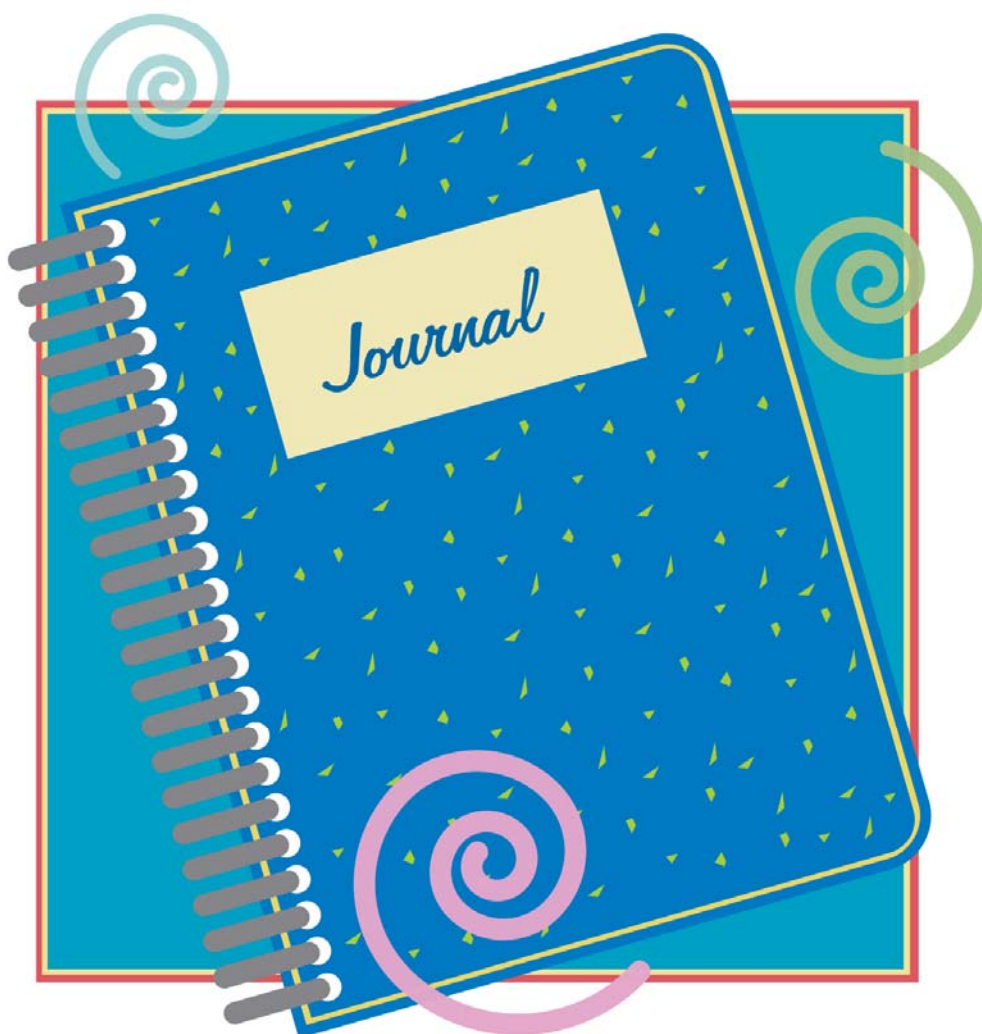


CURRICULUM GUIDE

to the Alabama Course of Study

English Language Arts

GRADES K-12



Joseph B. Morton, State Superintendent of Education • Alabama Department of Education

July 2008

DRAFT

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2008

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Curriculum Guide to the Alabama Course of Study: English Language Arts

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Acknowledgments

This document was developed by the 2007 English Language Arts Curriculum Guide Task Force.

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Introduction

The 2008 *Curriculum Guide to the Alabama Course of Study: English Language Arts* is a companion document to the *Grades K-12 Alabama Course of Study: English Language Arts*. The *Alabama Course of Study: English Language Arts* was developed by members of the Science State Course of Study Committee and Task Force and was adopted by the Alabama State Board of Education in February, 2007. Content standards contained within the course of study document may be accessed on the Alabama Department of Education Web site at www.alsde.edu. On the home page, select Sections and then Classroom Improvement. Click on Publications, scroll down to Courses of Study, and click on English Language Arts.

Educators are reminded that content standards indicate minimum content—what all students should know and be able to do by the end of each grade level or course. Local school systems may have additional instructional or achievement expectations and may provide instructional guidelines that address content sequence, review, and remediation.

The *Curriculum Guide to the Alabama Course of Study: English Language Arts* prepares students for study of the grade-level and course content standards through the teaching of prerequisite and enabling skills necessary for learning each content standard. This allows students to work toward grade-level and course content standards while working at individual ability levels. By identifying the prerequisites and enabling skills for each standard, teachers may plan instruction to address the achievement gap experienced by some students while still working with all students toward achievement of the same standards. Educators are encouraged to use the curriculum guide to:

- Develop lesson plans,
- Plan for Building-Based Student Support Teams (BBSSTs),
- Develop Individual Educational Programs (IEPs),
- Prepare for collaborative teaching,
- Design tutorials,
- Plan for instructional grouping,
- Plan for parent information and conferences,
- Develop curriculum-based assessments, and
- Prepare for state assessments.

Organization of the Curriculum Guide

The organizational components of this guide include standards, instructional objectives, examples, and bullets. **Content standards** are statements that define what all students should know and be able to do at the conclusion of a grade level or course. Content standards contain minimum required content and complete the phrase “*Students will.*”

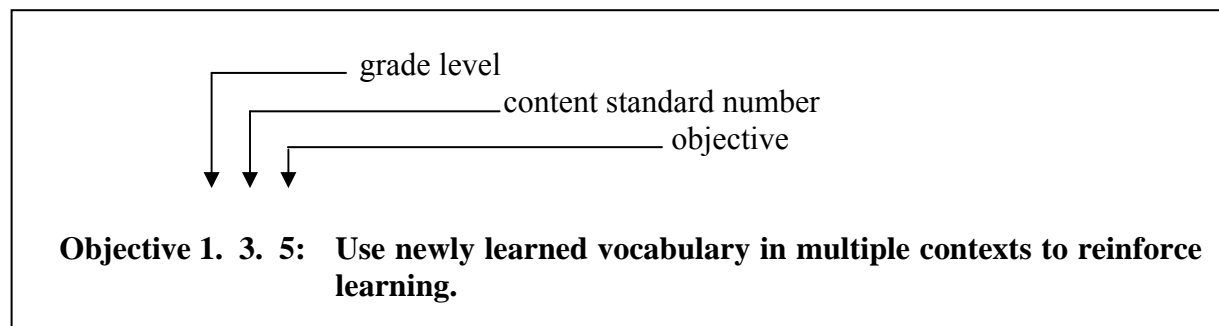
Content standards for a grade level or course should be clearly written, reasonable, measurable, developmentally appropriate, and sufficiently rigorous to enable Alabama students to achieve at levels comparable to other students in the nation and the world. They should also provide proportional emphasis to the essential knowledge, skills, and processes of a given grade level or course.

Instructional objectives divide the standards into smaller instructional units that serve as foundational skills for the standards. Instructional objectives are useful in lesson planning, classroom instruction, and IEP development. Utilization of instructional objectives facilitates having all students working toward grade-level standards while also working at individual ability levels.

Instructional objectives preceded by a diamond shape (◆) indicate content required for earning Grades 9-12 course credit for the *Alabama Occupational Diploma* (AOD).

Instructional objectives within this document are numbered according to grade level, content standard number, and the order in which the instructional objective is listed.

The system for numbering **Objective 1. 3. 5.**, for example, is based upon the following:



Examples clarify certain content standards and bullets, and/or their components. They are illustrative but not exhaustive. Examples are not part of the minimum required content.

Additional content to be taught lists other material required for instruction.

How Can Teachers Most Effectively Use This Document?

- Become familiar with the *Alabama Course of Study: English Language Arts* (February, 2007).
- Review the supporting *Curriculum Guide to the Alabama Course of Study: English Language Arts*.
- Correlate standards and instructional objectives in the guide with the *Compendium Supplement for the Stanford Achievement Test, 10th Edition*.
- Correlate the standards and instructional objectives in the guide with the *Item Specifications for Reading Comprehension and Language* for the *Alabama High School Graduation Exam*.
- Use the guide and correlations for instructional planning.
- Teach all content specified in courses of study for each grade level or course.
- Emphasize the importance of vocabulary in all content areas.
- Develop curriculum-based assessments based on the standards.
- Make content relevant to real-life situations.
- Provide guided and independent practice.
- Plan and implement activities that address all learning styles: auditory, visual, kinesthetic, and tactile.
- Provide opportunities for cooperative and/or group learning.
- Include hands-on and other active learning experiences to increase student understanding.

Reading Standards and Instructional Objectives

KINDERGARTEN

Students will:

Reading

1. Exhibit phonemic awareness, including identifying and categorizing phonemes, orally blending phonemes into one-syllable words, segmenting one-syllable words into phonemes, and rhyming.

Objective K.1.1: Recognize initial, medial, and final phonemes.

Objective K.1.2: Imitate initial, medial, and final phonemes.

Objective K.1.3: Identify individual sounds in words (phoneme segmentation).

Objective K.1.4: Blend phonemes into one-syllable words.

Objective K.1.5: Identify words that rhyme.

2. Demonstrate letter-sound association, including matching letters to corresponding spoken sounds and blending letter sounds into one-syllable words, using printed materials.

Examples: initial consonant sounds, final consonant sounds, medial short vowel.

Objective K.2.1: Match pictures to the specific sounds they represent.

Example: “Bb” while showing a picture of a ball

Objective K.2.2: Match letters to the specific sounds they represent

3. Identify upper- and lower-case letters.

Objective K.3.1: Match upper-and lower-case letters.

Objective K.3.2: Point to upper-and lower-case letters upon request.

4. Use words that describe and represent real-life objects and actions.

Example: using words that describe location, size, color, and shape.

Objective K.4.1: Identify words that describe real-life objects (e.g. ‘Big Brown Dog’)

Objective K.4.2: Identify words that describe real-life actions (e.g. ‘Swimming under water’)

Additional content to be taught:

- Using a variety of emergent reading materials.

Examples: picture books, predictable texts, decodable text, print in the environment.

- Learning new words through stories and explicit instruction.
- Recognizing kindergarten high-frequency words in print.

Examples: Dolch word lists, basal reader word lists.

5. Demonstrate listening comprehension of passages, including retelling stories and answering questions.

Objective K.5.1: Retell parts of stories (e.g., beginning, middle, end).

Objective K.5.2: Answer who, what, and where questions about a story read aloud.

Additional content to be taught:

- Recalling information.
Examples: characters, settings, details, main ideas, beginning and ending of story.
- Making predictions to determine main idea or anticipate an ending.
- Responding to stories, asking questions, discussing ideas, and relating events to daily life.
- Identifying correct sequence of events after listening to a story.

Literature

6. Identify various forms of narrative texts, including nursery rhymes, poetry, and stories.

Objective K.6.1: Dramatize nursery rhymes, poems, and/or short stories.

Examples: dramatic play, readers' theatre.

Objective K.6.2: Repeat nursery rhymes, poems, and/or short stories.

Additional content to be taught:

- Naming characters and settings in books and stories.
- Identifying the author and title of a text.

7. Recognize basic features of informational text.

Objective K.7.1: Understand that print carries a message by recognizing labels, signs, and other symbols within informational text.

Objective K.7.2: Recall facts related to pictures and photographs within informational text.

Examples: pictures, photographs, captions, facts

Writing and Language

8. Use brainstorming, drawing, and discussion as elements of prewriting in the writing process.

Examples: graphic organizers, storyboards, peer group discussions

Objective K.8.1: Answer ‘wh’ questions to organize thoughts about the writing topic.

Examples: who, what, when, where, why.

Objective K.8.2: Answer “how” questions to organize thoughts about the writing topic.

Additional content to be taught:

- Drafting by stringing letters together to express thought.
- Revising group or modeled story.
- Using approximate spelling while editing.
- Publishing through reading or displaying work.
- Using basic punctuation.

Examples: period, question mark, exclamation point.

9. Print upper- and lower-case letters using proper formation, spacing, and letter-line placement.

Objective K.9.1: Trace upper- and lower-case letters.

Objective K.9.2: Copy upper- and lower-case letters.

Additional content to be taught:

- Using correct hand position when holding writing instrument.
- Research and Inquiry.

10. Use print and nonprint classroom, library, and real-world resources to acquire information.

Examples: nonfiction books, videos, personal interviews, Web-based sources, environmental print.

Objective K.10.1: Identify classroom print and nonprint resources.

Objective K.10.2: Identify library print and nonprint resources.

Objective K.10.3: Identify real-world resources.

Additional content to be taught:

- Identifying parts of a book.
- Using simple charts, maps, and graphs to gain basic information.

Oral and Visual Communication

11. Follow one- and two-part oral directions.

Objective K.11.1: Repeat one- and two-part oral directions.

Additional content to be taught:

- Responding to various types of literature read aloud.
Examples: drawing a picture, composing a song, participating in a discussion.
- Looking at the speaker without interrupting.
- Listening for meaning in oral communication.

12. Select appropriate voice level when interacting with others.
Examples: whispering in the library, cheering loudly in the gym.

Objective K.12.1: Match scenarios with appropriate voice levels.

Examples: low voice volume in small group, moderate voice volume when presenting in front of the class.

Additional content to be taught:

- Using appropriate grammar and word choice for a specific audience.
- Reciting short poems, rhymes, songs, and stories with repeated patterns.
- Demonstrating the ability to take turns in a conversation.
- Making connections to stories read aloud.
Examples: text-to-self, text-to-text, text-to-world.

FIRST GRADE

Students will:

Reading

1. Demonstrate phonemic awareness, including isolating, deleting, and adding phonemes; using onsets and rimes; and identifying initial, medial, and final sounds in one-syllable words.

Objective 1.1.1: Recognize individual phonemes.

Objective 1.1.2: Tell whether words and sounds are the same or different.

Objective 1.1.3: Identify beginning sound of a word.

Objective 1.1.4: Identify ending sound of a word.

Objective 1.1.5: Identify middle sound of a word.

Objective 1.1.6: Imitate initial, medial, and final phonemes.

Objective 1.1.7: Identify onsets and rimes in one-syllable words.

Objective 1.1.8: Blend onsets and rimes orally.

Examples: c-at, b-and, spl-it

*Introduce sounds in the sequence of beginning, ending, and middle.

Additional content to be taught:

- Blending phonemes to produce sounds

2. Utilize predictable letter-sound relationships to decode printed words, including words with consonant blends that require blending 3-4 phonemes into a whole word.

Objective 1.2.1: Identify letter matched to sound.

Objective 1.2.2: Pronounce the most common sound associated with individual letters.

Objective 1.2.3: Blend letter sounds in words.

Objective 1.2.4: Blend 2–3 phonemes into a word.

Objective 1.2.5: Segment individual words into sounds.

Examples: cat = c/a/t.

Objective 1.2.6: Recognize the most common sounds associated with 2–3 letter blends.

Examples: br, sl, str

Additional content to be taught:

- Blending sounds to form words.
- Identifying sound-spelling relationships of consonants and vowels.
- Segmenting printed words into phonemes.

3. Demonstrate vocabulary skills, including sorting words into categories and deriving word meaning from context within sentences and paragraphs.

Examples: categories—synonyms, antonyms, homonyms

Objective 1.3.1: Sort pictures and/or objects into basic categories.

Examples: animals, plants, people, jelly beans.

Objective 1.3.2: Use words to describe location, size, color, and shape of objects.

Objective 1.3.3: Use words to describe elements represented in picture form.

Examples: emotions, size

Objective 1.3.4: Demonstrate knowledge of new words introduced through explicit instruction and stories.

Objective 1.3.5: Use newly learned vocabulary in multiple contexts to reinforce learning.

Additional content to be taught:

- Using new words from reading when writing and speaking.
- Recognizing words in the environment.
- Asking questions for clarification.
- Spelling correctly sight words and single-syllable, phonetically regular words.

4. Read with comprehension a variety of first-grade narrative and informational texts, including recalling information and retelling a story with beginning, middle, and end.

Objective 1.4.1: Demonstrate comprehension after listening to a story by retelling.

Objective 1.4.2: Answer who, where, and what questions after listening to a story.

Objective 1.4.3: Retell a familiar story with or without a book including beginning, middle, and end.

Objective 1.4.4: Predict meaning of a word from context clues.

Objective 1.4.5: Recall information from personal interest materials (e.g., books, magazines, Web sites).

Additional content to be taught:

- Recognizing cues provided by print.
- Making predictions from text clues.
- Stating main ideas about a topic in informational text.
- Connecting events in a story to specific life experiences.
- Monitoring comprehension during reading.
- Drawing simple conclusions.

5. Read with fluency simple passages containing simple sentences.

Objective 1.5.1: Establish letter-naming fluency at rate of 40-plus letters per minute.

Objective 1.5.2: Recognize kindergarten and/or first grade sight words.

Example: Dolch, Frye, Wilson

Objective 1.5.3: Read 30–50 words of connected text per minute.

Additional content to be taught:

- Reading 40-60 words per minute.
- Recognizing first-grade high frequency words by sight.
Examples: sight word lists, basal reader word lists.
- Attending to end punctuation in phrasing

Literature

6. Recognize a variety of narrative text forms, including fairy tales, adventure stories and poetry.

Objective 1.6.1: Imitate and repeat poems and short adventure stories.

Objective 1.6.2: Complete fairy tales, adventure stories, and poetry using cloze strategies.

Example of cloze: Jack and Jill ran up the _____.

Objective 1.6.3: Participate in reading activities using narrative text forms.

Examples: read alouds, tape-assisted reading, partner reading

Additional content to be taught:

- Identifying characters, settings, problems, and solutions in a variety of texts.
- Comparing story elements through text-to-text connections

7. Use the basic features of informational text to distinguish fact from fiction.

Examples: captions, headings, table of contents

Objective 1.7.1: Define fact and fiction.

Objective 1.7.2: Identify captions, headings and the table of contents in informational text.

Writing and Language

8. Use complete sentences to address a topic or tell a story.

Objective 1.8.1: Recognize complete thoughts as sentences.

Objective 1.8.2: Identify who or what the sentence is about.

Example: Isabella walked to school.

Objective 1.8.3: Identify the action.

Example: Isabella walked to school.

Objective 1.8.4: Relate sentence(s) to a topic or story.

Additional content to be taught:

- Using graphic organizers to outline content
- Rereading to make revisions
- Editing for spelling, punctuation, and capitalization
- Publishing final draft
- Using descriptive, narrative, and expository modes of writing.
- Writing simple poems addressing a topic

9. Use periods at the end of sentences and capitalization at the beginning of sentences and with the pronoun I.

Objective 1.9.1: Identify a period and a question mark.

Objective 1.9.2: Distinguish between telling and asking sentences.

Objective 1.9.3: Recognize that the first letter of a sentence is capitalized.

Objective 1.9.4: Recognize that the pronoun I is capitalized when it stands alone.

Additional content to be taught:

- Using question marks at the end of asking sentences

10. Use a word that names a person, place, thing, or animal as the subject of a sentence.

Objective 1.10.1: Categorize pictures or objects as people, places, things, or animals.

Objective 1.10.2: Recognize the person, place, thing, or animal as the subject of a sentence.

Additional content to be taught:

- Using verbs to show action.
- Using adjectives to describe.

- Identifying singular and plural nouns.

11. Exhibit proper letter formation, spacing, and letter-line placement in words and sentences.

Objective 1.11.1: Trace words and sentences with proper spacing and letter-line placement.

Objective 1.11.2: Copy words and sentences with appropriate spacing and letter-line placement.

Research and Inquiry

12. Collect information from print and nonprint resources to investigate a teacher- or student-selected topic.
Examples: nonfiction books, videos, resource persons, interviews, Web-based sources, dictionaries

Objective 1.12.1: Locate print and nonprint resources for information.

Objective 1.12.2: Select information from print and nonprint resources pertaining to the topic.

Additional content to be taught:

- Generating oral and written questions to gather information.
- Using parts of a book to locate information.
- Using alphabetical order to the first letter to access information.
- Interpreting information from simple charts, maps, graphs, and directions.

Oral and Visual Communication

13. Listen for meaning in conversations and discussions, including looking at the speaker without interrupting.

Objective 1.13.1: Exhibit listening behaviors.

Examples: facing the front, keeping hands and feet to self, sitting still.

Objective 1.13.2: Exhibit appropriate turn taking skills in conversations and discussions.

Examples: raising hand and waiting to speak.

Additional content to be taught:

- Following two- and three-part oral directions.
- Making connections to literature read aloud.
Examples: text-to-text, text-to-self, text-to-world.

14. Use appropriate intonation when speaking and interacting with others.

Objective 1.14.1: Modulate volume and intonation in various speaking situations.

Objective 1.14.2: Identify appropriate expressions in various speaking situations.

Example: whisper voices, voices of excitement, strong voices

Additional content to be taught:

- Using grammar and word choice appropriate for a specific audience.
- Reciting poems, rhymes, songs, and stories
- Demonstrating the ability to take turns in a conversation
- Expanding vocabulary reflective of a growing range of interests and knowledge
- Using pictures, objects, music, and computer resources to present information
- Using the writing process to prepare oral presentations

SECOND GRADE

Students will:

Reading

1. Demonstrate phonological skills, including manipulating sounds and words of the English language and identifying syllables in two- and three-syllable words.

Objective 2.1.1: Practice isolating, deleting, substituting, and adding phonemes within one syllable words.

Examples: Isolating phonemes: Isolate the “c” in cat to pronounce the “c” sound in isolation and to pronounce at in isolation.

- Deleting phonemes: Delete the “c” in cat to recognize that cat changed to at.
- Substituting phonemes: Substitute the “c” in cat with a “b” making the new word bat. Substitute the “t” in cat with a “p” making the new word cap.
- Adding phonemes: Add a “c” to the beginning of the word at to form the new word cat. Add a “b” to the beginning of the word at to form the new word bat.

Objective 2.1.2: Distinguish between one- and two-syllable words.

2. Apply phonetic strategies to decode unfamiliar and multisyllable words using graphophonemic clues and letter-sound correspondences, including diphthongs and digraphs.

Objective 2.2.1: Produce sounds to match common letter combinations.

Objective 2.2.2: Produce sounds to match diphthongs and digraphs.

Objective 2.2.3: Decode words with consonant blends and letter combinations.

Objective 2.2.4: Recognize simple prefixes and suffixes.

Objective 2.2.5: Read regular one-syllable words and words with common word parts.

Example: consonant-vowel-consonant (cvc) patterns in words – cat, mop, pet

Additional content to be taught:

- Correcting word-recognition errors
Examples: substituting, deleting, omitting
- Reading phonetically regular and irregular two-syllable words
Examples: regular—table, mitten irregular—baby, city

3. Exhibit vocabulary skills, including explaining simple common antonyms and synonyms and using descriptive words.

Examples: simple common antonyms—up – down, in – out, above – below

Objective 2.3.1: Define synonym and antonym.

Objective 2.3.2: Identify common antonyms.

Objective 2.3.3: Identify common synonyms.

Objective 2.3.4: Use words that describe.

Examples: vibrant, gigantic, rough

Additional content to be taught:

- Responding to questions
- Using semantic cues to achieve meaning
- Recognizing words in the environment
- Using new words from independent reading of stories and texts
- Recognizing possessive forms
- Using correct spelling, including spelling of sight words, spelling of unfamiliar words using phonetic strategies, and checking spelling with a dictionary
- Identifying multiple-meaning words

4. Demonstrate comprehension of second-grade reading materials across the curriculum, including drawing simple conclusions, classifying ideas and things, Identifying sequence, and retelling directions and information from informational and functional reading materials.

Examples: functional materials—maps, simple tables, atlases, encyclopedias

Objective 2.4.1: Relate text to personal experiences in order to draw simple conclusions.

Objective 2.4.2: Classify words and things, with or without pictures, into categories.

Objective 2.4.3: Recall sequencing/retelling terms.

Example: terms: first, second, next, then, finally/last

Objective 2.4.4: List events in sequential order from personal real world experiences.

Example: events: how to make a sandwich (first, second...)

Objective 2.4.5: Organize sequence of events from the text using picture cues.

Objective 2.4.6: Distinguish important details in order to retell directions and information.

Additional content to be taught:

- Relating events and ideas to specific life experiences
- Answering what if, why, and how questions
- Identifying characters

5. Read with fluency passages containing complex sentences.

Example: sentences with phrases and clauses

Objective 2.5.1: Recognize first and/or second grade sight words.

Examples: Dolch, Frye, Wilson,

Objective 2.5.2: Read 50–90 words of connected text per minute.

Objective 2.5.3: Read and reread to increase familiarity.

- Objective 2.5.4:** Read simple sentences transitioning to complex sentences with phrasing and expression.
- Objective 2.5.5:** Use phrasing, attending to punctuation.
- Objective 2.5.6:** Read and self-correct while reading.

Additional content to be taught:

- Reading 90-100 words per minute
- Recognizing second-grade high-frequency words
Examples: Dolch word lists, basal reader word lists
- Using punctuation to help phrase
- Making self-corrections
- Reading with expression

Literature

6. Differentiate among folktales, tall tales, fables, realistic fiction, and other narrative texts.

Objective 2.6.1: Identify narrative text forms through read-aloud, tape-assisted reading, independent reading, and partner reading.

Objective 2.6.2: Recognize characteristics of narrative texts including folktales, tall tales, fables and realistic fiction.

Additional content to be taught:

- Recognizing the author’s purpose or intent in a variety of texts
- Inferring the main idea and supporting details in narrative texts
- Summarizing the plot and characters’ actions and motivations in narrative texts
- Recognizing morals and lessons in narrative texts

7. Explain how authors use text features to identify key and supporting ideas in informational texts.

Examples: boldface, maps, charts, diagrams

Objective 2.7.1: Identify text features such as: boldface maps, charts, table of contents, and diagrams in informational text.

Objective 2.7.2: Locate key and supporting ideas by using text features in informational texts.

Writing and Language

8. Organize sentences into a paragraph to address a topic or tell a story.

Objective 2.8.1: Organize words into a sentence.

Objective 2.8.2: Relate sentence(s) to a topic or story.

Objective 2.8.3: Identify the logical order of sentences in a paragraph that relate to the topic or tell a story.

Example: topic sentence, supporting details, and conclusion sentence

Additional content to be taught:

- Sorting information using graphic organizers
- Generating a topic sentence and a concluding sentence in a paragraph
- Drafting a written piece, including an introductory paragraph and a concluding paragraph
- Editing for spelling, punctuation, capitalization, and sentence variety
- Publishing final draft
- Using descriptive, narrative, and expository modes of writing
- Writing free verse poetry to express ideas

9. Demonstrate correct use of question marks and capitalization of names, months, days of the week, and holidays in written expression.

Objective 2.9.1: Name words that begin a question.

Example: what, which, where, when, why, who, how

Objective 2.9.2: Develop questions orally and/or in writing.

Objective 2.9.3: Identify names, months, days of the week, and holidays as words to capitalize.

Objective 2.9.4: Tell when to use a question mark.

Additional content to be taught:

- Using abbreviations, apostrophes in contractions, and apostrophes in possessives in writing
- Using commas in writing
Examples: dates, friendly letter greetings, physical address, items in a series
- Using exclamation points at the end of sentences to show emotion in writing.

10. Use concrete nouns and action verbs in written communication.

Examples: concrete nouns—teacher, beach, desk, dog action verbs — run, eat.

Objective 2.10.1: Recognize words that name a person, place, thing, or animal.

Objective 2.10.2: Recognize words that show action.

Objective 2.10.3: Recall in oral or written form concrete nouns and action verbs.

Objective 2.10.4: Organize concrete nouns and action verbs correctly within a sentence.

Additional content to be taught:

- Describing nouns using adjectives in writing
- Substituting nouns with pronouns in writing
- Using singular and plural nouns in writing

11. Write words and sentences legibly with proper spacing in manuscript.

Objective 2.11.1: Copy words and sentences legibly with proper spacing in manuscript.

Additional content to be taught:

- Forming upper- and lower-case letters in cursive

Research and Inquiry

12. Utilize research skills to collect and record information on a specific topic.

Objective 2.12.1: Locate sources such as books, dictionaries, videos, web-based sources and encyclopedias to collect and record information.

Objective 2.12.2: Select information from sources pertaining to the research topic.

Additional content to be taught:

- Listing key concepts from texts
- Locating boldface and italicized words to identify essential information
- Using captions, illustrations, and photographs to extend meaning of written text

13. Locate information in reference material using alphabetical order.

Examples: dictionary, textbook, nonfiction book

Objective 2.13.1: Order words alphabetically.

Objective 2.13.2: Locate key terms using a glossary.

Additional content to be taught:

- Generating oral and written questions before, during, and after research
- Using table of contents, glossary, and index to locate information
- Reporting on a specific topic with facts and details

Oral and Visual Communication

14. Respond to various types of literature read aloud.

Objective 2.14.1: Participate in pre-reading activities such as anticipation guides, predictions, KWL Charts: what you know, what you learned, what you want to know, and book walks.

Objective 2.14.2: Respond to “wh” and how questions regarding the literature read aloud.

Additional content to be taught:

- Focusing attention on a speaker without interrupting.
- Following multistep oral directions.
- Interpreting presented information.

15. Select appropriate voice tone, gestures, and facial expression to enhance meaning.

Objective 2.15.1: Listen to voice tones and expression in dialogue-rich stories on tape.

Objective 2.15.2: Listen to voice tones and expression in dialogue-rich read-alouds.

Objective 2.15.2: Practice appropriate voice tones, gestures, and facial expressions to enhance meaning in various activities such as in preparing for readers’ theatre and/or in partner reading.

Additional content to be taught:

- Using active listening skills
Example: “Stop, Look, and Listen” technique
- Retelling stories and events in logical order
- Remaining on topic when speaking
- Using visual aids, props, and technology in oral presentations.
Examples: poster, puppet, slideshow
- Using appropriate grammar and word choice in oral presentations and in conversations.

THIRD GRADE

Students will:

Reading

1. Apply advanced phonetic analysis to multiple-syllable words, including consonants, short vowels, blends, long vowel markers, and r-controlled vowels.

Objective 3.1.1: Identify blends in multiple-syllable words.

Examples: flopping, bringing

Objective 3.1.2: Identify long vowel markers in multiple-syllable words.

Examples: teacher, realize

Objective 3.1.3: Identify r-controlled vowels in multiple-syllable words.

Examples: cargo, bargain

Objective 3.1.4: Recognize the base word in words that contain prefixes and or suffixes.

Objective 3.1.5: Blend the base word with the prefix and or suffix to decode multi-syllable words.

2. Demonstrate reading vocabulary knowledge of compound words.

Objective 3.2.1: Identify the two separate words in compound words.

Example: air + plane = airplane

Objective 3.2.2: Demonstrate knowledge of meaning of separate words in compound words.

Additional content to be taught:

- Using structural analysis to develop meaning
Examples: prefixes, suffixes, root words
- Drawing semantic maps
- Recognizing new synonyms and antonyms
- Spelling correctly compound words, phonetically regular words, contractions, and possessives, including using dictionary to check spelling

3. Use a wide range of strategies, including using context clues and predicting outcomes, to comprehend third-grade recreational reading materials in a variety of genres.

Examples: stories, trade books, poems

Objective 3.3.1: Identify character actions, emotions, and traits to use context clues and predict outcomes.

Objective 3.3.2: Make and confirm predictions about vocabulary based on information from a recreational passage.

Objective 3.3.3: Make and confirm predictions based on information from a recreational passage.

Objective 3.3.4: Answer what if, why, when and how questions about a recreational passage.

Objective 3.3.5: Recognize sight words for second and/or third grade.

Examples: (Dolch, Frye, Wilson)

Objective 3.3.6: Read 90–110 words of connected text per minute.

Additional content to be taught:

- Reading fluently 110-120 words per minute
- Identifying literary elements and devices
Examples: characters, similes
- Determining sequence of events
- Distinguishing fiction from nonfiction
- Using sentence structure to assist in comprehension
- Drawing conclusions to determine authors' intent
- Using self-monitoring for text understanding, including rereading and adjusting rate and speed of reading
- Using vocabulary knowledge to construct meaning
- Relating main ideas to prior knowledge and specific life experiences
- Previewing and predicting to anticipate content
- Utilizing text features to gain meaning
- Using prior knowledge and experience

4. Use a wide range of strategies and skills, including retelling information, using context clues, and making inferences to identify main idea, to comprehend third-grade informational and functional reading materials.

Objective 3.4.1: Answer what, what if, why and how questions in informational and functional reading materials.

Objective 3.4.2: Retell sequence of events in informational and functional reading materials.

Objective 3.4.3: State main ideas in informational and functional reading materials.

Objective 3.4.4: Distinguish details of main idea in informational and functional reading materials.

Additional content to be taught:

- Using sentence structure to assist in comprehension.
- Distinguishing main idea from details.
- Summarizing passages to demonstrate understanding.
- Utilizing text features to gain meaning
Examples: titles, headings, glossary, boldface, index, table of contents, maps, charts, tables
- Using vocabulary knowledge to enhance comprehension.
- Using self-monitoring for text understanding.
- Following simple written directions.
- Ordering by importance or chronology.

Literature

5. Compare poetry, folktales, and fables in respect to their genre characteristics.
- Objective 3.5.1:** Identify characteristics of poetry, folktales, and fables.
Objective 3.5.2: Distinguish among poetry, folktales, and fables.
Objective 3.5.3: Summarize poetry, folktales, and fables.
6. Recognize linguistic and cultural similarities and differences in multicultural literature.
Examples: regional dialects, clothing, food, games
- Objective 3.6.1:** Define linguistic, cultural and multicultural
Objective 3.6.2: Identify the dialect and cultural themes in multicultural literature.
7. Compare fictional characters and events to real-life experiences.
Example: relating hardships faced by early settlers in literature to hardships faced by families today
- Objective 3.7.1:** Tell a story about a real-life event.
Objective 3.7.2: Describe participants in a real-life event.
Objective 3.7.3: Identify characters in a fictional story.
Objective 3.7.4: Describe events in a fictional story.
8. Use text features to guide interpretation of expository texts, including italics, headings, maps, and charts.
Examples: social studies—locating physical features on a map science—interpreting weather data from charts and tables.
- Objective 3.8.1:** Identify italics, headings, maps, and charts in expository text.
Objective 3.8.2: Interpret simple maps and charts.
- Additional content to be taught:**
- Interpreting the author’s purpose or intent in a given text.

Writing and Language

9. Compose narrative texts using an introductory paragraph, specific time frames, clear sequencing of events, and a conclusion.
Example: introductory paragraph, specific time frames, clear Objective
- Objective 3.9.1:** Identify characteristics of narrative text.
Objective 3.9.2: Use brainstorming, drawing, and discussion as elements of pre-writing in the writing process.
Objective 3.9.3: Organize words into a complete sentence.
Objective 3.9.4: Organize complete sentences into a paragraph to address a topic or tell a story.

Additional content to be taught:

- Determining purpose and audience prior to writing
Examples: purpose—writer addresses topic in correct mode
audience—writer uses appropriate tone.
- Demonstrating clarity and organization in a composition
- Composing descriptive texts using sensory details and vivid language
- Composing expository texts using appropriate sequencing of ideas or steps in a process
- Using complete sentences, varied sentence structure, and appropriate transition words in a composition
- Demonstrating the process of prewriting, drafting, revising, editing, and publishing
- Using graphic organizers during prewriting
- Using figurative language to enhance written text
Examples: simile, onomatopoeia, metaphor, alliteration
- Utilizing precise vocabulary in written presentations
Examples: gorgeous instead of pretty, prosperous instead of rich
- Demonstrating correct spelling in final written text
- Responding in writing to open-ended questions
- Utilizing bullets to organize major details and ideas to support a topic
- Demonstrating the ability to write legibly in cursive

10. Apply mechanics in writing, including capitalization of proper nouns and titles of people and appropriate end marks, abbreviations, and commas with dates.

Objective 3.10.1: Capitalize names, months, days of the week, and holidays.

Objective 3.10.2: Identify titles of people.

Objective 3.10.3: Identify proper nouns.

Objective 3.10.4: Identify end marks.

Objective 3.10.5: List abbreviations of proper nouns and titles of people.

Objective 3.10.6: Identify dates with correct comma notation.

Additional content to be taught:

- Identifying friendly letter parts and related punctuation marks
- Using apostrophes with contractions and possessives
- Underlining or italicizing book titles
- Using commas to separate items in a series, in a physical address, and before the conjunction in a compound sentence

11. Recognize nouns, verbs, pronouns, conjunctions, and adjectives in written texts.

Objective 3.11.1: Identify words that name a person, place, thing, or animal in written texts.

Objective 3.11.2: Identify words that show action in written texts.

Objective 3.11.3: Choose a pronoun to replace a noun.

Objective 3.11.4: List common conjunctions: and, but, or.

Objective 3.11.5: Select words that describe.

Additional content to be taught:

- Demonstrating use of nouns, verbs, pronouns, conjunctions, adjectives, and verb tenses in writing
- Demonstrating use of subject-verb agreement in writing
- Demonstrating use of forms of adjectives in writing

Research and Inquiry

12. Demonstrate retrieval skills needed to research a topic.

Objective 3.12.1: Identify resource materials needed to research a topic.

Objective 3.12.2: Locate information in alphabetical order by the first letter.

Objective 3.12.3: List key concepts from text needed to research a topic.

Objective 3.12.4: Use table of contents, glossary, and index to locate information.

Objective 3.12.5: Collect information from print and non-print resources to investigate selected topic.

Additional content to be taught:

- Formulating questions based on a topic
- Using appropriate reference materials
Examples: dictionaries, atlases, almanacs, thesauruses, technology resources, news and feature articles
- Evaluating relevant information gained through research
- Recognizing text features, including italics, captions, sidebars, photographs, and illustrations

Oral and Visual Communication

13. Demonstrate the ability to follow multi step oral directions.

Objective 3.13.1: Show attention to speaker without interruption.

Objective 3.13.2: Recall two step oral directions.

14. Demonstrate eye contact, articulation, and appropriate voice intonation with oral narrative presentations.

Objective 3.14.1: Model periodic visual contact with a person or group.

Objective 3.14.2: Select appropriate voice tone, gestures, and facial expression to enhance meaning.

Additional content to be taught:

- Using dramatizations with oral descriptive presentations
- Using figurative language to enhance oral communication
Examples: simile, onomatopoeia, metaphor, alliteration
- Utilizing precise vocabulary in oral presentations
Examples: exceptional instead of good, brilliant instead of smart

FOURTH GRADE

Students will:

Reading

1. Demonstrate word recognition skills, including structural analysis.
Example: structural analysis—prefixes, suffixes, root words

Objective 4.1.1: Identify syllables in two- and three-syllable words.

Objective 4.1.2: Identify root words

Objective 4.1.3: Identify common contractions.

Objective 4.1.4: Identify prefixes and suffixes of words.

Additional content to be taught:

- Producing common word parts
- Reading multi-syllable words
- Reading compound words, contractions, possessives, and inflectional endings

2. Demonstrate reading vocabulary knowledge, including recognition of a variety of synonyms and antonyms.

Objective 4.2.1: Classify words with the same meaning or opposite meaning.

Additional content to be taught:

- Using context clues
- Reading multiple-meaning words
- Increasing number of sight words

3. Use a wide range of strategies, including distinguishing fiction from nonfiction and making inferences, to comprehend fourth-grade recreational reading materials in a variety of genres.

Examples: novels, short stories, poetry, trade books

Objective 4.3.1: Define fiction and nonfiction.

Objective 4.3.2: Explain inference.

Objective 4.3.3: Identify supporting statements for a given inference.

Objective 4.3.4: Draw conclusions.

Additional content to be taught:

- Skimming passages to get significance of passage
- Summarizing passages to restate information
- Comparing and contrasting to extend meaning
- Using knowledge of sentence structure and context to enhance comprehension
- Using self-monitoring for text understanding, including rereading and adjusting rate and speed of reading
- Using vocabulary knowledge to enhance comprehension

- Reading fluently with expression and attention to punctuation
- Drawing conclusions to determine content not directly stated
- Asking and answering questions
- Relating events, ideas, and characters to prior knowledge and specific life experiences

4. Identify literary elements and devices, including characters, important details, and similes, in recreational reading materials and details in informational reading materials.

Objective 4.4.1: Define simile.

Objective 4.4.2: Recall characters from a story read aloud.

Objective 4.4.3: Retell a story and include characters, setting, and important events.

Objective 4.4.4: Select important details related to the topic when given the main topic from an informational passage.

Objective 4.4.5: Select important details related to the main idea when given the main idea from a recreational passage.

Additional content to be taught:

- Identifying main idea
- Identifying author’s purpose

5. Use a wide range of strategies and skills, including using sentence structure, locating information, and distinguishing fact from fiction, to comprehend fourth-grade informational and functional reading materials.

Examples: definition of a word, details about a particular species of bird, definition of important words in a textbook

Objective 4.5.1: Distinguish fact from and fiction.

Objective 4.5.2: Identify clues in a sentence that may be utilized to gain meaning from a passage.

Examples: quotation marks, italics, bold print

Objective 4.5.3: Identify information or steps in functional reading materials.

Objective 4.5.4: Identify the best source for specified information in informational or functional reading materials.

Additional content to be taught:

- Determining sequence of events in informational and functional text
- Distinguishing fact from opinion in informational text
- Summarizing passages to demonstrate understanding
- Comparing and contrasting to extend meaning
- Using self-monitoring for text understanding, including rereading and adjusting rate and speed of reading
- Using text features to gain meaning

Examples: titles, headings, glossary, boldface, index, table of contents, tables, charts, graphs

- Previewing to anticipate content
- Using note-taking skills, including highlighting and outlining
- Detecting obvious bias in informational text
- Recognizing persuasive techniques in informational text
Examples: bandwagon, snob appeal

Literature

6. Compare the genre characteristics of tall tales, fantasy, myths, and legends, including multicultural literature.

Objective 4.6.1: Identify characteristics of tall tales, fantasy, myths, and legends.

Objective 4.6.2: Distinguish among tall tales, fantasy, myths, and legends.

Objective 4.6.3: Summarize tall tales, fantasy, myths, and legends.

7. Compare story elements and the experiences and feelings of literary characters to students' lives.

Objective 4.7.1: Define story elements.

Objective 4.7.2: Recall experiences of literary characters.

Objective 4.7.3: Identify feelings of literary characters.

Objective 4.7.4: Compare feelings of literary characters to personal feelings in a similar situation.

Additional content to be taught:

- Describing how events, settings, and characterization encountered in written text influence the thinking of the reader
- Identifying author's craft and technique for relaying intended message
Examples: dialogue, exaggeration, alliteration, imagery, parallel structure, logical arguments

Writing and Language

8. Compose descriptive texts using an introductory paragraph, sensory details, vivid language, and a conclusion.

Objective 4.8.1: List the elements of an introductory paragraph.

Example: purpose, audience, thesis statement/hook

Objective 4.8.2: List the elements of a conclusion.

Example: restate the main idea, closing sentence

Objective 4.8.3: Identify characteristics of descriptive text.

Example: sensory details, vivid language, and a conclusion

Objective 4.8.4: Identify sensory details in a text.

Objective 4.8.5: Select vivid language in a text.

Objective 4.8.6: Develop a paragraph using sentences with sensory details and vivid language.

Additional content to be taught:

- Determining purpose and audience prior to writing
Examples: purpose—writer addresses topic in correct mode
audience—writer uses appropriate tone and language
- Demonstrating clarity and organization in a composition
- Composing expository texts using a main idea with three supporting details
- Composing narrative texts using a definite time frame, selected tone, and a clear sequence of events
Examples: selected tone—sarcastic, angry, humorous, respectful
- Writing complex sentences to vary sentence structure
- Correcting sentence fragments and run-on sentences in writing
- Demonstrating the process of prewriting, drafting, revising, editing, and publishing
- Demonstrating usage of graphic organizers during prewriting
- Spelling correctly in final written texts
- Bulleting major ideas during prewriting
- Utilizing figurative language to enhance written communication
Examples: simile, metaphor, onomatopoeia, personification

9. Respond in writing to open-ended questions.

Objective 4.9.1: Identify the information/facts requested in open-ended questions.

Objective 4.9.2: Develop an outline/graphic organizer of main points for a given topic or question.

Objective 4.9.3: Develop main idea for written response.

Objective 4.9.4: Identify supporting details for main idea.

Objective 4.9.5: Classify facts from text as significant or insignificant.

Additional content to be taught:

- Utilizing bullets to organize major details and ideas to support a topic

10. Apply mechanics in writing, including capitalization of business and friendly letter parts and envelope addresses and use of punctuation, including apostrophe with contractions; underlining or italicizing of book titles; and commas to separate items in a series and in a physical address.

- Objective 4.10.1:** Identify the parts of a business and friendly letter.
- Objective 4.10.2:** List examples of greetings and closings for a business and friendly letter
- Objective 4.10.3:** Capitalize street addresses, cities, and states.
- Objective 4.10.4:** Select the correct placement of a return and delivery address on an envelope.
- Objective 4.10.5:** Convert words to contractions and contractions to words.
- Objective 4.10.6:** Identify book titles.
- Objective 4.10.7:** Identify physical addresses with correct comma notations.

Additional content to be taught:

- Capitalizing proper adjectives and the first word in direct quotations
- Applying correct punctuation in a direct quotation, including quotation marks, commas, and end marks
- Using commas correctly in a compound sentence
- Using apostrophes with possessives
- Writing sentences without the use of double negatives

11. Demonstrate knowledge of subject-verb agreement with simple subjects and correct usage of regular and irregular verb forms.

Examples: subject-verb agreement—she walks, they walk regular verb form—like, liked, liked irregular verb form—draw, drew, drawn

- Objective 4.11.1:** Identify subject/verb agreement in a sentence.
- Objective 4.11.2:** Recognize regular verb forms.
- Objective 4.11.3:** Recognize irregular verb forms.

Additional content to be taught:

- Differentiating among helping, linking, and action verbs
- Demonstrating correct use of nouns, pronouns, conjunctions, adjectives, and adverbs

Research and Inquiry

12. Organize information on a specific topic obtained from grade-appropriate reference materials.

Examples: dictionaries, online resources, thesauruses, atlases, news and feature articles

- Objective 4.12.1:** Identify reference material needed for a specific topic.
- Objective 4.12.2:** Locate information in alphabetical order by the second letter.

Additional content to be taught:

- Formulating research questions
- Using paraphrasing to convey ideas from resources
- Using note-taking skills to gather information

Oral and Visual Communication

13. Demonstrate eye contact, articulation, and appropriate voice intonation with descriptive presentations.

Objective 4.13.1: Model visual contact with a group.

Objective 4.13.2: Make use of various types of “tone of voice” in oral presentations.

Examples: excited, serious, sad, friendly

Additional content to be taught:

- Using demonstrations with oral expository presentations
- Using figurative language to enhance oral communication
Examples: simile, metaphor, onomatopoeia, personification
- Utilizing precise vocabulary in oral presentations
Examples: leap instead of jump, miniature instead of little

14. Identify strategies of a skillful listener, including attending to the listening task and assigning meaning to the message.

Objective 4.14.1: Identify characteristics of good listener.

Objective 4.14.2: Rephrase the meaning of a message.

Objective 4.14.3: Recall information from a message.

FIFTH GRADE

Students will:

Reading

1. Demonstrate reading vocabulary knowledge, including recognition of multiple-meaning words.

Objective 5.1.1: Identify various meanings of multiple-meaning words.

Objective 5.1.2: Use context clues to interpret meaning of multiple-meaning words.

Additional content to be taught:

- Identifying word “chunks” or parts
Example: mark, remark, or able in remarkable
- Recognizing inflected endings
Examples: ed, ing
- Identifying possessives and contractions

2. Use a range of strategies, including drawing conclusions such as opinions about characters based on their actions and summarizing passages, to comprehend fifth-grade recreational reading materials in a variety of genres.

Objective 5.2.1: Relate character traits to characters from a passage.

Objective 5.2.2: Compare and contrast character traits.

Objective 5.2.3: Retell key ideas from a passage.

Objective 5.2.4: List a character’s actions in the order they occur in a passage.

Objective 5.2.5: Retell a story in a few sentences.

Additional content to be taught:

- Determining sequence of events in recreational reading materials
- Comparing and contrasting to extend meaning
- Distinguishing fiction and nonfiction
- Using sentence structure and context to determine meaning
- Using prior knowledge and experience to interpret meaning
- Skimming passages to obtain primary message
- Inferring motive of characters

3. Recognize the use and effect of literary elements and devices, including setting, character traits, stated purpose, metaphors, and simple symbolism to gain information from various text formats, including tables and charts.

Objective 5.3.1: Define literary elements including setting, character traits, and stated purpose.

Objective 5.3.2: Define literary devices including metaphors and simple symbolism.

Objective 5.3.3: Select the stated purpose for a passage.

Objective 5.3.4: Identify a metaphor or simple symbolism from a given passage.

Examples: **metaphor** – “The tree is a soldier on the riverbank.”
symbolism – an eagle symbolizing freedom

Objective 5.3.5: Locate information in a given table or chart.

Additional content to be taught:

- Recognizing persuasive techniques
- Identifying main idea and supporting details
- Recognizing use of personification
- Identifying implied purpose

4. Use a wide range of strategies and skills, including using text features to gain meaning, summarizing passages, and drawing conclusions, to comprehend fifth-grade informational and functional reading materials.

Objective 5.4.1: Identify text features such as pictures, charts, titles, subtitles, and bold print.

Objective 5.4.2: List the features of a text to draw conclusions concerning passage content.

Example: using pictures, charts, titles, subtitles, and bold print to predict content

Objective 5.4.3: Write sentences retelling key ideas in a given passage from functional and informational reading materials.

Additional content to be taught:

- Determining sequence of events
 - Determining cause and effect
 - Distinguishing fact from opinion
 - Using previewing and predicting skills to determine content
 - Using sentence structure and context to determine word meaning
 - Using prior knowledge and experience to interpret meaning
 - Using self-monitoring for text understanding
- Examples: rereading, accessing prior knowledge and experiences
- Using expanded vocabulary to determine word meaning
 - Recognizing persuasive techniques
 - Skimming passages to get significance of passage
 - Using reference materials

Literature

5. Compare the genre characteristics of autobiographies, biographies, and historical fiction, including multicultural literature.

Objective 5.5.1: Identify characteristics of autobiographies, biographies, and historical fiction, including multicultural literature.

Objective 5.5.2: Identify autobiographies, biographies, and historical fiction, including multicultural literature.

6. Use text features, including indexes, tables, and appendixes, to guide interpretation of expository texts.

Examples: social studies—interpreting a table comparing Native American cultures
science—interpreting a table using everyday indicators that identify common acids and bases

Objective 5.6.1: Define index, table, and appendix.

Objective 5.6.2: Identify where to locate the index, tables, and appendix in expository text.

Objective 5.6.3: List information from tables in expository text.

Writing and Language

7. Compose expository texts using an introductory paragraph that includes a main idea; supporting paragraphs with a minimum of three reasons, explanations, or steps in a process; and a conclusion.

Objective 5.7.1: Identify characteristics of an expository text.

Objective 5.7.2: Label main idea in a given paragraph.

Objective 5.7.3: Develop a paragraph using a main idea.

Objective 5.7.4: Develop supporting paragraphs based on a main idea.

Additional content to be taught:

- Determining purpose and audience prior to writing
Examples: purpose—writer addresses topic in correct mode
audience—writer uses appropriate tone
- Demonstrating clarity and organization in a composition
- Using appropriate transition words in a composition
- Using appropriate prewriting strategies
Examples: brainstorming, using graphic organizers
- Composing persuasive texts, including a minimum of three reasons that support a stance or position
- Composing narrative texts using a definite time frame, a clear sequence of events, and a selected tone
Examples: selected tone—sarcastic, humorous, respectful
- Composing descriptive texts using an introductory paragraph, sensory details, vivid language, and a conclusion

8. Express meaning through writing varied sentence structure, detailed paragraphs, and multi-paragraph compositions in an organized manner.

Objective 5.8.1: Compose simple, compound, and complex sentences.

Objective 5.8.2: Develop a topic sentence and supporting details.

Objective 5.8.3: Develop a simple two - three paragraph composition

Additional content to be taught:

- Editing writing for clarity of thought
- Correcting awkward sentence construction, redundancy, fragments, and run-ons in written presentations
- Utilizing precise vocabulary in oral and written presentations
Examples: sauntered instead of walked, scurried instead of ran
- Bulleting major details and ideas to support a topic or subject
- Responding in writing to open-ended questions

9. Apply mechanics in writing, including capitalization of first word in a direct quotation and use of punctuation, including quotation marks and comma with direct quotations, colon to introduce a list, and commas after introductory words, with a noun of direct address, and in a compound sentence.

Objective 5.9.1: Recognize quotations in a text.

Objective 5.9.2: Identify rules for quotation usage.

Objective 5.9.3: Identify when to use colons in a text.

Objective 5.9.4: Identify when to use commas in a text.

Objective 5.9.5: Model the placement of a comma and colon in writing a list.

Objective 5.9.6: Identify common introductory words.

Objective 5.9.7: Recognize a noun in a direct address.

Objective 5.9.8: Recognize the correct placement of a comma in a compound sentence.

Additional content to be taught:

- Using quotation marks with titles of short stories and poems
- Capitalizing proper adjectives, titles of books, and works of art
- Using apostrophes with possessives

10. Demonstrate knowledge of grammar and usage concepts, including subject-verb agreement with a compound subject; present, past, and future verb tenses; forms of adjectives; forms of nouns; and subject, object, and possessive pronouns.

Objective 5.10.1: Explain the rules for subject-verb agreement

Objective 5.10.2: Use simple subjects to write sentences.

Objective 5.10.3: Locate compound subjects in a passage.

Objective 5.10.4: Classify verbs by their tense.

Objective 5.10.5: Classify forms of adjectives.

- Objective 5.10.6:** Distinguish between noun forms.
Objective 5.10.7: Recognize pronouns as subject, object or possessive.

Additional content to be taught:

- Writing sentences without the use of double negatives
- Identifying homonyms, homophones, and homographs
Examples: homonym—as in a bat and a ball, a bat in a cave homophone—as in a bear in a forest, a bare spot in the lawn homograph—as in a bass in a lake, a bass singing voice
- Using irregular verbs in writing
- Using adjectives, adverbs, conjunctions, nouns, and verbs in writing
- Demonstrating correct use of prepositions and interjections

Research and Inquiry

11. Use search strategies in the research process to identify reliable current resources and computer technology to locate information.

- Objective 5.11.1:** Explain common research strategies.
Objective 5.11.2: Locate current sources of information.
Objective 5.11.3: List reliable research resources.
Objective 5.11.4: Use a computer search engine to research a topic.

Oral and Visual Communication

12. Demonstrate eye contact, articulation, and appropriate voice intonation with expository presentations.

- Objective 5.12.1:** Demonstrate visual contact with a group.
Objective 5.12.2: Use appropriate voice projection with a group.
Objective 5.12.3: Apply correct pronunciation of words in oral expository presentations.
Objective 5.12.4: Model various types of “conversational tones” and or expressions in oral expository presentations.

Additional content to be taught:

- Using dramatizations with oral persuasive presentations
Examples: role play, Reader’s Theater
- Using figurative language found in literature to enhance oral communication
Examples: personification, idiom, metaphor, simile, hyperbole, onomatopoeia, alliteration, symbolism

13. Apply strategies of a skillful listener, including maintaining eye contact, attending to the listening task, and assigning meaning to the message.

- Objective 5.13.1:** Identify strategies of a skillful listener.
Objective 5.13.2: Model characteristics of a good listener.
Objective 5.13.3: Restate main points of oral presentation.

SIXTH GRADE

Students will:

Reading

1. Apply strategies, including making complex predictions, interpreting characters' behaviors, and comparing and contrasting, to comprehend sixth-grade recreational reading materials.

Examples: complex predictions—order of events, potential conflicts

Objective 6.1.1: Identify “recreational” reading materials.

Examples: comic books, magazines, novels, and short stories, including internet resources and electronic materials

Objective 6.1.2: Describe a character’s behavior in recreational text.

Objective 6.1.3: List the similarities among characters in a given passage.

Objective 6.1.4: List the differences among characters in a given passage.

Objective 6.1.5: Make predictions based on the details of a given passage.

Example: After reading Chapters 1 and 2, what do you think will happen in Chapter 3?

Additional content to be taught:

- Identifying supporting details
- Using context clues to determine meaning
- Identifying sequence of events
- Making generalizations from text information

2. Interpret literary elements and devices, including implied main idea, conflict, and personification.

Objective 6.2.1: Define main idea, implied main idea, conflict, and personification.

Objective 6.2.2: Recognize literary device of personification.

Example: The daisies danced in the field.

Objective 6.2.3: Identify the conflict within text.

Example: protagonist, antagonist

Objective 6.2.4: Determine the implied main idea from a paragraph.

Additional content to be taught:

- Identifying the climax

3. Apply strategies that include making complex predictions, identifying the likely source of a text, and comparing to comprehend sixth-grade informational and functional reading materials.

Examples: complex predictions—results of actions, expected learning from a chapter or unit

Objective 6.3.1: Determine the source to gain needed information.

Examples: internet, telephone book, cook book, encyclopedia, dictionary, atlas, users guide

Objective 6.3.2: Predict content by referring to text features such as headings and subheadings.

Objective 6.3.3: Relate prior knowledge and experiences to informational and functional text in order to make predictions.

Objective 6.3.4: Make a prediction based on an essential question asked before reading

Additional content to be taught:

- Drawing conclusions to extend meaning
- Making generalizations
- Using context clues to determine meaning
- Identifying sequence of events
- Previewing text features before reading

Example: headings

4. Recognize the use of text elements, including implied main idea, explicit cause-effect relationships, and persuasive techniques, in sixth-grade informational and functional reading materials.

Objective 6.4.1: List elements of persuasive writing.

Objective 6.4.2: Identify persuasive writing in informational and functional reading materials.

Example: MLK’s “I Have a Dream” speech, political speeches, sales pitches

Objective 6.4.3: Determine whether the main idea is stated or implied.

Objective 6.4.4: Select the implied main idea from in informational and functional reading materials.

Objective 6.4.5: Identify cause-effect relationships in informational and functional reading materials.

Additional content to be taught:

- Identifying details related to main idea

Literature

5. Analyze short stories, novels, plays, myths, and nonfiction materials for distinguishing characteristics.

Objective 6.5.1: Define characteristics of a short story, play, myth, and nonfiction material.

Objective 6.5.2: Contrast characteristics of different genres of fiction and nonfiction materials.

Additional content to be taught:

- Identifying odes, ballads, epic poetry, and science fiction
- Identifying figurative language in various literature selections

6. Identify the author's purpose as entertainment, information, or persuasion in selected works.

Objective 6.6.1: Describe works of entertainment, information, and persuasion.

7. Identify examples of literary selections that illustrate linguistic and cultural diversity.

Examples: The Keeping Quilt, The Watsons Go to Birmingham, Red Scarf Girl, Habibi, Romiette and Julio

Objective 6.7.1: Define linguistic and cultural diversity.

Objective 6.7.2: Recognize linguistic and cultural diversity in provided literary selections.

Writing and Language

8. Compose in persuasive mode for a specific purpose and audience, including clearly stated opinions with supporting details and reasons or examples to influence thought or action.

Objective 6.8.1: Define persuasive writing

Objective 6.8.2: Develop a topic sentence and supporting sentences to support an opinion.

Objective 6.8.3: Develop an outline to create a sample of persuasive writing

Example: use a graphic organizer

Additional content to be taught:

- Using the steps of the writing process, including prewriting, drafting, revising, editing, and publishing in all forms of written composition
- Demonstrating use of graphic organizers for prewriting and drafting outlines, Venn diagrams, semantic webs, storyboards

- Organizing content of paragraphs and other written compositions, including topic sentences, supporting sentences, and concluding sentences with varied sentence structure
 - Using transitional words or phrases to help create coherence in compositions
 - Using tone appropriate to the topic, purpose, and audience
9. Utilize vocabulary and spelling skills, including using homonyms, synonyms, and antonyms in writing.

Objective 6.9.1: Define homonyms.

Objective 6.9.2: List examples of homonyms, synonyms, and antonyms.

Objective 6.9.3: Proofread written work for spelling errors.

10. Use punctuation correctly in writing, including apostrophes to show possession and semicolons joining two independent clauses.

Objective 6.10.1: Define possessive.

Objective 6.10.2: Identify when to use apostrophes.

Example: to show ownership: Tom's books; to show contractions: don't; to show plural possessive: students' desks.

Objective 6.10.3: Identify when to use a semicolon in written text.

Objective 6.10.4: Distinguish between dependent and independent clauses.

Additional content to be taught:

- Punctuating titles with quotation marks, underlining, and italics in writing
- Using semicolons, conjunctive adverbs, and commas to join two independent clauses or to correct run-on sentences in writing
- Using commas to set off nonessential appositives in writing
- Identifying comma splice errors in writing

11. Apply the rules governing capitalization of proper adjectives, map directions and regions of the country, seasons, titles, words showing family relationships, subjects and courses, and divided quotations.

Objective 6.11.1: Identify proper adjectives.

Objective 6.11.2: Capitalize proper adjectives.

Example: Asian, Shakespearian, and Spanish literature.

Objective 6.11.3: Identify when to capitalize map directions and regions of the country.

Example: The North is a large region. The road travels east.

Objective 6.11.4: Identify when to capitalize titles and family relationships.
Example: Uncle John – my uncle, Cousin Jane – our cousin, Dr. Smith – my doctor

Objective 6.11.5: Identify when to capitalize subjects and courses
Example: I like math. I am taking Math 101.

Objective 6.11.6: Use divided quotations correctly in writing.
Example: “Before we eat”, said Mother, “we need to wash our hands.”

12. Apply grammar conventions in writing with consistent verb tense; nominative, objective, and possessive pronouns; and subject-verb agreement when interrupted by a prepositional phrase.

Objective 6.12.1: Define nominative, objective, and possessive pronouns.
Example: Nominative pronoun = he; objective pronoun = it; possessive pronoun = his.

Objective 6.12.2: Define preposition and “object of a preposition”.

Objective 6.12.3: Identify verb tenses.
Example: past, present, future

Objective 6.12.4: Identify prepositional phrases.
Example: I swept the dirt under the rug.

Objective 6.12.5: Select correct verb tenses in written text

Objective 6.12.6: Compose sentences in which subject and verb agree.

Research and Inquiry

13. Utilize resource materials for supporting evidence in compositions.

Objective 6.13.1: Identify resource materials for supporting evidence in compositions.

Example: internet, library, encyclopedia, interviews.

14. Use organizing and paraphrasing in the research process.

Objective 6.14.1: Define paraphrasing

Objective 6.14.2: Organize researched information into an outline

Example: gather relevant information, organize information, and summarize findings.

Objective 6.14.3: Paraphrase information given.

Example: Restate an article, a paragraph, and a sentence into your own words.

Additional content to be taught:

- Taking notes to gather and summarize information
- Determining details through questioning

Oral and Visual Communication

15. Recognize speech forms including dialects and idioms.
Examples: dialects—Appalachian, Gullah idioms—“raining cats and dogs,” “in hot water”

Objective 6.15.1: Define dialect and idiom.

Objective 6.15.2: Identify dialects in written text.

Objective 6.15.3: Identify idioms in written text.

16. Demonstrate eye contact, articulation, and appropriate voice intonation with persuasive presentations.

Objective 6.16.1: Utilize visual contact with a listener, audience, or focal point.

Example: looking at a focal point or person at least intermittently during an interview, oral report, debate, or speech.

Objective 6.16.2: Model intonation and articulation skills.

17. Use listening skills for remembering significant details, directions, and sequences.

Objective 6.17.1: Identify significant details from spoken messages.

Objective 6.17.2: List details from spoken messages in sequential order.

Objective 6.17.3: Restate directions from spoken messages.

Additional content to be taught:

- Summarizing messages for content and purpose
- Practicing note-taking skills to gather and summarize information
- Paraphrasing spoken messages to summarize or clarify
- Recognizing propaganda as an art of persuasion in evaluating content and purpose

SEVENTH GRADE

Students will:

Reading

1. Apply strategies appropriate to the type of reading material, including setting purposes for reading and making generalizations, to comprehend seventh-grade recreational reading materials.

Objective 7.1.1: Explain purposes for reading recreational materials.

Example: interest, self-help, pleasure

Objective 7.1.2: Relate reading selection to daily living situation.

Examples: Text to self, text to text, and text to world connections

Objective 7.1.3: Utilize pre-reading strategies to set a purpose for reading.

Examples: KWL charts, anticipation guides, book walks, make predictions, pre-reading questions

Additional content to be taught:

- Distinguishing factual from fictional materials
- Determining sequence of events
- Using specific context clues to determine meaning of unfamiliar words
- Applying self-monitoring strategies for text understanding
- Drawing conclusions to interpret unstated intent
- Analyzing predictions, including confirming and refuting

2. Relate literary elements and devices to each other, including main idea and supporting details, climax, point of view, and imagery.

Objective 7.2.1: Define main idea, supporting details, climax, point of view, and imagery.

Objective 7.2.2: Identify main idea, supporting details, climax, point of view, and imagery in text.

Objective 7.2.3: Explain how the supporting details develop the main idea

Additional content to be taught:

- Determining mood
- Recognizing use of flashback

3. Distinguish among the major genres, including poetry, short stories, novels, plays, biographies, and autobiographies, and subgenres, such as folktales, myths, parables, fables, and science fiction, based on their characteristics.

Objective 7.3.1 Define genre

Objective 7.3.2: Identify characteristics of major genres.

Examples: poetry, short stories, novels, plays, biographies, autobiographies

Objective 7.3.3: Identify characteristics of subgenres.

Examples: folktales, myths, parables, fables, science fiction

4. Apply strategies that include setting purposes for reading, distinguishing fact from opinion, making generalizations, and reviewing to comprehend seventh-grade informational and functional reading materials.

Objective 7.4.1: Define fact, opinion, and generalization.

Objective 7.4.2: Explain purposes for reading informational and functional reading.

Examples: to gain information, to complete a task, instructions, directions, recipes

Objective 7.4.3: Relate reading selection to daily living situation.

Examples: Text to self, text to text, and text to world connections

Objective 7.4.4: Utilize pre-reading strategies to set a purpose for reading.

Examples: KWL charts, anticipation guides, make predictions, pre-reading questions, identify vocabulary, ABC reading strategy

Objective 7.4.5: Apply comprehension strategies for review by retelling, summarizing, and answering questions regarding the text.

Additional content to be taught:

- Determining sequence of events to enhance text understanding
- Using specific context clues to determine meaning of unfamiliar words
- Applying self-monitoring strategies for text understanding
- Drawing conclusions to determine unstated intent

5. Recognize the use of textual elements, including main idea and supporting details, to gain information from various text formats, including graphs.

Objective 7.5.1: Identify main ideas and supporting details in various functional text formats.

Examples: graphs, charts, tables, calendars, schedules

Objective 7.5.2: Identify graphs, charts, tables, calendars, schedules.

Objective 7.5.3: Interpret information contained in graphs, charts, tables, calendars, and schedules.

Literature

6. Analyze nonfiction, science fiction, mystery or suspense, fantasy, and adventure for distinguishing characteristics.

Objective 7.6.1: Define nonfiction, science fiction, mystery, suspense, fantasy, and adventure.

Objective 7.6.2: Classify selected passages of nonfiction, science fiction, mystery, suspense, fantasy, and adventure.

Additional content to be taught:

- Classifying plot elements as exposition or hook, conflict, rising action, climax, falling action, or resolution

7. Interpret the author’s message in various literary, informational, and functional texts.

Examples: literary text—nonfiction, science fiction, suspense, fantasy, adventure, informational and functional text—laws, directions, newspapers, advertisements, Internet sources, pamphlets

Objective 7.7.1: Identify key details of a passage.

Objective 7.7.2: State the main idea of a passage.

Objective 7.7.3: Summarize the passage

Additional content to be taught:

- Comparing various types of informational and functional texts

8. Compare selections of culturally diverse literature and their characteristics.

Examples: Native American, Hispanic, African American, Indian, European, Asian, Middle Eastern

Objective 7.8.1: Recognize cultural diversity in literature.

Objective 7.8.2: Match a selection of literature to its culture.

Writing and Language

9. Compose in descriptive, narrative, expository, and persuasive modes with a thesis sentence and introductory, supporting, and concluding paragraphs when appropriate.

Objective 7.9.1: Define descriptive, narrative, expository, and persuasive modes.

Objective 7.9.2: Identify passages by the four modes of writing.

Objective 7.9.3: Identify the parts of a composition.

Example: thesis sentence and introductory, supporting, and concluding paragraphs.

Objective 7.9.4: Construct a paragraph of each of the four modes of writing.

Additional content to be taught:

- Using transitional words and phrases for coherence
- Composing various genres of literature by imitating an author’s style, form, and purpose
Examples: poetry, short story, folktale, tall tale, nonfiction, science fiction, suspense, fantasy, adventure, contemporary realistic fiction, legend, fable, myth
- Using figurative language when writing in various genres

10. Apply mechanics in writing, including commas to set off nouns of address and following introductory phrases and clauses.

Objective 7.10.1: Locate “nouns of address” in written text.

Example: The principal, Mr. Smith,

Objective 7.10.2: Identify introductory phrases and clauses.

Example: Because it was raining, I wore a raincoat.

Additional content to be taught:

- Punctuating titles correctly using quotation marks, underlining, or italics
Examples: quotation marks—short stories underlining or italics—books, magazines, newspapers
- Using semicolons, conjunctive adverbs, and commas to join two independent clauses or to correct run-on sentences
- Demonstrating correct sentence structure by avoiding comma splices
- Using commas to set off nonessential clauses and appositives

11. Apply grammar conventions in writing to pronoun-antecedent agreement and to subject-verb agreement with inverted word order and with indefinite pronouns as subjects.

Objective 7.11.1: Define antecedent and indefinite pronouns.

Objective 7.11.2: Identify the subject and verb in a written selection.

Objective 7.11.3: Determine if the subject/verb are singular or plural in a written selection.

Objective 7.11.4: Identify pronouns in a written selection.

Objective 7.11.5: Match the pronoun and its antecedent in a written selection.

Additional content to be taught:

- Identifying gerunds, infinitives, and participles in writing
- Using degrees of comparison in writing
Examples: good, better, best;
beautiful, more beautiful, most beautiful
- Identifying sentence patterns in writing
Examples: subject→verb (S→V)
subject→action verb→direct object (S→AV→DO)
subject→action verb→indirect object→direct object
(S→AV→IO→DO)
subject→linking verb→predicate nominative (S→LV→PN)
subject→linking verb→predicate adjective (S→LV→PA)
- Using compound and complex sentences in writing

Research and Inquiry

12. Cite sources used in the research process.
Examples: author, title, page numbers, date of publication, publisher or uniform resource locator (URL)

Objective 7.12.1: Identify a specified format for citing sources.

Example: APA, MLA

Objective 7.12.2: List the information needed to cite sources used in research.

Example: title, author, date of publication, page number, etc.

13. Apply steps in the research process to identify a problem or issue, locate resources and information, and present findings.

Objective 7.13.1: List the steps of the research process.

Example: Identify topic, locate information, organize information, compose

Objective 7.13.2: Select a problem or issue using various resources.

Example: global warming, war, drug addiction, peer pressure, obesity

Objective 7.13.3: Organize information addressing the problem or issue.

Example: Use a graphic organizer or outline.

Additional content to be taught:

- Taking notes to gather and summarize information

Oral and Visual Communication

14. Present findings from inquiry and research using a variety of resources.
Examples: projects, brochures, display boards, speeches, multimedia presentations

Objective 7.14.1: Identify presentation tools.

Example: graphs, charts, illustrations, power point, webcasts, etc.

Objective 7.14.2 Organize findings.

15. Demonstrate listening skills, including identifying the main idea, detail, purpose, and bias in group discussions, public speeches, and media messages.

Objective 7.15.1: Define bias.

Objective 7.15.2: Summarize details from oral communications.

EIGHTH GRADE

Students will:

Reading

1. Apply strategies, including making inferences to determine theme, confirming or refuting predictions, and using specific context clues, to comprehend eighth-grade recreational reading materials.

Objective 8.1.1: Define theme.

Objective 8.1.2: Make predictions using clues from a passage.

Objective 8.1.3: Recognize theme in a variety of recreational materials.

Objective 8.1.4: Explain meaning of a word based on context clues.

Additional content to be taught:

- Applying self-monitoring strategies for text understanding
- Distinguishing fact from fiction to enhance understanding
- Determining sequence in recreational reading material

2. Evaluate the impact of setting, mood, and characterization on theme in specific literary selections.

Objective 8.2.1: Identify setting, mood, and characterization in literary selections.

Objective 8.2.2: Describe how setting, mood, and characterization contribute to the theme in specific literary selections.

Additional content to be taught:

- Identifying components of plot

3. Distinguish among the subcategories of poetry, such as ballads, lyric poems, epics, haiku, and limericks, based on their characteristics.

Objective 8.3.1: Identify characteristics of the sub-categories of poetry.

Objective 8.3.2: Match the characteristics of the sub-categories of poetry.

Additional content to be taught:

- Identifying rhythm and rhyme scheme

4. Apply strategies appropriate to type of reading material, including making inferences to determine bias or theme and using specific context clues, to comprehend eighth-grade informational and functional reading materials.

Objective 8.4.1: Define bias, theme, context clues, and infer.

Objective 8.4.2: Recognize the difference between explicitly stated information and information that is inferred in the text.

Objective 8.4.3: Relate prior knowledge and personal experience to information in order to make inferences.

Additional content to be taught:

- Applying self-monitoring strategies for text understanding
- Comparing predicted with actual content in informational and functional reading materials
- Distinguishing fact from opinion in informational reading materials
- Confirming author’s credentials
- Determining sequence of steps, events, or information

Literature

5. Explain distinguishing characteristics of odes, ballads, epic poetry, historical documents, essays, letters to the editor, and editorials.

Objective 8.5.1: Define ode, ballad, epic poetry, historical documents, essays, letters to the editor, and editorials.

Objective 8.5.2: Classify based on characteristics of the ode, ballad, epic poetry, historical documents, essays, letters to the editor, and editorials.

6. Analyze works of literature for character motivation, mood, tone, theme, similarities across texts, and literary devices.

Objective 8.6.1: Define character motivation, mood, tone, theme, and similarities.

Objective 8.6.2: Identify character motivation, mood, tone, theme, and similarities in written works.

Writing and Language

7. Compose a business letter, including heading, inside address, salutation, body, closing, and signature.

Objective 8.7.1: Explain the purpose of a business letter.

Objective 8.7.2: Label the parts of a given business letter.

8. Write in narrative, expository, and persuasive modes with attention to descriptive elements.

Examples: descriptive elements—sensory detail, figurative language, spatial relationships

- Objective 8.8.1:** Define narrative, expository, and persuasive modes.
- Objective 8.8.2:** List examples of descriptive elements.
- Objective 8.8.3:** Identify the descriptive elements in various modes of writing.

9. Apply mechanics in writing, including punctuating titles using quotation marks, underlining, or italics and using semicolons, conjunctive adverbs, and commas to join two independent clauses or to correct run-on sentences.

- Objective 8.9.1:** State rules for punctuating titles of works.
- Objective 8.9.2:** Distinguish between a dependent and independent clause.
- Objective 8.9.3:** Identify run-on sentences.

Additional content to be taught:

- Demonstrating correct sentence structure by avoiding comma splices in writing
- Using commas to set off nonessential clauses and appositives in writing

10. Use prepositional phrases and compound, complex, and compound-complex sentences to vary sentence structure.

Example: using sentence diagramming or sentence patterns to illustrate structural variety

- Objective 8.10.1:** Define a preposition and prepositional phrase.
- Objective 8.10.2:** Locate prepositional phrases in writing.
- Objective 8.10.3:** Define compound, complex, and compound-complex sentences.
- Objective 8.10.4:** Identify compound, complex, and compound-complex sentences in written works.

Additional content to be taught:

- Using gerunds, infinitives, and participles in writing
- Recognizing active and passive voice in writing
- Applying subject-verb agreement rules with collective nouns, nouns compound in form but singular in meaning, compound subjects joined by correlative and coordinating conjunctions, and subjects plural in form but singular in meaning

11. Write sentence patterns common to English construction.

Examples: subject→verb (S→V)
 subject→action verb→direct object (S→AV→DO)
 subject→action verb→indirect object→direct object
 (S→AV→IO→DO)
 subject→linking verb→predicate nominative (S→LV→PN)
 subject→linking verb→predicate adjective (S→LV→PA)

- Objective 8.11.1:** Identify the direct object in a sentence.
- Objective 8.11.2:** Identify the indirect object in a sentence.
- Objective 8.11.3:** Identify the linking verb in a sentence

Objective 8.11.4: Identify the predicate nominative in a sentence.

Objective 8.11.5: Identify the predicate adjective in a sentence.

12. Identify the correct use of degrees of comparison, adjectives and adverb forms, subject-verb agreement with collective nouns when verb forms depend on the rest of the sentence and with compound subjects, including those joined by or with the second element as singular or plural.

Objective 8.12.1: Describe degrees of comparison including base, comparative, superlative.

Objective 8.12.2: List examples of degrees of comparison.

Example: tall, taller, tallest.

Objective 8.12.3: Describe adjectives and adverb forms.

Objective 8.12.4: Select the correct verb to agree with collective nouns as subjects.

Additional content to be taught:

- Recognizing parallelism in phrases and clauses

Research and Inquiry

13. Combine all aspects of the research process to compose a report.
Examples: outline, rough draft, editing, final copy, works-cited page

Objective 8.13.1: Select a topic.

Objective 8.13.2: Identify sources of information related to topic.

Objective 8.13.3: Gather

Objective 8.13.4: Organize information into an outline.
information.

Objective 8.13.5: Compose rough draft.

Objective 8.13.6: Edit the document.

Objective 8.13.7: Create works-cited page.

Objective 8.13.8: Complete final copy.

Additional content to be taught:

- Taking notes to gather and summarize information
- Using paraphrasing and documentation of sources to avoid plagiarism

Oral and Visual Communications

14. Identify characteristics of spoken formal and informal language.
Examples: formal—Standard English, no slang informal—
dialect, slang

Objective 8.14.1: Define formal and informal spoken language.

Objective 8.14.2: Cite examples of formal and informal language.

NINTH GRADE

Students will:

Reading

1. Identify genre, tone, and plot in short stories, drama, and poetry and identify organizational structure in essays and other nonfiction text to comprehend recreational reading materials.

Examples: plot—exposition, conflict, rising action, climax, falling action, denouement

- ◆ **Objective 9.1.1:** Define genre, tone and plot.
- Objective 9.1.2:** List characteristics of major genres.
Examples: characteristics of short stories, drama, poetry
- ◆ **Objective 9.1.3:** List characteristics of tone.
Examples: serious, humorous, exciting, straight-forward
- ◆ **Objective 9.1.4:** Name the components of plot.
Examples: exposition, conflict, rising action, climax, falling action, resolution
- Objective 9.1.5:** Identify the structural elements of essays.
Examples: introduction, body, supporting details, conclusion
- Objective 9.1.6:** Identify organizational structures of nonfiction texts.
Examples: chapter titles, headings, boldfaced words, glossary/index

Additional content to be taught:

- Reading predominantly world literature

2. Compare the use of language and literary elements and devices, including rhythm, rhyme scheme, tone, and plot in various selections, cultures, and genres.

Examples: language—Standard English usage versus dialect, length and complexity of sentences, diction; literary elements and devices—flashback, personification

- Objective 9.2.1:** Compare language usage by two different authors in various reading selections.
Examples: long sentences vs. short sentences, word choice, connotative vs. denotative, dialects
- Objective 9.2.2:** Identify rhyme schemes and rhythms in poetry.
Examples: abab or aabb, metrical patterns
- Objective 9.2.3:** Name the components of plot.
Examples: exposition, conflict, rising action, climax, falling action, resolution

- ◆ **Objective 9.2.4:** Recognize the tone of various reading selections.
Examples: informal vs. formal, humorous vs. serious

Additional content to be taught:

- Interpreting symbolism and other figurative language
- Recognizing foreshadowing to anticipate events
- Making inferences about characters and their motives
- Determining effectiveness of diction
- Recognizing use of analogy

3. Read with comprehension a variety of ninth-grade informational and functional reading materials, including recognizing tone and propaganda.

Examples: functional materials—telephone books, labels on medicine containers, consumer product information, directions, newspapers, messages, recipes

- ◆ **Objective 9.3.1:** Distinguish fact from opinion in informational and functional reading materials.

- ◆ **Objective 9.3.2:** Recognize propaganda in various print media.

Examples: beauty products in magazine advertisements, political campaign advertisements in newspapers

Objective 9.3.3: Identify tone in informational and functional text.

Examples: humorous vs. serious, factual vs. opinion

Additional content to be taught:

- Organizing steps of a process and other sequences
- Identifying organizational structure
Example: matching structure to a graphic organizer
- Recognizing fallacies in logic
- Following complex written directions

Literature

4. Identify literary components that contribute to authors' styles.

Examples: length and complexity of sentences, diction, Standard English usage versus dialect

- ◆ **Objective 9.4.1:** Define literary components.

Examples: point of view, tone, setting, character, imagery, style, structure

Objective 9.4.2: Identify the author's style in various literary texts.

Examples: sentence structure, diction, formal vs. informal language, jargon

5. Identify persuasive strategies, including propaganda, in world literature selections.
- ◆ **Objective 9.5.1:** Define various persuasive strategies.
Examples: Propaganda, bandwagon, appeal to emotions, circular reasoning
 - ◆ **Objective 9.5.2:** Distinguish between fact and opinion in literary works.
6. Determine word meaning in world literature selections using word analysis and context clues.
- ◆ **Objective 9.6.1:** Identify word parts in selected vocabulary from world literature selections.
Examples: prefix, suffix, root word
 - ◆ **Objective 9.6.2:** Identify context clues used to define meaning of unfamiliar words in world literature selections.
Examples: words in proximity, antonyms, synonyms, restatement

Additional content to be taught:

- Identifying the etymology of words

Writing and Language

7. Write in narrative, expository, and persuasive modes using figurative language and imagery, including simile and metaphor, when effective and appropriate.
- Examples: essay, letter of complaint
- ◆ **Objective 9.7.1:** Identify the characteristics of narrative, descriptive, expository, and persuasive modes of writing.
 - Objective 9.7.2:** Locate examples of figurative language in a literature selection.
Examples: simile, metaphor, personification
 - ◆ **Objective 9.7.3:** Locate examples of imagery in a literature selection.
Examples: sensory words
 - Objective 9.7.4:** Write in narrative, expository, and persuasive modes by imitating an author's style, form, and purpose.

Additional content to be taught:

- Using an abbreviated writing process to write an essay in timed and untimed situations
- Using verbals to increase sentence complexity
- Using a variety of patterns to organize information in multi-paragraph writings
Examples: chronological order, cause and effect, order of importance
- Developing an effective voice suitable for audience and purpose
- Using a variety of sentence patterns
Example: diagramming selected sentences to illustrate structural variety
- Using active voice and passive voice when appropriate

8. Critique paragraphs for logical progression of sentences.

- ◆ **Objective 9.8.1:** Select transition words from paragraphs.
- ◆ **Objective 9.8.2:** Identify various sequential patterns to organize information.
Examples: chronological order, spatial order, order of importance
- ◆ **Objective 9.8.3:** Use various sequential patterns to organize information.
- Objective 9.8.4:** Organize sentences in a logical order to form a paragraph.

9. Identify factors that influence the development of language.
Examples: geographic location, wars and revolutions, technology, mass media

- ◆ **Objective 9.9.1:** Recognize vocabulary related to technology and mass media that influenced the development of language
- Objective 9.9.2:** Compare terms specific to geographic regions.
Examples: soda/Coke, Australian Barbie/American grill, European chips/American fries

10. Determine correct use of commas with appositives and within direct quotations, colons to introduce lists, semicolons with a series of elements separated by commas, and punctuation for a divided quotation.

- Objective 9.10.1:** Define essential and nonessential appositives.
- Objective 9.10.2:** Distinguish between essential and nonessential appositives.
- ◆ **Objective 9.10.3:** Locate a direct quotation within a sentence and apply necessary commas.
- ◆ **Objective 9.10.4:** Locate a list of items within a sentence and apply the necessary colon.

- ◆ **Objective 9.10.5:** Determine appropriate use of the semicolon in a series of elements.
- Objective 9.10.6:** Locate a divided quotation within a sentence and apply necessary punctuation.

11. Identify correct use of parallel words; incorrect verb tense shifts within sentences; correct number and tense in verb forms, including regular and irregular verbs; and correct forms of compound nouns, including singular, plural, and possessive forms.

Objective 9.11.1: Define parallelism, regular verbs, irregular verbs, singular, plural, possessive, and compound nouns.

Objective 9.11.2: Locate parallelism in phrases and clauses.

- ◆ **Objective 9.11.3:** Identify verb tenses, including regular and irregular verbs.

Examples: simple, perfect, progressive

Objective 9.11.4: Identify singular and plural verb forms.

- ◆ **Objective 9.11.5:** Identify singular, plural, possessive, and compound nouns, including open, closed, and hyphenated forms.

Additional content to be taught:

- Identifying correct parallelism in phrases and clauses
- Identifying incorrect verb tense shifts within paragraphs
- Identifying correct verb form for agreement with collective nouns based on context
- Recognizing subject-verb agreement with indefinite pronouns
- Using parallel structure with verbals

12. Apply the correct use of subject-verb agreement with collective nouns when verb forms depend on the rest of the sentence; with compound subjects, including those joined by or with the second element as singular or plural; and with the subjunctive mood.

Objective 9.12.1: Define collective nouns, compound subjects and subjunctive mood.

Objective 9.12.2: Identify collective nouns in sentences as singular or plural.

- ◆ **Objective 9.12.3:** Use collective nouns in writing.

Objective 9.12.4: Identify compound subjects in sentences.

- ◆ **Objective 9.12.5:** Select verbs that agree with subjects, including compound subjects.

Objective 9.12.6: Identify subjunctive mood in sentences.

Objective 9.12.7: Use subjunctive mood in writing.

Research and Inquiry

13. Demonstrate paraphrasing, quoting, and summarizing of primary and secondary sources and various methods of note taking.

Examples: note taking—abbreviations, symbols, paraphrasing

Objective 9.13.1: Define paraphrasing, quoting, summarizing, and primary and secondary sources.

Objective 9.13.2: Identify whether a reading selection has been paraphrased, quoted, or summarized using an original source.

◆ **Objective 9.13.3:** Use paraphrasing and documentation of sources to avoid plagiarism.

◆ **Objective 9.13.4:** Take notes to gather and summarize information.

Examples: graphic organizers (concept maps, outlines, Venn diagrams)

14. Use the research process to locate, select, retrieve, evaluate, and organize information to support a thesis on a nonliterary topic.

Examples: career paper, I-Search

◆ **Objective 9.14.1:** Identify the steps of the research process, including prewriting, drafting, revising, editing, and publishing.

◆ **Objective 9.14.2:** Locate information using technology and software.

Examples: Internet searches (online libraries, InfoTrac, Alabama Virtual Library)

Objective 9.14.3: Recognize reliable sources.

Objective 9.14.4: Use research findings to develop a thesis statement.

Additional content to be taught:

- Following a style format to standardize the presentation of information
Examples: Modern Language Association (MLA), American Psychological Association (APA), Turabian
- Managing information by using available technology
- Using paraphrasing and documentation of sources to avoid plagiarism

Oral and Visual Communication

15. Identify persuasive strategies in oral and visual presentations.

Examples: transference, bandwagon, snob appeal, expert testimony

Objective 9.15.1: Define persuasive strategies.

◆ **Objective 9.15.2:** Determine when argument and propaganda are being used in oral and visual forms.

Example: public service announcements, political campaigns

Additional content to be taught:

- Identifying types of propaganda

16. Evaluate a speech for use of presentation skills, including use of visual aids.

Examples: eye contact, projection, tone, inflection, tempo

- ◆ **Objective 9.16.1:** Identify effective presentation skills.

Examples: tone, inflection, tempo, enunciation, pronunciation, eye contact, body language, and visual aids

Additional content to be taught:

- Applying oral presentation skills in formal and informal situations

Examples: debates, classroom discussions, dramatic activities

17. Use supporting details to present a position and to respond to an argument.

- ◆ **Objective 9.17.1:** Identify details that support a position and counter position.

TENTH GRADE

Students will:

Reading

1. Apply both literal and inferential comprehension strategies, including drawing conclusions and making inferences about characters, motives, intentions, and attitudes in short stories, drama, poetry, novels, and essays and other nonfiction texts.

Objective 10.1.1: Locate stated information to answer literal questions.

Objective 10.1.2: Locate context clues to answer inferential questions.

Objective 10.1.3: Identify characters and their motives, intentions, and attitudes.

◆ **Objective 10.1.4:** Determine meanings of words or phrases using context clues.

◆ **Objective 10.1.5:** Summarize key ideas of a short passage.

Example: newspaper and magazine articles

Additional content to be taught:

- Identifying major historical developments in language and literature in America from the beginnings to 1900

Examples: simplicity of early American literature, religious nature and themes in much early American literature, relationships to historical events and to British literature

- Using context clues to determine meaning
- Identifying sequences to enhance understanding
- Summarizing passages to share main ideas or events
- Drawing other kinds of conclusions from recreational reading texts

2. Identify and interpret literary elements and devices, including analogy, personification, and implied purpose.

Objective 10.2.1: Define analogy, personification, and implied purpose.

◆ **Objective 10.2.2:** Locate examples of analogy and personification in text.

Additional content to be taught:

- Identifying and interpreting figurative language and imagery, including symbolism and metaphors
- Interpreting tone from author's word choice

3. Read with literal and inferential comprehension a variety of informational and functional reading materials, including making inferences about effects when passage provides cause; inferring cause when passage provides effect; making

inferences, decisions, and predictions from tables, charts, and other text features; and identifying the outcome or product of a set of directions.

Examples: textual materials—driver’s manuals, reference materials, newspapers, career information, high interest magazine articles, subject-area textsfunctional materials—menus, schedules, directions, maps, want ads

Objective 10.3.1: Locate stated information to answer literal questions.

Objective 10.3.2: Locate context clues to answer inferential questions.

◆ **Objective 10.3.3:** Identify cause and effect.

Examples: job-related situations such as poor attendance, failure to follow company rules and regulations; health-related issues such as smoking leading to cancer

◆ **Objective 10.3.4:** Interpret and use functional materials to follow directions.

Examples: maps, newspapers, schedules, career information

◆ **Objective 10.3.5:** Use tables, charts, and other text features.

Examples: menu, sales tax chart, nutritional chart

◆ **Objective 10.3.6:** Determine main idea and supporting details in informational and functional materials.

Objective 10.3.7: Summarize key ideas from informational and functional materials.

Additional content to be taught:

- Following complex or embedded directions
- Distinguishing author’s opinion from factual statements
- Determining main idea and supporting details in informational and functional reading materials
- Summarizing passages of informational and functional reading materials
- Determining sequence of events

4. Recognize fallacious or illogical thought in essays, editorials, and other informational texts.

◆ **Objective 10.4.1:** Distinguish fact from opinion in textual materials

Examples: editorials, advertisements, essays,

◆ **Objective 10.4.2:** Define logical arguments.

Additional content to be taught:

- Evaluating strength of argument in informational texts
- Recognizing propaganda in informational texts

Literature

5. Compare literary components of various pre-twentieth century American authors' styles.

- ◆ **Objective 10.5.1:** Read short selections from pre-twentieth century authors.
Examples: Poe, Thoreau, and Edwards.
- Objective 10.5.2:** Identify characteristic components of pre-twentieth century authors
Examples: Poe: mystery, long sentences, themes of terror; Thoreau: transcendentalism, simplicity of thought and language; Edwards: Puritan beliefs, powerful language, imagery.

Additional content to be taught:

- Identifying examples of differences in language usage among several authors
Examples: Anne Bradstreet, Jonathan Edwards, Phyllis Wheatley, Edgar Allan Poe, Henry David Thoreau

6. Determine word meaning in pre-twentieth century American literature using word structure and context clues.

Examples: prefixes, suffixes, root words

- Objective 10.6.1:** List unfamiliar words from pre-twentieth century American literature selections.
- ◆ **Objective 10.6.2:** Recognize prefixes, suffixes, and root words in unfamiliar words.
- ◆ **Objective 10.6.3:** Apply context clue strategies to determine word meaning.

Writing and Language

7. Write in persuasive, expository, and narrative modes using an abbreviated writing process in timed and untimed situations.

- ◆ **Objective 10.7.1:** Recognize the various modes of writing.
- Objective 10.7.2:** Use graphic organizers to arrange information effectively in selected mode.
- ◆ **Objective 10.7.3:** Use the writing process.

Additional content to be taught:

- Critiquing content, literary elements, and word choice, including addressing clear, precise, and vivid language
Examples: self editing, peer editing
- Using a variety of sentence patterns
Example: diagramming, parsing, or showing sentence patterns to check variety in sentence patterns
- Evaluating opinions, including personal opinions, for supporting details and bias
- Using active and passive voice when appropriate

8. Write in a variety of genres for various audiences and occasions, both formal and informal, using an attention-getting opening and an effective conclusion.

- ◆ **Objective 10.8.1:** Define the various genres.
Examples: poetry, short story, novels, drama, prose
- Objective 10.8.2:** Define anecdote and quotations.
- Objective 10.8.3:** Identify attention-getting openings, including anecdotes and quotations.
- Objective 10.8.4:** Distinguish between formal and informal occasions.
- Objective 10.8.5:** Identify the intended audience.
- Objective 10.8.6:** Determine what the intended audience needs to know about the topic.
- ◆ **Objective 10.8.7:** Summarize main ideas to write a conclusion.

Additional content to be taught:

- Developing an effective voice suitable for audience and purpose

9. Apply principles of Standard English by adjusting vocabulary and style for the occasion.

- ◆ **Objective 10.9.1:** Define style, voice, word choice, fluency, figurative language.
Example: commonly confused words, precise language
- Objective 10.9.2:** Identify Standard English vocabulary in sentences.
- ◆ **Objective 10.9.3:** Use reference guides, including dictionary and thesaurus, for appropriate vocabulary.
- Objective 10.9.4:** Identify the occasion.

10. Justify a thesis statement with supporting details from American literature prior to the twentieth century.

- ◆ **Objective 10.10.1:** Organize supporting details
Examples: concept map, graphic organizer
- Objective 10.10.2:** Research topic/thesis using various media.
Examples: computer, library

11. Demonstrate correct use of commas with parenthetical expressions and after introductory adverbial clauses and correct use of semicolons before conjunctive adverbs and in compound sentences with no conjunction.

- ◆ **Objective 10.11.1:** Define parenthetical expressions, adverb clauses, conjunctive adverbs
- Objective 10.11.2:** List conjunctive adverbs

- ◆ **Objective 10.11.3:** Locate subordinate and independent clauses in sentences.
 - Objective 10.11.4:** List subordinating conjunctions.
 - ◆ **Objective 10.11.5:** Apply rules for usage of commas and semicolons.
 - Objective 10.11.6:** Replace conjunctions with semicolons in compound sentences.
12. Demonstrate correct use of singular and plural collective nouns and words with alternate accepted forms; pronoun-antecedent agreement in number and gender; and nominative, objective, and possessive pronoun cases.
- ◆ **Objective 10.12.1:** Identify collective nouns.
 - Objective 10.12.2:** Define antecedent.
 - ◆ **Objective 10.12.3:** Identify the antecedent of a pronoun in a sentence.
 - ◆ **Objective 10.12.4:** Identify pronouns as nominative, objective, or possessive.
13. Apply the correct use of subject-verb agreement with singular and plural subjects, including subjects compound in form and singular in meaning and subjects plural in form and singular in meaning; intervening prepositional and appositive phrases; and correlative conjunctions.
- ◆ **Objective 10.13.1:** Apply rules for plural nouns and plural verbs.
 - Objective 10.13.2:** List correlative conjunctions.
 - Objective 10.13.3:** Remove prepositional and appositive phrases from sentences.
 - ◆ **Objective 10.13.4:** Match singular subjects to singular verbs.
 - ◆ **Objective 10.13.5:** Match plural subjects to plural verbs.
14. Edit for incorrect shifts in verb tense in paragraphs, use of verbals, use of dangling participles and misplaced modifiers, and parallelism in phrases.
- Objective 10.14.1:** Define verbals.
Examples: gerunds, participles, infinitives
 - Objective 10.14.2:** Identify verbals in sentences.
 - Objective 10.14.3:** Define dangling participles and misplaced modifiers.
 - ◆ **Objective 10.14.4:** Identify dangling participles and misplaced modifiers.
 - Objective 10.14.5:** Define parallelism.
 - ◆ **Objective 10.14.6:** Identify parallelism in phrases and clauses.
 - Objective 10.14.7:** Identify verb tenses, including regular and irregular verbs.

Research and Inquiry

15. Use the research process to document and organize information to support a thesis on a literary or nonliterary topic.
Examples: paper on a teacher-approved topic of interest, career paper

- ◆ **Objective 10.15.1:** Define plagiarism
- ◆ **Objective 10.15.2:** Identify the steps of the research process, including prewriting, drafting, revising, editing, and publishing.
- Objective 10.15.3:** Use appropriate strategies to cite sources.
Examples: MLA, APA, Turabian
- ◆ **Objective 10.15.4:** Locate information using technology and software.
Examples: Online libraries, InfoTrac, Alabama Virtual Library

Additional content to be taught:

- Managing information by locating, selecting, retrieving, and evaluating primary and secondary sources while using available technology responsibly
 - Differentiating among plagiarized, paraphrased, and appropriately cited selections
16. Explain the purpose and benefits of using predicting, summarizing, underlining, outlining, note taking, and reviewing as part of personal study skills.

- Objective 10.16.1:** Identify various study skills.
- ◆ **Objective 10.16.2:** Apply predicting, summarizing, underlining, outlining, note taking, and reviewing.

Additional content to be taught:

- Explaining when skimming and scanning are appropriate in studying materials

Oral and Visual Communications

17. Critique oral and visual presentations for fallacies in logic.
Examples: circular reasoning, false analogy
- ◆ **Objective 10.17.1:** Define fallacy, circular reasoning, and false analogy.
 - Objective 10.17.2:** Define logic as a form of argumentation.
 - ◆ **Objective 10.17.3:** Recognize misleading forms of logic and argument.
Examples: print advertisements, television advertisements, political campaigns

ELEVENTH GRADE

Students will:

Reading

1. Analyze authors' use of literary elements including characterization, theme, tone, setting, mood, plot, and literary point of view, in American short stories, drama, poetry, or essays and other nonfiction literature, predominantly from 1900 to the present.

- ◆ **Objective 11.1.1:** Identify, theme, tone, setting, mood, and plot
- Objective 11.1.2:** Describe characterization and literary point of view.

Additional content to be taught:

- Identifying major historical developments of language and literature in America from 1900 to the present
Examples: relationships to place and time, changes in American lexicon as a result of the industrial revolution; chronology, genre, style
 - Evaluating author technique
2. Analyze use of figurative language and literary devices, including hyperbole, simile, metaphor, personification, and other imagery, to enhance specific literary passages.

- ◆ **Objective 11.2.1:** Explain figurative language and identify examples.
- Objective 11.2.2:** Define literary devices and identify examples.
- Objective 11.2.3:** Contrast characteristics of literary devices/figurative language.

Examples: Simile-“She ran like the wind.”; “He was cold as ice.”

Metaphor-“My mother is a rock.”

Imagery-“The old oak tree’s dead branches clattered in the wind.”

Personification-“Time talks. It speaks more plainly than words.”

Hyperbole-“I’m starving to death.”

- Objective 11.2.4:** Define analogy.

- ◆ **Objective 11.2.5:** State the relationship between elements in an analogy.

Example: Bird is to fly as fish is to swim. Relationship: Movement.

Additional content to be taught:

- Explaining use of allusions
- Analyzing use of analogies for meaning
- Interpreting irony
- Analyzing poetry for rhythm and rhyme schemes

3. Read with comprehension a variety of informational and functional reading materials, including recognizing organizational patterns, evaluating strengths and weaknesses of argument, and identifying directions implied or embedded in a passage.

Examples: informational materials—employee manuals, technical manuals, safety and trouble-shooting information, subject-area texts
functional materials—posted weather warnings, lease and credit agreements, memoranda, federal laws, medical instructions and information, nutritional pamphlets

- ◆ **Objective 11.3.1:** Identify key points in functional text
- ◆ **Objective 11.3.2:** Identify propaganda in functional text.
- Objective 11.3.3:** List the strengths and weaknesses in an argument found in an essay, speech, or editorial.

Additional content to be taught:

- Recognizing fallacies in logic
- Drawing conclusions to determine author intent
- Applying advanced knowledge of context clues and structural analysis to determine word meaning
- Evaluating quality of writing

Literature

4. Analyze twentieth and twenty-first century American literary selections for plot structure, cultural significance, and use of propaganda.

Examples: narratives, editorials

- ◆ **Objective 11.4.1:** Explain plot structure.
Examples: plot, exposition, conflict, rising action, climax, falling action, resolution
- ◆ **Objective 11.4.2:** Match American literary selections to significant cultural events.
Examples: The Great Depression: *Of Mice and Men*, Roaring Twenties: *The Great Gatsby* The Harlem Renaissance: *Mother and Child*
- Objective 11.4.3:** Identify instances of propaganda in American literary selections from the twentieth and twenty-first centuries.
Example: Arthur Miller’s *The Crucible*

5. Evaluate twentieth and twenty-first century American authors’ use of language, including length and complexity of sentences, diction, and Standard English versus dialect.

- ◆ **Objective 11.5.1:** Define diction, dialect, and Standard English.

Objective 11.5.2: List examples of authors' style.

Examples: diction, dialect, sentence structure

6. Determine word meaning in twentieth and twenty-first century American literature using word structure and context clues.

Examples: prefixes, suffixes, root words

Objective 11.6.1: Identify word structure in selected vocabulary from twentieth and twenty-first century American literature.

Examples: prefix, suffix, root word

- ◆ **Objective 11.6.2:** Apply context clues to determine meaning of unfamiliar words.

Examples: words in proximity, antonyms, synonyms, restatement

7. Compare the writing styles of two or more American authors or public figures.

Examples: Martin Luther King, Jr., Zora Neale Hurston, Ernest Hemingway

- ◆ **Objective 11.7.1:** Identify characteristic components of American authors or public figures.

Examples: King: repetition, appeal to emotion; Hurston: dialect; Hemingway: description, long sentences, themes of war

Writing and Language

8. Write the text for an oral presentation with attention to word choice, organizational patterns, transitional devices, and tone.

- ◆ **Objective 11.8.1:** Sequence information into logical order.

Examples: spatial, chronological, order of importance

- ◆ **Objective 11.8.2:** Develop a draft, including supporting details and appropriate transition words.

Objective 11.8.3: Edit text for tone and word choice.

Additional content to be taught:

- Using a variety of sentence patterns
- Developing an effective voice suitable for audience and purpose

9. Analyze writing for parallelism in literary selections and student writing.

- ◆ **Objective 11.9.1:** Define parallelism in writing.

- ◆ **Objective 11.9.2:** Locate parallelism in phrases and sentences.

10. Edit writings, including student papers, for correct parallel form in clauses in a series and with correlative conjunctions and for correct use of subject-verb agreement with

subjects with intervening phrases; subjects with collective nouns; subjects with indefinite pronouns when the verb form depends on the rest of the sentence; and subjects in sentences with correlative conjunctions or in inverted order.

- ◆ **Objective 11.10.1:** Apply rules of grammar, usage, style, and mechanics.
- ◆ **Objective 11.10.2:** Use proofreading techniques to edit written work.

Additional content to be taught:

- Editing writings for mechanics, usage, grammar, and style
- Demonstrating appropriate use of ellipses, parentheses, hyphens and suspended hyphens, hyphenation of number-and-noun modifiers, slashes, and use of commas with subordinate clauses and nominative absolutes

11. Differentiate between the use of active and passive voice.

- ◆ **Objective 11.11.1:** Define and identify active and passive voice.

Research and Inquiry

12. Use the research process to manage, document, organize, and present information to support a thesis on a literary topic.

Examples: documented essay, research paper

- ◆ **Objective 11.12.1:** Discuss and follow the steps of the research process, including prewriting, drafting, revising, editing, and publishing.
- ◆ **Objective 11.12.2:** Apply rules of MLA, APA, or Turabian styles to complete a research paper supporting a thesis on a literary topic.

Additional content to be taught:

- Using paraphrasing and documentation of sources to avoid plagiarism

Oral and Visual Communication

13. Compare the use of oral presentation skills of self and others.

- ◆ **Objective 11.13.1:** Identify effective presentation skills.
Examples: eye contact, clear enunciation, remaining on topic, gestures and body language, appropriate vocabulary projection, fluency, knowledge of audience, effective use of visual aids, tone
- ◆ **Objective 11.13.2:** Participate in a variety of classroom presentations.
Examples: demonstration speech, informative speech, persuasive speech, book report

14. Identify propaganda in nonprint media.

- ◆ **Objective 11.14.1:** Identify examples of nonprint media
Examples: talk radio, commercials, television programming

TWELFTH GRADE

Students will:

Reading

1. Compare organizational structure, figurative language, and literary devices, including use of paradox, among predominantly British short stories, drama, poetry, essays, and other nonfiction literature.

Examples: “A Christmas Carol”; Robin Hood; Gulliver’s Travels; Robinson Crusoe; Aesop’s Fables; A. Conan Doyle’s short stories; William Shakespeare’s plays; Robert Burns’, William Blake’s, and John Keats’ poems

- ◆ **Objective 12.1.1:** Define irony, allusion, parody, and paradox and identify examples.
- ◆ **Objective 12.1.2:** Describe the organizational structure of the short story.
Examples: exposition, conflict, rising action, climax, falling action, resolution
- Objective 12.1.3:** Describe the organizational structure of drama.
Examples: exposition, complications, climax, resolution
- ◆ **Objective 12.1.4:** Describe the organizational structure of essays.
Examples: chronological, sequential, order of importance, spatial, cause and effect
- Objective 12.1.5:** Describe the structures of various types of poems.
Examples: sonnet, ballad, narrative, lyric, epic

Additional content to be taught:

- Explaining use of allusions
- Interpreting irony
- Analyzing poetry for rhyme schemes
- Identifying use of parody
- Analyzing major historical developments in language and literature in the British Isles

Examples: Relationships to place and time, including specific influences of various cultures and languages, wars and victors in those wars, and world literary trends

2. Read with comprehension a variety of informational and functional reading materials, including comparing bias and persuasive techniques in passages.

Examples: bias and persuasive techniques—transference, bandwagon, snob appeal, expert testimony

- ◆ **Objective 12.2.1:** Explain logical fallacies in textual/informational and functional materials.
Examples: diet food information (“diet foods make you lose weight”), sports cars and sex appeal (“driving a sports car will get a date”)
- ◆ **Objective 12.2.2:** Analyze charts and tables in textual/informational and functional materials.

Additional content to be taught:

- Recognizing faulty logic or organization
- Analyzing charts and tables for conclusions

Literature

3. Analyze British literature for style, audience appeal, cultural significance, and plot structure.
Examples: style—length and complexity of sentences, diction, Standard English versus dialect

Objective 12.3.1: Identify style in British literature.

Examples: use of flashbacks, symbolism, sentence complexity, diction

Objective 12.3.2: Identify the intended audience for a work of literature.

Objective 12.3.3: Explain how a work of literature reflects the culture of the author and the intended audience.

Example: Robert Burns’ rural Scottish culture (“To a Mouse”)

- ◆ **Objective 12.3.4:** Summarize the plot of a work of literature, using the definition of plot structure.

Additional content to be taught:

- Distinguishing between parallel plots and circular plots

4. Identify literary elements in British literary selections from various genres.

- ◆ **Objective 12.4.1:** Identify examples of literary elements in selections from British literature, including plot, setting, theme, and point of view.

5. Determine word meaning in British literature using word structure and context clues.

Examples: prefixes, suffixes, root words

- ◆ **Objective 12.5.1:** Identify prefixes, suffixes, and root words in unfamiliar words.

- ◆ **Objective 12.5.2:** Apply context clue strategies to determine word meaning.

6. Compare the writing styles of two or more British authors.
Examples: Geoffrey Chaucer, William Shakespeare, Oscar Wilde

Objective 12.6.2: Identify characteristic components of British authors' writings.

Objective 12.6.3: Identify the various types of writing styles.

Examples: sentence structure, diction, Standard English vs. dialect

Writing and Language

7. Write for a variety of purposes including critical essays on literary topics, college application essays, résumé cover letters, and résumés.

◆ **Objective 12.7.1:** Construct a paragraph using grammatically correct sentences.

◆ **Objective 12.7.2:** Combine paragraphs using transitions to develop an essay.

◆ **Objective 12.7.3:** Develop a résumé and cover letter using a template.

Additional content to be taught:

- Editing drafts for appropriate style
- Developing an effective voice suitable for audience and purpose

8. Demonstrate appropriate use of ellipses, parentheses, hyphens and suspended hyphens, hyphenation of number-and-noun modifiers, slashes, and use of commas with subordinate clauses and nominative absolutes.

Objective 12.8.1: Identify use of ellipses, parentheses, hyphens, suspended hyphens, number and noun modifiers, slashes, subordinate clauses, and nominative absolutes.

◆ **Objective 12.8.2:** Apply principles of punctuation in writing.

9. Revise drafts to increase sentence complexity.

Examples: expanding word choice by using phrases, including verbals;
combining short sentences to form complex and compound sentences

◆ **Objective 12.9.1:** Identify various sentence structures, including simple, compound, complex, and compound-complex.

Objective 12.9.2: Edit existing draft to include a variety of sentence structures.

Examples: compound, complex, compound-complex

Research and Inquiry

10. Use the research process to manage, document, organize, and present information to support a thesis on a teacher-approved topic of student interest.

Examples: literary topic, career study, historical research

- ◆ **Objective 12.10.1:** Apply the steps of the research process, including prewriting, drafting, revising, editing, and publishing.

Additional content to be taught:

- Editing drafts to avoid plagiarism

Oral and Visual Communications

11. Critique visual communication for effectiveness.

Examples: films, advertisements

- ◆ **Objective 12.11.1:** Compare and contrast two television advertisements or print advertisements and discuss elements of effectiveness.

Additional content to be taught:

- Using available technology for various communication purposes including multimedia presentations

12. Evaluate oral presentation skills of self and others for effectiveness.

Examples: lectures, speeches, debates

- ◆ **Objective 12.12.1:** Identify elements of effective oral presentations of self and others.

13. Analyze nonprint media for use of propaganda.

Examples: films, television advertisements, speeches

- ◆ **Objective 12.13.1:** Identify propaganda in nonprint media

*Standards and Objectives for the
Alabama High School Graduation Exam (AHSGE)
READING COMPREHENSION*

Item specifications for AHSGE reading comprehension will follow this order:

Standard Broad area of content to be assessed

Objective Specific skill within a standard to be assessed

Eligible Content Clarification and elaboration of an objective (where applicable)

Standard I

The student will demonstrate literal understanding of passages taken from textual, functional, and recreational reading material.

Objective

1. Identify supporting details.

Eligible Content

- Identify details that support main idea(s) in one or more passages.

Standard I

The student will demonstrate literal understanding of passages taken from textual, functional, and recreational reading material.

Objective

2. Determine sequence of events.

Eligible Content

- Identify sequential order in one or more passages. (Note: Sequential order may include dates; first, next, last; before and after; and order of events.)

Standard I

The student will demonstrate literal understanding of passages taken from textual, functional, and recreational reading material.

Objective

3. Follow directions.

Eligible Content

- Identify directions that are implicit or embedded in a passage.
- Identify the outcome or product of a set of directions.
- Recognize when a set of directions has been followed correctly. (Note: Directions will relate to activities that are appropriate for Grade 11 students.)

Standard II

The student will interpret passages taken from textual, functional, and recreational reading material.

Objective

1. Identify main idea.

Eligible Content

- Recognize the main idea in a paragraph or passage(s). (Note: Main idea may include topic, subject, theme, central thought or message, lesson or moral, thesis, and author's purpose and/or point of view.)

Standard II

The student will interpret passages taken from textual, functional, and recreational reading material.

Objective

2. Draw conclusions.

Eligible Content

- Draw conclusions based on information in one or more passages.

Standard II

The student will interpret passages taken from textual, functional, and recreational reading material.

Objective

3. Determine cause and effect.

Eligible Content

- Infer the cause(s) of effect(s) stated or implied in a passage.
- Infer the effect(s) of cause(s) stated or implied in a passage.

Standard II

The student will interpret passages taken from textual, functional, and recreational reading material.

Objective

4. Detect propaganda; distinguish fact from opinion.

Eligible Content

- Identify an author's purpose or point of view in one or more passages.
- Identify vocabulary or other uses of language that are intended to persuade or influence the reader to agree or disagree with a point of view and/or take a particular action.
- Identify the purpose of specific persuasive techniques, but not label or define the techniques.
- Distinguish facts from opinions based on a passage.

Standard II

The student will interpret passages taken from textual, functional, and recreational reading material.

Objective

5. Recognize statements that adequately summarize a passage.

Eligible Content

None specified.

Standard III

The student will apply critical analysis strategies and judge texts critically to comprehend passages from textual, functional, and recreational reading material.

Objective

1. Recognize fallacies of logic and judge strength of argument.

Eligible Content

- Recognize faulty logic in one or more passages.
- Evaluate faulty logic in one or more passages.
- Recognize the strength(s) or weakness(es) of argument(s) in one or more passages.
- Evaluate the strength(s) or weakness(es) of argument(s) in one or more passages.
- Recognize terminology used by an author to strengthen argument(s), but not label or define the terminology.

Standard III

The student will apply critical analysis strategies and judge texts critically to comprehend passages from textual, functional, and recreational reading material.

Objective

2. Analyze literary elements.

Eligible Content

- Analyze literary elements as they relate to the comprehension of a passage, but not label or define the elements. (Note: Literary elements are limited to theme, character, tone, setting, mood, plot, and literary point of view.)

Standard III

The student will apply critical analysis strategies and judge texts critically to comprehend passages from textual, functional, and recreational reading material.

Objective

3. Demonstrate understanding of figurative language and analogy.

Eligible Content

- Analyze the use of analogy in a passage.
- Analyze how figurative language enhances the comprehension of passages, but not label or define the figurative language. (Note: Types of figurative language are limited to simile, imagery, metaphor, personification, and hyperbole [overstatement].)

Standard IV

The student will utilize strategies that enhance comprehension of textual, functional, and recreational reading material.

Objective

1. Determine word meaning through the use of context clues.

Eligible Content

- Determine the meaning of words or phrases in context. (Note: Target words or phrases may include uncommon meanings of common words or phrases; specialized or technical vocabulary; and words or phrases that might be unfamiliar to most Grade 11 students.)

Standard IV

The student will utilize strategies that enhance comprehension of textual, functional, and recreational reading material.

Objective

2. Demonstrate the ability to preview and predict.

Eligible Content

- Preview text features to make a prediction about the text content. (Note: Text features may include headings, subheadings, illustrations, footnotes, captions, topic sentences, book jackets, introductory paragraphs, and such graphic displays as charts, maps, graphs, and timelines.)

Standard IV

The student will utilize strategies that enhance comprehension of textual, functional, and recreational reading material.

Objective

3. Discern organizational patterns.

Eligible Content

- Determine the organizational pattern of a passage, but not label the pattern. (Note: Organizational patterns may include chronological order, spatial order, order of importance, comparison and contrast, cause and effect, and main idea with examples or anecdotes.)

Standard IV

The student will utilize strategies that enhance comprehension of textual, functional, and recreational reading material.

Objective

4. Demonstrate the ability to locate information in reference material.

Eligible Content

- Comprehend information in reference materials. (Note: Reference materials may include glossaries; dictionaries; indexes; tables of contents; appendixes; and research sources such as atlases, almanacs, encyclopedias, readers' guides, and both print-based and electronic card catalogs.)

Retrieved, June 9, 2008:

<ftp.alsde.edu/documents/91/AHSGE%20Item%20Specifications%20for%20Reading.pdf>

*Standards and Objectives for the
Alabama High School Graduation Exam (AHSGE)
LANGUAGE*

Item specifications for AHSGE language will follow this order:

Standard Broad area of content to be assessed

Objective Specific skill within a standard to be assessed

Eligible Content Clarification and elaboration of an objective (where applicable)

Standard I

The student will recognize correct grammar and usage.

Objective

1. Identify correct noun forms (singular and plural).

Eligible Content

- Regular and irregular forms.
- Collective nouns.
- Proper nouns.
- Compound nouns.
- Words with alternate accepted forms. (Note: The plural of *index* could be *indexes* or *indices*.)

Standard I

The student will recognize correct grammar and usage.

Objective

2. Identify correct verb forms.

Eligible Content

- Regular and irregular verbs.
- Number.
- Tense.

Standard I

The student will recognize correct grammar and usage.

Objective

3. Recognize subject-verb agreement.

Eligible Content

- Singular and plural subjects, including compound subjects. (Note: Compound subjects will include those joined by “or,” with the second element singular or plural.)
- Compound in form, singular in meaning.
- Plural in form, singular in meaning.
- Regular and inverted order.
- Collective nouns, when correct verb form depends on rest of sentence.
- Sentences with intervening phrases.
- Indefinite pronoun as subject.
- Correlative conjunctions.

Standard I

The student will recognize correct grammar and usage.

Objective

4. Recognize pronoun-antecedent agreement in number and gender.

Eligible Content

None specified.

Standard I

The student will recognize correct grammar and usage.

Objective

5. Identify incorrect shifts in verb tense.

Eligible Content

- Verb shifts within sentences.
- Verb shifts within paragraphs.
- All tenses.

Standard I

The student will recognize correct grammar and usage.

Objective

6. Identify correct pronoun case.

Eligible Content

- Nominative, objective, possessive case. (Note: Pronoun case may include reflexive pronouns.)
- Contractions.
- Misspellings such as “our’s” and “her’s.”

Standard I

The student will recognize correct grammar and usage.

Objective

7. Identify effective use of voice.

Eligible Content

- Active voice.
- Passive voice.

Note: Active verbs preferred over passive.

Standard I

The student will recognize correct grammar and usage.

Objective

8. Determine correct placement of modifiers.

Eligible Content

- Dangling participles.
- Misplaced participles.

Note: Modifiers may be words, phrases, or clauses; adjectives and adverbs (adjectival and adverbial phrases and clauses); or verbals.

Standard I

The student will recognize correct grammar and usage.

Objective

9. Identify correct usage of commonly confused words.

Eligible Content

- Words that sound alike but have different meanings.
- Words that are frequently confused although not pronounced alike.
- Words that are commonly misused.

Standard II

The student will demonstrate appropriate word choice.

Objective

1. Use words that create clarity, precision, and vivid description.

Eligible Content

- Action verbs, not linking verbs.
- Specific terms, not general or vague.
- Clear, precise, vivid language.

Note: Language to avoid includes, but is not limited to, overused, clichéd words, superfluous verbiage, redundancy, and jargon.

Standard II

The student will demonstrate appropriate word choice.

Objective

2. Use formal and informal language appropriately.

Eligible Content

- Informal language.
- Formal language. (Note: Formal language should avoid slang, contractions, second person, and jargon.)

Standard III

The student will recognize correct sentence structure.

Objective

1. Correct run-on sentences, sentence fragments, and comma splices.

Eligible Content

None specified.

Standard III

The student will recognize correct sentence structure.

Objective

2. Correct sentences that lack internal parallelism.

Eligible Content

- Correlative conjunctions immediately before the parallel terms.
- Parallel grammatical form of words, phrases, and clauses in series.

Standard IV

The student will use correct capitalization and punctuation.

Objective

1. Demonstrate correct use of capitalization.

Eligible Content

- Direct quotations, including complete sentences and broken quotations.
- Proper nouns and proper adjectives.
- Titles.

Standard IV

The student will use correct capitalization and punctuation.

Objective

2. Demonstrate correct use of commas.

Eligible Content

- Items in a series.
- Direct address, appositives, and parenthetical expressions.
- Conventional uses.
- After introductory adverbial clauses.
- With quotation marks.
- Before coordinating conjunction in compound sentences consisting of two long independent clauses.

Standard IV

The student will use correct capitalization and punctuation.

Objective

3. Demonstrate correct use of a semicolon and a colon.

Eligible Content

- Semicolon to separate elements in a series in which one element in the series is already separated by commas.
- Semicolon in a compound sentence with no conjunction.
- Semicolon before a conjunctive adverb.
- Colon to introduce a list within a sentence.

Standard IV

The student will use correct capitalization and punctuation.

Objective

4. Demonstrate correct use of quotation marks and underlining.

Eligible Content

- Quotation marks in direct quotations, including broken quotations.
- Quotation marks to indicate titles.
- Underlining to indicate titles.

Standard IV

The student will use correct capitalization and punctuation.

Objective

5. Demonstrate correct use of the apostrophe.

Eligible Content

- Possessive of singular nouns.
- Possessive of plural nouns.
- Possessive of compound nouns.
- Contractions.

Standard V

The student will use appropriate organizational skills for writing/revising.

Objective

1. Determine logical progression and completeness of paragraphs.

Eligible Content

- Introductory sentences.
- Concluding sentences.
- Sequence of events or details.
- Transitional words.
- Irrelevant and/or redundant sentences.

Retrieved, June 9, 2008:

<ftp.alsde.edu/documents/91/AHSGE%20Item%20Specifications%20for%20Language.pdf>

Appendix B

Dolch Sight Word List

Preschool

A	And	Away	Big	Blue
Can	Come	Down	Find	For
Funny	Go	Help	Here	I
In	Is	It	Jump	Little
Look	Make	Me	My	Not
One	Play	Red	Run	Said
See	The	Three	To	Two
Up	We	Where	Yellow	You

Kindergarten

All	Am	Are	At
Ate	Be	Black	Brown
But	Came	Did	Do
Eat	Four	Get	Good
Have	He	Into	Like
Must	New	No	Now
On	Our	Out	Please
Pretty	Ran	Ride	Saw
Say	She	So	Soon
That	There	They	This
Too	Under	Want	Was
Well	Went	What	White
Who	Will	With	Yes

First Grade

After	Again	An	Any
As	Ask	By	Could
Every	Fly	From	Give
Giving	Had	Has	Her
Him	His	How	Just
Know	Let	Live	May
Of	Old	Once	Open
Over	Put	Round	Some
Stop	Take	Thank	Them
Then	Think	Walk	Were

Appendix B

Second Grade

Always	Around	Because	Been
Before	Best	Both	Buy
Call	Cold	Does	Don't
Fast	First	Five	Found
Gave	Goes	Green	Its
Made	Many	Off	Or
Pull	Read	Right	Sing
Sit	Sleep	Tell	Their
These	Those	Upon	Us
Use	Very	Wash	Which
Why	Wish	Work	Would
Write	Your		

Third Grade

About	Better	Bring	Carry
Clean	Cut	Done	Draw
Drink	Eight	Fall	Far
Full	Got	Grow	Hold
Hot	Hurt	If	Keep
Kind	Laugh	Light	Long
Much	Myself	Never	Only
Own	Pick	Seven	Shall
Show	Six	Small	Start
Ten	Today	Together	Try
Warm			

Appendix C

Dynamic Indicators of Basic Early Literacy Skills (DIBELS)*

Summary of Research Findings

Use explicit, systematic reading program.
Teach with small teacher/student ratios (1:1 – 1:5).
Include word identification and reading fluency practice.
Teach intensively (one hour per day), utilizing a variety of aligned strategies.
Allow extensive opportunities for practice and feedback.
Provide concentrated instruction.

Helping Students Develop Critical Reading Skills

Kindergarten

Isolate first sound in phonemic tasks.
Blend 2-3 phoneme words.
Segment 2-3 phoneme words.
Identify all single consonants and vowel sounds.
Read 2-3 letter-controlled words.
Recognize corpus of sight words.
Spell consonant-vowel-consonant (cvc) words and sight words.
Read and write simple sentences.

First Grade

Blend and segment 3-4 phoneme words.
Decode words with consonant blends and letter combinations.
Read regular one-syllable words fluently.
Read correctly 40-60 words per minute by end of year.
Spell one-syllable regular words.
Read common sight words automatically.
Learn and use new vocabulary.

Second Grade

Use advanced phonic elements to read words.
Read multisyllabic words.
Read independently an increased amount of sight words.
Read correctly 90-100 words per minute by end of year.
Spell phonetically regular and taught sight words.
Increase knowledge and use of vocabulary.
Retell, recall, and understand stories and their elements.

Appendix C

Third Grade

Use advanced phonic elements to read words.

Read multisyllabic words.

Read independently an increased amount of sight words.

Read correctly 110-120 words per minute by end of year.

Increase independent reading.

Spell phonetically regular and taught sight words.

Increase knowledge and use of vocabulary.

Answer literal, inferential, and evaluative questions.

Distinguish between main idea/details, fact/opinion, and cause/effect.

Use information in tables, graphs, diagrams, and maps.

Retell main ideas of stories or informational texts.

Learn and use unfamiliar words introduced in stories and texts.

Increase knowledge of vocabulary through independent reading.

*Reprinted by permission, R. H. Good, R. A. Kaminski, D. Simmons, and E. J. Kame'enui (eds.), *Dynamic Indicators of Basic Early Literacy Skills*, 6th ed., Institute for the Development of Educational Achievement, Eugene, Ore., 2002.

Appendix C

Critical Reading Skills: Reading Indicators, Patterns of Difficulty, Suggestions for Instruction

Reading Indicators	Common Patterns of Difficulty	Suggestions for Instruction
Low Initial Sounds	Inconsistent first sound No segmentation	Provide small-group or one-on-one instruction on first-sound isolation.
		Use two-picture choice activity.
		Proceed to three-picture choice activity.
		Focus activity on one new sound at a time.
		Include only pictures with which students are familiar.
		Provide multiple opportunities for students to produce sounds.
Low Phonemic Segmentation Fluency (PSF)	Initial sounds only segmentation Onset rime segmentation	Begin with 2-3 phoneme words.
		Model sequential segmentation with fingers (moving from left to right).
		Select words beginning with continuous sounds.
		Provide multiple (3-4) examples.
		Use strip or set of connected boxes to represent sounds, allowing students to touch as each sound is pronounced.
		Incorporate letters after students have mastered segmentation.
Nonsense Word Fluency (NWF)	Individual sounds not known No blending	Examine sequence in which letters are introduced.
		Provide instruction on a letter sound for three-day minimum.
		Avoid introduction of letter name and letter sound at the same time for students experiencing difficulty.
		Model how the sound is formed.
		Provide frequent, short practice opportunities such as partner flash cards.
		Incorporate “know” sounds in a fun review activity (letters in a bag, letters on erasable chalkboard, one-minute dash).
		Teach students how to blend after mastery of 4-6 letters.

Appendix C

Reading Indicators	Common Patterns of Difficulty	Suggestions for Instruction
<p>Low Oral Reading Fluency (ORF) for students with PSF and NWF</p>	<p>At risk on grade-level indicators</p>	<p>Continue to introduce students to unfamiliar letter sounds at a rate of one sound per second.</p>
		<p>Examine NWF to determine whether students are blending sounds into whole words.</p>
		<p>Teach students how to read whole words quickly.</p>
		<p>Teach students how to read the whole word by mentally sounding out the word.</p>
		<p>Have students practice reading words in lists so that they are able to read words at a rate of one word per one - two seconds.</p>
		<p>Teach sentence reading (how to move from one word to the next).</p>
		<p>Provide multiple opportunities for reading regular words in sentences.</p>
		<p>Teach a few critical sight words.</p>

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Glossary*

Abbreviations. A shortened form of a word or phrase that usually, but not always, it consists of a letter or group of letters taken from the word or phrase. For example, the word "abbreviation" can itself be represented by the abbreviation "abbr." or "abbrev."

Adjective. The part of speech that modifies a noun or other substantive by limiting, qualifying, or specifying and distinguished in English morphologically by one of several suffixes, such as *-able*, *-ous*, *-er*, and *-est*, or syntactically by position directly preceding a noun or nominal phrase.

Alliteration. A repetition of initial consonant sounds in two or more neighboring words or syllables. Example: *She sells seashells down by the seashore.*

Allusion. A figure of speech that makes brief reference to a historical or literary figure, event, or object. An allusion is "always indirect" in that the effectiveness of allusion depends on a body of knowledge shared by writer and reader.

Almanac. An annual publication containing tabular information in a particular field or fields often arranged according to the calendar.

Analogy. A comparison between two different things. (*AHSGE*)

Anticipation guide. An anticipation guide contains a series of focus questions that preview the text's main ideas, key details, and vocabulary words.

Antonym. A word with the opposite meaning of another word.

Apostrophe. A punctuation mark used in contractions and plural possessive nouns.

Appositive. A construction in which a noun or noun phrase is placed with another as an explanatory equivalent, both having the same syntactic relation to the other elements in the sentence; for example, *Copley* and *the painter* in *The painter Copley was born in Boston.*

Appreciation. Thoughtful awareness of value. Personal understanding and respect.

Approximate spellings. Young children's best efforts at correct or conventional spelling based on such aspects as sound and visual pattern.

Articulation. The movement of mouth, lips, tongue, voice box, etc (called the 'articulators') to produce speech sounds. Poor or incorrect articulation may be due to problems with the position, timing, direction, pressure, speed, or integration of the movement of lips, tongue, or other articulators.

Atlas. A volume of maps, with or without descriptive text. It may be issued to supplement or accompany a text, or be published independently.

Authentic experiences/activities. Those experiences and activities that either are genuine in purpose or that will actually be required in the world beyond the school so student work is meaningful and does not seem pointless or artificial. Examples would be writing letters to the editor or thank you notes that are actually mailed as opposed to a contrived situation in which an audience is imagined, but in reality the teacher is the only one who reads the message.

Author's intent. Meaning or interpretation of a fictional work that the author had in mind when he or she was creating it.

Ballad. A narrative poem composed of short verses, intended to be sung or recited.

Bandwagon. To join a growing movement in support of someone or something, often in an opportunist way, when that movement is seen to be about to become successful.

Basal reader. Textbooks used to teach reading and associated skills to schoolchildren.

Bibliography. A list of writings relating to a given subject: *a bibliography of Latin American history* or a list of writings used or considered by an author in preparing a particular work.

Blends. Consonant clusters (for example, /bl/, or /sk/)

Boldface. Words or phrases in heavier and darker print used for emphasis.

Business letter. A letter written in formal language, usually used when writing from one business organization to another, or for correspondence between such organizations and their customers, clients and other external parties.

Capitalization. Writing a word with its first letter as an upper case letter and the remaining letters in lower case letters. The term is also used more broadly to refer to any aspect of using upper and lower case letters.

Cause and effect. Any event or action that leads to certain results (stated or implied). (*AHSGE*)

Chapter headings. The title, subtitle, or topic that stands at the top or beginning of a chapter.

Characterization. The way the author reveals the different aspects of the characters to the reader. The methods the author uses are either direct or indirect characterizations.

Character. A fictional character: an imaginary person represented in a work of fiction (play or film or story); "she is the main character in the novel."

Climax. The high point of interest or suspense in a story.

Cloze strategy. Strategy in which words are deleted from a passage according to a word-count formula or various other criteria. The passage is presented to students, who insert words as they read to complete and construct meaning from the text.

Clustering. A brainstorming process used in prewriting that generates ideas about a stimulus word until a visual pattern suggests an organizational pattern. (See webbing or mapping)

Cognitive process. Process by which readers, writers, and viewers actively construct meaning as they engage with printed or performed text by organizing, selecting, and connecting information; making inferences; and interpreting.

Comma. A punctuation mark (,) used to indicate a separation of ideas or of elements within the structure of a sentence.

Comma splice. A comma splice occurs when two independent clauses are joined by a comma with no conjunction. For example: *It is nearly half past five, we cannot reach town before dark.*

Compose. The act of creating written works.

Composition (written). The skills involved in composition may be divided into two main areas: mechanics and content/organization. Mechanics refers to spelling, punctuation, sentence structure, etc., while context/organization refers to the items presented and how they are organized.

Compound words. Single words that are made up from two other words. For example, the word *butterfly* is made from the two words *butter* and *fly*.

Consonants. Letters other than the vowels generally represent consonant sounds. *W* and *y* have the characteristics of consonants when they appear in the initial position in a word or syllable.

Constructing meaning. Engaging one's thinking or cognitive processes with written text, film or videos, speech, drama, or other presentations so that the expressions of another become meaningful to the reader, listener, or viewer. When an individual brings a unique set of experiences, vocabulary, understandings, connotations, and attitudes (prior knowledge) to the interpretation of an expression, that individual constructs a personal meaning that probably includes the basic intended "message" but also includes a somewhat unique sense of what is significant in the expression.

Context clues. Those clues to meaning provided by the context of an unfamiliar word. Generally clues to meaning provided by surrounding words; however, specific clues include (1) a familiar synonym within the sentence or in the previous or succeeding sentence; (2) a familiar antonym in the sentence or nearby; and (3) an actual explanation or definition provided in an appositive, clause, or sentence that follows. (*AHSGE*)

Contractions. A shortening of a word, syllable, or word group by omission of a sound or letter

Conventions of writing. Usually spelling, punctuation, indentation, and placement or arrangement of parts of a letter such as inside address and closing; sometimes used in a broader sense to include grammar and usage.

Critical reading. Questioning assumptions, exploring perspectives, and critiquing as one reads.

Critical thinking. The thought processes characteristic of criticism, creativity, and logic in reading or in contemplating the content of various disciplines.

Cultural diversity. A variety of human social structures, belief systems, and strategies for adapting to situations in different parts of the world.

Decodable books or text. Books written specifically for students to practice sound-symbol relationships rather than to enjoy the story, character, or ideas.

Decode. Various skills a person uses to decipher a printed sentence into an understandable statement.

Denouement. The solution or unraveling of the plot of a novel or play. Common usage equates it with the conclusion of any narrative sequence of events.

Descriptive mode of writing. Provides a clear description of people, places, objects, or events using appropriate details. An effective description will contain sufficient and varied elaboration of details to communicate a sense of the subject being described. Details used are usually sensory and selected to describe what the writer sees, hears, smells, touches, and tastes.

Dialect. A regional or social variety of a language distinguished by pronunciation, grammar, or vocabulary, especially a variety of speech.

Diction. Choice and use of words in speech or writing or degree of clarity and distinctness of pronunciation in speech or singing; enunciation.

Dictionary. A reference book containing an alphabetical list of words, with information given for each word, usually including meaning, pronunciation, and etymology.

Digraphs. A pair of letters representing a single speech sound, such as the *ph* in *pheasant* or the *ea* in *beat*.

Diphthongs. A complex speech sound or glide that begins with one vowel and gradually changes to another vowel within the same syllable, as (oi) in *boil* or (ī) in *fine*.

Divided quotations. For variety, writers may interrupt, or divide, quotations within dialogue. For Example: “*Rivers have always been important to humans,*” Mr. Myers reminded the class, “*for a number of reasons.*”

Dolch Sight Words. A word list is made up of "service words" (pronouns, adjectives, adverbs, prepositions, conjunctions, and verbs) which cannot be learned through the use of pictures. From 50-75% of all words used in school books, library books, newspapers, and magazines are in the Dolch Basic Sight Vocabulary of 220 words (preschool thru Grade 3).

Drafting. Initial composition in prose form.

Editing. Proofreading for clarity, conventions, style (preferably by another writer)

Emergent reading materials. Readers at this stage have developed an understanding of the alphabet, phonological awareness, and early phonics. They have command of a significant number of high-frequency words. Emergent readers are developing a grasp of comprehension strategies and word-attack skills. They can recognize different types of text, particularly fiction and nonfiction, and recognize that reading has a variety of purposes. Reading materials at this stage have increasingly more lines of print per page than pre-emergent reading materials, more complex sentence structure, less dependency on repetitive pattern and pictures and familiar topics with greater depth.

Environmental text. Written materials encountered in everyday activities.

Epic. A long, narrative poem that is generally about the deeds of a heroic figure.

Etymology. The origin and development of a word or linguistic form, shown by determining its basic elements, earliest known use, and changes in form or meaning and tracing its movement from one language to another. (Also, the branch of linguistics that deals with etymologies.)

Explicit instruction. In explicit instruction, teachers tell readers why and when they should use strategies, what strategies to use, and how to apply them. The steps of explicit instruction typically include direct explanation, teacher modeling ("thinking aloud"), guided practice, and application.

Exposition. The opening part of a play or story, in which we are introduced to the characters and their situation, often by reference to preceding events or the setting forth of a systematic explanation of or argument about any subject.

Expository mode of writing. Presents reasons, explanations, or steps in a process. Logical order is used with appropriate sequencing of ideas or steps in a process. Effective expository writing should contain a main idea, supporting details, and a conclusion.

Expository text. Provides information by exposing details, explaining, or elucidating. Expository text is normally associated with subject-area textbooks (textual writing) or essays.

Fable. A short tale that teaches a moral. It usually has animals or inanimate objects as characters.

Fact. Knowledge or information based on real occurrences as in *fact vs. opinion*.

Fallacies in logic. Errors in logical thought committed both unintentionally and intentionally.

Falling action. The events of a dramatic or narrative plot following the climax that deals with the effects that the climax has on the characters.

Fiction text. A literary work whose content is produced by the imagination and is not necessarily based on fact including novels and short stories.

Figurative language. Writing or speech that is not meant to be taken literally. (*AHSGE*)

Folktale. A narrative that has been retold and is well-known within a culture.

Friendly letter. Friendly letters are letters that you write to a friend. They are usually filled with information about you, and ask questions about your friend.

Functional reading materials. Practical written materials such as directions for assembly. Often a response to the reading is required, or a needed action depends upon comprehending the functional text. Often a response to the reading is required, or a needed action depends upon comprehending the functional text.

Genre. The specific category of written works in which any selection would fall based on characteristics. Traditional categories are poetry, novels, short stories, drama, and prose. Current usage sometimes includes other overlapping classifications such as science fiction, nonfiction, biography, and fables. (*AHSGE*)

Glossary. A list of often difficult or specialized words with their definitions, often placed at the back of a book.

Grammar. The means by which the different components of language are regularly put together in groups of sounds and written symbols so that ideas, feelings, and images can be communicated. The study of, or collection of, facts about the regular structure of sentences in a particular language. Sometimes grammar is used to include what is more commonly considered usage (word form, word choice, and pronunciation).

Graphic organizers. A graphic organizer is a visual and graphic display that depicts the relationships between facts, terms, and or ideas within a learning task. Graphic organizers are also sometimes referred to as knowledge maps, concept maps, story maps, cognitive organizers, advance organizers, or concept diagrams.

Graphophonemic. Pertaining to the complex relationships between the letters, letter shapes, and spelling patterns (graphic representation) and the sounds of a language (phonological representation).

Graphophonemic clues. Using sound/symbol matches (grapho-phonemic) to sound out the individual letters in a word, the sound of the word, or the sound of parts of the word.

Greeting. A salutation or opening statement in a letter.

Guided reading. Reading that occurs in an instructional setting with a group or an individual when the primary purpose is to provide instruction in specific aspects of reading such as phrasing, pronunciation, and predicting outcomes.

Haiku. Unrhymed Japanese poetry with three lines that have five, seven and five syllables respectively.

Headings. The title, subtitle, or topic that stands at the top or beginning, as of a paragraph, letter, or chapter.

High-frequency words. Those words frequently occurring in any writing, regardless of author or topic, including *the, an, and, of, when, and before*. Thus, most are included among the sight words taught in the beginning grades over and above phonetic analysis, structural analysis, language experience, or other components of reading instruction.

Homographs. One of two or more words that have the same spelling but differ in origin, meaning, and sometimes pronunciation, such as *fair* (pleasing in appearance) and *fair* (market) or *wind* (wind) and *wind* (wīnd).

Homonyms. One of two or more words that have the same sound and often the same spelling but differ in meaning, such as *bank* (embankment) and *bank* (place where money is kept).

Homophones. Words that sound the same, but have different meanings or uses such as *to, two, and too*.

Hook. An attention-getting opener at the beginning of a piece of writing.

Hyperbole. An extreme exaggeration. (AHSGE)

Independent clause. A clause in a complex sentence that contains at least a subject and a verb and can stand alone syntactically as a complete sentence.

Index. Arranged alphabetically and by subject with page numbers, the index breaks the book down into all the many sub-topics and ideas covered in the body of the book.

Idiom. A speech form or an expression of a given language that is peculiar to itself grammatically or cannot be understood from the individual meanings of its elements, as in “*keeping tabs on*.”

Imagery. Vivid words that help the reader to “see” how something looks, sounds, feels or tastes. (AHSGE)

Inflection. Alteration in pitch or tone of the voice.

Inferential Comprehension Strategies. Inferential comprehension is often described simply as the ability to read between the lines. It requires a reader to blend the literal content of a selection with prior knowledge, intuition, and imagination for conjecture or to make hypotheses. Strategies include predicting outcomes, inferring details and events, making comparisons, inferring cause and effect, inferring morals, inferring main ideas, and summarizing.

Informational reading materials. Text generally read to gain information, including textual materials such as subject-area textbooks and encyclopedias. Many sections of newspapers and magazines are informational reading materials.

Intonation. The use of changing pitch to convey syntactic information: *a questioning intonation.*

I-Search. An informal research paper that is based on autobiographical information.

KWL Charts. Teachers activate students' prior knowledge by asking them what they already **Know**; then students (collaborating as a classroom unit or within small groups) set goals specifying what they **Want** to learn; and after reading students discuss what they have **Learned**.

Language experience. One approach to teaching reading or a part of reading instruction that is based on students' own production of the writing to be read. The "text" is frequently created by a group based on oral production of a narrative with the teacher serving as scribe at a flip chart. As instruction proceeds, students may write individual compositions that they read aloud to the teacher and/or classmates, or these may be copied onto a flip chart. The concept is based on the premise that students have a larger speaking vocabulary than reading vocabulary. As students see their own words and those of classmates written and soon thereafter hear them read, their reading vocabulary and comprehension grow. In the early stages, the concept is established or reinforced that writing is speech that has been written down.

Limerick. A humorous five-line poem.

Linguistic diversity. The use of many languages.

Listening comprehension. Ability to understand spoken language, including structured language, such as narrative or expository text read aloud, as well as unstructured natural language. This includes single words, phrases, sentences, and connected discourse.

Literal Comprehension Strategies. Literal comprehension is the simplest, most direct form of comprehension. This type of comprehension involves literal questions or statements directly expressed in passages such as answering who, when, where questions. Other strategies include following written directions, answering literal questions about text, identifying literal cause and effect, memorizing facts and rules, recalling details and events, and sequencing narrative events

Literacy. Traditionally used to refer to the ability to read or to read and write. Current usage, broader and more demanding, includes the ability to accomplish a wide range of reading, writing, speaking, and viewing tasks.

Literary device. Used in works of literature in order to produce a specific effect on the reader.

Literary point of view. How the author presents the action in a story. (*AHSGE*)

Literary works or text. Written materials of the traditional genres, such as novels and poems, as well as nonfiction texts, such as essays, and recreational reading materials such as trade books.

Long vowel markers. Patterns of vowels and consonant that represent the long vowel sound such as CVCV with an *e* on the end (*make*) and CVVCC (*paint*).

Lyric poem. A short poem of songlike quality.

Main idea. May be expressed as a controlling idea in the following: topic, subject, theme, central thought/message, lesson/moral, thesis, author's purpose/point of view. (*AHSGE*)

Mechanics. Capitalization and punctuation.

Media. The various physical means through which information is communicated including newspapers, film, books, and television. Also the means by which aesthetic forms are created such as oil paintings, sculptures, and silkscreens.

Medial. In phonic, medial refers to the middle sound in words.

Metaphor. Comparison of two things without using *like* or *as*. Example: “My mother is my rock.” (AHSGE)

Meter. In poetry, the **meter** or **metre** is the basic rhythmic structure of a verse.

Metrical pattern. Many traditional verse forms prescribe a specific verse meter, or a certain set of meters alternating in a particular order

Mnemonic devices. Techniques for remembering.

Mode. A category based on characteristics of purpose and organization. Four common writing modes are *narrative*, which tells a story chronologically; *descriptive*, which expresses the nature or image of something or someone with several optional patterns; *expository*, which explains a position on an issue, explains a process, or reveals the facts about a topic; and *persuasive*, which attempts to influence the reader to agree with the position taken. Persuasive writing is usually a specialized type of expository writing. A composition in any mode may have qualities primarily associated with any other(s) and is classified by its primary purpose and characteristics.

Modeling. Setting an example, such as the teacher writing when students are asked to write. Explaining by showing or expressing detailed mental processes, such as the teacher or a student describing in detail the mental operations or steps involved when a main idea is determined.

Modulate. Varying voice inflection and volume.

Mood. The feeling that writing creates. The mood of a story generally describes how the narrator or protagonist make the story feel. For example, the mood of a story could be somber, or happy, or inspirational. (AHSGE)

Multicultural literature. A collection of literature that together represents a variety of cultures. Less frequently used to describe a single work that represents various cultures.

Multiple syllable words. Words with more than one syllable.

Myth. An anonymous story designed to explain the mysteries of life. It usually has exaggerated characters.

Narrative mode of writing. Relates a clear sequence of events that occurs over time. Both what happens and the order in which the events occur are communicated to the reader. Effective narration requires a writer to give a clear sequence of events (fictional or non-fictional) and to provide elaboration.

Narrative text. A text that tells a story/details of events.

Nominative absolute. A part of a sentence that is unconnected grammatically to the rest of the sentence and consists of a noun and a participial phrase. This structure is not frequently used but is considered to be correct. (Example: “The bait being back in the tent, we weren’t able to fish.”)

Nominative pronoun. Nominative case pronouns are *I, she, he, we, they,* and *who*. They are used as subjects, predicate nominatives, and appositives when used with a subject or predicate nominative.

Nonessential appositives. An appositive is non-essential if its absence wouldn't hinder understanding of the sentence. The purpose of a non-essential appositive is to further *describe* the noun in apposition. A non-essential appositive should always be set apart from the rest of the sentence by commas.

Nonfiction text. Any prose narrative that tells about things as they actually happened or that possesses factual information about something.

Novel. A book-length work of fiction.

Objective pronoun. Functions as the target of a verb, as distinguished from a subjective, which is the initiator of a verb. Objective pronouns are instances of the oblique case, any grammatical case other than the nominative.

Onomatopoeia. The formation or use of words such as *buzz* or *murmur* that imitate the sounds associated with the objects or actions they refer to.

Onsets and rimes. An onset is the part of the syllable that precedes the vowel of the syllable. A rime is the part of a syllable which consists of its vowel and any consonant sounds that come after it. Of the word *sit*, *s* is the onset and *it* is the rime.

Opinion. A belief or conclusion held with confidence but not substantiated by positive knowledge or proof as in *fact vs. opinion*.

Parable. A short story intended to teach a moral lesson.

Paraphrase. A restatement of a text or passage in another form or other words, often to clarify meaning.

Parse. To show the functions of sentence parts and their relationship to each other. Subjects are underlined once, verbs twice; prepositional phrases are enclosed in parentheses, clauses in brackets; lines with arrows are drawn to show what adjectives and adverbs modify. Other major parts are marked with initials above the word or clause (DO, IO, PN, PA).

Personification. Giving human characteristics to nonliving things. (*AHSGE*)

Persuasion. To undertake a course of action or embrace a point of view by means of argument, reasoning, or entreaty.

Persuasive mode of writing. Presents reasons and examples to influence action or thought. Effective persuasive writing requires a writer to state clearly an opinion and to supply reasons and specific examples that support the opinion.

Phoneme segmentation. Breaking a word into sounds for easier understanding.

Phonemes. The smallest segments of sounds in the English language such as the *s* sound in *swim* or the *i* sound in *bite*.

Phonemic awareness. Familiarity with the separate sounds in a language.

Phonetically irregular words. Have uncommon phoneme-grapheme relationships and cannot be sounded out (decoded). Examples: *was, come, give, of*

Phonetically regular words. Have common phoneme-grapheme relationships and can be sounded out (decoded). Examples: *cat, may, outside, yellow, interesting*

Phonics. A method of reading instruction or a part of reading instruction that teaches students to associate the sounds of speech with the letters, letter combinations, and patterns of letters in print.

Phrase. Two or more words in sequence that form a syntactic unit that is less than a complete sentence.

Plays. A literary work written for performance on the stage.

Plot. What the story is about.

Poetry. A piece of literature written in meter; verse.

Point of view. The relationship of the narrator to the story.

Possessive nouns. A possessive noun shows ownership. Possessive nouns are formed by adding an apostrophe and *s* or only an apostrophe. The possessive form of a noun shows that the person or thing named owns something.

Possessives. Of, relating to, or being a noun or pronoun case that indicates possession.

Prediction. Foretelling of a future event. In reading, prediction is used as a comprehension strategy.

Predictable books. Children's books in which a sequence of events or pronunciation of a word can be predicted by patterns of rhyme, rhythm, or repetition.

Prefixes. An affix, such as *dis-* in *disbelieve*, attached to the front of a word to produce a derivative word or an inflected form.

Preposition. A word that links nouns, pronouns, and phrases to other words in a sentence such as *at, by, with, from,* and *in regard to*. The word or phrase that the preposition introduces is called the object of the preposition.

Prepositional phrase. A phrase that consists of a preposition and its object and has adjectival or adverbial value, such as *in the house* in *the people in the house* or *by him* in *The book was written by him*.

Prewriting. Planning, research, outlining, diagramming, storyboarding or clustering.

Propaganda. Information that is spread for the purpose of promoting some cause.

Proper adjective. A word, derived from a proper noun, that describes a noun or pronoun and is always capitalized such as *Canadian bacon, Irish setter*.

Punctuation. The use of standard marks and signs in writing and printing to separate words into sentences, clauses, and phrases in order to clarify meaning.

Quotation. Quotations can be maxims, aphorisms, striking fragments of poetry, humorous or impressive prose and remarks, coinages of new phrases or ideas, remarks at historical events, putdowns of others, famous last words or anything else which is worth repeating on its own, possibly with some comment on when, where, and on who.

Quotation Marks. Either of a pair of punctuation marks used primarily to mark the beginning and end of a passage attributed to another and repeated word for word, but also to indicate meanings or glosses and to indicate the unusual or dubious status of a word. They appear in the form of double quotation marks (“ ”) and single quotation marks (‘ ’). Single quotation marks are usually reserved for setting off a quotation within another quotation.

R-controlled vowels. When a vowel is followed by an *r*, it makes a special sound. These are called r-controlled vowels, or r-colored vowels. Usually, /ar/ always sounds like the *ar* in *car*, and /or/ always sounds like the *or* in *for*. The *ir*, *er*, and *ur*, sound the same as in *bird*, *her*, and *fur*. These all make a /ər/ sound.

Reading fluency. Reading fluency is the ability to read text accurately and quickly. Fluency bridges word decoding and comprehension. Comprehension is understanding what has been read. Fluency is a set of skills that allows readers to rapidly decode text while maintaining high comprehension (National Reading Panel, 2001).

Real-world experiences or activities. Those experiences that will actually be required in the world beyond the school so student work is meaningful and does not seem pointless or artificial. Examples would be writing letters to the editor or thank-you notes that are actually mailed as opposed to a contrived situation in which an audience is imagined, but the teacher is the only one who reads the message.

Realistic fiction. Fiction that deals with events that could really happen in life.

Recreational reading materials. Text having the nature of writings commonly read for pleasure or pastime such as short stories, novels, poetry, or certain types of magazines.

Recursive. Circular; requiring or inviting the returning to a previous step.

Response journals or literary response journals. Types of learning logs. These may be of two kinds. The response journal most frequently refers to a journal developed through periodic activities designed to get ideas about various topics on paper. The literary response journal is for recording ideas and feelings while reading or immediately afterwards. These may be free responses; or the teacher may provide specific questions, topics, or issues.

Retell. Retelling is a technique for helping students get involved in the story elements (characters, plot, setting, sequence of events, main idea, etc.) of a piece of text, either fiction or non-fiction. Retellings collected over time help to see students' development as readers who can organize the sequence of their reading selections.

Revision. Review, modification and organization (by the writer).

Rhyme. Repetition of sounds in words of a poem.

Rhyme scheme. The pattern of rhyme in a poem. (*AHSGE*)

Rhythm. A special sound pattern of stressed and unstressed syllables or beats in a poem.

Rising action. The events of a dramatic or narrative plot preceding the climax.

Root words. The root is the primary lexical unit of a word, which carries the most significant aspects of semantic content and cannot be reduced into smaller constituents.

Rubric. A set of descriptions of quality or several degrees of achievement by which something is judged. In evaluating compositions, a rubric might describe what papers with a score of 1, 2, 3, and 4 are like; in a classroom presentation, a rubric might describe the qualities of superior, adequate, poor, and unsatisfactory presentations.

Run-on sentence. A sentence in which two or more independent clauses are not properly joined by a semicolon or conjunction.

Science fiction. A story based on fictional, scientific possibilities.

Self-monitoring. Self-monitoring is a significant component of comprehension. In reading, the ability to self-monitor meaning enables students to select and use strategies to improve comprehension. Readers who self-monitor know when their reading makes sense and when it does not. If comprehension is blocked, they know what strategies to use to repair it.

Setting. The time and place in which the action of the story takes place.

Semantic. Having to do with meaning.

Semantic clues. Ways the reader uses to try to relate the word to other information or illustrations in the material. Semantic clues include comparisons and contrasts, definitions, descriptions, and the placement of new words near familiar words that help explain their meaning.

Semantic mapping. A strategy for graphically representing concepts. The major purpose of the semantic map is to allow students to organize their prior knowledge into these formal relations and thus to provide themselves a basis for understanding what they are re about to read and study. Comprehension can be thought of as the elaboration and refinement of prior knowledge. What the semantic map provides is a graphic structure of that knowledge to be used as the basis for organizing new ideas as they are understood.

Semicolon. A mark of punctuation (;) used to connect independent clauses and indicating a closer relationship between the clauses than a period does.

Sentence structure. Principles of standard written English that follow predictable guidelines.

Sequence. A following of one thing after another.

Short story. A short piece of prose fiction, having few characters and aiming at unity of effect.

Short vowel. The basic building blocks of other vowels, *e* is a short vowel sound like the "e" in the English word *bet*, *i* is a short vowel that sounds like the "i" in the English term *bi*, *o* is similar to the vowel sound in the English word *got*, *u* is like the English short "u" sound in *put*.

Sight words. Words that are known by a reader automatically. Sight words are pronounced without decoding the word's spelling. A common first sight word is a child's given name.

Simile. Comparison of two things using *like* or *as*. Example: "The horse moves like the wind." (*AHSGE*)

Story elements. A story's structure is made up of elements that come together to produce the story as a whole. Some basic elements include characters, setting, plot, theme, and point of view, and conflict.

Structural analysis. Study of the aspects of a word that relate to its parts such as prefixes, root words, suffixes, compound words, contractions and syllables.

Subheading. A heading of a subdivision of a text.

Subject-verb agreement. Rule of grammar which states that singular subjects agree with singular subjects and plural or compound subjects agree with plural verbs.

Submittal. Sharing the writing: possibly through performance, printing or distribution of written material.

Suffixes. A suffix is a word ending. It is a group of letters you can add to the end of a root word. Adding suffixes to words can change or add to their meaning, but most importantly they show how a word will be used in a sentence and to what part of speech (e.g. noun, verb, adjective) the word belongs.

Summarize. To present the substance of a body of material in a condensed form or reduce it to its main points.

Symbolism. A person, place, or thing that represents a concept or idea (a flag that symbolizes a particular country). (*AHSGE*)

Synonym. A word that is the same or almost the same as another word.

Syntactic cues. Clues to word meaning gained from the arrangement or order of words.

Syntax. The grammatical structure of a sentence. Placement and order of sentence parts.

Tall tales. A tall tale is a special kind of hero story because the heroes of tall tales are 'larger than life'. They are bigger or stronger than real people, even when the tall tale is based on a real person. Tall tale heroes solve problems in funny ways that are hard to believe.

Text features. The headings, subheadings, illustrations, footnotes, captions, topic sentence, book jackets, introductory paragraphs, graphic displays (charts, maps, graphs, timelines). (*AHSGE*)

Textual. Having the nature of writing common to subject-area textbooks. Having expository characteristics associated with subject areas.

Textual clues. (See context clues.)

Theme. The main idea or underlying meaning of a literary work. A theme may be directly stated but more often it is implied. (*AHSGE*)

Thesaurus. Thesaurus is a list of synonyms used as a tool used to replace a word or to enlighten another.

Thesis. An introductory statement that summarizes the content of an essay or term paper by stating the conclusion or main idea to be developed. (Example: A complete college education includes much more than academics alone.)

Tone. The author's attitude toward his or her subject matter and toward the audience. Tone can be stated or implied. (*AHSGE*)

Trade books. Books published for distribution to the general public through booksellers as distinguished from textbooks or limited editions. Contemporary novels, as distinguished from classics, that are popular among students.

Trade books. A trade book is a publishing term for a book that is marketed to a general audience (as opposed to books that have specialized audiences, such as academic books). Most fiction titles are trade books.

Traditional school grammar. Grammar influenced more by Latin-based rules than by rules developed from usage; more prescriptive than descriptive. Traditional school grammar does not reflect modern linguistics, transformational grammar, or other grammars that are more descriptive of educated usage than prescriptive.

Verb. Part of speech typically used to indicate an action.

Verb tense. Verb tenses give information about when an action took place. The verb tenses may be categorized according to the time frame: past tenses, present tenses, and future tenses.

Vivid language. Vivid language is aimed to bring your ideas alive by painting pictures with words in order to make readers understand better.

Webbing/mapping. Making a graphic depiction of the content and organization of a paragraph, essay, or speech; for example, a circle in the center might contain the main topic, while smaller circles around and connected to the center identify the subtopics. Mapping or webbing may be done as planning for writing or as analysis of an existing composition. (The mapping of the structure of primary topics may continue as long as details of any topic are given in the writing; thus, it may resemble a web in a complex composition.)

Visual communication. Communication by presenting information in a visual form. There exist a variety of ways to present information visually, like gestures, body languages, video, and TV. Here, focus is on the presentation of text, pictures, diagrams, photos, et cetera, integrated on a computer display.

Voice or writer's voice. The unique flavor or style given to writing that comes from the author's word choice, sentence structures, and dialogue. It reveals the author or the author's convictions and personality to the reader.

*Understanding of glossary terms and concepts denoted by (*ASHGE*) is required on the *Alabama High School Graduation Exam*