

E • COT
Grade Level Learning Outcomes

Language Arts
Based on the Model Competency-Based Language Arts Program¹

Kindergarten

Reading

The learner will:

1. After listening to a story, retell the story, as evidenced in part by the capacity to:
 - a. sequence the events;
 - b. retell, with prompts, important parts of the story;
 - c. tell the most interesting part of the story;
 - d. compare and contrast different versions of the same story.
2. Given a series of pictures that tell a story, be able to demonstrate understanding of picture cues by placing the pictures in the correct sequence of events.
3. Show understanding of a story heard, as evidenced in part by the capacity to do one or more of the following:
 - a. draw a picture related to the story;
 - b. dramatize the story;
 - c. retell the story;
 - d. approximate reading of the story.
4. Begin to demonstrate relationships between letters and sounds.

Writing

The learner will:

1. Produce various forms of writing appropriate for a given purpose, as evidenced in part by the capacity to:
 - a. write/draw stories, labels, sentences, poems;
 - b. write own first name;
 - c. dictate or approximate the writing of stories, personal or class experiences, labels, and poems.
2. Demonstrate some conventions of print, including:
 - a. top-to-bottom;
 - b. left-to-right;
 - c. letter formation;
 - d. letter-sound correspondence.
3. Begin to approximate symbols and words orally and in writing, and when appropriate, through the use of technology, including computers and typewriters.

¹ Gardner, S., Brown, C., et al. *Model Competency-Based Language Arts Program*. Columbus, OH: Board of Education. 1996.

Listening/Visual Literacy

The learner will:

1. Demonstrate the ability to listen attentively to a variety of materials and give evidence of this listening by:
 - a. discussing poem/rhyme, story, or informational piece when finished listening;
 - b. retelling a story or relating the experience in logical order;
 - c. following simple directions;
 - d. incorporating new vocabulary and ideas;
 - e. identifying patterns (e.g., repetition, rhythm, rhyming) in communication.
2. Discriminate between sounds (e.g., environmental, extraneous, warning) and language.
3. Apply the different functions of listening, as evidenced in part by the capacity to:
 - a. listen to imagine;
 - b. listen for information;
 - c. listen for pleasure;
 - d. listen to assess and evaluate.
4. Demonstrate self-discipline, responsibility through respect for the rights of the speaker, as evidenced in part by the capacity to remain quiet while others speak and focus attention on the speaker.

Oral Communication

The learner will:

1. Demonstrate the ability to record ideas, voices, and stories using tape recorders, VCR, and/or computers.
2. Demonstrate the ability to share orally information and experiences.
3. Demonstrate an awareness of effective speech practice, as evidenced in part by the capacity to:
 - a. imitate accepted speech patterns;
 - b. repeat sentences;
 - c. speak in unison;
 - d. speak clearly and distinctly.

First Grade

Reading

The learner will:

1. Given the opportunity to read or listen to an appropriate text (including shared reading and read-aloud), the learner will:
 - a. integrate prior knowledge/personal experiences with events in the text;
 - b. predict events;
 - c. identify/discuss characters and setting;
 - d. discuss the main idea;

2. Exhibit behavior (e.g., compassion, diligence) that demonstrates recognition of the implications of a commitment to be an effective listener, as evidenced in part by the capacity to:
 - a. control personal chatter and remain quiet and attentive as the situation demands;
 - b. ask peers for quiet when communication is being disrupted;
 - c. establish eye contact frequently with the speaker;
 - d. ask questions for clarification as needed;
 - e. summarize what has been heard.
3. Demonstrate the ability to identify meanings conveyed by facial expressions.

Oral Communication

The learner will:

1. Begin to incorporate correct forms of oral communication into daily oral practice as evidenced in part by the capacity to:
 - a. enunciate clearly in an appropriate tone and volume for the speaking situation, e.g., indoor/outdoor, group discussion/individual speaking;
 - b. express complete thoughts approximating correct grammar;
 - c. use vocabulary introduced in the classroom.
2. Demonstrate the ability to participate in various forms of oral communication, including:
 - a. dramatization;
 - b. storytelling;
 - c. group discussions;
 - d. oral problem-solving.
3. Incorporate the use of technology and oral communication by recording ideas, voices, etc., onto media such as:
 - a. charts;
 - b. tape recorders;
 - c. video recorders;
 - d. computers.

Second Grade

Reading

The learner will:

1. Orally read a familiar text, as evidenced in part by the capacity to:
 - a. read fluently with appropriate phrasing;
 - b. integrate the three cueing systems (semantic, syntactic, graphophonetic) to maintain meaning;
 - c. retell the story;
 - d. write in response to the story.
2. Successfully use a variety of strategies, when encountering difficulty in reading at the learner's level of instruction, as evidenced in part by the capacity to:
 - a. integrate context cues - meaning/picture cues (semantic) - structural cues (syntactic) - visual/phonetic cues (graphophonetic);

- e. express thoughts, feelings, judgments, understandings, and attitudes in response to text;
 - f. analyze the behavior of characters;
 - g. attend to a self-selected text for a sustained period of time.
2. Orally read a familiar text at the learner's level of instruction, as evidenced in part by the capacity to:
 - a. read with fluency and expression;
 - b. integrate the three cueing systems to maintain meaning (semantic, syntactic, graphophonetic);
 - c. self-correct when miscues interfere with meaning.
3. Presented with a text to read silently at the learner's level of instruction, demonstrate comprehension of the material in part by the capacity to:
 - a. retell the story with prompts;
 - b. draw in response to the story;
 - c. tell the most interesting and important parts of the story to the teacher;
 - d. write in response to the story.

Writing

The learner will:

1. Produce various forms of writing, using a computer or typewriter when appropriate, to communicate meaning, as evidenced in part by:
 - a. writing on a self-selected topic related to personal experiences;
 - b. writing in response to a picture;
 - c. dictating a story in response to a self-selected topic;
 - d. dictating a story in response to a prompt.
2. Given an assigned or self-selected prompt (picture, event, experience, discussion, literature, media), demonstrate some conventions of print, including:
 - a. left-to-right directionality;
 - b. letter formation;
 - c. spacing;
 - d. capitalization;
 - e. ending punctuation;
 - f. letter-sound correspondence.
3. Begin to evaluate writing by:
 - a. participating in peer-group editing;
 - b. maintaining with teacher support a writing folder or portfolio which includes self-selected materials.

Listening/Visual Literacy

The learner will:

1. Listen to a variety of materials and show evidence of effectiveness listening by:
 - a. discussing the poem/rhyme, story, or informational piece;
 - b. following a simple direction involving a series of two or three steps.

- b. read on to end of sentence;
 - c. start sentence again and re-read;
 - d. self-correct when errors interfere with meaning.
3. Given a text to read silently, demonstrate comprehension of the material, in part, by the capacity to:
 - a. retell the story;
 - b. write in response to the story;
 - c. tell the most interesting and/or important parts of the story to the teacher;
 - d. identify the main idea;
 - e. identify supporting details.
4. Given the opportunity to read or listen to assigned and self-selected texts from a variety of genres:
 - a. relate personal experiences/knowledge to characters and events in text;
 - b. predict outcomes;
 - c. sequence events;
 - d. identify details and main idea;
 - e. locate specific information.
5. Read silently for a sustained period of time and exhibit the skills and techniques, as well as the appropriate attitude, related to silent reading, as evidenced in part by the capacity to:
 - a. stay engaged with what is being read for the allotted time;
 - b. use monitoring activities, e.g., paraphrasing, self-questioning, to determine if comprehension is occurring;
 - c. re-read when meaning is not clear or is disrupted;
 - d. self-correct errors so that meaning and interest are maintained;
 - e. discuss what has been read, evaluating content critically for internal consistency and compatibility with prior knowledge and common sense;
 - f. respond to opportunities to discuss what has been read;
 - g. recommend books read to peers.

Writing

The learner will:

1. Produce various forms of writing on a daily basis, appropriate for a given purpose, as evidenced in part by the capacity to:
 - a. choose appropriate topics on which to write;
 - b. write in response to a given prompt (topic, picture, etc.);
 - c. dictating a story in response to a self-selected topic;
 - d. write stories, verse, and/or informational pieces related to interests, themes, or events;
 - e. compose a complete series of ideas in an organized, sequential manner.
2. Demonstrate knowledge of the writing process, as evidenced in part by the capacity to:
 - a. use prewriting techniques to develop ideas;
 - b. draft ideas;
 - c. revise by adding or deleting details; edit with peers; e. publish writing for a limited audience, e.g., principal, parent, peer.

3. Produce written material that demonstrates knowledge of grammar, mechanics, and usage appropriate to the learner's level of instruction, as evidenced in part by the capacity to:
 - a. self-correct spellings of high-frequency words on final draft;
 - b. correctly use capital letters on final draft (beginning of sentences and proper nouns);
 - c. correctly use end punctuation on final draft.
4. Use computers with greater efficiency to support language development.

Listening/Visual Literacy

The learner will:

1. Listen to a variety of materials and show evidence of listening, as demonstrated in part by the capacity to:
 - a. identify and discuss different forms of literature;
 - b. discuss significant events within a story;
 - c. use vocabulary gained through listening/viewing experiences;
 - d. interpret simple graphs;
 - e. follow directions involving multiple steps;
 - f. organize and categorize information from media sources;
 - g. evaluate a media presentation related to a classroom theme.
2. Identify cultural differences (e.g., courage, self-respect, responsibility) in verbal and nonverbal communication.
3. Demonstrate the ability to identify descriptive words and phrases heard in stories and speech, and explain their importance to the development of interesting material.

Oral Communication

The learner will:

1. Exhibit signs of an increased awareness of acceptable oral communication, as evidenced in part by the capacity to:
 - a. express thoughts using increasingly correct grammar;
 - b. speak using increasingly better and appropriate enunciation, volume, tone, rate, expression, and vocabulary;
 - c. focus on the topic being discussed;
 - d. present an oral report related to a class theme or topic;
 - e. participate in peer group discussions;
 - f. participate in dramatizations;
 - g. experiment with verbal language.
2. Demonstrate the ability to engage in simple introductions and greetings.

Third Grade

Reading

The learner will:

1. Given a variety of fiction and nonfiction to read silently:
 - a. identify literary elements such as characters, plot, setting;

- b. identify the structure of nonfiction (table of contents, key words, headings);
 - c. respond to comprehension questions with teacher assistance: analyze, infer, critique, summarize, evaluate, synthesize;
 - d. participate in group discussion related to reading;
 - e. read widely from a variety of genres.
2. Decode new words while reading, using semantics, syntax, and graphophonetic systems.
 3. Lead silently for a sustained period of time and exhibit the skills and techniques, as well as the appropriate attitude related to silent reading, as evidenced in part by the capacity to:
 - a. stay engaged with what is being read for the allotted time;
 - b. use monitoring activities, e.g., paraphrasing, self-questioning, to determine if comprehension is occurring;
 - c. re-read when meaning is not clear or is disrupted;
 - d. self-correct errors so that meaning and interest are maintained;
 - e. discuss what has been read, evaluating content critically for internal consistency and compatibility with prior knowledge and common sense;
 - f. respond to opportunities to discuss what has been read;
 - g. recommend books read to peers.
 4. Select fiction and nonfiction materials from the library in response to varying criteria.

Writing

The learner will:

1. Be able to prepare for writing a fictional or informational piece by:
 - a. using a variety of prewriting strategies—webbing, listing, clustering, brain storming;
 - b. gathering appropriate information prior to writing.
2. Demonstrate knowledge of the writing process, as evidenced in part by the capacity to:
 - a. use prewriting techniques to develop and order ideas;
 - b. draft quickly without interruption;
 - c. revise by adding or deleting details;
 - d. edit with peers;
 - e. develop criteria for evaluating own writing;
 - f. publish writing for a limited audience, e.g., principal, parent, peer.
3. Are able to develop a piece of fiction and nonfiction writing for publication by:
 - a. revising initial draft for variety of sentences;
 - b. applying knowledge of beginning, middle, and end;
 - c. using appropriate nouns, verbs, adjectives, and adverbs;
 - d. editing writing for conventional spelling.

Listening/Visual Literacy

The learner will:

1. Demonstrate increasingly sophisticated and appropriate grade-level listening/viewing skills, as evidenced in part by the ability to:
 - a. identify different forms of material read aloud, e.g., fiction, nonfiction, science fiction, informational writing, and propaganda;
 - b. recognize elements of acceptable oral language delivery systems and styles;

- c. develop criteria for evaluating information when listening and viewing;
 - d. listen actively and appropriately to oral presentations.
2. Demonstrate the ability to identify and control internal (e.g., daydreaming) and external (e.g., faking attention) distractions for effective listening.
3. Demonstrate the ability to predict outcomes while listening or viewing.

Oral Communications

The learner will:

1. Demonstrate appropriate grade level communication skills, as evidenced in part by the ability to:
 - a. engage in oral language experiences daily for a variety of audiences and purposes;
 - b. gather and organize information for an oral presentation;
 - c. choose appropriate language for the situation and audience;
 - d. use inflectional tone to convey an emotion.
2. Demonstrate the appropriate use of the telephone for business and social calls.

Fourth Grade

Reading

The learner will:

1. Given narrative text to read silently, respond, as evidenced in part by the capacity to:
 - a. compare and contrast elements such as characters, plot, and setting;
 - b. analyze, infer, critique, summarize, and evaluate texts independently or with teacher assistance;
 - c. locate main ideas and supporting details.
2. Given nonfiction text to read silently, respond as evidenced in part by the capacity to:
 - a. locate main ideas and supporting details;
 - b. analyze, infer, critique, summarize, and/or evaluate the text.
3. Read orally from a self-selected, familiar text with appropriate rate and expression.
4. Demonstrate the ability to locate, research, and collect information on a topic or theme by keeping records of:
 - a. use of library resources;
 - b. use of appropriate sections of texts.
5. Read silently for a sustained period of time and exhibit the skills and techniques, as well as the appropriate attitude, related to silent reading, as evidenced in part by the capacity to:
 - a. stay engaged with what is being read for the allotted time;
 - b. use monitoring activities, e.g., paraphrasing, self-questioning, to determine if comprehension is occurring;
 - c. re-read when meaning is not clear or is disrupted;
 - d. self-correct errors so that meaning and interest are maintained;
 - e. discuss what has been read, evaluating content critically for internal consistency and compatibility with prior knowledge and common sense;
 - f. respond to opportunities to discuss what has been read;
 - g. recommend books read to peers.

Writing

The learner will:

1. Given an assigned or self-selected prompt/topic, use the writing process to make the intended message clear, as evidenced in part by the capacity to:
 - a. develop details to enhance the piece of writing;
 - b. use a variety of words and sentence patterns;
 - c. edit work before publishing;
 - d. use conventional spelling in final copy.
2. Engage in peer conferences to revise and evaluate writing.
3. Select pieces of writing to publish or save and explain the reasons for the selection.

Listening/Visual Literacy

The learner will:

1. Demonstrate appropriate grade level listening/viewing skills, as evidenced in part by the ability to:
 - a. identify various genres of writing when listening/viewing;
 - b. identify literary elements of style when listening/viewing;
 - c. collect information by using a note-taking skill while listening/viewing;
 - d. evaluate material presented while listening/viewing;
 - e. identify main ideas and supporting details while listening/viewing;
 - f. make and alter predictions about material to be viewed;
 - g. engage in active and appropriate listening;
 - h. examine and discuss cultural and gender-related material heard/viewed;
 - i. distinguish between complete and incomplete messages
2. Recognize the effects of word choice (e.g., jargon, time-bound language) on comprehension.
3. Demonstrate the ability to identify nonverbal actions that increase clarity or more effectively reinforce a verbal message.

Oral Communication

The learner will:

1. Demonstrate the ability to view similar messages and indicate how they differ when conveyed by different media.
2. Demonstrate appropriate grade level oral communication skills, as evidenced in part by the ability to:
 - a. engage in appropriate formal/informal language experiences daily for various audiences and purposes;
 - b. deliver oral presentations using appropriate grammar, usage, syntax, and vocabulary;
 - c. use a variety of resources to gather and organize information in preparing for oral communication;

- d. recognize the level of audience understanding of speaker's message;
 - e. demonstrate strategies to clarify meaning to audience.
3. Demonstrate the ability to emphasize meaning in conversations, discussions, and oral presentations through the use of pauses, gestures, and facial expressions.
 4. Demonstrate responsible behavior in speaking practices, as evidenced in part by the capacity to:
 - a. recognize the rights of others in a discussion;
 - b. avoid the use of "put-downs" and inappropriate slang;
 - c. organize personal thoughts so that oral communication is meaningful and concise;
 - d. provide supportive verbal and nonverbal cues to participants in a discussion to encourage an exchange of ideas.

Fifth Grade

Reading

The learner will:

1. Given a fiction or nonfiction text to read silently, they respond, as evidenced in part by the capacity to analyze, infer, critique, summarize, synthesize, and compare/contrast texts.
2. Use elements of book structure (table of contents, key words, headings, index, bibliography, glossary) to access information.
3. From a given or self-selected topic or theme, locate and use information from a variety of resources to support ideas, concepts, and interpretations.
4. Read silently for a sustained period of time and exhibit the skills and techniques, as well as the appropriate attitude, related to silent reading, as evidenced in part by the capacity to:
 - a. stay engaged with what is being read for the allotted time;
 - b. use monitoring activities, e.g., paraphrasing, self-questioning, to determine if comprehension is occurring;
 - c. re-read when meaning is not clear or is disrupted;
 - d. self-correct errors so that meaning and interest are maintained;
 - e. discuss what has been read, evaluating content critically for internal consistency and compatibility with prior knowledge and common sense;
 - f. respond to opportunities to discuss what has been read;
 - g. recommend books read to peers.

Writing

The learner will:

1. Given an assigned or self-selected prompt/topic, use the writing process to develop writing in varied forms, as evidenced in part by the capacity to:
 - a. write reports on topics linked to a theme;
 - b. develop stories with a fully developed beginning, middle, and end;
 - c. write in a journal or learning log;
 - d. produce poetry;
 - e. arrange ideas for informational and persuasive writing.

2. Respond to specified curriculum themes through a variety of writing experiences both individually and in a group.
3. Bring effective pieces of writing to publication by:
 - a. revising initial draft for content;
 - b. selecting effective adjectives, adverbs, and nouns;
 - c. editing writing for verb forms, conventional spelling, and appropriate punctuation;
 - d. preparing writing in a format that appeals to the reader;
 - e. applying established criteria to the evaluation of own writing.

Listening/Visual Literacy

The learner will:

1. Demonstrate appropriate grade-level listening/viewing skills, as evidenced in part by the ability to:
 - a. gather relevant information related to a particular topic from listening to and/or viewing available resources, e.g., recordings, videos, movies, illustrations, graphics, models, maps;
 - b. engage in active listening during oral reading, discussions, and peer presentations;
 - c. distinguish between relevant and irrelevant information.
2. Exhibit appropriate minimal reinforcers, e.g., head nods, "uh-huh," when receiving communication.
3. Demonstrate the ability to use intrapersonal skills to negotiate the meaning of a message.
4. Demonstrate the ability to distinguish between hearing and listening.

Oral Communication

The learner will:

1. Demonstrate the ability to restate a comment to make it clearer for the listener.
2. Demonstrate the ability to speak impromptu with appropriate poise and self-confidence.
3. Demonstrate the ability to collaborate to prepare and deliver an effective presentation.

Sixth Grade

Reading

The learner will:

1. Presented with a fictional selection of at least 500 words which has topical and structural integrity and is at an appropriate level of instruction, demonstrate an integrated understanding of the language, elements of plot, possible themes, likely motives and traits of characters, and the effect of setting, as evidenced in part by the capacity to:
 - a. use the context of the selection to identify the meaning of specified unfamiliar words;
 - b. select the appropriate (contextual) meaning of specified multiple-meaning words;
 - c. answer questions about important details;
 - d. select the correct order for as many as three sentences related to the content;
 - e. select the main idea, which may be directly stated or implied;

- f. predict the most probable outcome in a particular circumstance;
 - g. identify cause and effect relationships;
 - h. ask a question to find out if someone understands an important detail of the passage;
 - i. write in response to the reading.
2. Presented with a nonfiction selection of at least 500 words which has topical and structural integrity and is at an appropriate level of instruction, demonstrate an integrated understanding of the major concepts, the evidence that supports those concepts, the possible application for the concepts, and the possible purposes the selection might serve, as evidenced in part by the capacity to:
 - a. answer questions involving details about who, what, when, where, or how;
 - b. select the main idea which may be directly stated or implied;
 - c. identify cause and effect relationships;
 - d. distinguish between what is directly stated and what a reader might infer from the passage; distinguish, from at least four statements provided, those that are facts and those that are opinions;
 - e. predict the most probable outcome in a particular circumstance;
 - f. identify at least one sentence that supports the main idea or point of the passage;
 - g. specify at least one purpose the author might have for writing the selection;
 - h. select, from at least three choices, the best summary for a specified audience;
 - i. identify any author bias/slant/view stated about the passage or topic.
3. Presented with a variety of common/functional reading materials at the appropriate level of instruction, identify, locate, and use information from the library and other sources, as evidenced in part by the capacity to:
 - a. select an illustration that indicates that directions of two to five steps have been followed correctly;
 - b. select the most appropriate or best reference source to answer a particular question;
 - c. demonstrate the skills/processes necessary to use specified types of material;
 - d. interpret vocabulary found on application forms;
 - e. identify a statement containing propaganda.
4. Respond to reading by interpreting text, using background knowledge, using literary elements, and developing inferences.

Writing

The learner will:

1. Given a prompt, the write in direct response to that prompt using ideas, reasoning, examples, and/or commentary that is pertinent, as evidenced in part by the capacity to:
 - a. focus on the topic with adequate supporting ideas or examples;
 - b. follow a logical order;
 - c. convey a sense of completeness or wholeness;
 - d. exhibit word choice appropriate to the subject; e. communicate ideas and feelings.
2. Given a prompt, write in direct response to that prompt demonstrating knowledge of grammar, mechanics, and usage, as evidenced in part by the capacity to:

- a. choose and use clear language;
 - b. use complete sentences except where purposeful fragments are desirable;
 - c. use standard forms of verbs and nouns;
 - d. ensure subject-verb agreement; e. use appropriate punctuation;
 - e. use appropriate capitalization;
 - f. spell correctly.
3. Use the writing process to develop and evaluate self-initiated writing, as evidenced in part by the capacity to:
- a. select and use prewriting techniques to support ideas;
 - b. draft independently;
 - c. revise draft by adding, changing, or deleting material;
 - d. edit with peers;
 - e. publish writing for an intended audience.

Listening/Visual Literacy

The learner will:

1. Demonstrate an understanding of the importance of structure to oral presentation, as evidenced in part by the capacity to:
 - a. realize the purpose of the speaker,
 - b. connect and relate what is said later in a presentation with earlier portions;
 - c. detect transitional words or phrases which refer the listener back or move the listener along;
 - d. detect the skeleton of main idea, supporting points, and other details.
2. Demonstrate the ability to concentrate more on content than on presentation.
3. Identify barriers to effective listening.
4. Demonstrate appropriate, grade-level listening/viewing skills by listening to/viewing a variety of media and being able to:
 - a. compare two or more authors' styles;
 - b. recognize effective grammar and syntax;
 - c. expand vocabulary through listening/viewing;
 - d. gather relevant information from a variety of sources;
 - e. integrate listening/viewing with reading, writing, and speaking.

Oral Communication

The learner will:

1. Demonstrate the ability to use effective interviewing techniques.
2. Demonstrate the ability to speak with and without notes before an audience.
3. Demonstrate appropriate, grade-level, oral communication skills, as evidenced by the ability to:
 - a. recognize and use different speaking styles, techniques, and strategies for different purposes;
 - b. participate daily in some type of oral communication, e.g., small-group discussions, prepared presentations, learning projects, thematic units;
 - c. use technology to enhance and analyze oral communication, e.g., videotape audiotape, slides, music, computer.

Seventh Grade

Reading:

The learner will:

1. Presented with a fictional selection of 500 or more words, which has topical and structural integrity and is at an appropriate level of instruction, demonstrate an integrated understanding of the language, elements of plot, possible themes, likely motives and traits of characters, and the effect of setting, as evidenced in part by the capacity to:
 - a. use the context to identify the meaning of specified unfamiliar words;
 - b. select the appropriate (contextual) meanings of multiple-meaning words;
 - c. answer questions about important details, including who, what, when, where, and how;
 - d. select the correct order (sequence) for at least four sentences and/or details related to the content of the passage;
 - e. select the main idea which may be directly stated or implied;
 - f. predict the most probable outcome, or what is likely to happen in a particular circumstance;
 - g. identify stated and inferred cause and effect relationships;
 - h. distinguish between what is directly stated and what a reader might infer from the passage.
2. Presented with a nonfiction selection of more than 500 words, which has topical and structural integrity and is at an appropriate level of instruction, demonstrate an integrated understanding of the major concepts, the evidence that supports those concepts, the possible application for the concepts, and the possible purposes the selection might serve, as evidenced in part by the capacity to:
 - a. answer questions about important details;
 - b. select the main idea which may be directly stated or implied;
 - c. identify one inferred cause and effect relationship;
 - d. distinguish between what is directly stated and what a reader might infer from the passage;
 - e. identify at least two statements of fact and two statements of opinion;
 - f. predict whether certain specified information is likely to be included in particular material;
 - g. identify at least one of the author's possible stated or inferred purposes for writing the selection;
 - h. specify any author bias/slant toward the topic of the passage.
3. Presented with a variety of common/functional reading materials appropriate to the level of instruction, identify, locate, and use information from the library and other sources, as evidenced in part by the capacity to:
 - a. follow directions of at least five steps;
 - b. select and use appropriate reference sources and illustrative materials including dictionaries, encyclopedias, almanacs, atlases, phone books, schedules, tables of contents, and indices;

- c. interpret vocabulary commonly found in functional reading material;
 - d. determine whether propaganda techniques are present.
4. Presented with a variety of sources of information to broaden understanding of a topic, theme, or subject, demonstrate the ability to analyze and synthesize information.
 5. Respond to reading by interpreting text, developing inferences, and using background knowledge and literary elements.

Writing

The learner will:

1. Given a prompt, write in direct response to that prompt using ideas, reasoning, examples, and/or commentary that is pertinent, as evidenced in part by the capacity to:
 - a. focus on the topic with ample supporting ideas and examples;
 - b. develop a logical structure or organizational pattern;
 - c. convey a sense of completeness or wholeness;
 - d. choose words that are generally specific and appropriate for the topic;
 - e. convey a message related to the prompt;
 - f. organize information and/or ideas for composing;
 - g. use creative imagery.
2. Given a prompt, write in direct response to that prompt demonstrating knowledge of grammar, mechanics, and usage, as evidenced in part by the capacity to:
 - a. enhance communication by ensuring that subject/verb agreement and verb and noun forms are generally correct;
 - b. use the conventions of punctuation and capitalization;
 - c. spell words correctly;
 - d. develop sentences of varied lengths and patterns.
3. Use the writing process to develop and evaluate self-initiated writing, as evidenced in part by the capacity to:
 - a. select and use prewriting techniques to support ideas;
 - b. draft independently;
 - c. revise draft by adding, changing, or deleting material;
 - d. edit with peers;
 - e. publish writing for an intended audience.

Listening/Visual Literacy

The learner will:

1. Demonstrate the ability to evaluate the content of a speaker's message.
2. The learner will demonstrate an awareness of the meaning(s) of a speaker's nonverbal communication.
3. The learner will demonstrate the ability to recognize the effects of persuasive techniques and propaganda on the meaning of what is being heard and/or viewed.
4. The learner will demonstrate appropriate grade level listening/viewing skills by listening to/viewing a variety of media and being able to:
 - a. compare two or more authors' styles through listening and viewing;

- b. gather and critically evaluate information;
- c. integrate listening/viewing with reading, writing, and speaking;
- d. broaden knowledge of different cultures through visual and listening experiences.

Communication

The learner will:

1. Demonstrate the ability to construct and deliver a persuasive speech.
2. Demonstrate the ability to monitor and use personal nonverbal communication techniques effectively when speaking both formally and informally.
3. Demonstrate the appropriate use of syntactical cues, speed, voice inflection, and emotion when reading orally.
4. Demonstrate appropriate grade level oral communication skills, as evidenced in part by the ability to:
 - a. speak to a variety of groups for a variety of purposes;
 - b. integrate speaking with reading, writing, and listening/viewing activities;
 - c. use technology and media to enhance oral presentations;
 - d. adjust the speech to the needs of the listeners;
 - e. identify different organizational patterns of speakers;
 - f. organize, with increasing independence, information to prepare for oral communication.

Eighth Grade

Reading

The learner will:

1. Presented with a fictional selection of at least 500 words which has topical and structural integrity and is at an appropriate level of instruction, demonstrate an integrated understanding of the language, elements of plot, possible themes, likely motives and traits of characters, and the effect of setting, as evidenced in part by the capacity to:
 - a. use contextual clues to determine the meaning of new words and the appropriate meaning of words with multiple meanings;
 - b. respond to questions dealing with a problem and its solutions or important details;
 - c. select the correct order (sequence) of sentences in a passage;
 - d. predict the most probable outcome (what is likely to happen in a particular circumstance);
 - e. identify both stated and inferred cause and effect relationships;
 - f. distinguish between what is directly stated and what a reader might infer from the passage;
 - g. predict whether certain information is likely to be included in particular specified material;
 - h. answer questions that demonstrate comprehension of the main idea and supporting details.

2. Presented with a nonfiction selection of more than 500 words which has topical and structural integrity and is at an appropriate level of instruction, demonstrate an integrated understanding of the major concepts, the evidence that supports those concepts, the possible application for the concepts, and the possible purposes the selection might serve, as evidenced in part by the capacity to:
 - a. respond to questions dealing with a problem and its solutions;
 - b. select the main idea implied in the passage;
 - c. identify both stated and inferred cause and effect relationships;
 - d. distinguish between information stated and inferred;
 - e. distinguish between fact and opinion;
 - f. predict whether certain information is likely to be included in particular specified material;
 - g. cite specific sentences supporting the main idea or point;
 - h. determine whether the author's purpose is to persuade, entertain, inform, or instruct;
 - i. select the best summary for a specified audience.
3. Presented with a variety of common/functional reading materials appropriate to the level of instruction, identify, locate, and use information from the library and other sources, as evidenced in part by the capacity to:
 - a. answer questions that require printed directions of at least five steps to be followed mentally;
 - b. use skills/processes including alphabetical ordering; skimming and scanning; reading charts, tables, diagrams, graphs, maps, labels, and signs, as most appropriate for various types of reference sources and illustrative materials;
 - c. interpret vocabulary found in common functional materials including application forms;
 - d. detect when propaganda is being used.
4. Presented with selections which have topical and structural integrity and are at an appropriate level of instruction, identify basic literary elements and discuss relationships between those literary elements and textual meaning.
5. Respond to reading by interpreting text, using background knowledge, using literary elements, and developing inferences.

Writing

The learner will:

1. Given a prompt which elicits expository, narrative, or descriptive writing, write in direct response to that prompt using ideas, reasoning, examples, and/or commentary that is pertinent, as evidenced in part by the capacity to:
 - a. focus on the topic with ample supporting ideas or examples;
 - b. develop a logical structure;
 - c. convey a sense of completeness, or wholeness;
 - d. demonstrate a mature command of language, including precision in word choice;
 - e. use complete sentences except when fragments are used purposefully;
 - f. communicate ideas and feelings;
 - g. develop a tone that considers audience, situation, and purpose.

2. Given a prompt, write in direct response to that prompt demonstrating knowledge of grammar, mechanics, and usage, as evidenced in part by the capacity to:
 - a. follow conventions of punctuation and capitalization;
 - b. spell words correctly;
 - c. maintain subject/verb agreement;
 - d. choose and use clear language;
 - e. use standard forms of verbs and nouns;
 - f. demonstrate the use of appropriate and varied adjectives and adverbs.
3. Use the writing process to develop and evaluate self-initiated writing, as evidenced in part by the capacity to:
 - a. select and use prewriting techniques to support ideas;
 - b. draft independently;
 - c. revise draft by adding, changing, or deleting material;
 - d. edit with peers;
 - e. publish writing for an intended audience.

Listening/Visual Literacy

The learner will:

1. Demonstrate appropriate grade-level listening/viewing skills by listening too/viewing a variety of media and being able to:
 - a. identify a particular author's style through listening and viewing;
 - b. expand vocabulary through listening and viewing;
 - c. with increasing independence, gather information from a variety of listening/viewing sources;
 - d. note relevant information while listening/viewing;
 - e. broaden knowledge of different cultures through visual and listening experiences.
2. Demonstrate the ability to evaluate the technical aspects of an oral presentation.
3. Identify verbal and nonverbal acts in a television/or radio commercial that can be interpreted in two or more ways.
4. Demonstrate the ability to identify the communication rituals used in everyday situations, e.g., legal, occupational, religious, social.
5. Demonstrate the ability to retain information heard by using note-taking techniques to record current information, to retrieve prior knowledge, and to link old information with new.

Communication

The learner will:

1. Demonstrate appropriate grade-level oral communication skills, as evidenced in part by the ability to:
 - a. compare and contrast different speaking styles according to audience and purpose;
 - b. speak to small and large groups for a variety of assigned and self-selected purposes;

- c. participate in small-or large-group activities that focus on common interests and/or themes;
 - d. use technology to analyze and evaluate speaking effectiveness;
 - e. use technology to enhance oral presentations;
 - f. adjust speech to the needs of the listener.
2. Demonstrate the ability to validate an understanding of a message through an objective synopsis of the information.
 3. Demonstrate the ability to verbalize a set of complex directions in an organized and clearly stated manner.
 4. Demonstrate the personal development of effective strategies for rehearsing a speech.

Language Arts Grades 9-12

Within the 9-12 cluster, students become critical, independent users of the language processes of reading, writing, listening, viewing, and speaking. In the early stages of the cluster, students demonstrate their need for increased independence, and only periodic teacher support is generally needed. Materials in this cluster become increasingly complex, with the accomplished language user striving for proficiency with complex and diverse texts. Use of conventions is refined and polished as students strive to be more effective communicators.

Ninth Grade

Reading – Structure

The learner will:

1. Exhibit knowledge of language structure.
2. Recognize that there may be more than one interpretation of reading selections.
3. Recognize various literary devices.
4. Recognize and discuss literary elements.
5. Develop and use an increasingly sophisticated vocabulary gained through context.

Reading - Meaning Construction

The learner will:

1. Demonstrate the ability to recognize appropriate pre-reading strategies.
2. Discuss the effectiveness of a reading selection.
3. Read to clarify personal thinking and understanding.
4. Support an interpretation of a text by locating and citing specific information.
5. Recognize semantic elements in texts (e.g., figurative language, denotation, connotation, dialect) to clarify meaning when reading.
6. Develop a personal response to a variety of works of literature.
7. Recognize diverse literary interpretations.
8. Engage in self-selected reading activities.

Reading – Application

The learner will:

1. Select and read material for personal enjoyment and information.

2. Read a variety of complete, unabridged works.
3. Employ various reading strategies according to purpose.
4. Participate in the selection of books, materials, and topics for literature study groups.
5. Read selections from a variety of styles and formats.
6. Develop and apply an understanding of the interrelationship of concepts.

Reading – Multidisciplinary

The learner will:

1. Explain the interaction between literature and various cultural domains.
2. Connect themes and ideas across the disciplines through literature.
3. Read to facilitate learning across the curriculum.
4. Read to develop an awareness of human rights and freedom.
5. Read to explore and analyze a variety of cultural elements, attitudes, beliefs, and value structures, including compassion, courtesy, tolerance, honesty, responsibility, and self-discipline.
6. Value the thinking and language of others.
7. Participate actively in a community of learners.

Writing – Structure

The learner will:

1. Develop through practice and discussion a repertoire of organizational strategies, e.g., narration, comparison/contrast, and description.
2. Integrate information from a variety of sources to construct meaning.
3. Clarify word choice according to audience, topic, and purpose.
4. Locate and correct errors in usage, spelling, and mechanics, using a variety of resources.
5. Recognize information gained from primary and secondary sources.
6. Develop writing which contains ordered, related, well-developed paragraphs with sentences of varied lengths and patterns.

Writing - Meaning Construction

The learner will:

1. Demonstrate an understanding of the recursive nature of the writing process by applying it appropriately to various topics, situations, and audiences.
2. Develop criteria for the evaluation of writing, using scoring guides and peer/teacher assistance to clarify meaning.
3. Respond to suggested revisions made by others to a piece of writing.
4. Use word processing, graphics, and publishing as aids for constructing meaning in writing.
5. Engage in self-initiated writing activities.

Writing – Application

The learner will:

1. Apply appropriate writing techniques suitable for varied writing tasks.
2. Use sentence combining techniques to improve syntactic fluency and maturity.
3. Write in response to prompted and self-selected topics in the descriptive, narrative, and expository domains.

Writing – Multidisciplinary

The learner will:

1. Use the writing process for learning across the curriculum.
2. Use the writing process to demonstrate an understanding of human rights and freedom; value and apply collaborative skills in the writing process.
3. Write in response to reading, speaking, viewing, and listening.
4. Use the communication processes in collaboration with others to develop a published piece of writing.
5. Use multidisciplinary resources in writing projects.

Visual Literacy - Structure:

The learner will:

1. Listen to and view a wide variety of genres.
2. Become aware of an author's style through listening/viewing a variety of works.
3. Recognize correct and appropriate grammar, diction, and syntax.
4. Expand vocabulary through listening/viewing varied media.
5. Recognize the beauty of language.

Visual Literacy - Meaning Construction:

The learner will:

1. Develop the critical-thinking skills necessary to evaluate media and assess oral presentations.
2. Compare new oral texts to and knowledge in order to enhance comprehension.
3. Recognize how rhythmic patterns, silence, and cadences enhance the quality of speech and literature;
4. focus listening and viewing on themes and/or plots.
5. Gather information from listening and viewing experiences to enhance research.

Visual Literacy - Application

The learner will:

1. Listen attentively during oral reading.
2. Use media as stimuli for learning and thinking.
3. Develop knowledge of structure through art, music, and literature.
4. Use electronic media to enhance and highlight language learning.
5. Listen and view for entertainment and enjoyment.
6. Use technology and other media as a means of expressing ideas.

Visual Literacy - Multidisciplinary

The learner will:

1. Facilitate learning across the curriculum through critical listening and viewing.
2. Engage in individual, small-group, and whole-group listening and viewing activities.
3. Develop language arts projects collaboratively.
4. Investigate language and cultural differences through listening and viewing activities.
5. Participate through productive listening in a community of learners.

Communication - Structure

The learner will:

1. Refine the skills of oral communication.
2. Demonstrate an understanding of grammar, usage, and syntax when presenting.
3. Elect topics and vocabulary suitable to the audience.
4. Organize notes and ideas for speaking.
5. Use language imaginatively.

Communication - Meaning Construction

The learner will:

1. Make connections between prior knowledge and new information for oral presentations.
2. Participate in informal speaking activities.
3. Use interviewing techniques to gather information.
4. Communicate orally to entertain and to inform.
5. Participate in group communication activities.
6. Take notes and organize them in the preparation of a speech/presentation.
7. Interpret texts orally to illustrate meaning.
8. Respond to the needs of various audiences.

Communication - Application

The learner will:

1. Become proficient at using interviewing techniques.
2. Give an oral interpretation for a specific audience.
3. Develop and apply oral communication skills for cooperative/collaborative learning.
4. Use oral communication for a variety of purposes and audiences.
5. Develop and apply decision-making strategies.

Communication - Multidisciplinary

The learner will:

1. Value the thinking and language of others and self.
2. Develop speaking projects collaboratively.

3. Be involved in individual, small-group, and whole-group language activities.
4. Participate actively in a community of learners.

Tenth Grade

Reading - Structure

The learner will:

1. Apply knowledge of language structure in reading.
2. Explain why there may be more than one interpretation of reading selections.
3. Recognize the effect of literary devices on meaning.
4. Analyze the author's use of literary elements.
5. Develop and use an increasingly sophisticated vocabulary gained through context.

Reading - Meaning Construction

The learner will:

1. Confirm and extend meaning in reading by researching new concepts and facts.
2. Self-monitor and apply corrective strategies when communication has been interrupted.
3. Use features of literary genres to extend meaning.
4. Assess the effectiveness of a selection read.
5. Use reading as a possible problem-solving strategy to clarify personal thinking and understanding.
6. Use knowledge of semantic elements to clarify meaning when reading.
7. Develop a personal responses to a variety of works of literature.
8. Recognize diverse literary interpretations.
9. Engage in self-selected reading activities.

Reading - Application

The learner will:

1. Select and read material for personal enjoyment and information.
2. Read a variety of complete, unabridged works.
3. Participate in the selection of books, material, and topics for literature study groups.
4. Read selections from a variety of styles and formats, recognizing that style and format influence meaning.
5. extend the value of reading, writing, speaking, viewing, and listening by pursuing, through reading, new concepts and interests developed as a result of these activities.

Reading - Multidisciplinary

The learner will:

1. Connect themes and ideas through literature.
2. Read to facilitate learning across the curriculum.
3. Use the reading process to develop an awareness of human rights and freedom.

4. Explore and analyze a variety of cultural elements, attitudes, beliefs, and value structures by reading and experiencing our diverse literary tradition, including works by men and women of many racial, ethnic, and cultural groups.
5. Value the thinking and language of others and self.
6. Participate actively in a community of learners.

Writing – Structure

The learner will:

1. Develop through practice and discussion an expanded repertoire of organizational strategies: narration, comparison/contrast, and description.
2. Use information from a variety of sources to develop and develop an integrated piece of writing.
3. Evaluate and revise writing to focus on such things as audience, tone, and purpose.
4. Use a variety of resources to locate and correct errors in usage, spelling, and mechanics.
5. Recognize differences between documentation and reference list styles.
6. Appropriately cite information gained from primary and secondary sources.
7. Develop extended pieces of writing which contain ordered, related, well-developed paragraphs with sentences of varied lengths and patterns.

Writing - Meaning Structure

The learner will:

1. Demonstrate an understanding of the recursive nature of the writing process by apply it appropriately to various topics, situations, and audiences.
2. Incorporate personal criteria with generally accepted standards for the evaluation of writing.
3. Respond to suggested revisions made by others to a piece of writing.
4. Use word processing, graphics, and publishing as aids for constructing meaning in writing.
5. Engage in self-initiated writing activities.

Writing – Application

The learner will:

1. Apply revising and editing strategies need for the writing task.
2. Vary sentence lengths and patterns.
3. Writing in the persuasive, narrative, and expository domains.
4. Refine personal voice in writing.
5. Vary styles and formats for the intended purpose and audience;
6. Apply criteria for selection and development of topic.
7. Keep a learning log/journal to clarify personal thinking and understanding;
8. Participate in peer review of writing in progress.
9. Use transitions between sentences, ideas, and paragraphs in writing.
10. Apply an expanding vocabulary gained through writing.

11. Make judicious use of reference sources (e.g., dictionary, thesaurus, on-line database, and encyclopedia).

Writing - Multidisciplinary

The learner will:

1. Use the writing process to facilitate learning across the curriculum;
2. Use the writing process to demonstrate an understanding of human rights and freedom.
3. Recognize the value of and engage in collaboration in the writing process.
4. Write in response to reading, speaking, viewing, and listening.
5. Use the communication processes to develop a published piece of writing in collaboration with others.
6. Use multidisciplinary resources in writing projects.

Listening/Visual Literacy - Structure

The learner will:

1. Listen to and view a wide variety of genres.
2. Enhance recognition of an author's style through listening/viewing a variety of works.
3. Expand use of correct and appropriate grammar, diction, and syntax through listening.
4. Expand vocabulary through listening/viewing varied media.
5. Recognize the use and misuse of language in media.

Listening/Visual Literacy - Meaning Application

The learner will:

1. Use critical-thinking skills to evaluate media and oral presentations.
2. Use prior knowledge and experiences to facilitate comprehension of new oral texts.
3. Identify rhythmic and time patterns in speech and literature.
4. Identify and analyze themes and/or plots when listening and viewing.
5. Use information gathered from listening and viewing experiences to expand research.

Listening/Visual Literacy - Application

The learner will:

1. Listen attentively during oral reading; use media as stimuli for learning and thinking.
2. Develop knowledge of structure through art, music, and literature.
3. Use the electronic media to enhance and highlight language learning.
4. Use listening and viewing for entertainment and enjoyment.
5. Use technology and other media as a means of expressing ideas.

Listening/Visual Literacy - Multidisciplinary

The learner will:

1. Listen and view critically to facilitate learning across the curriculum.
2. Be involved in individual, small group, and whole-group listening and viewing activities.
3. Collaboratively develop listening and viewing projects.
4. Investigate language and cultural differences through listening and viewing activities;
5. Participate in a community of learners.

Oral Communication - Structure

The learner will:

1. Modulate voice to enhance meaning when interpreting literature orally.
2. Select topics and vocabulary suitable to the audience.
3. Organize notes and ideas for formal, semi-formal, and informal presentations of information.
4. Make imaginative use of language.

Oral Communication - Meaning Construction

The learner will:

1. Gather and assess information for speaking.
2. Communicate orally to inform and persuade.
3. Prepare and deliver a formal speech/presentation.
4. Participate in a variety of oral interpretations.
5. Assess needs of audience, adjusting language and presentation according to their understanding.

Oral Communication - Application

The learner will:

1. Practice interviewing techniques.
2. Develop and apply oral speaking skills for cooperative/collaborative learning.
3. Use oral communication for a variety of purposes and audiences.
4. Develop and apply decision-making strategies.

Oral Communication - Multidisciplinary

The learner will:

1. Value the thinking and language of others.
2. Collaboratively develop oral communications projects.
3. Be involved in individual, small-group, and whole-group language activities.
4. Participate actively in a community of learners.
5. Investigate language and cultural differences through oral language activities.

Eleventh Grade

Reading - Structure

The learner will:

1. Recognize the relationship of structure to meaning, e.g., Dickens' use of chapter endings to heighten suspense, sonnet structure.
2. Discuss various interpretations and levels of meaning in reading selections (e.g., symbolism, and nuance).
3. Characterize the author's use of literary devices.
4. Characterize the use of literary techniques.
5. Critique a variety of literature with regard to plot, dialogue, theme, setting, characterization.
6. Apply an expanding vocabulary gained through reading.
7. Develop and use an increasingly sophisticated vocabulary gained through context.

Reading - Meaning Construction

The learner will:

1. Predict, recognize, and interpret themes based on familiarity with author's work.
2. Compare and contrast genres of literature.
3. Read as a possible problem-solving strategy to clarify personal thinking and understanding;
4. Support an interpretation of a text by locating specific information.
5. Use knowledge of literary devices, stylistic diction, and other semantic elements to clarify meaning when reading.
6. Compare personal reaction to critical assessment of a literary selection.
7. Assess the validity of diverse literary interpretations.
8. Engage in self-selected reading activities.

Reading - Application

The learner will:

1. Select and read material for personal enjoyment and information.
2. Read a variety of complete, unabridged works.
3. Participate in the selection of books, materials, and topics for literature study groups.
4. Read extensively from the works of a particular author.

Reading - Multidisciplinary

The learner will:

1. Relate literature to the historical period about which or in which it was written.
2. Recognize the interaction between literature and other cultural factors.
3. Connect themes and ideas across the disciplines through literature.
4. Use the reading process to facilitate learning across the curriculum.

5. Use the reading process to develop an awareness of the need for human rights and freedom.
6. Explore and analyze a variety of cultural elements, attitudes, beliefs, and value structures by reading and experiencing our diverse literary tradition.
7. Value the thinking and language of others and self.
8. Participate actively in a community of learners.

Writing - Structure

The learner will:

1. Select from a repertoire of organizational strategies a pattern appropriate to a topic, e.g., narration, example, detail, comparison and contrast, classification.
2. Synthesize information from a variety of sources.
3. Refine word choice and tone according to audience, situation, and purpose.
4. Use a variety of resources to locate and correct errors in usage, spelling, and mechanics.
5. Use style manuals or software to prepare documentation and reference lists.
6. Appropriately cite information gained from primary and secondary sources.
7. Develop effectively organized pieces of expository writing containing strong voice, clear thesis, and well-developed ideas.

Writing - Meaning Construction

The learner will:

1. Evaluate, analyze, and synthesize information for writing.
2. Evaluate own writing using personal and established scoring criteria.
3. Respond to suggested revisions made by others to a piece of writing.
4. Recognize and refine personal writing styles.
5. Use word-processing, graphics, and publishing as aids for constructing meaning in writing.
6. Engage in self-initiated writing activities.

Writing - Application

The learner will:

1. Revise and edit papers extensively in preparation for presentation/publication.
2. Write in response to prompted and self-selected topics in the practical, expository, and persuasive domains.
3. Develop a variety of genres.
4. Focus writing and tone on such elements as audience, situation, and purpose.
5. Develop topic fully and appropriately.
6. Use the writing process to clarify personal thinking and understanding.
7. Use transitions between sentences, ideas, and paragraphs in writing.

8. Apply an expanding vocabulary gained through writing.
9. Make judicious use of reference sources, e.g., dictionary, thesaurus, on-line database, encyclopedia.

Writing - Multidisciplinary

The learner will:

1. Use the writing process to facilitate learning across the curriculum.
2. Record experiences and observations related to content learning.
3. Use the writing process to demonstrate an understanding of the need for human rights and freedom.
4. Apply collaborative skills in the writing process.
5. Write in response to reading, speaking, viewing, and listening.
6. Write collaboratively with peers.
7. Use the communication processes to develop a published piece of writing in collaboration with others.
8. Use cross-disciplinary resources in writing projects.

Visual Literacy - Structure

The learner will:

1. Listen to and view a wide variety of genres.
2. Refine knowledge of style through listening/viewing multiple works by the same author.
3. Refine grammar, diction, and syntax through listening.
4. Expand vocabulary through listening/viewing varied media.

Visual Literacy - Meaning Construction

The learner will:

1. Enhance the use to evaluate media and oral presentations.
2. Consider prior knowledge and experiences when attempting to understand the meaning of new texts.
3. Appreciate rhythmic and time patterns of speech and literature.
4. Select viewing and listening materials to support written text.

Visual Literacy - Application

The learner will:

1. Listen attentively during oral reading.
2. Use media as stimuli for learning and thinking.
3. Develop knowledge of structure through art, music, and literature.
4. Use the electronic media to enhance and highlight language learning.
5. Use listening and viewing for entertainment and enjoyment.
6. Use technology and other media as a means of expressing ideas.

Visual Literacy - Multidisciplinary

The learner will:

1. Use critical listening and viewing to facilitate learning across the curriculum.
2. Be involved in individual, small-group, and whole group listening and viewing activities.
3. Collaboratively develop language arts projects.
4. Investigate language and cultural differences through listening and viewing activities.
5. Participate in a community of learners.

Communication – Structure

The learner will:

1. Refine speaking techniques for formal, semi-formal, and informal settings.
2. Select topics suitable to the audience and purpose.
3. Develop a repertoire of organizational strategies for presenting information orally.
4. Expand vocabulary to fit topic.

Communication - Meaning Construction

The learner will:

1. Analyze and synthesize information for speaking.
2. Discuss effectiveness of a literary selection.
3. Use interviewing techniques to gather information.
4. Discuss a topic or idea in order to clarify personal/audience thinking.
5. Prepare a formal speech/presentation.
6. Participate in a variety of oral presentations.

Communication - Application

The learner will:

1. Apply interviewing techniques to purposeful interviews.
2. Focus oral interpretation on a specific audience.
3. Develop and apply speaking skills for cooperative/collaborative learning.
4. Use oral communication for a variety of purposes and audiences, e.g., negotiation, book reviews, rationales.
5. Develop and apply decision-making strategies.

Communication - Multidisciplinary

The learner will:

1. Value the thinking and language of others and self.
2. Collaboratively develop language arts projects.
3. Be involved in individual, small-group, and whole-group language activities.
4. Participate actively in a community of learners.

5. Investigate language and cultural differences through oral language activities.

Twelfth Grade

Reading - Structure

The learner will:

1. Recognize the relationship of structure to meaning.
2. Explain various interpretations and levels of meaning in reading selections, e.g., symbolism, nuance.
3. Analyze the use of literary techniques, e.g., extended metaphor, simile, personification, hyperbole, pun, and alliteration.
4. Understand the use of literary devices, e.g., irony, satire, allegory, onomatopoeia.
5. Analyze and synthesize pieces of literature with regard to plot, dialogue, theme, setting, and characterization.
6. Apply an expanding vocabulary gained through reading.
7. Develop and use an increasingly sophisticated vocabulary gained through context.

Reading - Meaning Application

The learner will:

1. Interpret and analyze themes based on familiarity with author's work.
2. Assess the validity and quality of a selection read.
3. Read as a possible problem-solving strategy to clarify personal thinking and understanding.
4. Support an interpretation of text by locating specific information.
5. Use knowledge of literary devices, stylistic diction, and other semantic elements to clarify meaning when reading.
6. Use reference books to find, evaluate, and synthesize information.
7. Be able to identify the tone of a literary work.
8. Critique the validity of diverse literary interpretations.
9. Integrate personal reaction to and critical assessment of a literary selection.
10. Engage in self-selected reading activities.

Reading - Application

The learner will:

1. Select and read material for personal enjoyment and information.
2. Read a variety of complete, unabridged works.
3. Participate in the selection of books, materials, and topics for literature study groups.
4. Read extensively from the works of a particular author and explain elements of the author's style.

Reading - Multidisciplinary

The learner will:

1. Relate literature to the historical period about or in which it was written.
2. Recognize the interaction between literature and other cultural factors, e.g., social, technological, political, and economic.
3. Connect themes and ideas across the disciplines through literature.
4. Read to facilitate content learning.
5. Read to develop an awareness of human rights and freedom.
6. Explore and analyze a variety of cultural elements, attitudes, beliefs, and value structures by reading and experiencing diverse literary works, including works by men and women of many racial, ethnic, and cultural groups.
7. Value the thinking and language of others.
8. Participate actively in a community of learners.

Writing - Structures

The learner will:

1. Select from a repertoire of organizational strategies a pattern appropriate to a topic, e.g., narration, example, detail, comparison and contrast, classification.
2. Determine patterns of organization appropriate to the writing topic.
3. Use information synthesized from a variety of sources to construct meaning.
4. Respond to suggested revisions made by others to a piece of writing.
5. Use a variety of resources to locate and correct errors in usage, spelling, and mechanics.
6. Use style manuals or software to prepare documentation and reference lists.
7. Appropriately cite information gained from primary and secondary sources.
8. Develop effectively organized pieces of expository writing containing strong voice, clear thesis, and well-developed ideas.

Writing - Meaning Construction

The learner will:

1. Evaluate, analyze, and synthesize information for writing.
2. Evaluate own writing using personal and established scoring criteria.
3. Assess personal/peer revisions to a piece of writing.
4. Recognize and refine personal writing styles.
5. Use word-processing, graphics, and publishing as aids for constructing meaning in writing.
6. Engage in self-initiated writing activities.

Writing - Application

The learner will:

1. Apply an appropriate recursive writing process as suggested by the writing task and the writer's process.
2. Write in various domains.
3. Develop an extended piece of writing.

4. Revise writing and tone to assure focus on such elements as audience, situation, and purpose.
5. Use the writing process to write reflectively.
6. Use transitions between sentences, ideas, and paragraphs in writing.
7. Apply an expanding vocabulary gained through writing.
8. Make judicious use of reference sources, e.g. dictionary, thesaurus, on-line database, encyclopedia.

Writing - Multidisciplinary

The learner will:

1. Write to facilitate learning across the curriculum.
2. Use the writing process to demonstrate an understanding of the need for human rights and freedom.
3. Write in response to reading, speaking, viewing, and listening.
4. Write collaboratively with peers.
5. Use the communication processes to develop a published piece of writing in collaboration with others.
6. Use multidisciplinary resources in writing projects.

Listening/Visual Literacy - Structures

The learner will:

1. Listen to and view a wide variety of genres.
2. Compare authors' styles through viewing/listening to their works.
3. Expand knowledge of diction, and syntax issues.
4. Expand vocabulary through listening to/viewing-varied media.

Listening/Visual Literacy - Meaning Construction

The learner will:

1. Evaluate media and oral presentations analytically and critically.
2. Organize prior knowledge and experiences to comprehend new texts.
3. Identify and analyze themes when listening and viewing.
4. Appreciate rhythmic and time patterns of speech and literature.
5. Organize and use viewing and listening materials to support written text.

Listening/Visual Literacy - Application

The learner will:

1. Listen attentively during oral reading.
2. Use media as stimuli for learning and thinking.
3. Develop knowledge of structure through art, music, and literature.
4. Use the electronic media to enhance and highlight language learning.
5. Use listening and viewing for entertainment and enjoyment.
6. Use technology and other media as a means of expressing ideas.

Visual/Visual Literacy - Multidisciplinary

The learner will:

1. Listen and view critically to facilitate learning across the curriculum.
2. Be involved in individual, small group, and whole-group listening and viewing activities.
3. Collaboratively develop listening and viewing projects.
4. Investigate language and cultural differences through listening and viewing activities.
5. Participate actively in a community of learners.

Oral Communication - Structures

The learner will:

1. Select topics suitable to the audience, situation, and purpose.
2. Select appropriate strategies when organizing notes and ideas for speaking.
3. Select vocabulary to fit audience.

Oral Communication - Meaning Construction

The learner will:

1. Analyze and synthesize information gathered from a variety of sources for speaking.
2. Discuss the validity and/or quality of a literary selection and justify selection.
3. Prepare a formal speech/presentation.
4. Interpret orally a variety of literature.
5. Discuss an idea or topic to clarify meaning for others.

Oral Communication - Application

The learner will:

1. apply interviewing techniques to purposeful interviews;
2. focus oral interpretation on a specific audience;
3. develop and apply speaking skills for cooperative/collaborative learning;
4. use oral communication for a variety of purposes and audiences, e.g., negotiations, book reviews, rationales;
5. develop and apply decision-making strategies.

Oral Communication - Multidisciplinary

The learner will:

1. Value the thinking and language of others.
2. Collaboratively develop oral language projects.
3. Be involved in individual, small-group, and whole-group language activities.
4. Participate actively in a community of learners.
5. Investigate language and cultural differences through oral language activities.