a logical manner.
- g. I can model legal and ethical behaviors through properly crediting electronic and written sources for both quoted and paraphrased ideas, using the MLA style of in-text parenthetical documentation.
- h. I understand plagiarism and its consequences and identify ethical issues of research and documentation.
- i. I write and edit work so that it is ready for publication.

3 Speaking, Listening, and Viewing

- a. I use appropriate media aids to illustrate points in oral presentations.
- b. I recite brief poems, soliloquies, dramatic dialogues, or speeches.
- c. I give expository reports to inform, using a key question, supporting it with facts and details.
- d. I give persuasive speeches to convince my audience that some specific response is logical and necessary.
- e. I evaluate a speaker's presentation, noting main point and supporting details while distinguishing fact from opinion and explaining elements of the presentation that persuaded me to the speaker's point of view.

High School - English 4 Benchmarks

1 Reading and Literature

Within the context of British literature,

- a. I determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings. I analyze the impact of specific word choice on meaning and tone.
- b. I respond to literature citing strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- c. I analyze the development of various themes, comparing and/or contrasting their application to one another and to life.
- d. I interpret an author's purpose in a text, critiquing the use of language and content.
- e. I use a Biblical worldview to assess basic beliefs and philosophical assumptions underlying an author's work.
- f. I evaluate how details of language, setting, plot, character, conflict, and point of view combine to produce a dominant tone, effect, or theme.

2 Writing

- a. I use the 6 Traits to effectively write for a variety of purposes and audiences, and I evaluate my own writing through reflection.
- b. I write persuasively, analyzing aspects such as content, purpose, and/or literary elements to determine and substantiate an insight from a literary text.
- c. I write expository texts to examine and convey complex ideas, concepts, and information clearly and accurately.
- d. In my writing I use words, phrases, and clauses as well as varied syntax to link the major sections of the text and create cohesion.
- e. I produce writing in a limited amount of time, producing a well-developed, well-organized, and clearly written response in effective language in a voice appropriate for the audience and purpose.

3 Speaking, Listening, and Viewing

- a. I design and deliver a presentation on some aspect of British literature, choosing from a range of technology, activities, construction projects, and fine and/or performing arts to accompany the presentation.
- b. I memorize and recite brief poems, soliloquies, dramatic dialogues, or speeches with expression and interpretation of the literary text.
- c. I present information, using language that clarifies and reinforces meaning.
- d. I evaluate a speaker's presentation, noting main point and supporting details while distinguishing relevant and irrelevant evidence.

High School - AP English Benchmarks

- a. I will read deliberately and thoroughly, taking time to understand a work's complexity and to absorb its richness of meaning. Close reading involves interpreting and evaluating literature.
- b. I will analyze how a work's meaning is embodied in literary form and consider a work's structure, style, and themes, as well as respond to its meaning and literary artistry.
- c. Through speaking, listening, reading and writing, I will become aware of the resources of language such as connotation, metaphor, irony, syntax, and tone, and will interpret textual detail with careful attention.
- d. I will study representative works from various genres and periods, from the Anglo-Saxon period through the twentieth century, and know a few works extremely well.
- e. I will consider the social, cultural, and historical context and values a work reflects and embodies. I will compare and contrast the values presented in literature with Biblical values and discuss where a writer's worldview is in alignment or at variance with a Christian worldview.
- f. I will constantly seek to grow in my craft as a writer and to develop stylistic maturity as I focus on one or more of the following: varying sentence structures, writing with precision and correctness, organizing my writing with clear logic, balancing generalization with specific illustrative detail, effectively employing rhetoric, and substantiating textual interpretation with evidence from the literary text itself.
- g. I will write focusing on critical analysis of literature, including argumentative, expository, and analytical essays, and will produce creative writing as well. These writing assignments will enable me to understand, respond to, and evaluate literature, and will deepen my appreciation of literary artistry.
- h. I will take ownership of the classroom learning processes and time allocation decisions as I prepare to moderate and lead seminar and Socratic discussions, teach sessions on various literary selections, lead critique and analysis sessions of one another's writing, and help make decisions concerning which selections we work on during our time together and which I will need to cover on my own.

High School – Journalism Benchmarks

* Benchmarks primarily apply to all first semester students. Benchmarks will be reviewed for students beyond first semester but not necessarily assessed.

** Benchmarks will be applied in relation to which job each student has in creating a news publication.

HISTORY OF AMERICAN MEDIA*

- a. I can define the function of an independent press in a free society and explain how the media in the United States and other free societies differs from the public media in non-free societies.
- b. I can examine the history of American journalism, including the development of freedom of speech and an independent press in the United States and how this contributed to the development of our republic and the preservation of democratic principles.
- c. I can describe significant trends in the development of journalism, including how new technologies (online newspapers using media convergence, email, blogs, podcasts, wikis and Wikipedia, talk radio, digital cameras, PDAs, interactive video Web sites, interactive video cell phones) have affected the dissemination of information in the United States.

LAW AND ETHICS*

- a. I can compare and contrast the rights, the responsibilities, and the role played by a free, independent press in a democratic society to maintain accuracy, balance, fairness, objectivity, and truthfulness.
- b. I can describe the impact of key Supreme Court decisions affecting student expression and the student press.
- c. I can identify and examine essential ethical principles supporting the integrity of journalists in their work or signaling misuse of ethics in their work, including ethical guidelines and codes of ethics.
- d. I can analyze case studies or examples and evaluate how ethical responsibilities and principles affect reporting and the credibility of what is reported.

MEDIA ANALYSIS

- a. I can analyze news stories and reports that focus on specific issues, people, and events for the following qualities: importance or amount of space or time, proximity, timeliness, prominence, conflict, consequence, human interest, and other principles of newsworthiness.
- b. I can evaluate news stories, feature stories and opinion-editorial columns/articles from national and international newspapers and other media outlets for adherence to ethical principles, content, newsworthiness, organization, and style.

WRITING AND EDITING PROCESSES

- a. I can ask clear interview questions to guide a balanced and unbiased information-gathering process.**
 - i. Include researching background information.
 - ii. Formulate questions that elicit valuable information.
 - iii. Observe and record details during the interview.
 - iv. Effectively concluding the interview.
 - v. Double-check information before writing the story.

- vi. Keep dated notes or interview records on file.
- b. I can follow ethical standards related to information-gathering that include the appropriate citing of sources and the importance of avoiding plagiarism.
- c. I can evaluate and revise the content of copy for grammar, spelling, meaning, clarity, style, and purpose, using appropriate proofreading or copy editing symbols.
- d. I can demonstrate knowledge of the structure of journalistic writing (feature stories and columns, news stories, op-ed pieces, commentaries) for a variety of print, broadcast, and Internet media.
- e. I can include the inverted pyramid (lead, most important details, less important details, least important details), narrative storytelling pattern (indirect lead, facts and information, closing), or combinations of the inverted pyramid and narrative storytelling pattern.
- f. I can select and use an appropriate journalistic style for writing to inform, entertain, persuade, and transmit cultural context and climate.
- g. I can include short, focused sentences and paragraphs, varied word usage and descriptive vocabulary, active voice verbs, and specific word choice to avoid jargon and vague language.
- h. I can contribute to a news publication by writing news stories (1), feature stories (human interest, profile/personality, sports, special occasion, humor, sidebars) and columns (2), reviews of art exhibits, musical concerts, theatrical events, books or films (3), and/or editorials, opinion pieces, or commentaries (4).**
 - i. Use effective headlines and captions (1,2,3,4).
 - ii. Use a variety of creative leads (1,2,3,4).
 - iii. Include adequate information from credible sources (1,2,3,4).
 - iv. Include appropriate quotations and proper attribution (1,2,3,4).
 - v. Cite sources of information correctly (1,2,3,4).
 - vi. Narrate events accurately including their significance to the audience (1,2).
 - vii. Describe specific incidents and actions with sufficient detail (1,2).
 - viii. Follow standard journalistic language and format conventions (1,2,3,4).
 - ix. Identify critical elements of the work being reviewed such as author, performer, artist, topic, theme, title, location of the event or media, and cost (3).
 - x. Compare the new work to previous work (3).
 - xi. Describe audience reaction (3).
 - xii. Explore the personal significance of an experience draw comparisons between specific incidents and broader themes related to important beliefs or generalizations about life (4).
 - xiii. Maintain a balance between individual events and more general and abstract ideas (4).

LAYOUT AND DESIGN**

- c. I can analyze and use elements and principles of graphic design to develop visual presentations that reinforce and enhance written messages with special attention to typography and layout.
- d. I can use photography, art, or graphic art to accompany copy, enhance readability, and appeal to a variety of audiences.
- e. I can analyze and evaluate leadership models used by media staff and organizations.
- f. I can compare and contrast different areas of journalism (print, broadcast, Internet and new technologies, public relations and business, education) and explore educational requirements or work experiences necessary to pursue a career in each area.

High School - Speech Benchmarks

Informative Speech

- a. I can identify parts of the speech, preparation outlines, and speech outlines.
- b. I can identify characteristics of informative speech.
- c. I can create preparation and speaking outlines.
- d. I can identify appropriate topics for speeches.
- e. I demonstrate cohesion and connection in my speeches.
- f. I support my topic using examples, statistics, and testimony.
- g. I can evaluate personal delivery and language skills.

Persuasive Speech

- a. I employ appropriate methods of persuasion.
- b. I can identify components of persuasive speaking.
- c. I can apply audience analysis to speech preparation.
- d. I can use language effectively in spoken presentations.
- e. I can evaluate the use of visual aids and language in persuasive speaking.

Commemorative and Special Occasion Speeches

- a. I can identify a variety of special occasion speaking presentations.
- b. I can demonstrate impromptu speaking skills.
- c. I can deliver a commemorative speech.
- d. I can evaluate personal delivery and language skills.

Biblical Worldview

- a. I can evaluate different speeches or presentations in Christian contexts.
- b. I can apply Biblical and ethical principles to public speaking in both Christian and secular environments.

High School – Advanced Writing Workshop Benchmarks

Narrative Prose (fiction OR non-fiction)

- a. I can employ the writing process, including pre-writing, drafting, revising, editing, and publishing.
- b. I can develop multi-dimensional, dynamic characters, both sympathetic and unsympathetic, using four techniques of characterization.
- c. I can create a believable sense of time and place which includes detailed cultural and historical context for a story.
- d. I can plan understated plots that progress from conflict to resolution.
- e. I integrate vivid and believable description into stories.
- f. I use dialogue to reveal plot and character.
- g. I use a point of view based on the specific demands of story.
- h. I can distinguish between tone and mood and apply both concepts to a story.
- i. I use clear, varied, and fluent diction and syntax.
- j. I can write in the manner of a recognizable genre.
- k. I can critique peer writing articulately and respectfully.
- l. I pursue opportunities for publishing.
- m. I can evaluate ethical and moral questions related to writing narrative prose.
- n. I can analyze an implied or overt world view as presented in one's work.

Poetry

- a. I can employ the writing process, including pre-writing, drafting, revising, editing, and publishing.
- b. I can find pleasure in reading poetry.
- c. I can express intense perceptions of the world, myself, and the relation of the two.
- d. I can express a significance, a meaning, an attitude, or a feeling.
- e. I create conscious rhythm through use of words.
- f. I integrate appropriate sound devices such as rhyme, alliteration, assonance, consonance, and onomatopoeia.
- g. I can integrate varied, effective figures of speech such as metaphor, simile, and personification.
- h. I can develop a sense of unity, compactness, and concreteness.
- i. I can appeal to the senses through use of imagery.
- j. I can write in the manner of recognizable poetic forms.
- k. I use clear, varied, and fluent diction and syntax.
- l. I can critique peer writing articulately and respectfully.
- m. I pursue opportunities for publishing.
- n. I can evaluate ethical and moral questions related to writing poetry.
- o. I can analyze an implied or overt world view as presented in one's work.

High School – Yearbook

- a. I can contribute to yearbook publication by writing articles, captions (extended and regular), non-traditional copy, and headlines. In my writing I
 - i. use effective headlines and captions
 - ii. employ a variety of creative leads
 - iii. rely on adequate information from credible sources
 - iv. include appropriate quotations and proper attribution
 - v. cite sources of information correctly
 - vi. narrate events accurately including their significance to the audience
 - vii. describe specific incidents and actions with sufficient detail
 - viii. follow standard journalistic language and format conventions.
 - ix. strike a balance between individual events and more general and abstract ideas.
- b. I can analyze and use elements and principles of graphic design to develop visual presentations that reinforce and enhance written messages with special attention to typography and layout.
- c. I can use photography, images, or graphic art to accompany copy, enhance readability, and appeal to a variety of audiences.
- d. I can initiate, plan, and conduct interviews that lead to fresh and original articles, captions, and features.
- e. I recognize that maximum coverage of the year is the responsibility of all yearbook staffers, and I contribute to this by producing spreads that incorporate copy and photos including people of various grades, gender, and other appropriate categories.
- f. I can demonstrate a strong sense of ethics as applied to yearbook production by such things as the meeting of deadlines, maximum coverage of students, accurate but kind writing about people, and careful checking of all work to avoid possible slander, libel, non-quoted opinion and/or copy which might not represent the best interests of the school.
- g. I do not use copyrighted or trademark images, text, or photos, except as allowed by the law.
- h. I can demonstrate responsible time management by pacing my work in order to handle unexpected situations and still meet deadlines.

Appendix A: Language Arts Core Books

Primary (K-2): Teachers must choose at least three of the core books as read-alouds to the class to demonstrate thinking strategies. Teachers may not use books on another grade level's list.

Intermediate and Middle (3-8): Teachers must choose at least one novel from their grade level list for benchmark instruction. Teachers may not use novels on another grade level's list.

High School (9-12): Teachers must choose at least one novel from the course list. The English department revised the Language Arts Core Book list of novels that teachers are free to choose from as they teach their respective classes. The expectation is that these are choices, rather than a list of books that must be completed during the year. Should any teacher in the department desire to teach a new novel, discussion is brought to the department as a whole for collaboration. The department head will seek the principal's approval for any novels that could potentially cause parental concern. Teachers may not use novels on another grade level's list.

AP English: The College Board sets the requirements for core novels and publishes them in the College Board English Literature and Composition Course Description Book. The teacher of this class is accountable to College Board through the College Board audit process.

Teachers may not use novels on another grade level's list.

Grade K

Brown Bear
Hungry Caterpillar
Hop on Pop
Put Me In the Zoo

Grade 1

If You Give a Mouse a Cookie
Stone Soup
Mouse Tales
Ming Lo Moves the Mountain

Grade 2

Popcorn Book
Why Mosquitoes Buzz
Song and Dance Man
Giving Tree

Grade 3

Stone Fox
Because of Winn Dixie
There's an Owl in the Shower
Sarah Plain and Tall
Flight - Science

Grade 4

Cricket in Times Square
Legend of Jimmy Spoon
Trumpet of the Swan
Little House in the Big Woods

Grade 5

In the Year of the Boar
Bridge to Terabithia
Treasures of the Snow
Sign of the Beaver

Grade 6

Bronze Bow
A Wrinkle in Time
Holes
Tuck Everlasting

Grade 7

Young Fu of the Upper Yangtze
Homesick: My Own Story
Bruchko
Dragonwings

Grade 8

Johnny Tremain
Across Five Aprils
Cheaper by the Dozen
Sing Down the Moon

English 1

Great Expectations
Lord of the Flies
Odyssey
Of Mice and Men
Persuasion
Romeo and Juliet
Tale of Two Cities
To Kill a Mockingbird

English 2

The Chosen
Jane Eyre
Silas Marner
Julius Caesar
Antigone

English 3

The Crucible
The Scarlet Letter
The Adventures of Huck Finn
The Great Gatsby

English 4

Pride and Prejudice
Far From the Madding Crowd
Macbeth
Hamlet
Cry, the Beloved Country
Frankenstein

AP

Heart of Darkness
Brothers Karamazov
Four Quartets
Pride and Prejudice
Far From the Madding Crowd
Hamlet

Appendix B: Balanced Literacy

Balanced literacy at Morrison Academy is the approach for making instructional decisions (instructional planning and teaching) about reading and writing. Through a balanced literacy approach, the teacher routinely makes thoughtful choices (using observation and a variety of assessments) about the best way to help each student become a better reader and writer (Spiegel, 1998). Teachers facilitate effective communication and teach the language arts in a way that promotes higher-level communication skills and a love for reading and writing (VFOL).

Through carefully crafted lessons, a teacher includes: ***preparing the learner, modeling the skill or concept, providing guided practice and/or application, and allowing students to work on their own.*** The classroom structure allows for whole group, small group, and on-their-own learning. Students routinely self-assess and reflect to adjust their own understanding. The goal is to help all students become proficient readers and writers who enjoy and appreciate being an effective communicator.

Below are the components of Morrison Academy's balanced literacy approach which ideally need to happen daily:

Reading

- Students have opportunity for strategies to be observed and practiced during *direct instruction, guided practice, and independent practice*.
- Explicit teaching of comprehension strategies or “thinking strategies” used by good readers during *whole group, small group, and one-on-one conferences*. *Good readers...*
 - a. **Monitor for Meaning** – a reader really knows they understand or don't understand the text.
 - b. **Build and Use Relevant Prior Knowledge (schema)** – a reader activates prior knowledge to help them understand the text and make connections.
 - c. **Ask Questions** - a reader asks questions before, during, and after reading that focus on key aspects of the text.
 - d. **Infer** – a reader makes a prediction, guesses, and draws conclusions about what is happening based on clues from the text.
 - e. **Evoke Sensory and Emotional Images (visualization)** – a reader visualizes key aspects in the text to better understand it.
 - f. **Determine Importance in Text** – a reader makes decisions about what is important and not important in the text, or what matters most.
 - g. **Synthesize** – a reader creating a mental plan for what they are reading and then constantly revising it as they recall or read new information.
- Students have multiple opportunities to apply and reflect on the use of these strategies through *independent reading, partner reading, small groups, literature circles, book clubs, etc.* Exposure to teacher read-alouds giving opportunity for modeling of correct pronunciation, fluency, and listening skills. (see read aloud component)
- Flexible grouping so that guided reading is possible. During guided reading, the *teacher works with a small group of students on skills* while the rest of the class is working independently or in partners on reading and responding to reading.

- Teachers provide opportunity for independent reading by:
 - Engaging students in reading while providing time for them to **share or respond** to what they have read (i.e., journaling, sharing with another student, etc.).
 - One-on-one **conferring** between a student and the teacher to *work on independent reading goals* and for the teacher to *assess a student informally on specific reading skills*. Also, this is an opportunity for the student and teacher to have a conversation about reading and thinking.
 - Helping students **select books** *at their reading level and interest*.
 - Exposing students to a **wide variety** of *quality children’s literature*.

The expected instructional model that covers all the above features is a Reading Workshop. Reader’s Workshop provides each student with a supportive environment that involves them in authentic reading experiences that focus on their strengths and needs. The reading workshop has the following structure:

- **Mini-lesson**
 - Short structured, predictable: 10-15 minutes
 - ONE specific skill (from benchmarks)+ ONE strategy (the “how”: clear, concise)
 - Sequence of lessons builds to support the goals of the reading unit
 - Whole group sitting on floor in meeting area
- **Independent Practice (also called Independent Reading Time – IRD)**
 - Longest portion: 20-40 minutes
 - Independent and small group practice of reading
 - Students are reading (could be around room or at desks)
 - Tone in room should be focused and purposeful
 - Teacher is conferring with individuals or working with a small group
- **Share**
 - Short: 5 minutes
 - Whole group recap and extended learning (restate the teaching point)
 - Back on floor in meeting area (preferably)

Writing

- Teachers model the entire process of writing from start to finish.
- Explicit teaching of processes of writing, types of writing, and traits of writing.
 - Writing instruction/practice happens daily (45-60 minutes in grades K-5 is ideal).
 - Students **practice** what has been taught and modeled on their own and with support.
- Students share their writing with other students.
- Writing is collected (folder, electronically, etc.) so that student and teacher can assess progress of writing throughout the year.
- Teacher routinely conferences with students to discuss their writing.
- Students are given opportunities to select writing topics that are important to them.

Word Study/Phonics

- It builds and expands vocabulary, spelling, and word-recognition skills, giving students a solid foundation to master the English language.
- To be an independent reader, writer, speaker and listener, students must use the "Surface Structure System" (Keene 2008) naturally and simultaneously:
 - graphophonic (letter-sound association)
 - lexical (instant word recognition)
 - syntactic (sound of correct language)
- Students are exposed to words through instruction, conversation, content areas, and interest.
- Students learn through multisensory methods.

Read Aloud

(based on the *Continuum of Literacy Learning* by Fountas and Pinnell)

Read Aloud is a time when students get to see and hear a proficient reader in action. Reading aloud fluently and expressively shows student how reading should sound and demonstrates how fluency and expression contribute to comprehension.

There are many ways to read aloud in the classroom. Here are some suggestions:

- Story time: Read for pleasure- stopping to check for understanding is minimal
- Content Area Read Aloud: Reading math, science or social studies content together to support concepts addressed in these areas.
- Interactive Read Aloud: Text is carefully chose to highlight particular reading opportunities. Active listening and participation are integral. The teacher targets conversational prompts to specific reading strategies.

Books and stories that are read during read aloud can then become “anchor text” for reference in mini-lessons.

Allington, R.L. 2012 "Every Child, Every Day." *Educational Leadership*, March 2012 Vol. 69, No. 6: 10-15

Allington, R.L. 2012 *What really matters for struggling readers: Designing research-based programs (3rd Edition)*. Boston: Allyn and Bacon. (we don't own this one either)

Calkins, Lucy. 2010. *A Guide to the Reading Workshop*. Portsmouth, NH: Heinemann.

Keene, Ellin Oliver and Susan Zimmerman. 2007. *Mosaic of Thought: the power of comprehension strategy instruction*. Portsmouth, NH: Heinemann.

Fountas, Irene and Gay Su Pinnell. 2007 *Continuum of Literacy Learning: Behaviors and understandings to notice, teach and support*. Portsmouth, NH: Heinemann. (Matt: we don't own this book, but I borrowed the RA piece from it- it might be one the libraries need to get sometime)

Appendix C: Biblical Principles for Language Arts

God

- A. Close and careful study of literature reveals that God communicates with man throughout history. (adapted from p. 2, *Encyclopedia of Bible Truths*)
- B. God is *the* author.

Creation

- A. Creation is full of meaning; our job as readers is to find truth.
- B. Creation is designed; the writer purposefully creates.

Mankind

- A. Beauty found in literature is a human reflection of the divine.
- B. The lives of great characters in literature illuminate and develop the worldview of the reader.
- C. Writing reflects inner thoughts and desires; therefore, we study literature to understand people. (p. 33, *Encyclopedia of Bible Truths*)

Moral Order

- A. Conflict in literature is a mirror of reality.
- B. Resolution in literature is a reflection of God's intention.

Purpose

- A. It is God's plan that people should be able to use language effectively. (p. 10, *Encyclopedia of Bible Truths*)
- B. Creativity, language, and story all parallel God's nature.
- C. God values and has used language as a powerful tool throughout history to accomplish His purposes. (pp. 18, 22, *Encyclopedia of Bible Truths*)

Appendix D: Assessment Resource

Tool	Purpose	When	Grade Level(s)
*^Common Writing	Identify strengths and weaknesses of essential benchmarks to inform instruction.	April	^K-12
*^Common Reading	Identify strengths and weaknesses of essential benchmarks to inform instruction.	September May	^K-12
*DRA	Identifying strengths and weaknesses in relation to accuracy, comprehension, and fluency for individual students, for tracking reading improvement, and to inform instruction.	September January <i>(only for K-5 intervention)</i> April-May	K-5 <i>6-8 only for intervention</i>
*STAR	Additional help to identify student reading level and for tracking reading improvement.	September May	1-8
DIBELS	A fluency assessment used to track the development of early literacy and early reading skills <i>(Phonological Awareness, Alphabetic Principle, Fluency with Connected Text, Vocabulary, and Comprehension)</i> which have been found to be predictors of later reading proficiency.	Use as needed <i>(Regularly and frequently is recommended)</i>	K-6 intervention
Accelerated Reader (AR)	Measure reading comprehension and determine variety of genres read.	Use as needed	K-8

*Required

^Phased in over multiple years

Appendix E: Research and Inquiry Model

All Morrison students should be proficient in the Big 6/Super 3. The Big 6/Super 3 is the research/inquiry model taught and used. Using this model ensures that all students learn a system for solving problems through research and inquiry.

Big 6 Steps:

1. Task Definition
 - 1.1 Define the information problem
 - 1.2 Identify information needed
2. Information Seeking Strategies
 - 2.1 Determine all possible sources
 - 2.2 Select the best sources
3. Location and Access
 - 3.1 Locate sources (intellectually and physically)
 - 3.2 Find information within sources
4. Use of Information
 - 4.1 Engage (e.g., read, hear, view, touch)
 - 4.2 Extract relevant information
5. Synthesis
 - 5.1 Organize from multiple sources
 - 5.2 Present the information
6. Evaluation
 - 6.1 Judge the product (effectiveness)
 - 6.2 Judge the process (efficiency)

Information taken or modified from <http://www.big6.com/2001/11/19/a-big6%E2%84%A2-skills-overview/>

Super 3 Steps:

The same basic elements found in the Big 6 except the language is simplified and easier for younger students.

1. Plan (Beginning)
 - What am I supposed to do?
 - Where should I go to find information?
 - What does good work look like?
2. Do (Middle)
 - Where can I find what I'm looking for?
 - Is this good information?
 - Did I use my own words to write down the information?
3. Review (End)
 - Did I complete my plan?
 - Is there something more I should do before I hand this in?
 - Did I do my best work?

Why Big 6?

It promotes these things: being a life-long learner; being knowledgeable in the digital age; being a discerning evaluator of resources; being able to define a task, develop an approach, and create a product; and students taking ownership of their learning.

Appendix F: High-Frequency Word Matrix

High-Frequency Words

High-frequency words, often referred to as **sight words**, are words that students encounter frequently in reading and writing. It is critical that readers and writers develop automatic recognition of these words. Comprehension begins to break down when students just focus on trying to decode or sound out all individual words. Learning to recognize **high-frequency words** by sight is critical to developing **fluency** in reading.

Some **high-frequency words** do not follow regular phonetic rules. They do not follow easy spelling patterns. For example, the words *cave*, *Dave*, *save*, *wave*, and *gave* follow the vowel-consonant-silent e pattern but the word *have* does not. Asking students to "sound out" words such as these may cause increased frustration for struggling readers. In order for students to remember words and for them to become automatic, they need many opportunities to experience and manipulate them.

Much of the English language has been adapted from other languages during its development. One-sixth of English words survived from old English and almost all of those words are **high-frequency words**. **High-frequency words** are often classified in one of three groups. They may be:

- non-phonetic words—those needing to be recognized by sight because they can't be sounded out (for example, *was*, *through*).
- frequently occurring words—those needing to be recognized easily because they occur so often.
- high-interest words—those recognized by sight because they have special interest and/or emotional overtones for a child (for example, mom, dad, love, birthday, McDonald's, Target, dinosaur).

When students have a thorough understanding and mastery of **high-frequency** or **sight words**, independent reading typically improves because this knowledge

- enables students to use **context clues**
- increases students' **fluency** and ease of reading
- enables students to read greater amounts of material and for longer periods of time
- allows students to focus on comprehension of a **text** rather than on the decoding of all individual words

HIGH-FREQUENCY WORDS CHART

High-frequency or **sight words** are developed through extensive exposure to **texts** and a student's surroundings. **High-frequency words** should be recognized and read automatically. Students should remember and use the **high-frequency words** previously learned.

KINDERGARTEN

K-1.d I can recognize high frequency words.

A	Down	I	make	run	up
And	Find	in	me	said	we
Away	For	is	my	see	yellow
Big	Funny	it	not	the	you
Blue	Go	jump	one	three	
Can	Help	little	play	to	
Come	Hers	look	red	two	

GRADE 1

1-1.e I can read high-frequency words.

After	did	her	no	ride	time
Again	do	here	now	round	this
All	don't	how	not	said	too
Am	eat	if	of	saw	under
An	every	into	off	say	walk
Any	fly	jump	old	she	want
Are	four	just	on	so	was
As	friend	know	once	some	well
Ask	from	let	one	soon	went
At	get	like	open	stop	were
Ate	give	live	our	take	what
Be	going	love	out	thank	when
Black	good	make	over	that	where
Brown	got	may	play	them	white
But	had	more	please	then	who
By	has	must	pretty	there	will
Came	have	name	put	they	with
Could	he	new	ran	think	yes

GRADE 2

2-1.c I can read high-frequency words **automatically**.

Always	cold	gave	or	tell	very
Around	dear	goes	pull	their	wash
because	didn't	green	rain	these	which
Been	does	his	read	they're	why
Before	don't	its	right	thing	wish
Best	fast	made	sing	those	won't
Both	first	many	sit	upon	work
Buy	five	off	sleep	us	would
Call	found	only	small	use	write
					your

GRADE 3**3-1.c** I can read high-frequency words automatically.

About	done	full	keep	myself	shall	today
Better	draw	grow	kind	never	show	together
Bring	drink	hold	laugh	only	six	try
Carry	eight	hot	light	own	small	warm
Clean	fall	hurt	long	pick	start	
Cut	far	if	much	seven	ten	

Appendix G: Middle School Greek and Latin Roots

Grade 6

Prefixes	Roots		Suffixes
	Greek	Latin	
co- (together)	geo (earth)	aqua (water)	-age (n)
en-, .em- (into/onto)	human (man)	audi (hear)	-ate (v)
extra- (beyond)	hydro (water)	dict (speak)	-ation (n)
inter- (between)	meter (measure)	fac/fec/fic (make; do)	-ous (adj)
mis- (bad/wrong)	port (carry)	spec/spect (look)	-tion/-sion (n)
semi- (half)	sphere (round)	terra (earth)	-ual (adj)
ambi- (both)		tri (three)	
ex- (out)	arch (rule)	duct (lead)	-able/-ible (adj)
fore- (front)	auto (self)	lumen/luc/lum (light)	-fy (v)
con/com- (with)	bio (life)	magna (large)	-ity (n)
multi- (many)	cycle (circle)	miss/mitt (send)	-ship (n)
sub- (under)	ethno (race; culture)	mov/mot/mobil (move)	
sym-, sys-, syn- (together)	graph (write)	reg (king)	
ultra- (beyond)	phone (sound)	scrib (write)	
	photo (light)	tempo (time)	
	port (carry)	tend/tens/tenu (stretch)	
	tele (far)	video/vis (see)	
	therm/thermo (heat)	viv/vict (live)	

Grade 7

Prefixes	Roots		Suffixes
	Greek	Latin	
anti- (against)	demos (people)	cide (kill)	-cian/-ician (n)
epi (on)	ec/eco (house; habitat)	corp/corpus (body)	-ic/-ical (adj)
eu- (good/ pleasing)	gen (birth; origin)	cred (believe)	-ness (n)
ex- (out)	logy (study)	dorm (sleep)	-ure (n)
intra/intro- (into)	meter (measure)	frater (brother)	-al (adj)
macro- (large)	mono (one)	liber (free)	-ism (n)
micro- (small)	phyt (plant)	mar, mari (sea)	-ize (v)
peri- (around)	poly (many)	mater/matri (mother)	-ive (adj)
pseudo- (false)	proto (first)	mut (change)	
super- (over)	scope (look)	omni (all)	
ad- (toward)	zo/zoa (animal)	pater/patri (father)	
bin- (two)	astro (star)	ver (true)	
cata- (down)	chron (time)	bene (good)	
de- (down)	helio (sun)	fer (carry)	
mal- (bad)	hetero (different)	flex/flect (bend)	
omni- (all)	homo (same)	ject (throw)	
under- (below)	neo (new)	pend (hang)	
	paleo (old)	rupt (break)	
	syn/sym (with)	sol (sun)	
		stella (star)	
		temp/tempo (time)	
		voc (call)	

Grade 8

Prefixes	Roots		Suffixes
	Greek	Latin	
ante- (before)	agog (leader)	cede (go)	-ish (adj)
dyn- (power)	alter (change)	clud (close)	-less (adj)
in-/im- (in)	chron (time)	duct (lead)	-ment (n)
post- (after)	cracy (rule)	hab (customary)	-ary (adj)
sur- (over)	hyper (more)	greg (flock; group)	-ence/-ance (n)
circum- (around)	morph (shape)	jur (swear)	-some (adj)
equi- (equal)	polis (city)	nomen/nym (name)	
per- (through)	theo (god)	nov (new)	
	anthro (man)	prim/prime (first)	
	archy (government)	sent/sens (feel)	
	gamy (marriage)	solv/solute (free; loosen)	
	gyn/gyno (woman)	trac/tract (pull; drag)	
	mania (madness)	vol (will)	
	path (feeling; suffering)	volu/volut/volv (roll)	
	phobia (fear)	annus (year)	
	psych (mind; soul)	cap/capit (head)	
	scope (look)	cent (hundred)	
	soph (wise)	cor/cord (heart)	
		homo (man)	
		manu (hand)	
		milli (thousand)	
		ped/pod (foot)	
		sect (cut)	

Appendix H: EMS Expected Conventions

Considerable research shows that teaching grammar as a unit of study does not improve student writing, and in fact, makes it worse. But of course, we want our students to be able to write well, so the question is, how do we do that without “teaching grammar”?

- Use a minimum of terminology. For example, subjects and predicates are helpful; nouns and verbs are not.
- Teach it in context in brief, focused lessons that require students to apply that skill in their own writing immediately. Teach to the whole class just before they will use that skill or to small groups and individuals in response to a weakness and then have them revise their writing immediately.
- Use editing workshops. Skim student work and call attention to one or two developmentally-appropriate skills in need of correction. Help make students editors of their own and their peers’ work.
- Don’t try to fix it all. Many errors get self-corrected later as the students read, hear, and use English. Others can only be fixed later when they are able to think about language more formally.
- Emphasize writing effective sentences instead of analyzing them. Understanding phrases, clauses, subjects, and predicates is useful only if directly applied to sentence combining activities.
- Expose students to lots of reading, including oral. Sentence sense can come from the sound of it.
- For a more detailed explanation, see Constance Weaver, Teaching Grammar in Context. Portsmouth: Heinemann, 1996. ISBN 0-86709-375-7.

The following conventions, therefore, should be considered only as a rough guide of what concepts could be age-appropriate mini-lessons. So yes, we still care about grammar and are going to still teach it, but the when, how, and to whom will be different.

Capitalization	
K	I can write using capital letters, ending marks, and inventive spellings.
1	I can use capital letters to begin sentences and names of people. I can use a capital letter when I write the word “I.”
2	I can use capital letters at the beginning of sentences and with common proper nouns (courtesy titles, days, months, book and poem titles).
3	I can use capital letters at the beginning of sentences and with many proper nouns (geographic places, holidays, events, organizations).
4	I can use capital letters at the beginning of sentences, with many proper nouns, the first word in a direct quotation, and the heading, salutation, and closing of a letter.
5	I can use capital letters at the beginning of sentences, with proper nouns, the first word in a direct quotation, and the heading, salutation, and closing of a letter.
6-8	I use capital letters correctly.

Spelling	
K	I can spell grade level words correctly in final drafts. I can experiment with expanded vocabulary words.
1	When writing, I can correctly spell common 1st grade words and use phonics when spelling.
2	When writing, I can correctly spell common 2nd grade words and use phonics when spelling.
3	When writing, I can correctly spell common 3rd grade words and use phonics when spelling.
4	When writing, I can correctly spell common 4th grade words using phonics, roots, prefixes, and suffixes.
5	When writing, I can correctly spell common 5th grade words using phonic, roots, prefixes, and suffixes.
6	I spell correctly in final drafts except for stylistic effect.
7-8	I spell correctly in final drafts except for stylistic effect.

Punctuation	
K	None
1	I can use periods, exclamation marks, and question marks correctly at the ends of my sentences.
2	I can use commas in a series and apostrophes in contractions.
3	I can use commas in addresses, dates, letters, and locations. I can use apostrophes in possessives. I can use periods in abbreviations.
4	I can use quotation marks for simple dialogue and commas with quotations and between main clauses of compound sentences.
5	I can use colons and hyphens. I can use commas with prepositional phrases.
6	I use commas and quotations in complex dialogue. I use commas in complex sentences and after introductory phrases.
7	I use commas in appositives and compound-complex sentences. I use semi-colons when connecting two independent clauses.
8	I can use dashes, hyphens, parentheses, and underlining.

Grammar	
K	None
1	I can tell when the sentences do not sound right (subject-verb agreement) and fix them with my teacher's help. I can write in present and past tense, with my teacher's help.
2	I can identify nouns, pronouns, verbs, adjectives, and adverbs. I can write complete simple sentences correctly. I can write with subject-verb agreement. I can use simple present, past, and future tense with regular verbs.
3	I can identify nouns, pronouns, verbs, adjectives, adverbs, and conjunctions. I can write simple sentences and sentences with compound subjects and predicates. I can use subject-verb agreement correctly with simple and compound subjects. I can use simple present, past, and future tense with regular and some common irregular verbs.
4	I can identify nouns, pronouns, verbs, adjectives, adverbs, conjunctions, and interjections. I can use comparative and superlative adjectives and adverbs. I can write compound sentences with coordinating conjunctions. I can use simple present, past, and future tense with regular and many common irregular verbs.
5	I can identify nouns, pronouns, verbs, adjectives, adverbs, conjunctions, interjections, and prepositions. I can use prepositions and prepositional phrases in a variety of positions in simple and compound sentences. I can write perfect, past, present, and future tenses with regular verbs.
6	I can use subordinating conjunctions and relative pronouns in a variety of positions to make complex sentences. I use correct simple verb tenses, including irregular verbs and perfect verb tenses, including some common irregular verbs.
7	I can use independent and dependent clauses in a variety of positions to make compound-complex sentences. I can use conjunctions to join sentences. I use correct and consistent simple and perfect verb tenses, including many irregular verbs.
8	I use a variety of phrases and clauses to make compound-complex sentences of many structures. I use simple and perfect tenses correctly. I use subjective, objective, and possessive pronouns correctly. I use pronoun-antecedent agreement correctly.

Appendix I: EMS Benchmark Vertical Articulation Chart

1 Word Recognition, Analysis, Fluency

a. Phonemic Awareness and Word Analysis	
K	<ul style="list-style-type: none"> I can recognize and make rhyming words when I hear them. I can name beginning and ending consonant sounds orally in single-syllable words.
1	<ul style="list-style-type: none"> I can recognize and make rhyming words when I hear them. I can separate and say sounds in words. I can blend sounds to form words.
2	I can identify individual word parts to decode and determine the meaning of compound and multiple-syllable words.
3	I can read unfamiliar and complex words with multiple syllables using advanced phonetic and structural analysis.
4-8	I can read unfamiliar and complex words with multiple syllables using advanced phonetic and structural analysis.

b. Fluency	
K	<ul style="list-style-type: none"> I can hear and say oral rhymes. I can recognize high-frequency words (see Appendix F).
1	<ul style="list-style-type: none"> I can read aloud grade level text with appropriate phrasing and expression. I can read high-frequency words (see Appendix F).
2	<ul style="list-style-type: none"> I can read aloud grade level text with appropriate phrasing and expression. I can read high-frequency words automatically (see Appendix F).
3	I can read aloud appropriate grade level narrative and expository text with fluency, accuracy, and expression.
4	I can read aloud appropriate grade level narrative and expository text with fluency, accuracy, expression, and rate .
5-8	I can read aloud appropriate grade level narrative and expository text with fluency, accuracy, expression, and rate.

c. Decoding	
K	I can develop and apply decoding strategies to problem solve when I read grade level text with help from my teacher: <ul style="list-style-type: none"> Letter sounds Short vowels Consonant blends, onsets and rimes to generate words orally
1	I can develop and apply decoding strategies to problem solve when I read grade level text: <ul style="list-style-type: none"> Letter sounds Short vowels and long vowel patterns (CVCe, vowel digraphs, diphthongs) Consonant blends and digraphs (see appendix) Onsets and rimes to generate words orally and in written form
2	Use knowledge of spelling patterns (e.g., blends, digraphs, diphthongs, long-vowel patterns, rimes to decode words.

d. Concepts of Print	
K	<ul style="list-style-type: none"> • I can demonstrate and identify how print and books are read and organized. (Print: story is in the print, right to left, return sweep, top to bottom. Book: cover, back, spine.) • I can name all capital and smaller letters and their order in the alphabet. • I can distinguish between letters and words.
1	<ul style="list-style-type: none"> • I can identify parts of a book (e.g., title page, author, illustrator, and table of contents). • I can identify periods, question marks, exclamation points, commas, quotation marks, apostrophes and their uses with my teacher's help.
2	I can identify periods, question marks, exclamation points, commas, quotation marks, apostrophes and their uses.

2 Comprehension

a. Vocabulary skills, expansion, and use	
K	I can understand and use new words I have acquired from teacher instruction and other sources (e.g., field trips, read-alouds).
1	I can understand and use new words I have acquired from teacher instruction and other sources (e.g., field trips, read-alouds, independent reading) emphasizing context clues.
2	<p>I can develop and use new vocabulary through instruction and independent reading emphasizing the use of:</p> <ul style="list-style-type: none"> • Context clues • Antonyms and synonyms • Multiple-meaning words • Root words • Classroom resources
3	<p>I can develop and use new vocabulary through instruction and independent reading emphasizing the use of:</p> <ul style="list-style-type: none"> • Context clues • Antonyms and synonyms • Multiple-meaning words • Root words • Homophones • Glossary and dictionary
4	<p>I can develop and use new vocabulary through instruction and independent reading emphasizing the use of:</p> <ul style="list-style-type: none"> • Context clues • Antonyms and synonyms • Multiple-meaning words • Root words and affixes • Homophones • Glossary, dictionary, and thesaurus

5	I can develop and use new vocabulary through instruction and independent reading emphasizing the use of: <ul style="list-style-type: none"> • Context clues • Antonyms and synonyms • Multiple-meaning words • Root words and affixes • Homophones • Glossary, dictionary, thesaurus and online resources
6	I can develop and use new vocabulary through instruction and independent reading emphasizing the use of: <ul style="list-style-type: none"> • Common Greek and Latin roots, prefixes and suffixes • Glossary, dictionary, and thesaurus
7-8	I can develop and use new vocabulary through instruction and independent reading emphasizing the use of: <ul style="list-style-type: none"> • Common Greek and Latin roots, prefixes and suffixes • Glossary, dictionary, thesaurus and online resources

b. Reading Comprehension Strategies	
K	<p>During shared reading and read-alouds, I can develop and use, <i>with assistance</i>, strategies to aid in comprehension:</p> <ul style="list-style-type: none"> • access prior knowledge (schema: includes knowledge, experience, and other text) • preview pictures • retell orally (summarize) • illustrate (visualize)
1	<p>During reading and read-alouds, I can develop and use, <i>with assistance</i>, strategies to aid in comprehension:</p> <ul style="list-style-type: none"> • access prior knowledge (schema: includes knowledge, experience, and other text) • preview text and picture • make general predictions • ask questions to clarify • retell orally (summarize) • illustrate (visualize) • self-monitor comprehension (do I understand, not understand)
2	<p>During reading I can develop and use <i>with guidance</i> strategies to aid in comprehension:</p> <ul style="list-style-type: none"> • access prior knowledge (schema: includes knowledge, experience and other text) • preview text and picture • predict with evidence • ask questions to clarify • summarize what is important • visualize • self-monitor comprehension (do I understand, not understand) • infer

3	<p>During reading I can develop and use strategies to aid in comprehension:</p> <ul style="list-style-type: none"> • access prior knowledge (schema: includes knowledge, experience and other text) • preview text and picture • predict with evidence • set a purpose for reading (Why am I reading?) • ask questions to clarify • summarize what is important • visualize • self-monitor comprehension (do I understand, not understand) • infer
4-8	<p>During reading I can use strategies to aid in comprehension:</p> <ul style="list-style-type: none"> • access prior knowledge (schema: includes knowledge, experience and other text) • preview • predict with evidence • set a purpose for reading (Why am I reading?) • ask questions to clarify • summarize what is important • visualize • self-monitor comprehension (do I understand, not understand) • infer

c. Non-fiction Reading Skills	
K	I can participate in shared non-fiction reading to: <ul style="list-style-type: none"> • Distinguish between fiction and non-fiction • Know that text and pictures provide information
1	I can use shared and independent non-fiction reading to: <ul style="list-style-type: none"> • Identify information in text, pictures, titles, maps, and charts. • Determine main idea with teacher help
2	I can use non-fiction reading to: <ul style="list-style-type: none"> • Identify and explain information in text, pictures, titles, headings, captions, tables of contents, maps, bold words, glossaries and charts • Determine main idea
3	I can use non-fiction reading to: <ul style="list-style-type: none"> • Locate and interpret key information in text, pictures, titles, headings, captions, tables of contents, maps, bold words, glossaries, and charts • Determine main idea and supporting details • Identify author's purpose for writing text
4	I can use non-fiction reading to: <ul style="list-style-type: none"> • Locate, interpret, and explain key information in text, pictures, titles, headings, captions, tables of contents, copyright dates, maps, bold words, glossaries, charts, and indexes • Determine main idea and supporting details • Identify cause and effect • Identify author's purpose for writing text • Distinguish fact from opinion
5	I can use non-fiction reading to: <ul style="list-style-type: none"> • Locate, interpret and explain key information in all text features • Determine main idea and supporting details • Explain cause and effect • Identify author's purpose for writing text • Distinguish fact from opinion
6	I can use non-fiction reading to: <ul style="list-style-type: none"> • Locate, interpret and explain key information in all text features • Determine main idea and supporting details • Identify cause and effect • Identify author's purpose for writing text • Distinguish fact from opinion
7	I can use non-fiction reading to: <ul style="list-style-type: none"> • Analyze information in all features of non-fiction text • Summarize what is read, clarifying main ideas and important supporting details • Scan for key words to find information • Evaluate the accuracy of the information
8	I can use non-fiction reading to: <ul style="list-style-type: none"> • Analyze information in all features of non-fiction text • Summarize what is read, clarifying main ideas and important supporting details • Scan for key words to find information • Evaluate the accuracy of the information • Skim to determine main idea

d. Reading Comprehension	
K	I can understand the literal meaning of grade level text read aloud with assistance (basic comprehension questions).
1	I can understand the literal meaning of grade level text read aloud and independently .
2	I can understand the literal and inferential meaning of grade level text.
3	I can understand the literal, inferential, and interpretative meaning of grade level text

4-8	I can understand the literal, inferential, and interpretative meaning of grade level text.
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e. Extending Understanding	
K-2	N/A
3	I can extend my understanding of the text by comparing the text to other literature.
4	I can extend my understanding of the text by: <ul style="list-style-type: none"> • comparing the text to other literature and/or sources; and • evaluating the text based on my beliefs and a Biblical worldview.
5	I can extend my understanding of the text by: <ul style="list-style-type: none"> • comparing the text to other literature and/or sources; • evaluating the text based on my beliefs and a Biblical worldview; and • synthesizing what I have learned with what I know.
6	I can extend my understanding of the text by: <ul style="list-style-type: none"> • comparing the text to other literature and/or sources; • evaluating the text based on my beliefs and a Biblical worldview; • synthesizing what I have learned with what I know; and • analyzing how the text relates to the world (culture, history, humanity, current events).
7-8	I can extend my understanding of the text by: <ul style="list-style-type: none"> • comparing the text to other literature and/or sources; • evaluating the text based on my beliefs and a Biblical worldview; • synthesizing what I have learned with what I know; and • analyzing how the text relates to the world (culture, history, humanity, current events).

3 Literature

a. Fiction Literary Elements	
K	I can name the main people (characters), where the story takes place (setting), and what happens in the story (events).
1	I can use details from the text to tell about the main characters, setting, and events in a story.
2	I can use details from the text to describe the literary elements including: <ul style="list-style-type: none"> • Characters • Setting • Events • Problem and solution.
3	I can use details from the text to describe the literary elements including: <ul style="list-style-type: none"> • Characters • Setting • Events • Problem and solution
4	I can use details from the text to describe and compare the literary elements including: <ul style="list-style-type: none"> • Characters • Setting • Events • Problem and solution • Point of view (narrator)

5	I can use details from the text to describe and compare the literary elements including: <ul style="list-style-type: none"> • Characters • Setting • Events • Problem and solution • Point of view • Theme
6	I use details from the story to identify and describe simple relationships between the setting, conflict, characters, plot, resolution, point of view, and theme.
7-8	I use details from the story to identify and describe simple relationships between the setting, conflict, characters, plot, resolution, point of view, and theme.

b. Figurative Language Technique	
K-1	N/A
2	I can identify examples of literary technique in text emphasizing: <ul style="list-style-type: none"> • Rhythm • Rhyme • Alliteration
3	I can identify examples of literary technique in text emphasizing: <ul style="list-style-type: none"> • Rhythm • Rhyme • Alliteration • Simile • Metaphor
4	I can identify and explain examples of literary technique in text emphasizing: <ul style="list-style-type: none"> • Rhythm • Rhyme • Alliteration • Simile • Metaphor • Idioms • Personification
5	I can identify and explain examples of literary technique in text emphasizing: <ul style="list-style-type: none"> • Rhythm • Rhyme • Alliteration • Simile • Metaphor • Idioms • Personification • Onomatopoeia • Hyperbole
6	I can examine how examples of literary technique affect meaning in text emphasizing: <ul style="list-style-type: none"> • Rhythm • Rhyme • Alliteration • Simile • Metaphor • Idioms • Personification • Onomatopoeia • Hyperbole • Imagery

7	I can examine how examples of literary technique affect meaning in text emphasizing: <ul style="list-style-type: none"> • Rhythm • Rhyme • Alliteration • Simile • Metaphor • Idioms • Personification • Onomatopoeia • Hyperbole • Imagery • Slang
8	I can examine how examples of literary technique affect meaning in text emphasizing: <ul style="list-style-type: none"> • Rhythm • Rhyme • Alliteration • Simile • Metaphor • Idioms • Personification • Onomatopoeia • Hyperbole • Imagery • Slang • Symbolism

c. Read Variety of Genres	
K	I can look at and listen to different kinds of books (genres) my teacher reads for personal enjoyment and to gain information.
1	I can listen to a variety of fiction and non-fiction genres for personal enjoyment and to gain information.
2	I can read and listen to a variety of fiction and non-fiction genres for personal enjoyment and to gain information.
3	I can read and listen to a variety of fiction and non-fiction genres for personal enjoyment and to gain information.
4	I read a variety of non-fiction and fiction genres for personal enjoyment and to gain information.
5	I read a variety of non-fiction and fiction genres for personal enjoyment and to gain information.
6-8	I read a wide variety of non-fiction and fiction genres for personal enjoyment and to gain information.

4 Types of Writing

a. Narrative	
K	I can plan an imaginative story and draw pictures of (illustrate) important parts, with assistance from my teacher.
1	I can write an imaginative story with a beginning, middle, and end , with assistance from my teacher.
2	I can write a 100-200 word personal narrative or imaginative story with a beginning, middle, and end.
3	I can write to tell a story, including: <ul style="list-style-type: none"> • a 200-400 word imaginative story with a beginning, middle, and end; and • a 100-200 word personal narrative.

4	<p>I can write to tell a story, including:</p> <ul style="list-style-type: none"> • an organized, 300-500 word imaginative story with basic dialogue and details that allow the reader to imagine the event; and • a 100-200 word personal narrative with basic dialogue and details that allow the reader to imagine the event.
5	<p>I can write to tell a story, including:</p> <ul style="list-style-type: none"> • an organized, 500-1,000 word imaginative story with a basic dialogue, clear setting, real characters, and developed plot; and • an organized, 200-400 word personal narrative with basic dialogue and clear details about my environment and my personality.
6	I can write an organized, 500-1,000 word personal narrative or imaginative story with complex dialogue, clear setting, real character, and developed plot.
7-8	I can write an organized, 500-1,000 word personal narrative or imaginative story with complex dialogue, clear setting, real character, and developed plot.

b. Expository	
K	N/A
1	I can write an information story (expository) of 3-5 sentences on a topic with my teacher's help.
2	I can write to explain in a paragraph on a single topic with a main idea and supporting details with assistance.
3	I can write to explain in a paragraph on a single topic with a main idea and supporting details, including step-by-step instructions (e.g., how to light a fire).
4	I can write to explain in 2 paragraphs on a single topic with a main idea and supporting details, including step-by-step instructions and an explanation of how something works (e.g., science concept).
5	<p>I can write to explain to explain in:</p> <ul style="list-style-type: none"> • 3 paragraphs on a single topic with a main idea and supporting details, including step-by-step instructions and an explanation of how something works; and • one other format, such as a letter, newsletter, guidebook, newspaper article, magazine article, manual, or pamphlet.
6	<p>I can write to explain in:</p> <ul style="list-style-type: none"> • 3 clear, solid, organized expository paragraphs for a variety of purposes, including step-by-step instructions, an explanation of how something works, and why something happened (e.g., history concept); and • one other format, such as a letter, newsletter, guidebook, newspaper article, magazine article, manual, or pamphlet.
7	<p>I can write to explain in:</p> <ul style="list-style-type: none"> • a five-paragraph expository essay that states a thesis or purpose, and uses supporting evidence, examples, and anecdotes as needed; and • one other format, such as a letter, newsletter, guidebook, newspaper article, magazine article, manual, or pamphlet.
8	<p>I can write to explain in:</p> <ul style="list-style-type: none"> • a five-paragraph expository essay that states a thesis or purpose, and uses supporting evidence, examples, and anecdotes as needed; and • one other format, such as a letter, newsletter, guidebook, newspaper article, magazine article, manual, or pamphlet.

c. Persuasive	
K-3	N/A
4	I can communicate a clear opinion to an audience in one or more persuasive formats (e.g., a short letter, award nomination, pamphlet) and support it with reasons.
5	I can communicate a clear opinion to an audience in one or more persuasive formats (e.g., a short letter, short speech , award nomination, pamphlet, petition) and support it with some reasons and examples.
6	I can communicate a clear position in one or more persuasive formats (e.g., speech, letter to the editor, editorial, advertisement , pamphlet, petition) and support it with some reasons, examples, evidence, or anecdotes .
7	I can communicate a convincing position in one or more persuasive formats (e.g., a speech, letter to the editor, editorial, advertisement, pamphlet, petition) supported by a variety of reasons, evidence, examples, and anecdotes.
8	I can communicate a convincing opinion in an essay or editorial that states a clear position, and uses solid supporting reasons, evidence, examples, and anecdotes .

d. Letters	
K	I can write a friendly letter of 2-3 sentences with my teacher's help.
1	I can write a friendly letter of 3-5 sentences with a little help from my teacher.
2	I can write a friendly letter that has a greeting, body, and closing with my signature .
3	I can write friendly letters that include the date , greeting, body, and closing with my signature.
4	I can write friendly letters that include heading, address , greeting, body, and closing with signature.
5	I can write friendly and formal letters that include heading, address, greeting, body, and closing with signature.
6	I can write a friendly e-mail that includes the subject, e-mail address , greeting, body, closing, and attachment .
7-8	N/A

e. Research Report	
K-1	N/A
2	I can use the Super 3 model to complete a project to showcase my learning (e.g., paragraph, poster, 1 minute oral presentation).
3	I can use the Super 3 (Big 6) model to complete a project to showcase my learning (e.g., paragraph, poster, PowerPoint , 1 minute oral presentation).
4-5	I can use the Big 6 model to complete an inquiry-based project to showcase my learning (e.g., written paper, poster, PowerPoint, 2-3 minute oral presentation).
6	I can use the Big 6 model to complete an inquiry-based project to showcase my learning (e.g., written paper, poster, PowerPoint, 5 minute oral presentation).
7	I can use the Big 6 model to complete an inquiry-based project to showcase my learning (e.g., written paper, poster, PowerPoint, 5 minute oral presentation).
8	I can use the Big 6 model to complete an inquiry-based project to showcase my learning (e.g., written paper, poster, PowerPoint, 10 minute oral presentation).

5 Traits of Writing (Six Traits®)

a. Ideas	
K	I can draw and label a detailed picture and write a sentence about it with assistance.
1-2	I can write with clear ideas emphasizing: <ul style="list-style-type: none"> • Clear main idea • Relevant details • Pictures (if present) that enhance the text
3-8	I can write with clear ideas emphasizing: <ul style="list-style-type: none"> • Clear, narrow main idea • Relevant and specific details • Solid and varied support

b. Organization	
K	I can use pictures or words in a sequence to tell a story.
1	I can use transition words to show sequence in my writing.
2	I can write with strong organization emphasizing: <ul style="list-style-type: none"> • Inviting leads and developed endings • Varied transitions showing connections • Logical sequence
3	I can write with strong organization emphasizing: <ul style="list-style-type: none"> • Inviting leads and developed endings • Varied transitions showing connections • Logical sequence • Title showing main idea • Appropriate structure
4	I can write with strong organization emphasizing: <ul style="list-style-type: none"> • Inviting leads and developed endings • Varied transitions showing connections • Logical sequence • Title showing main idea • Appropriate structure
5	I can write with strong organization emphasizing: <ul style="list-style-type: none"> • Inviting leads and developed endings • Varied transitions showing connections • Logical sequence • Title showing main idea • Appropriate structure
6-8	I can write with strong organization emphasizing: <ul style="list-style-type: none"> • Inviting leads and developed endings • Varied transitions showing connections • Logical sequence • Title showing main idea • Appropriate structure • Controlled pacing

c. Voice	
K	I can write or draw about my feelings and things I know and like.
1-2	I can write with strong voice by expressing sincere feelings about memories and ideas that are important to me.

3-8	I can write with strong voice by:
	<ul style="list-style-type: none"> taking risks to reveal self or individual thinking engaging or interacting with the audience using appropriate tone for the purpose, mode, and audience

d. Word Choice	
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K	I can use describing words to write or tell a story with help from my teacher.
1-2	I can write with strong word choice emphasizing:
	<ul style="list-style-type: none"> Precise and accurate words Words that appeal to the senses
3-8	I can write with strong word choice emphasizing:
	<ul style="list-style-type: none"> Precise and accurate words Words that are natural and correct A variety of words and parts of speech Words that appeal to the senses or use figurative language

e. Sentence Fluency	
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K-1	I can write asking and telling sentences with assistance.
2-3	I can write with strong sentence fluency by:
	<ul style="list-style-type: none"> Using correct sentences Varying sentences in structure and length Using different sentence beginnings
4-8	I can write with strong sentence fluency by:
	<ul style="list-style-type: none"> Using correct sentences, except for stylistic effect Varying sentences in structure and length Writing fluid and pleasant sentences to read aloud

f. Conventions	
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K	I can write using capital letters, ending marks and inventive spelling.
1-2	I can write with strong conventions:
	<ul style="list-style-type: none"> Sentence beginnings, proper names, and titles are capitalized Sentences have end punctuation and commas in series Grade level words spelled correctly (high-frequency words and words with simple patterns) and “hard” words spelled logically Grammar and usage is accurate (see spelling benchmark and Appendix B)
3-8	I can write with strong conventions using grade level appropriate spelling, punctuation, capitalization, and grammar/usage (see spelling benchmark and Appendix B).

g. Spelling	
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K	I can correctly spell my own first and last name and use inventive spelling in my writing.
1	I can correctly spell high-frequency words and words with simple patterns.
2	I can correctly spell high-frequency words and words with simple patterns.
	I can use various spelling strategies to check spelling (e.g., classroom resources, spelling patterns).
3	I can correctly spell simple compounds, homophones, contractions, and root words.
	I can use various spelling strategies to check spelling (e.g., classroom resources, spelling patterns).

4	I can correctly spell compounds, homophones, contractions, root words and words with affixes . I can use various spelling strategies to check spelling (e.g., classroom resources, spelling patterns).
5	I can correctly spell compounds, homophones, contractions, root words and words with affixes. I can use various spelling strategies to check spelling (e.g., classroom resources, spelling patterns).
6-8	N/A

6 Process of Writing

a. Pre-Writing	
K	I can draw, look at pictures, and talk with others to get writing ideas. I can use a graphic organizer to order my ideas.
1	I can draw, use pictures, make a list , and talk to others to get writing ideas. I can use a graphic organizer to order my ideas.
2	I can draw, make a list, and talk to others to get writing ideas. I can use a graphic organizer to order my ideas.
3	I can draw, make a list, and talk to others to get writing ideas. I can use graphic organizers to order and expand my ideas.
4	I can draw, journal , make a list, and talk to others to get writing ideas. I can use graphic organizers to order and expand my ideas.
5	I can draw, journal, make a list, and talk to others to get writing ideas. I can delete unimportant or irrelevant ideas . I can use graphic organizers to order and expand my ideas.
6-8	I can draw, journal, make a list, and talk to others to get writing ideas. I can delete unimportant or irrelevant ideas. I can use graphic organizers to order and expand my ideas.

b. Drafting	
K	I can use my pre-writing to write a draft with my teacher's help.
1-2	I can use my pre-writing to write a draft.
3	I can use my pre-writing and student models as guides to write my draft.
4-5	I can use my pre-writing and student models as guides to write my draft.
6	I can use my pre-writing, student models, and rubrics as guides to write my draft, returning as necessary to modify my pre-writing .
7-8	I can use my pre-writing, student models, and rubrics as guides to write my draft, returning as necessary to modify my pre-writing.

c. Revision	
K	I can see the need for changes in my writing with my teacher's help.
1	With my teacher's help I can move, add, and take away words to make my writing better.
2	I can use help from my teacher or classmates to move, add, and take away words to improve my writing.
3	With the help of my teacher and classmates, I can compare my work to student models and rubrics to determine strengths and weaknesses , then move, add, and take away words to improve my writing.
4	With the help of my teacher and classmates, I can compare my work to student models and rubrics to determine strengths and weaknesses, then revise words and sentences to improve my writing.

5	With the help of my classmates , I can compare my work to student models and rubrics to determine strengths and weaknesses, then revise words and sentences to improve my writing.
6	With the help of my classmates, I can compare my work to student models and rubrics to determine strengths and weaknesses, then revise words, sentences, and paragraphs to improve my writing.
7	With the help of my classmates, I can compare my work to student models and rubrics to determine strengths and weaknesses, then revise words, sentences, and paragraphs to improve my writing.
8	I can compare my work to student models and rubrics independently to determine strengths and weaknesses, then revise words, sentences, and paragraphs to improve my writing.

d. Editing	
K	N/A
1	With my teacher's help, I can use a checklist to fix mistakes.
2	I can work with my friends to use an editing checklist to fix mistakes.
3	I can work with my friends to use an editing checklist to fix mistakes.
4	Using an editing checklist, I can identify (e.g., circle) mistakes in my friends' writing. I can fix the mistakes my friends have circled.
5	Using an editing checklist, I can identify (e.g., circle) mistakes in my friends' writing. I can fix the mistakes my friends have circled.
6	Using an editing checklist, I can identify and fix as many mistakes as I can independently. I can identify (e.g., circle) mistakes in my friends' writing, then fix the mistakes my friends have circled.
7-8	I can identify and fix as many mistakes as I can independently. I can identify (e.g., circle) mistakes in my friends' writing, then fix the mistakes my friends have circled.

e. Publishing	
K	I can share my finished writing with others.
1	I can share my finished writing with others.
2	I can share my work with others and talk about how I felt about what I wrote.
3-4	I can share my work with others and talk about how I felt about what I wrote.
5	I can share my work with others and talk about either my experience as a writer or how I felt about what I wrote.
6-8	I can share my work with others and talk about either my experience as a writer or how I felt about what I wrote.

7 Research Process (Big 6)

a. Define Task	
K	N/A
1	I can define the task by asking a question that requires research.
2	I can define the task by asking a question that requires research, then make a plan with peers or teacher assistance to complete the task.
3	I can define the task by using a KWL chart or web to see what I know and would like to know, then narrowing the research question with the teacher's help. Knowing the final product's criteria and the Big 6 model, I can make a plan with assistance to complete the task.
4	I can define the task by: <ul style="list-style-type: none"> • determining what I need or want to know, then get help to narrow or broaden the topic; and

	<ul style="list-style-type: none"> knowing the final product's criteria, audience, and the Big 6 model, making a plan with teacher assistance to complete the task.
5	<p>I can define the task by:</p> <ul style="list-style-type: none"> determining what I need or want to know, then narrow or broaden the topic independently; and knowing the final product's criteria, audience, and the Big 6 model, making a plan to complete the task.
6	<p>I can define the task by:</p> <ul style="list-style-type: none"> determining what I need or want to know, then narrowing or broadening the topic independently; and knowing the final product's criteria, audience, and the Big 6 model, making a plan to complete the task.
7	<p>I can define the task by:</p> <ul style="list-style-type: none"> determining what I need or want to know, then narrowing or broadening the topic independently; and knowing the final product's criteria, audience, and the Big 6 model, formulating questions to direct the research, and making a plan to complete the task.
8	<p>I can define the task by:</p> <ul style="list-style-type: none"> determining what I need or want to know, then narrowing or broadening the topic independently; and knowing the final product's criteria, audience, and the Big 6 model, formulating questions and a thesis statement to direct the research, and making a plan to complete the task.

b. Develop Information-Seeking Strategies	
K	I recognize that answers can be found from information sources (books, websites, teachers/experts).
1	I can name multiple resources (books, magazines, encyclopedia, Internet, teachers) to find information.
2	I can recognize which resources (books, magazines, encyclopedias) are the best to use, with my teacher's help.
3	I can identify key words to find information on a topic and recognize which resources (books, magazines, encyclopedias) are the best to use.
4	I can identify key words to find information on a topic and recognize which resources (books, magazines, pre-selected class websites , encyclopedias) are the best to use and why .
5	I can identify key words to find information on a topic and recognize which resources (books, magazines, pre-selected class websites, encyclopedias, experts) are the best to use and why.
6	I can select and modify keywords and phrases to find information on a topic with assistance and recognize which resources (books, magazines, websites, reference materials , experts) are the best to use and why.
7	I can select and modify keywords and phrases to find information on a topic with assistance and recognize which resources (books, magazines, websites, reference materials, experts, primary sources) are the best to use and why.
8	I can select and modify keywords and phrases independently to find information on a topic and recognize which resources (books, magazines, websites, reference materials, experts, primary sources) are the best to use and why.

c. Locate and Access Information	
K	I can locate information with assistance in books that my teacher reads.
1	I can locate information with assistance in books .
2	I can use Destiny to find books, with assistance.
3	I can use keywords to search teacher-selected resources (Destiny, Webpath Express, Encyclopedia Britannica) for print and electronic materials, with assistance.

4	I can use keywords to search teacher-selected resources (Destiny, Webpath Express, Encyclopedia Britannica) for print and electronic materials and use tools in the source (table of contents, index, text, captions) to gather information.
5	I can use keywords or questions to search teacher-selected resources (Destiny, Webpath Express, Encyclopedia Britannica, experts) and use tools in the source (table of contents, index, and glossary, text, captions) to gather information.
6	I can use advanced search strategies (power search, Boolean operators, wildcards, and truncation) for finding information in Destiny, Webpath Express, Encyclopedia Britannica, websites and experts. I can independently choose appropriate information from print and electronic sources.
7-8	I can use advanced search strategies (power search, Boolean operators, wildcards, and truncation) for finding information in Destiny, Webpath Express, Encyclopedia Britannica, websites and experts. I can independently choose appropriate information from print and electronic sources.

d. Use Information	
K	N/A
1	I can record basic facts and ideas from what was read, heard, or seen on a graphic organizer with my teacher's help.
2	I can record and organize basic facts from what was read, heard, or seen on a graphic organizer.
3	I can record and organize information into a graphic organizer and record the name of the source with assistance.
4	I can record, organize, and summarize information into a graphic organizer and record the name of the source.
5	I can determine with assistance what information should be recorded, based on relevance and accuracy. With assistance, I can take relevant notes in a guided research form.
6	I can determine with assistance what information should be recorded, based on relevance, authority , objectivity, accuracy. I can take relevant, accurate, current notes in a guided research form.
7	I can determine with assistance what information should be recorded, based on relevance, authority, objectivity, accuracy, and currency of the source . I can take relevant, accurate, current notes in a guided research form. With assistance, I can demonstrate understanding of copyright law (e.g., fair use and intellectual property rights).
8	I can determine with assistance what information should be recorded, based on relevance, authority, objectivity, accuracy, and currency of the source. I can take relevant, accurate, current notes in a guided research form. I can demonstrate understanding of copyright law (e.g., fair use and intellectual property rights).

e. Synthesize Information	
K	N/A
1	I can use the new information to create and share appropriate text and images with others.
2	I can use the new information to create a final product, such as a report or poster and identify my source in a simple format.
3	I can use the new information to create a final product, such as a report or poster and identify my source in a simple format.
4	I can summarize and draw conclusions from the information, reorganize it for a final product (e.g., report, electronic program, or poster), and identify the source in an acceptable format.

5	I can summarize and draw conclusions from the information, reorganize it for a final product (e.g., report, electronic program, or poster), and identify the source in an acceptable format
6	I can analyze and draw conclusions from the information, re-organize it, create a final product, and identify my citations using a citation tool, such as Noodletools.
7-8	I can analyze and draw conclusions from the information, re-organize it, create a final product, and identify my citations using a citation tool, such as Noodletools.

f. Evaluate Process and Product	
K	N/A
1	I can determine if the question was answered, with my teacher’s help.
2	I can use a checklist to determine if the question was answered.
3	I can use a checklist to determine if the question was answered and to judge the process with my teacher’s help.
4	I can determine if the question was answered, then use a rubric or checklist to judge the process and product.
5	I can determine if the question was answered, then use a rubric or checklist to judge the process and product.
6	I can determine if the question was answered, then use a rubric or checklist to judge the process and product.
7	I can use a rubric or checklist to judge the process and product, and reflect on feedback from teacher or peers.
8	I can use a rubric or checklist to judge the process and product, and reflect on feedback from teacher or peers.

8 Handwriting and Keyboarding

a. Handwriting and Keyboarding	
K	I can write all the big and small letters (alphabet) neatly and with good spacing. I can leave space between words. I can write on a line.
1	I can write all the big and small letters (alphabet) neatly on lined paper. I can write legibly, allowing margins and correct spacing between the letters in a word and the words in a sentence. I can keep words together on the same line.
2	I can write legibly, allowing margins and correct spacing between letters in a word and words in a sentence.
3	I can make the transition from manuscript style to cursive.
4	I can write fluidly and legibly in both manuscript and cursive. I can type 10 words per minute with 90% accuracy.
5	I can write fluidly and legibly in both manuscript and cursive. I can type 20 words per minute with 90% accuracy.
6	I can type 30 words per minute with 90% accuracy.
7-8	I can type 35 words per minute with 90% accuracy.

9 Speaking and Listening

a. Group Listening and Speaking Skills	
K	I can demonstrate correct listening and speaking behaviors with my teacher’s help (e.g., listen without interrupting, pay attention to the speaker, make personal connections, ask related questions, respond related to topic, speak to the point).
1	I can demonstrate correct listening and speaking behaviors in group interactions (e.g., listen without interrupting, pay attention to the speaker, make personal connections, ask related questions, respond related to topic, speak to the point).
2	I can demonstrate listening and speaking behaviors in group interactions (e.g., understand when to speak and how much to say, make personal connections, ask questions to deepen understand, paraphrase ideas, express interest).
3	I can demonstrate listening and speaking behaviors in group interactions (e.g., understand when to speak and how much to say, make personal connections, ask questions to deepen understanding, paraphrase ideas, respond related to topic).
4	I can demonstrate listening and speaking behaviors in group interactions (e.g., understand when to speak and how much to say, ask questions to deepen understanding, paraphrase ideas, respond constructively, respect different points of view).
5	I can demonstrate listening and speaking behaviors in group interactions (e.g., ask questions to deepen understanding; paraphrase ideas; affirm, build on and respond constructively; respect different points of view).
6	I can demonstrate sophisticated listening and speaking behaviors in group interactions (e.g., ask questions to deepen understanding; paraphrase ideas; affirm, build on and respond constructively; respect different points of view).
7	I can demonstrate sophisticated listening and speaking behaviors in group interactions (e.g., take turns without interrupting or overlapping; ask questions to deepen understanding; paraphrase ideas; request re-explanation; affirm, build on and respond constructively; respect different points of view).
8	I can demonstrate sophisticated listening and speaking behaviors in group interactions (e.g., take turns without interrupting or overlapping; ask questions to deepen understanding; paraphrase ideas; request re-explanation; affirm, build on and respond constructively; respect different points of view).

b. Listening Comprehension Strategies	
K-1	N/A
2	I can use listening comprehension strategies before, during, and after listening to understand meaning (listen for key words, ask questions).
3	I can use listening comprehension strategies before, during, and after listening to understand meaning (ask questions to clarify, list important ideas in a story, visualize and sketch).
4	I can use listening comprehension strategies before, during, and after listening to understand meaning (ask questions to clarify, monitor comprehension, make notes in graphic organizer).
5	I can use listening comprehension strategies before, during, and after listening to understand meaning (ask questions to clarify, monitor comprehension, summarize).
6	I can use listening comprehension strategies before, during, and after listening to understand meaning (monitor comprehension, visualize, take notes).
7	I can use listening comprehension strategies before, during, and after listening to understand meaning (monitor comprehension, visualize, take notes, identify important ideas).
8	I can use listening comprehension strategies before, during, and after listening to understand meaning (monitor comprehension, visualize, take notes, identify important ideas).

c. Listening Comprehension	
K-1	N/A
2	I can demonstrate literal comprehension of oral texts by retelling the story or restating the information.
3	I can demonstrate literal comprehension of oral texts by retelling the story or restating the information.
4	I can demonstrate literal and interpretative comprehension of oral texts by listening to the words and the tone, with my teacher's help.
5	I can demonstrate literal and interpretative comprehension of oral texts, based on words, tone, and body language.
6	I can demonstrate literal and interpretative comprehension of oral texts, based on words, tone, body language, and facial expression .
7	I can demonstrate literal and interpretative comprehension of oral texts, based on words, tone, body language, and facial expression.
8	I can demonstrate literal and interpretative comprehension of oral texts, based on words, tone, body language, facial expression, and use of other techniques, such as humor, irony, or satire.

d. Presentations	
K	N/A
1	I can talk to small or large groups in a clear manner.
2	Given a simple format to follow , I can present to small or large groups (recite, narrate, explain) in a clear manner.
3	I can present briefly to small or large groups for different purposes (recite, narrate, explain) in a clear, organized manner, using beginning visual aids .
4	I can present to small or large groups for different purposes (recite, narrate, explain) in a clear, organized manner, using visual aids and eye contact .
5	I can present to small or large groups for different purposes (recite, narrate, explain) in a clear, organized manner, using visual aids, eye contact, and gestures .
6	I can present to small or large groups for different purposes (persuade , narrate, explain) in a clear, organized manner, using visual aids or basic presentation software , eye contact, and gestures to aid communication.
7	I can present to small or large groups for different purposes (persuade, narrate, explain) in an engaging , organized manner, using visual aids, basic presentation software, eye contact, and gestures to aid communication.
8	I can present to small or large groups for different purposes (persuade, narrate, explain) in an articulate , engaging, organized manner, using presentation software , visual aids, eye contact, facial expression , and gestures to aid communication.

e. Speaking Clarity	
K	I can speak at an appropriate volume in different situations.
1	I can speak at an appropriate volume in different situations.
2	I can speak using correct volume, pace, tone, and phrasing.
3	I use clear diction , tempo, volume, tone, and phrasing.
4-8	I use clear diction, tempo, volume, tone, and phrasing.

f. Directions	
K	I can follow one- and two-step oral directions.
1	I can follow one- and two-step oral directions.
2	I can follow three- or four- step oral directions.
3	I can follow multiple- step oral directions.

10 Media Literacy

a. Media Message	
K-2	N/A
3	I can identify intended messages conveyed through a medium, such as television or magazine, with teacher assistance.
4	I can identify intended messages conveyed through a medium, such as television or magazine, and distinguish between fact and opinion in oral or visual media with teacher assistance.
5	I can analyze a variety of media, such as movies, television, and magazine , to determine intended message, fact and opinion, and accuracy of information .
6	I can analyze a variety of media, such as movies, television, and magazine, to determine intended message, fact and opinion, and accuracy of information, and evaluate them from a Biblical worldview .
7	I can analyze a variety of media, such as movies, podcasts , television, and magazine, to determine intended message, fact and opinion, accuracy of information, and bias , and evaluate them from a Biblical worldview.
8	I can analyze a variety of media, such as movies, podcasts, television, and magazine, to determine intended message, fact and opinion, accuracy of information, bias, and audience , and evaluate them from a Biblical worldview.

b. Media Technique	
K-6	N/A
7	I can analyze the effect on the viewer of images, text, and sound in electronic journalism from a Biblical worldview, and identify the techniques used to achieve the effects in each instance studied.
8	I can analyze the effect on the viewer of images, text, and sound in electronic journalism from a Biblical worldview, and identify the techniques used to achieve the effects in each instance studied.