

# Language Arts

## PreK-2

### Reading

#### Standard 1:

The student uses the reading process effectively. (LA.A.1.1)

1. predicts what a passage is about based on its title and illustrations.
2. identifies words and constructs meaning from text, illustrations, graphics, and charts using the strategies of phonics, word structure, and context clues.
3. uses knowledge of appropriate grade-, age-, and developmental-level vocabulary in reading.
4. increases comprehension by rereading, retelling, and discussion.

#### Standard 2:

The student constructs meaning from a wide range of texts. (LA.A.2.1)

1. determines the main idea or essential message from text and identifies supporting information.
2. selects material to read for pleasure.
3. reads for information to use in performing a task and learning a new task.
4. knows strategies to use to discover whether information presented in a text is true, including asking others and checking another source.
5. uses simple materials of the reference system to obtain information.

### Writing

#### Standard 1:

The student uses writing processes effectively. (LA.B.1.1)

1. makes a plan for writing that includes a central idea and related ideas.

2. drafts and revises simple sentences and passages, stories, letters, and simple explanations that express ideas clearly; show an awareness of topic and audience; have a beginning, middle, and ending; effectively use common words; have supporting detail; and are in legible printing.
3. produces final simple documents that have been edited for: correct spelling; appropriate end punctuation; correct capitalization of initial words, "I," and names of people; correct sentence structure; and correct usage of age-appropriate verb/subject and noun/pronoun agreement.

#### Standard 2:

The student writes to communicate ideas and information effectively. (LA.B.2.1)

1. writes questions and observations about familiar topics, stories, or new experiences.
2. uses knowledge and experience to tell about experiences or to write for familiar occasions, audiences, and purposes.
3. uses basic computer skills for writing, such as basic word-processing techniques such as keying words, copying, cutting, and pasting; using e-mail; accessing and using basic educational software for writing.
4. composes simple sets of instructions for simple tasks using logical sequencing of steps.

### Listening, Viewing, and Speaking

#### Standard 1:

The student uses listening strategies effectively. (LA.C.1.1)

1. listens for a variety of informational purposes, including curiosity, pleasure, getting directions, performing tasks, solving problems, and following rules.
2. recognizes personal preferences in listening to literature and other material.
3. carries on a conversation with another person, seeking answers and further explanations of the other's ideas through questioning and answering.
4. retells specific details of information heard, including sequence of events.

#### Standard 2:

The student uses viewing strategies effectively. (LA.C.2.1)

1. determines the main idea in a nonprint communication.
2. recognizes simple nonverbal cues, such as use of eye contact, smiles, simple hand gestures.

### **Standard 3:**

**The student uses speaking strategies effectively. (LA.C.3.1)**

1. speaks clearly and at a volume audible in large- or small-group settings.
2. asks questions to seek answers and further explanation of other people's ideas.
3. speaks effectively in conversations with others.
4. uses eye contact and simple gestures to enhance delivery.

## **Language**

### **Standard 1:**

**The student understands the nature of language.**

**(LA.D.1.1)**

1. recognizes basic patterns in and functions of language (patterns such as characteristic sounds and rhythms and those found in written forms; functions such as asking questions, expressing oneself, describing objects or experience, and explaining).
2. recognizes the differences between language that is used at home and language that is used at school.

### **Standard 2:**

**The student understands the power of language.**

**(LA.D.2.1)**

1. understands that word choice can shape ideas, feelings, and actions.
2. identifies and uses repetition, rhyme, and rhythm in oral and written text.
3. recognizes that use of more than one medium increases the power to influence how one thinks and feels.
4. knows the various types of mass media (including billboards, newspapers, radio, and television).

## **Literature**

### **Standard 1:**

**The student understands the common features of a variety of literary forms. (LA.E.1.1)**

1. knows the basic characteristics of fables, stories, and legends.
2. identifies the story elements of setting, plot, character, problem, and solution/resolution.

### **Standard 2:**

**The student responds critically to fiction, nonfiction, poetry, and drama. (LA.E.2.1)**

1. uses personal perspective in responding to a work of literature, such as relating characters and simple events in a story or biography to people or events in his or her own life.
2. recognizes rhymes, rhythm, and patterned structures in children's texts.

# Language Arts

## Grades 3-5

### Reading

#### Standard 1:

The student uses the reading process effectively. (L.A.A.1.2)

1. uses a table of contents, index, headings, captions, illustrations, and major words to anticipate or predict content and purpose of a reading selection.
2. selects from a variety of simple strategies, including the use of phonics, word structure, context clues, self-questioning, confirming simple predictions, retelling, and using visual cues, to identify words and construct meaning from various texts, illustrations, graphics, and charts.
3. uses simple strategies to determine meaning and increase vocabulary for reading, including the use of prefixes, suffixes, root words, multiple meanings, antonyms, synonyms, and word relationships.
4. clarifies understanding by rereading, self-correction, summarizing, checking other sources, and class or group discussion.

#### Standard 2:

The student constructs meaning from a wide range of texts. (L.A.A.2.2)

1. reads text and determines the main idea or essential message, identifies relevant supporting details and facts, and arranges events in chronological order.
2. identifies the author's purpose in a simple text.
3. recognizes when a text is primarily intended to persuade.
4. identifies specific personal preferences relative to fiction and nonfiction reading.
5. reads and organizes information for a variety of purposes, including making a report, conducting interviews, taking a test, and performing an authentic task.

6. recognizes the difference between fact and opinion presented in a text.
7. recognizes the use of comparison and contrast in a text.
8. selects and uses a variety of appropriate reference materials, including multiple representations of information, such as maps, charts and photos, to gather information for research projects.

### Writing

#### Standard 1:

The student uses writing processes effectively. (L.A.B.1.2)

1. prepares for writing by recording thoughts, focusing on a central idea, grouping related ideas, and identifying the purpose for writing.
2. drafts and revises writing in cursive that: focuses on the topic; has a logical organizational pattern, including a beginning, middle, conclusion, and transitional devices; has ample development of supporting ideas; demonstrates a sense of completeness or wholeness; demonstrates a command of language including precision in word choice; generally has correct subject/verb agreement; generally has correct verb and noun forms; with few exceptions, has sentences that are complete, except when fragments are used purposefully; uses a variety of sentence structures; and generally follows the conventions of punctuation, capitalization, and spelling.
3. produces final documents that have been edited for: correct spelling; correct use of punctuation, including commas in series, dates, and addresses, and beginning and ending quotation marks; correct capitalization of proper nouns; correct paragraph indentation; correct usage of subject/verb agreement, verb and noun forms, and sentence structure; and correct formatting according to instructions.

#### Standard 2:

The student writes to communicate ideas and information effectively. (L.A.B.2.2)

1. writes notes, comments, and observations that reflect comprehension of content and experiences from a variety of media.
2. organizes information using alphabetical and numerical systems.
3. writes for a variety of occasions, audiences, and purposes.

4. uses electronic technology, including word-processing software and electronic encyclopedias, to create, revise, retrieve, and verify information.
5. creates narratives in which ideas, details, and events are in a logical order and are relevant to the story line.
6. creates expository responses in which ideas and details follow an organizational pattern and are relevant to the purpose.

## Listening, Viewing, and Speaking

### Standard 1:

The student uses listening strategies effectively.

(LA.C.1.2)

1. listens and responds to a variety of oral presentations, such as stories, poems, skits, songs, personal accounts, and informational speeches.
2. identifies specific personal listening preferences regarding fiction, drama, literary nonfiction, and informational presentations.
3. carries on an extended conversation with a group of friends.
4. listens attentively to the speaker, including making eye contact and facing the speaker.
5. responds to speakers by asking questions, making contributions, and paraphrasing what is said.

### Standard 2:

The student uses viewing strategies effectively.

(LA.C.2.2)

1. determines main concept and supporting details in a nonprint media message.
2. recognizes and responds to nonverbal cues used in a variety of nonprint media, such as motion pictures, television advertisements, and works of art.

### Standard 3:

The student uses speaking strategies effectively.

(LA.C.3.2)

1. speaks clearly at an understandable rate and uses appropriate volume.
2. asks questions and makes comments and observations to clarify understanding of content, processes, and experiences.
3. speaks for specific occasions, audiences, and purposes, including conversations, discussions, projects, and informational or imaginative presentations.
4. uses eye contact and gestures that engage the audience.

5. participates as a contributor and occasionally acts as a leader in a group discussion.
6. organizes a speech using a basic beginning, middle, and ending.

## Language

### Standard 1:

The student understands the nature of language.

(LA.D.1.2)

1. understands that there are patterns and rules in the syntactic structure, symbols, sounds, and meanings conveyed through the English language.
2. understands that language formality varies according to situations and audiences.

### Standard 2:

The student understands the power of language.

(LA.D.2.2)

1. understands that word choices can shape reactions, perception, and beliefs.
2. identifies and refers to symbol, theme, simile, alliteration, and assonance in oral and written texts.
3. recognizes different techniques used in media messages and their purposes.
4. selects and uses appropriate technologies to enhance efficiency and effectiveness of communication.
5. understands that a variety of messages can be conveyed through mass media.

## Literature

### Standard 1:

The student understands the common features of a variety of literary forms. (LA.E.1.2)

1. identifies the distinguishing features among fiction, drama, and poetry and identifies the major characteristics of nonfiction.
2. understands the development of plot and how conflicts are resolved in a story.
3. knows the similarities and differences among the characters, settings, and events presented in various texts.
4. knows that the attitudes and values that exist in a time period affect the works that are written during that time period.
5. identifies and uses literary terminology appropriate to the grade level, including symbol, theme, simile, alliteration, and assonance.

## **Standard 2:**

**The student responds critically to fiction, nonfiction, poetry, and drama. (LA.E.2.2)**

1. recognizes cause-and-effect relationships in literary texts.
2. recognizes and explains the effects of language, such as sensory words, rhymes, and choice of vocabulary, and story structure, such as patterns, used in children's texts.
3. responds to a work of literature by explaining how the motives of the characters or the causes of events compare with those in his or her own life.
4. identifies the major theme in a story or nonfiction text.
5. forms his or her own ideas about what has been read in a literary text and uses specific information from the text to support these ideas.

# Language Arts

Grades 6-8

## Reading

### Standard 1:

The student uses the reading process effectively. (L.A.1.3)

1. uses background knowledge of the subject and text structure knowledge to make complex predictions of content, purpose, and organization of the reading selection.
2. uses a variety of strategies to analyze words and text, draw conclusions, use context and word structure clues, and recognize organizational patterns.
3. demonstrates consistent and effective use of interpersonal and academic vocabularies in reading, writing, listening, and speaking.
4. uses strategies to clarify meaning, such as rereading, note taking, summarizing, outlining, and writing a grade level-appropriate report.

### Standard 2:

The student constructs meaning from a wide range of texts. (L.A.2.3)

1. determines the main idea or essential message in a text and identifies relevant details and facts and patterns of organization.
2. identifies the author's purpose and/or point of view in a variety of texts and uses the information to construct meaning.
3. recognizes logical, ethical, and emotional appeals in texts.
4. uses a variety of reading materials to develop personal preferences in reading.
5. locates, organizes, and interprets written information for a variety of purposes, including classroom research, collaborative decision making, and performing a school or real-world task.
6. uses a variety of reference materials, including indexes, magazines, newspapers, and journals; and tools, including card catalogs and computer catalogs, to gather information for research topics.

7. synthesizes and separates collected information into useful components using a variety of techniques, such as source cards, note cards, spreadsheets, and outlines.
8. checks the validity and accuracy of information obtained from research in such ways as differentiating fact and opinion, identifying strong vs. weak arguments, recognizing that personal values influence the conclusions an author draws.

## Writing

### Standard 1:

The student uses writing processes effectively. (L.A.B.1.3)

1. organizes information before writing according to the type and purpose of writing.
2. drafts and revises writing that: is focused, purposeful, and reflects insight into the writing situation; conveys a sense of completeness and wholeness with adherence to the main idea; has an organizational pattern that provides for a logical progression of ideas; has support that is substantial, specific, relevant, concrete, and/or illustrative; demonstrates a commitment to and an involvement with the subject; has clarity in presentation of ideas; uses creative writing strategies appropriate to the purpose of the paper; demonstrates a command of language (word choice) with freshness of expression; has varied sentence structure and sentences that are complete except when fragments are used purposefully; and has few, if any, convention errors in mechanics, usage, and punctuation.
3. produces final documents that have been edited for: correct spelling; correct punctuation, including commas, colons, and semicolons; correct capitalization; effective sentence structure; correct common usage, including subject/verb agreement, common noun/pronoun agreement, common possessive forms, and with a variety of sentence structure, including parallel structure; and correct formatting.

### Standard 2:

The student writes to communicate ideas and information effectively. (L.A.B.2.3)

1. writes text, notes, outlines, comments, and observations that demonstrate comprehension of content and experiences from a variety of media.
2. organizes information using alphabetical, chronological, and numerical systems.

3. selects and uses appropriate formats for writing, including narrative, persuasive, and expository formats, according to the intended audience, purpose, and occasion.
4. uses electronic technology including databases and software to gather information and communicate new knowledge.

## Listening, Viewing, and Speaking

### Standard 1:

The student uses listening strategies effectively. (L.A.C.1.3)

1. listens and uses information gained for a variety of purposes, such as gaining information from interviews, following directions, and pursuing a personal interest.
2. selects and listens to readings of fiction, drama, nonfiction, and informational presentations according to personal preferences.
3. acknowledges the feelings and messages sent in a conversation.
4. uses responsive listening skills, including paraphrasing, summarizing, and asking questions for elaboration and clarification.

### Standard 2:

The student uses viewing strategies effectively. (L.A.C.2.3)

1. determines main concept, supporting details, stereotypes, bias, and persuasion techniques in a nonprint message.
2. uses movement, placement, juxtaposition, gestures, silent periods, facial expressions, and other nonverbal cues to convey meaning to an audience.

### Standard 3:

The student uses speaking strategies effectively. (L.A.C.3.3)

1. understands how volume, stress, pacing, and pronunciation can positively or negatively affect an oral presentation.
2. asks questions and makes comments and observations that reflect understanding and application of content, processes, and experiences.
3. speaks for various occasions, audiences, and purposes, including conversations, discussions, projects, and informational, persuasive, or technical presentations.

## Language

### Standard 1:

The student understands the nature of language. (L.A.D.1.3)

1. understands that there are patterns and rules in semantic structure, symbols, sounds, and meanings conveyed through the English language.
2. demonstrates an awareness that language and literature are primary means by which culture is transmitted.
3. demonstrates an awareness of the difference between the use of English in formal and informal settings.
4. understands that languages change over time.

### Standard 2:

The student understands the power of language. (L.A.D.2.3)

1. selects language that shapes reactions, perceptions, and beliefs.
2. uses literary devices and techniques in the comprehension and creation of written, oral, and visual communications.
3. distinguishes between emotional and logical argument.
4. understands how the multiple media tools of graphics, pictures, color, motion, and music can enhance communication in television, film, radio, and advertising.
5. incorporates audiovisual aids in presentations.
6. understands specific ways that mass media can potentially enhance or manipulate information.
7. understands that laws exist that govern what can and cannot be done with mass media.

## Literature

### Standard 1:

The student understands the common features of a variety of literary forms. (L.A.E.1.3)

1. identifies the defining characteristics of classic literature, such as timelessness, dealing with universal themes and experiences, and communicating across cultures.
2. recognizes complex elements of plot, including setting, character development, conflicts, and resolutions.
3. understands various elements of authors' craft appropriate at this grade level, including word choice, symbolism, figurative language, mood, irony, foreshadowing, flashback, persuasion techniques, and point of view in both fiction and nonfiction.

4. knows how mood or meaning is conveyed in poetry such as word choice, dialect, invented words, concrete or abstract terms, sensory or figurative language, use of sentence structure, line length, punctuation, and rhythm.
5. identifies common themes in literature.

## **Standard 2:**

**The student responds critically to fiction, nonfiction, poetry, and drama. (LA.E.2.3)**

1. understands how character and plot development, point of view, and tone are used in various selections to support a central conflict or story line.
2. responds to a work of literature by interpreting selected phrases, sentences, or passages and applying the information to personal life.
3. knows that a literary text may elicit a wide variety of valid responses.
4. knows ways in which literature reflects the diverse voices of people from various backgrounds.
5. recognizes different approaches that can be applied to the study of literature, including thematic approaches change, personal approaches such as what an individual brings to his or her study of literature, historical approaches such as how a piece of literature reflects the time period in which it was written.
6. identifies specific questions of personal importance and seeks to answer them through literature.
7. identifies specific interests and the literature that will satisfy those interests.
8. knows how a literary selection can expand or enrich personal viewpoints or experiences.

# Language Arts

Grades 9-12

## Reading

### Standard 1:

The student uses the reading process effectively. (LA.A.1.4)

1. selects and uses prereading strategies that are appropriate to the text, such as discussion, making predictions, brainstorming, generating questions, and previewing, to anticipate content, purpose, and organization of a reading selection.
2. selects and uses strategies to understand words and text, and to make and confirm inferences from what is read, including interpreting diagrams, graphs, and statistical illustrations.
3. refines vocabulary for interpersonal, academic, and workplace situations, including figurative, idiomatic, and technical meanings.
4. applies a variety of response strategies, including rereading, note taking, summarizing, outlining, writing a formal report, and relating what is read to his or her own experiences and feelings.

### Standard 2:

The student constructs meaning from a wide range of texts. (LA.A.2.4)

1. determines the main idea and identifies relevant details, methods of development, and their effectiveness in a variety of types of written material.
2. determines the author's purpose and point of view and their effects on the text.
3. describes and evaluates personal preferences regarding fiction and nonfiction.
4. locates, gathers, analyzes, and evaluates written information for a variety of purposes, including research projects, real-world tasks, and self-improvement.
5. identifies devices of persuasion and methods of appeal and their effectiveness.
6. selects and uses appropriate study and research skills and tools according to the type of information being gathered or organized, including almanacs, government publications, microfiche, news sources, and information services.

7. analyzes the validity and reliability of primary source information and uses the information appropriately.
8. synthesizes information from multiple sources to draw conclusions.

## Writing

### Standard 1:

The student uses writing processes effectively. (LA.B.1.4)

1. selects and uses appropriate prewriting strategies, such as brainstorming, graphic organizers, and outlines.
2. drafts and revises writing that: is focused, purposeful, and reflects insight into the writing situation; has an organizational pattern that provides for a logical progression of ideas; has effective use of transitional devices that contribute to a sense of completeness; has support that is substantial, specific, relevant, and concrete; demonstrates a commitment to and involvement with the subject; uses creative writing strategies as appropriate to the purposes of the paper; demonstrates a mature command of language with freshness of expression; has varied sentence structure; has few, if any, convention errors in mechanics, usage, punctuation, and spelling.
3. produces final documents that have been edited for: correct spelling; correct punctuation, including commas, colons, and common use of semicolons; correct capitalization; correct sentence formation; correct instances of possessives, subject/verb agreement, instances of noun/pronoun agreement, and the intentional use of fragments for effect; and correct formatting that appeals to readers, including appropriate use of a variety of graphics, tables, charts, and illustrations in both standard and innovative forms.

### Standard 2:

The student writes to communicate ideas and information effectively. (LA.B.2.4)

1. writes text, notes, outlines, comments, and observations that demonstrate comprehension and synthesis of content, processes, and experiences from a variety of media.
2. organizes information using appropriate systems.
3. writes fluently for a variety of occasions, audiences, and purposes, making appropriate choices regarding style, tone, level of detail, and organization.

4. selects and uses a variety of electronic media, such as the Internet, information services, and desktop publishing software programs, to create, revise, retrieve, and verify information.

## Listening, Viewing, and Speaking

### Standard 1:

The student uses listening strategies effectively. (L.A.C.1.4)

1. selects and uses appropriate listening strategies according to the intended purpose, such as solving problems, interpreting and evaluating the techniques and intent of a presentation, and taking action in career-related situations.
2. describes, evaluates, and expands personal preferences in listening to fiction, drama, literary non-fiction, and informational presentations.
3. uses effective strategies for informal and formal discussions, including listening actively and reflectively, connecting to and building on the ideas of a previous speaker, and respecting the viewpoints of others.
4. identifies bias, prejudice, or propaganda in oral messages.

### Standard 2:

The student uses viewing strategies effectively. (L.A.C.2.4)

1. determines main concept and supporting details in order to analyze and evaluate nonprint media messages.
2. understands factors that influence the effectiveness of nonverbal cues used in nonprint media, such as the viewer's past experiences and preferences, and the context in which the cues are presented.

### Standard 3:

The student uses speaking strategies effectively. (L.A.C.3.4)

1. uses volume, stress, pacing, enunciation, eye contact, and gestures that meet the needs of the audience and topic.
2. selects and uses a variety of speaking strategies to clarify meaning and to reflect understanding, interpretation, application, and evaluation of content, processes, or experiences, including asking relevant questions when necessary, making appropriate and meaningful comments, and making insightful observations.
3. uses details, illustrations, analogies, and visual aids to make oral presentations that inform, persuade, or entertain.

4. applies oral communication skills to interviews, group presentations, formal presentations, and impromptu situations.
5. develops and sustains a line of argument and provides appropriate support.

## Language

### Standard 1:

The student understands the nature of language. (L.A.D.1.4)

1. applies an understanding that language and literature are primary means by which culture is transmitted.
2. makes appropriate adjustments in language use for social, academic, and life situations, demonstrating sensitivity to gender and cultural bias.
3. understands that there are differences among various dialects of English.

### Standard 2:

The student understands the power of language. (L.A.D.2.4)

1. understands specific ways in which language has shaped the reactions, perceptions, and beliefs of the local, national, and global communities.
2. understands the subtleties of literary devices and techniques in the comprehension and creation of communication.
3. recognizes production elements that contribute to the effectiveness of a specific medium.
4. effectively integrates multimedia and technology into presentations.
5. critically analyzes specific elements of mass media with regard to the extent to which they enhance or manipulate information.
6. understands that laws control the delivery and use of media to protect the rights of authors and the rights of media owners.

## Literature

### Standard 1:

The student understands the common features of a variety of literary forms. (L.A.E.1.4)

1. identifies the characteristics that distinguish literary forms.
2. understands why certain literary works are considered classics.
3. identifies universal themes prevalent in the literature of all cultures.

4. understands the characteristics of major types of drama.
5. understands the different stylistic, thematic, and technical qualities present in the literature of different cultures and historical periods.

## **Standard 2:**

**The student responds critically to fiction, nonfiction, poetry, and drama. (LA.E.2.4)**

1. analyzes the effectiveness of complex elements of plot, such as setting, major events, problems, conflicts, and resolutions.
2. understands the relationships between and among elements of literature, including characters, plot, setting, tone, point of view, and theme.
3. analyzes poetry for the ways in which poets inspire the reader to share emotions, such as the use of imagery, personification, and figures of speech, including simile and metaphor; and the use of sound, such as rhyme, rhythm, repetition, and alliteration.
4. understands the use of images and sounds to elicit the reader's emotions in both fiction and nonfiction.
5. analyzes the relationships among author's style, literary form, and intended impact on the reader.
6. recognizes and explains those elements in texts that prompt a personal response, such as connections between one's own life and the characters, events, motives, and causes of conflict in texts.
7. examines a literary selection from several critical perspectives.
8. knows that people respond differently to texts based on their background knowledge, purpose, and point of view.