



Writing
Word Knowledge - Fluency
Comprehension - Study Skills
Public Speaking - Speaking & Listening
Creative Writing - Study Research Skills
Reading Comprehension
Grammar

**WEST
ALLEGHENY
SCHOOL
DISTRICT**

**LANGUAGE ARTS
CURRICULUM
2008**

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SUPPORT OF THE LANGUAGE ARTS PROJECT GREATLY ENHANCED THE
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RATIONALE AND PHILOSOPHY

A **balanced approach to literacy** is a decision-making approach through which a teacher makes thoughtful decisions each day about the best way to help each child become a better reader and writer. A balanced approach requires and enables a teacher to reflect on what he or she is doing and to modify instruction daily based on the needs of each individual learner. The modifications are drawn from a broad repertoire of strategies and a sound understanding of children, learning, and the theoretical bases of these strategies.

The goal of balanced instruction in literacy is to endow learners with a firm foundation of skills and broad literacy experiences in order to foster a lifelong love of reading and writing. This goal can be achieved if instruction is established through **four literacy domains**:

- ◆ **Word knowledge** addresses the explicit and systematic instruction in sight vocabulary, phonics and structural analysis, word meaning, and spelling patterns. During the reading process, students use all cueing systems to construct meaning from print. They use their understanding of the author's intent and their background knowledge or **semantic cues**, their knowledge of language patterns or **syntactic cues**, and their awareness of sound-symbol relationships or **graphophonic cues**.
- ◆ **Fluency** instruction refers to reading speed, oral reading accuracy, and expression. Repeated readings, guided reading, choral reading, partner reading and one-to-one reading can have a consistent and positive impact on a child's development in fluency as well as in word recognition and comprehension. The benefit of reading fluency is that it frees students to focus their cognitive resources on developing higher-level reading and comprehension skills.
- ◆ **Comprehension** is the goal for reading instruction. Students can become independent and strategic readers as a result of explicit comprehension instruction. Teacher modeling is a critical part of this explicit instruction. The teacher identifies and models specific skills and strategies in direct terms, and students practice and apply them in various texts. This instruction equips students with a repertoire of strategies to help them monitor their comprehension and to overcome any difficulties they encounter as they read.
- ◆ **Writing** instruction addresses the purposes, processes, and audiences of written communication. This approach focuses upon exploring and understanding what writers actually do throughout a writing task. Teachers work closely with students guiding them through stages of writing across the curriculum, and helping them to understand writing as a communication process. The importance of the creation, expression, and comprehension of meaning is emphasized. Students can achieve language fluency and conventional usage and spelling through experiences with various language models and through instruction.

Adolescent Literacy Philosophical Statement

The 2008 West Allegheny language arts curriculum reflects the philosophical orientation and instructional recommendations advocated by the National Council of Teachers of English (NCTE) and the International Reading Association (IRA). The district advocates the use of a balanced approach to literacy that equips students with a strong foundation of skills and global literacy experiences in order to foster a lifelong love of reading and writing. The district also recognizes that the literacy needs of adolescents must be defined in order to support their growth as readers and writers.

There is a misperception that literacy skills are completely mastered at the elementary level. Students develop literacy over many years, and the development continues well into adolescence and beyond. Literacy learning is an ongoing, non-hierarchical process that requires continuing development and practice. The development of appropriate active strategies to construct meaning from print, sufficient background information and vocabulary to foster reading comprehension, the ability to read fluently, the ability to decode unfamiliar words, and real world writing opportunities are literacy instructional components that are essential in a comprehensive secondary program. The development of these skills builds the foundation for students to be able to think critically, question, and self-monitor as they engage in reading and writing activities.

Motivation plays a key role in whether adolescents engage with or disengage from literacy learning. Engagement is promoted through meaningful connections with authentic pieces of text that address students' diverse interests, abilities, backgrounds, and experiences. Student self-selection of text is essential in enhancing ownership in literacy activities. Time spent reading self-selected text is related to reading success and also is associated with positive attitudes toward literacy. Students begin to view reading as a worth-while life experience. The availability of a wide variety of genres and multicultural text is necessary in order to provide meaningful resources that meet the needs of our diverse population.

The move from elementary to secondary school involves fundamental changes in literacy requirements. Adolescent students engage in disciplinary content such as math, science, and social studies and experience a variety of difficult texts and writing tasks. Elementary school prepares students in the processes of reading, but adolescents need to continue to understand the multiple dimensions of content-based literacy. Each academic content area poses its own literacy challenges in terms of vocabulary, concepts, and topics. As such, adolescents need explicit instruction in reading comprehension and study strategies across the curriculum so that they can become successful readers and writers in all content areas. A comprehensive literacy program must be interdisciplinary and interdepartmental so that students learn to apply literacy skills across the curriculum.

The U.S. economy depends upon developing individuals who are literate. Adolescent students need to be able to comprehend sophisticated information, understand context vocabulary, and write for real-life purposes in order to be successful in the workforce. It is our responsibility to produce literate citizens who have the communication and thinking skills to pursue their own learning well beyond high school.

Standards for the English Language Arts

Sponsored by NCTE and IRA

1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.
2. Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.
3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on the prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).
4. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.
5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.
6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.
7. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purposes and audience.
8. Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.
9. Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.
10. Students whose first language is not English make use of their first language to develop competency in the English language arts and to develop understanding of content across the curriculum.
11. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.
12. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

WEST ALLEGHENY SCHOOL DISTRICT
LANGUAGE ARTS CURRICULUM
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**LANGUAGE ARTS
CURRICULUM**

KINDERGARTEN

2008

WEST ALLEGHENY SCHOOL DISTRICT

Subject: LANGUAGE ARTS

Grade: Kindergarten



2008

ACADEMIC STANDARDS:

- 1.1 Learning to Read Independently
- 1.2 Reading Critically in All Content Areas
- 1.3 Reading, Analyzing, and Interpreting Literature
- 1.4 Types of Writing
- 1.5 Quality of Writing
- 1.6 Speaking and Listening
- 1.8 Research

COURSE DESCRIPTION:

The Kindergarten reading course is focused on developing foundational skills that prepare students for later learning in language arts. The goal is to immerse the students in the building blocks of literacy through direct, explicit classroom instruction. Students become proficient with skills and strategies in the areas of word knowledge, comprehension, writing and fluency. A balanced literacy approach classroom provides and cultivates the skills of reading for all students through embedding language and literacy learning into the daily instruction.

BASIC TEXT/PUBLISHER AND INSTRUCTIONAL RESOURCES:

Harcourt Trophies

- 12 Practice Workbooks
- Pre-decodable and decodable books
- Big books/Library Books
- Cassettes
- Magnetic Letters
- Word Builders
- Phonics Practice Book
- Intervention Kit
- Vocabulary cards
- Letter cards
- Word cards
- CD
- Read-aloud anthologies
- Oo-pples and Boo-noo-noos: Songs and Activities for Phonemic Awareness

ASSESSMENTS:

- Trophies Assessment Handbook
 - Theme Test-Summary of Performance should be included in portfolio
 - Performance Profile-Form A-Given before the end of the year-include cover sheet in portfolio
- Teacher Made Assessments

TECHNOLOGY USED:

- Phonics Express



**Language Arts Skills/Concepts Addressed in Each
Grade Level/Course**

2008

Strand	LANGUAGE ARTS - KINDERGARTEN
Word Knowledge	<ul style="list-style-type: none"> • Develop book/print knowledge and conventions • Develop sentence awareness/word awareness • Recognize uppercase and lowercase letters and the sound they make • Discriminate words and sounds • Discriminate, identify, and produce rhyming words and alliterations • Segment phonemes to form words • Blend sounds to make words • Decodes words • Encode words • Acquire a reading vocabulary
Fluency	<ul style="list-style-type: none"> • Read emergently with adequate fluency • Speak clearly to be understood by most listeners • Modulate voice volume and intonation
Comprehension	<ul style="list-style-type: none"> • Name and describe new concepts • Discuss unknown words and word meanings • Understand and respond to a variety of literacy selections that are read, listened to or viewed • Re-tell a story using graphic organizers • Listen responsively to directions, stories, and conversations • Distinguish between fiction and nonfiction • Make predictions about a text
Writing	<ul style="list-style-type: none"> • Bi-weekly journal writings and/or drawings • Use appropriate content for the topic • Organize words into a complete thought • Use pictures and words to express a thought • Use phonics when composing words • Use resources to spell correctly (environmental print, word walls, and word bank) • Start sentences with uppercase letter and end with a punctuation mark
Handwriting	<ul style="list-style-type: none"> • Use correct sitting, paper, and pencil position • Trace, copy, and generate the four basic strokes • Trace, copy, and generate letters of alphabet-both uppercase and lowercase • Attend to form and proper spacing of the letters

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

SUBJECT: LANGUAGE ARTS	STRAND: Word Knowledge	Grade: Kindergarten
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2008

Student Learning Outcomes	PA Standards	National Council of Teachers of English\International Reading Association Standards	Date(s) Taught	√ for Mastery
<p>The student will:</p> <ul style="list-style-type: none"> • hold a book correctly. • identify the front and back of a book. • demonstrate left to right page sequence. • recognize that words follow from left to right and top to bottom on the printed page. • identify title, title page, author, and illustrator. • demonstrate return sweeps. • distinguish letter from a word. • differentiate words and spaces. • track words in a sentence. • discriminate uppercase and lowercase letters. • recognize that sentences in print are made up of separate words. 	<p>1.1 Learning to read independently</p> <p align="center">↓</p>	<p>3 – Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, and graphics).</p> <p align="center">↓</p>		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

SUBJECT: LANGUAGE ARTS	STRAND: Word Knowledge	Grade: Kindergarten
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Page 2 (Continued)

2008

Student Learning Outcomes	PA Standards	National Council of Teachers of English\International Reading Association Standards	Date(s) Taught	√ for Mastery
<p>The student will:</p> <ul style="list-style-type: none"> • locate punctuation including periods, questions marks, exclamation points and commas. • point out punctuation and tell purpose. • help teacher develop charts, word webs, and lists. • recognize that printed materials provide information. • identify letters in own name. • recognize and name letters of the alphabet (in sequence and random order) with automaticity. • identify uppercase and lowercase letters in words with automaticity. • match uppercase and lowercase letter pairs. • recognize and say corresponding sounds. 	<p>1.1 Learning to read independently</p> <p align="center">↓</p>	<p>3 – Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, and graphics).</p> <p align="center">↓</p>		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

SUBJECT: LANGUAGE ARTS	STRAND: Word Knowledge	Grade: Kindergarten
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Page 3 (Continued)

2008

Student Learning Outcomes	PA Standards	National Council of Teachers of English\International Reading Association Standards	Date(s) Taught	√ for Mastery
<p>The student will:</p> <ul style="list-style-type: none"> • recognize and say corresponding short-vowel sounds. • recognize, identify and produce rhyming words. • identify and produce words that begin with the same sound. • identify and produce words that end with the same sound. • identify and produce sentences with alliteration. • sort pictures/words by initial sound. • sort pictures/words by ending sound. • count and track parts in a word (syllables) and words in a sentence. • isolate initial consonant sounds in single-syllable words. • given the phonemes/sounds, produce the word. 	<p>1.1 Learning to read independently</p> <p align="center">↓</p>	<p>3 – Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, and graphics).</p> <p align="center">↓</p>		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

SUBJECT: LANGUAGE ARTS	STRAND: Word Knowledge	Grade: Kindergarten
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Page 4 (Continued)

2008

Student Learning Outcomes	PA Standards	National Council of Teachers of English\International Reading Association Standards	Date(s) Taught	√ for Mastery
<p>The student will:</p> <ul style="list-style-type: none"> • blending of onset and rime together to make a word (Word Families) . • substitute sounds to form new words. • recognize, identify and read color words and sight words. • find sight words in books/decodable books. • begin to recognize common sight words with automaticity. • recognize, identify, decode, write and read one-syllable words. • develop concept vocabulary. • use new vocabulary in the context of daily routines and classroom conversations. • use new vocabulary to ask questions to extend learning. • recognize the different parts of informational text that are used to locate information(table of contents, index, glossary). 	<p>1.1 Learning to read independently</p> <p align="center">↓</p> <p>1.7 Research</p>	<p>3 – Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, and graphics).</p> <p align="center">↓</p>		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

SUBJECT: LANGUAGE ARTS	STRAND: Fluency	Grade: Kindergarten
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2008

Student Learning Outcomes	PA Standards	National Council of Teachers of English\International Reading Association Standards	Date(s) Taught	√ for Mastery
<p>The student will:</p> <ul style="list-style-type: none"> • listen to models of fluent reading. • read from familiar texts with fluency (rate, accuracy and expression). • recite nursery rhymes, poems, finger plays and decodable books with fluency (appropriate rate and expression). • speak in a loud and clear voice to be understood by most of the audience. • act out character roles with appropriate expression (mean, happy, sad). • modulate voice to express opinions and feelings. 	<p>1.1 Learning to read independently</p> <p align="center">↓</p> <p>1.6 Speaking and Listening</p> <p align="center">↓</p>	<p>1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.</p> <p>4 – Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences for a variety of purposes.</p> <p>12 – Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).</p>		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

SUBJECT: LANGUAGE ARTS	STRAND: Comprehension	Grade: Kindergarten
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2008

Student Learning Outcomes	PA Standards	National Council of Teachers of English\International Reading Association Standards	Date(s) Taught	√ for Mastery
<p>The student will:</p> <ul style="list-style-type: none"> • give meaning from what is heard; answer why questions from teacher. • respond appropriately to books, stories, conversations, with words and gestures. • retell important facts from the text. • discuss unknown words and word meanings. • identify the main idea of the text. • use background knowledge to assist in comprehension. • distinguish between different forms of text and functions they serve. • read a variety of genres – 25 books. • distinguish fiction and nonfiction. 	<p>1.1 Learning to read independently</p> <p align="center">↓</p> <p>1.2 Reading critically in all content areas</p> <p align="center">↓</p> <p>1.3 Reading, analyzing and interpreting literature</p> <p align="center">↓</p>	<p>1. Students read a wide range of print and no print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.</p> <p>3 – Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, and graphics).</p>		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

SUBJECT: LANGUAGE ARTS	STRAND: Comprehension	Grade: Kindergarten
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Page 2 (Continued)

2008

Student Learning Outcomes	PA Standards	National Council of Teachers of English\International Reading Association Standards	Date(s) Taught	√ for Mastery
<p>The student will:</p> <ul style="list-style-type: none"> • demonstrate understanding of informational text through response activities such as drawing, writing, generating questions and/or answering questions. • connect personal experiences with text. • preview books by making predictions about texts. • assess and revise predictions while reading. • ask if what is being read “makes sense”. • visualize and think aloud. • reflect through drawing, writing, talking, drama, and movement. • tell story in correct sequence using graphic organizers. 	<p>1.4 Types of writing</p> <p align="center">↓</p> <p>1.5 Quality of writing</p> <p align="center">↓</p> <p>1.6 Speaking and listening</p> <p align="center">↓</p>	<p>4 – Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences for a variety of purposes.</p> <p>6 – Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.</p>		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

SUBJECT: LANGUAGE ARTS	STRAND: Comprehension	Grade: Kindergarten
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Page 3 (Continued)

2008

Student Learning Outcomes	PA Standards	National Council of Teachers of English\International Reading Association Standards	Date(s) Taught	√ for Mastery
<p>The student will:</p> <ul style="list-style-type: none"> • compare and contrast stories. • share facts during group discussion. • differentiate from fact and opinion. • arrange ideas in a logical order. • include beginning, middle and end of a story when retelling a story. • follow two-step and three step directions. • verbally recite poems, songs, and finger plays with peers. 	<p>1.1 Learning to read independently</p> <p>1.2 Reading critically in all content areas</p> <p>1.3 Reading, analyzing and interpreting literature</p> <p>1.4 Types of writing</p> <p>1.5 Quality of writing</p> <p>1.6 Speaking and Listening</p>	<p>1. Students read a wide range of print and no print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.</p> <p>3 – Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, and graphics).</p> <p>4 – Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences for a variety of purposes.</p> <p>6 – Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.</p>		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

SUBJECT: LANGUAGE ARTS		STRAND: Writing	Grade: Kindergarten		
				2008	
Student Learning Outcomes	PA Standards	National Council of Teachers of English\International Reading Association Standards	Date(s) Taught	√ for Mastery	
<p>The student will:</p> <ul style="list-style-type: none"> • copy sentences from chart paper/board and then copy in own journals bi-weekly. • write words on own in his/her journal bi-weekly. • apply knowledge of sounds and letters when writing and write phonetically. • start sentences with a uppercase letter and end with a punctuation mark. • describe the role of people, places, and things in a story. • use pictures and drawings to represent ideas. • participate in group interactive and shared writing experiences. • draw or write informational sentences. • brainstorm details and additional information to support the topic. 	<p>1.1 Learning to read independently</p> <p align="center">↓</p> <p>1.4 Types of writing</p> <p align="center">↓</p> <p>1.5 Quality of writing</p>	<p>3 – Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, and graphics).</p> <p>4 – Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences for a variety of purposes.</p> <p>5 – Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.</p>			

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

SUBJECT: LANGUAGE ARTS	STRAND: Writing	Grade: Kindergarten
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Page 2 (Continued)

2008

Student Learning Outcomes	PA Standards	National Council of Teachers of English\International Reading Association Standards	Date(s) Taught	√ for Mastery
<p>The student will:</p> <ul style="list-style-type: none"> • create a focus for the piece of writing • use phonics when composing words. • arrange ideas in a logical order. • use spaces between words. • write left to right and top to bottom. • use resources to spell correctly (environmental print, word walls, word bank). • include a beginning, middle, and end. • re-read sentences to oneself, a classmate and/or an adult. 	<p>1.1 Learning to read independently</p> <p align="center">↓</p> <p>1.4 Types of writing</p> <p align="center">↓</p> <p>1.5 Quality of writing</p> <p align="center">↓</p>	<p>12 – Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).</p>		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

SUBJECT: LANGUAGE ARTS	STRAND: Handwriting	Grade: Kindergarten
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2008

Student Learning Outcomes	PA Standards	National Council of Teachers of English\International Reading Association Standards	Date(s) Taught	√ for Mastery
<p>The student will</p> <ul style="list-style-type: none"> • use correct sitting position and posture. • position paper correctly. • hold pencil correctly. • trace, copy and generate horizontal lines. • trace, copy and generate backward circle lines. • trace, copy and generate forward circle lines. • trace, copy and generate slant lines. • trace, copy and generate letters of alphabet-both uppercase and lowercase. • attend to form and proper spacing of the letters. 	<p align="center">1.5 Quality of Writing</p> <p align="center">↓</p>			

**LANGUAGE ARTS
CURRICULUM**

GRADE 1

2008

WEST ALLEGHENY SCHOOL DISTRICT

Subject: LANGUAGE ARTS

Grade: First Grade



2008

ACADEMIC STANDARDS:

- 1.1 Learning to Read Independently
- 1.2 Reading Critically in All Content Areas
- 1.3 Reading, Analyzing and Interpreting Literature
- 1.4 Types of Writing
- 1.5 Quality of Writing
- 1.6 Speaking and Listening
- 1.8 Research

COURSE DESCRIPTION: The first grade curriculum makes the connection among oral language, reading and writing. Early skills, pre-reading, phonemic awareness, understanding print and text, and phonics & decoding must be taught and practiced to ensure a good foundation for reading. Exposure to a variety of print, and purpose for and understanding of text will make the connection that reading is necessary in all facets of life. Reading strategies should be taught and practiced to help children figure out unknown information. Self correction is the goal to enable fluency to occur. Fluent reading leads to comprehension. Responding to literature shows comprehension and allows the child to become engaged in reading. We want children to realize that they have great ideas, can express them orally, and can write them down to share with others. We want to produce excited, life-long readers!

BASIC TEXT/PUBLISHER AND INSTRUCTIONAL RESOURCES:

Harcourt Trophies:

- Text/story books
- Practice books
- Phonics book
- Spelling workbook (resource copy)
- Challenge workbook (resource copy)
- Intervention kit
- Language Handbook
- Decodable books
- Leveled readers
- Big books
- Cassettes for story books
- Chart tablets

- Transparencies
- Picture cards
- Letter cards
- Punctuation cards
- Song book
- Graphic Organizers
- Read aloud Anthology
- Teacher made materials:
- Homework - Posters
- Worksheets - Games

Literature, Poems, & Songs
Other published resources

ASSESSMENTS:

- Spelling tests - (after each story)
- Harcourt - Story assessments (after each story)
- Vocabulary assessment – (after each book)
- Harcourt - Book assessments (after each book)
- Harcourt - Oral Reading Fluency
 - February 1B
 - May 1C
- Elementary School Websites

TECHNOLOGY USED:

Computers –

- Phonics programs:
 - Phonics Express
- Internet sites:
 - Starfall.com
 - Harcourt



Language Arts Skills/Concepts Addressed in Each Grade Level/Course

2008

Strand	LANGUAGE ARTS - FIRST GRADE
Word Knowledge	<p><u>Pre-reading:</u></p> <ul style="list-style-type: none"> • Identify & name letters, upper & lowercase • Match letter to sound (phoneme) • Identify a word <p><u>Understanding Print & Text:</u></p> <ul style="list-style-type: none"> • Identify parts of a book • Understand & follow print in a story <p><u>Phonemic Awareness:</u></p> <ul style="list-style-type: none"> • Produce isolated sounds in a word, blend sounds, omit sounds, and substitute sounds to produce words • Produce rhyming words • Count syllables in words <p><u>Phonics & Decoding:</u></p> <ul style="list-style-type: none"> ▪ Build words using letters • Decode, spell, and write using known skills • Identify, read, & write inflections, compound words & contractions • Match picture to word • Establish sight word vocabulary • Discuss & state word meaning • Classify and categorize words
Fluency	<ul style="list-style-type: none"> • Read single words • Read a complete sentence following punctuation marks • Read a poem, song, & or story following punctuation marks • Read a story using established grade level fluency norms • Use phrasing • Use appropriate pacing • Speak clearly & loud enough for your audience • Read with expression
Comprehension	<ul style="list-style-type: none"> • Preview, predict & draw conclusions before & during reading • Choose correct word in sentence • Self-correct, using reading strategies • Restate story/information • Sequence events • Identify story elements • Reality & fantasy, fiction & non-fiction • Answer questions & respond to literature
Writing	<ul style="list-style-type: none"> • Complete a weekly journal writing • Use phonics to compose words (spell correctly known words) • Write a complete sentence • use proper punctuation and correct capitalization • Respond to literature • Edit and share • Place words in alphabetical order
Handwriting	<ul style="list-style-type: none"> • Use good sitting, paper, and pencil position • Trace, copy, and produce the four basic strokes, the alphabet, & numbers

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

SUBJECT:	LANGUAGE ARTS	STRAND:	Word Knowledge	Grade:	1
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2008

Student Learning Outcomes	Assessment Anchors	PA Standards	National Council of Teachers of English\ International Reading Association Standards	Date(s) Taught	√ for Mastery
<p>The student will:</p> <p><u>Pre-reading Skills:</u></p> <ul style="list-style-type: none"> • identify concept of a letter. • recognize and name all uppercase & lowercase letters of the alphabet. • match phonemes/sounds to appropriate letter(s). • identify concept of a word. • distinguish letter from a word. <p><u>Understanding Print & Text:</u></p> <ul style="list-style-type: none"> • identify the front cover, back cover, and title page of a book. • recognize that sentences in print are made up of separate words. • track words in each sentence and story (one-to-one correspondence) • recognize that words follow from left to right and top to bottom on the printed page. • return sweep/continue reading to the next line when reading. • turn pages • recognize that printed materials provide information. 	<p>R3.A.1.2 – Fiction: Identify and apply word recognition skills.</p> <p>R3A.2.2-Non-fiction: Identify and apply word recognition skills.</p> <p align="center">↓</p>	<p>1.1.3 A</p> <p>1.1.3 B</p> <p>1.1.3.C</p> <p align="center">↓</p>	<p>3 – Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, and graphics).</p> <p align="center">↓</p>		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

SUBJECT:	LANGUAGE ARTS	STRAND:	Word Knowledge	Grade:	1
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Page 2 (Continued)

2008

Student Learning Outcomes	Assessment Anchors	PA Standards	National Council of Teachers of English\ International Reading Association Standards	Date(s) Taught	√ for Mastery
<p>The student will:</p> <p><u>Phonemic Awareness:</u></p> <ul style="list-style-type: none"> given a word, produce these <u>isolated</u> sounds : <ul style="list-style-type: none"> - initial sounds - final sounds - median sounds - blends - digraphs - short vowels - long vowels - r-controlled vowels - onset rhyme (use of phonograms/word families) given a word, <u>omit</u> a sound and produce the new word. given a word, <u>substitute</u> a sound and produce the new word. given each sound, <u>blend</u> and produce the word. distinguish between and orally produce <u>rhyming</u> words. identify, produce, and count <u>syllables</u> in a word. 	<p>R3.A.1.2 – Fiction: Identify and apply word recognition skills.</p> <p>R3.A.2.2-Non-fiction: Identify and apply word recognition skills.</p> <p align="center">↓</p>	<p>1.1.3 C</p> <p>1.1.3 E</p> <p>1.1.3 F</p> <p align="center">↓</p>	<p>3 – Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).</p> <p>6 – Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.</p> <p align="center">↓</p>		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

SUBJECT:	LANGUAGE ARTS	STRAND:	Word Knowledge	Grade:	1
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Page 3 (Continued)

2008

Student Learning Outcomes	Assessment Anchors	PA Standards	National Council of Teachers of English\ International Reading Association Standards	Date(s) Taught	√ for Mastery
<p><u>Phonics, Decoding:</u> Apply phonemic awareness sound-symbol relationships (graphophonemic). Words are from established grade level list for: spelling, high frequency, reading, & content specific vocabulary.</p> <p>The student will:</p> <ul style="list-style-type: none"> • build words using letters. • decode & spell using these skills: <ul style="list-style-type: none"> - initial sounds - final sounds - median sounds - blends - digraphs - rhyming words - short vowels - long vowels - r-controlled vowels - inflections: <ul style="list-style-type: none"> - -s, -ed, -ing -es -er -est - -contractions: - ‘s ‘ll n’t ‘ve ‘re ‘d - compound word • match proper word to picture. • establish a sight word vocabulary: recognize, identify, read & write words. • discuss, discover & state the meaning of words, using picture and context clues. • classify & categorize words. 	<p>R3.A.1.2 – Fiction: Identify and apply word recognition skills.</p> <p>R3.A.2.2-Non-fiction: Identify and apply word recognition skills.</p> <p>R3.A.1.1-Fiction: Identify and interpret the meaning of vocabulary.</p> <p>R3.A.2.1-Non-fiction: Identify and interpret the meaning of vocabulary.</p>	<p>1.1.3 C</p> <p>1.1.3 E</p> <p>1.1.3 F</p> <p align="center">↓</p>	<p>3 – Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, and graphics).</p> <p>6 – Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.</p> <p align="center">↓</p>		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

SUBJECT: LANGUAGE ARTS		STRAND: Fluency		Grade: 1	
Student Learning Outcomes	Assessment Anchors	PA Standards	National Council of Teachers of English\ International Reading Association Standards	Date(s) Taught	√ for Mastery
<p><u>Using these strategies:</u> Choral reading, Echo reading Partner reading Read with tape/CD Independent reading 'Silent' reading</p> <p>The student will:</p> <ul style="list-style-type: none"> • <u>read single words.</u> • <u>read a complete sentence.</u> • <u>read a poem, song and/or story.</u> <ul style="list-style-type: none"> • <u>read a story using established grade level fluency norms.</u> <ul style="list-style-type: none"> - use phrasing. - read each line in a poem. - stop after each end mark. <p align="center"><u>Prosody</u></p> <ul style="list-style-type: none"> - use appropriate pacing. - speak clearly. - speak loud enough for audience. - use expression. 	<p>R3.A.1.2 – Fiction: Identify and apply word recognition skills.</p> <p>R3.A.2.2-Non-fiction: Identify and apply word recognition skills.</p> <p>R3.A.1.1-Fiction: Identify and interpret the meaning of vocabulary.</p> <p>R3.A.2.1-Non-fiction: Identify and interpret the meaning of vocabulary.</p> <p>R3.A.1.3 – Fiction: Make inferences and draw conclusions based on text</p> <p>R3.A.2.3. – Non-fiction: Make inferences and draw conclusions based on text.</p>	<p>1.1.3 A</p> <p>1.1.3 B</p> <p>1.1.3 C</p> <p>1.1.3 D</p> <p>1.1.3 E</p> <p>1.1.3 F</p> <p>1.1.3 H</p> <p>1.6.3 A</p> <p>1.6.3 C</p> <p align="center">↓</p>	<p>1 – Students read a wide range of print and non-print texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.</p> <p>3 – Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).</p> <p>4 – Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences for a variety of purposes.</p> <p>6 – Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.</p> <p align="center">↓</p>		

2008

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

SUBJECT: LANGUAGE ARTS	STRAND: Fluency	Grade: 1
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Page 2 (Continued)

2008

Student Learning Outcomes	Assessment Anchors	PA Standards	National Council of Teachers of English\ International Reading Association Standards	Date(s) Taught	√ for Mastery
<p>The student will:</p> <p><u>Use reading strategies to decode unfamiliar or difficult words:</u></p> <ul style="list-style-type: none"> • decode words and discover meaning using picture and context clues. • look for familiar digraphs, blends and vowel patterns. • look for smaller words in bigger words. • back track and read it again. • skip over the word and continue reading the sentence. • use the beginning sound to choose a word that makes sense and begins with that sound. • listen. (Does it make sense?) 	<p>R3.A.1.2 – Fiction: Identify and apply word recognition skills.</p> <p>R3.A.2.2-Non-fiction: Identify and apply word recognition skills.</p> <p>R3.A.1.1-Fiction: Identify and interpret the meaning of vocabulary.</p> <p>R3.A.2.1-Non-fiction: Identify and interpret the meaning of vocabulary.</p> <p>R3.A.1.3 – Fiction: Make inferences and draw conclusions based on text</p> <p>R3.A.2.3 – Non-fiction: Make inferences and draw conclusions based on text.</p>	<p>1.1.3 A</p> <p>1.1.3 B</p> <p>1.1.3 C</p> <p>1.1.3 D</p> <p>1.1.3 E</p> <p>1.1.3 F</p> <p>1.1.3 H</p> <p>1.6.3 A</p> <p>1.6.3 C</p>	<p align="center">↓</p> <p>12 – Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).</p> <p align="center">↓</p> <p align="center">↓</p>		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

SUBJECT: LANGUAGE ARTS		STRAND: Comprehension		Grade: 1	
Student Learning Outcomes	Assessment Anchors	PA Standards	National Council of Teachers of English\ International Reading Association Standards	Date(s) Taught	√ for Mastery
<p>The student will:</p> <p>Using a variety of materials including, reading storybook(s), decodable books, content text book(s), homework, leveled readers and other grade appropriate selections:</p> <ul style="list-style-type: none"> • read a variety of genres – at least 25 books. <ul style="list-style-type: none"> - one done by the teacher, one done by the student, and one done at home each month • preview, predict & use prior knowledge, draw conclusions before & during reading. • choose missing word in a sentence given choices. • read with fluency. • self correct when reading. • restate/retell story/information . • sequence events. • identify story elements: title, author, illustrator, characters, setting, plot. • identify elements of reality & fantasy, fiction & non-fiction. • orally answer questions about the passage. • respond to literature: orally, by illustrations and/or writing. • <u>using the text</u>, answer questions about the passage. 	<p>R3.A.1.1 – Fiction: R3.A.2.1 – Non-fiction: Identify and interpret the meaning of vocabulary. R3.A.1.2 – Fiction: R3.A.2.2 - Non-fiction: Identify and apply word recognition skills. R3.A.1.3 – Fiction: R3.A.2.3 – Non-fiction: Make inferences and draw conclusions based on text. R3.A.1.4 – Fiction: R3.A.2.4 – Non-fiction: Identify and explain the main ideas and relevant details. R3.A.1.5 – Fiction: R3.A.2.5 – Non-fiction: Summarize a fictional text as a whole. R3.A.1.6 – Fiction: R3.A.2.6 –Non-fiction: Identify genre of text. R3.B.1.1 – Identify, interpret, compare, and describe components of fiction and literary nonfiction.</p>	<p>1.1.3 A 1.1.3 B 1.1.3 C 1.1.3 D 1.1.3 E 1.1.3 F 1.1.3 G 1.1.3 H 1.2.3 A 1.3.3 A 1.3.3 B 1.3.3 C 1.3.3 D 1.3.3 F 1.6.3 A 1.6.3 B 1.6.3 C 1.6.3 D 1.6.3 E</p>	<p>1 – Students read a wide range of print and non-print texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.</p> <p>3 – Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).</p> <p>4 – Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences for a variety of purposes.</p> <p>6 – Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.</p>		

2008

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

SUBJECT: LANGUAGE ARTS		STRAND: Writing		Grade: 1	
Student Learning Outcomes	Assessment Anchors	PA Standards	National Council of Teachers of English\ International Reading Association Standards	Date(s) Taught	√ for Mastery
<p>The student will:</p> <p align="center"><u>Creative Writing:</u></p> <ul style="list-style-type: none"> • write in a journal weekly. • write phonetically for new or unfamiliar words. • spell known words correctly. • using resources spell: high frequency, reading vocabulary and content specific vocabulary. <p align="center"><u>Grammar:</u></p> <ul style="list-style-type: none"> • write a complete sentence. <ul style="list-style-type: none"> - express an idea or question. - use correct word order. - use a subject & predicate. - identify & use nouns, verbs & adjectives. • use proper <u>punctuation</u> . ! ? . • use proper <u>capitalization</u> for: <ul style="list-style-type: none"> - beginning of a sentence - I - proper nouns - days, months and holidays 	<p>R3.A.1.2 – Fiction: Identify and apply word recognition skills.</p> <p>R3.A.2.2 – Non-fiction: Identify and apply word recognition skills.</p> <p align="center">↓</p>	<p>1.4.3.A</p> <p>1.4.3 B</p> <p>1.5.3 A</p> <p>1.5.3 B</p> <p>1.5.3 C</p> <p>1.5.3 D</p> <p>1.5.3 E</p> <p>1.5.3 F</p> <p>1.5.3 G</p> <p>1.8.3.B</p> <p align="center">↓</p>	<p>3 – Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).</p> <p>4 – Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences for a variety of purposes.</p> <p>5 – Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.</p> <p align="center">↓</p>		

2008

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

SUBJECT:	LANGUAGE ARTS	STRAND:	Writing	Grade:	1
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Page 2 (Continued)

2008

Student Learning Outcomes	Assessment Anchors	PA Standards	National Council of Teachers of English\ International Reading Association Standards	Date(s) Taught	√ for Mastery
<p>The student will:</p> <ul style="list-style-type: none"> write words alphabetically. <p><u>Using graphic organizers as needed:</u></p> <ul style="list-style-type: none"> write in response to literature. write in a logical sequence . apply: focus, content, organization, style, and conventions share story. edit errors. 	<p>R3.A.1.2 – Fiction: Identify and apply word recognition skills.</p> <p>R3.A.2.2 – Non-fiction: Identify and apply word recognition skills.</p> <p align="center">↓</p>	<p>1.4.3.A 1.4.3 B</p> <p>1.5.3 A 1.5.3 B 1.5.3 C 1.5.3 D 1.5.3 E 1.5.3 F 1.5.3 G</p> <p>1.8.3.B</p> <p align="center">↓</p>	<p>6 – Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.</p> <p>12 – Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).</p> <p align="center">↓</p>		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

SUBJECT: LANGUAGE ARTS	STRAND: Handwriting	Grade: 1
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2008

Student Learning Outcomes	Assessment Anchors	PA Standards	National Council of Teachers of English\ International Reading Association Standards	Date(s) Taught	√ for Mastery
<p>The student will:</p> <p align="center"><u>Positioning:</u></p> <ul style="list-style-type: none"> • position properly. <ul style="list-style-type: none"> - use good sitting position. - position paper correctly. - hold pencil correctly. <p align="center"><u>Write:</u></p> <ul style="list-style-type: none"> • write types of lines. <ul style="list-style-type: none"> - vertical lines - horizontal lines - backward circle lines - forward circle lines - slant lines <p align="center"><u>Spacing:</u></p> <ul style="list-style-type: none"> • print using appropriate spacing. <ul style="list-style-type: none"> - between letters - between words <p align="center"><u>Form:</u></p> <ul style="list-style-type: none"> • print using proper form & size. <ul style="list-style-type: none"> - upper case - lower case letters - numbers ▪ print legibly. 					

**LANGUAGE ARTS
CURRICULUM**

GRADE 2

2008

WEST ALLEGHENY SCHOOL DISTRICT

Subject: Language Arts

Grade: Second Grade



2008

ACADEMIC STANDARDS:

- 1.1 Learning to Read Independently
- 1.2 Reading Critically in All Content Areas
- 1.3 Reading, Analyzing and Interpreting Literature
- 1.4 Types of Writing
- 1.5 Quality of Writing
- 1.6 Speaking and Listening
- 1.8 Research

COURSE DESCRIPTION:

The second grade curriculum is driven by a balanced approach to literacy. Providing children instruction to develop necessary skills and opportunities to actively utilize and reflect upon these skills is at the core the curriculum. Word knowledge, comprehension, fluency, writing, and study skills serve as the basis of the curriculum and are embedded throughout. An emphasis on phonemic awareness, phonics, spelling, and vocabulary instruction is critical in promoting word knowledge development. Fluency development along with building comprehension strategies is essential in order for children to interpret meaning out of text. Students will be introduced to the writing process by planning, drafting, proofreading, publishing, and sharing a piece of work while using effective communication skills. There is also a growing emphasis on handwriting and its impact on student achievement. It is the goal of the curriculum to have students develop effective reading, writing, and communication skills to become lifelong learners.

BASIC TEXT/PUBLISHER AND INSTRUCTIONAL RESOURCES:

- Harcourt Trophies Series 2nd Grade
- Various Trade Books

ASSESSMENTS:

- Scantron
- District Writing Assessment
- Teacher-made tests (unit tests, spelling tests)
- Harcourt tests (End of Story Tests, Unit Assessments, Holistic Assessments)
- Harcourt - Oral Reading Fluency
- Projects and written reports (Checklists, Rubrics)
- Oral Presentations
- Informal Assessments (homework, writing journals, reading inventories, & informal observations)

TECHNOLOGY USED:

- Computers
- Internet
- Smart Board
- Overhead
- LCD projector



Language Arts Skills/Concepts Addressed in Each Grade Level/Course

2008

Strand	LANGUAGE ARTS – SECOND GRADE
Word Knowledge	<ul style="list-style-type: none"> • Recognize and interpret new vocabulary words • Read & determine word meaning from text (fiction & nonfiction) • Identify the meaning of multi-meaning words • Demonstrate an understanding of synonyms, antonyms, and homophones • Identify compound words, contractions, rhyming words, base/root words, prefixes, and suffixes • Identify spelling patterns
Fluency	<ul style="list-style-type: none"> • Read fluently at independent reading level • Change pace according to type of text • Recognize and read unfamiliar words accurately to maintain comprehension • Self-correct any oral reading omissions and/or errors • Use appropriate prosody (rhythm/intonation), pace, and pronunciation • Use punctuation cues to guide meaning making during reading
Comprehension	<ul style="list-style-type: none"> • Read & understand text • Utilize “pre-reading” strategies, “during “ strategies, and “post-reading” strategies • Identify, describe, analyze, and read a variety of genres
Writing	<ul style="list-style-type: none"> • Write complete sentences • Capitalize correctly • Punctuate correctly • Engage in pre-writing activities • Produce narrative drafts • Begin to proofread a piece of written work • Spell frequently used words correctly • Identify and incorporate parts of speech (nouns, verbs, and adjectives, and pronouns) • Engage in journal writing weekly • Introduce informational writing through research • Begin to write letters
Handwriting	<ul style="list-style-type: none"> • Use good sitting, paper, and pencil position • Print legibly using appropriate size, spacing, and letter formation • Begin to write in cursive
Study Skills	<ul style="list-style-type: none"> • Select a topic for research • Use referencematerials as tools to read and write effectively • Use research techniques to complete projects • Evaluate performance and/or product • Alphabetize to the second letter

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

SUBJECT:	LANGUAGE ARTS	STRAND:	Fluency	Grade:	2
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2008

Student Learning Outcomes	Assessment Anchors	Eligible Content	PA Standards	National Council of Teachers of English\International Reading Association Standards	Date(s) Taught	√ for Mastery
<p>The student will:</p> <ul style="list-style-type: none"> • read fluently at independent reading level with established oral reading fluency norms (80-125 wpm). • adjust reading rate including words, phrases, and passages according to type of text (fiction, non-fiction texts). • recognize and read unfamiliar words accurately and automatically to maintain comprehension. • self-correct any oral reading omissions by rereading text. • use appropriate prosody (volume, phrasing, and expression), pace, and pronunciation. ▪ use cues of punctuation, including commas, periods, and question marks, to guide in making meaning and fluently reading aloud. 			<p>1.1.3 H</p> <p>1.1.3 H</p> <p>1.1.3 H</p> <p>1.1.3 H</p> <p>1.1.3 H</p> <p>1.1.3 H</p>	<p>4</p> <p>4</p> <p>4</p> <p>4</p> <p>4</p> <p>4</p>		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

SUBJECT:	LANGUAGE ARTS	STRAND:	Comprehension	Grade:	2
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2008

Student Learning Outcomes	Assessment Anchors	Eligible Content	PA Standards	National Council of Teachers of English\International Reading Association Standards	Date(s) Taught	√ for Mastery
<p>The student will:</p> <ul style="list-style-type: none"> • engage in pre-reading strategies including... <ul style="list-style-type: none"> - -activating background knowledge. - -developing vocabulary. - -previewing stories by examining text features. - -predicting outcomes. - -discussing genres. - -set purpose for reading. <p align="center">↓</p>	<p>R3.A.1.1 Identify and interpret the meaning of vocabulary.</p> <p>R3.A.1.2 Identify and apply word recognition skills.</p> <p>R3.A.1.6 Identify genre of text.</p> <p>R3.A.2.1 Identify and interpret the meaning of vocabulary in nonfiction.</p>	<p>R3.A.1.1.1 Identify and/or interpret meaning of multiple-meaning words used in text.</p> <p>R3.A.1.1.2 Identify and/or interpret a synonym or antonym of a word used in text.</p> <p>R3.A.1.2.2 Define and/or apply how the meaning of words or phrases changes when using context clues given in explanatory sentences.</p> <p>R3.A.1.6.1 Identify the author’s intended purpose of text. <u>Note:</u> narrative and poetic text</p> <p>R3.A.2.1.1 Identify and/or interpret the meaning of multiple-meaning words used in text.</p> <p>R3.A.2.1.2 Identify and/or interpret the meaning of content-specific words used in text.</p>	<p>1.1.3 A, B, C, E, F</p> <p align="center">↓</p>	<p>2,3</p> <p align="center">↓</p>		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

SUBJECT:	LANGUAGE ARTS	STRAND:	Comprehension	Grade:	2
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Page 2 (Continued)

2008

Student Learning Outcomes	Assessment Anchors	Eligible Content	PA Standards	National Council of Teachers of English\International Reading Association Standards	Date(s) Taught	√ for Mastery
<p>The student will:</p> <p align="center">↓</p> <ul style="list-style-type: none"> • engage in during reading strategies including... <ul style="list-style-type: none"> - interacting with text through questioning. - making predictions. - recognizing key story elements (characters, setting, plot, problem, solution). - using and interpreting graphic information (graphs, maps, charts, diagrams). 	<p>R3.A.2.2 Identify and apply word recognition skills.</p> <p>R3.A.2.6 Identify genre of text.</p> <p>R3.A.1.3 Make inferences and draw conclusions based on text.</p> <p>R3.A.1.4 Identify and explain the main ideas and relevant details.</p>	<p>R3.A.2.2.2 Define and/or apply how the meaning of words or phrases changes when using context clues given in explanatory sentences.</p> <p>R3.A.2.6.1 Identify the author’s intended purpose of text. <u>Note:</u> informational, biographical, and instructional (practical/how-to/advertisement) text</p> <p>R3.A.1.3.1 Make inferences and/or draw conclusions based on information from the text.</p> <p>R3.A.1.4.1 Identify and/or explain stated or implied main ideas and relevant supporting details from text.</p>	<p align="center">↓</p> <p>1.1.3 D, H</p> <p>1.2.3 A</p> <p>1.3.3 A, B, C, D, E</p> <p>1.7.3 B</p>	<p align="center">↓</p> <p>1,3,11</p> <p align="center">↓</p>		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

SUBJECT:	LANGUAGE ARTS	STRAND:	Comprehension	Grade:	2
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Page 3 (Continued)

2008

Student Learning Outcomes	Assessment Anchors	Eligible Content	PA Standards	National Council of Teachers of English\International Reading Association Standards	Date(s) Taught	√ for Mastery
<p>The student will:</p> <ul style="list-style-type: none"> - discussing main idea/details, cause/effect, compare/contrast, and fact/opinion. - make inferences based on information gained from text. - drawing conclusions based on information in text. - identifying literary devices in stories and poetry (rhyme, rhythm, alliteration, onomatopoeia) and figurative language (similes). - identify structures in drama (dialogue, acts, scenes). - identify variations in the dialogues of literary characters and relate them to differences in occupation or geographical location. <p align="center">↓</p>	<p align="center">↓</p> <p>R3.A.2.3 Make inferences and draw conclusions based on text.</p> <p>R3.A.2.4 Identify and explain main ideas and relevant details.</p>	<p>(R3.A.1.4.1 – Cont.) <u>Note:</u> Items may target specific paragraphs. Items might ask about information in the text that is most important or helpful for understanding a particular fact or idea. Items may require recalling key information stated in text.</p> <p>R3.A.2.3.1 Make inferences and/or draw conclusions based on information from text.</p> <p>R3.A.2.4.1 Identify and/or explain stated or implied main ideas and relevant supporting details from text. <u>Note:</u> Items may target specific paragraphs. Items might ask about information in the text that is most important or helpful for understanding a particular fact or idea. Items may require recalling key information stated in text.</p>	<p align="center">↓</p>	<p align="center">↓</p>		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

SUBJECT:	LANGUAGE ARTS	STRAND:	Comprehension	Grade:	2
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Page 4 (Continued)

2008

Student Learning Outcomes	Assessment Anchors	Eligible Content	PA Standards	National Council of Teachers of English\International Reading Association Standards	Date(s) Taught	√ for Mastery
<p>The student will:</p> <p align="center">↓</p>	<p>R3.B.1.1 Identify, interpret, compare, and describe components of fiction and literary nonfiction.</p> <p align="center">↓</p>	<p>R3.B.1.1.1 Identify, explain, interpret, compare, and/or describe components of fiction and literary nonfiction. <u>Character</u> (may also be called narrator, speaker, subject of a biography): Identify, explain, interpret, compare, and/or describe character actions, motives, dialogue, emotions/feelings, traits, and relationships among characters within fictional or literary non-fictional text. Identify, explain, interpret, compare, and/or describe the relationship between characters and other components of text. <u>Setting</u>: Identify, explain, interpret, compare, and/or describe the setting (when or where a story or personal narrative takes place); <u>Plot</u> (may also be called action):</p>	<p>↓</p>	<p>↓</p>		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

SUBJECT:	LANGUAGE ARTS	STRAND:	Comprehension	Grade:	2
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Page 5 (Continued)

2008

Student Learning Outcomes	Assessment Anchors	Eligible Content	PA Standards	National Council of Teachers of English\International Reading Association Standards	Date(s) Taught	√ for Mastery
<p>The student will:</p> <p align="center">↓</p>	<p align="center">↓</p> <p>R3.B.1.2 Make connections between texts.</p> <p>R3.B.3.1 Differentiate fact from opinion in non-fictional text.</p>	<p>Identify, explain, interpret, compare, and/or describe elements of the plot (conflict/problem, sequence of events, cause and effect relationships in the plot, how the problem was solved). <u>Note:</u> Items may use the terms <i>event</i> or <i>solution</i>. Items will not use the word <i>plot</i>. Items will ask what happened first, next, last, etc.</p> <p>R3.B.1.2.1 Identify, explain, interpret, compare, and/or describe connections between texts.</p> <p>R3.B.3.1.1 Identify and/or interpret statements of fact and opinion in non-fictional text. <u>Note:</u> In grade 3 items focusing on opinion are generally worded, “Which of these is an opinion (not a fact)?”</p>	<p align="center">↓</p>	<p align="center">↓</p>		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

SUBJECT:	LANGUAGE ARTS	STRAND:	Comprehension	Grade:	2
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Page 6 (Continued)

2008

Student Learning Outcomes	Assessment Anchors	Eligible Content	PA Standards	National Council of Teachers of English\International Reading Association Standards	Date(s) Taught	√ for Mastery
<p>The student will:</p> <p align="center">↓</p>	<p>R3.B.3.2 Distinguish between essential and nonessential information within text.</p> <p>R3.B.3.3 Identify, compare, explain, and interpret how text organization clarifies meaning of non-fictional text.</p>	<p>R3.B.3.3.1 Identify, explain, and/or interpret text organization, including sequence, question/answer, comparison/contrast, cause/effect or problem/solution.</p> <p>R3.B.3.3.2 Use headings to locate information in a passage, or identify content that would best fit in a specific section of text.</p> <p>R3.B.3.3.3 Interpret graphics and charts and/or make connections between text and the content of graphics and charts.</p> <p>R3.B.3.3.4 Identify, compare, and/or explain the sequence of steps in a list of directions.</p>	<p align="center">↓</p>	<p align="center">↓</p>		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

SUBJECT:	LANGUAGE ARTS	STRAND:	Comprehension	Grade:	2
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Page 7 (Continued)

2008

Student Learning Outcomes	Assessment Anchors	Eligible Content	PA Standards	National Council of Teachers of English\ International Reading Association Standards	Date(s) Taught	√ for Mastery
<p>The student will:</p> <ul style="list-style-type: none"> - engage in post reading strategies including... - -sequencing story events - -summarizing a story through retelling using graphic organizers, discussion, or question answering - -connecting personal, social, and cultural experiences to literature through journal writing, story related writing, and discussion <p align="center">↓</p>	<p>R3.A.1.4 Identify and explain the main ideas and relevant details.</p> <p align="center">↓</p> <p>R3.A.1.5 Summarize a fictional text as a whole.</p> <p>R3.A.2.4 Identify and explain main ideas and relevant details.</p> <p align="center">↓</p>	<p>R3.A.1.4.1 Identify and/or explain stated or implied main ideas and relevant supporting details from text. <u>Note:</u> Items may target specific paragraphs. Items might ask about information in the text that is most important or helpful for understanding a particular fact or idea. Items may require recalling key information stated in text.</p> <p>R3.A.1.5.1 Summarize the key details and events of a fictional text as a whole.</p> <p>R3.A.2.4.1 Identify and/or explain stated or implied main ideas and relevant supporting details from text.</p> <p align="center">↓</p>	<p>1.1.3 G</p> <p>1.3.3 A, F</p> <p>1.6.3 A, B, D</p> <p align="center">↓</p>	<p>3, 4, 6, 7, 8, 9, 11, 12</p> <p align="center">↓</p>		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

SUBJECT:	LANGUAGE ARTS	STRAND:	Comprehension	Grade:	2
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Page 8 (Continued)

2008

Student Learning Outcomes	Assessment Anchors	Eligible Content	PA Standards	National Council of Teachers of English\ International Reading Association Standards	Date(s) Taught	√ for Mastery
<p>The student will:</p> <p align="center">↓</p>	<p align="center">↓</p> <p>R3.A.2.5 Summarize a non-fictional text as a whole.</p> <p>R3.B.1.1 Identify, interpret, compare, and describe components of fiction and literary nonfiction.</p> <p align="center">↓</p>	<p><u>Note:</u> Items may target specific paragraphs. Items might ask about information in the text that is most important or helpful for understanding a particular fact or idea. Items may require recalling key information stated in text.</p> <p>R3.A.2.5.1 Summarize the major points, processes, and/or events of a non-fictional text as a whole.</p> <p>R3.B.1.1.1 Identify, explain, interpret, compare, and/or describe components of fiction and literary nonfiction. <u>Character</u> (may also be called narrator, speaker, subject of a biography): Identify, explain, interpret, compare, and/or describe character actions, motives, dialogue, emotions/feelings, traits, and relationships among characters within fictional or literary non-fictional text.</p>	<p align="center">↓</p>	<p align="center">↓</p>		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

SUBJECT:	LANGUAGE ARTS	STRAND:	Comprehension	Grade:	2
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Page 9 (Continued)

2008

Student Learning Outcomes	Assessment Anchors	Eligible Content	PA Standards	National Council of Teachers of English\ International Reading Association Standards	Date(s) Taught	√ for Mastery
<p>The student will:</p> <p align="center">↓</p>	<p align="center">↓</p> <p>R3.B.1.2 Make connections between texts.</p>	<p>Identify, explain, interpret, compare, and/or describe the relationship between characters and other components of text. <u>Setting:</u> Identify, explain, interpret, compare, and/or describe the setting (when or where a story or personal narrative takes place); <u>Plot</u> (may also be called action): Identify, explain, interpret, compare, and/or describe elements of the plot (conflict/problem, sequence of events, cause and effect relationships in the plot, how the problem was solved). <u>Note:</u> Items may use the terms <i>event</i> or <i>solution</i>. Items will not use the word <i>plot</i>. Items will ask what happened first, next, last, etc.</p> <p>R3.B.1.2.1 Identify, explain, interpret, compare, and/or describe connections between texts.</p>	<p align="center">↓</p>	<p align="center">↓</p>		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

SUBJECT:	LANGUAGE ARTS	STRAND:	Comprehension	Grade:	2
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Page 10 (Continued)

2008

Student Learning Outcomes	Assessment Anchors	Eligible Content	PA Standards	National Council of Teachers of English\ International Reading Association Standards	Date(s) Taught	√ for Mastery
<p>The student will:</p> <p align="center">↓</p> <ul style="list-style-type: none"> read a variety of genres, at least 25 books. 	<p>R3.B.3.3 Identify, compare, explain, and interpret how text organization clarifies meaning of non-fictional text.</p> <p align="center">↓</p> <p>R3.A.1.6 Identify genre of text.</p>	<p>R3.B.3.3.1 Identify, explain, and/or interpret text organization, including sequence, question/answer, comparison/contrast, cause/effect or problem/solution.</p> <p>R3.B.3.3.2 Use headings to locate information in a passage, or identify content that would best fit in a specific section of text.</p> <p>R3.B.3.3.3 Interpret graphics and charts and/or make connections between text and the content of graphics and charts.</p> <p>R3.B.3.3.4 Identify, compare, and/or explain the sequence of steps in a list of directions.</p> <p>R3.A.1.6.1 Identify the author's intended purpose of text. <u>Note:</u> narrative and poetic text</p>	<p align="center">↓</p>	<p align="center">↓</p> <p>2,9,10</p>		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

SUBJECT:	LANGUAGE ARTS	STRAND:	Comprehension	Grade:	2
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Page 11 (continued)

2008

Student Learning Outcomes	Assessment Anchors	Eligible Content	PA Standards	National Council of Teachers of English\ International Reading Association Standards	Date(s) Taught	√ for Mastery
<p>The student will:</p> <ul style="list-style-type: none"> read and respond to a variety of reading genres and multicultural literature 	<p>R3.A.2.6 Identify genre of text.</p>	<p>R3.A.2.6.1 Identify the author’s intended purpose of text. <u>Note:</u> informational, biographical, and instructional (practical/how-to/advertisement) text</p>				

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

SUBJECT: LANGUAGE ARTS		STRAND: Writing		Grade: 2		
Student Learning Outcomes	Assessment Anchors	Eligible Content	PA Standards	National Council of Teachers of English\ International Reading Association Standards	Date(s) Taught	√ for Mastery
<p>The student will:</p> <ul style="list-style-type: none"> • write complete sentences: <ul style="list-style-type: none"> - telling, questioning, exclamatory, and commands. - correct capitalization (beginning of sentences, proper nouns, pronoun “I”). - end marks (periods, question marks, exclamation points). • engage in pre-writing activities including brainstorming, webbing, using story maps, and drawing. • begin to create a narrative rough draft as part of the writing process which includes <ul style="list-style-type: none"> - writing with a clear focus. - writing a series of related sentences . - writing a recognizable beginning, middle, and end. 	<p>R3.A.1.3 Make inferences and draw conclusions based on text.</p> <p>R3.A.1.4 Identify and explain the main ideas and relevant details.</p> <p align="center">↓</p>	<p>R3.A.1.3.1 Make inferences and/or draw conclusions based on information from the text.</p> <p>R3.A.1.4.1 Identify and/or explain stated or implied main ideas and relevant supporting details from text.</p> <p align="center">↓</p>	<p>1.5.3 F</p> <p>1.5.3 B</p> <p>1.2.3 C 1.4.3 A 1.5.3 A 1.5.3 B 1.5.3 C 1.5.3 D</p>	<p>4,5</p>		

2008

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

SUBJECT:	LANGUAGE ARTS	STRAND:	Writing	Grade:	2
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Page 2 (Continued)

2008

Student Learning Outcomes	Assessment Anchors	Eligible Content	PA Standards	National Council of Teachers of English\ International Reading Association Standards	Date(s) Taught	√ for Mastery
<p>The student will:</p> <ul style="list-style-type: none"> • identify and incorporate parts of speech including naming words (nouns), action words (verbs), describing words (adjectives), and pronouns in sentences. • begin to proofread a written piece of work. <ul style="list-style-type: none"> - spell common, frequently used words correctly. - use capital letters correctly (beginning of sentences, proper nouns, pronoun “I”). - use end marks correctly (periods, questions marks, exclamation points) . 	<p align="center">↓</p> <p>R3.A.1.5 Summarize a fictional text as a whole.</p>	<p>Note: Items may target specific paragraphs. Items might ask about information in the text that is most important or helpful for understanding a particular fact or idea. Items may require recalling key information stated in text.</p> <p>R3A.1.5.1 Summarize the key details and events of a fictional text as a whole.</p>	<p align="center">↓</p> <p>1.5.3 D 1.5.3 F</p> <p>1.5.3 E 1.5.3 F</p>	<p>4, 6</p>		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

SUBJECT:	LANGUAGE ARTS	STRAND:	Writing	Grade:	2
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Page 3 (Continued)

2008

Student Learning Outcomes	Assessment Anchors	Eligible Content	PA Standards	National Council of Teachers of English\ International Reading Association Standards	Date(s) Taught	√ for Mastery
<p>The student will:</p> <ul style="list-style-type: none"> present a published piece of written work to an audience. engage in journal writing weekly (fiction and non-fiction texts, prompts, or content specific responses etc.) introduce informative writing through researching a topic from nonfiction text. 	<p align="center">↓</p> <p>R3.B.3.1 Differentiate fact from opinion in non-fictional text.</p> <p>R3.A.2.3 Make inferences and draw conclusions based on text.</p> <p>R3.A.2.4 Identify and explain main ideas and relevant details.</p> <p align="center">↓</p>	<p>R3.B.3.1.1 Identify and/or interpret statements of fact and opinion in non-fictional text. Note: In grade 3 items focusing on opinion are generally worded, “Which of these is an opinion (not a fact)?”</p> <p>R3.A.2.3.1 Make inferences and/or draw conclusions based on information from text.</p> <p>R3.A.2.4.1 Identify and/or explain stated or implied main ideas and relevant supporting details from text.</p> <p align="center">↓</p>	<p>1.5.3 G 1.6.3 A</p> <p>1.4.3 C 1.5</p> <p>1.4.3 B 1.5</p> <p align="center">↓</p>	<p>11, 12</p> <p>4,5</p> <p>4,5</p> <p align="center">↓</p>		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

SUBJECT:	LANGUAGE ARTS	STRAND:	Handwriting	Grade:	2
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2008

Student Learning Outcomes	Assessment Anchors	Eligible Content	PA Standards	National Council of Teachers of English\ International Reading Association Standards	Date(s) Taught	√ for Mastery
<p>The student will:</p> <ul style="list-style-type: none"> • position properly. <ul style="list-style-type: none"> - use good sitting position. - position paper correctly. - hold pencil correctly. • print legibly using appropriate <ul style="list-style-type: none"> - letter formation - size of tall, small, and descending letters - spacing between letters and between words. - line control • begin to write in cursive. <ul style="list-style-type: none"> - demonstrate basic cursive strokes. - write lower-case letters appropriately with connecting strokes. - write upper-case letters in correct form. - demonstrate parallel slant in all letters and words. 						

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

SUBJECT:	LANGUAGE ARTS	STRAND:	Study Skills	Grade:	2
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2008

Student Learning Outcomes	Assessment Anchors	Eligible Content	PA Standards	National Council of Teachers of English\ International Reading Association Standards	Date(s) Taught	√ for Mastery
<p>The student will:</p> <ul style="list-style-type: none"> select a topic for research locate and utilize appropriate sources of information such as electronic media and non-fiction reference books. record and organize information from various sources onto graphic organizers, note-taking pages, tables, and charts. organize and use information to produce final product utilizing Kid Pix or Word Pad. present information to an audience. evaluate product using rubrics or checklists. alphabetize to the second letter. 	<p>R4.B.3.3 Identify, compare, explain, and interpret how text organization clarifies meaning of nonfiction text.</p>	<p>R4.B.3.3.2 Use headings to locate information in a passage, or identify content that would best fit in a specific section or text.</p> <p>R4.B.3.3.3 Interpret graphics and charts and/or make connections between text and the content of graphics and charts.</p>	<p>1.2.3 B</p> <p>1.8.3 A</p> <p>1.8.3 B</p> <p>1.8.3 C</p> <p>1.8.3 C</p> <p>1.5.3 G</p> <p>1.6.3 C, E, F</p>	<p>7, 8</p> <p>7, 8</p> <p>7, 8</p> <p>7, 8</p> <p>7, 8</p>		

**LANGUAGE ARTS
CURRICULUM**

GRADE 3

2008

WEST ALLEGHENY SCHOOL DISTRICT

Subject: Language Arts

Grade: Third Grade



2008

ACADEMIC STANDARDS:

- 1.1 Learning to read independently
- 1.2 Read critically in all content areas
- 1.3 Reading, Analyzing, and Interpreting Literature
- 1.4 Types of writing
- 1.5 Quality of writing
- 1.6 Speaking & Listening
- 1.7 Characteristics and function of the English language
- 1.8 Research

COURSE DESCRIPTION:

The reading course in third grade is an integrated and comprehensive language arts program based on the philosophy of a balanced approach to literacy. The third grade curriculum focuses on critical elements of reading instruction such as word knowledge, fluency, writing, comprehension, and study skills which are embedded and integrated throughout the curriculum. The goal is to immerse students in authentic literature consisting of fiction, non-fiction, short stories, and poetry. Teachers, as well as students, will select literature to develop reading fluency along with comprehension strategies. Students in third grade will be required to adhere to the Pennsylvania State Standard recommendation of reading 25 books a year. Utilizing the writing process, students will plan, draft, revise, edit, publish, and share using effective communication skills. A balanced literacy classroom provides and cultivates students with a great foundation to foster a lifelong love of reading and writing.

BASIC TEXT/PUBLISHER AND INSTRUCTIONAL RESOURCES:

- Harcourt Trophies Series 3rd Grade
- Various Trade Books

ASSESSMENTS:

- Scantron
- PSSA
- District Writing Assessment
- Teacher-made tests (unit tests, quizzes, novel tests, & chapter tests)
- Harcourt tests (end of story tests, theme assessments, holistic assessments)
- Projects and written reports (checklists and rubrics)
- Oral Presentations
- Oral Reading Fluency Assessments
- Informal Assessments (homework, writing journals, reading inventories, & informal observations)

TECHNOLOGY USED:

- Computers
- Internet
- SMART Board
- Power Library
- Overhead projector
- LCD projector



**Language Arts Skills/Concepts Addressed in Each
Grade Level/Course**

2008

Strand	LANGUAGE ARTS – THIRD GRADE
Word Knowledge	<ul style="list-style-type: none"> • Identify & utilize new vocabulary words • Read & determine word meaning from text (fiction & nonfiction) • Identify and apply phonetic elements and word analysis skills • Identify prefixes, suffixes, and root words • Demonstrate an understanding of synonyms, antonyms, homophones, and homographs. • Spell from a third grade list and identify spelling patterns
Fluency	<ul style="list-style-type: none"> • Read fluently at independent reading level • Change reading rate according to type of text • Recognize and read unfamiliar words accurately to maintain comprehension • Self-correct any oral reading omissions and/or errors • Use appropriate prosody (rhythm/intonation), pace, and pronunciation
Comprehension	<ul style="list-style-type: none"> • Read & understand text • Engage in effective pre-reading, during, and post reading strategies to read and comprehend third grade material across the curriculum • Identify, describe, analyze, and read a variety of genres
Writing	<ul style="list-style-type: none"> • Engage in pre-writing activities • Write in complete and varied sentences • Produce drafts of various writings (narrative, informative, persuasive, letter writing, etc.) • Engage in journal writing weekly • Revise drafts • Edit written work • Capitalize correctly • Punctuate correctly • Spell frequently used words correctly • Use parts of speech correctly in writing (nouns, pronouns, adjectives, and verbs) • Publish completed piece to share with an audience
Handwriting	<ul style="list-style-type: none"> • Reinforce proper positioning • Demonstrate basic cursive, slanted strokes • Write letters with correct form • Use cursive legibly in daily work
Study Skills	<ul style="list-style-type: none"> • Select a topic for research • Use reference materials as tools to read and write effectively • Use research techniques to complete projects • Evaluate performance and/or product using rubrics or checklists

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

SUBJECT:	LANGUAGE ARTS	STRAND:	Word Knowledge	Grade:	3
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2008

Student Learning Outcomes	Assessment Anchors	Eligible Content	PA Standards	National Council of Teachers of English\ International Reading Association Standards	Date(s) Taught	√ for Mastery
<p>The student will:</p> <ul style="list-style-type: none"> use the dictionary when appropriate to identify and interpret the correct meaning of multiple meaning words used in fiction and non-fiction text. demonstrate an understanding of synonyms, antonyms, homophones, and homographs. identify and apply phonetic elements and word analysis skills (consonant blends,/diagraphs; consonant clusters; short/long vowels; variant vowels; controlled vowels). recognize structural elements including common prefixes, suffixes, root words and their meanings. 	<p>R3.A.1.1/R3.A.2.1. Identify and interpret the meaning of vocabulary.</p> <p>R3.A.1.2/R3.A.1.2. Identify and apply word recognition skills.</p>	<p>R3.A.1.1.1/R3.A.2.1.1 Identify and/or interpret meaning of multiple-meaning words used in text.</p> <p>R3.A.1.1.2 Identify and/or interpret a synonym or antonym of a word used in text.</p> <p>R3.A.1.2.1/R3.A.2.2.1 Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word from the text with an affix. Note: Affixes will be limited to prefixes: re-, pre-, in-, un-, dis-, mis-, non-; suffixes: -ful, -less, -ble, -ly, -or, -ness, -ment. Target words should have either a prefix or a suffix, but not both. If a target word has a prefix, it will not also have an inflectional ending (-ing, -ed).</p>	<p>1.1.3. E 1.1.3. F</p> <p>1.1.3E</p> <p>1.1.3.C</p>	<p>3</p> <p>3</p> <p>3, 6</p>		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

SUBJECT:	LANGUAGE ARTS	STRAND:	Word Knowledge	Grade:	3
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Page 2 (Continued)

2008

Student Learning Outcomes	Assessment Anchors	Eligible Content	PA Standards	National Council of Teachers of English\ International Reading Association Standards	Date(s) Taught	√ for Mastery
<p>The student will:</p> <ul style="list-style-type: none"> identify spelling patterns by spelling correctly from a third grade list and in daily work. identify and interpret the meaning of a content specific word used in non-fiction. identify the correct meaning of unknown words in fiction and non-fiction using context clues. identify words from other languages that are commonly used English words. (Use the dictionary to find the meanings and origin of these words.) 	<p>R3.A.1.1. Identify and interpret the meaning of vocabulary.</p> <p>R3.A.2.1. Identify and interpret the meaning of vocabulary in nonfiction.</p>	<p>R3.A.1.1.2. Identify and/or interpret a synonym or antonym of a word used in text.</p> <p>R3.A.2.1.2. Identify and/or interpret the meaning of content-specific words used in text.</p> <p>R3.A.1.2.2/R3.A.2.2.2 Define and/or apply how the meaning of words or phrases changes when using context clues given in explanatory sentences</p>	<p>1.1.3 E, F</p> <p>1.1.3 E, F</p> <p>1.1.3C</p> <p>1.7.3A</p>	<p>3, 6</p> <p>3, 6</p> <p>3, 6</p> <p>3, 9, 10</p>		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

SUBJECT: LANGUAGE ARTS		STRAND: Fluency		Grade: 3		
Student Learning Outcomes	Assessment Anchors	Eligible Content	PA Standards	National Council of Teachers of English\ International Reading Association Standards	Date(s) Taught	√ for Mastery
<p>The student will:</p> <ul style="list-style-type: none"> • read fluently at independent reading level with established oral reading fluency norms. • adjust reading rate according to type of text, including a variety of fiction and non-fiction texts and content area texts. • recognize and read unfamiliar words accurately and automatically to maintain comprehension. • self-correct any oral reading omissions and/or errors. • use appropriate prosody (rhythm and intonation), pace, and pronunciation. 			<p>1.1.3.H</p> <p>↓</p>	<p>4</p> <p>↓</p>		

2008

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

SUBJECT:	LANGUAGE ARTS	STRAND:	Comprehension	Grade:	3
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2008

Student Learning Outcomes	Assessment Anchors	Eligible Content	PA Standards	National Council of Teachers of English\ International Reading Association Standards	Date(s) Taught	√ for Mastery
<p>The student will:</p> <ul style="list-style-type: none"> • engage in pre-reading strategies such as: <ul style="list-style-type: none"> - identifying purpose for reading. - discuss genres. - activating background knowledge. - previewing the text. - making predictions. - developing vocabulary. <p align="center">↓</p>	<p>R3.A.1.1. Identify and interpret the meaning of vocabulary.</p> <p>R3.A.1.2. Identify and apply word recognition skills.</p> <p>R3.A.2.1. Identify and interpret the meaning of vocabulary in nonfiction.</p> <p>R3.A.2.2. Identify and apply word recognition skills.</p>	<p>R3.A.1.1.1 Identify and/or interpret meaning of multiple-meaning words used in text.</p> <p>R3.A.1.1.2 Identify and/or interpret a synonym or antonym of a word used in text</p> <p>R3.A.1.2.2 Define and/or apply how the meaning of words or phrases changes when using context clues given in explanatory sentences.</p> <p>R3.A.2.1.2 Identify and/or interpret the meaning of content-specific words used in text.</p> <p>R3.A.2.2.2 Define and/or apply how the meaning of words or phrases changes when using context clues given in explanatory sentences.</p>	<p>1.1.3.A, B, C, E, F</p> <p align="center">↓</p>	<p>2,3</p> <p align="center">↓</p>		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

SUBJECT:	LANGUAGE ARTS	STRAND:	Comprehension	Grade:	3
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Page 2 (Continued)

2008

Student Learning Outcomes	Assessment Anchors	Eligible Content	PA Standards	National Council of Teachers of English\ International Reading Association Standards	Date(s) Taught	√ for Mastery
<p>The student will:</p> <p align="center">↓</p> <ul style="list-style-type: none"> • utilize during and post-reading strategies to build on comprehension and respond to a variety of text. <ul style="list-style-type: none"> - recognize and identify key story elements (character, setting, plot) - use information in tables, maps, diagrams, and charts to make sense of the text. - summarize the text - distinguish and see relationships between cause and effect, fact and opinion, and main idea and details of a text. - identify structures in drama (dialogue, acts, and scenes). - interacting with the text through questioning. - draw conclusions based on information in text. 	<p>R3.A.1.6 Identify genre of text</p> <p>R3.A.2.6 Identify genre of text.</p> <p>R3.A.1.3 Make inferences and draw conclusions based on text.</p> <p>R3.A.2.3 Make inferences and draw conclusions based on text.</p> <p>R3.A.1.4 Identify and explain the main ideas and relevant details.</p>	<p>R3.A.1.6.1 Identify the author’s intended purpose of text.</p> <p>R3.A.2.6.1 Identify the author’s intended purpose of text.</p> <p>R3.A.1.3.1 Make inferences and/or draw conclusions based on information from the text.</p> <p>R3.A.2.3.1 Make inferences and/or draw conclusions based on information from text</p> <p>R3.A.1.4.1 Identify and/or explain stated or implied main ideas and relevant supporting details from text.</p>	<p align="center">↓</p> <p>1.1.3 D, G, H 1.2.3A 1.3.3 A, B, C, D, E, F 1.6.3 A, B, D 1.7.3 B</p>	<p align="center">↓</p> <p>3, 4, 5, 6, 7, 8, 9, 11, 12</p>		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

SUBJECT:	LANGUAGE ARTS	STRAND:	Comprehension	Grade:	3
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Page 3 (Continued)

2008

Student Learning Outcomes	Assessment Anchors	Eligible Content	PA Standards	National Council of Teachers of English\ International Reading Association Standards	Date(s) Taught	√ for Mastery
<p>The student will:</p> <ul style="list-style-type: none"> - make inferences based on information gained from text - compare and contrast texts. - sequence events of text. - make personal, social, and cultural connections to literature. - begin to recognize literary devices in stories and poetry (alliteration, rhyme, rhythm, personification, and onomatopoeia) and figurative language (similes). - identify variations in the dialogues of literary characters and relate them to differences in occupation or geographical location. <p align="center">↓</p>	<p>R3.A.2.4 Identify and explain main ideas and relevant details.</p> <p>R3.A.1.5 Summarize a fictional text as a whole.</p> <p>R3.A.2.5 Summarize a non-fictional text as a whole.</p> <p>R3.B.1.1 Identify, interpret, compare, and describe components of fiction and literary nonfiction</p>	<p>R3.A.2.4.1 Identify and/or explain stated or implied main ideas and relevant supporting details from text. <u>Note:</u> Items may target specific paragraphs. Items might ask about information in the text that is most important or helpful for understanding a particular fact or idea. Items may require recalling key information stated in text.</p> <p>R3A.1.5.1 Summarize the key details and events of a fictional text as a whole.</p> <p>R3.A.2.5.1 Summarize the major points, processes, and/or events of a non-fictional text as a whole.</p> <p>R3.B.1.1.1 Identify, explain, interpret, compare, and/or describe components of fiction and literary nonfiction.</p>				

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

SUBJECT:	LANGUAGE ARTS	STRAND:	Comprehension	Grade:	3
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Page 4 (Continued)

2008

Student Learning Outcomes	Assessment Anchors	Eligible Content	PA Standards	National Council of Teachers of English\ International Reading Association Standards	Date(s) Taught	√ for Mastery
<p>The student will:</p> <p align="center">↓</p>	<p>(Continued)</p> <p>R3.B.1.1 Identify, interpret, compare, and describe components of fiction and literary nonfiction</p> <p align="center">↓</p>	<p><u>Character</u> (may also be called narrator, speaker, subject of a biography): Identify, explain, interpret, compare, and/or describe character actions, motives, dialogue, emotions/feelings, traits, and relationships among characters within fictional or literary non-fictional text. Identify, explain, interpret, compare, and/or describe the relationship between characters and other components of text.</p> <p><u>Setting:</u> Identify, explain, interpret, compare, and/or describe the setting (when or where a story or personal narrative takes place);</p> <p><u>Plot</u> (may also be called action):</p>				

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

SUBJECT:	LANGUAGE ARTS	STRAND:	Comprehension	Grade:	3
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Page 5 (Continued)

2008

Student Learning Outcomes	Assessment Anchors	Eligible Content	PA Standards	National Council of Teachers of English\ International Reading Association Standards	Date(s) Taught	√ for Mastery
The student will: ↓	(Continued) R3.B.1.1 Identify, interpret, compare, and describe components of fiction and literary nonfiction R3.B.1.2 Make connections between texts R3.B.3.1 Differentiate fact from opinion in non-fictional text	Identify, explain, interpret, compare, and/or describe elements of the plot (conflict/problem, sequence of events, cause and effect relationships in the plot, how the problem was solved). <u>Note:</u> Items may use the terms <i>event</i> or <i>solution</i> . Items will not use the word <i>plot</i> . Items will ask what happened first, next, last, etc. R3.B.1.2.1 Identify, explain, interpret, compare, and/or describe connections between texts. R3.B.3.1.1 Identify and/or interpret statements of fact and opinion in non-fictional text. <u>Note:</u> In grade 3 items focusing on opinion are generally worded, “Which of these is an opinion (not a fact)?”				

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

SUBJECT:	LANGUAGE ARTS	STRAND:	Comprehension	Grade:	3
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Page 6 (Continued)

2008

Student Learning Outcomes	Assessment Anchors	Eligible Content	PA Standards	National Council of Teachers of English\ International Reading Association Standards	Date(s) Taught	√ for Mastery
The student will:	<p>R3.B.3.3 Identify, compare, explain, and interpret how text organization clarifies meaning of non-fictional text.</p> <p>R3.B.3.2 Distinguish between essential and nonessential information within text.</p>	<p>R3.B.3.3.1 Identify, explain, and/or interpret text organization, including sequence, question/answer, comparison/contrast, cause/effect or problem/solution.</p> <p>R3.B.3.3.2 Use headings to locate information in a passage, or identify content that would best fit in a specific section of text.</p> <p>R3.B.3.3.3 Interpret graphics and charts and/or make connections between text and the content of graphics and charts.</p> <p>R3.B.3.3.4 Identify, compare, and/or explain the sequence of steps in a list of directions.</p> <p>R3.B.3.2.1 Identify, explain, and/or interpret exaggeration (bias) where present in non-fictional text.</p>				

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

SUBJECT:	LANGUAGE ARTS	STRAND:	Comprehension	Grade:	3
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Page 7 (Continued)

2008

Student Learning Outcomes	Assessment Anchors	Eligible Content	PA Standards	National Council of Teachers of English\ International Reading Association Standards	Date(s) Taught	√ for Mastery
<p>The student will:</p> <ul style="list-style-type: none"> • read a variety of genres, at least 25 books • read and respond to a variety of reading genres and multicultural literature. 	<p>R3.B.1.2 Make connections between texts.</p> <p>R3.B.2.1 Identify and interpret figurative language in fiction and nonfiction.</p> <p>R3.A.1.6 Identify genre of text</p> <p>R3.A.2.6 Identify genre of text.</p>	<p>R3.B.1.2.1 Identify, explain, interpret, compare, and/or describe connections between texts.</p> <p>R3.B.2.1.1 Identify, explain, and/or interpret examples of personification in text.</p> <p>R3.A.1.6.1 Identify the author’s intended purpose of text.</p> <p>R3.A.2.6.1 Identify the author’s intended purpose of text</p>		2,9,10		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

SUBJECT: LANGUAGE ARTS		STRAND: Writing		Grade: 3		
Student Learning Outcomes	Assessment Anchors	Eligible Content	PA Standards	National Council of Teachers of English\ International Reading Association Standards	Date(s) Taught	√ for Mastery
<p>The student will:</p> <ul style="list-style-type: none"> engage in prewriting activities through brainstorming, story mapping, and utilization of graphic organizers. write with a sharp, clear focus by identifying a topic and audience. write in complete sentences (telling, questioning, exclamatory, and commands) with correct capitalization write a rough draft with well-developed thoughts, ideas, and details appropriate for the topic. write narrative pieces which include descriptive story elements and sequence of events. 	<p>R3.A.1.3 Make inferences and draw conclusions based on text.</p> <p>R3.A.1.4 Identify and explain the main ideas and relevant details.</p> <p>R3.A.1.5 Summarize a fictional text as a whole.</p>	<p>R3.A.1.3.1 Make inferences and/or draw conclusions based on information from the text.</p> <p>R3.A.1.4.1 Identify and/or explain stated or implied main ideas and relevant supporting details from text.</p> <p>R3.A.1.5.1 Summarize the key details and events of a fictional text as a whole.</p>	1.5.3.B	<p>4,5</p> <p>4,5</p>		
			1.5.3.A			
			1.5.3 F			
			1.5.3.B			
			1.2.3C 1.4.3.A 1.5.3 A 1.5.3 B 1.5.3 C 1.5.3 D			

2008

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

SUBJECT:	LANGUAGE ARTS	STRAND:	Writing	Grade:	3
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Page 2 (Continued)

2008

Student Learning Outcomes	Assessment Anchors	Eligible Content	PA Standards	National Council of Teachers of English\ International Reading Association Standards	Date(s) Taught	√ for Mastery
<p>The student will:</p> <ul style="list-style-type: none"> write informational pieces that have focused main idea and supporting details. 	<p>R3.A.2.3 Make inferences and draw conclusions based on text.</p> <p>R3.A.2.4 Identify and explain main ideas and relevant details.</p> <p>R3.A.2.5 Summarize a non-fictional text as a whole.</p> <p>R3.B.1.2 Make connections between texts.</p> <p>R3.B.3.1 Differentiate fact from opinion in non-fictional text.</p>	<p>R3.A.2.3.1 Make inferences and/or draw conclusions based on information from text.</p> <p>R3.A.2.4.1 Identify and/or explain stated or implied main ideas and relevant supporting details from text.</p> <p>R3.A.2.5.1 Summarize the major points, processes, and/or events of a non-fictional text as a whole.</p> <p>R3.B.1.2.1 Identify, explain, interpret, compare, and/or describe connections between texts.</p> <p>R3.B.3.1.1 Identify and/or interpret statements of fact and opinion in non-fictional text.</p>	<p>1.2.3C 1.4.3B 1.5</p> <p>1.4.3.C 1.5</p>	<p>4,5</p> <p>4,5</p>		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

SUBJECT:	LANGUAGE ARTS	STRAND:	Writing	Grade:	3
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Page 4 (Continued)

2008

Student Learning Outcomes	Assessment Anchors	Eligible Content	PA Standards	National Council of Teachers of English\ International Reading Association Standards	Date(s) Taught	√ for Mastery
<p>The student will:</p> <ul style="list-style-type: none"> • edit writing to improve the conventions and mechanics of language. • identify and incorporate parts of speech such as nouns, pronouns, adjectives, and verbs in sentences and paragraphs. • use punctuation correctly in all written work including: period, question mark, exclamation point, and apostrophe. • publish completed piece to share with an audience. 			<p>1.5.3D 1.5.3F</p> <p>1.5.3 D 1.5.3 F</p> <p>1.5.3E 1.5.3F</p> <p>1.5.3.G 1.6.3 A</p>	<p>4, 6</p> <p>4,6</p> <p>4, 6</p> <p>11, 12</p>		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

SUBJECT:	LANGUAGE ARTS	STRAND:	Handwriting	Grade:	3
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2008

Student Learning Outcomes	Assessment Anchors	Eligible Content	PA Standards	National Council of Teachers of English\ International Reading Association Standards	Date(s) Taught	√ for Mastery
<p>The student will:</p> <ul style="list-style-type: none"> • reinforce proper positioning of pencil, paper, and posture. • demonstrate basic cursive, slanted strokes. • write lower-case letters appropriately with connecting strokes and upper-case letters in correct form. • use cursive writing legibly in daily work. 						

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

SUBJECT:	LANGUAGE ARTS	STRAND:	Study Skills	Grade:	3
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2008

Student Learning Outcomes	Assessment Anchors	Eligible Content	PA Standards	National Council of Teachers of English\ International Reading Association Standards	Date(s) Taught	√ for Mastery
<p>The student will:</p> <ul style="list-style-type: none"> select a topic for written research. locate and utilize a variety of reference sources of information such as electronic media and non-fiction reference books. use table of contents, glossary, and index to find information. use alphabetical order to locate information in resources (to the third letter). use information from various sources using a structured format such as graphic organizers, mapping, charts, etc. to organize information. write a report on a given topic. present final product using MS Word or MS PowerPoint. evaluate performance and/or product using rubrics or checklists. 	<p>R3.B.3.3 Identify, compare, explain, and interpret how text organization clarifies meaning of nonfiction text.</p>	<p>R3.B.3.3.2 Use headings to locate information in a passage, or identify content that would best fit in a specific section or text.</p> <p>R3.B.3.3.3 Interpret graphics and charts and/or make connections between text and the content of graphics and charts.</p> <p>R3.B.3.3.3 Interpret graphics and charts and/or make connections between text and the content of graphics and charts.</p>	<p>1.8.3A</p> <p>1.8.3B</p> <p>1.2.3B</p> <p>1.8.3B</p> <p>1.8.3C</p> <p>1.8.3C</p> <p>1.2.3C</p> <p>1.5.3 G</p> <p>1.6.3 C, E, F</p>	<p>7,8</p> <p>7, 8</p> <p>7, 8</p> <p>7, 8</p> <p>7, 8</p>		

**LANGUAGE ARTS
CURRICULUM**

GRADE 4

2008

WEST ALLEGHENY SCHOOL DISTRICT

Subject: LANGUAGE ARTS

Grade: Fourth Grade



2008

ACADEMIC STANDARDS:

- 1.1 Learning to read independently
- 1.2 Read critically in all content areas
- 1.3 Reading, Analyzing, and Interpreting Literature
- 1.4 Types of writing
- 1.5 Quality of writing
- 1.6 Speaking & Listening
- 1.7 Characteristics and function of the English language
- 1.8 Research

COURSE DESCRIPTION:

The Fourth Grade Language Arts Program's goal is to continue to develop fundamental reading and writing skills. Literature is both teacher and student selected and consists of fiction, non-fiction, short stories, and poetry. In class students will read both orally and silently, participate in class discussions, build word knowledge, and analyze a variety of texts. In addition to classroom reading, fourth grade students will be required to adhere to the Pennsylvania State Standard recommendation of reading 25 books a year. Students will use the writing process to create, present, and publish narrative, informative, and persuasive essays. They will read and create a variety of poetry. They will be required to apply proper grammar, punctuation, and spelling skills in all writings. The essays will be scored using the Pennsylvania Domain Scoring Guide. A variety of assessments will be used to encourage all students to become critical readers, active listeners, effective speakers, and productive writers.

BASIC TEXT/PUBLISHER AND INSTRUCTIONAL RESOURCES:

Harcourt Trophies Series 4th Grade
Various Trade Books

ASSESSMENTS:

- Scantron
- PSSA
- District Writing Assessment
- In-class Writing Assessment
- Teacher-made tests (unit tests, quizzes, novel tests, & chapter tests)
- Harcourt tests (End of Story Tests, Unit Assessments, Theme Assessments, Holistic Assessments)
- Projects and written reports (Rubrics)
- Oral Presentations
- Informal Assessments (homework, writing journals, , reading inventories, & informal observations)

TECHNOLOGY USED:

- Computers
- Internet
- Smart Board
- Power Library
- Overhead/LCD projector



**Language Arts Skills/Concepts Addressed in Each
Grade Level/Course**

2008

Strand	LANGUAGE ARTS – FOURTH GRADE
Word Knowledge	<ul style="list-style-type: none"> • Identify & utilize new vocabulary words • Read & determine word meaning from text (fiction & nonfiction) • Read with fluency
Fluency	<ul style="list-style-type: none"> • Read fluently at independent reading level • Change pace according to type of text • Recognize and read unfamiliar words accurately to maintain comprehension • Self-correct any oral reading omissions and/or errors. • Use appropriate prosody (rhythm/intonation), pace, and pronunciation
Comprehension	<ul style="list-style-type: none"> • Read & understand text • Utilize “pre-reading” activities • Utilize “during” and “post-reading” strategies • Analyze the use of literary elements • Recognize literary devices and figurative language in text • Identify, describe, analyze, and read a variety of genres • Make connections between texts • Understand concepts and organization of nonfiction text • Read with fluency • Read independently
Writing	<ul style="list-style-type: none"> • Engage in pre-writing activities • Produce drafts of various writings (persuasive, narrative, informative) • Revise drafts • Edit written work • Capitalize correctly • Punctuate correctly • Spell correctly • Use parts of speech correctly in writing • Vary sentence structure and word choice
Study Skills	<ul style="list-style-type: none"> • Present information and ideas to others • Participate in small and large group discussions • Use media for learning • Listen to others • Listen to various texts • Use reference materials as tools to read and write effectively • Use research techniques to complete projects • Demonstrate effective test-taking skills

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

SUBJECT:	LANGUAGE ARTS	STRAND:	Word Knowledge	Grade:	4
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2008

Student Learning Outcomes	Assessment Anchors	Eligible Content	PA Standards	National Council of Teachers of English\ International Reading Association Standards	Date(s) Taught	√ for Mastery
<p>The student will:</p> <ul style="list-style-type: none"> • use the dictionary when appropriate, identify and interpret the appropriate meaning needed for multiple meaning words. • identify words from other languages that are commonly used English words. (use a dictionary to find the meanings and origins of these words.) • identify the difference in formal and informal speech (e.g. dialect, slang, jargon). • identify word meanings that have changed over time (e.g. cool, mouse). • use the thesaurus when appropriate, identify and interpret synonyms and antonyms. • identify homophones and homographs. 	<p>R4.A.1.1 Identify and interpret the meaning of vocabulary.</p> <p align="center">↓</p> <p align="center">↓</p>	<p>R4.A.1.1.1 Identify and/or interpret meaning of multiple-meaning words used in text.</p> <p align="center">↓</p> <p>R4.A.1.1.2 Identify and/or interpret a synonym or antonym of a word used in text.</p>	<p>1.1, 1.3</p> <p>1.7</p> <p>1.7</p> <p>1.7</p> <p>1.1, 1.3</p> <p>1.1, 1.3</p>	<p>3</p> <p>3, 9, 10</p> <p>3, 9, 10</p> <p>3, 9</p> <p>3</p> <p>3</p> <p>3</p>		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

SUBJECT:	LANGUAGE ARTS	STRAND:	Word Knowledge	Grade:	4
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Page 2 (Continued)

2008

Student Learning Outcomes	Assessment Anchors	Eligible Content	PA Standards	National Council of Teachers of English\ International Reading Association Standards	Date(s) Taught	√ for Mastery
<p>The student will:</p> <ul style="list-style-type: none"> identify prefixes and suffixes and their meanings to interpret new vocabulary in both fiction and nonfiction. <p align="center">↓</p> <ul style="list-style-type: none"> identify the correct meaning of unknown words in fiction and nonfiction using context clues. identify and interpret the meaning of vocabulary in nonfiction. spell correctly from a grade level list. 	<p>R4.A.1.2 –R4.A.2.2 Identify and apply word recognition skills.</p> <p align="center">↓</p> <p>R4.A.2.1 Identify and interpret the meaning of vocabulary in nonfiction.</p>	<p>R4.A.1.2.1/2.21 Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word from the text with an affix. <u>Note:</u> Affixes will be limited to prefixes: re-, pre-, in-, un-, dis-, mis-, non-; suffixes: -ful, -less, -ble, -ly, -or, -ness, -ment. Target words should have either a prefix or a suffix but not both.</p> <p>R4.A.1.2.2 – R4.A.2.2.2 Define and/or apply how the meaning of words or phrases changes when using context clues given in explanatory sentences.</p> <p>R4.A.2.1.1 Identify and/or interpret meaning of multiple-meaning words used in text. R4.A.2.1.2 Identify and/or interpret the meaning of content-specific words used in text.</p>	<p>1.1, 1.3</p> <p align="center">↓</p> <p>1.1, 1.3</p> <p>1.1, 1.3</p> <p>1.5</p>	<p>3</p> <p align="center">↓</p> <p>3</p> <p>3</p> <p>6</p>		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

SUBJECT:	LANGUAGE ARTS	STRAND:	Fluency	Grade:	4
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2008

Student Learning Outcomes	Assessment Anchors	Eligible Content	PA Standards	National Council of Teachers of English\ International Reading Association Standards	Date(s) Taught	√ for Mastery
<p>The student will:</p> <ul style="list-style-type: none"> • read fluently at independent reading level with established oral reading fluency norms. • change pace according to type of text, including a variety of fiction and non-fiction texts and content area texts. • recognize and read unfamiliar words accurately and automatically to maintain comprehension. • self-correct any oral reading omissions and/or errors. • use appropriate prosody (rhythm and intonation), pace, and pronunciation. 			<p>1.1, 1.3, 1.6</p> <p>1.1, 1.3, 1.6</p> <p>1.1, 1.3, 1.6</p> <p>1.1, 1.3, 1.6</p> <p>1.1, 1.3, 1.6</p>	<p>4, 12</p> <p>4, 12</p> <p>4, 12</p> <p>4, 12</p> <p>4, 12</p>		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

SUBJECT:	LANGUAGE ARTS	STRAND:	Comprehension	Grade:	4
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2008

Student Learning Outcomes	Assessment Anchors	Eligible Content	PA Standards	National Council of Teachers of English\ International Reading Association Standards	Date(s) Taught	√ for Mastery
<p>The student will:</p> <ul style="list-style-type: none"> • utilize pre-reading strategies such as <ul style="list-style-type: none"> - identifying purpose for reading. - discussing genres. - activating background knowledge. - previewing the text. - making predictions. - developing vocabulary. • utilize reading strategies (during and post) to read and respond in both written and oral form to a variety of literature in fiction and non-fiction. (e.g. drama, poetry). <ul style="list-style-type: none"> - recognize and identify key story elements (character, setting, plot) - use information in tables, maps, diagrams, and charts to make sense of the text. - summarize the text. 	<p>R4.A.1.6 Identify genre of text.</p> <p>R4.A.2.6 Identify the genre of text.</p> <p>R4.A.1.3 Make inferences and draw conclusions based on text.</p> <p>R4.A.2.3 Make inferences and draw conclusions based on text.</p>	<p>R4.A.1.6.1 Identify the author’s intended purpose of text. Note: narrative and poetic text</p> <p>R4.A.2.6.1 Identify the author’s intended purpose of text. Note: informational, biographical, and instruction (practical/how-to/advertisement) text</p> <p>R4.A.1.3.1 Make inferences and/or draw conclusions based on information from the text.</p> <p>R4.A.2.3.1 Make inferences and/or draw conclusions based on information from text.</p>	<p>1.1, 1.2, 1.3</p> <p>1.1, 1.2, 1.3</p> <p>1.2, 1.3</p> <p>1.2, 1.3</p>	<p>1,2</p> <p>1,2</p> <p>3</p> <p>3</p>		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

SUBJECT:	LANGUAGE ARTS	STRAND:	Comprehension	Grade:	4
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Page 2 (Continued)

2008

Student Learning Outcomes	Assessment Anchors	Eligible Content	PA Standards	National Council of Teachers of English\ International Reading Association Standards	Date(s) Taught	√ for Mastery
<p>The student will:</p> <ul style="list-style-type: none"> - distinguish and see relationships between cause and effect, fact and opinion, and main idea and details of a text. - identify structures in drama (dialogue, acts, and scenes). - interacting with the text through questioning. - draw conclusions based on information in text. - make inferences based on information gained from text - compare and contrast texts. - sequence events of text. - make personal, social, and cultural connections to literature. - distinguish and see relationships between cause and effect, fact and opinion, and main idea and details of a text. - begin to recognize literary devices in stories and poetry (alliteration, rhyme, rhythm, personification, and onomatopoeia) and figurative language (similes). 	<p>R4.A.1.4 Identify and explain the main ideas and relevant details.</p>	<p>R4.A.1.4.1 Identify and/or explain stated or implied main ideas and relevant supporting details from the text. Note: Items may ask about information in the text that is most important or helpful for understanding a particular fact or idea. Items may require recalling key information stated intent.</p>	1.2, 1.3	3		
	<p>R4.A.2.4 Identify and explain main ideas and relevant details.</p>	<p>R4.A.2.4.1 Identify and/or explain stated or implied main ideas and relevant supporting details for the text. Note: Items may ask about information in the text that is most important or helpful for understanding a particular fact or idea. Items may require recalling key information stated intent.</p>	1.2, 1.3	3		
	<p>R4.A.1.5 Summarize a fictional text as a whole.</p>	<p>R4.A.1.5.1 Summarize the key details and events of a fictional text as a whole.</p>	1.3	3		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

SUBJECT:	LANGUAGE ARTS	STRAND:	Comprehension	Grade:	4
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Page 3 (Continued)

2008

Student Learning Outcomes	Assessment Anchors	Eligible Content	PA Standards	National Council of Teachers of English\ International Reading Association Standards	Date(s) Taught	√ for Mastery
<p>The student will:</p> <p align="center">↓</p>	<p>R4.B.3.1 Differentiate fact from opinion in nonfiction text.</p> <p>R4.B.3.3 Identify, compare, explain, and interpret how text organization clarifies meaning of non-fiction text.</p> <p align="center">↓</p>	<p>R4.B.3.1.1 Identify, explain, and/or interpret statements of fact and opinion in non-fiction text.</p> <p>R4.B.3.3.1 Identify, explain, and/or interpret text organization, including sequence, question/answer, comparison/contrast, cause/effect, or problem/solution.</p> <p>R4.B.3.3.2 Use headings to locate information in a passage, or identify content that would best fit in a specific section of text.</p> <p>R4.B.3.3.3 Interpret graphics and charts and/or make connections between text and the content of graphics and charts.</p> <p>R4.B.3.3.4 Identify, explain, compare, and/or interpret the sequence of steps in a list of directions.</p>	<p>1.3</p> <p>1.2, 1.3</p> <p align="center">↓</p>	<p>3,7</p> <p>3,7</p> <p align="center">↓</p>		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

SUBJECT:	LANGUAGE ARTS	STRAND:	Comprehension	Grade:	4
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Page 4 (Continued)

2008

Student Learning Outcomes	Assessment Anchors	Eligible Content	PA Standards	National Council of Teachers of English\ International Reading Association Standards	Date(s) Taught	√ for Mastery
<p>The student will:</p> <p align="center">↓</p>	<p>R4.A.2.5 Summarize a non-fiction text as a whole.</p> <p>R4.B.1.1 Identify, interpret, compare, and describe components of fiction and literary nonfiction.</p> <p align="center">↓</p>	<p>R4.A.2.5.1 Summarize the major points, processes, and/or events of a non-fiction text as a whole.</p> <p>R4.B.1.1.1 Identify, explain, interpret, compare, and/or describe components of fiction and literary nonfiction</p> <p><u>Character</u> (may also be called narrator, speaker, subject of a biography):</p> <p>Identify, explain, interpret, compare, and/or describe character actions, motives, dialogue, emotions/feelings, traits, and relationships among characters within fictional or literary non-fiction text.</p> <p>Identify, explain, interpret, compare, and/or describe the relationship between characters and other components of text.</p>	<p>1.2, 1.3</p> <p>1.2, 1.3</p> <p align="center">↓</p>	<p>3,7</p> <p align="center">↓</p>		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

SUBJECT:	LANGUAGE ARTS	STRAND:	Comprehension	Grade:	4
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Page 5 (Continued)

2008

Student Learning Outcomes	Assessment Anchors	Eligible Content	PA Standards	National Council of Teachers of English\ International Reading Association Standards	Date(s) Taught	√ for Mastery
<p>The student will:</p> <p align="center">↓</p>	<p align="center">↓</p>	<p><u>Setting:</u> Identify, explain, interpret, compare, and/or describe the setting (when or where a story or personal narrative takes place);</p> <p>Plot (may also be called action): Identify, explain, interpret, compare, and/or describe elements of the plot (conflict/problem, sequence of events, cause and effect relationships in the plot, how the problem was solved).</p> <p><u>Note:</u> Items may use the terms <i>event</i> or <i>solution</i>. Items will not use the word <i>plot</i>. Items will ask what happened first, next, last, etc.</p> <p><u>Theme:</u> Identify, explain, compare, and/or describe the message or lesson of fiction or literary nonfiction.</p> <p>Identify, explain, compare and/or describe the relationship between the message or lesson and other components of text.</p>	<p align="center">↓</p>	<p align="center">↓</p>		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

SUBJECT:	LANGUAGE ARTS	STRAND:	Comprehension	Grade:	4
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Page 6 (Continued)

2008

Student Learning Outcomes	Assessment Anchors	Eligible Content	PA Standards	National Council of Teachers of English\ International Reading Association Standards	Date(s) Taught	√ for Mastery
<p>The student will:</p> <p align="center">↓</p> <ul style="list-style-type: none"> recognize literary devices including personification, similes, metaphors, hyperboles, onomatopoeia and alliteration within text and different forms of poetry to help derive meaning. read a variety of genres. <ul style="list-style-type: none"> at least 25 books or book equivalents. 	<p>R4.B.3.2 Distinguish between essential and nonessential information within text.</p> <p>R4B.1.2 Make connections between texts.</p> <p>R4.B.2.1 Identify and interpret figurative language in fiction and nonfiction.</p>	<p>R4.B.3.2.1 Identify, explain, and/or interpret exaggeration (bias) where present in non-fiction text.</p> <p>R4.B.1.2.1 Identify, explain, interpret, compare, and/or describe connections between texts.</p> <p>R4.B.2.1.1 Identify, explain, and/or interpret examples of personification in text.</p> <p>R4.B.2.1.2 Identify, explain, and/or interpret examples of similes in text.</p> <p>R4.B.2.1.3 Identify, explain, and/or interpret examples of alliteration in text when its use is presumed intentional.</p>	<p>1.3</p> <p>1.2, 1.3</p> <p>1.3, 1.7</p> <p align="center">↓</p>	<p>6</p> <p>6</p> <p>6</p>		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

SUBJECT: LANGUAGE ARTS		STRAND: Writing		Grade: 4		
Student Learning Outcomes	Assessment Anchors	Eligible Content	PA Standards	National Council of Teachers of English\ International Reading Association Standards	Date(s) Taught	√ for Mastery
<p>The student will:</p> <ul style="list-style-type: none"> engage in pre-writing strategies including use of graphic organizers and brainstorming techniques. identify the genre of text. <p align="center">↓</p> <ul style="list-style-type: none"> write narrative pieces that have topic sentences and descriptive details and/or time order words. <p align="center">↓</p>	<p>R4.A.2.6 Identify the genre of text.</p> <p align="center">↓</p> <p>R4.A.1.3 Make inferences and draw conclusions based on text.</p> <p>R4.A.1.4 Identify and explain the main idea and relevant details</p> <p>R4.A.1.5 Summarize a fictional text as a whole.</p> <p>R4.A.2.1 Identify and interpret figurative language in fiction and nonfiction.</p>	<p>R4.A.2.6.1 Identify the author’s intended purpose of text. Note: information, biographical, and instructional (practical/how-to/advertisement) text</p> <p>R4.A.1.3.1 Make inferences and/or draw conclusions based on information from text.</p> <p>R4.A.1.4.1 Identify and/or explain stated or implied main ideas and relevant supporting details from the text. R4.A.1.5.1 Summarize the key details and events of a fictional text as a whole</p> <p>R4.B.2.1.1 Identify, explain, and/or interpret examples of personification in text.</p>	<p>1.4, 1.5</p> <p>1.4, 1.5</p> <p>1.4, 1.5</p> <p align="center">↓</p>	<p>4, 5</p> <p>4,5</p> <p>4,5</p> <p align="center">↓</p>		

2008

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

SUBJECT:	LANGUAGE ARTS	STRAND:	Writing	Grade:	4
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Page 2 (Continued)

2008

Student Learning Outcomes	Assessment Anchors	Eligible Content	PA Standards	National Council of Teachers of English\ International Reading Association Standards	Date(s) Taught	√ for Mastery
<p>The student will:</p> <p align="center">↓</p> <ul style="list-style-type: none"> write informational pieces that have focused main idea and supporting details. <p align="center">↓</p>	<p>R4.A.2.1 Identify and interpret figurative language in fiction and nonfiction.</p> <p>R4.A.2.3 Make inferences and draw conclusions based on text.</p> <p>R4.A.2.4 Identify and explain main ideas and relevant details.</p> <p>R4.A.2.5 Summarize a non-fiction text as a whole.</p> <p>R4.B.1.2 Make connections between texts.</p> <p>R4.B.3.1 Differentiate fact from opinion in non-fiction text.</p>	<p>R4.B.2.1.2 Identify, explain, and/or interpret examples of similes in text.</p> <p>R4.B.2.1.3 Identify, explain, and/or interpret examples of alliteration in text when its use is presumed intentional.</p> <p>R4.A.2.3.1 Make inferences and/or draw conclusions based on information from text.</p> <p>R4.A.2.4.1 Identify and/or explain stated or implied main ideas and relevant supporting details from the text.</p> <p>R4.A.2.5.1 Summarize the major points, processes and/or events of a non-fiction text as a whole.</p> <p>R4.B.1.2.1 Identify, explain, interpret, compare, and/or describe connections between texts.</p> <p>R4.B.3.1.1 Identify, explain, and/or interpret statements of fact and opinion in non-fiction text.</p>	<p align="center">↓</p> <p>1.4, 1.5</p> <p align="center">↓</p>	<p align="center">↓</p> <p>4,5</p> <p align="center">↓</p>		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

SUBJECT:	LANGUAGE ARTS	STRAND:	Writing	Grade:	4
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Page 3 (Continued)

2008

Student Learning Outcomes	Assessment Anchors	Eligible Content	PA Standards	National Council of Teachers of English\ International Reading Association Standards	Date(s) Taught	√ for Mastery
<p>The student will:</p> <p align="center">↓</p> <ul style="list-style-type: none"> • write persuasive pieces that have a clearly stated position or opinion and supporting details. • revise writing to improve organization of paragraphs, word choice, sentence variety, and content. <p align="center">↓</p>	<p>R4.B.3.2 Distinguish between essential and nonessential information within text.</p> <p>R4.B.3.1 Differentiate fact from opinion in non-fiction text.</p> <p>R4.B.3.3 Identify, compare, explain, and interpret how text organization clarifies meaning of non-fiction text.</p> <p align="center">↓</p>	<p>R4.B.3.2.1 Identify, explain, and/or interpret exaggeration (bias) where present in non-fiction text.</p> <p>R4.B.3.1.1 Identify, explain, and/or interpret statements of fact and opinion in non-fiction text.</p> <p>R4.B.3.3.1 Identify, explain, and/or interpret text organization, including sequence, question/answer, comparison/contrast, cause/effect, or problem/solution.</p> <p>R4.B.3.3.2 Use headings to locate information in a passage, or identify content that would best fit in a specific section of text.</p> <p>R4.B.3.3. Identify, explain, and/or interpret text organization, including sequence, question/answer, cause/effect, or problem/solution.</p>	<p align="center">↓</p> <p>1.4, 1.5</p> <p>1.5</p> <p align="center">↓</p>	<p align="center">↓</p> <p>4,5</p> <p>5,6</p> <p align="center">↓</p>		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

SUBJECT:	LANGUAGE ARTS	STRAND:	Writing	Grade:	4
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Page 4 (Continued)

2008

Student Learning Outcomes	Assessment Anchors	Eligible Content	PA Standards	National Council of Teachers of English\ International Reading Association Standards	Date(s) Taught	√ for Mastery
<p>The student will:</p> <ul style="list-style-type: none"> edit writing using the conventions of language such as parts of speech. edit writing using the conventions of language such as punctuation and capitalization. present and/or defend written work for publication. use capital letters correctly in all written work. use punctuation correctly in all written work – including: period, exclamation point, question mark, comma, apostrophe. apply learned parts of speech to writing – including: nouns, pronouns, verbs, adjectives, conjunctions. write in complete and varied sentences including: declarative, interrogative, exclamatory, imperative. 	↓	<p>R4.B.3.3.4 Identify, explain, compare, and/or interpret the sequence of steps in a list of directions.</p>	↓	↓		
			1.5	4, 6		
			1.5	4, 6		
			1.6	11,12		
			1.5	4, 6		
			1.5	4, 6		
			1.5	4, 6		
			1.5	4, 6		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

SUBJECT:	LANGUAGE ARTS	STRAND:	Handwriting	Grade:	4
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2008

Student Learning Outcomes	Assessment Anchors	Eligible Content	PA Standards	National Council of Teachers of English\ International Reading Association Standards	Date(s) Taught	√ for Mastery
The student will: <ul style="list-style-type: none"> • write cursively in daily work unless otherwise indicated. 						

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

SUBJECT: LANGUAGE ARTS		STRAND: Study Skills		Grade: 4		
Student Learning Outcomes	Assessment Anchors	Eligible Content	PA Standards	National Council of Teachers of English\ International Reading Association Standards	Date(s) Taught	√ for Mastery
<p>The student will:</p> <ul style="list-style-type: none"> • select and refine a topic for written research or class discussion. • locate information using appropriate sources such as: dictionary, encyclopedia, thesaurus, nonfiction books, and other computer related resources. • use table of contents, index, key words, and glossary to find information. • use graphic organizers, note-taking, outlining, study guides, tables, maps, and charts to obtain and organize information from written material or oral discussions. • write a research report on a given topic. • present a report using technology tools such as word or PowerPoint. ▪ self-assess work utilizing rubrics, checklist, and criteria lists. 	<p>R4.B.3.3 Identify, compare, explain, and interpret how text organization clarifies meaning of nonfiction text.</p> <p align="center">↓</p>	<p>R4.B.3.3.2 Use headings to locate information in a passage, or identify content that would best fit in a specific section or text.</p> <p>R4.B.3.3.3 Interpret graphics and charts and/or make connections between text and the content of graphics and charts.</p>	<p>1.8</p> <p>1.8</p> <p>1.8</p> <p>1.8</p> <p>1.4</p> <p>1.6</p> <p>1.5</p>	<p>7, 8</p> <p>7, 8</p> <p>7, 8</p> <p>7, 8</p> <p>7, 8</p> <p>7, 8</p>		

2008

**LANGUAGE ARTS
CURRICULUM**

GRADE 5

2008

WEST ALLEGHENY SCHOOL DISTRICT

Subject: **LANGUAGE ARTS**

Grade: **Fifth Grade**



2008

ACADEMIC STANDARDS:

- 1.1 Learning to read independently
- 1.2 Read critically in all content areas
- 1.3 Reading, Analyzing, and Interpreting Literature
- 1.4 Types of writing
- 1.5 Quality of writing
- 1.6 Speaking & Listening
- 1.7 Characteristics and function of the English language
- 1.8 Research

COURSE DESCRIPTION:

The Fifth Grade Language Arts Program's goal is to continue to develop fundamental reading and writing skills. Literature is both teacher and student selected and consists of fiction, non-fiction, short stories, and poetry. In class students will read both orally and silently, participate in class discussions, build word knowledge, and analyze a variety of texts. In addition to classroom reading, fifth grade students will be required to adhere to the Pennsylvania State Standard recommendation of reading 25 books a year. Students will use the writing process to create, present, and publish narrative, informative, and persuasive essays. They will read and create a variety of poetry. They will be required to apply proper grammar, punctuation, and spelling skills in all writings. The essays will be scored using the Pennsylvania Domain Scoring Guide. A variety of assessments will be used to encourage all students to become critical readers, active listeners, effective speakers, and productive writers.

BASIC TEXT/PUBLISHER AND INSTRUCTIONAL RESOURCES:

- Harcourt Trophies Series Grade 5
- Various Trade Books

ASSESSMENTS:

- Scantron
- PSSA
- District Writing Assessment
- In-class Writing Assessment
- Teacher-made tests (unit tests, quizzes, novel tests, & chapter tests)
- Harcourt tests (End of story test, Unit Assessment, Theme Assessment, Holistic Assessments)
- Projects and written reports (Rubrics)
- Oral Presentations
- Informal Assessments (homework, writing journals, reading inventories, & informal observations)

TECHNOLOGY USED:

- Computers
- Internet
- Smart Board
- Power Library
- Overhead, LCD projector



Language Arts Skills/Concepts Addressed in Each Grade Level/Course

2008

Strand	LANGUAGE ARTS – FIFTH GRADE
Word Knowledge	<ul style="list-style-type: none"> • Identify & utilize new vocabulary words • Read & determine word meaning from text (fiction & nonfiction) • Read with fluency
Fluency	<ul style="list-style-type: none"> • Read fluently at independent reading level • Change pace according to type of text • Recognize and read unfamiliar words accurately to maintain comprehension • Self-correct any oral reading omissions and/or errors • Use appropriate prosody (rhythm and intonation), pace and pronunciation
Comprehension	<ul style="list-style-type: none"> • Read & understand text • Utilize “pre-reading” activities • Utilize “during” and “post-reading” strategies • Analyze the use of literary elements • Recognize literary devices and figurative language in text • Identify, describe, analyze, and read a variety of genres • Make connections between texts • Understand concepts and organization of nonfiction text • Read with fluency • Read independently
Writing	<ul style="list-style-type: none"> • Engage in pre-writing activities • Produce drafts of various writings (persuasive, narrative, informative) • Revise drafts • Edit written work • Capitalize correctly • Punctuate correctly • Spell correctly • Use parts of speech correctly in writing • Vary sentence structure and word choice
Study Skills	<ul style="list-style-type: none"> • Listen to others • Listen to various texts • Present information and ideas to others • Participate in small and large group discussions • Use media for learning • Use reference materials as tools to read and write effectively • Use research techniques to complete projects • Demonstrate effective test-taking skills

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

SUBJECT:	LANGUAGE ARTS	STRAND:	Word Knowledge	Grade:	5
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2008

Student Learning Outcomes	Assessment Anchors	Eligible Content	PA Standards	National Council of Teachers of English\ International Reading Association Standards	Date(s) Taught	√ for Mastery
The student will: <ul style="list-style-type: none">• using the dictionary when appropriate, identify and interpret the appropriate meaning needed for multiple meaning words.• identify words from other languages that are commonly used English words (use a dictionary to find the meanings and origins of these words.)• identify the differences in formal/informal speech (e.g., dialect, slang, jargon).• identify word meanings that have changed over time (e.g., cool, mouse).• using thesaurus when appropriate, identify and interpret synonyms and antonyms.• identify homophones and homographs.	R5.A.1.1 Identify and interpret the meaning of vocabulary.	R5.A.1.1.1 Identify and/or interpret meaning of multiple-meaning words used in text. R5.A.1.1.2 Identify and/or interpret a synonym or antonym of a word used in text.	1.1, 1.3 1.7 1.7 1.7 1.1, 1.3 1.1, 1.3	3 3, 9, 10 3, 9, 10 3, 9 3 3		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

SUBJECT:	LANGUAGE ARTS	STRAND:	Word Knowledge	Grade:	5
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Page 2 (Continued)

2008

Student Learning Outcomes	Assessment Anchors	Eligible Content	PA Standards	National Council of Teachers of English\ International Reading Association Standards	Date(s) Taught	√ for Mastery
the student will:						
<ul style="list-style-type: none"> identify prefixes and suffixes and their meanings to interpret new vocabulary in both fiction and nonfiction. 	R5.A.1.2 –R5.A.2.2 Identify and apply word recognition skills.	R5.A.1.2.1/2.21 Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word from the text with an affix. <u>Note:</u> Affixes will be limited to prefixes: pre-, dis-, mis-, non-;inter-, extra-, post-, super-, sub-, suffixes: -less, -ble, -ly, -or, -ness, -ment. , -er, -ship,-tion, -en	1.1, 1.3	3		
<ul style="list-style-type: none"> identify the correct meaning of unknown words in fiction and nonfiction using context clues. 		R5.A.1.2.2 – R5.A.2.2.2 Define and/or apply how the meaning of words or phrases changes when using context clues given in explanatory sentences.	1.1, 1.3	3		
<ul style="list-style-type: none"> identify and interpret the meaning of vocabulary in nonfiction. 	R5.A.2.1 Identify and interpret the meaning of vocabulary in nonfiction.	R5.A.2.1.1 Identify and/or interpret meaning of multiple-meaning words used in text.	1.1, 1.3	3		
<ul style="list-style-type: none"> spell correctly from a grade level list. 		R5.A.2.1.2 Identify and/or interpret the meaning of content-specific words used in text.	1.5	6		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

SUBJECT: LANGUAGE ARTS		STRAND: Fluency		Grade: 5		
Student Learning Outcomes	Assessment Anchors	Eligible Content	PA Standards	National Council of Teachers of English\ International Reading Association Standards	Date(s) Taught	√ for Mastery
2008						
<p>The student will:</p> <ul style="list-style-type: none"> • read fluently at independent reading level with established oral reading fluency norms. • change pace according to type of text, including a variety of fiction and non- fiction texts and content area texts. • recognize and read unfamiliar words accurately and automatically to maintain comprehension. • self-correct any oral reading omissions and/or errors. • use appropriate prosody (rhythm and intonation), pace, and pronunciation. 			<p>1.1, 1.3, 1.6</p> <p>1.1, 1.3, 1.6</p> <p>1.1, 1.13, 1.6</p> <p>1.1, 1.3, 1.6</p> <p>1.1, 1.3, 1.6</p>	<p>4, 12</p> <p>4, 12</p> <p>4, 12</p> <p>4, 12</p> <p>4, 12</p>		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

SUBJECT:	LANGUAGE ARTS	STRAND:	Comprehension	Grade:	5
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2008

Student Learning Outcomes	Assessment Anchors	Eligible Content	PA Standards	National Council of Teachers of English\ International Reading Association Standards	Date(s) Taught	√ for Mastery
<p>The student will:</p> <ul style="list-style-type: none"> • utilize pre-reading strategies such as <ul style="list-style-type: none"> - identifying purpose for reading. - discussing genres. - activating background knowledge. - previewing the text. - making predictions. - developing vocabulary. • utilize reading strategies to read and respond in written and oral form to a variety of literature in fiction and non-fiction (e.g. Drama, poetry). 	<p>R5.A.1.6 Identify genre of text.</p> <p>R5.A.2.6 Identify the genre of text.</p> <p>R5.A.1.3 Make inferences and draw conclusions based on text.</p>	<p>R5.A.1.6.1 Identify the author’s intended purpose of text. R5.A.1.6.2 Identify and/or describe examples of text that support its intended purpose. Note: narrative and poetic text</p> <p>R5.A.2.6.1 Identify the author’s intended purpose of text. R5.A.2.6.2 Identify and/or describe examples of text that support the author’s intended purpose. Note: informational, persuasive, biographical, instructional (practical/how-to/advertisement),and editorial/essay text</p> <p>R5.A.1.3.1 Make inferences and/or draw conclusions based on information from the text. R5.A.1.3.2 Cite evidence form text to support generalizations.</p>	<p>1.1, 1.2, 1.3</p> <p>1.1, 1.2, 1.3</p> <p>1.2, 1.3</p>	<p>1, 2</p> <p>1, 2</p> <p>3</p>		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

SUBJECT:	LANGUAGE ARTS	STRAND:	Comprehension	Grade:	5
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Page 2 (Continued)

2008

Student Learning Outcomes	Assessment Anchors	Eligible Content	PA Standards	National Council of Teachers of English\ International Reading Association Standards	Date(s) Taught	√ for Mastery
<p>The student will:</p> <ul style="list-style-type: none"> - recognize and identify key story elements (character, setting, plot) - use information in tables, maps, diagrams, and charts to make sense of the text. - summarize the text - distinguish and see relationships between cause and effect, fact and opinion, and main idea and details of a text. - identify structures in drama (dialogue, acts, and scenes). - interact with the text through questioning. - draw conclusions based on information in text. - make inferences based on information gained from text - compare and contrast texts. - sequence events of text. - make personal, social, and cultural connections to literature. 	<p>R5.A.2.3 Make inferences and draw conclusions based on text.</p> <p>R5.A.1.4 Identify and explain the main ideas and relevant details.</p> <p>R5.A.2.4 Identify and explain main ideas and relevant details.</p> <p>R5.A.1.5 Summarize a fictional text as a whole.</p> <p>R5.B.3.1 Differentiate fact from opinion in nonfiction text.</p>	<p>R5.A.2.3.1 Make inferences and/or draw conclusions based on information from text. R5.A.2.3.2 Cite evidence from text to support generalizations</p> <p>R5.A.1.4.1 Identify and/or explain stated or implied main ideas and relevant supporting details from the text.</p> <p>R5.A.2.4.1 Identify and/or explain stated or implied main ideas and relevant supporting details for the text.</p> <p>R5.A.1.5.1 Summarize the key details and events of a fictional text as a whole.</p> <p>R5.B.3.1.1 Identify, and/or interpret statements of fact and opinion in non-fictional text.</p>	<p>1.2, 1.3</p> <p>1.2, 1.3</p> <p>1.2, 1.3</p> <p>1.3</p> <p>1.3</p>	<p>3</p> <p>3</p> <p>3</p> <p>3</p> <p>3,7</p>		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

SUBJECT:	LANGUAGE ARTS	STRAND:	Comprehension	Grade:	5
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Page 3 (Continued)

2008

Student Learning Outcomes	Assessment Anchors	Eligible Content	PA Standards	National Council of Teachers of English\ International Reading Association Standards	Date(s) Taught	√ for Mastery
<ul style="list-style-type: none"> - distinguish and see relationships between cause and effect, fact and opinion, and main idea and details of a text. - begin to recognize literary devices in stories and poetry (alliteration, rhyme, rhythm, personification, and onomatopoeia) and figurative language (similes). <p align="center">↓</p>	<p>R5.B.3.3 Identify, compare, explain, interpret, describe, and analyze how text organization clarifies meaning of non-fictional text.</p>	<p>R5.B.3.3.1 Identify, and/or interpret text organization, including sequence, question/answer, comparison/contrast, cause/effect, or problem/solution.</p> <p>R5.B.3.3.2 Using headings to locate information in a passage, or identify content that would best fit in a specific section of text.</p> <p>R5.B.3.3.3 Interpret graphics and charts and/or make connections between text and the content of graphics and charts.</p> <p>R5.3.3.4 Identify, compare, explain, interpret, describe, and/or analyze the sequence of steps in a list of directions.</p>	<p>1.2, 1.3</p>	<p>3, 7</p>		
	<p>R5.A.2.5 Summarize a non-fictional text as a whole.</p>	<p>R5.A.2.5.1 Summarize the major points, processes, and/or events of a non-fictional text as a whole.</p>	<p>1.2, 1.3</p>	<p>3, 7</p>		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

SUBJECT:	LANGUAGE ARTS	STRAND:	Comprehension	Grade:	5
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Page 4 (Continued)

2008

Student Learning Outcomes	Assessment Anchors	Eligible Content	PA Standards	National Council of Teachers of English\ International Reading Association Standards	Date(s) Taught	√ for Mastery
<p>The student will:</p> <p align="center">↓</p>	<p>R5.B.1.1 Identify, interpret, compare, and describe components of fiction and literary nonfiction.</p> <p align="center">↓</p>	<p>R5.B.1.1.1 Identify, explain, interpret, compare, and/or describe components of fiction and literary nonfiction.</p> <p><u>Character</u> (may also be called narrator, speaker, subject of a biography):</p> <p>Identify, interpret, compare, and/or describe, and/or analyze character actions, motives, dialogue, emotions/feelings, traits, and relationships among characters within fictional or literary non-fictional text.</p> <p>Identify, interpret, compare, and/or describe the relationship between characters and other components of text.</p> <p>Identify, interpret, compare, describe, and/or analyze the relationship between the theme and other components of text.</p>	<p>1.2, 1.3</p> <p align="center">↓</p>	<p>3, 7</p> <p align="center">↓</p>		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

SUBJECT:	LANGUAGE ARTS	STRAND:	Comprehension	Grade:	5
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Page 6 (Continued)

2008

Student Learning Outcomes	Assessment Anchors	Eligible Content	PA Standards	National Council of Teachers of English\ International Reading Association Standards	Date(s) Taught	√ for Mastery
<p>The student will:</p> <ul style="list-style-type: none"> recognize literary devices including personification, similes, metaphors, hyperboles, onomatopoeia, and alliteration within text and different forms of poetry to help derive meaning. <p align="center">↓</p> <ul style="list-style-type: none"> read a variety of genres. <ul style="list-style-type: none"> at least 25 books or book equivalents. 	<p>R5.B.2.1 Identify, interpret and describe figurative language in fiction and nonfiction.</p> <p align="center">↓</p> <p>R5.B.2.2 Identify, interpret, and describe the point of view of the narrator in fictional and non-fictional text.</p>	<p>R5.B.2.1.1 Identify, interpret, and /or describe examples of personification in text. R5.B.2.1.2 Identify, interpret, and/or describe examples of similes in text. R.B.2.1.3 Identify, interpret, and/or describe examples of alliteration in text when its use is presumed intentional. R5.2.1.4 Identify, interpret, and/or describe examples of metaphors in text. R5.B.2.1 Identify, interpret, and describe the point of view of the narrator as first person or third person point of view.</p> <p>R5.B.2.2.2 Interpret and/or describe the effectiveness of the point of view used by the author.</p>	<p>1.3, 1.7</p> <p align="center">↓</p> <p>1.3</p>	<p>6</p> <p align="center">↓</p> <p>6</p>		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

SUBJECT: LANGUAGE ARTS		STRAND: Writing		Grade: 5		
Student Learning Outcomes	Assessment Anchors	Eligible Content	PA Standards	National Council of Teachers of English\ International Reading Association Standards	Date(s) Taught	√ for Mastery
<p>The student will:</p> <ul style="list-style-type: none"> engage in pre-writing strategies including use of graphic organizers and brainstorming techniques. identify and describe genre of text. 	<p>R5.A.2.6 Identify and describe genre of text</p> <p align="center">↓</p>	<p>R5.A.2.6.1 Identify the author’s intended purpose of text. R5.A.2.6.2 Identify and/or describe examples of text that support the author’s intended purpose. Note: informational, persuasive, biographical, instructional (practical/how-to/advertisement), and editorial/essay text.</p>	1.4, 1.5	4, 5		
	<p>R5.A.1.3 Make inferences and draw conclusions based on text.</p> <p align="center">↓</p> <p>R5.A.1.4 Identify and explain the main idea and relevant details.</p>	<p>R5.A.1.3.1 Make inferences and/or draw conclusions based on information from text. R5.A.1.3.2 Cite evidence from text to support generalizations. R5.A.1.4.1 Identify and/or explain stated or implied main ideas and relevant supporting details from the text.</p>	1.4, 1.5	4, 5		

2008

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

SUBJECT:	LANGUAGE ARTS	STRAND:	Writing	Grade:	5
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Page 2 (Continued)

2008

Student Learning Outcomes	Assessment Anchors	Eligible Content	PA Standards	National Council of Teachers of English\ International Reading Association Standards	Date(s) Taught	√ for Mastery
The student will:	<p>R5.A.1.5 Summarize a fictional text as a whole.</p> <p>R5.B.2.1 Identify, interpret, and describe figurative language in fiction and nonfiction</p> <p align="center">↓</p> <p>R5.B.2.2 Identify, interpret, and describe the point of view of the narrator in fictional and non-fictional text.</p>	<p>R5.A.1.5.1 Summarize the key details and events of a fictional text as a whole.</p> <p>R5.B.2.1.1 Identify, interpret, and /or describe examples of personification in text. R5.B.2.1.2 Identify, interpret, and/or describe examples of similes in text. R5.B.2.1.3 Identify, interpret, and/or describe examples of alliteration in text when its use is presumed intentional. R5.B.2.1.4 Identify, interpret, and/or describe examples of metaphors in text.</p> <p>R5.B.2.2.1 Identify, interpret, and describe the point of view of the narrator as first person or third person point of view. R5.B.2.2.2 Interpret and/or describe the effectiveness of the point of view used by the author.</p>	1.4, 1.5	4, 5		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

SUBJECT:	LANGUAGE ARTS	STRAND:	Writing	Grade:	5
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Page 3 (Continued)

2008

Student Learning Outcomes	Assessment Anchors	Eligible Content	PA Standards	National Council of Teachers of English\ International Reading Association Standards	Date(s) Taught	√ for Mastery
<p>The student will:</p> <ul style="list-style-type: none"> write informational pieces that have focused main idea and supporting details. 	<p>R5.A.2.3 Make inferences and draw conclusions based on text.</p> <p>R5.A.2.4 Identify and explain main ideas and relevant details.</p> <p>R5.A.2.5 Summarize a non-fictional text as a whole.</p> <p>R5.B.1.2 Make connections between texts.</p> <p>R5.B.3.1 Differentiate fact from opinion in non-fictional text.</p>	<p>R5.A.2.3.1 Make inferences and/or draw conclusions based on information from text.</p> <p>R5.A.2.3.2 Cite evidence from text to support generalizations.</p> <p>R5.A.2.4.1 Identify and/or explain stated or implied main ideas and relevant supporting details from the text.</p> <p>R5.A.2.5.1 Summarize the major points, processes and/or events of a non-fictional text as a whole.</p> <p>R5.B.1.2.1 Identify, interpret, compare, and/or analyze connections between texts.</p> <p>R5.B.3.1.1 Identify, explain, and/or interpret statements of fact and opinion in non-fictional text.</p>	1.4, 1.5	4, 5		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

SUBJECT:	LANGUAGE ARTS	STRAND:	Writing	Grade:	5
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Page 4 (Continued)

2008

Student Learning Outcomes	Assessment Anchors	Eligible Content	PA Standards	National Council of Teachers of English\ International Reading Association Standards	Date(s) Taught	√ for Mastery
<p>The student will:</p> <ul style="list-style-type: none"> write persuasive pieces that have a clearly stated position or opinion and supporting details. revise writing to improve organization of paragraphs, word choice, sentence variety, and content. <p align="center">↓</p>	<p>R5.B.2.2 Identify, interpret, and describe the point of view of the narrator in fictional and non-fictional text.</p> <p>R5.B.3.2 Distinguish between essential nonessential information within or between texts.</p> <p>R5.B.3.1 Differentiate fact from opinion in non-fictional text.</p> <p>R5.B.2.2 Identify, interpret, and describe the point of view of the narrator in fictional and non-fictional text</p> <p>R5.B.3.3 Identify, compare, explain, and interpret how text organization clarifies meaning of non-fictional text.</p>	<p>R5.B.2.2.1 Identify, interpret, and describe the point of view of the narrator as first person or third person point of view.</p> <p>R5.B.3.2.1 Identify and/or interpret how the author uses exaggeration (bias) in non-fictional text</p> <p>R5.B.3.1.1 Identify, explain, and/or interpret statements of fact and opinion in non-fictional text.</p> <p>R5.B.2.2.1 Identify, interpret, and describe the point of view of the narrator as first person or third person point of view.</p> <p>R5.B.3.3.1 Identify and/or interpret text organization, including sequence, question/answer, comparison/contrast, cause/effect, or problem/solution.</p>	<p>1.4, 1.5</p> <p>1.5</p> <p align="center">↓</p>	<p>4, 5</p> <p>4, 6</p> <p align="center">↓</p>		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

SUBJECT:	LANGUAGE ARTS	STRAND:	Writing	Grade:	5
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Page 5 (Continued)

2008

Student Learning Outcomes	Assessment Anchors	Eligible Content	PA Standards	National Council of Teachers of English\ International Reading Association Standards	Date(s) Taught	√ for Mastery
<p>The student will:</p> <ul style="list-style-type: none"> revise writing to improve organization of paragraphs, word choice, sentence variety, and content. <p align="center">↓</p>	<p>(Continued)</p> <p>R5.B.3.3 Identify, compare, explain, and interpret how text organization clarifies meaning of non-fictional text.</p> <p align="center">↓</p>	<p>R5.B.3.3.2 Use headings to locate information in a passage, or identify content that would best fit in a specific section of text.</p> <p>R5.B.3.3.3 Identify, explain, and/or interpret text organization, including sequence, question/answer, cause/effect, or problem/solution.</p> <p>R5.B.3.3.4 Identify, explain, compare, and/or interpret the sequence of steps in a list of directions.</p>	<p>1.5</p> <p align="center">↓</p>	<p>4, 6</p> <p align="center">↓</p>		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

SUBJECT:	LANGUAGE ARTS	STRAND:	Writing	Grade:	5
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Page 6 (Continued)

2008

Student Learning Outcomes	Assessment Anchors	Eligible Content	PA Standards	National Council of Teachers of English\ International Reading Association Standards	Date(s) Taught	√ for Mastery
<p>The student will:</p> <ul style="list-style-type: none"> • edit writing using the conventions of language such as parts of speech. • edit writing using the conventions of language such as punctuation and capitalization. • present and/or defend written work for publication. • use capital letters correctly in all written work. • use punctuation correctly in all written work – including: period, exclamation point, question mark, comma, apostrophe. • apply learned parts of speech to writing – including: nouns, pronouns, verbs, adjectives, conjunctions. • write in complete and varied sentences -including: declarative, interrogative, exclamatory, imperative. 			1.5	4,6		
			1.5	4,6		
			1.5	11,12		
			1.6	4,6		
			1.5	4,6		
			1.5	4,6		
			1.5	4.6		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

SUBJECT:	LANGUAGE ARTS	STRAND:	Handwriting	Grade:	5
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2008

Student Learning Outcomes	Assessment Anchors	Eligible Content	PA Standards	National Council of Teachers of English\ International Reading Association Standards	Date(s) Taught	√ for Mastery
<p>The student will:</p> <ul style="list-style-type: none"> • write cursively in daily work unless otherwise indicated. 						

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

SUBJECT:	LANGUAGE ARTS	STRAND:	Study Skills	Grade:	5
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2008

Student Learning Outcomes	Assessment Anchors	Eligible Content	PA Standards	National Council of Teachers of English\ International Reading Association Standards	Date(s) Taught	√ for Mastery
<p>The student will:</p> <ul style="list-style-type: none"> select and refine a topic for written research or class discussion. locate information using appropriate sources: dictionary, encyclopedia, thesaurus, nonfiction books, other computer related resources. use table of contents, index, glossary, key words to find information. use graphic organizers, note taking, outlining, study guides, tables, maps and charts to organize information from written material or oral discussion. write a research report on a given topic. present report using technology tools such as: word, power point, or excel. self-assess work using rubrics, checklists, and criteria lists . 	<p>R5.B.3.3 Identify, compare, explain, interpret, describe, and analyze how text organization clarifies the meaning of nonfiction text.</p>	<p>R5.B.3.3.2 Use headings to locate information in a passage, or identify content that would best fit in a specific section of text.</p> <p>R5.B.3.3.3 Interpret graphics and charts and/or make connections between text and the content of graphics and charts.</p>	<p>1.8</p> <p>1.8</p> <p>1.8</p> <p>1.8</p> <p>1.4</p> <p>1.6</p> <p>1.5</p>	<p>7, 8</p> <p>7, 8</p> <p>7, 8</p> <p>7, 8</p> <p>7, 8</p> <p>7, 8</p>		

**LANGUAGE ARTS
CURRICULUM**

GRADE 6

2008

WEST ALLEGHENY SCHOOL DISTRICT

Subject: LANGUAGE ARTS

Grade: Sixth Grade



2008

ACADEMIC STANDARDS:

- 1.1 Learning to read independently
- 1.2 Read critically in all content areas
- 1.3 Reading, Analyzing, and Interpreting Literature
- 1.4 Types of writing
- 1.5 Quality of writing
- 1.6 Speaking & Listening
- 1.7 Characteristics and function of the English language
- 1.8 Research

COURSE DESCRIPTION:

The Sixth Grade Language Arts Program's goal is to continue to develop fundamental reading and writing skills. Literature is both teacher and student selected and consists of fiction, non-fiction, short stories, and poetry. In class students will read both orally and silently, participate in class discussions, build word knowledge, and analyze a variety of texts. In addition to classroom reading, sixth grade students will be required to adhere to the Pennsylvania State Standard recommendation of reading 25 books a year. Students will use the writing process to create, present, and publish narrative, informative, and persuasive essays. They will read and create a variety of poetry. They will be required to apply proper grammar, punctuation, and spelling skills in all writings. The essays will be scored using the Pennsylvania Domain Scoring Guide. A variety of assessments will be used to encourage all students to become critical readers, active listeners, effective speakers, and productive writers.

BASIC TEXT/PUBLISHER AND INSTRUCTIONAL RESOURCES:

Novels (reading)

- Among the Hidden
- Burning Up
- Number the Stars
- Jacob's Rescue

Writer's Choice Grammar and Composition Glencoe (English)

Literature Glencoe (reading)

ASSESSMENTS:

- Scantron
- PSSA
- District Writing Assessment
- In-class Writing Assessment
- Teacher-made tests (unit tests, quizzes, novel tests, & chapter tests)
- Glencoe tests
- Projects and written reports (Rubrics)
- Oral Presentations
- Informal Assessments (homework, writing journals, , reading inventories, & informal observations)

TECHNOLOGY USED:

- Internet (various websites)
- Computers (Microsoft Word Publishing)
- Smart Board
- Power Library
- LCD projector



**Language Arts Skills/Concepts Addressed in Each
Grade Level/Course**

2008

Strand	LANGUAGE ARTS – SIXTH GRADE
Word Knowledge	<ul style="list-style-type: none"> • Identify & utilize new vocabulary words • Read & determine word meaning from text (fiction & nonfiction) • Read with fluency
Comprehension	<ul style="list-style-type: none"> • Read & understand text • Utilize “pre-reading” activities • Utilize “during” and “post-reading” strategies • Analyze the use of literary elements • Recognize literary devices and figurative language in text • Identify, describe, analyze, and read a variety of genres • Make connections between texts • Understand concepts and organization of nonfiction text • Read with fluency • Read independently
Writing	<ul style="list-style-type: none"> • Engage in pre-writing activities • Produce drafts of various writings (persuasive, narrative, informative, and poetic) • Revise drafts • Edit written work • Publish writing • Capitalize correctly • Punctuate correctly • Spell correctly • Use parts of speech correctly in writing • Vary sentence structure and word choice
Speaking & Listening	<ul style="list-style-type: none"> • Listen to others • Listen to various texts • Present information and ideas to others • Participate in small and large group discussions • Use media for learning
Study Skills	<ul style="list-style-type: none"> • Use reference materials as tools to read and write effectively • Use research techniques to complete projects • Take notes from lecture and text • Demonstrate effective test-taking skills

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

SUBJECT:	LANGUAGE ARTS	STRAND:	Word Knowledge	Grade:	6
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Page 2 (Continued)

2008

Student Learning Outcomes	Assessment Anchors	Eligible Content	PA Standards	National Council of Teachers of English\ International Reading Association Standards	Date(s) Taught	√ for Mastery
<p>The student will:</p> <p>Nonfiction</p> <ul style="list-style-type: none"> identify and utilize new vocabulary words. <ul style="list-style-type: none"> analyze to determine root, meaning, and use. use vocabulary in written work to enhance understanding of new words/concepts. read and determine word meaning from text. <ul style="list-style-type: none"> use root words, prefixes, and suffixes. use context clues. <p align="center">↓</p> <ul style="list-style-type: none"> demonstrate fluency. <ul style="list-style-type: none"> read independently. read orally. 	<p>R6.A.2.1 Identify and apply the meaning of vocabulary in nonfiction.</p> <p align="center">↓</p> <p>R6.A.2.2 Identify and apply word recognition skills.</p> <p align="center">↓</p>	<p>R6.A.2.1.1 Identify and apply meaning of multiple-meaning words used in text.</p> <p>R6.A.2.1.2 Identify and apply meaning of content- specific words used in text.</p> <p>R6.A.2.2.1 Identify and apply how the meaning of a word is changed when an affix is added; identify and apply the meaning of a word from the text with an affix.</p> <p><u>Note:</u> Affixes will be limited to prefixes: pre-, dis-, mis-, non-, inter-, extra-, post-, super-, sub-; suffixes: -less, -ble, -ly, -or, -ness, -ment, -er, -ship, -tion, -en.</p> <p>R6.A.2.2.2 Define and/or apply how the meaning of words or phrases changes when using context clues given in explanatory sentences.</p>	<p>1.1.8 F 1.5.8 F</p> <p>1.1.8 F 1.1.8 C</p> <p>1.1.8 H</p>	<p>3</p> <p>3</p> <p>1, 4, 10, 11, 12</p>		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

SUBJECT:	LANGUAGE ARTS	STRAND:	Comprehension	Grade:	6
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2008

Student Learning Outcomes	Assessment Anchors	Eligible Content	PA Standards	National Council of Teachers of English\ International Reading Association Standards	Date(s) Taught	√ for Mastery
<p>The student will:</p> <p>Fiction/Nonfiction</p> <ul style="list-style-type: none"> • read and understand information. <ul style="list-style-type: none"> - make inferences and draw conclusions. - analyze text organization and content. <p align="center">↓</p> <ul style="list-style-type: none"> • utilize pre-reading activities. <ul style="list-style-type: none"> - identify a purpose for reading. - activate prior knowledge. - make predictions. 	<p>R6.A.1.3 Make inferences, draw conclusions, and make generalizations based on text.</p> <p>R6.A.2.3 Make inferences, draw conclusions, and make generalizations based on text.</p>	<p>R6.A.1.3.1. Make inferences and/or draw conclusions based on information from text.</p> <p>R6.A.1.3.2 Cite evidence from text to support generalizations.</p> <p>R6.A.2.3.1 Make inferences and/or draw conclusions based on information from text.</p> <p>R6.A.2.3.2 Cite evidence from text to support generalizations</p>	<p>1.1.8 B 1.2.8 A</p> <p align="center">↓</p> <p>1.1.8.A 1.6.8 B</p>	<p>1,2,3,9,10,11,12</p> <p align="center">↓</p> <p>1,2,3,9,10,11,12</p>		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

SUBJECT: LANGUAGE ARTS	STRAND: Comprehension	Grade: 6
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Page 2 (Continued)

2008

Student Learning Outcomes	Assessment Anchors	Eligible Content	PA Standards	National Council of Teachers of English\ International Reading Association Standards	Date(s) Taught	√ for Mastery
<p>The student will:</p> <p>Fiction/Nonfiction</p> <ul style="list-style-type: none"> • utilize during and post-reading strategies to build on comprehension and to respond to a variety of text. <ul style="list-style-type: none"> - identify main ideas and supporting details. - identify conflicts and resolutions. - summarize a text. - compare and contrast texts. - differentiate between facts and opinions. - sequence text events. - identify cause and effect. - validate or modify predictions. - extend comprehension by making personal, social, and world connections. 	<p>R6.A.1.4 Identify and explain main ideas and relevant details.</p> <p>R6.A.1.5 Summarize a fiction text as a whole.</p> <p>R6.A.2.4 Identify and explain main ideas and relevant details.</p> <p>R6.A.2.5 Summarize nonfiction text as a whole.</p>	<p>R6.A.1.4.1 Identify and/or explain stated or implied main ideas and relevant supporting details from text. <u>Note:</u> Items may target a specific paragraph.</p> <p>R6.A.1.5.1 Summarize the key details and events of a fictional text as a whole.</p> <p>R6.A.2.4.1 Identify and/or explain stated or implied main ideas and relevant supporting details from text. <u>Note:</u> Items may target specific paragraphs.</p> <p>R6.A.2.5.1 Summarize the major points, processes, and/or events of a nonfiction text as a whole.</p>	<p>1.1.8 G 1.2.8 A 1.3.8 A 1.4.8 B 1.6.8 B</p> <p align="center">↓</p>	<p>1,2,3,6,9,10,11,12</p> <p align="center">↓</p>		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

SUBJECT:	LANGUAGE ARTS	STRAND:	Comprehension	Grade:	6
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Page 3 (Continued)

2008

Student Learning Outcomes	Assessment Anchors	Eligible Content	PA Standards	National Council of Teachers of English\ International Reading Association Standards	Date(s) Taught	√ for Mastery
<p>The student will:</p> <p>Fiction/Nonfiction</p> <ul style="list-style-type: none"> analyze the use of literary elements used by an author. <ul style="list-style-type: none"> - characterization - setting - plot - theme <p align="center">↓</p>	<p>R6.B.1.1 Identify, interpret, compare, describe, and analyze components of fiction and literary nonfiction.</p> <p align="center">↓</p>	<p>R6.B.1.1.1 Identify, explain, interpret, compare, describe, and/or analyze components of fiction and literary nonfiction. Character(narrator, speaker, subject) Identify, explain, interpret, compare, describe, and/or analyze character actions, motives, dialogue, emotions/feelings, traits, and relationships among characters within fictional or literary non-fictional text. Identify, explain, interpret, compare, and /or analyze the relationship between characters and other components of text. Setting: Identify, explain, interpret, compare and/or describe the setting of fiction or literary nonfiction. Identify, explain, interpret, compare, describe, and/or analyze the relationship between setting and other components of text.</p>	<p>1.1.8 D 1.1.8 H 1.3.8 B 1.3.8 E</p> <p align="center">↓</p>	<p>1,2,3,6,9,10,12</p> <p align="center">↓</p>		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

SUBJECT:	LANGUAGE ARTS	STRAND:	Comprehension	Grade:	6
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Page 4 (Continued)

2008

Student Learning Outcomes	Assessment Anchors	Eligible Content	PA Standards	National Council of Teachers of English\ International Reading Association Standards	Date(s) Taught	√ for Mastery
<p>The student will: (Continued)</p> <p>Fiction/Nonfiction</p> <ul style="list-style-type: none"> analyze the use of literary elements used by an author. <ul style="list-style-type: none"> - characterization - setting - plot - theme <p align="center">↓</p>	<p>R6.B.1.1 Identify, interpret, compare, describe, and analyze components of fiction and literary nonfiction.</p> <p align="center">↓</p>	<p>Plot: (action) Identify, explain, interpret, compare, describe, and /or analyze elements of the plot(conflict, rising action, climax and /or resolution).</p> <p>Identify, explain, interpret, compare, describe, and/or analyze the relationship between elements of the plot and other components of the text.</p> <p>Theme:(message/lesson) Identify, explain, interpret, compare, describe and/or analyze the theme of fiction or literary nonfiction.</p> <p>Identify, explain, interpret, compare, describe, and/or analyze the relationship between the theme and other components of text</p>	<p>1.1.8 D 1.1.8 H 1.3.8 B 1.3.8 E</p> <p align="center">↓</p>	<p>1,2,3,6,9,10,12</p> <p align="center">↓</p>		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

SUBJECT:	LANGUAGE ARTS	STRAND:	Comprehension	Grade:	6
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Page 5 (Continued)

2008

Student Learning Outcomes	Assessment Anchors	Eligible Content	PA Standards	National Council of Teachers of English\ International Reading Association Standards	Date(s) Taught	√ for Mastery
<p>The student will:</p> <p>Fiction/Nonfiction</p> <ul style="list-style-type: none"> • recognize literary devices and figurative language in text. <ul style="list-style-type: none"> - personification - simile - alliteration - metaphors - hyperbole - imagery - idioms - foreshadowing 	<p>R6.B.2.1 Identify, interpret, and describe figurative language in fiction and nonfiction.</p> <p align="center">↓</p>	<p>R6.B.2.1.1 Identify, explain, interpret, and/or describe examples of personification in text.</p> <p>R6.B.2.1.2 Identify, explain, interpret, and/or describe examples of similes in text.</p> <p>R6.B.2.1.3 Identify, explain, interpret, and/or describe examples of alliteration in text when its use is presumed intentional.</p> <p>R6.B.2.1.4 Identify, explain, interpret, and/or describe examples of metaphors in text.</p>	<p>1.3.8 C 1.1.8 E</p> <p align="center">↓</p>	<p>1,2,3,4,10,11,12</p> <p align="center">↓</p>		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

SUBJECT:	LANGUAGE ARTS	STRAND:	Comprehension	Grade:	6
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Page 6 (Continued)

2008

Student Learning Outcomes	Assessment Anchors	Eligible Content	PA Standards	National Council of Teachers of English\ International Reading Association Standards	Date(s) Taught	√ for Mastery
<p>The student will:</p> <p>Fiction/Nonfiction:</p> <ul style="list-style-type: none"> demonstrate fluency. <ul style="list-style-type: none"> read independently. read orally. identify, describe, and read a variety of genres. <p align="center">↓</p>	<p>R6.A.1.6 Identify and describe genre of text. R6.A.2.6 Identify and describe the genre of a text.</p> <p align="center">↓</p>	<p>R6.A.1.6.1 Identify the author’s intended purpose of text. R6.A.1.6.2 Identify, explain, and/or describe examples of text that support the author’s intended purpose. <u>Note:</u> narrative and poetic text</p> <p>R6.A.2.6.1 Identify the author’s intended purpose of a text. R6.A.2.6.2 Identify, explain, and/or describe examples of text that support the author/s intended purpose.</p>	<p>1.3.8 A 1.1.8 H</p> <p>1.1.8 H</p> <p align="center">↓</p>	<p>4</p> <p>1,2,3,6,9,10,11,12</p> <p align="center">↓</p>		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

SUBJECT: LANGUAGE ARTS		STRAND: Comprehension		Grade: 6		
Page 7 (Continued)						2008
Student Learning Outcomes	Assessment Anchors	Eligible Content	PA Standards	National Council of Teachers of English\ International Reading Association Standards	Date(s) Taught	√ for Mastery
<p>The student will:</p> <ul style="list-style-type: none"> • identify point of view in a variety of texts. 	<p>R6.B.2.2 Identify, interpret, and describe the point of view of the narrator in fictional and non-fictional text.</p>	<p>R6.B.2.2.1 Identify, explain, and/or describe the point of view of the narrator as first person or third person point of view. R6.B.2.2.2 Explain, interpret, and/or describe the effectiveness of the point of view used by the author.</p>	1.3.8 B	1,2,3,10,11,12		
<ul style="list-style-type: none"> • make connections between texts. (two texts) <ul style="list-style-type: none"> - Fiction-poem - Fiction-nonfiction - Persuasive-persuasive 	<p>R6.B.1.2 Make connections between text.</p>	<p>R6.B.1.2.1 Identify, explain, interpret, compare, describe, and/or analyze connections between texts.</p>	1.1.8 G	1,2,3,10,11,12		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

SUBJECT:	LANGUAGE ARTS	STRAND:	Comprehension	Grade:	6
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Page 8 (Continued)

2008

Student Learning Outcomes	Assessment Anchors	Eligible Content	PA Standards	National Council of Teachers of English\ International Reading Association Standards	Date(s) Taught	√ for Mastery
<p>The student will:</p> <p>Nonfiction</p> <ul style="list-style-type: none"> determine and understand text of nonfiction text. <p align="center">↓</p>	<p>R6.B.3.3 Identify, compare, explain, interpret, describe, and analyze how text organization clarifies meaning of non-fictional text.</p> <p align="center">↓</p>	<p>R6.B.3.3.1 Identify, explain, and/or interpret text organization, including sequence, question/answer, comparison/contrast, cause/effect, or problem/solution.</p> <p>R6.B.3.3.2 Use headings to locate information in a passage, or identify content that would best fit in a specific section of text.</p> <p>R6.B.3.3.3 Interpret graphics and charts and/or make connections between text and content of graphics and charts.</p> <p>R6.B.3.3.4 Identify, explain, compare, interpret, describe, and/or analyze the sequence of steps in a list of directions.</p>	<p>1.2.8 A 1.3.8 A</p> <p align="center">↓</p>	<p>3,10,12</p> <p align="center">↓</p>		
<ul style="list-style-type: none"> differentiate fact from opinion. 	<p>R6.B.3.1 Differentiate fact from opinion in non-fictional text.</p>	<p>R6.B.3.1.1 Identify, explain, and/or interpret statements of fact and opinion in non-fictional text.</p>	<p>1.2.8 A 1.3.8 A</p>	<p>3,10,12</p>		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

SUBJECT:	LANGUAGE ARTS	STRAND:	Writing	Grade:	6
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2008

Student Learning Outcomes	Assessment Anchors	Eligible Content	PA Standards	National Council of Teachers of English\ International Reading Association Standards	Date(s) Taught	√ for Mastery
<p>The student will:</p> <ul style="list-style-type: none"> • engage in pre-writing activities such as: <ul style="list-style-type: none"> - identify the audience and purpose. - select a topic. - gather information. - determine the focus. - narrow the focus. • produce drafts of narrative/descriptive, informative, persuasive, and poetic writing. <ul style="list-style-type: none"> - compose drafts that communicate information clearly and precisely. • revise drafts by improving <ul style="list-style-type: none"> - focus. - organization. - content. - style. <ul style="list-style-type: none"> ○ collect and provide feedback for self and others. ○ rewrite draft(s) with improvements. 			1.5.8 C 1.5.8 B 1.5.8 A 1.8.8 A 1.8.8 B 1.4.8 B 1.4.8 C 1.4.8 D 1.2.8 C 1.5.8 E 1.8.8 C	4,5 4,5,6 4,5,6		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

SUBJECT:	LANGUAGE ARTS	STRAND:	Writing	Grade:	6
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Page 2 (Continued)

2008

Student Learning Outcomes	Assessment Anchors	Eligible Content	PA Standards	National Council of Teachers of English\ International Reading Association Standards	Date(s) Taught	√ for Mastery
<p>The student will:</p> <ul style="list-style-type: none"> • edit written work by <ul style="list-style-type: none"> - creating corrections in spelling, punctuation, and grammar for self and others. • publish selected pieces when submitting writings in class, school, and/or the community. • write persuasive pieces by <ul style="list-style-type: none"> - stating a clear position. - developing reader interest. - citing evidence. - including a call to action. • write narrative/descriptive pieces. <ul style="list-style-type: none"> - construct a setting. - create and evolve characters. - develop conflict. - include relevant illustrations. - choose descriptive details/examples to include. - generate dialogue. - make use of literary devices. 			<p>1.5.8F</p> <p>1.5.8G</p> <p>1.4.8C</p> <p>1.4.8A</p>	<p>4,5,6</p> <p>4,5,6,12</p> <p>4,5,6,12</p> <p>4,5,6,12</p>		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

SUBJECT: LANGUAGE ARTS	STRAND: Speaking & Listening	Grade: 6
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2008

Student Learning Outcomes	Assessment Anchors	Eligible Content	PA Standards	National Council of Teachers of English\ International Reading Association Standards	Date(s) Taught	√ for Master
<p>The student will:</p> <ul style="list-style-type: none"> • listen to others. <ul style="list-style-type: none"> - listen without interrupting. - ask clarifying questions. - distinguish relevant from irrelevant information. - take notes when prompted. - paraphrase orally what is said. • listen to selections of various text, (narrative, poetic, informative). <ul style="list-style-type: none"> - relate it to previous knowledge. - anticipate and discuss what’s next. - retell including theme, characters, mood, & setting. - identify & define new words and concepts. - summarize the selection. 			<p>1.6.8A</p> <p>1.6.8 B</p>	<p>4,9,10,12</p> <p>4,9,10,12</p>		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

SUBJECT:	LANGUAGE ARTS	STRAND:	Speaking & Listening	Grade:	6
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Page 2 (Continued)

2008

Student Learning Outcomes	Assessment Anchors	Eligible Content	PA Standards	National Council of Teachers of English\ International Reading Association Standards	Date(s) Taught	√ for Master
<p>The student will:</p> <ul style="list-style-type: none"> • present information, ideas, and opinions to others orally. • speak using: <ul style="list-style-type: none"> - logical organization. - appropriate details. - proper language usage. - appropriate reactions to audience. - visual aids. • participate in small & large group discussions & presentations. <ul style="list-style-type: none"> - initiate everyday conversation. - select a topic & present an oral reading. • use and understand a variety of media and evaluate the quality of media produced. 			<p>1.6.8C 1.6.8D</p> <p>1.6.8 E</p> <p>1.6.8 F 1.2.8 B</p>	<p>4,9,10,12</p> <p>4,9,12</p> <p>4,6,8,9,12</p>		

Middle School Vertical Alignment Word Knowledge

2008

6 th General	7 th General	8 th General
<p>Apply word analysis skills.</p> <ul style="list-style-type: none"> • <u>Root Words</u> • <u>Prefixes</u> <ul style="list-style-type: none"> ○ Pre ○ Dis ○ Mis ○ Non ○ Re ○ Inter ○ Extra ○ Post ○ Super ○ Sub ○ Un • <u>Suffixes</u> <ul style="list-style-type: none"> ○ less ○ ble ○ ly ○ or ○ ful ○ ness ○ ment ○ er ○ ship ○ tion ○ en 	<p>Apply word analysis skills.</p> <ul style="list-style-type: none"> • <u>Root Words</u> • <u>Prefixes</u> <ul style="list-style-type: none"> ○ Hyper ○ Over ○ Anti ○ Fore ○ Semi ○ Bi ○ Co ○ De ○ Im ○ Trans • <u>Suffixes</u> <ul style="list-style-type: none"> ○ ence ○ ance ○ hood ○ ist ○ able ○ est ○ ish ○ ous 	<p>Apply word analysis skills.</p> <ul style="list-style-type: none"> • <u>Root Words</u> <ul style="list-style-type: none"> ○ Chrono ○ Graph ○ Log(ue) ○ Logy ○ Micro ○ Phono ○ Aud ○ Bene ○ Gen ○ Magni ○ Mal ○ Ped ○ Pend ○ Pens ○ Vid ○ vis • <u>Prefixes</u> <ul style="list-style-type: none"> ○ Dia ○ Syn ○ Sym ○ Syl • <u>Suffixes</u> <ul style="list-style-type: none"> ○ ancy ○ age ○ cy ○ ee/eer ○ ery ○ ism ○ itis

**Middle School Vertical Alignment
Word Knowledge**

2008

6th General	7th General	8th General
<p>Read and determine word meaning from text using affixes and context clues.</p> <ul style="list-style-type: none"> • Restatement/Definition • Compare/Contrast/Antonym • Example • Synonym <p>Spell correctly across the curriculum.</p> <p>Identify and apply new vocabulary words and demonstrate grade appropriate concepts development.</p>	<p>Read and determine word meaning from text using affixes and context clues.</p> <ul style="list-style-type: none"> • Restatement/Definition • Compare/Contrast/Antonym • Example • Synonym • Roots/Affixes • Cause/Effect <p>Spell correctly across the curriculum.</p> <p>Identify and apply new vocabulary words and demonstrate grade appropriate concepts development.</p>	<ul style="list-style-type: none"> ○ ity ○ ive ○ ate ○ fy ○ ize ○ dom <p>Read and determine word meaning from text using affixes and context clues: Review and Mastery</p> <ul style="list-style-type: none"> • Restatement/Definition • Compare/Contrast/Antonym • Example • Synonym • Roots/Affixes • Cause/Effect <p>Identify the origins and meanings of common, learned and foreign words in the English language.</p> <p>Spell correctly across the curriculum.</p> <p>Identify and apply new vocabulary words and demonstrate grade appropriate concepts development.</p>

Middle School Vertical Alignment Word Knowledge

2008

6 th Honors	7 th Honors	8 th Honors
<p>Apply word analysis skills.</p> <ul style="list-style-type: none"> • <u>Root Words</u> • <u>Prefixes</u> <ul style="list-style-type: none"> ○ Pre ○ Dis ○ Mis ○ Non ○ Re ○ Inter ○ Extra ○ Post ○ Super ○ Sub ○ Un • <u>Suffixes</u> <ul style="list-style-type: none"> ○ less ○ ble ○ ly ○ or ○ ful ○ ness ○ ment ○ er ○ ship ○ tion ○ en ○ ence ○ hood ○ able ○ ish 	<p>Apply word analysis skills.</p> <ul style="list-style-type: none"> • <u>Root Words</u> • <u>Prefixes</u> <ul style="list-style-type: none"> ○ Hyper ○ Over ○ Anti ○ Fore ○ Semi ○ Bi ○ Co ○ De ○ Im ○ Trans • <u>Suffixes</u> <ul style="list-style-type: none"> ○ ence ○ ance ○ hood ○ ist ○ able ○ est ○ ish ○ ous ○ age ○ cy ○ ee/eer ○ ery ○ ism ○ itis ○ ity ○ ive 	<p>Apply word analysis skills.</p> <ul style="list-style-type: none"> • <u>Root Words</u> <ul style="list-style-type: none"> ○ Chrono ○ Graph ○ Log(ue) ○ Logy ○ Micro ○ Phono ○ Aud ○ Bene ○ Gen ○ Magni ○ Mal ○ Ped ○ Pend ○ Pens ○ Vid ○ vis • <u>Prefixes</u> <ul style="list-style-type: none"> ○ Dia ○ Syn ○ Sym ○ Syl • <u>Suffixes</u> <ul style="list-style-type: none"> ○ ancy ○ ate ○ fy ○ ize ○ dom ○ Versatile Suffixes

**Middle School Vertical Alignment
Word Knowledge**

2008

6th Honors	7th Honors	8th Honors
<ul style="list-style-type: none"> ○ ance ○ ist ○ est ○ ous <p>Read and determine word meaning from text using affixes and context clues.</p> <ul style="list-style-type: none"> ● Restatement/Definition ● Compare/Contrast/Antonym ● Example ● Synonym <p>Spell correctly across the curriculum.</p> <p>Identify and apply new vocabulary words and demonstrate grade appropriate concepts development.</p>	<p>Read and determine word meaning from text using affixes and context clues.</p> <ul style="list-style-type: none"> ● Restatement/Definition ● Compare/Contrast/Antonym ● Example ● Synonym ● Roots/Affixes ● Cause/Effect <p>Spell correctly across the curriculum.</p> <p>Identify and apply new vocabulary words and demonstrate grade appropriate concepts development.</p>	<p>Read and determine word meaning from text using affixes and context clues: Review and Mastery</p> <ul style="list-style-type: none"> ● Restatement/Definition ● Compare/Contrast/Antonym ● Example ● Synonym ● Roots/Affixes ● Cause/Effect <p>Identify the origins and meanings of common, learned and foreign words in the English language.</p> <p>Spell correctly across the curriculum.</p> <p>Identify and apply new vocabulary words and demonstrate grade appropriate concepts development.</p>

**Middle School Vertical Alignment
Reading Comprehension**

2008

6 th General	7 th General	8 th General
<p>Characterization</p> <ul style="list-style-type: none"> • Main • Minor <p>Literary Devices</p> <ul style="list-style-type: none"> • Figures of Speech <ul style="list-style-type: none"> ➤ Idioms ➤ Hyperbole ➤ Simile ➤ Metaphor ➤ Personification • Onomatopoeia • Alliteration • Imagery • Foreshadowing • Flashback • Suspense • 	<p>Characterization</p> <ul style="list-style-type: none"> • Main • Minor • Protagonist • Antagonist <p>Literary Devices</p> <ul style="list-style-type: none"> • Figures of Speech <ul style="list-style-type: none"> ➤ Idioms ➤ Simile ➤ Metaphor ➤ Personification ➤ Hyperbole ➤ Analogy • Imagery • Irony • Foreshadowing • Alliteration • Suspense 	<p>Character Development</p> <ul style="list-style-type: none"> • Antagonist • Dynamic • Flat • Protagonist • Round • Static <p>Characterization</p> <ul style="list-style-type: none"> • Direct • Indirect <p>Literary Devices</p> <ul style="list-style-type: none"> • Figures of Speech <ul style="list-style-type: none"> ➤ All literary terms previously taught ➤ Symbolism • Humor • Satire • Irony • Allusion • Suspense • Imagery • Onomatopoeia • Alliteration

Middle School Vertical Alignment Reading Comprehension

2008

6 th General	7 th General	8 th General
<p>Word Choice</p> <ul style="list-style-type: none"> • Connotation • Denotation • Abbreviation <p>Narrative Elements</p> <ul style="list-style-type: none"> • Plot • Setting • Theme • Conflict Types <ul style="list-style-type: none"> ➤ Internal ➤ External • Point of View <ul style="list-style-type: none"> ➤ First ➤ Third 	<p>Word Choice</p> <ul style="list-style-type: none"> • Connotation • Denotation • Abbreviation • Formal • Informal <p>Narrative Elements</p> <ul style="list-style-type: none"> • Plot • Setting • Theme • Mood • Conflict Types <ul style="list-style-type: none"> ➤ Internal ➤ External • Point of View <ul style="list-style-type: none"> ➤ First ➤ Second ➤ Third 	<p>Word Choice</p> <ul style="list-style-type: none"> • Formal • Informal • Archaic • Dialect • Colloquialism • Cliché • Jargon • Slang • Euphemism • Acronym • Abbreviation • Clipped Word • Coined Word • Connotation • Denotation

**Middle School Vertical Alignment
Reading Comprehension**

2008

6 th General	7 th General	8 th General
<p>Reading For Deeper Meaning</p> <ul style="list-style-type: none"> • Main Idea • Inferences, Conclusions, & Generalizations • Predictions • Character support with evidence • Making connections • Compare & Contrast • Fact/Opinion • Identify theme • Cause & Effect • Identify propaganda & persuasive techniques <ul style="list-style-type: none"> ➤ Bandwagon ➤ Emotional Appeal ➤ Repetition ➤ Logical Appeal (Appeals to numbers, facts, & statistics) 	<p>Author’s Style</p> <ul style="list-style-type: none"> • Mood • Tone • Bias <p>Reading For Deeper Meaning</p> <ul style="list-style-type: none"> • Main Idea • Inferences, Conclusions, & Generalizations • Predictions • Character support with evidence • Interpret text • Analyze a character’s actions • Making connections • Compare & Contrast • Fact/Opinion • Identify theme • Cause & Effect • Identify propaganda & persuasive techniques <ul style="list-style-type: none"> ➤ Stereotyping (Sweeping generalization) ➤ Testimonial 	<p>Narrative Elements</p> <ul style="list-style-type: none"> • Plot • Setting • Theme • Mood • Conflict Types <ul style="list-style-type: none"> ➤ Internal ➤ External ➤ Man vs. Man ➤ Man vs. Environment ➤ Man vs. Self ➤ Man vs. Society ➤ Man vs. Fate • Point of View <ul style="list-style-type: none"> ➤ First ➤ Third (Limited & Omniscient) <p>Author’s Style</p> <ul style="list-style-type: none"> • Tone • Attitude • Qualification • Bias • Sentence Structure • Word Choice

**Middle School Vertical Alignment
Reading Comprehension**

2008

6th General	7th General	8th General
		<p>Reading For Deeper Meaning</p> <ul style="list-style-type: none"> • Main Idea • Implied Main Idea • Relevant & Irrelevant Details <p>Inferences, Conclusions, & Generalizations</p> <ul style="list-style-type: none"> • Predictions • Characters' traits with evidence • Interpret Text • Analyze a characters' actions • Making connections • Compare & Contrast • Fact/Opinion • Identify theme • Identify propaganda & persuasive techniques <ul style="list-style-type: none"> ➤ Red-Herring ➤ Circular Argument ➤ Name Calling ➤ Other advanced techniques (ex. snob appeal)

**Middle School Vertical Alignment
Reading Comprehension**

2008

6 th Honors	7 th Honors	8 th Honors
<p>Characterization</p> <ul style="list-style-type: none"> • Main • Minor • Protagonist • Antagonist <p>Literary Devices</p> <ul style="list-style-type: none"> • Figures of Speech <ul style="list-style-type: none"> ➢ Idioms ➢ Hyperbole ➢ Simile ➢ Metaphor ➢ Personification • Onomatopoeia • Alliteration • Imagery • Foreshadowing • Flashback • Suspense • Symbolism • Irony • Humor 	<p>Characterization</p> <ul style="list-style-type: none"> • Main • Minor • Protagonist • Antagonist <p>Literary Devices</p> <ul style="list-style-type: none"> • Figures of Speech <ul style="list-style-type: none"> ➢ Idioms ➢ Simile ➢ Metaphor ➢ Personification ➢ Hyperbole ➢ Analogy (various types) • Imagery • Irony • Foreshadowing • Alliteration • Suspense • Symbolism • Humor 	<p>Character Development</p> <ul style="list-style-type: none"> • Antagonist • Dynamic • Flat • Protagonist • Round • Static • Stereotypes <p>Characterization</p> <ul style="list-style-type: none"> • Direct • Indirect <p>Literary Devices</p> <ul style="list-style-type: none"> • Figures of Speech <ul style="list-style-type: none"> ➢ All literary terms previously taught ➢ Symbolism • Humor • Puns, Farce, & Parody • Satire • Irony • Situational, Verbal, & Dramatic • Allusion • Suspense • Imagery • Onomatopoeia • Alliteration

**Middle School Vertical Alignment
Reading Comprehension**

2008

6th Honors	7th Honors	8th Honors
<p>Word Choice</p> <ul style="list-style-type: none"> • Connotation • Denotation • Abbreviation • Acronym • Slang • Formal • Informal <p>Narrative Elements</p> <ul style="list-style-type: none"> • Plot • Setting • Theme • Conflict Types <ul style="list-style-type: none"> ➤ Internal ➤ External ➤ Man vs. Man ➤ Man vs. Environment ➤ Man vs. Self ➤ Man vs. Society ➤ Man vs. Fate • Point of View <ul style="list-style-type: none"> ➤ First ➤ Third • Mood 	<p>Word Choice</p> <ul style="list-style-type: none"> • Connotation • Denotation • Abbreviation • Formal • Informal • Slang • Dialect • Acronyms • Cliché <p>Narrative Elements</p> <ul style="list-style-type: none"> • Plot • Setting • Theme • Mood • Conflict Types <ul style="list-style-type: none"> ➤ Internal ➤ External ➤ Man vs. Man ➤ Man vs. Environment ➤ Man vs. Self ➤ Man vs. Society ➤ Man vs. Fate 	<p>Narrative Elements</p> <ul style="list-style-type: none"> • Plot • Setting • Theme • Mood • Conflict Types <ul style="list-style-type: none"> ➤ Internal ➤ External ➤ Man vs. Man ➤ Man vs. Environment ➤ Man vs. Self ➤ Man vs. Society ➤ Man vs. Fate • Point of View <ul style="list-style-type: none"> ➤ First ➤ Third (Limited & Omniscient) <p>Author's Style</p> <ul style="list-style-type: none"> • Tone • Attitude • Qualification • Bias • Sentence Structure • Word Choice

**Middle School Vertical Alignment
Reading Comprehension**

2008

6th Honors	7th Honors	8th Honors
<p>Author's Style</p> <ul style="list-style-type: none"> • Mood • Tone <p>Reading For Deeper Meaning</p> <ul style="list-style-type: none"> • Main Idea • Inferences, Conclusions, & Generalizations • Predictions • Character support with evidence • Making connections • Compare & Contrast • Fact/Opinion • Identify theme • Cause & Effect • Analyze a character's actions • Identify propaganda & persuasive techniques <ul style="list-style-type: none"> ➤ Bandwagon ➤ Emotional Appeal ➤ Repetition ➤ Logical Appeal (Appeals to numbers, facts, & statistics) 	<p>Narrative Elements Cont.</p> <ul style="list-style-type: none"> • Point of View <ul style="list-style-type: none"> ➤ First ➤ Second ➤ Third • Omniscient <p>Author's Style</p> <ul style="list-style-type: none"> • Mood • Tone • Bias <p>Reading For Deeper Meaning</p> <ul style="list-style-type: none"> • Main Idea • Inferences, Conclusions, & Generalizations • Predictions • Character support with evidence • Interpret text • Analyze a character's actions • Making connections • Compare & Contrast • Fact/Opinion • Identify theme • Cause & Effect • Identify propaganda & persuasive techniques <ul style="list-style-type: none"> ➤ Stereotyping (Sweeping generalization) ➤ Testimonial 	<p>Reading For Deeper Meaning</p> <ul style="list-style-type: none"> • Main Idea • Implied Main Idea • Relevant & Irrelevant Details • Inferences, Conclusions, & Generalizations • Predictions • Characters' traits with evidence • Interpret Text • Analyze a characters' actions • Making connections • Compare & Contrast • Fact/Opinion • Identify theme • Identify propaganda & persuasive techniques <ul style="list-style-type: none"> ➤ Red-Herring ➤ Circular Argument ➤ Name Calling ➤ Other advanced techniques (ex. snob appeal)

Middle School Vertical Alignment Writing Strands

2008

6 th General	7 th General	8 th General
<ul style="list-style-type: none"> • Characterization Protagonist Antagonist • Diction Alliteration Onomatopoeia • Figure of Speech Metaphor Simile Personification Idiom • Plot Elements Setting Elements of Plot • Point of View First person Second person Third person (limited) • Syntax 4 types of sentences Simple Compound Complex • Literary Elements Imagery Repetition 	<ul style="list-style-type: none"> • Characterization Protagonist Antagonist • Diction Alliteration Onomatopoeia Denotation Connotation • Figure of Speech Metaphor Simile Personification Idiom • Plot Elements Setting Elements of Plot • Point of View First person Second person Third person (limited) • Syntax 4 types of sentences Simple Compound Complex • Literary Elements Imagery Suspense 	<ul style="list-style-type: none"> • Characterization Antagonist/Protagonist Dynamic/Static Round/Flat • Diction Alliteration Onomatopoeia Assonance Consonance Denotation Connotation • Figure of Speech Metaphor Simile Personification Hyperbole • Point of View First person Second person Third person (limited) • Syntax 4 types of sentences Simple Compound Complex • Literary Elements Imagery Repetition

**Middle School Vertical Alignment
Writing Strands**

2008

6th Honors	7th Honors	8th Honors
<ul style="list-style-type: none"> • Characterization Protagonist Antagonist • Diction Alliteration Onomatopoeia Denotation Connotation • Figure of Speech Metaphor Simile Personification Idiom • Plot Elements Setting Elements of Plot • Point of View First person Second person Third person (limited) • Syntax 4 types of sentences Simple Compound Complex Compound Complex • Literary Elements Imagery Repetition 	<ul style="list-style-type: none"> • Characterization Protagonist Antagonist • Diction Alliteration Onomatopoeia Denotation Connotation • Figure of Speech Metaphor Simile Personification Idiom • Plot Elements Setting Elements of Plot • Point of View First person Second person Third person (limited) • Syntax 4 types of sentences Simple Compound Complex Compound Complex • Literary Elements Imagery Suspense Foreshadowing 	<ul style="list-style-type: none"> • Characterization Antagonist Dynamic Flat Protagonist Round Static • Diction Alliteration Onomatopoeia Assonance Consonance Denotation Connotation • Figure of Speech Metaphor Simile Personification Hyperbole • Point of View First person Second person Third person (limited) • Syntax 4 types of sentences Simple Compound Complex Compound Complex • Literary Elements Imagery Repetition

**Middle School Vertical Alignment
Writing Modes**

2008

6th Grade	7th Grade	8th Grade
<p>General</p> <ul style="list-style-type: none"> • Creative Writing • Informational • Narrative • Persuasive • Reaction • Research • Poetry • Letter Writing Friendly 	<p>General</p> <ul style="list-style-type: none"> • Creative Writing • Informational • Narrative • Persuasive • Reaction • Research • Poetry • Letter Writing Friendly 	<p>General</p> <ul style="list-style-type: none"> • Creative Writing • Expository • Informational • Narrative • Persuasive • Reaction • Research • Poetry
<p>Honors</p> <ul style="list-style-type: none"> • Creative Writing • Informational • Narrative • Persuasive • Reaction • Research • Poetry • Letter Writing Friendly Business 	<p>Honors</p> <ul style="list-style-type: none"> • Creative Writing • Informational • Narrative • Persuasive • Reaction • Research • Poetry • Letter Writing Friendly Business 	<p>Honors</p> <ul style="list-style-type: none"> • Creative Writing • Expository Literary analysis • Informational • Narrative • Persuasive • Reaction • Research • Poetry

**Middle School Vertical Alignment
Speaking and Listening**

2008

6th General	7th General	8th General
<p>Actively Listen.</p> <ul style="list-style-type: none"> • Use Courtesies in formal and informal setting • Take notes when necessary • Ask relevant questions • Summarize/Paraphrase <ul style="list-style-type: none"> ○ Distinguish between relevant and irrelevant information <p>Listen to and analyze selections from various genres.</p> <p>Speak for a variety of purposes.</p> <ul style="list-style-type: none"> • <u>Oral Presentations</u> <ul style="list-style-type: none"> ○ Use brief notes/outline ○ Speak with appropriate volume, rate, and articulation ○ Vary pitch appropriately ○ Make eye contact with audience ○ State a clear, concise thesis ○ Follow a framework appropriate to the presentation ○ Express ideas clearly and logically ○ Use appropriate body language ○ Use formal standard English ○ Use visual aids effectively 	<p>Actively Listen.</p> <ul style="list-style-type: none"> • Use Courtesies in formal and informal setting • Take notes when necessary • Ask relevant questions • Summarize/Paraphrase <ul style="list-style-type: none"> ○ Distinguish between relevant and irrelevant information <p>Listen to and analyze selections from various genres.</p> <p>Speak for a variety of purposes.</p> <ul style="list-style-type: none"> • <u>Oral Presentations</u> <ul style="list-style-type: none"> ○ Use brief notes/outline ○ Speak with appropriate volume, rate, and articulation ○ Vary pitch appropriately ○ Make eye contact with audience ○ State a clear, concise thesis ○ Follow a framework appropriate to the presentation ○ Express ideas clearly and logically ○ Use appropriate body language ○ Use formal standard English 	<p>Actively Listen.</p> <ul style="list-style-type: none"> • Use Courtesies in formal and informal setting • Take notes when necessary • Ask relevant questions • Summarize <ul style="list-style-type: none"> ○ Distinguish between relevant and irrelevant information • Infer speakers bias and purpose <p>Listen to and analyze selections from various genres.</p> <p>Speak for a variety of purposes.</p> <ul style="list-style-type: none"> • <u>Oral Presentations</u> <ul style="list-style-type: none"> ○ Use brief notes/outline ○ Speak with appropriate volume, rate, and articulation ○ Vary pitch appropriately ○ Make eye contact with audience ○ State a clear, concise thesis ○ Follow a framework appropriate to the presentation ○ Express ideas clearly and logically ○ Use appropriate body language ○ Use formal standard English ○ Use visual aids effectively

**Middle School Vertical Alignment
Speaking and Listening**

2008

6th General	7th General	8th General
<ul style="list-style-type: none"> • <u>Participate in large and small group discussions and presentations</u> <ul style="list-style-type: none"> ○ Speak in turn ○ Respect other’s opinions and ideas ○ Discuss and express ideas and opinions about the topic ○ Ask and respond to questions <p>Use and evaluate media for learning purposes.</p>	<ul style="list-style-type: none"> ○ Use visual aids effectively • <u>Participate in large and small group discussions and presentations</u> <ul style="list-style-type: none"> ○ Speak in turn ○ Respect other’s opinions and ideas ○ Discuss and express ideas and opinions about the topic ○ Ask and respond to questions ○ Respond to, evaluate, and analyze discussion and/or presentation <p>Use and evaluate media for learning purposes.</p>	<ul style="list-style-type: none"> • <u>Participate in large and small group discussions and presentations</u> <ul style="list-style-type: none"> ○ Speak in turn ○ Respect other’s opinions and ideas ○ Discuss and express ideas and opinions about the topic ○ Ask and respond to questions ○ Respond to, evaluate, and analyze discussion and/or presentation <p>Use and evaluate media for learning purposes.</p>

**Middle School Vertical Alignment
Grammar Skills**

2008

6th General	7th General	8th General
<p>Nouns</p> <ul style="list-style-type: none"> • Singular/plural • Proper • Common • Concrete • Abstract • Collective • Possessive <p>Pronouns</p> <ul style="list-style-type: none"> • Personal • Possessive • Demonstrative <p>Adjectives</p> <ul style="list-style-type: none"> • Articles • Proper • Demonstrative • Comparative • Superlative <p>Verbs</p> <ul style="list-style-type: none"> • Irregular • Linking • Helping • Action • Tenses 	<p>Nouns</p> <ul style="list-style-type: none"> • Singular/plural • Proper • Common • Concrete • Abstract • Collective • Possessive • Compound <p>Pronouns</p> <ul style="list-style-type: none"> • Personal • Possessive • Demonstrative • Reflexive • Indefinite • Relative • Interrogative <p>Adjectives</p> <ul style="list-style-type: none"> • Articles • Proper • Demonstrative • Comparative • Superlative 	<p>Nouns</p> <ul style="list-style-type: none"> • Review & mastery of 6th & 7th grade skills <p>Pronouns</p> <ul style="list-style-type: none"> • Review & mastery of 6th & 7th grade skills <p>Adjectives</p> <ul style="list-style-type: none"> • Review & mastery of 6th & 7th grade skills <p>Verbs</p> <ul style="list-style-type: none"> • Review & mastery of 6th grade skills • Transitive/Intransitive • Active/Passive <p>Prepositions & Prepositional Phrases</p> <p>Conjunctions</p> <ul style="list-style-type: none"> • Coordinating • Correlative <p>Interjections</p>

Middle School Vertical Alignment Grammar Skills

2008

6 th General	7 th General	8 th General
<p>Adverbs</p> <ul style="list-style-type: none"> • Avoiding double negatives <p>Punctuation</p> <ul style="list-style-type: none"> • End marks • Commas <ul style="list-style-type: none"> ➤ Series ➤ Compound Sentences ➤ 2 or more adjectives before a noun ➤ Introductory phrases ➤ Appositives ➤ Conventional Situations • Colons • Semicolons <p>Introductory Complements</p> <ul style="list-style-type: none"> • Direct Object • Indirect Object • Predicate Nominative • Predicate Adjective <p>Clauses</p> <ul style="list-style-type: none"> • Independent • Subordinate <p>Agreement</p> <ul style="list-style-type: none"> • Subject/Verb • Pronoun/Antecedent 	<p>Conjunctions</p> <ul style="list-style-type: none"> • Coordinating <p>Interjections</p> <p>Punctuation</p> <ul style="list-style-type: none"> • End marks • Commas <ul style="list-style-type: none"> ➤ Series ➤ Compound Sentences ➤ 2 or more adjectives before a noun ➤ Introductory phrases ➤ Appositives ➤ Conventional Situations ➤ Direct Address ➤ Quotations in Dialogue • Colons • Semicolons • Apostrophes • Quotation Marks • Underlining/Italics • Hyphens • Parentheses • Dashes <p>Capitalization</p> <p>Phrases</p> <ul style="list-style-type: none"> • Prepositional • Appositive <p>Clauses</p> <ul style="list-style-type: none"> • Independent • Subordinate 	<p>Punctuation</p> <ul style="list-style-type: none"> • Review & mastery of 6th & 7th grade skills <p>Complements</p> <ul style="list-style-type: none"> • Direct Object • Indirect Object • Predicate Nominative • Predicate Adjective <p>Phrases</p> <ul style="list-style-type: none"> • Prepositional • Participle • Gerund • Infinitive • Appositive <p>Clauses</p> <ul style="list-style-type: none"> • Independent • Subordinate <p>Agreement</p> <ul style="list-style-type: none"> • Subject/Verb • Pronoun/Antecedent • Correct Usage • Diagram Sentences

Middle School Vertical Alignment Grammar Skills

2008

6 th Honors	7 th Honors	8 th Honors
<p>Nouns (Use correctly in sentences)</p> <ul style="list-style-type: none"> • Singular/plural • Proper • Common • Concrete • Abstract • Collective • Possessive <p>Pronouns</p> <ul style="list-style-type: none"> • Personal • Possessive • Demonstrative • Indefinite • Reflexive <p>Adjectives</p> <ul style="list-style-type: none"> • Articles • Proper • Demonstrative • Comparative • Superlative <p>Verbs</p> <ul style="list-style-type: none"> • Irregular/Regular • Linking • Helping • Action • Tenses 	<p>Nouns (Identify Specific Types)</p> <ul style="list-style-type: none"> • Singular/plural • Proper • Common • Concrete • Abstract • Collective • Possessive • Compound <p>Pronouns (Identify Specific Types)</p> <ul style="list-style-type: none"> • Personal • Possessive • Demonstrative • Reflexive • Indefinite • Relative • Interrogative <p>Adjectives</p> <ul style="list-style-type: none"> • Articles • Proper • Demonstrative • Comparative • Superlative 	<p>Nouns</p> <ul style="list-style-type: none"> • Review & mastery of 6th & 7th grade skills <p>Pronouns</p> <ul style="list-style-type: none"> • Review & mastery of 6th & 7th grade skills <p>Adjectives</p> <ul style="list-style-type: none"> • Review & mastery of 6th & 7th grade skills <p>Verbs</p> <ul style="list-style-type: none"> • Review & mastery of 6th grade skills • Transitive/Intransitive • Active/Passive <p>Prepositions & Prepositional Phrases</p> <ul style="list-style-type: none"> • Adjective & Adverb Phrases <p>Conjunctions</p> <ul style="list-style-type: none"> • Coordinating • Correlative <p>Interjections</p>

**Middle School Vertical Alignment
Grammar Skills**

2008

6th Honors	7th Honors	8th Honors
<p>Adverbs</p> <ul style="list-style-type: none"> • Avoiding double negatives • Comparative • Superlative <p>Conjunctions</p> <ul style="list-style-type: none"> • Coordinating <p>Interjections</p> <p>Punctuation</p> <ul style="list-style-type: none"> • End marks • Commas <ul style="list-style-type: none"> ➤ Series ➤ Compound Sentences ➤ 2 or more adjectives before a noun ➤ Introductory phrases ➤ Appositives ➤ Conventional Situations • Colons • Semicolons <p>Introductory Complements</p> <ul style="list-style-type: none"> • Direct Object • Indirect Object • Predicate Nominative • Predicate Adjective 	<p>Verbs</p> <ul style="list-style-type: none"> • Irregular/Regular • Linking • Helping • Action • Tenses <p>Adverbs</p> <ul style="list-style-type: none"> • Comparative • Superlative • Common Adverbs not ending in -ly <p>Prepositions</p> <ul style="list-style-type: none"> • Prepositional Phrases <p>Conjunctions</p> <ul style="list-style-type: none"> • Coordinating • Correlative 	<p>Punctuation</p> <ul style="list-style-type: none"> • Review & mastery of 6th & 7th grade skills <p>Complements</p> <ul style="list-style-type: none"> • Direct Object • Indirect Object • Predicate Nominative • Predicate Adjective <p>Phrases</p> <ul style="list-style-type: none"> • Prepositional • Participle • Gerund • Infinitive • Appositive <p>Clauses</p> <ul style="list-style-type: none"> • Independent • Subordinate <p>Agreement</p> <ul style="list-style-type: none"> • Subject/Verb • Pronoun/Antecedent • Correct Usage • Diagram Sentences

**Middle School Vertical Alignment
Grammar Skills**

2008

6th Honors	7th Honors	8th Honors
<p>Clauses</p> <ul style="list-style-type: none"> • Independent • Subordinate <p>Agreement</p> <ul style="list-style-type: none"> • Subject/Verb • Pronoun/Antecedent 	<p>Punctuation</p> <ul style="list-style-type: none"> • End marks • Commas <ul style="list-style-type: none"> ➤ Series ➤ Compound Sentences ➤ 2 or more adjectives before a noun ➤ Introductory phrases ➤ Appositives ➤ Conventional Situations ➤ Direct Address ➤ Quotations in Dialogue • Colons • Semicolons • Apostrophes • Quotation Marks • Underlining/Italics • Hyphens • Parentheses • Dashes <p>Capitalization</p> <p>Phrases</p> <ul style="list-style-type: none"> • Prepositional • Appositive <p>Clauses</p> <ul style="list-style-type: none"> • Independent • Subordinate • 	

Middle School Vertical Alignment Study Skills Strands

2008

6 th General	7 th General	8 th General
<p>Use Reference Material Research Project</p> <ul style="list-style-type: none"> • Thesis statement • Select sources • Use book features • Organization • Library literacy • MLA Format • Summarizing • Paraphrasing • Source evaluation <p>Apply a variety of study skills and test taking strategies.</p> <ul style="list-style-type: none"> • Note taking <ul style="list-style-type: none"> ○ visual • Graphic Organizers • Organize study time and place • Self-assess and reflect upon work • Use agendas • Picture clue strategies 	<p>Use Reference Material Research Project</p> <ul style="list-style-type: none"> • Thesis statement • Select sources • Use book features • Organization • Library literacy • MLA Format • Summarizing • Paraphrasing • Source evaluation <p>Apply a variety of study skills and test taking strategies.</p> <ul style="list-style-type: none"> • Note taking <ul style="list-style-type: none"> ○ visual & auditory • Graphic Organizers • Organize study time and place • Self-assess and reflect upon work • Use agendas 	<p>Use Reference Material Research Project</p> <ul style="list-style-type: none"> • Thesis statement • Select sources • Use book features • Organization • Library literacy • MLA Format • Summarizing • Paraphrasing • Source evaluation <p>Apply a variety of study skills and test taking strategies.</p> <ul style="list-style-type: none"> • Note taking <ul style="list-style-type: none"> ○ visual & auditory • Graphic Organizers • Organize study time and place • Self-assess and reflect upon work • Use agendas • Use mnemonics

**LANGUAGE ARTS
CURRICULUM**

GRADE 7

2008

WEST ALLEGHENY SCHOOL DISTRICT



Subject: LANGUAGE ARTS

Grade: Seventh Grade

2008

ACADEMIC STANDARDS:

- | | |
|---|--|
| 1.1 Learning to read independently | 1.7 Characteristics and function of the English language |
| 1.2 Read critically in all content areas | 1.8 Research |
| 1.3 Reading, Analyzing, and Interpreting Literature | |
| 1.4 Types of writing | |
| 1.5 Quality of writing | |
| 1.6 Speaking & Listening | |

COURSE DESCRIPTION:

The Seventh Grade Language Arts Program's goal is to develop and expand written and spoken expression and to immerse students in diverse, multi-cultural literature. Literature is both teacher-selected and self-selected. Students will be required to read, discuss, develop vocabulary, and evaluate various genres including fiction and non-fiction novels, poetry, and short stories. All seventh grade students will be required to adhere to the Pennsylvania State Standard recommendation of reading 25 books a year. Students will use the writing process to create narrative, informative, and persuasive essays. They will be required to apply proper grammar, punctuation, and spelling skills. The essays will be scored using the Pennsylvania Domain Scoring Guide. A variety of assessments will be used to encourage all students to become critical readers, active listeners, effective speakers, and productive writers.

BASIC TEXT/PUBLISHER AND INSTRUCTIONAL RESOURCES:

Various trade books (reading)

- The Westing Game
- Z for Zachariah
- Nothing But the Truth
- A Christmas Carol (play format)

Writer's Choice Grammar and Composition Glencoe (English)

Literature Glencoe (reading)

ASSESSMENTS:

- Scantron
- PSSA
- District Writing Assessment
- In-class Writing Assessment
- Teacher-made tests (unit test, quizzes, novel tests, & chapter tests)
- Informal Assessments (homework, projects, rubrics, writing journals, written reports, oral reports, reading inventories, & informal observations)

TECHNOLOGY USED:

- Internet (various websites)
- Computer Lab (Microsoft Word Publishing)
- Smart Board
- Power Library



**Language Arts Skills/Concepts Addressed in Each
Grade Level/Course**

2008

Strand	LANGUAGE ARTS – SEVENTH GRADE
Word Knowledge	<ul style="list-style-type: none"> • Identify & apply new vocabulary words • Read & determine word meaning from text (fiction & nonfiction) • Reading independently fluently • Reading orally fluently
Comprehension	<ul style="list-style-type: none"> • Read & understand information • Utilize pre-reading activities • Utilize during & post-reading activities/strategies to respond to a variety of literature • Analyze the use of literary elements by an author • Recognize literary devices • Identify, describe, analyze, & read a variety of genres • Make connections between texts • Understand concepts & organization of nonfiction text • Reading independently fluently • Reading orally fluently
Writing	<ul style="list-style-type: none"> • Engage in pre-writing activities • Producing drafts of various writings • Revise drafts • Edit the draft • Publish the writing • Explore various types of poetry writing • Use punctuation correctly in all written work • Use capital letters correctly in all written works • Apply learned parts of speech to writing • Write in complete & varied sentences
Speaking & Listening	<ul style="list-style-type: none"> • Listen to others • Listen to selections of literature & informational texts • Orally present information & opinions to others • Participate in small & large group discussions & presentations • Use media for learning purposes
Study Skills	<ul style="list-style-type: none"> • Use reference materials as tools to read, write, and speak effectively • Complete a variety of projects requiring research techniques • Take notes from oral presentations & text • Demonstrate test-taking strategies

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

SUBJECT: LANGUAGE ARTS		STRAND: Word Knowledge		Grade: 7		
Student Learning Outcomes	Assessment Anchors	Eligible Content	PA Standards	National Council of Teachers of English\ International Reading Association Standards	Date(s) Taught	√ for Mastery
2008						
<p>The student will:</p> <p align="center">FICTION</p> <ul style="list-style-type: none"> identify & apply new vocabulary words. <ul style="list-style-type: none"> - analyze to determine origin, meaning, & use. - use vocabulary in meaningful sentences, analogies, synonyms, antonyms, homophones, & in various writings. - practice use of correct spelling in content specific words. read & determine word meaning from text by <ul style="list-style-type: none"> - using root words, - using prefixes & suffixes. - using context clues. 	<p>R7.A.1.1 Identify and apply the meaning of vocabulary.</p> <p align="center">↓</p> <p>R7.A.1.2 Identify and apply word recognition skills.</p> <p align="center">↓</p>	<p>R7.A.1.1.1 Identify and/or apply meaning of multiple-meaning words used in text.</p> <p>R7.A.1.1.2 Identify and/or apply a synonym or antonym of a word used in text.</p> <p>R7.A.1.2.1 Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word from the text with an affix.</p> <p>R7.A.1.2.2 Define and/or apply how the meaning of words or phrases changes when using context clues given in explanatory sentences.</p>	<p>1.1.8 F 1.5.8 F 1.7.8 A 1.7.8 B 1.7.8 C</p> <p align="center">↓</p> <p>1.1.8 F 1.1.8 C</p> <p align="center">↓</p>	<p>1, 2, 3, 10, 11, & 12</p> <p align="center">↓</p> <p>1, 2, 3, 10, 11, & 12</p> <p align="center">↓</p>		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

SUBJECT:	LANGUAGE ARTS	STRAND:	Word Knowledge	Grade:	7
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Page 2 (Continued)

2008

Student Learning Outcomes	Assessment Anchors	Eligible Content	PA Standards	National Council of Teachers of English\ International Reading Association Standards	Date(s) Taught	√ for Mastery
<p>The student will:</p> <p align="center">NONFICTION</p> <ul style="list-style-type: none"> identify & apply new vocabulary words. <ul style="list-style-type: none"> - analyze to determine origin, meaning, & use. - use vocabulary in meaningful sentences & various writings. - understand & use the meaning of concepts/vocabulary words. - practice use of correct spelling in content specific words. read & determine word meaning from text by: <ul style="list-style-type: none"> - using root words, prefixes, & suffixes. - using context clues. 	<p>R7.A.2.1 Identify and apply the meaning of vocabulary in nonfiction.</p> <p align="center">↓</p> <p>R7.A.2.2 Identify and apply word recognition skills.</p> <p align="center">↓</p>	<p>R7.A.2.1.1 Identify and/or apply meaning of multiple-meaning words used in text.</p> <p>R7.A.2.1.2 Identify and/or apply meaning of content-specific words used in text.</p> <p>R7.A.2.2.1 Identify and apply how the meaning of a word is changed when an affix is added; identify and apply the meaning of a word from the text with an affix.</p> <p>R7.A.2.2.2 Define and/or apply how the meaning of words or phrases changes when using context clues given in explanatory sentences</p>	<p>1.1.8 F 1.5.8 F 1.7.8 A 1.7.8 B 1.7.8 C</p> <p>1.1.8 F 1.1.8 C</p> <p align="center">↓</p>	<p>1, 2, 3, 10, 11, & 12</p> <p align="center">↓</p> <p>1, 2, 3, 10, 11, & 12</p> <p align="center">↓</p>		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

SUBJECT:	LANGUAGE ARTS	STRAND:	Word Knowledge	Grade:	7
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Page 3 (Continued)

2008

Student Learning Outcomes	Assessment Anchors	Eligible Content	PA Standards	National Council of Teachers of English\ International Reading Association Standards	Date(s) Taught	√ for Mastery
<p>The student will:</p> <ul style="list-style-type: none"> • demonstrate fluency. <ul style="list-style-type: none"> - read independently. - read orally. 			1.1.8 H	4, 10, 11, & 12		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

SUBJECT:	LANGUAGE ARTS	STRAND:	Comprehension	Grade:	7
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2008

Student Learning Outcomes	Assessment Anchors	Eligible Content	PA Standards	National Council of Teachers of English\ International Reading Association Standards	Date(s) Taught	√ for Mastery
<p>The student will:</p> <p>FICTION/NONFICTION</p> <ul style="list-style-type: none"> • read and understand information. <ul style="list-style-type: none"> - make inferences & draw conclusions. - analyze text organization & content. <p align="center">↓</p> <ul style="list-style-type: none"> • utilize pre-reading activities. <ul style="list-style-type: none"> - identify a purpose for reading. - build on prior knowledge. - make predictions. 	<p>R7.A.1.3 Make inferences, draw conclusions, and make generalizations based on text.</p> <p>R7.A.2.3 Make inferences, draw conclusions, and make generalizations based on text.</p> <p>R7.B.3.2 Distinguish between essential and nonessential information within or between texts.</p>	<p>R7.A.1.3.1 Make inferences and/or draw conclusions based on information from the text. R7.A.1.3.2 Cite evidence from text to support generalizations.</p> <p>R7.A.2.3.1 Make inferences and/or draw conclusions based on information from text. R7.A.2.3.2 Cite evidence from text to support generalizations.</p> <p>R7.B.3.2.1 Identify, explain, interpret, describe, and/or analyze bias and propaganda techniques in non-fictional text.</p>	<p>1.1.8 B 1.2.8 A</p> <p align="center">↓</p> <p>1.1.8 A 1.6.8 B</p>	<p>1, 2, 3, 9, 10, 11, & 12</p> <p align="center">↓</p> <p>1, 2, 3, 9, 10, 11, & 12</p>		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

SUBJECT:	LANGUAGE ARTS	STRAND:	Comprehension	Grade:	7
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Page 2 (Continued)

2008

Student Learning Outcomes	Assessment Anchors	Eligible Content	PA Standards	National Council of Teachers of English\ International Reading Association Standards	Date(s) Taught	√ for Mastery
<p>The student will:</p> <p>FICTION/NONFICTION</p> <ul style="list-style-type: none"> • utilize during & post-reading activities and strategies to respond to a variety of literature. <ul style="list-style-type: none"> - identify main ideas & supporting details. - identify problems & solutions. - differentiate between fact & opinion. - validate predictions. - paraphrase and summarizing text. - compare and contrasting texts. - sequence text events. - recognize cause & effect. - expand ideas found in text by making personal, social, and cultural connections. 	<p>R7.A.1.4 Identify and explain main ideas and relevant details.</p> <p>R7.A.1.5 Summarize a fictional text as a whole.</p> <p>R7.A.2.4 Identify and explain the main ideas and relevant details.</p> <p>R7.A.2.5 Summarize a nonfiction text as a whole.</p> <p>R7.B.3.1 Interpret, describe, and analyze the characteristics and uses of facts and opinions in nonfiction text.</p>	<p>R7.A.1.4.1 Identify and/or explain stated or implied main ideas and relevant supporting details from text.</p> <p>R7.A.1.5.1 Summarize the key details and events of a fictional text as a whole.</p> <p>R7.A.2.4.1 Identify and/or explain stated or implied main ideas and relevant supporting details from text.</p> <p>R7.A.2.5.1 Summarize the major points, processes, and events of a nonfiction text as a whole.</p> <p>R7.B.3.1.1 Explain, interpret, describe, and/or analyze the use of facts and opinions to make a point or construct an argument in nonfiction text.</p>	<p>1.1.8 G 1.2.8 A 1.3.8 A 1.4.8 B 1.6.8 B</p> <p align="center">↓</p>	<p>1, 2, 3, 6, 9, 10, 11, & 12</p> <p align="center">↓</p>		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

SUBJECT:	LANGUAGE ARTS	STRAND:	Comprehension	Grade:	7
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Page 3 (Continued)

2008

Student Learning Outcomes	Assessment Anchors	Eligible Content	PA Standards	National Council of Teachers of English\ International Reading Association Standards	Date(s) Taught	√ for Mastery
<p>The student will:</p> <p>FICTION/NONFICTION</p> <ul style="list-style-type: none"> • analyze the use of literary elements by an author. <ul style="list-style-type: none"> - characterization - setting - plot - theme - point of view - tone - style • recognize literary devices. <ul style="list-style-type: none"> - Personification - Simile - Alliteration - Metaphor - Hyperbole - Imagery in text - Idioms - Foreshadowing - Irony 	<p>R7.B.1.1 Interpret, compare, describe, analyze, and evaluate components of fiction and literary nonfiction.</p> <p>R7.B.2.2 Identify, interpret, and describe the point of view of the narrator in fictional and nonfiction text.</p> <p>R7.B.2.1 Identify, interpret, describe, and analyze figurative language in fiction and nonfiction.</p>	<p>R7.B.1.1 Interpret, compare, describe, analyze, and evaluate components of fiction and literary nonfiction.</p> <p>R7.B.2.2.1 Identify, explain, and/or describe the point of view of the narrator as first person or third person point of view.</p> <p>R7.B.2.2.2 Explain, interpret, and/or describe the effectiveness of the point of view used by the author.</p> <p>R7.B.2.1.1 Identify, explain, interpret, describe, and/or analyze the examples of personification, simile, alliteration, metaphor, hyperbole, and imagery in text.</p> <p>R7.B.2.1.2 Identify, explain, interpret, describe, and/or analyze the author’s purpose for and effectiveness at using figurative language in text.</p>	<p>1.1.8 D 1.1.8 H 1.3.8 B 1.3.8 E</p> <p align="center">↓</p> <p>1.3.8 C 1.1.8 E</p> <p align="center">↓</p>	<p>1, 2, 3, 6, 9, 10, 11, & 12</p> <p align="center">↓</p> <p>1, 2, 3, 4, 10, 11, & 12</p> <p align="center">↓</p>		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

SUBJECT:	LANGUAGE ARTS	STRAND:	Comprehension	Grade:	7
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Page 4 (Continued)

2008

Student Learning Outcomes	Assessment Anchors	Eligible Content	PA Standards	National Council of Teachers of English\ International Reading Association Standards	Date(s) Taught	√ for Mastery
<p>The student will:</p> <p align="center">FICTION/NONFICTION</p> <ul style="list-style-type: none"> demonstrate fluency. <ul style="list-style-type: none"> - reading independently - reading orally identify, describe, analyze, and read a variety of genres. 	<p>R7.A.1.6 Identify, describe, and analyze genre of text.</p> <p>R7.A.2.6 Identify, describe, and analyze genre of text</p>	<p>R7.A.1.6.1 Identify and/or describe the author’s intended purpose of text. R7.A.1.6.2 Explain, describe, and/or analyze examples of text that support the author’s intended purpose.</p> <p>R7.A.2.6.1 Identify and/or describe the author’s intended purpose of text. R7.A.2.6.2 Identify, explain, and/or analyze examples of text that support the author’s intended purpose.</p>	<p>1.3.8 A 1.1.8 H</p> <p>1.1.8 H</p>	<p>4</p> <p>1, 2, 3, 6, 9, 10, 11, & 12</p>		
<ul style="list-style-type: none"> make connection between texts. <ul style="list-style-type: none"> - make assertions about texts. - compare and contrast text. 	<p>R7.B.1.2 Make connections between texts.</p>	<p>R7.B.1.2.1 Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts.</p>	<p>1.1.8 G</p>	<p>1, 2, 3, 10, 11, & 12</p>		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

SUBJECT:	LANGUAGE ARTS	STRAND:	Comprehension	Grade:	7
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Page 5 (Continued)

2008

Student Learning Outcomes	Assessment Anchors	Eligible Content	PA Standards	National Council of Teachers of English\ International Reading Association Standards	Date(s) Taught	√ for Mastery
<p>The student will:</p> <ul style="list-style-type: none"> understand concepts & organization of nonfiction text. read independently – self-select and read at least 25 books for a variety of purposes (for literary experience, to gain information, to perform a task, for enjoyment, etc.). 	<p>R7.B.3.3 Identify, compare, explain, interpret, describe, and analyze how text organization clarifies meaning of nonfiction text.</p> <p align="center">↓</p>	<p>R7.B.3.3.1 Identify, explain, interpret, and/or analyze text organization, including sequence, question/answer, comparison/contrast, cause/effect, or problem/solution.</p> <p>R7.B.3.3.2 Identify content that would fit in a specific section of text.</p> <p>R7.B.3.3.3 Interpret graphics and charts and/or make connections between text and the content of graphics and charts.</p> <p>R7.B.3.3.4 Identify, explain, compare, interpret, describe, and/or analyze the sequence of steps in a list of directions.</p>	<p>1.3.8 A</p> <p align="center">↓</p>	<p>1, 2, 3, 9, 10, 11, & 12</p> <p align="center">↓</p>		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

SUBJECT: LANGUAGE ARTS		STRAND: Writing		Grade: 7		
Student Learning Outcomes	Assessment Anchors	Eligible Content	PA Standards	National Council of Teachers of English\ International Reading Association Standards	Date(s) Taught	√ for Mastery
2008						
<p>The student will:</p> <p align="center">WRITTEN EXPRESSION</p> <ul style="list-style-type: none"> • engage in pre-writing activities by <ul style="list-style-type: none"> - identifying audience & purpose. - selecting a topic. - gathering information. - narrowing the focus. - determining the format. <p>produce drafts of various writings.</p> <ul style="list-style-type: none"> - persuasive - informative - narrative - friendly letter <ul style="list-style-type: none"> • revise drafts. <ul style="list-style-type: none"> - review. - improve focus, organization, content, and style. - obtain feedback. - rewrite. 			<p>1.5.8 A 1.5.8 B 1.5.8 C</p> <p>1.4.8 A 1.4.8 B 1.4.8 C 1.3.8 D 1.3.8 F</p> <p>1.5.8 D 1.5.8 E</p>	<p>4, 5, 6, 10,11, & 12</p> <p>4, 5, 6, 10, 11, & 12</p> <p>4, 5, 6, 10, 11, & 12</p>		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

SUBJECT:	LANGUAGE ARTS	STRAND:	Writing	Grade:	7
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Page 2 (Continued)

2008

Student Learning Outcomes	Assessment Anchors	Eligible Content	PA Standards	National Council of Teachers of English\ International Reading Association Standards	Date(s) Taught	√ for Mastery
<p>The student will:</p> <p align="center">MECHANICS</p> <ul style="list-style-type: none"> • edit the draft by correcting <ul style="list-style-type: none"> - spelling. - grammar. - punctuation. - stylistic errors. • publish the writing. • explore various types of poetry. <ul style="list-style-type: none"> - writing. - acrostic - cinquain - limerick - free verse - rhyme - compare & contrast poetry <p align="center">GRAMMAR</p> <ul style="list-style-type: none"> • use capital letters correctly in all written work. 			<p>1.5.8 E 1.5.8 F</p> <p>1.2.8 B 1.2.8 C</p> <p>1.3.8 D 1.3.8 F</p> <p>1.5.8 F</p>	<p>4, 5, 6, 10, 11, & 12</p> <p>4, 5, 6, 10, 11, & 12</p> <p>4, 5, 6, 10, 11, & 12</p> <p>4, 5, 6, 10, 11, & 12</p>		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

SUBJECT:	LANGUAGE ARTS	STRAND:	Writing	Grade:	7
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Page 4 (Continued)

2008

Student Learning Outcomes	Assessment Anchors	Eligible Content	PA Standards	National Council of Teachers of English\ International Reading Association Standards	Date(s) Taught	√ for Mastery
<p>The student will:</p> <p align="center">GRAMMAR (Cont.)</p> <ul style="list-style-type: none"> • write in complete & varied sentences, including the following: <ul style="list-style-type: none"> - simple - compound - complex - declarative - interrogative - exclamatory - imperative 			1.5.8 F	4, 5, 6, 10, 11, & 12		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

SUBJECT:	LANGUAGE ARTS	STRAND:	Study Skills	Grade:	7
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2008

Student Learning Outcomes	Assessment Anchors	Eligible Content	PA Standards	National Council of Teachers of English\ International Reading Association Standards	Date(s) Taught	√ for Mastery
<p>The student will:</p> <ul style="list-style-type: none"> • demonstrate test taking strategies by using: <ul style="list-style-type: none"> - multiple choice. - true/false. - open-ended - matching. - completion. - an essay. 				10, 11, & 12		

Middle School Vertical Alignment Word Knowledge

2008

6 th General	7 th General	8 th General
<p>Apply word analysis skills.</p> <ul style="list-style-type: none"> • <u>Root Words</u> • <u>Prefixes</u> <ul style="list-style-type: none"> ○ Pre ○ Dis ○ Mis ○ Non ○ Re ○ Inter ○ Extra ○ Post ○ Super ○ Sub ○ Un • <u>Suffixes</u> <ul style="list-style-type: none"> ○ less ○ ble ○ ly ○ or ○ ful ○ ness ○ ment ○ er ○ ship ○ tion ○ en 	<p>Apply word analysis skills.</p> <ul style="list-style-type: none"> • <u>Root Words</u> • <u>Prefixes</u> <ul style="list-style-type: none"> ○ Hyper ○ Over ○ Anti ○ Fore ○ Semi ○ Bi ○ Co ○ De ○ Im ○ Trans • <u>Suffixes</u> <ul style="list-style-type: none"> ○ ence ○ ance ○ hood ○ ist ○ able ○ est ○ ish ○ ous 	<p>Apply word analysis skills.</p> <ul style="list-style-type: none"> • <u>Root Words</u> <ul style="list-style-type: none"> ○ Chrono ○ Graph ○ Log(ue) ○ Logy ○ Micro ○ Phono ○ Aud ○ Bene ○ Gen ○ Magni ○ Mal ○ Ped ○ Pend ○ Pens ○ Vid ○ vis • <u>Prefixes</u> <ul style="list-style-type: none"> ○ Dia ○ Syn ○ Sym ○ Syl • <u>Suffixes</u> <ul style="list-style-type: none"> ○ ancy ○ age ○ cy ○ ee/eer ○ ery ○ ism ○ itis

**Middle School Vertical Alignment
Word Knowledge**

2008

6th General	7th General	8th General
<p>Read and determine word meaning from text using affixes and context clues.</p> <ul style="list-style-type: none"> • Restatement/Definition • Compare/Contrast/Antonym • Example • Synonym <p>Spell correctly across the curriculum.</p> <p>Identify and apply new vocabulary words and demonstrate grade appropriate concepts development.</p>	<p>Read and determine word meaning from text using affixes and context clues.</p> <ul style="list-style-type: none"> • Restatement/Definition • Compare/Contrast/Antonym • Example • Synonym • Roots/Affixes • Cause/Effect <p>Spell correctly across the curriculum.</p> <p>Identify and apply new vocabulary words and demonstrate grade appropriate concepts development.</p>	<ul style="list-style-type: none"> ○ ity ○ ive ○ ate ○ fy ○ ize ○ dom <p>Read and determine word meaning from text using affixes and context clues: Review and Mastery</p> <ul style="list-style-type: none"> • Restatement/Definition • Compare/Contrast/Antonym • Example • Synonym • Roots/Affixes • Cause/Effect <p>Identify the origins and meanings of common, learned and foreign words in the English language.</p> <p>Spell correctly across the curriculum.</p> <p>Identify and apply new vocabulary words and demonstrate grade appropriate concepts development.</p>

Middle School Vertical Alignment Word Knowledge

2008

6 th Honors	7 th Honors	8 th Honors
<p>Apply word analysis skills.</p> <ul style="list-style-type: none"> • <u>Root Words</u> • <u>Prefixes</u> <ul style="list-style-type: none"> ○ Pre ○ Dis ○ Mis ○ Non ○ Re ○ Inter ○ Extra ○ Post ○ Super ○ Sub ○ Un • <u>Suffixes</u> <ul style="list-style-type: none"> ○ less ○ ble ○ ly ○ or ○ ful ○ ness ○ ment ○ er ○ ship ○ tion ○ en ○ ence ○ hood ○ able ○ ish 	<p>Apply word analysis skills.</p> <ul style="list-style-type: none"> • <u>Root Words</u> • <u>Prefixes</u> <ul style="list-style-type: none"> ○ Hyper ○ Over ○ Anti ○ Fore ○ Semi ○ Bi ○ Co ○ De ○ Im ○ Trans • <u>Suffixes</u> <ul style="list-style-type: none"> ○ ence ○ ance ○ hood ○ ist ○ able ○ est ○ ish ○ ous ○ age ○ cy ○ ee/eer ○ ery ○ ism ○ itis ○ ity ○ ive 	<p>Apply word analysis skills.</p> <ul style="list-style-type: none"> • <u>Root Words</u> <ul style="list-style-type: none"> ○ Chrono ○ Graph ○ Log(ue) ○ Logy ○ Micro ○ Phono ○ Aud ○ Bene ○ Gen ○ Magni ○ Mal ○ Ped ○ Pend ○ Pens ○ Vid ○ vis • <u>Prefixes</u> <ul style="list-style-type: none"> ○ Dia ○ Syn ○ Sym ○ Syl • <u>Suffixes</u> <ul style="list-style-type: none"> ○ ancy ○ ate ○ fy ○ ize ○ dom ○ Versatile Suffixes

**Middle School Vertical Alignment
Word Knowledge**

2008

6th Honors	7th Honors	8th Honors
<ul style="list-style-type: none"> ○ ance ○ ist ○ est ○ ous <p>Read and determine word meaning from text using affixes and context clues.</p> <ul style="list-style-type: none"> ● Restatement/Definition ● Compare/Contrast/Antonym ● Example ● Synonym <p>Spell correctly across the curriculum.</p> <p>Identify and apply new vocabulary words and demonstrate grade appropriate concepts development.</p>	<p>Read and determine word meaning from text using affixes and context clues.</p> <ul style="list-style-type: none"> ● Restatement/Definition ● Compare/Contrast/Antonym ● Example ● Synonym ● Roots/Affixes ● Cause/Effect <p>Spell correctly across the curriculum.</p> <p>Identify and apply new vocabulary words and demonstrate grade appropriate concepts development.</p>	<p>Read and determine word meaning from text using affixes and context clues: Review and Mastery</p> <ul style="list-style-type: none"> ● Restatement/Definition ● Compare/Contrast/Antonym ● Example ● Synonym ● Roots/Affixes ● Cause/Effect <p>Identify the origins and meanings of common, learned and foreign words in the English language.</p> <p>Spell correctly across the curriculum.</p> <p>Identify and apply new vocabulary words and demonstrate grade appropriate concepts development.</p>

**Middle School Vertical Alignment
Reading Comprehension**

2008

6 th General	7 th General	8 th General
<p>Characterization</p> <ul style="list-style-type: none"> • Main • Minor <p>Literary Devices</p> <ul style="list-style-type: none"> • Figures of Speech <ul style="list-style-type: none"> ➤ Idioms ➤ Hyperbole ➤ Simile ➤ Metaphor ➤ Personification • Onomatopoeia • Alliteration • Imagery • Foreshadowing • Flashback • Suspense • 	<p>Characterization</p> <ul style="list-style-type: none"> • Main • Minor • Protagonist • Antagonist <p>Literary Devices</p> <ul style="list-style-type: none"> • Figures of Speech <ul style="list-style-type: none"> ➤ Idioms ➤ Simile ➤ Metaphor ➤ Personification ➤ Hyperbole ➤ Analogy • Imagery • Irony • Foreshadowing • Alliteration • Suspense 	<p>Character Development</p> <ul style="list-style-type: none"> • Antagonist • Dynamic • Flat • Protagonist • Round • Static <p>Characterization</p> <ul style="list-style-type: none"> • Direct • Indirect <p>Literary Devices</p> <ul style="list-style-type: none"> • Figures of Speech <ul style="list-style-type: none"> ➤ All literary terms previously taught ➤ Symbolism • Humor • Satire • Irony • Allusion • Suspense • Imagery • Onomatopoeia • Alliteration

**Middle School Vertical Alignment
Reading Comprehension**

2008

6th General	7th General	8th General
<p>Word Choice</p> <ul style="list-style-type: none"> • Connotation • Denotation • Abbreviation <p>Narrative Elements</p> <ul style="list-style-type: none"> • Plot • Setting • Theme • Conflict Types <ul style="list-style-type: none"> ➤ Internal ➤ External • Point of View <ul style="list-style-type: none"> ➤ First ➤ Third 	<p>Word Choice</p> <ul style="list-style-type: none"> • Connotation • Denotation • Abbreviation • Formal • Informal <p>Narrative Elements</p> <ul style="list-style-type: none"> • Plot • Setting • Theme • Mood • Conflict Types <ul style="list-style-type: none"> ➤ Internal ➤ External • Point of View <ul style="list-style-type: none"> ➤ First ➤ Second ➤ Third 	<p>Word Choice</p> <ul style="list-style-type: none"> • Formal • Informal • Archaic • Dialect • Colloquialism • Cliché • Jargon • Slang • Euphemism • Acronym • Abbreviation • Clipped Word • Coined Word • Connotation • Denotation

**Middle School Vertical Alignment
Reading Comprehension**

2008

6 th General	7 th General	8 th General
<p>Reading For Deeper Meaning</p> <ul style="list-style-type: none"> • Main Idea • Inferences, Conclusions, & Generalizations • Predictions • Character support with evidence • Making connections • Compare & Contrast • Fact/Opinion • Identify theme • Cause & Effect • Identify propaganda & persuasive techniques <ul style="list-style-type: none"> ➤ Bandwagon ➤ Emotional Appeal ➤ Repetition ➤ Logical Appeal (Appeals to numbers, facts, & statistics) 	<p>Author's Style</p> <ul style="list-style-type: none"> • Mood • Tone • Bias <p>Reading For Deeper Meaning</p> <ul style="list-style-type: none"> • Main Idea • Inferences, Conclusions, & Generalizations • Predictions • Character support with evidence • Interpret text • Analyze a character's actions • Making connections • Compare & Contrast • Fact/Opinion • Identify theme • Cause & Effect • Identify propaganda & persuasive techniques <ul style="list-style-type: none"> ➤ Stereotyping (Sweeping generalization) ➤ Testimonial 	<p>Narrative Elements</p> <ul style="list-style-type: none"> • Plot • Setting • Theme • Mood • Conflict Types <ul style="list-style-type: none"> ➤ Internal ➤ External ➤ Man vs. Man ➤ Man vs. Environment ➤ Man vs. Self ➤ Man vs. Society ➤ Man vs. Fate • Point of View <ul style="list-style-type: none"> ➤ First ➤ Third (Limited & Omniscient) <p>Author's Style</p> <ul style="list-style-type: none"> • Tone • Attitude • Qualification • Bias • Sentence Structure • Word Choice

**Middle School Vertical Alignment
Reading Comprehension**

2008

6th General	7th General	8th General
		<p>Reading For Deeper Meaning</p> <ul style="list-style-type: none"> • Main Idea • Implied Main Idea • Relevant & Irrelevant Details <p>Inferences, Conclusions, & Generalizations</p> <ul style="list-style-type: none"> • Predictions • Characters' traits with evidence • Interpret Text • Analyze a characters' actions • Making connections • Compare & Contrast • Fact/Opinion • Identify theme • Identify propaganda & persuasive techniques <ul style="list-style-type: none"> ➤ Red-Herring ➤ Circular Argument ➤ Name Calling ➤ Other advanced techniques (ex. snob appeal)

**Middle School Vertical Alignment
Reading Comprehension**

2008

6th Honors	7th Honors	8th Honors
<p>Characterization</p> <ul style="list-style-type: none"> • Main • Minor • Protagonist • Antagonist <p>Literary Devices</p> <ul style="list-style-type: none"> • Figures of Speech <ul style="list-style-type: none"> ➤ Idioms ➤ Hyperbole ➤ Simile ➤ Metaphor ➤ Personification • Onomatopoeia • Alliteration • Imagery • Foreshadowing • Flashback • Suspense • Symbolism • Irony • Humor 	<p>Characterization</p> <ul style="list-style-type: none"> • Main • Minor • Protagonist • Antagonist <p>Literary Devices</p> <ul style="list-style-type: none"> • Figures of Speech <ul style="list-style-type: none"> ➤ Idioms ➤ Simile ➤ Metaphor ➤ Personification ➤ Hyperbole ➤ Analogy (various types) • Imagery • Irony • Foreshadowing • Alliteration • Suspense • Symbolism • Humor 	<p>Character Development</p> <ul style="list-style-type: none"> • Antagonist • Dynamic • Flat • Protagonist • Round • Static • Stereotypes <p>Characterization</p> <ul style="list-style-type: none"> • Direct • Indirect <p>Literary Devices</p> <ul style="list-style-type: none"> • Figures of Speech <ul style="list-style-type: none"> ➤ All literary terms previously taught ➤ Symbolism • Humor • Puns, Farce, & Parody • Satire • Irony • Situational, Verbal, & Dramatic • Allusion • Suspense • Imagery • Onomatopoeia • Alliteration

**Middle School Vertical Alignment
Reading Comprehension**

2008

6th Honors	7th Honors	8th Honors
<p>Word Choice</p> <ul style="list-style-type: none"> • Connotation • Denotation • Abbreviation • Acronym • Slang • Formal • Informal <p>Narrative Elements</p> <ul style="list-style-type: none"> • Plot • Setting • Theme • Conflict Types <ul style="list-style-type: none"> ➤ Internal ➤ External ➤ Man vs. Man ➤ Man vs. Environment ➤ Man vs. Self ➤ Man vs. Society ➤ Man vs. Fate • Point of View <ul style="list-style-type: none"> ➤ First ➤ Third • Mood 	<p>Word Choice</p> <ul style="list-style-type: none"> • Connotation • Denotation • Abbreviation • Formal • Informal • Slang • Dialect • Acronyms • Cliché <p>Narrative Elements</p> <ul style="list-style-type: none"> • Plot • Setting • Theme • Mood • Conflict Types <ul style="list-style-type: none"> ➤ Internal ➤ External ➤ Man vs. Man ➤ Man vs. Environment ➤ Man vs. Self ➤ Man vs. Society ➤ Man vs. Fate 	<p>Narrative Elements</p> <ul style="list-style-type: none"> • Plot • Setting • Theme • Mood • Conflict Types <ul style="list-style-type: none"> ➤ Internal ➤ External ➤ Man vs. Man ➤ Man vs. Environment ➤ Man vs. Self ➤ Man vs. Society ➤ Man vs. Fate • Point of View <ul style="list-style-type: none"> ➤ First ➤ Third (Limited & Omniscient) <p>Author's Style</p> <ul style="list-style-type: none"> • Tone • Attitude • Qualification • Bias • Sentence Structure • Word Choice

**Middle School Vertical Alignment
Reading Comprehension**

2008

6th Honors	7th Honors	8th Honors
<p>Author's Style</p> <ul style="list-style-type: none"> • Mood • Tone <p>Reading For Deeper Meaning</p> <ul style="list-style-type: none"> • Main Idea • Inferences, Conclusions, & Generalizations • Predictions • Character support with evidence • Making connections • Compare & Contrast • Fact/Opinion • Identify theme • Cause & Effect • Analyze a character's actions • Identify propaganda & persuasive techniques <ul style="list-style-type: none"> ➤ Bandwagon ➤ Emotional Appeal ➤ Repetition ➤ Logical Appeal (Appeals to numbers, facts, & statistics) 	<p>Narrative Elements Cont.</p> <ul style="list-style-type: none"> • Point of View <ul style="list-style-type: none"> ➤ First ➤ Second ➤ Third • Omniscient <p>Author's Style</p> <ul style="list-style-type: none"> • Mood • Tone • Bias <p>Reading For Deeper Meaning</p> <ul style="list-style-type: none"> • Main Idea • Inferences, Conclusions, & Generalizations • Predictions • Character support with evidence • Interpret text • Analyze a character's actions • Making connections • Compare & Contrast • Fact/Opinion • Identify theme • Cause & Effect • Identify propaganda & persuasive techniques <ul style="list-style-type: none"> ➤ Stereotyping (Sweeping generalization) ➤ Testimonial 	<p>Reading For Deeper Meaning</p> <ul style="list-style-type: none"> • Main Idea • Implied Main Idea • Relevant & Irrelevant Details • Inferences, Conclusions, & Generalizations • Predictions • Characters' traits with evidence • Interpret Text • Analyze a characters' actions • Making connections • Compare & Contrast • Fact/Opinion • Identify theme • Identify propaganda & persuasive techniques <ul style="list-style-type: none"> ➤ Red-Herring ➤ Circular Argument ➤ Name Calling ➤ Other advanced techniques (ex. snob appeal)

Middle School Vertical Alignment Writing Strands

2008

6 th General	7 th General	8 th General
<ul style="list-style-type: none"> • Characterization Protagonist Antagonist • Diction Alliteration Onomatopoeia • Figure of Speech Metaphor Simile Personification Idiom • Plot Elements Setting Elements of Plot • Point of View First person Second person Third person (limited) • Syntax 4 types of sentences Simple Compound Complex • Literary Elements Imagery Repetition 	<ul style="list-style-type: none"> • Characterization Protagonist Antagonist • Diction Alliteration Onomatopoeia Denotation Connotation • Figure of Speech Metaphor Simile Personification Idiom • Plot Elements Setting Elements of Plot • Point of View First person Second person Third person (limited) • Syntax 4 types of sentences Simple Compound Complex • Literary Elements Imagery Suspense 	<ul style="list-style-type: none"> • Characterization Antagonist/Protagonist Dynamic/Static Round/Flat • Diction Alliteration Onomatopoeia Assonance Consonance Denotation Connotation • Figure of Speech Metaphor Simile Personification Hyperbole • Point of View First person Second person Third person (limited) • Syntax 4 types of sentences Simple Compound Complex • Literary Elements Imagery Repetition

**Middle School Vertical Alignment
Writing Strands**

2008

6th Honors	7th Honors	8th Honors
<ul style="list-style-type: none"> • Characterization Protagonist Antagonist • Diction Alliteration Onomatopoeia Denotation Connotation • Figure of Speech Metaphor Simile Personification Idiom • Plot Elements Setting Elements of Plot • Point of View First person Second person Third person (limited) • Syntax 4 types of sentences Simple Compound Complex Compound Complex • Literary Elements Imagery Repetition 	<ul style="list-style-type: none"> • Characterization Protagonist Antagonist • Diction Alliteration Onomatopoeia Denotation Connotation • Figure of Speech Metaphor Simile Personification Idiom • Plot Elements Setting Elements of Plot • Point of View First person Second person Third person (limited) • Syntax 4 types of sentences Simple Compound Complex Compound Complex • Literary Elements Imagery Suspense Foreshadowing 	<ul style="list-style-type: none"> • Characterization Antagonist Dynamic Flat Protagonist Round Static • Diction Alliteration Onomatopoeia Assonance Consonance Denotation Connotation • Figure of Speech Metaphor Simile Personification Hyperbole • Point of View First person Second person Third person (limited) • Syntax 4 types of sentences Simple Compound Complex Compound Complex • Literary Elements Imagery Repetition

**Middle School Vertical Alignment
Writing Modes**

2008

6th Grade	7th Grade	8th Grade
<p>General</p> <ul style="list-style-type: none"> • Creative Writing • Informational • Narrative • Persuasive • Reaction • Research • Poetry • Letter Writing <p style="text-align: right;">Friendly</p>	<p>General</p> <ul style="list-style-type: none"> • Creative Writing • Informational • Narrative • Persuasive • Reaction • Research • Poetry • Letter Writing <p style="text-align: right;">Friendly</p>	<p>General</p> <ul style="list-style-type: none"> • Creative Writing • Expository • Informational • Narrative • Persuasive • Reaction • Research • Poetry
<p>Honors</p> <ul style="list-style-type: none"> • Creative Writing • Informational • Narrative • Persuasive • Reaction • Research • Poetry • Letter Writing <p style="text-align: right;">Friendly Business</p>	<p>Honors</p> <ul style="list-style-type: none"> • Creative Writing • Informational • Narrative • Persuasive • Reaction • Research • Poetry • Letter Writing <p style="text-align: right;">Friendly Business</p>	<p>Honors</p> <ul style="list-style-type: none"> • Creative Writing • Expository <li style="padding-left: 20px;">Literary analysis • Informational • Narrative • Persuasive • Reaction • Research • Poetry

Middle School Vertical Alignment Speaking and Listening

2008

6 th General	7 th General	8 th General
<p>Actively Listen.</p> <ul style="list-style-type: none"> • Use Courtesies in formal and informal setting • Take notes when necessary • Ask relevant questions • Summarize/Paraphrase <ul style="list-style-type: none"> ○ Distinguish between relevant and irrelevant information <p>Listen to and analyze selections from various genres.</p> <p>Speak for a variety of purposes.</p> <ul style="list-style-type: none"> • <u>Oral Presentations</u> <ul style="list-style-type: none"> ○ Use brief notes/outline ○ Speak with appropriate volume, rate, and articulation ○ Vary pitch appropriately ○ Make eye contact with audience ○ State a clear, concise thesis ○ Follow a framework appropriate to the presentation ○ Express ideas clearly and logically ○ Use appropriate body language ○ Use formal standard English ○ Use visual aids effectively 	<p>Actively Listen.</p> <ul style="list-style-type: none"> • Use Courtesies in formal and informal setting • Take notes when necessary • Ask relevant questions • Summarize/Paraphrase <ul style="list-style-type: none"> ○ Distinguish between relevant and irrelevant information <p>Listen to and analyze selections from various genres.</p> <p>Speak for a variety of purposes.</p> <ul style="list-style-type: none"> • <u>Oral Presentations</u> <ul style="list-style-type: none"> ○ Use brief notes/outline ○ Speak with appropriate volume, rate, and articulation ○ Vary pitch appropriately ○ Make eye contact with audience ○ State a clear, concise thesis ○ Follow a framework appropriate to the presentation ○ Express ideas clearly and logically ○ Use appropriate body language ○ Use formal standard English 	<p>Actively Listen.</p> <ul style="list-style-type: none"> • Use Courtesies in formal and informal setting • Take notes when necessary • Ask relevant questions • Summarize <ul style="list-style-type: none"> ○ Distinguish between relevant and irrelevant information • Infer speakers bias and purpose <p>Listen to and analyze selections from various genres.</p> <p>Speak for a variety of purposes.</p> <ul style="list-style-type: none"> • <u>Oral Presentations</u> <ul style="list-style-type: none"> ○ Use brief notes/outline ○ Speak with appropriate volume, rate, and articulation ○ Vary pitch appropriately ○ Make eye contact with audience ○ State a clear, concise thesis ○ Follow a framework appropriate to the presentation ○ Express ideas clearly and logically ○ Use appropriate body language ○ Use formal standard English ○ Use visual aids effectively

**Middle School Vertical Alignment
Speaking and Listening**

2008

6th General	7th General	8th General
<ul style="list-style-type: none"> • <u>Participate in large and small group discussions and presentations</u> <ul style="list-style-type: none"> ○ Speak in turn ○ Respect other’s opinions and ideas ○ Discuss and express ideas and opinions about the topic ○ Ask and respond to questions <p>Use and evaluate media for learning purposes.</p>	<ul style="list-style-type: none"> ○ Use visual aids effectively • <u>Participate in large and small group discussions and presentations</u> <ul style="list-style-type: none"> ○ Speak in turn ○ Respect other’s opinions and ideas ○ Discuss and express ideas and opinions about the topic ○ Ask and respond to questions ○ Respond to, evaluate, and analyze discussion and/or presentation <p>Use and evaluate media for learning purposes.</p>	<ul style="list-style-type: none"> • <u>Participate in large and small group discussions and presentations</u> <ul style="list-style-type: none"> ○ Speak in turn ○ Respect other’s opinions and ideas ○ Discuss and express ideas and opinions about the topic ○ Ask and respond to questions ○ Respond to, evaluate, and analyze discussion and/or presentation <p>Use and evaluate media for learning purposes.</p>

**Middle School Vertical Alignment
Grammar Skills**

2008

6th General	7th General	8th General
<p>Nouns</p> <ul style="list-style-type: none"> • Singular/plural • Proper • Common • Concrete • Abstract • Collective • Possessive <p>Pronouns</p> <ul style="list-style-type: none"> • Personal • Possessive • Demonstrative <p>Adjectives</p> <ul style="list-style-type: none"> • Articles • Proper • Demonstrative • Comparative • Superlative <p>Verbs</p> <ul style="list-style-type: none"> • Irregular • Linking • Helping • Action • Tenses 	<p>Nouns</p> <ul style="list-style-type: none"> • Singular/plural • Proper • Common • Concrete • Abstract • Collective • Possessive • Compound <p>Pronouns</p> <ul style="list-style-type: none"> • Personal • Possessive • Demonstrative • Reflexive • Indefinite • Relative • Interrogative <p>Adjectives</p> <ul style="list-style-type: none"> • Articles • Proper • Demonstrative • Comparative • Superlative 	<p>Nouns</p> <ul style="list-style-type: none"> • Review & mastery of 6th & 7th grade skills <p>Pronouns</p> <ul style="list-style-type: none"> • Review & mastery of 6th & 7th grade skills <p>Adjectives</p> <ul style="list-style-type: none"> • Review & mastery of 6th & 7th grade skills <p>Verbs</p> <ul style="list-style-type: none"> • Review & mastery of 6th grade skills • Transitive/Intransitive • Active/Passive <p>Prepositions & Prepositional Phrases</p> <p>Conjunctions</p> <ul style="list-style-type: none"> • Coordinating • Correlative <p>Interjections</p>

Middle School Vertical Alignment Grammar Skills

2008

6 th General	7 th General	8 th General
<p>Adverbs</p> <ul style="list-style-type: none"> • Avoiding double negatives <p>Punctuation</p> <ul style="list-style-type: none"> • End marks • Commas <ul style="list-style-type: none"> ➤ Series ➤ Compound Sentences ➤ 2 or more adjectives before a noun ➤ Introductory phrases ➤ Appositives ➤ Conventional Situations • Colons • Semicolons <p>Introductory Complements</p> <ul style="list-style-type: none"> • Direct Object • Indirect Object • Predicate Nominative • Predicate Adjective <p>Clauses</p> <ul style="list-style-type: none"> • Independent • Subordinate <p>Agreement</p> <ul style="list-style-type: none"> • Subject/Verb • Pronoun/Antecedent 	<p>Conjunctions</p> <ul style="list-style-type: none"> • Coordinating <p>Interjections</p> <p>Punctuation</p> <ul style="list-style-type: none"> • End marks • Commas <ul style="list-style-type: none"> ➤ Series ➤ Compound Sentences ➤ 2 or more adjectives before a noun ➤ Introductory phrases ➤ Appositives ➤ Conventional Situations ➤ Direct Address ➤ Quotations in Dialogue • Colons • Semicolons • Apostrophes • Quotation Marks • Underlining/Italics • Hyphens • Parentheses • Dashes <p>Capitalization</p> <p>Phrases</p> <ul style="list-style-type: none"> • Prepositional • Appositive <p>Clauses</p> <ul style="list-style-type: none"> • Independent • Subordinate 	<p>Punctuation</p> <ul style="list-style-type: none"> • Review & mastery of 6th & 7th grade skills <p>Complements</p> <ul style="list-style-type: none"> • Direct Object • Indirect Object • Predicate Nominative • Predicate Adjective <p>Phrases</p> <ul style="list-style-type: none"> • Prepositional • Participle • Gerund • Infinitive • Appositive <p>Clauses</p> <ul style="list-style-type: none"> • Independent • Subordinate <p>Agreement</p> <ul style="list-style-type: none"> • Subject/Verb • Pronoun/Antecedent • Correct Usage • Diagram Sentences

Middle School Vertical Alignment Grammar Skills

2008

6 th Honors	7 th Honors	8 th Honors
<p>Nouns (Use correctly in sentences)</p> <ul style="list-style-type: none"> • Singular/plural • Proper • Common • Concrete • Abstract • Collective • Possessive <p>Pronouns</p> <ul style="list-style-type: none"> • Personal • Possessive • Demonstrative • Indefinite • Reflexive <p>Adjectives</p> <ul style="list-style-type: none"> • Articles • Proper • Demonstrative • Comparative • Superlative <p>Verbs</p> <ul style="list-style-type: none"> • Irregular/Regular • Linking • Helping • Action • Tenses 	<p>Nouns (Identify Specific Types)</p> <ul style="list-style-type: none"> • Singular/plural • Proper • Common • Concrete • Abstract • Collective • Possessive • Compound <p>Pronouns (Identify Specific Types)</p> <ul style="list-style-type: none"> • Personal • Possessive • Demonstrative • Reflexive • Indefinite • Relative • Interrogative <p>Adjectives</p> <ul style="list-style-type: none"> • Articles • Proper • Demonstrative • Comparative • Superlative 	<p>Nouns</p> <ul style="list-style-type: none"> • Review & mastery of 6th & 7th grade skills <p>Pronouns</p> <ul style="list-style-type: none"> • Review & mastery of 6th & 7th grade skills <p>Adjectives</p> <ul style="list-style-type: none"> • Review & mastery of 6th & 7th grade skills <p>Verbs</p> <ul style="list-style-type: none"> • Review & mastery of 6th grade skills • Transitive/Intransitive • Active/Passive <p>Prepositions & Prepositional Phrases</p> <ul style="list-style-type: none"> • Adjective & Adverb Phrases <p>Conjunctions</p> <ul style="list-style-type: none"> • Coordinating • Correlative <p>Interjections</p>

**Middle School Vertical Alignment
Grammar Skills**

2008

6th Honors	7th Honors	8th Honors
<p>Adverbs</p> <ul style="list-style-type: none"> • Avoiding double negatives • Comparative • Superlative <p>Conjunctions</p> <ul style="list-style-type: none"> • Coordinating <p>Interjections</p> <p>Punctuation</p> <ul style="list-style-type: none"> • End marks • Commas <ul style="list-style-type: none"> ➤ Series ➤ Compound Sentences ➤ 2 or more adjectives before a noun ➤ Introductory phrases ➤ Appositives ➤ Conventional Situations • Colons • Semicolons <p>Introductory Complements</p> <ul style="list-style-type: none"> • Direct Object • Indirect Object • Predicate Nominative • Predicate Adjective 	<p>Verbs</p> <ul style="list-style-type: none"> • Irregular/Regular • Linking • Helping • Action • Tenses <p>Adverbs</p> <ul style="list-style-type: none"> • Comparative • Superlative • Common Adverbs not ending in -ly <p>Prepositions</p> <ul style="list-style-type: none"> • Prepositional Phrases <p>Conjunctions</p> <ul style="list-style-type: none"> • Coordinating • Correlative 	<p>Punctuation</p> <ul style="list-style-type: none"> • Review & mastery of 6th & 7th grade skills <p>Complements</p> <ul style="list-style-type: none"> • Direct Object • Indirect Object • Predicate Nominative • Predicate Adjective <p>Phrases</p> <ul style="list-style-type: none"> • Prepositional • Participle • Gerund • Infinitive • Appositive <p>Clauses</p> <ul style="list-style-type: none"> • Independent • Subordinate <p>Agreement</p> <ul style="list-style-type: none"> • Subject/Verb • Pronoun/Antecedent • Correct Usage • Diagram Sentences

**Middle School Vertical Alignment
Grammar Skills**

2008

6th Honors	7th Honors	8th Honors
<p>Clauses</p> <ul style="list-style-type: none"> • Independent • Subordinate <p>Agreement</p> <ul style="list-style-type: none"> • Subject/Verb • Pronoun/Antecedent 	<p>Punctuation</p> <ul style="list-style-type: none"> • End marks • Commas <ul style="list-style-type: none"> ➤ Series ➤ Compound Sentences ➤ 2 or more adjectives before a noun ➤ Introductory phrases ➤ Appositives ➤ Conventional Situations ➤ Direct Address ➤ Quotations in Dialogue • Colons • Semicolons • Apostrophes • Quotation Marks • Underlining/Italics • Hyphens • Parentheses • Dashes <p>Capitalization</p> <p>Phrases</p> <ul style="list-style-type: none"> • Prepositional • Appositive <p>Clauses</p> <ul style="list-style-type: none"> • Independent • Subordinate • 	

**Middle School Vertical Alignment
Study Skills Strands**

2008

6th General	7th General	8th General
<p>Use Reference Material. Research Project</p> <ul style="list-style-type: none"> • Thesis statement • Select sources • Use book features • Organization • Library literacy • MLA Format • Summarizing • Paraphrasing • Source evaluation <p>Apply a variety of study skills and test taking strategies.</p> <ul style="list-style-type: none"> • Note taking <ul style="list-style-type: none"> ○ visual • Graphic Organizers • Organize study time and place • Self-assess and reflect upon work • Use agendas • Picture clue strategies 	<p>Use Reference Material. Research Project</p> <ul style="list-style-type: none"> • Thesis statement • Select sources • Use book features • Organization • Library literacy • MLA Format • Summarizing • Paraphrasing • Source evaluation <p>Apply a variety of study skills and test taking strategies.</p> <ul style="list-style-type: none"> • Note taking <ul style="list-style-type: none"> ○ visual & auditory • Graphic Organizers • Organize study time and place • Self-assess and reflect upon work • Use agendas 	<p>Use Reference Material. Research Project</p> <ul style="list-style-type: none"> • Thesis statement • Select sources • Use book features • Organization • Library literacy • MLA Format • Summarizing • Paraphrasing • Source evaluation <p>Apply a variety of study skills and test taking strategies.</p> <ul style="list-style-type: none"> • Note taking <ul style="list-style-type: none"> ○ visual & auditory • Graphic Organizers • Organize study time and place • Self-assess and reflect upon work • Use agendas • Use mnemonics

**LANGUAGE ARTS
CURRICULUM**

GRADE 8

2008

WEST ALLEGHENY SCHOOL DISTRICT

Subject: **Language Arts**

Grade: **Eighth Grade**



2008

ACADEMIC STANDARDS:

- 1.1 Learning to Read Independently
- 1.2 Read Critically in all Content Areas
- 1.3 Reading, Analyzing, and Interpreting Literature
- 1.4 Types of Writing
- 1.5 Quality of Writing
- 1.6 Speaking and Listening
- 1.7 Characteristics and Function of the English Language
- 1.8 Research

COURSE DESCRIPTION:

The Eighth Grade Language Arts Curriculum's goal is to critically read, analyze and interpret various genres of literature and produce their analysis and interpretations in written and verbal forms. An emphasis is placed on meta-cognitive strategies to improve deeper understanding of all written and spoken language. An extensive study of structured vocabulary and grammar will assist the students in expressing themselves as they build their speaking and writing language repertoire through various forms of authentic tasks. Students will make independent reading selections to increase their engagement with text as they adhere to the Pennsylvania State Standards of 25 books or its equivalent per year. The students will leave eighth grade with an arsenal of 21st Century Literacy Skills that will prepare them for high school.

BASIC TEXT/PUBLISHER AND INSTRUCTIONAL RESOURCES:

Text Books:

- HRW – Elements of Literature
- HRW – Elements of Language
- Worldly Wise 3000- Level 8

Workbooks:

- HRW – Grammar, Usage and Mechanics
- HRW – Holt Interactive Reader

Various Trade Books including but not limited to:

- My Brother Sam is Dead
- The Giver
- Across Five Aprils

ASSESSMENTS:

- Scantron
- PSSA – Writing and Reading
- District Writing Assessment
- In-Class Assessment
- Teacher-made Tests (Unit Test, Quizzes, Novel Tests, Chapter Tests)
- Formal and Informal Assessments (Homework, Projects, Rubrics, Writing Journals, Written Reports, Oral Reports, Reading Inventories, and Informal Observations)

TECHNOLOGY USED:

- Internet (Websites)
- Computer Lab (Microsoft Word Publishing, PowerPoint)
- Smart Board
- Power Library
- LCD Project



**Language Arts Skills/Concepts Addressed in Each
Grade Level/Course**

2008

Strand	LANGUAGE ARTS – EIGHTH GRADE
Word Knowledge	<ul style="list-style-type: none"> • Apply word analysis skills • Read and determine word meaning from text • Identify the origins and meanings of common, learned and foreign words used frequently in the English language • Spell correctly across the curriculum • Identify and apply new vocabulary words and demonstrate grade appropriate concept development • Read independently and orally fluently
Comprehension	<ul style="list-style-type: none"> • Read critically and respond to a variety of texts as students identify and analyze: <ul style="list-style-type: none"> - pre-reading and meta-cognitive strategies - elements of narrative text - types of genre - types of language writers use - literary devices - author’s style - sound devices, form, and meaning in poetry • Read for deeper comprehension • Demonstrate fluency • Read independently
Writing	<ul style="list-style-type: none"> • Use writing as a form of communication which varies with purpose and audience, using the writing process. • Comprehend and apply standard English language and conventions correctly to communicate clearly
Speaking and Listening	<ul style="list-style-type: none"> • Actively listen for a variety of purposes in large and small group settings. • Speak for a variety of purposes in large and small group settings. • Participate in large and small group discussion • Use media for speaking and listening
Study Skills	<ul style="list-style-type: none"> • Use reference materials to read, write and speak effectively • Complete research project in content area topic. • Apply a variety of study skills • Apply test taking strategies • Take notes from lecture and text

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

SUBJECT: LANGUAGE ARTS		STRAND: Word Knowledge		Grade: 8		
Student Learning Outcomes	Assessment Anchors	Eligible Content	PA Standards	National Council of Teachers of English\ International Reading Association Standards	Date(s) Taught	√ for Mastery
<p>The student will:</p> <ul style="list-style-type: none"> • apply word analysis skills. <ul style="list-style-type: none"> - use root words, prefixes, and suffixes to decode and encode words. ▪ read and determine word meaning from text using affixes and context clues. 	<p>R8.A.1.2 Identify and apply word recognition skills.</p> <p>R8.A.2.2 Identify and apply word recognition skills.</p> <p>R8.A.1.2 Identify and apply word recognition skills.</p> <p>R8.A.2.2 Identify and apply word recognition skills.</p>	<p>R8.A.1.2.1 Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word from the text with an affix.</p> <p>R8.A.2.2.1 Identify and apply how the meaning of a word is changed when an affix is added; identify and apply the meaning of a word from the text with an affix.</p> <p>R8.A.1.2.2 Define and/or apply how the meaning of words or phrases changes when using context clues given in explanatory sentences.</p> <p>R8.A.2.2.2 Define and/or apply how the meaning of words or phrases changes when using context clues given in explanatory sentences.</p>	<p>1.1.8C</p> <p>1.1.8C</p>	<p>1, 3, 4, 5, 6, 9, 10</p> <p>1, 3, 4, 5, 6, 9, 10</p>		

2008

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

SUBJECT: LANGUAGE ARTS		STRAND: Word Knowledge		Grade: 8		
Page 2 (Continued)						2008
Student Learning Outcomes	Assessment Anchors	Eligible Content	PA Standards	National Council of Teachers of English\ International Reading Association Standards	Date(s) Taught	√ for Mastery
<p>The student will:</p> <ul style="list-style-type: none"> • identify the origins and meanings of common, learned and foreign words used frequently in the English language. <ul style="list-style-type: none"> - use the dictionary to find the meanings and origins of these words. • spell correctly across the curriculum. <ul style="list-style-type: none"> - practice and use correct spelling patterns. - practice and use grade appropriate “core” spelling. • identify and apply new vocabulary words and demonstrate grade appropriate concepts development. <ul style="list-style-type: none"> - analyze and determine origin, meaning and use. - use vocabulary in meaningful ways (such as sentences, analogies, synonyms, antonyms in word families). - understand and use the meaning of concepts and vocabulary words. • demonstrate fluency. <ul style="list-style-type: none"> - read independently. - read orally. 	<p>R8.A.2.1 Identify and apply the meaning of vocabulary in non-fiction.</p> <p>R8.A.1.1 Identify and apply the meaning of vocabulary.</p>	<p>R8.A.2.1.1 Identify and/or apply meaning of multiple-meaning words used in text. R8.A.2.1.2 Identify and/or apply meaning of content-specific words used in text.</p> <p>R8.A.1.1.1 Identify and/or apply meaning of multiple-meaning words used in text. R8.A.1.1.2 Identify and/or apply a synonym or antonym of a word used in text.</p>	<p>1.7.8A</p> <p>1.5.8F</p> <p>1.1.8F 1.7.8C</p> <p>1.1.8 H</p>	<p>1, 3, 4, 5, 6, 9, 10</p> <p>1, 3, 4, 5, 6, 9, 10</p> <p>1, 3, 4, 5, 6, 9, 10</p> <p>4, 10, 11, 12</p>		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

SUBJECT: LANGUAGE ARTS		STRAND: Comprehension		Grade: 8		
Student Learning Outcomes	Assessment Anchors	Eligible Content	PA Standards	National Council of Teachers of English\ International Reading Association Standards	Date(s) Taught	√ for Mastery
<p>The student will:</p> <p>FICTION / NON-FICTION</p> <ul style="list-style-type: none"> • read critically and respond to a variety of texts using comprehension strategies before, during and after reading. The student will identify and analyze: <ul style="list-style-type: none"> - pre-reading strategies: <ul style="list-style-type: none"> - determine text structure (cause/effect, compare, contrast, narrative, descriptive, listing, sequence, explanation, problem/solution, question/answer, persuasive - set a purpose(s) for reading - assess prior knowledge - make predictions - utilize text features - determine reading rate - make connections - ask questions 	<p>R8.B.3.3 Identify, compare, explain, interpret, describe, and analyze how text organization clarifies meaning of non-fictional text.</p> <p>R8.B.1.2 Make connections between texts.</p>	<p>R8.B.3.3.1 Identify, explain, interpret, and/or analyze text organization, including sequence, question/answer, comparison/contrast, cause/effect or problem/solution.</p> <p>R8.B.3.3.3 Interpret graphics and charts and/or make connections between text and the content of graphics and charts.</p> <p>R8.B.1.2.1 Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts.</p>	<p>1.1.8 A 1.1.8 B 1.1.8 C 1.1.8 D</p> <p align="center">↓</p>	<p>1,2,3,6,11</p> <p align="center">↓</p>		

2008

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

SUBJECT:	LANGUAGE ARTS	STRAND:	Comprehension	Grade:	8
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Page 2 (Continued)

2008

Student Learning Outcomes	Assessment Anchors	Eligible Content	PA Standards	National Council of Teachers of English\ International Reading Association Standards	Date(s) Taught	√ for Mastery
<p>The student will:</p> <p>Fiction/Non-fiction (cont.)</p> <ul style="list-style-type: none"> monitor comprehension and employ meta-cognitive strategies: <ul style="list-style-type: none"> identify main idea and relevant details make inferences, use questioning techniques access and revise predictions make connections read fluently, think aloud visualize, paraphrase, summarize take notes, utilize text features reread for clarification, etc. 	<p>R8.A.1.4 Identify and explain main ideas and relevant details.</p> <p>R8.A.1.5 Summarize a fictional text as a whole.</p> <p>R8.A.2.1 Identify and apply the meaning of vocabulary in non-fiction.</p> <p>R8.A.2.5 Summarize a non-fictional text as a whole.</p>	<p>R8.A.1.4.1 Identify and/or explain stated or implied main ideas and relevant supporting details from text.</p> <p>R8.A.1.5.1 Summarize the key details and events of a fictional text as a whole.</p> <p>R8.A.2.1.1 Identify and/or apply meaning of multiple-meaning words used in text.</p> <p>R8.A.2.1.2 Identify and/or apply meaning of content-specific words used in text</p> <p>R8.A.2.5.1 Summarize the major points, processes, and/or events of a non-fictional text as a whole.</p>	<p>1.1.8 A 1.1.8 C 1.1.8 D 1.1.8 G 1.1.8 H</p> <p align="center">↓</p> <p>1.3.8 B</p>	<p>1,2,3,6,11</p> <p align="center">↓</p>		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

SUBJECT:	LANGUAGE ARTS	STRAND:	Comprehension	Grade:	8
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Page 3 (Continued)

2008

Student Learning Outcomes	Assessment Anchors	Eligible Content	PA Standards	National Council of Teachers of English\ International Reading Association Standards	Date(s) Taught	√ for Mastery
<p>The student will:</p> <ul style="list-style-type: none"> • elements of narrative text: <ul style="list-style-type: none"> - characters – main/minor, protagonist, antagonist, stereotypes, flat/static, round/dynamic - characterization – direct, indirect (what characters think, say and do, what others says, their appearance or what they have, what the writer says directly, setting TOADS) - narrative elements – plot, setting, theme, mood, conflict types (internal, external, man vs. man, man vs. environment, man vs. self, man vs. society, man vs. fate) point of view (first person, third person objective, limited and omniscient) • types of genres ▪ types of language writers use: formal/informal, archaic, dialect, colloquialism, cliché, idiom, jargon, slang, euphemism, acronym, abbreviation, clipped word, coined word, connotative, denotative 	<p>R8.B.1.1 Interpret, compare, describe, analyze, and evaluate components of fiction and literary non-fiction.</p> <p>R8.B.2.2 Identify, interpret, describe, and analyze the point of view of the narrator in fictional and non-fictional text.</p>	<p>R8.B.1.1.1 Explain, interpret, compare, describe, analyze, and/or evaluate the relationships within fiction and literary non-fiction. Character (may also be called narrator, speaker, subject of a biography): Explain, interpret, compare, describe, analyze, and/or evaluate character actions, motives, dialogue, emotions/feelings, traits, and relationships among characters within fictional and literary non-fictional text. Explain, interpret, compare, describe, analyze, and/or evaluate the relationship between characters and other components of text. Setting: Explain, interpret, compare, describe, analyze, and/or evaluate the setting of fiction or literary non-fiction.</p>	<p>1.3.8 B</p> <p>1.3.8 B</p> <p>1.1.8 E 1.7.8 A 1.7.8 B 1.7.8 C</p>	<p>1,2,3,6,11</p> <p align="center">↓</p> <p>1,2 9</p>		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

SUBJECT:	LANGUAGE ARTS	STRAND:	Comprehension	Grade:	8
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Page 5 (Continued)

2008

Student Learning Outcomes	Assessment Anchors	Eligible Content	PA Standards	National Council of Teachers of English\ International Reading Association Standards	Date(s) Taught	√ for Mastery
<p>The student will:</p> <ul style="list-style-type: none"> - interpret character’s feelings/traits. - explain and justify an interpretation of text. - analyze how characters deal with conflict, solve problems, and relate to real-life situations. - synthesize text and personal knowledge to form new insights. - compare and contrast information/elements across texts. - assess the adequacy, accuracy, and appropriateness of an author’s claims and assertions, noting bias, facts/opinions, propaganda, and persuasion techniques. - identify important themes from reading and examine them from multiple points of view. <p>▪ demonstrate fluency – read at an appropriate rate with accuracy. Read aloud with prosody, clear diction, tempo, volume and phrasing.</p>	<p>R8.A.2.4 Identify and explain main ideas and relevant details.</p> <p>R8.A.1.3 Make inferences, draw conclusions, and make generalizations based on text.</p> <p>R8.A.2.3 Make inferences, draw conclusions, and make generalizations based on text.</p>	<p>R8.A.2.4.1 Identify and/or explain stated or implied main ideas and relevant supporting details from text.</p> <p>R8.A.1.3.1 Make inferences and/or draw conclusions based on information from text.</p> <p>R8.A.1.3.2 Cite evidence from text to support generalizations.</p> <p>R8.A.2.3.1 Make inferences and/or draw conclusions based on information from text.</p> <p>R8.A.2.3.2 Cite evidence from text to support generalizations.</p>	<p>1.2.8 C 1.3.8 C 1.3.8 D</p> <p>1.1.8 G 1.2.8 A 1.3.8 A 1.3.8 F</p>	<p>1,2,3,9,11</p> <p>1,2,3,6,9,11</p>		


WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

SUBJECT:	LANGUAGE ARTS	STRAND:	Comprehension	Grade:	8
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Page 6 (Continued)

2008

Student Learning Outcomes	Assessment Anchors	Eligible Content	PA Standards	National Council of Teachers of English\ International Reading Association Standards	Date(s) Taught	√ for Mastery
<p>The student will:</p> <ul style="list-style-type: none"> read independently – self-select and read at least 25 books for a variety of purposes (for literary experience, to gain information, to perform a task, for enjoyment, etc.). 	<p>R8.B.3.1 Interpret, describe, and analyze the characteristics and uses of facts and opinions in non-fictional text.</p> <p>R8.A.1.6 Identify, describe, and analyze genre of text.</p> <p>R8.A.2.6 Identify, describe, and analyze genre of text.</p> <p>R8.B.3.2 Distinguish between essential and nonessential information within or between texts.</p>	<p>R8.B.3.1.1 Explain, interpret, describe, and/or analyze the use of facts and opinions to make a point or construct an argument in non-fictional text.</p> <p>R8.A.1.6.1 Identify and/or analyze the author’s intended purpose of text. R8.A.1.6.2 Explain, describe, and/or analyze examples of text that support the author’s intended purpose.</p> <p>R8.A.2.6.1 Identify and/or describe the author’s intended purpose of text. R8.A.2.6.2 Explain, describe, and/or analyze examples of text that support the author’s intended purpose.</p> <p>R8.B.3.2.1 Identify, explain, interpret, describe, and/or analyze bias and propaganda techniques in non-fictional text.</p>	<p>1.2.8 B 1.6.8 F</p> <p>1.1.8 H</p> <p>1.1.8 H</p>	<p>3</p> <p>12</p>		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

SUBJECT: LANGUAGE ARTS		STRAND: Writing		Grade: 8		
Student Learning Outcomes	Assessment Anchors	Eligible Content	PA Standards	National Council of Teachers of English\ International Reading Association Standards	Date(s) Taught	√ for Mastery
2008						
<p>The student will:</p> <ul style="list-style-type: none"> • use writing as a form of communication which varies with purpose and audience, using the writing process. <ul style="list-style-type: none"> - engage in prewriting activities. <ul style="list-style-type: none"> - identify audiences. - select a topic. - gather information. - narrow the focus. - identify format. - produce drafts of informative and persuasive writing that communicates substantial information concisely. <ul style="list-style-type: none"> - compose drafts that communicate information clearly and precisely. - revise drafts by improving the logic of ideas, word choice, and transitions among paragraphs, passages, and ideas by revising writing based on given or self-generated criteria. <ul style="list-style-type: none"> - focus - content and development - organization 			<p>1.5.8 ABCD</p> <p>1.4.8 ABCD 1.5.8 ABCD</p> <p>1.5.8.E</p>	<p>3, 4, 5, 6, 7, 8, 9, 11, 12</p>		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

SUBJECT: LANGUAGE ARTS		STRAND: Writing		Grade: 8		
Page 2 (Continued)						2008
Student Learning Outcomes	Assessment Anchors	Eligible Content	PA Standards	National Council of Teachers of English\ International Reading Association Standards	Date(s) Taught	√ for Mastery
<p>The student will:</p> <ul style="list-style-type: none"> - style - review draft - obtain feedback - edit written work. <ul style="list-style-type: none"> - correct spelling, grammar, punctuation, and stylistic errors. -publish selected pieces when submitting writings in class, school, and/or the community. <ul style="list-style-type: none"> - produce writing for publication. ▪ write persuasive pieces. <ul style="list-style-type: none"> - clearly stated position/opinion statement. - evidence properly cited - develop reader interest - use of logical, emotional, and ethical appeals - evidence of a conclusion with a call to action. 			<p>1.5.8.F</p> <p>1.5.8.G</p> <p>1.4.8 C 1.5.8 G</p>	<p>3, 4, 5, 6</p>		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

SUBJECT:	LANGUAGE ARTS	STRAND:	Writing	Grade:	8
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Page 4 (Continued)

2008

Student Learning Outcomes	Assessment Anchors	Eligible Content	PA Standards	National Council of Teachers of English\ International Reading Association Standards	Date(s) Taught	√ for Mastery
<p>The student will:</p> <p>(cont.)</p> <ul style="list-style-type: none"> - interjections - complements - phrases - clauses - sentence structure <ul style="list-style-type: none"> - simple - compound - complex - compound complex - punctuation - usage <ul style="list-style-type: none"> - verb tense consistency - subject verb agreement - recognition of fragments and run-ons. - pronoun Antecedent - usage 						

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

SUBJECT:	LANGUAGE ARTS	STRAND:	Speaking and Listening	Grade:	8
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2008

Student Learning Outcomes	Assessment Anchors	Eligible Content	PA Standards	National Council of Teachers of English\ International Reading Association Standards	Date(s) Taught	√ for Mastery
<p>The student will:</p> <ul style="list-style-type: none"> ▪ actively listen for a variety of purposes in large and small group settings. <ul style="list-style-type: none"> - use courtesies in formal and informal settings. (Sit quietly, listen attentively) - take notes for main ideas and details. - ask relevant questions. - summarize - respond to, evaluate and analyze speeches and other presentations. - infer speaker’s bias and purpose. ▪ listen and analyze selections from various genres. ▪ speak for a variety of purposes in large and small group settings. 			<p>1.6.8 AB</p> <p>1.6.8 B</p> <p>1.6.8 CD</p> <p>1.6.8 E</p> <p>1.6.8 F</p>	<p>3, 4, 9, 11, 12</p> <p>3, 4, 5, 6, 7, 8, 11, 12</p>		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

SUBJECT:	LANGUAGE ARTS	STRAND:	Speaking and Listening	Grade:	8
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Page 2 (Continued)

2008

Student Learning Outcomes	Assessment Anchors	Eligible Content	PA Standards	National Council of Teachers of English\ International Reading Association Standards	Date(s) Taught	√ for Mastery
<p>The student will:</p> <ul style="list-style-type: none"> ▪ Oral Presentations <ul style="list-style-type: none"> - use brief notes/outline. - speak with appropriate volume, rate, and articulation. - vary pitch appropriately. - make eye contact with audience. - state a clear, concise thesis. - follow a frame work appropriate to the content of the presentation (i.e. – information, persuasive). - express ideas clearly and logically. - use appropriate body language. - use formal standard English. - use visual aids effectively. ▪ participate in large and small group discussion and presentations. <ul style="list-style-type: none"> - speak in turn. - respect others' opinions and ideas. - discuss and express ideas and opinions about the topic. - ask and respond to questions. - respond to, evaluate and analyze speeches and other presentations. ▪ use media for learning purposes. 						

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

SUBJECT:	LANGUAGE ARTS	STRAND:	Study Skills	Grade:	8
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2008

Student Learning Outcomes	Assessment Anchors	Eligible Content	PA Standards	National Council of Teachers of English\ International Reading Association Standards	Date(s) Taught	√ for Mastery
<p>The student will:</p> <ul style="list-style-type: none"> ▪ use reference materials to read, write and speak effectively (dictionary, thesaurus, special reference books, computer related sources, etc.) ▪ complete research project in content area topic. <ul style="list-style-type: none"> - select and refine a topic for research. - determine valid resources (primary, secondary sources, author’s qualifications, etc.). - locate materials appropriate to purpose using school library media center or internet sources. - use table of contents, indexes, key words, cross references, and appendices to locate information. 			1.8.8 B 1.6.8 F 1.8.8 A 1.8.8 B 1.8.8 C 1.1.8 C 1.1.8 C	1,2,3,4,5,6,7,8,9 1,2,3,4,5,6,7,8,9,10, 12 3,5,7,12		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

SUBJECT:	LANGUAGE ARTS	STRAND:	Study Skills	Grade:	8
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Page 2 (Continued)

2008

Student Learning Outcomes	Assessment Anchors	Eligible Content	PA Standards	National Council of Teachers of English\ International Reading Association Standards	Date(s) Taught	√ for Mastery
<p>The student will:</p> <ul style="list-style-type: none"> ▪ apply a variety of study skills <ul style="list-style-type: none"> - take notes - use graphic organizers - use mnemonics - organize study time and place - self-assess and reflect upon work - use agendas ▪ apply test taking strategies (keep track of time, identify key words, rule out wrong answers, skim and scan, re-check answers, answer all parts of a performance task/open-ended response). 						

Middle School Vertical Alignment Word Knowledge

2008

6 th General	7 th General	8 th General
<p>Apply word analysis skills.</p> <ul style="list-style-type: none"> • <u>Root Words</u> • <u>Prefixes</u> <ul style="list-style-type: none"> ○ Pre ○ Dis ○ Mis ○ Non ○ Re ○ Inter ○ Extra ○ Post ○ Super ○ Sub ○ Un • <u>Suffixes</u> <ul style="list-style-type: none"> ○ less ○ ble ○ ly ○ or ○ ful ○ ness ○ ment ○ er ○ ship ○ tion ○ en 	<p>Apply word analysis skills .</p> <ul style="list-style-type: none"> • <u>Root Words</u> • <u>Prefixes</u> <ul style="list-style-type: none"> ○ Hyper ○ Over ○ Anti ○ Fore ○ Semi ○ Bi ○ Co ○ De ○ Im ○ Trans • <u>Suffixes</u> <ul style="list-style-type: none"> ○ ence ○ ance ○ hood ○ ist ○ able ○ est ○ ish ○ ous 	<p>Apply word analysis skills.</p> <ul style="list-style-type: none"> • <u>Root Words</u> <ul style="list-style-type: none"> ○ Chrono ○ Graph ○ Log(ue) ○ Logy ○ Micro ○ Phono ○ Aud ○ Bene ○ Gen ○ Magni ○ Mal ○ Ped ○ Pend ○ Pens ○ Vid ○ vis • <u>Prefixes</u> <ul style="list-style-type: none"> ○ Dia ○ Syn ○ Sym ○ Syl • <u>Suffixes</u> <ul style="list-style-type: none"> ○ ancy ○ age ○ cy ○ ee/eer ○ ery ○ ism ○ itis

**Middle School Vertical Alignment
Word Knowledge**

2008

6th General	7th General	8th General
<p>Read and determine word meaning from text using affixes and context clues.</p> <ul style="list-style-type: none"> • Restatement/Definition • Compare/Contrast/Antonym • Example • Synonym <p>Spell correctly across the curriculum.</p> <p>Identify and apply new vocabulary words and demonstrate grade appropriate concepts development.</p>	<p>Read and determine word meaning from text using affixes and context clues.</p> <ul style="list-style-type: none"> • Restatement/Definition • Compare/Contrast/Antonym • Example • Synonym • Roots/Affixes • Cause/Effect <p>Spell correctly across the curriculum.</p> <p>Identify and apply new vocabulary words and demonstrate grade appropriate concepts development.</p>	<ul style="list-style-type: none"> ○ ity ○ ive ○ ate ○ fy ○ ize ○ dom <p>Read and determine word meaning from text using affixes and context clues: Review and Mastery</p> <ul style="list-style-type: none"> • Restatement/Definition • Compare/Contrast/Antonym • Example • Synonym • Roots/Affixes • Cause/Effect <p>Identify the origins and meanings of common, learned and foreign words in the English language.</p> <p>Spell correctly across the curriculum.</p> <p>Identify and apply new vocabulary words and demonstrate grade appropriate concepts development.</p>

**Middle School Vertical Alignment
Word Knowledge**

2008

6th Honors	7th Honors	8th Honors
<p>Apply word analysis skills.</p> <ul style="list-style-type: none"> • <u>Root Words</u> • <u>Prefixes</u> <ul style="list-style-type: none"> ○ Pre ○ Dis ○ Mis ○ Non ○ Re ○ Inter ○ Extra ○ Post ○ Super ○ Sub ○ Un • <u>Suffixes</u> <ul style="list-style-type: none"> ○ less ○ ble ○ ly ○ or ○ ful ○ ness ○ ment ○ er ○ ship ○ tion ○ en ○ ence ○ hood ○ able ○ ish 	<p>Apply word analysis skills .</p> <ul style="list-style-type: none"> • <u>Root Words</u> • <u>Prefixes</u> <ul style="list-style-type: none"> ○ Hyper ○ Over ○ Anti ○ Fore ○ Semi ○ Bi ○ Co ○ De ○ Im ○ Trans • <u>Suffixes</u> <ul style="list-style-type: none"> ○ ence ○ ance ○ hood ○ ist ○ able ○ est ○ ish ○ ous ○ age ○ cy ○ ee/eer ○ ery ○ ism ○ itis ○ ity ○ ive 	<p>Apply word analysis skills .</p> <ul style="list-style-type: none"> • <u>Root Words</u> <ul style="list-style-type: none"> ○ Chrono ○ Graph ○ Log(ue) ○ Logy ○ Micro ○ Phono ○ Aud ○ Bene ○ Gen ○ Magni ○ Mal ○ Ped ○ Pend ○ Pens ○ Vid ○ vis • <u>Prefixes</u> <ul style="list-style-type: none"> ○ Dia ○ Syn ○ Sym ○ Syl • <u>Suffixes</u> <ul style="list-style-type: none"> ○ ancy ○ ate ○ fy ○ ize ○ dom ○ Versatile Suffixes

**Middle School Vertical Alignment
Word Knowledge**

2008

6th Honors	7th Honors	8th Honors
<ul style="list-style-type: none"> ○ ance ○ ist ○ est ○ ous <p>Read and determine word meaning from text using affixes and context clues.</p> <ul style="list-style-type: none"> ● Restatement/Definition ● Compare/Contrast/Antonym ● Example ● Synonym <p>Spell correctly across the curriculum.</p> <p>Identify and apply new vocabulary words and demonstrate grade appropriate concepts development.</p>	<p>Read and determine word meaning from text using affixes and context clues.</p> <ul style="list-style-type: none"> ● Restatement/Definition ● Compare/Contrast/Antonym ● Example ● Synonym ● Roots/Affixes ● Cause/Effect <p>Spell correctly across the curriculum.</p> <p>Identify and apply new vocabulary words and demonstrate grade appropriate concepts development.</p>	<p>Read and determine word meaning from text using affixes and context clues: Review and Mastery</p> <ul style="list-style-type: none"> ● Restatement/Definition ● Compare/Contrast/Antonym ● Example ● Synonym ● Roots/Affixes ● Cause/Effect <p>Identify the origins and meanings of common, learned and foreign words in the English language.</p> <p>Spell correctly across the curriculum.</p> <p>Identify and apply new vocabulary words and demonstrate grade appropriate concepts development.</p>

**Middle School Vertical Alignment
Reading Comprehension**

2008

6 th General	7 th General	8 th General
<p>Characterization</p> <ul style="list-style-type: none"> • Main • Minor <p>Literary Devices</p> <ul style="list-style-type: none"> • Figures of Speech <ul style="list-style-type: none"> ➤ Idioms ➤ Hyperbole ➤ Simile ➤ Metaphor ➤ Personification • Onomatopoeia • Alliteration • Imagery • Foreshadowing • Flashback • Suspense • 	<p>Characterization</p> <ul style="list-style-type: none"> • Main • Minor • Protagonist • Antagonist <p>Literary Devices</p> <ul style="list-style-type: none"> • Figures of Speech <ul style="list-style-type: none"> ➤ Idioms ➤ Simile ➤ Metaphor ➤ Personification ➤ Hyperbole ➤ Analogy • Imagery • Irony • Foreshadowing • Alliteration • Suspense 	<p>Character Development</p> <ul style="list-style-type: none"> • Antagonist • Dynamic • Flat • Protagonist • Round • Static <p>Characterization</p> <ul style="list-style-type: none"> • Direct • Indirect <p>Literary Devices</p> <ul style="list-style-type: none"> • Figures of Speech <ul style="list-style-type: none"> ➤ All literary terms previously taught ➤ Symbolism • Humor • Satire • Irony • Allusion • Suspense • Imagery • Onomatopoeia • Alliteration

**Middle School Vertical Alignment
Reading Comprehension**

2008

6th General	7th General	8th General
<p>Word Choice</p> <ul style="list-style-type: none"> • Connotation • Denotation • Abbreviation <p>Narrative Elements</p> <ul style="list-style-type: none"> • Plot • Setting • Theme • Conflict Types <ul style="list-style-type: none"> ➤ Internal ➤ External • Point of View <ul style="list-style-type: none"> ➤ First ➤ Third 	<p>Word Choice</p> <ul style="list-style-type: none"> • Connotation • Denotation • Abbreviation • Formal • Informal <p>Narrative Elements</p> <ul style="list-style-type: none"> • Plot • Setting • Theme • Mood • Conflict Types <ul style="list-style-type: none"> ➤ Internal ➤ External • Point of View <ul style="list-style-type: none"> ➤ First ➤ Second ➤ Third 	<p>Word Choice</p> <ul style="list-style-type: none"> • Formal • Informal • Archaic • Dialect • Colloquialism • Cliché • Jargon • Slang • Euphemism • Acronym • Abbreviation • Clipped Word • Coined Word • Connotation • Denotation

**Middle School Vertical Alignment
Reading Comprehension**

2008

6 th General	7 th General	8 th General
<p>Reading For Deeper Meaning</p> <ul style="list-style-type: none"> • Main Idea • Inferences, Conclusions, & Generalizations • Predictions • Character support with evidence • Making connections • Compare & Contrast • Fact/Opinion • Identify theme • Cause & Effect • Identify propaganda & persuasive techniques <ul style="list-style-type: none"> ➤ Bandwagon ➤ Emotional Appeal ➤ Repetition ➤ Logical Appeal (Appeals to numbers, facts, & statistics) 	<p>Author’s Style</p> <ul style="list-style-type: none"> • Mood • Tone • Bias <p>Reading For Deeper Meaning</p> <ul style="list-style-type: none"> • Main Idea • Inferences, Conclusions, & Generalizations • Predictions • Character support with evidence • Interpret text • Analyze a character’s actions • Making connections • Compare & Contrast • Fact/Opinion • Identify theme • Cause & Effect • Identify propaganda & persuasive techniques <ul style="list-style-type: none"> ➤ Stereotyping (Sweeping generalization) ➤ Testimonial 	<p>Narrative Elements</p> <ul style="list-style-type: none"> • Plot • Setting • Theme • Mood • Conflict Types <ul style="list-style-type: none"> ➤ Internal ➤ External ➤ Man vs. Man ➤ Man vs. Environment ➤ Man vs. Self ➤ Man vs. Society ➤ Man vs. Fate • Point of View <ul style="list-style-type: none"> ➤ First ➤ Third (Limited & Omniscient) <p>Author’s Style</p> <ul style="list-style-type: none"> • Tone • Attitude • Qualification • Bias • Sentence Structure • Word Choice

**Middle School Vertical Alignment
Reading Comprehension**

2008

6th General	7th General	8th General
		<p>Reading For Deeper Meaning</p> <ul style="list-style-type: none"> • Main Idea • Implied Main Idea • Relevant & Irrelevant Details <p>Inferences, Conclusions, & Generalizations</p> <ul style="list-style-type: none"> • Predictions • Characters' traits with evidence • Interpret Text • Analyze a characters' actions • Making connections • Compare & Contrast • Fact/Opinion • Identify theme • Identify propaganda & persuasive techniques <ul style="list-style-type: none"> ➤ Red-Herring ➤ Circular Argument ➤ Name Calling ➤ Other advanced techniques (ex. snob appeal)

**Middle School Vertical Alignment
Reading Comprehension**

2008

6th Honors	7th Honors	8th Honors
<p>Characterization</p> <ul style="list-style-type: none"> • Main • Minor • Protagonist • Antagonist <p>Literary Devices</p> <ul style="list-style-type: none"> • Figures of Speech <ul style="list-style-type: none"> ➤ Idioms ➤ Hyperbole ➤ Simile ➤ Metaphor ➤ Personification • Onomatopoeia • Alliteration • Imagery • Foreshadowing • Flashback • Suspense • Symbolism • Irony • Humor 	<p>Characterization</p> <ul style="list-style-type: none"> • Main • Minor • Protagonist • Antagonist <p>Literary Devices</p> <ul style="list-style-type: none"> • Figures of Speech <ul style="list-style-type: none"> ➤ Idioms ➤ Simile ➤ Metaphor ➤ Personification ➤ Hyperbole ➤ Analogy (various types) • Imagery • Irony • Foreshadowing • Alliteration • Suspense • Symbolism • Humor 	<p>Character Development</p> <ul style="list-style-type: none"> • Antagonist • Dynamic • Flat • Protagonist • Round • Static • Stereotypes <p>Characterization</p> <ul style="list-style-type: none"> • Direct • Indirect <p>Literary Devices</p> <ul style="list-style-type: none"> • Figures of Speech <ul style="list-style-type: none"> ➤ All literary terms previously taught ➤ Symbolism • Humor • Puns, Farce, & Parody • Satire • Irony • Situational, Verbal, & Dramatic • Allusion • Suspense • Imagery • Onomatopoeia • Alliteration

**Middle School Vertical Alignment
Reading Comprehension**

2008

6th Honors	7th Honors	8th Honors
<p>Word Choice</p> <ul style="list-style-type: none"> • Connotation • Denotation • Abbreviation • Acronym • Slang • Formal • Informal <p>Narrative Elements</p> <ul style="list-style-type: none"> • Plot • Setting • Theme • Conflict Types <ul style="list-style-type: none"> ➤ Internal ➤ External ➤ Man vs. Man ➤ Man vs. Environment ➤ Man vs. Self ➤ Man vs. Society ➤ Man vs. Fate • Point of View <ul style="list-style-type: none"> ➤ First ➤ Third • Mood 	<p>Word Choice</p> <ul style="list-style-type: none"> • Connotation • Denotation • Abbreviation • Formal • Informal • Slang • Dialect • Acronyms • Cliché <p>Narrative Elements</p> <ul style="list-style-type: none"> • Plot • Setting • Theme • Mood • Conflict Types <ul style="list-style-type: none"> ➤ Internal ➤ External ➤ Man vs. Man ➤ Man vs. Environment ➤ Man vs. Self ➤ Man vs. Society ➤ Man vs. Fate 	<p>Narrative Elements</p> <ul style="list-style-type: none"> • Plot • Setting • Theme • Mood • Conflict Types <ul style="list-style-type: none"> ➤ Internal ➤ External ➤ Man vs. Man ➤ Man vs. Environment ➤ Man vs. Self ➤ Man vs. Society ➤ Man vs. Fate • Point of View <ul style="list-style-type: none"> ➤ First ➤ Third (Limited & Omniscient) <p>Author's Style</p> <ul style="list-style-type: none"> • Tone • Attitude • Qualification • Bias • Sentence Structure • Word Choice

**Middle School Vertical Alignment
Reading Comprehension**

2008

6th Honors	7th Honors	8th Honors
<p>Author's Style</p> <ul style="list-style-type: none"> • Mood • Tone <p>Reading For Deeper Meaning</p> <ul style="list-style-type: none"> • Main Idea • Inferences, Conclusions, & Generalizations • Predictions • Character support with evidence • Making connections • Compare & Contrast • Fact/Opinion • Identify theme • Cause & Effect • Analyze a character's actions • Identify propaganda & persuasive techniques <ul style="list-style-type: none"> ➤ Bandwagon ➤ Emotional Appeal ➤ Repetition ➤ Logical Appeal (Appeals to numbers, facts, & statistics) 	<p>Narrative Elements Cont.</p> <ul style="list-style-type: none"> • Point of View <ul style="list-style-type: none"> ➤ First ➤ Second ➤ Third • Omniscient <p>Author's Style</p> <ul style="list-style-type: none"> • Mood • Tone • Bias <p>Reading For Deeper Meaning</p> <ul style="list-style-type: none"> • Main Idea • Inferences, Conclusions, & Generalizations • Predictions • Character support with evidence • Interpret text • Analyze a character's actions • Making connections • Compare & Contrast • Fact/Opinion • Identify theme • Cause & Effect • Identify propaganda & persuasive techniques <ul style="list-style-type: none"> ➤ Stereotyping (Sweeping generalization) ➤ Testimonial 	<p>Reading For Deeper Meaning</p> <ul style="list-style-type: none"> • Main Idea • Implied Main Idea • Relevant & Irrelevant Details • Inferences, Conclusions, & Generalizations • Predictions • Characters' traits with evidence • Interpret Text • Analyze a characters' actions • Making connections • Compare & Contrast • Fact/Opinion • Identify theme • Identify propaganda & persuasive techniques <ul style="list-style-type: none"> ➤ Red-Herring ➤ Circular Argument ➤ Name Calling ➤ Other advanced techniques (ex. snob appeal)

**Middle School Vertical Alignment
Writing Strands**

2008

6 th General	7 th General	8 th General
<ul style="list-style-type: none"> • Characterization Protagonist Antagonist • Diction Alliteration Onomatopoeia • Figure of Speech Metaphor Simile Personification Idiom • Plot Elements Setting Elements of Plot • Point of View First person Second person Third person (limited) • Syntax 4 types of sentences Simple Compound Complex • Literary Elements Imagery Repetition 	<ul style="list-style-type: none"> • Characterization Protagonist Antagonist • Diction Alliteration Onomatopoeia Denotation Connotation • Figure of Speech Metaphor Simile Personification Idiom • Plot Elements Setting Elements of Plot • Point of View First person Second person Third person (limited) • Syntax 4 types of sentences Simple Compound Complex • Literary Elements Imagery Suspense 	<ul style="list-style-type: none"> • Characterization Antagonist/Protagonist Dynamic/Static Round/Flat • Diction Alliteration Onomatopoeia Assonance Consonance Denotation Connotation • Figure of Speech Metaphor Simile Personification Hyperbole • Point of View First person Second person Third person (limited) • Syntax 4 types of sentences Simple Compound Complex • Literary Elements Imagery Repetition

Middle School Vertical Alignment Writing Strands

2008

6 th Honors	7 th Honors	8 th Honors
<ul style="list-style-type: none"> • Characterization Protagonist Antagonist • Diction Alliteration Onomatopoeia Denotation Connotation • Figure of Speech Metaphor Simile Personification Idiom • Plot Elements Setting Elements of Plot • Point of View First person Second person Third person (limited) • Syntax 4 types of sentences Simple Compound Complex Compound Complex • Literary Elements Imagery Repetition 	<ul style="list-style-type: none"> • Characterization Protagonist Antagonist • Diction Alliteration Onomatopoeia Denotation Connotation • Figure of Speech Metaphor Simile Personification Idiom • Plot Elements Setting Elements of Plot • Point of View First person Second person Third person (limited) • Syntax 4 types of sentences Simple Compound Complex Compound Complex • Literary Elements Imagery Suspense Foreshadowing 	<ul style="list-style-type: none"> • Characterization Antagonist Dynamic Flat Protagonist Round Static • Diction Alliteration Onomatopoeia Assonance Consonance Denotation Connotation • Figure of Speech Metaphor Simile Personification Hyperbole • Point of View First person Second person Third person (limited) • Syntax 4 types of sentences Simple Compound Complex Compound Complex • Literary Elements Imagery Repetition

Middle School Vertical Alignment Writing Modes

2008

6 th Grade	7 th Grade	8 th Grade
<p>General</p> <ul style="list-style-type: none"> • Creative Writing • Informational • Narrative • Persuasive • Reaction • Research • Poetry • Letter Writing <p style="text-align: right;">Friendly</p>	<p>General</p> <ul style="list-style-type: none"> • Creative Writing • Informational • Narrative • Persuasive • Reaction • Research • Poetry • Letter Writing <p style="text-align: right;">Friendly</p>	<p>General</p> <ul style="list-style-type: none"> • Creative Writing • Expository • Informational • Narrative • Persuasive • Reaction • Research • Poetry
<p>Honors</p> <ul style="list-style-type: none"> • Creative Writing • Informational • Narrative • Persuasive • Reaction • Research • Poetry • Letter Writing <p style="text-align: right;">Friendly Business</p>	<p>Honors</p> <ul style="list-style-type: none"> • Creative Writing • Informational • Narrative • Persuasive • Reaction • Research • Poetry • Letter Writing <p style="text-align: right;">Friendly Business</p>	<p>Honors</p> <ul style="list-style-type: none"> • Creative Writing • Expository <li style="padding-left: 20px;">Literary analysis • Informational • Narrative • Persuasive • Reaction • Research • Poetry

Middle School Vertical Alignment Speaking and Listening

2008

6 th General	7 th General	8 th General
<p>Actively Listen.</p> <ul style="list-style-type: none"> • Use Courtesies in formal and informal setting • Take notes when necessary • Ask relevant questions • Summarize/Paraphrase <ul style="list-style-type: none"> ○ Distinguish between relevant and irrelevant information <p>Listen to and analyze selections from various genres.</p> <p>Speak for a variety of purposes.</p> <ul style="list-style-type: none"> • <u>Oral Presentations</u> <ul style="list-style-type: none"> ○ Use brief notes/outline ○ Speak with appropriate volume, rate, and articulation ○ Vary pitch appropriately ○ Make eye contact with audience ○ State a clear, concise thesis ○ Follow a framework appropriate to the presentation ○ Express ideas clearly and logically ○ Use appropriate body language ○ Use formal standard English ○ Use visual aids effectively 	<p>Actively Listen.</p> <ul style="list-style-type: none"> • Use Courtesies in formal and informal setting • Take notes when necessary • Ask relevant questions • Summarize/Paraphrase <ul style="list-style-type: none"> ○ Distinguish between relevant and irrelevant information <p>Listen to and analyze selections from various genres.</p> <p>Speak for a variety of purposes.</p> <ul style="list-style-type: none"> • <u>Oral Presentations</u> <ul style="list-style-type: none"> ○ Use brief notes/outline ○ Speak with appropriate volume, rate, and articulation ○ Vary pitch appropriately ○ Make eye contact with audience ○ State a clear, concise thesis ○ Follow a framework appropriate to the presentation ○ Express ideas clearly and logically ○ Use appropriate body language ○ Use formal standard English 	<p>Actively Listen.</p> <ul style="list-style-type: none"> • Use Courtesies in formal and informal setting • Take notes when necessary • Ask relevant questions • Summarize <ul style="list-style-type: none"> ○ Distinguish between relevant and irrelevant information • Infer speakers bias and purpose <p>Listen to and analyze selections from various genres.</p> <p>Speak for a variety of purposes.</p> <ul style="list-style-type: none"> • <u>Oral Presentations</u> <ul style="list-style-type: none"> ○ Use brief notes/outline ○ Speak with appropriate volume, rate, and articulation ○ Vary pitch appropriately ○ Make eye contact with audience ○ State a clear, concise thesis ○ Follow a framework appropriate to the presentation ○ Express ideas clearly and logically ○ Use appropriate body language ○ Use formal standard English ○ Use visual aids effectively

**Middle School Vertical Alignment
Speaking and Listening**

2008

6th General	7th General	8th General
<ul style="list-style-type: none"> • <u>Participate in large and small group discussions and presentations</u> <ul style="list-style-type: none"> ○ Speak in turn ○ Respect other’s opinions and ideas ○ Discuss and express ideas and opinions about the topic ○ Ask and respond to questions <p>Use and evaluate media for learning purposes.</p>	<p>○ Use visual aids effectively</p> <ul style="list-style-type: none"> • <u>Participate in large and small group discussions and presentations</u> <ul style="list-style-type: none"> ○ Speak in turn ○ Respect other’s opinions and ideas ○ Discuss and express ideas and opinions about the topic ○ Ask and respond to questions ○ Respond to, evaluate, and analyze discussion and/or presentation <p>Use and evaluate media for learning purposes.</p>	<ul style="list-style-type: none"> • <u>Participate in large and small group discussions and presentations</u> <ul style="list-style-type: none"> ○ Speak in turn ○ Respect other’s opinions and ideas ○ Discuss and express ideas and opinions about the topic ○ Ask and respond to questions ○ Respond to, evaluate, and analyze discussion and/or presentation <p>Use and evaluate media for learning purposes.</p>

**Middle School Vertical Alignment
Grammar Skills**

2008

6th General	7th General	8th General
<p>Nouns</p> <ul style="list-style-type: none"> • Singular/plural • Proper • Common • Concrete • Abstract • Collective • Possessive <p>Pronouns</p> <ul style="list-style-type: none"> • Personal • Possessive • Demonstrative <p>Adjectives</p> <ul style="list-style-type: none"> • Articles • Proper • Demonstrative • Comparative • Superlative <p>Verbs</p> <ul style="list-style-type: none"> • Irregular • Linking • Helping • Action • Tenses 	<p>Nouns</p> <ul style="list-style-type: none"> • Singular/plural • Proper • Common • Concrete • Abstract • Collective • Possessive • Compound <p>Pronouns</p> <ul style="list-style-type: none"> • Personal • Possessive • Demonstrative • Reflexive • Indefinite • Relative • Interrogative <p>Adjectives</p> <ul style="list-style-type: none"> • Articles • Proper • Demonstrative • Comparative • Superlative 	<p>Nouns</p> <ul style="list-style-type: none"> • Review & mastery of 6th & 7th grade skills <p>Pronouns</p> <ul style="list-style-type: none"> • Review & mastery of 6th & 7th grade skills <p>Adjectives</p> <ul style="list-style-type: none"> • Review & mastery of 6th & 7th grade skills <p>Verbs</p> <ul style="list-style-type: none"> • Review & mastery of 6th grade skills • Transitive/Intransitive • Active/Passive <p>Prepositions & Prepositional Phrases</p> <p>Conjunctions</p> <ul style="list-style-type: none"> • Coordinating • Correlative <p>Interjections</p>

Middle School Vertical Alignment Grammar Skills

2008

6 th General	7 th General	8 th General
<p>Adverbs</p> <ul style="list-style-type: none"> • Avoiding double negatives <p>Punctuation</p> <ul style="list-style-type: none"> • End marks • Commas <ul style="list-style-type: none"> ➤ Series ➤ Compound Sentences ➤ 2 or more adjectives before a noun ➤ Introductory phrases ➤ Appositives ➤ Conventional Situations • Colons • Semicolons <p>Introductory Complements</p> <ul style="list-style-type: none"> • Direct Object • Indirect Object • Predicate Nominative • Predicate Adjective <p>Clauses</p> <ul style="list-style-type: none"> • Independent • Subordinate <p>Agreement</p> <ul style="list-style-type: none"> • Subject/Verb • Pronoun/Antecedent 	<p>Conjunctions</p> <ul style="list-style-type: none"> • Coordinating <p>Interjections</p> <p>Punctuation</p> <ul style="list-style-type: none"> • End marks • Commas <ul style="list-style-type: none"> ➤ Series ➤ Compound Sentences ➤ 2 or more adjectives before a noun ➤ Introductory phrases ➤ Appositives ➤ Conventional Situations ➤ Direct Address ➤ Quotations in Dialogue • Colons • Semicolons • Apostrophes • Quotation Marks • Underlining/Italics • Hyphens • Parentheses • Dashes <p>Capitalization</p> <p>Phrases</p> <ul style="list-style-type: none"> • Prepositional • Appositive <p>Clauses</p> <ul style="list-style-type: none"> • Independent • Subordinate 	<p>Punctuation</p> <ul style="list-style-type: none"> • Review & mastery of 6th & 7th grade skills <p>Complements</p> <ul style="list-style-type: none"> • Direct Object • Indirect Object • Predicate Nominative • Predicate Adjective <p>Phrases</p> <ul style="list-style-type: none"> • Prepositional • Participle • Gerund • Infinitive • Appositive <p>Clauses</p> <ul style="list-style-type: none"> • Independent • Subordinate <p>Agreement</p> <ul style="list-style-type: none"> • Subject/Verb • Pronoun/Antecedent • Correct Usage • Diagram Sentences

Middle School Vertical Alignment Grammar Skills

2008

6 th Honors	7 th Honors	8 th Honors
<p>Nouns (Use correctly in sentences)</p> <ul style="list-style-type: none"> • Singular/plural • Proper • Common • Concrete • Abstract • Collective • Possessive <p>Pronouns</p> <ul style="list-style-type: none"> • Personal • Possessive • Demonstrative • Indefinite • Reflexive <p>Adjectives</p> <ul style="list-style-type: none"> • Articles • Proper • Demonstrative • Comparative • Superlative <p>Verbs</p> <ul style="list-style-type: none"> • Irregular/Regular • Linking • Helping • Action • Tenses 	<p>Nouns (Identify Specific Types)</p> <ul style="list-style-type: none"> • Singular/plural • Proper • Common • Concrete • Abstract • Collective • Possessive • Compound <p>Pronouns (Identify Specific Types)</p> <ul style="list-style-type: none"> • Personal • Possessive • Demonstrative • Reflexive • Indefinite • Relative • Interrogative <p>Adjectives</p> <ul style="list-style-type: none"> • Articles • Proper • Demonstrative • Comparative • Superlative 	<p>Nouns</p> <ul style="list-style-type: none"> • Review & mastery of 6th & 7th grade skills <p>Pronouns</p> <ul style="list-style-type: none"> • Review & mastery of 6th & 7th grade skills <p>Adjectives</p> <ul style="list-style-type: none"> • Review & mastery of 6th & 7th grade skills <p>Verbs</p> <ul style="list-style-type: none"> • Review & mastery of 6th grade skills • Transitive/Intransitive • Active/Passive <p>Prepositions & Prepositional Phrases</p> <ul style="list-style-type: none"> • Adjective & Adverb Phrases <p>Conjunctions</p> <ul style="list-style-type: none"> • Coordinating • Correlative <p>Interjections</p>

**Middle School Vertical Alignment
Grammar Skills**

2008

6th Honors	7th Honors	8th Honors
<p>Adverbs</p> <ul style="list-style-type: none"> • Avoiding double negatives • Comparative • Superlative <p>Conjunctions</p> <ul style="list-style-type: none"> • Coordinating <p>Interjections</p> <p>Punctuation</p> <ul style="list-style-type: none"> • End marks • Commas <ul style="list-style-type: none"> ➤ Series ➤ Compound Sentences ➤ 2 or more adjectives before a noun ➤ Introductory phrases ➤ Appositives ➤ Conventional Situations • Colons • Semicolons <p>Introductory Complements</p> <ul style="list-style-type: none"> • Direct Object • Indirect Object • Predicate Nominative • Predicate Adjective 	<p>Verbs</p> <ul style="list-style-type: none"> • Irregular/Regular • Linking • Helping • Action • Tenses <p>Adverbs</p> <ul style="list-style-type: none"> • Comparative • Superlative • Common Adverbs not ending in -ly <p>Prepositions</p> <ul style="list-style-type: none"> • Prepositional Phrases <p>Conjunctions</p> <ul style="list-style-type: none"> • Coordinating • Correlative 	<p>Punctuation</p> <ul style="list-style-type: none"> • Review & mastery of 6th & 7th grade skills <p>Complements</p> <ul style="list-style-type: none"> • Direct Object • Indirect Object • Predicate Nominative • Predicate Adjective <p>Phrases</p> <ul style="list-style-type: none"> • Prepositional • Participle • Gerund • Infinitive • Appositive <p>Clauses</p> <ul style="list-style-type: none"> • Independent • Subordinate <p>Agreement</p> <ul style="list-style-type: none"> • Subject/Verb • Pronoun/Antecedent • Correct Usage • Diagram Sentences

**Middle School Vertical Alignment
Grammar Skills**

2008

6th Honors	7th Honors	8th Honors
<p>Clauses</p> <ul style="list-style-type: none"> • Independent • Subordinate <p>Agreement</p> <ul style="list-style-type: none"> • Subject/Verb • Pronoun/Antecedent 	<p>Punctuation</p> <ul style="list-style-type: none"> • End marks • Commas <ul style="list-style-type: none"> ➤ Series ➤ Compound Sentences ➤ 2 or more adjectives before a noun ➤ Introductory phrases ➤ Appositives ➤ Conventional Situations ➤ Direct Address ➤ Quotations in Dialogue • Colons • Semicolons • Apostrophes • Quotation Marks • Underlining/Italics • Hyphens • Parentheses • Dashes <p>Capitalization</p> <p>Phrases</p> <ul style="list-style-type: none"> • Prepositional • Appositive <p>Clauses</p> <ul style="list-style-type: none"> • Independent • Subordinate • 	

Middle School Vertical Alignment Study Skills Strands

2008

6 th General	7 th General	8 th General
<p>Use Reference Material. Research Project</p> <ul style="list-style-type: none"> • Thesis statement • Select sources • Use book features • Organization • Library literacy • MLA Format • Summarizing • Paraphrasing • Source evaluation <p>Apply a variety of study skills and test taking strategies.</p> <ul style="list-style-type: none"> • Note taking <ul style="list-style-type: none"> ○ visual • Graphic Organizers • Organize study time and place • Self-assess and reflect upon work • Use agendas • Picture clue strategies 	<p>Use Reference Material. Research Project</p> <ul style="list-style-type: none"> • Thesis statement • Select sources • Use book features • Organization • Library literacy • MLA Format • Summarizing • Paraphrasing • Source evaluation <p>Apply a variety of study skills and test taking strategies.</p> <ul style="list-style-type: none"> • Note taking <ul style="list-style-type: none"> ○ visual & auditory • Graphic Organizers • Organize study time and place • Self-assess and reflect upon work • Use agendas 	<p>Use Reference Material. Research Project</p> <ul style="list-style-type: none"> • Thesis statement • Select sources • Use book features • Organization • Library literacy • MLA Format • Summarizing • Paraphrasing • Source evaluation <p>Apply a variety of study skills and test taking strategies.</p> <ul style="list-style-type: none"> • Note taking <ul style="list-style-type: none"> ○ visual & auditory • Graphic Organizers • Organize study time and place • Self-assess and reflect upon work • Use agendas • Use mnemonics

**LANGUAGE ARTS
CURRICULUM**

GRADE 9 - 12

2008

WEST ALLEGHENY SCHOOL DISTRICT



Subject: Language Arts

Grade: 9th - 12th Grade

2008

ACADEMIC STANDARDS:

- 1.1 Learning to Read Independently
- 1.2 Read Critically in all Content Areas
- 1.3 Reading, Analyzing, and Interpreting Literature
- 1.4 Types of Writing
- 1.5 Quality of Writing
- 1.6 Speaking and Listening
- 1.7 Characteristics and Function of the English Language
- 1.8 Research

COURSE DESCRIPTION:

The goal of the 9-12th grade Language Arts Curriculum is to enhance critical thinking, analytical and interpretive skills through the study of various genres of literature. Composition skills begin with basic formula writing in 9th grade and progress to extensive critical analysis by 12th grade. An emphasis is placed on vocabulary and grammar within grade level writing and literature; depth of focus varies dependent upon grade level delineation. All 9th grade students are scheduled for the Study Skills course which focuses on vocabulary development, writing and research, organization and critical thinking skills. The curriculum provides opportunity for electives such as creative writing, public speaking, and SAT Prep.

BASIC TEXT/PUBLISHER AND INSTRUCTIONAL RESOURCES:

Text Books:

- Holt, Rinehart, and Winston- *Elements of Literature* Third-Sixth Course
- Lawrence J. Greene- *Study Max* (Study Skills)
- Bedford/ St. Martin's- *Language of Composition* (AP 11)
- Bedford/ St. Martin's- *50 Essays* (AP 11)
- DiYanni- *Literature: Reading Fiction, Poetry, Drama, and the Essay* (AP 12)
- Bedford/ St. Martin's- *The Bedford Introduction to Literature*, Eighth Edition (AP 12)
- Holt, Rinehart, and Winston -*Speech for Effective Communication* (Public Speaking)

Workbooks:

- Holt, Rinehart, and Winston - Holt Interactive Reader Third-Fifth Course

Various trade books include but are not limited to:

9 th Grade	10 th Grade	11 th Grade	12 th Grade
"Romeo and Juliet"	<i>Fahrenheit 451</i>	"The Crucible"	<i>Catcher in the Rye</i>
<i>The Pigman</i> (Study skills)	"Julius Caesar"	<i>Night</i>	<i>Lord of the Flies</i>
<i>Speak</i>	<i>To Kill a Mockingbird</i>	<i>The Scarlet Letter</i>	"Macbeth"
<i>White Fang</i>			

WEST ALLEGHENY SCHOOL DISTRICT



Subject: Language Arts

Grade: 9-12th Grade

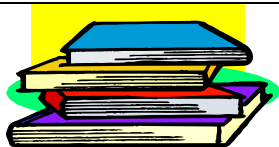
2008

ASSESSMENTS:

- District Writing Assessment (9th and 10th)
- Formal and Informal Assessments (homework, tests, quizzes, projects, essays, oral presentations and group work)
- In-class Assessment
- PSSA Writing and Reading (11th)
- Scantron (9th and 10th)

TECHNOLOGY USED:

- Internet
- Library
- Overhead Projector
- Power Library
- PowerPoint
- Smart Board
- TV/VCR
- Writing Lab



**Language Arts Skills/Concepts Addressed in Each
Grade Level/Course**

2008

Strand

LANGUAGE ARTS – 9TH – 12TH

Word Knowledge

- Apply word analysis & recognition skills.
- Utilize vocabulary correctly in class discussion, oral presentations and one’s own writing.
- Read and understand words in context.
- Create sentences that show appropriate use of the eight parts of speech.
- Spell words correctly in ALL writing assignments.
- Identify and apply new vocabulary to aid in the understanding of texts across the curriculum.
- Locate needed information based upon available and appropriate resources.

**Reading
Comprehension**

- Utilize various pre-reading strategies to evaluate and determine a text’s appropriateness and purpose.
- Derive meaning from texts using various comprehension strategies.
- Interpret reading by actively articulating synthesized responses to both fiction and non-fiction text.
- Assess the effectiveness of the author’s use of literary devices.
- Apply newly acquired information with prior knowledge in various academic content areas.
- Understand and analyze literature from a multitude of time periods, culture, and themes.
- Demonstrate understanding and interpret text upon completion of reading.
- Apply vocabulary acquired through word study and text.

Writing

- Evaluate works by other authors and assess validity of the content.
- Maintain a sharp distinct focus, determine purpose and establish format of writing to meet expectations of the audience.
- Develop paragraphs that are well supported with details, facts, and/or statistics as well as maintain sophisticated structure and organization.
- Apply stylistic techniques such as sophisticated word choice, syntax, and literary techniques.
- Engage in peer and self-revision.
- Edit writing using the conventions of language including, spelling, capitalization, punctuation, parts of speech, and sentence structure.
- Create and deliver informal and formal speeches while utilizing appropriate presentation techniques and use of audio-visual aids.

Study Skills

- Listen attentively to others by restating directions, asking questions, recording relevant information and responding to issues.
- Actively listen to readings and interpretations of literature and expository texts in the content areas.
- Employ appropriate questioning and response skills and strategies during classroom discussion.
- Use various note-taking strategies to promote more effective understanding within a specific learning environment.
- Develop individual referencing skills to enhance, reading, writing, and speaking strategies.
- Speak fluently with prosody to audience by reading aloud.
- Create and deliver various types of speeches through different modes of delivery.

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

SUBJECT: LANGUAGE ARTS		STRAND: Word Knowledge		Grade: 9th- 12th		
Student Learning Outcomes	Assessment Anchors	Eligible Content	PA Standards	National Council of Teachers of English\ International Reading Association Standards	Date(s) Taught	√ for Master
The student will: exhibit mastery of definitions, variant forms of vocabulary words and appropriate synonyms and antonyms.	R11.A.1.1 Identify and apply the meaning of vocabulary.	R11.A.1.1.1 Identify and/or apply meaning of multiple-meaning words used in text. R11.A.1.1.2 Identify and/or apply a synonym or antonym of a word used in text.	1.1.11.E	4		
explain word formation through awareness of prefixes, roots and suffixes.	R11.A.1.2 Identify and apply word recognition skills.	R11.A.1.2.1 Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word from the text with an affix. R11.A.1.2.2 Define and/or apply how the meaning of words or phrases changes when using context clues given in explanatory sentences.	1.1.11.C	3 4		
use vocabulary correctly in learning activities such as exercises, class discussion and one's own writing.	R11.A.1.2 Identify and apply word recognition skills.	R11.A.1.2.1 Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word from the text with an affix. R11.A.1.2.2 Define and/or apply how the meaning of words or phrases changes when using context clues given in explanatory sentences.	1.1.11.E	4 12		

2008

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

SUBJECT: LANGUAGE ARTS		STRAND: Word Knowledge		Grade: 9th- 12th		
Page 2 (Continued)						2008
Student Learning Outcomes	Assessment Anchors	Eligible Content	PA Standards	National Council of Teachers of English\ International Reading Association Standards	Date(s) Taught	√ for Master
The student will: identify relationship involving vocabulary and concepts development.	R11.A.2.1 Identify and apply the meaning of vocabulary in nonfiction.	R11.A.2.1.1 Identify and/or apply meaning of multiple-meaning words used in text. R11.A.2.1.2 Identify and/or apply meaning of content-specific words used in text.	1.1.11.E 1.7.8.A	3 4 6		
read and understand words in context.	R11.A.2.2 Identify and apply word recognition skills.	R11.A.2.2.1 Identify and apply how the meaning of a word is changed when an affix is added; identify the meaning of a word from the text with an affix.	1.1.11.C	3 6		
create sentences which model the correct use of the eight parts of speech.			1.5.11.F	4, 5 6, 12		
identify the origins and meanings of common, learned and foreign words used frequently in the English language. <ul style="list-style-type: none"> ▪ use the dictionary to find the meaning and origin of these words. 	R11.A.1.2 Identify and apply word recognition skills	R11.A.1.2.1 Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word from the text with an affix. R11.A.1.2.2 Define and/or apply how the meaning of words or phrases changes when using context clues given in explanatory sentences.	1.1.11.E	9		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

SUBJECT: LANGUAGE ARTS		STRAND: Word Knowledge		Grade: 9th- 12th		
Page 3 (Continued)						2008
Student Learning Outcomes	Assessment Anchors	Eligible Content	PA Standards	National Council of Teachers of English\ International Reading Association Standards	Date(s) Taught	√ for Master
The student will: present correctly spelled words in written activities such as essays, in-class evaluations, editing exercises, etc.			1.5.11.F	4 6		
investigate definitions and word choice substitutes.			1.5.11.E	4		
incorporate dictionary and thesaurus to enhance vocabulary understanding and written expression.	R11.A.2.2 Identify and apply word recognition skills.	R11.A.2.2.1 Identify and apply how the meaning of a word is changed when an affix is added; identify the meaning of a word from the text with an affix.	1.1.11.E	4		
demonstrate fluency. read independently. read orally.			1.1.11.H	4 10 11 12		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

SUBJECT: LANGUAGE ARTS		STRAND: Reading Comprehension		Grade: 9 - 12		
Student Learning Outcomes	Assessment Anchors	Eligible Content	PA Standards	National Council of Teachers of English\ International Reading Association Standards	Date(s) Taught	√ for Master
<p>The student will: engage in pre-reading activities such as:</p> <ul style="list-style-type: none"> ▪ determining text organization and content ▪ identifying the purpose for reading ▪ anticipating what the text may be about ▪ selecting text appropriate to a given purpose ▪ use knowledge of root words and words from literary works to recognize and understand the meaning of new words during reading. 	<p>R11.A.1.1 Identify and apply the meaning of vocabulary.</p>	<p>R11.A.1.1.1 Identify and/or apply meaning of multiple-meaning words used in text. R11.A.1.1.2 Identify and/or apply a synonym or antonym of a word used in text.</p>	1.2.11 A	3		
<p>read and determine meaning from texts by:</p> <ul style="list-style-type: none"> ▪ using context clues, interpreting syntax of text, interpreting graphics, re-reading, synthesizing text and previous learning, identifying and defining new words and concepts in various academic content areas ▪ recognizing when text is intended to persuade ▪ reading and classifying non-fiction as newspaper and magazine articles, letters, essays, biographies, autobiographies, reference materials, etc. 	<p>R11.A.1.3 Make inferences, draw conclusions, and make generalizations based on [fictional] text.</p> <p>R11.A.1.4 Identify and explain main ideas and relevant details.</p>	<p>R11.A.1.3.1 Make inferences and/or draw conclusions based on information from [fictional] text. R11.A.1.3.2 Cite evidence from [fictional] text to support generalizations.</p> <p>R11.A.1.4.1 Identify and/or explain stated or implied main ideas and relevant supporting details from [fictional] text. <u>Note:</u> Items may target specific paragraphs.</p>	1.1.11 C 1.2.11 A 1.1.11.B	3		

2008


WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

SUBJECT:	LANGUAGE ARTS	STRAND: Reading Comprehension	Grade: 9 - 12
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Page 2 (Continued)

2008

Student Learning Outcomes	Assessment Anchors	Eligible Content	PA Standards	National Council of Teachers of English\ International Reading Association Standards	Date(s) Taught	√ for Master
<p>The student will:</p> 	<p>R11.A.1.5 Summarize a fictional text as a whole.</p> <p>R11.A.2.1 Identify and apply the meaning of vocabulary in nonfiction.</p> <p>R11.A.2.2 Identify and apply word recognition skills.</p>	<p>R11.A.1.5.1 Summarize the key details and events of a fictional text as a whole.</p> <p>R11.A.2.1.1 Identify and/or apply meaning of multiple-meaning words used in [nonfiction] text.</p> <p>R11.A.2.1.2 Identify and/or apply meaning of content-specific words used in [nonfiction] text.</p> <p>R11.A.2.2.2 Define and/or apply how the meaning of words or phrases changes when using context clues given in explanatory sentences.</p>				
<p>analyze and interpret literature by actively articulating responses to various literary genres such as: fiction, non-fiction, poetry, plays and academic content area texts through class discussions, journal entries/reactions, grouping activities, and essays.</p>	<p>R11.A.1.6 Identify, describe, and analyze genre of [fictional] text.</p>	<p>R11.A.1.6.1 Identify and/or analyze the author's intended purpose of [fictional] text.</p> <p>R11.A.1.6.2 Explain, describe, and/or analyze examples of [fictional] text that support the author's intended purpose.</p>				

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

SUBJECT:	LANGUAGE ARTS	STRAND:	Reading Comprehension	Grade:	9 - 12
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Page 3 (Continued)

2008

Student Learning Outcomes	Assessment Anchors	Eligible Content	PA Standards	National Council of Teachers of English\ International Reading Association Standards	Date(s) Taught	√ for Master
<p>The student will:</p> <p>analyze the effectiveness, in terms of literary quality, of one or more author’s use of literary devices.</p>	<p>R11.B.1.1 Interpret, compare, describe, analyze, and evaluate components of fiction and literary nonfiction.</p>	<p>R11.B.1.1.1 Explain, interpret, compare, describe, analyze, and/or evaluate the relationships within fiction and literary nonfiction. <u>Character</u> (may also be called narrator, speaker, subject of a biography): Explain, interpret, compare, describe, analyze, and/or evaluate character actions, motives, dialogue, emotions/feelings, traits, and relationships among characters within fictional or literary non-fictional text. Explain, interpret, compare, describe, analyze, and/or evaluate the relationship between characters and other components of text. <u>Setting</u>: Explain, interpret, compare, describe, analyze, and/or evaluate the setting of fiction or literary nonfiction.</p>	<p>1.1.11 G 1.3.11 C 1.3.11.A 1.3.11.B 1.3.11.D 1.3.11.E 1.3.11.F</p>	<p>2</p>		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

SUBJECT: LANGUAGE ARTS	STRAND: Reading Comprehension	Grade: 9 - 12
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Page 4 (Continued)

2008

Student Learning Outcomes	Assessment Anchors	Eligible Content	PA Standards	National Council of Teachers of English\ International Reading Association Standards	Date(s) Taught	√ for Master
		<p>Explain, interpret, compare, describe, analyze, and/or evaluate the relationship between setting and other components of the text.</p> <p><u>Plot</u> (May also be called action):</p> <p>Explain, interpret, compare, describe, analyze, and/or evaluate elements of the plot (conflict, rising action, climax and/or resolution).</p> <p>Explain, interpret, compare, describe, analyze, and/or evaluate the relationship between elements of the plot (conflict, rising action, climax, resolution) and other components of <u>Theme</u>:</p> <p>Explain, interpret, compare, describe, analyze, and/or evaluate the theme of fiction or literary nonfiction.</p> <p>Explain, interpret, compare, describe, analyze, and/or evaluate the relationship between the theme and other components of the text.</p>				

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

SUBJECT:	LANGUAGE ARTS	STRAND:	Reading Comprehension	Grade:	9 - 12
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Page 5 (Continued)

2008

Student Learning Outcomes	Assessment Anchors	Eligible Content	PA Standards	National Council of Teachers of English\ International Reading Association Standards	Date(s) Taught	√ for Master
		<p><u>Tone, Style, Mood:</u> Explain, interpret, compare, describe, analyze, and/or evaluate the tone, style, and/or mood of fiction or literary nonfiction.</p> <p>Explain, interpret, compare, describe, analyze, and/or evaluate the relationship between the tone, style, and/or mood and other components of the text.</p> <p><u>Symbolism:</u> Explain, interpret, compare, describe, analyze, and/or evaluate the use of symbolism in fiction or literary nonfiction.</p> <p>Explain, interpret, compare, describe, analyze, and/or evaluate the relationship between symbolism and other components of the text.</p>				

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

SUBJECT:	LANGUAGE ARTS	STRAND: Reading Comprehension	Grade: 9 - 12
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Page 6 (Continued)

2008

Student Learning Outcomes	Assessment Anchors	Eligible Content	PA Standards	National Council of Teachers of English\ International Reading Association Standards	Date(s) Taught	√ for Master
	<p>R11.B.2.1 Identify, interpret, describe, and analyze figurative language and literary structures in fiction and nonfiction</p> <p>R11.B.2.2 Identify, interpret, describe, and analyze the point of view of the narrator in fictional and non-fictional text.</p>	<p>R11.B.2.1.1 Identify, explain, interpret, describe, and/or analyze examples of personification, simile, metaphor, hyperbole, satire, imagery, foreshadowing, flashbacks and irony in text.</p> <p>R11.B.2.1.2 Identify, explain, interpret, describe, and/or analyze the author’s purpose for and effectiveness at using figurative language in text.</p> <p>R11.B.2.2.1 Identify, explain, interpret, describe, and/or analyze the point of view of the narrator as first person or third person point of view.</p> <p>R11.B.2.2.2 Explain, interpret, describe, and/or analyze the effectiveness of the point of view used by the author.</p>				

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

SUBJECT:	LANGUAGE ARTS	STRAND: Reading Comprehension	Grade: 9 - 12
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Page 7 (Continued)

2008

Student Learning Outcomes	Assessment Anchors	Eligible Content	PA Standards	National Council of Teachers of English\ International Reading Association Standards	Date(s) Taught	√ for Master
<p>The student will:</p> <p>blend newly acquired information with prior knowledge in various academic content areas by:</p> <ul style="list-style-type: none"> ▪ using text to build on previous knowledge. ▪ citing text to judge whether earlier assumptions were accurate. ▪ finding details from more than one source to defend or refute a generalization, forming a generalization based on more than one source. ▪ comparing and contrasting problems and solutions in narrative, informational and persuasive texts. ▪ developing a method for solving problems and making decisions based on text and previous knowledge. ▪ evaluating both the author and student generated solutions, using criteria established by student critiquing literary works by referencing judgments advanced by literary critics as well as one’s own analysis and evaluation. 	<p>R11.A.1.3 Make inferences, draw conclusions, and make generalizations based on [fictional] text.</p>	<p>R11.A.1.3.1 Make inferences and/or draw conclusions based on information from [fictional] text.</p> <p>R11.A.1.3.2 Cite evidence from [fictional] text to support generalizations.</p>	<p>1.2.11 A</p>	<p>1 3</p>		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

SUBJECT: LANGUAGE ARTS		STRAND: Reading Comprehension		Grade: 9 - 12		
Page 8 (Continued)						2008
	Assessment Anchors	Eligible Content	PA Standards	National Council of Teachers of English\ International Reading Association Standards	Date(s) Taught	√ for Master
<p>The student will:</p> <p>understand literature from various perspectives i.e., historical, social, thematic by</p> <ul style="list-style-type: none"> ▪ classifying literary works which are representative of various types, historical eras and cultures. ▪ reading and comparing literary works from various historical eras and cultures according to common themes. ▪ comparing and contrasting literary selections both within and across historical eras and cultures. 	<p>R11.A.1.6 Identify, describe, and analyze genre of text.</p> <p>R11.A.2.6 Identify, describe, and analyze genre of text.</p> <p>R11.B.1.2 Make connections between texts.</p>	<p>R11.A.1.6.1 Identify and/or analyze the author’s intended purpose of text. R11.A.1.6.2 Explain, describe, and/or analyze examples of text that support the author’s intended purpose</p> <p>R11.A.2.6.1 Identify and/or describe the author’s intended purpose of text. R11.A.2.6.2 Explain, describe, and/or analyze examples of text that support the author’s intended purpose</p> <p>R11.B.1.2.1 Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts.</p>	1.2.11 A	1 2		
<p>demonstrate after reading understanding and interpretation of both fiction and non-fiction text, including public documents.</p>	<p>R11.A.2.3 Make inferences, draw conclusions, and make generalizations based on text</p>	<p>R11.A.2.3.1 Make inferences and/or draw conclusions based on information from text. R11.A.2.3.2 Cite evidence from text to support generalizations.</p>	1.1.11G 1.2.11A 1.1.11 E 1.1.11 F 1.1.11 D			

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

SUBJECT:	LANGUAGE ARTS	STRAND: Reading Comprehension	Grade: 9 - 12
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Page 9 (Continued)

2008

Student Learning Outcomes	Assessment Anchors	Eligible Content	PA Standards	National Council of Teachers of English\ International Reading Association Standards	Date(s) Taught	√ for Master
<p>The student will:</p> <p>read and understand essential content of informational texts and documents in all academic areas.</p>	<p>R11.A.2.4 Identify and explain main ideas and relevant details.</p> <p>R11.A.2.5 Summarize a non-fictional text as a whole.</p>	<p>R11.A.2.4.1 Identify and/or explain stated or implied main ideas and relevant supporting details from text.</p> <p>R11.A.2.5.1 Summarize the major points, processes, and/or events of a non-fictional text as a whole.</p>				
<p>utilize various types of reading strategies to determine meaning from text. using notes, outlines, graphic organizers, context clues, etc., to assist in interpreting and synthesizing the material.</p>	<p>R11.B.3.1 Interpret, describe, and analyze the characteristics and uses of facts and opinions in non-fictional text.</p> <p>R11.B.3.2 Distinguish between essential and nonessential information within or between texts.</p>	<p>R11.B.3.1.1 Explain, interpret, describe, and/or analyze the use of facts and opinions to make a point or construct an argument in non-fictional text</p> <p>R11.B.3.2.1 Identify, explain, and/or interpret bias and propaganda techniques in non-fictional text.</p> <p>R11.B.3.2.2 Explain, describe, and/or analyze the effectiveness of bias and propaganda techniques in non-fictional text.</p>	1.2.11 A	3		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

SUBJECT:	LANGUAGE ARTS	STRAND: Reading Comprehension	Grade: 9 - 12
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2008

Student Learning Outcomes	Assessment Anchors	Eligible Content	PA Standards	National Council of Teachers of English\ International Reading Association Standards	Date(s) Taught	√ for Master
<p>The student will:</p> <p>read and understand essential content of informational texts and documents in all academic areas</p>	<p>R11.B.3.3 Identify, compare, explain, interpret, describe, and analyze how text organization clarifies meaning of non-fictional text.</p>	<p>R11.B.3.3.1 Explain, interpret, and/or analyze the effect of text organization, including the use of headers. R11.B.3.3.2 Explain, interpret, and/or analyze the author’s purpose for decisions about text organization and content. R11.B.3.3.3 Explain, interpret, and/or analyze graphics and charts, and/or make connections between text and the content of graphics and charts. R11.B.3.3.4 Identify, explain, compare, interpret, describe, and/or analyze the sequence of steps in a list of directions.</p>				
<p>establish a reading vocabulary by identifying and correctly using new words acquired through the study of their relationships to other words.</p> <p>understand the meaning of and apply key vocabulary across the various subject areas.</p>	<p>R11.A.2.1 Identify and apply the meaning of vocabulary in nonfiction.</p>	<p>R11.A.2.1.1 Identify and/or apply meaning of multiple-meaning words used in text. R11.A.2.1.2 Identify and/or apply meaning of content-specific words used in text.</p>				

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

SUBJECT: LANGUAGE ARTS		STRAND: Writing		Grade: 9 - 12		
Page 3 (Continued)						2008
Student Learning Outcomes	Assessment Anchors	Eligible Content	PA Standards	National Council of Teachers of English\ International Reading Association Standards	Date(s) Taught	√ for Master
<p>The student will:</p> <ul style="list-style-type: none"> • use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions and interjections properly. • use complete sentences (simple, compound, complex, declarative, interrogative, exclamatory and imperative). <p>present and/or defend written work for publication when appropriate.</p>			1.5.11 G	4		
<p>participate in multiple writing activities that address the basic modes of writing:</p> <ul style="list-style-type: none"> ▪ Creative <ul style="list-style-type: none"> - Expressive - Poetry ▪ Descriptive ▪ Expository <ul style="list-style-type: none"> - Business - Compare & Contrast 	<p>R11.A.1.6 Identify, describe, and analyze genre of text</p> <p>R11.A.2.3 Make inferences, draw conclusions, and make generalizations based on text.</p> <p align="center">↓</p>	<p>R11.A.1.6.1 Identify and/or analyze the author’s intended purpose of text.</p> <p>R11.A.1.6.2 Explain, describe, and/or analyze examples of text that support the author’s intended purpose</p> <p>R11.A.2.3.1 Make inferences and/or draw conclusions based on information from text.</p>	<p>1.2.11 C</p> <p>1.4.11 A</p> <p>1.4.11 A</p> <p>1.4.11 B</p> <p align="center">↓</p>	5		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

SUBJECT:	LANGUAGE ARTS	STRAND:	Writing	Grade:	9 - 12
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2008

Student Learning Outcomes	Assessment Anchors	Eligible Content	PA Standards	National Council of Teachers of English\ International Reading Association Standards	Date(s) Taught	√ for Master
<p>The student will:</p> <ul style="list-style-type: none"> - Informative - Literary Response - Process - Reaction - Research - Technical - Cause & Effect <ul style="list-style-type: none"> - prepare an essay that informs or explains something to the reader. - (essays should show: cause & effect relationships, comparing & contrasting of two or more things, evaluation). - demonstrate writing that is factual or expresses an opinion supported by researched and documented facts. - organize details via spatial, chronological, or order of importance organization. - compare and contrast essay are organized either point by point or subject by subject. 	<p align="center">↓</p> <p>R11.A.2.5 Summarize a non-fictional text as a whole.</p> <p>R11.A.2.6 Identify, describe, and analyze genre of text.</p>	<p>R11.A.2.3.2 Cite evidence from text to support generalizations.</p> <p>R11.A.2.5.1 Summarize the major points, processes, and/or events of a non-fictional text as a whole.</p> <p>R11.A.2.6.1 Identify and/or describe the author’s intended purpose of text.</p> <p>R11.A.2.6.2 Explain, describe, and/or analyze examples of text that support the author’s intended purpose.</p>	<p align="center">↓</p>			

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

SUBJECT:	LANGUAGE ARTS	STRAND:	Writing	Grade:	9 - 12
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Page 6 (Continued)

2008

Student Learning Outcomes	Assessment Anchors	Eligible Content	PA Standards	National Council of Teachers of English\ International Reading Association Standards	Date(s) Taught	√ for Master
<p>The student will:</p> <ul style="list-style-type: none"> - address an issue that is arguable. - use Facts, examples, statistics or personal experiences to support a position. - influence the audience through appeals to the readers’ knowledge experience or emotions. - use clear organization to present a logical argument. 	<p align="center">↓</p> <p>R11.B.1.2 Make connections between texts.</p>	<p>Explain, interpret, compare, describe, analyze, and/or evaluate the relationship between setting and other components of the text. <u>Plot</u> (May also be called action): Explain, interpret, compare, describe, analyze, and/or evaluate elements of the plot (conflict, rising action, climax and/or resolution). Explain, interpret, compare, describe, analyze, and/or evaluate the relationship between elements of the plot (conflict, rising action, climax, resolution) and other components of the text.</p> <p>R11.B.1.2.1 Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts.</p>				

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

SUBJECT:	LANGUAGE ARTS	STRAND:	Writing	Grade:	9 - 12
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2008

Student Learning Outcomes	Assessment Anchors	Eligible Content	PA Standards	National Council of Teachers of English\ International Reading Association Standards	Date(s) Taught	√ for Master
	<p>R11.B.2.1 Identify, interpret, describe, and analyze figurative language and literary structures in fiction and nonfiction.</p> <p>R11.B.2.2 Identify, interpret, describe, and analyze the point of view of the narrator in fictional and non-fictional text.</p> <p>R11.B.3.1 Interpret, describe, and analyze the characteristics and uses of facts and opinions in non-fictional text.</p> <p>R11.B.3.2 Distinguish between essential and nonessential information within or between texts.</p>	<p>R11.B.2.1.2 Identify, explain, interpret, describe, and/or analyze the author’s purpose for and effectiveness at using figurative language in text.</p> <p>R11.B.2.2.2 Explain, interpret, describe, and/or analyze the effectiveness of the point of view used by the author.</p> <p>R11.B.3.1.1 Explain, interpret, describe, and/or analyze the use of facts and opinions to make a point or construct an argument in non-fictional text.</p> <p>R11.B.3.2.2 Explain, describe, and/or analyze the effectiveness of bias and propaganda</p>				

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

SUBJECT:	LANGUAGE ARTS	STRAND:	Writing	Grade:	9 - 12
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Page 8 (Continued)

2008

Student Learning Outcomes	Assessment Anchors	Eligible Content	PA Standards	National Council of Teachers of English\ International Reading Association Standards	Date(s) Taught	√ for Master
	<p>R11.B.3.3 Identify, compare, explain, interpret, describe, and analyze how text organization clarifies meaning of non-fictional text</p>	<p>R11.B.3.3.1 Explain, interpret, and/or analyze the effect of text organization, including the use of headers. R11.B.3.3.2 Explain, interpret, and/or analyze the author’s purpose for decisions about text organization and content. R11.B.3.3.3 Explain, interpret, and/or analyze graphics and charts, and/or make connections between text and the content of graphics and charts. R11.B.3.3.4 Identify, explain, compare, interpret, describe, and/or analyze the sequence of steps in a list of directions</p>				

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

SUBJECT:	LANGUAGE ARTS	STRAND:	Writing	Grade:	9 - 12
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Page 9 (Continued)

2008

Student Learning Outcomes	Assessment Anchors	Eligible Content	PA Standards	National Council of Teachers of English\ International Reading Association Standards	Date(s) Taught	√ for Master
<p>The student will:</p> <p>effectively use the steps of the writing process to develop the five domains of writing assessments.</p> <ul style="list-style-type: none"> use strategies of prewriting, writing, revising, editing and publishing to achieve distinct focus, appropriate content, effective organization, consistent style, and an evident control of conventions 			1.5.11 A 1.5.11 B 1.5.11 C 1.5.11 D	5		
<p>select and refine a topic for research in order to organize and develop a thesis based on the research, culminating a completed project.</p> <p>determine valid resources for researching the topic, including primary and secondary sources, authenticated of validity of resources by:</p>			1.8.11 A 1.8.11 B	7		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

SUBJECT:	LANGUAGE ARTS	STRAND:	Writing	Grade:	9 - 12
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Page 10 (Continued)

2008

Student Learning Outcomes	Assessment Anchors	Eligible Content	PA Standards	National Council of Teachers of English\ International Reading Association Standards	Date(s) Taught	√ for Master
<p>The student will:</p> <ul style="list-style-type: none"> • locating materials appropriate to purpose in a school library/media center and accessing materials from public and higher education libraries. • using and explaining specialized library classification systems (e.g. special collections, government documents, etc.) • using the online catalog, Power Library, various online research databases, and other indexes (traditional and electronic) to locate information. • using the features of electronic media to locate information and resources. • using traditional sources such as books, newspapers, periodicals, audiovisual resources, computers, interviews, surveys, documents, artifacts, etc., to gather information. 						

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

SUBJECT:	LANGUAGE ARTS	STRAND:	Writing	Grade:	9 - 12
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2008

Student Learning Outcomes	Assessment Anchors	Eligible Content	PA Standards	National Council of Teachers of English\ International Reading Association Standards	Date(s) Taught	√ for Master
<p>The student will:</p> <p>take notes relevant to the research topic according to the MLA format.</p> <p>organize the development of the thesis through an outline based on the MLA format.</p> <p>give precise, formal credit, according to the MLA format, for other's ideas, images, information, or research using multiple types of documentation such as, but not limited to:</p> <ul style="list-style-type: none"> • Parenthetical documentation • Works Cited • Bibliography • Annotated bibliography 			<p>1.8.11 C</p> <p>1.8.11 C</p>			

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

SUBJECT:	LANGUAGE ARTS	STRAND:	Study Skills	Grade:	9 - 12
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2008

Student Learning Outcomes	Assessment Anchors	Eligible Content	PA Standards	National Council of Teachers of English\ International Reading Association Standards	Date(s) Taught	√ for Master
The student will: listen and respond to oral directions by restating directions for class activities and asking clarifying questions.			1.6.11.A	11		
listen attentively to others by: <ul style="list-style-type: none"> ▪ recording relevant information, ideas and opinions. ▪ asking clarifying questions and responding to points of issue. 			1.6.11.A	12		
listen to reading and interpretations of literature and academic content materials by demonstrating the understanding of works of literature and academic content materials through class exercises.			1.6.11.B	1		
participate in classroom discussions by being active listeners who utilize appropriate questioning and response skills within the classroom.			1.6.11.D	3		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

SUBJECT: LANGUAGE ARTS		STRAND: Study Skills		Grade: 9 - 12		
Page 2 (Continued)						2008
Student Learning Outcomes	Assessment Anchors	Eligible Content	PA Standards	National Council of Teachers of English\ International Reading Association Standards	Date(s) Taught	√ for Master
The student will: refine personal study skills using note taking strategies such as outlining, graphic organizers, developing journals, self-assessments, rubrics, etc., to promote a better self-understanding in academic content areas.			1.8.11.C	4		
develop individual referencing skills to enhance, reading, writing, and speaking strategies. <ul style="list-style-type: none"> ▪ using dictionary and thesaurus, as well as, table of contents, index, glossary, appendix, etc., to give clarity and understanding to materials. ▪ using electronic media such as the internet, web sites, program-based editing tools, etc. to achieve clarity and understanding of materials. 			1.8.11.B 1.1.11.A 1.2.11.B	5 8		
speak fluently/with prosody to an audience and for a purpose by: <ul style="list-style-type: none"> • reading aloud and communicating orally. 			1.6.11 C 1.6.11 D 1.6.11 E 1.1.11.H	4		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

SUBJECT:	LANGUAGE ARTS	STRAND:	Study Skills	Grade:	9 - 12
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Page 3 (Continued)

2008

Student Learning Outcomes	Assessment Anchors	Eligible Content	PA Standards	National Council of Teachers of English\ International Reading Association Standards	Date(s) Taught	√ for Master
<p>The student will:</p> <ul style="list-style-type: none"> use appropriate vocal delivery skills such as pronunciation, enunciation, word choice, etc. <p>using appropriate physical delivery skills such as appearance, movement, facial expressions, etc.</p>			1.6.11 C 1.6.11 D 1.6.11 E 1.1.11.H	4		
<p>create and deliver a variety of speeches by:</p> <ul style="list-style-type: none"> presenting various types of speeches through different modes of delivery. utilizing presentational aids such as charts audio-visual equipment, and computer generated images. 			1.6.11 C	12		

**LANGUAGE ARTS
CURRICULUM**

**OVERVIEW GRIDS
GRADES 9 - 12**

2008

9th through 12th Grade

Word Knowledge

- Students are expected to demonstrate mastery of definitions, various forms of vocabulary words with appropriate synonyms and antonyms.
- Students will identify and apply word recognition skills by analyzing context clues and by using an affix (prefixes, roots, and suffixes).
- Students will utilize vocabulary correctly in class discussion, oral presentations and one's own writing.
- Students will identify relationships involving vocabulary.
- Students will read and understand words in context.
- Students will create sentences that show appropriate use of the eight parts of speech.
- Students will correctly spell words in ALL writing assignments, such as essays, journals entries, in class writings.
- Students will utilize dictionaries and thesauri to investigate and enhance word choices in written expression.
- Students will be able to locate needed information based upon available resources such as table of contents, indexes, glossary, footnotes and specialized resources such as a dictionary and/or thesaurus.

12th Grade

Reading Comprehension

- Students are expected to utilize various pre-reading strategies to evaluate and determine a text’s appropriateness and purpose. Students are also expected to make predictions about the text after exposure to vocabulary with the text and necessary background information.
- Students are expected to derive meaning from texts using various comprehension strategies, with a focus on evaluation and synthesis.
- Students are expected to independently analyze and interpret reading by actively articulating responses to both fiction and non-fiction text.
- Students are expected to evaluate the effectiveness, in terms in literary quality, of the author’s use of literary devices.
- Students are expected to evaluate newly acquired information with prior knowledge in various academic content areas. Students are also expected to evaluate both literary and student generated criticisms.
- Students are expected to understand and evaluate literature from a multitude of time periods, cultures, and themes.
- Students are expected to demonstrate understanding and interpret text upon completion of reading in a sophisticated manner.
- Students are expected to apply vocabulary acquired through word study and text.

11th grade

Reading Comprehension

- Students are expected to utilize various pre-reading strategies to explore and analyze a text’s appropriateness and purpose. Students are also expected to make predictions about the text after exposure to vocabulary within the text and necessary background information.
- Students are expected to derive meaning from texts using various comprehension strategies, with a focus on synthesis.
- Students are expected to interpret reading by actively articulating synthesized responses to both fiction and non-fiction text.
- Students are expected to assess the effectiveness, in terms in literary quality, of the author’s use of literary devices.
- Students are expected to apply newly acquired information with prior knowledge in various academic content areas.
- Students are expected to understand and analyze literature from a multitude of time periods, cultures, and themes.
- Students are expected to demonstrate understanding and interpret text upon completion of reading in an appropriate manner.
- Students are expected to apply vocabulary acquired through word study and text.

10th grade

Reading Comprehension

- Students are expected to utilize various pre-reading strategies to determine a text’s appropriateness and purpose. Students are also expected to make predictions about the text after exposure to vocabulary within the text and necessary background information.
- Students are expected to derive meaning from texts using various comprehension strategies, with a focus on analysis.
- Students are expected to interpret reading by actively articulating responses to both fiction and non-fiction text.
- Students are expected to discuss the effectiveness, in terms in literary quality, of the author’s use of literary devices.
- Students are expected to combine newly acquired information with prior knowledge in various academic content areas.
- Students are expected to examine and explore literature from a multitude of time periods, cultures, and themes.
- Students are expected to demonstrate understanding and interpret text upon completion of reading in a sufficient manner.
- Students are expected to apply vocabulary acquired through word study and text.

9th grade

Reading Comprehension

- Students are expected to utilize various pre-reading strategies to identify the purpose of the text. Students are also expected to make predictions about the text after exposure to vocabulary within the text and necessary background information.
- Students are expected to derive meaning from texts using various strategies, with a focus on comprehension.
- Students are expected to read and to compose responses to both fiction and non-fiction text.
- Students are expected to identify the author’s use of literary devices.
- Students are expected to blend newly acquired information with prior knowledge in various academic content areas.
- Students are expected to comprehend literature from a multitude of time periods, cultures, and themes.
- Students are expected to demonstrate understanding and interpret text upon completion of reading in an acceptable manner.
- Students are expected to apply vocabulary acquired through word study and text.

Literary Devices and Literary Terms for Reading Comprehension

The following chart is an alphabetical guide for the minimal required literary devices and terms per grade level. These are not listed in order of importance or sequence, each mode is a required area of focus in the grade level, but instruction time and method is up to the discretion of the classroom teacher. Students should be able to both identify in their reading and utilize these terms.

<p>9th Grade <i>By the end of grade nine the student will be able to:</i></p>	<p>10th Grade <i>By the end of grade ten the student will be able to:</i></p>	<p>11th Grade <i>By the end of grade eleven the student will be able to:</i></p>	<p>12th Grade <i>By the end of grade twelve the student will be able to:</i></p>
<p>General/Honors Reinforcement of Eighth Grade Skills as well as:</p> <ul style="list-style-type: none"> • Characterization Antagonist Dynamic Flat Motivation Protagonist Round Static Tragic Hero • Diction Alliteration Archaic Assonance Connotation Consonance Denotation Onomatopoeia • Figures of Speech Analogy Hyperbole Imagery Metaphor 	<p>General/Honors Reinforcement of Ninth Grade Skills as well as:</p> <ul style="list-style-type: none"> • Allusion Biblical (Religious) Historical Literary Mythological • Characterization Archetypal (Stock) Direct Foil Indirect • Diction Dialect Formal Informal Neutral • Figures of Speech Oxymoron Paradox Pun Symbolism Synecdoche 	<p>General/Honors Reinforcement of Ninth, Tenth Grade skills as well as:</p> <ul style="list-style-type: none"> • Allusion • Argument (Persuasion) Bias Hasty Generalizations Propaganda • Characterization • Diction Colloquial Jargon Slang • Figures of Speech Litotes (Understatement) Motif • Irony • Plot Elements • Point of View • Rhyme • Style • Syntax Juxtaposition • Theme 	<p>Honors/General Reinforcement of Ninth, Tenth, Eleventh Grade skills as well as:</p> <ul style="list-style-type: none"> • Allusion • Argument (Persuasion) • Characterization • Diction • Figures of Speech Allegory Kennings • Irony • Plot Elements Stream of Consciousness • Point of View • Rhyme Sonnets • Style • Syntax • Theme (Implied)

<p>9th Grade By the end of grade nine the student will be able to:</p>	<p>10th Grade By the end of grade ten the student will be able to:</p>	<p>11th Grade By the end of grade eleven the student will be able to:</p>	<p>12th Grade By the end of grade twelve the student will be able to:</p>
<p>Personification Simile</p> <ul style="list-style-type: none"> • Irony • Persuasion Emotional Appeal Logical Appeal • Plot Elements Conflict- Internal/External Details Foreshadowing Plot Structure Prologue Setting Suspense Tragedy • Point of View 1st Person 3rd Person 3rd Omniscient Narrator • Rhyme End Rhyme Internal Rhyme Rhyme Scheme • Style Context Details Tone • Syntax Sentence Types 	<ul style="list-style-type: none"> • Irony Dramatic Situational Verbal • Persuasion Audience Bandwagon Logical Fallacy Purpose Red-Herring Testimonial • Plot Elements Epilogue (Coda) Flashback • Point of View 2nd Person • Rhyme • Style Mood Shift (Turn) • Syntax Parallelism (Parallel Structure) Repetition Rhetorical Question • Theme 	<p style="text-align: center;">AP</p> <p>The following is in addition to the General/Honors focus:</p> <ul style="list-style-type: none"> • Argument (Persuasion) Defend (Support) Refute (Challenge) Qualify • Diction Abstract Concrete • Figures of Speech ALL literary terms applicable for AP Language exam. • Rhetoric Claim Ethos Logos Pathos • Syntax Advanced Syntax as needed for AP Language Exam • Theme (Implied) 	<p style="text-align: center;">AP</p> <p>The following is in addition to the General/Honors focus:</p> <ul style="list-style-type: none"> • Figures of Speech ALL literary terms applicable for AP Literature exam. • Plot Elements • Point of View Unreliable narrator • Syntax Antithesis Inversion

<p>9th Grade <i>By the end of grade nine the student will be able to:</i></p>	<p>10th Grade <i>By the end of grade ten the student will be able to:</i></p>	<p>11th Grade <i>By the end of grade eleven the student will be able to:</i></p>	<p>12th Grade <i>By the end of grade twelve the student will be able to:</i></p>
<p>(Declarative, Imperative, Interrogative, Exclamatory) Sentence Structure (Simple, Compound, Complex, Compound Complex) • Theme</p>			

12th Grade

Writing

- Students are expected to be able to evaluate works by other authors and assess the validity of the content and in addition use that content to support their opinions. Students are also expected to be able to assess the validity of online sources to use in supporting claims made in their writing and resources.
- Students are expected to be able to maintain a sharp distinct focus in order to determine purpose and establish format of their writing to meet expectations of the audience.
- Students are expected to develop paragraphs that are well-supported with details, facts, and/or statistics as well as maintain sophisticated structure and organization.
- Students are expected to have an advanced command over stylistic techniques such as sophisticated word choice, syntax, and the majority of literary techniques.
- Students are expected to engage in peer and self-revision without teacher instruction or requirement and will demonstrate revision process by the quality of the final product.
- Students are expected to edit writing using the conventions of language including, spelling, capitalization, punctuation, parts of speech, and complete, varied and higher level sentence structure with minimal or no errors.
- Students are expected to create and deliver a variety of informal and formal speeches and presentations through highly developed techniques.

11th Grade

Writing

- Students are expected to be able to analyze works by other authors and assess the validity of the content and use that content to support their opinions. Students are also expected to be able to assess the validity of online sources to use in supporting claims made in their writing and resources.
- Students are expected to be able to maintain a sharp distinct focus in order to determine purpose and meet teacher established format of the writing assignment to meet expectations of the audience.
- Students are expected to develop paragraphs that are well-supported with details, facts, and/or statistics as well as maintain suitable structure and organization.
- Students are expected to have an appropriate command over stylistic techniques such as advanced word choice, syntax, and pre-determined literary techniques.
- Students are expected to engage in peer and self-revision with limited teacher instruction and will demonstrate revision process by the quality of the final product.
- Students are expected to edit writing using the conventions of language including, spelling, capitalization, punctuation, parts of speech, and complete, varied sentence structure with minimal errors.
- Students are expected to create and deliver informal and formal speeches while utilizing appropriate presentation techniques.

10th Grade

Writing

- Students are expected to be able to examine works by other authors and make use of the content to support their opinions. Students are also expected to be able to understand the process of validating online sources to use in supporting claims made in their writing.
- Students are expected to be able maintain a sharp distinct focus in order to understand the purpose of an assignment and meet teacher established format of the writing assignment to meet expectations of the audience.
- Students are expected to develop paragraphs that are well-supported with details, facts, and/or statistics as well as maintain adequate structure and organization.
- Students are expected to have a sufficient command over stylistic techniques such as refined word choice, syntax, and limited pre-determined literary techniques.
- Students are expected to engage in peer and self-revision with teacher instruction and will demonstrate revision process by the quality of the final product.
- Students are expected to edit writing using the conventions of language including, spelling, capitalization, punctuation, parts of speech, and complete, varied sentence structure with limited errors.
- Students are expected to create and deliver informal and formal speeches while utilizing some degree of presentation techniques.

9th Grade

Writing

- Students are expected to be able to review works by other authors in an attempt to support their opinions. Students are also expected to be able to understand the process of reviewing online sources to use in their research.
- Students are expected to be able to maintain a sharp distinct focus in order to understand the purpose of an assignment and meet teacher established format of the writing assignment to meet expectations of the audience.
- Students are expected to develop paragraphs that are supported with details, facts, and/or statistics as well as maintain acceptable structure and organization.
- Students are expected to have satisfactory control over the writing process, but not limited to word choice, sentence structure, and basic literary techniques.
- Students are expected to engage in step-by-step peer and self-revision with teacher instruction and will demonstrate revision process by the quality of the final product.
- Students are expected to edit writing using the conventions of language including, spelling, capitalization, punctuation, parts of speech, and complete sentence structure with limited superficial errors.
- Students are expected to create and deliver an informal and a formal speech while utilizing one or more presentation techniques.

The following chart is an alphabetical guide for areas and modes of writing. These are not listed in order of importance or sequence, each mode is a required area of focus in the grade/course level, but instruction time and method is up to the discretion of the classroom teacher.

One of the required writings, at each grade level, must be presented in a formal manner.

<p>9th Grade <i>By the end of grade nine the student will be able to:</i></p>	<p>10th Grade <i>By the end of grade ten the student will be able to:</i></p>	<p>11th Grade <i>By the end of grade eleven the student will be able to:</i></p>	<p>12th Grade <i>By the end of grade twelve the student will be able to:</i></p>
<p>General</p> <ul style="list-style-type: none"> • Creative Writing (i.e. drama, poetry, short stories, etc.) • Expository • Informational • Narrative • Persuasive • Reaction • Research 	<p>General</p> <ul style="list-style-type: none"> • Creative Writing (i.e. drama, poetry, short stories, etc.) • Expository • Informational • Literary Analysis/Response • Personal Narrative (Autobiographical) • Persuasive • Reaction • Research 	<p>General</p> <ul style="list-style-type: none"> • Argumentative • Compare and Contrast • Creative Writing (i.e. drama, poetry, short stories, etc.) • Informational • Literary Analysis/Response • Personal Narrative • Process • Reaction • Research 	<p>General</p> <ul style="list-style-type: none"> • Business (i.e. letter, memo, resume, cover letter, thank-you) • Cause and Effect • Compare and Contrast • Creative Writing (i.e. drama, poetry, short stories, etc.) • Informative • Personal Narrative (College Essay) • Process • Reaction • Research • Literary Analysis/Response
<p>Honors</p> <ul style="list-style-type: none"> • Creative Writing (i.e. drama, poetry, short stories, etc.) • Expository • Informational • Narrative • Persuasive • Reaction • Research • Literary Analysis/Response 	<p>Honors</p> <ul style="list-style-type: none"> • Compare and Contrast • Creative Writing (i.e. drama, poetry, short stories, etc.) • Expository • Informational (Biographical) • Literary Analysis/Response • Personal Narrative (Autobiographical) • Persuasive • Reaction • Research 	<p>Honors</p> <ul style="list-style-type: none"> • Argumentative • Cause and Effect • Compare and Contrast • Creative Writing (i.e. drama, poetry, short stories, etc.) • Informational • Literary Analysis/Response • Personal Narrative • Process • Reaction • Research 	<p>Honors</p> <ul style="list-style-type: none"> • Argumentative • Cause and Effect • Compare and Contrast • Creative Writing (i.e. drama, poetry, short stories, etc.) • Informational • Literary Analysis/Response • Personal Narrative (College Essay) • Reaction • Research

<p>9th Grade <i>By the end of grade nine the student will be able to:</i></p>	<p>10th Grade <i>By the end of grade ten the student will be able to:</i></p>	<p>11th Grade <i>By the end of grade eleven the student will be able to:</i></p>	<p>12th Grade <i>By the end of grade twelve the student will be able to:</i></p>
		<p style="text-align: center;">AP</p> <ul style="list-style-type: none"> • Argumentative • Cause and Effect • Compare and Contrast • Informational • Literary Criticism • Personal Narrative • Persuasive • Reaction • Research • Rhetorical Analysis 	<p style="text-align: center;">AP</p> <ul style="list-style-type: none"> • Cause and Effect • Compare and Contrast • Creative Writing (i.e. drama, poetry, short stories, etc.) • Expressive • Literary Analysis/Response • Literary Criticism • Personal Narrative (College Essay) • Reaction • Research

Literary Devices and Literary Terms for Writing Strand

The following chart is an alphabetical guide for the minimum of literary devices and terms per grade level. The listed terms are a minimum requirement and are not listed in order of importance or sequence, each mode is a required area of focus in the grade level, but instruction time and method is up to the discretion of the classroom teacher. Students should be able to both identify in their reading and utilize these terms.

<p>9th Grade <i>By the end of grade nine the student will be able to:</i></p>	<p>10th Grade <i>By the end of grade ten the student will be able to:</i></p>	<p>11th Grade <i>By the end of grade eleven the student will be able to:</i></p>	<p>12th Grade <i>By the end of grade twelve the student will be able to:</i></p>
<p>General/Honors Reinforcement of Eighth Grade Skills as well as:</p> <ul style="list-style-type: none"> • Characterization Antagonist Dynamic Flat Protagonist Round Static • Diction Alliteration Assonance Connotation Consonance Denotation Imagery Onomatopoeia • Figures of Speech Analogy Hyperbole Metaphor Personification Simile • Persuasion Emotional Appeal 	<p>General/Honors Reinforcement of Ninth Grade Skills as well as:</p> <ul style="list-style-type: none"> • Characterization • Diction Formal Informal Neutral • Figures of Speech Oxymoron Paradox Pun Symbolism • Irony Dramatic Situational Verbal • Persuasion Audience Logical Fallacy Purpose • Plot Elements Flashback • Point of View 2nd Person • Syntax 	<p>General/Honors Reinforcement of Ninth, Tenth Grade skills as well as:</p> <ul style="list-style-type: none"> • Characterization • Diction Dialect Jargon Slang • Figures of Speech Motif • Style Mood Shift (Turn) Tone • Syntax Parallelism (Parallel Structure) <p style="text-align: center;">AP</p> <p>The following is in addition to the General/Honors focus:</p> <ul style="list-style-type: none"> • Allusion Biblical (Religious) Historical Literary Mythological 	<p>Honors/General Reinforcement of Ninth, Tenth, Eleventh Grade skills as well as:</p> <ul style="list-style-type: none"> • Characterization • Diction • Figurative Language Kennings Litotes (Understatement) • Plot Structure Stream of Consciousness • Rhyme Sonnets • Syntax • Theme/Implied <p style="text-align: center;">AP</p> <p>The following is in addition to the General/Honors focus:</p> <ul style="list-style-type: none"> • Characterization • Diction • Figurative Language – ALL literary terms applicable for AP Literature exam.

<p>9th Grade By the end of grade nine the student will be able to:</p>	<p>10th Grade By the end of grade ten the student will be able to:</p>	<p>11th Grade By the end of grade eleven the student will be able to:</p>	<p>12th Grade By the end of grade twelve the student will be able to:</p>
<p>Logical Appeal</p> <ul style="list-style-type: none"> • Plot Elements Conflict - Internal/External Details Dialogue Foreshadowing Plot Structure Setting Suspense • Point of View 1st Person 3rd Limited 3rd Omniscient Narrator • Style Context Details • Syntax Sentence Types (Declarative, Imperative, Interrogative, Exclamatory) Sentence Structure (Simple, Compound, Complex, Compound Complex) • Theme 	<p>Repetition Rhetorical Question</p>	<ul style="list-style-type: none"> • Argument (Persuasion) Defend (Support) Refute (Challenge) Qualify • Characterization • Diction Abstract Colloquial Concrete • Figures of Speech ALL literary terms applicable for AP Language exam. • Rhetoric Claim Ethos Logos Pathos Satire Shift (Turn) – Nonfiction • Syntax Advanced Syntax as needed for AP Language Exam 	<ul style="list-style-type: none"> • Plot Structure Stream of Consciousness • Point of View Unreliable narrator • Rhetoric Satire • Syntax Inversion Prosody (Sound & Rhythm in Poetry) • Theme (Implied)

Research Components/Skills

The following chart lists skills and components which should be practiced and mastered according to grade levels. These are not listed in order of importance or sequence, each component/skill is a required area of focus in the grade/course level, but instruction time and method is up to the discretion of the classroom teacher.

Grade Level	Research Components	Research Skills
<p align="center">9th Grade</p>	<ul style="list-style-type: none"> • Highlighting Sources • Note Cards • Selecting Sources • Sentence Outline • Source Cards • Thesis Statement • Bibliography 	<ul style="list-style-type: none"> • Citing Sources MLA Format • Library Literacy • Organization • Paraphrasing • Source Evaluation • Summarizing • Time Management
<p align="center">10th Grade</p>	<ul style="list-style-type: none"> • Annotating Sources • Developing Written Draft • Highlighting Sources • Parenthetical Citations • Thesis Statement • Topic Outline • Works Cited Page 	<ul style="list-style-type: none"> • Annotating/Marking up Sources • Citing Sources MLA Format • Library Literacy • Mastering Writing Skills • Organization • Time Management
<p align="center">11th Grade</p>	<ul style="list-style-type: none"> • Annotated Bibliography • Annotating Sources • Appropriate Word Choice • Develop Written Draft • Develop Final Written Paper (AP) • Highlighting Sources • Outline (Parallel Structure – Honors/AP) • Parenthetical Citations • Peer/Self Revision • Thesis Statement (Implied - AP) • Works Cited Page 	<ul style="list-style-type: none"> • Citation Format APA Format (AP) MLA Format • Library Literacy • Mastering Writing Skills • Revision/Editing Skills • Time Management

Grade Level	Research Components	Research Skills
<p style="text-align: center;">12th Grade</p>	<ul style="list-style-type: none"> • Annotated Bibliography • Develop Final Written Paper • Develop Revised Final Written Paper (AP) • Outlining • Peer/Self Revision • Sophisticated Word Choice • Thesis (Implied) • Works Cited Page 	<ul style="list-style-type: none"> • Citation Format <ul style="list-style-type: none"> APA Format (AP) MLA Format • Library Literacy • Mastering Writing Skills • Revision/Editing Skills • Time Management

9th – 12th Grade

Study Skills

- Students will listen attentively to others by restating directions, asking questions, recording relevant information and responding to issues.
- Students will listen to readings and interpretations of literature and expository texts in the content areas.
- Students will employ appropriate questioning and response skills and strategies during classroom discussion.
- Students will use various note-taking strategies to promote more effective understanding within a specific learning environment.
- Students will develop referencing skills to enhance, reading, writing, and speaking strategies.
- Students will speak fluently with prosody to an audience by reading aloud, communicating orally and using appropriate vocal delivery skills.
- Students will create and deliver various types of speeches through different modes of delivery while utilizing presentational aids.

The following chart is a guide for the minimal required study skills and terms per grade level. These are not listed in order of importance or sequence, each mode is a required area of focus in the grade level, but instruction time and method is up to the discretion of the classroom teacher. One of the required writings must be presented in a formal manner.

<p>9th Grade <i>By the end of grade nine the student will be able to:</i></p>	<p>10th Grade <i>By the end of grade ten the student will be able to:</i></p>	<p>11th Grade <i>By the end of grade ten the student will be able to:</i></p>	<p>12th Grade</p>
<p>Reinforcement of Eighth Grade Skills as well as:</p> <p>General/Honors</p> <ul style="list-style-type: none"> • Effective Communication Focusing and Listening Summarizing Give Feedback • How to Take Notes Guidelines for taking notes Organization Practice • Using the Library Library Orientation Power Library /EBSCOhost Writing Lab --- Orientation • How to Study Time Management Organization Preparing for an exam Reducing Test Anxiety Use Agenda • Verbal Expression Make eye contact with audience. 	<p>Reinforcement of Ninth Grade Skills as well as:</p> <p>General/Honors</p> <ul style="list-style-type: none"> • Effective Communication Paraphrasing • How to Take Notes Note taking methods and strategies • Using the Library Library literacy Determining Credible Sources Reference books • How to Study Effective time management and organization for exams • Verbal Expression Vary pitch and tone for emphasis. 	<p>Reinforcement of Tenth Grade Skills as well as:</p> <p>General/Honors/AP</p> <ul style="list-style-type: none"> • Effective Communication Effectively participate in higher level classroom discussion. • How to Take Notes Personal note-taking system • Using the Library Apply library literacy skills for content area classroom activities. • How to Study Personal academic responsibility for determining most effective strategies for each content area. • Verbal Expression Limited use of note cards. 	<p>Reinforcement of Eleventh Grade Skills as well as:</p> <p>General/Honors/AP</p> <ul style="list-style-type: none"> • Effective Communication Reinforce, extend and apply communication skills in all classroom settings. • How to Take Notes Reinforce, extend, and revise personal note-taking system and skills. • Using the Library Reinforce and extend library literacy for post-secondary study. • How to Study Reinforce and apply personal study strategies, techniques and methods for post-secondary success. • Verbal Expression Professional control of body language, word choice, and intonation.

<p>9th Grade By the end of grade nine the student will be able to:</p>	<p>10th Grade By the end of grade ten the student will be able to:</p>	<p>11th Grade By the end of grade ten the student will be able to:</p>	<p>12th Grade</p>
<ul style="list-style-type: none"> • Verbal Expression (cont) Speak with appropriate volume, rate, and articulation. Use appropriate body language. • Presentation Techniques Use outline. Follow framework appropriate to the presentation. Effective attention-grabbers • Audio Visual Aids Appropriate visual aids present 	<ul style="list-style-type: none"> • Verbal Expression (cont) Use note cards. Express ideas and purpose clearly and logically. Exhibit evidence of practice and preparation through posture, demeanor and pacing. Exhibit awareness of word choice appropriate to topic and audience. • Presentation Techniques Proper and applicable facts and statistics to support purpose. Effective closing techniques Verbal credit to cited sources appropriately incorporated. • Audio Visual Aids Utilize appropriate visual aids. 	<ul style="list-style-type: none"> • Verbal Expression (cont) Exhibit use of formal language. Hone topic appropriateness to engage audience. • Presentation Techniques Incorporate key transitions to improve flow of speech. • Audio Visual Aids Visual aid is frequently referenced and is an integral part of the presentation. 	<ul style="list-style-type: none"> • Verbal Expression (cont) Actively engages audience. • Presentation Techniques Combine all presentation elements to deliver a sophisticated speech. • Audio Visual Aids Professional high quality visual aid demonstrates creativity and originality.

**LANGUAGE ARTS
CURRICULUM**

**CREATIVE WRITING
11-12**

2008

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

SUBJECT: LANGUAGE ARTS		STRAND: Comprehension		Grade/Course: Creative Writing (11-12)		
Student Learning Outcomes	Assessment Anchors	Eligible Content	PA Standards	National Council of Teachers of English\ International Reading Association Standards	Date(s) Taught	2008 √ for Master
<p>The student will:</p> <ul style="list-style-type: none"> ▪ learn and apply literary devices to written poetry. ▪ read and analyze sample poems to determine the effect of literary and poetic devices. ▪ understand and identify rhyme scheme. 			<p>1.3.11.A 1.3.11.C 1.3.11.D</p>			

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

SUBJECT: LANGUAGE ARTS	STRAND: Comprehension	Grade/Course: Creative Writing (11-12)
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Page 2 (Continued)

2008

Student Learning Outcomes	Assessment Anchors	Eligible Content	PA Standards	National Council of Teachers of English\ International Reading Association Standards	Date(s) Taught	√ for Master
<p>The student will:</p> <ul style="list-style-type: none"> ▪ read examples of short stories and analyze the effectiveness of the use of literary elements. 	<p>R11.B.2.1 Identify, interpret, describe, and analyze figurative language and literary structures in fiction and nonfiction.</p> <p>R11.A.1.6 Identify, describe, and analyze genre of text.</p>	<p>R11.B.2.1.1 Identify, explain, interpret, describe, and/or analyze examples of personification, simile, metaphor, hyperbole, satire, imagery, foreshadowing, flashbacks and irony in text.</p> <p>R11.B.2.1.2 Identify, explain, interpret, describe, and/or analyze the author’s purpose for and effectiveness at using figurative language in text.</p> <p>R11.A.1.6.1 Identify and/or analyze the author’s intended purpose of text.</p> <p>R11.A.1.6.2 Explain, describe, and/or analyze examples of text that support the author’s intended purpose.</p>				

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

SUBJECT: LANGUAGE ARTS	STRAND: Comprehension	Grade/Course: Creative Writing (11-12)
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Page 3 (Continued)

2008

Student Learning Outcomes	Assessment Anchors	Eligible Content	PA Standards	National Council of Teachers of English\ International Reading Association Standards	Date(s) Taught	√ for Master
<p>The student will:</p> <ul style="list-style-type: none"> ▪ read and analyze example one-act plays. ▪ understand the difference between playwriting and screenwriting. 			1.3.11.E			

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

SUBJECT: LANGUAGE ARTS	STRAND: Comprehension	Grade/Course: Creative Writing (11-12)
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Page 4 (Continued)

2008

Student Learning Outcomes	Assessment Anchors	Eligible Content	PA Standards	National Council of Teachers of English\ International Reading Association Standards	Date(s) Taught	√ for Master
<p>The student will:</p> <ul style="list-style-type: none"> read several examples of the non-fiction genre to understand literary techniques and writing styles used in creative non-fiction writing. 	<p>R11.A.2.3 Make inferences, draw conclusions, and make generalizations based on text.</p> <p>R11.A.2.6 Identify, describe, and analyze genre of text.</p> <p>R11.B.3.1 Interpret, describe, and analyze the characteristics and uses of facts and opinions in non-fictional text.</p>	<p>R11.A.2.3.1 Make inferences and/or draw conclusions based on information from text. R11.A.2.3.2 Cite evidence from text to support generalizations.</p> <p>R11.A.2.6.1 Identify and/or describe the author's intended purpose of text. R11.A.2.6.2 Explain, describe, and/or analyze examples of text that support the author's intended purpose.</p> <p>R11.B.3.1.1 Explain, interpret, describe, and/or analyze the use of facts and opinions to make a point or construct an argument in non-fictional text.</p>		1.3.11.F		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

SUBJECT: LANGUAGE ARTS		STRAND: Writing		Grade/Course: Creative Writing (11-12)			
Student Learning Outcomes		Assessment Anchors	Eligible Content	PA Standards	National Council of Teachers of English\ International Reading Association Standards	Date(s) Taught	2008 √ for Master
<p>The student will:</p> <ul style="list-style-type: none"> ▪ write a variety of styles of poems, incorporating literary devices and poetic devices. These may include, but are not limited to: <ul style="list-style-type: none"> - -character sketch - -haiku - -perspective - -descriptive - -tercet - -ode - -sonnet ▪ compile a portfolio of their poetry, and evaluate their work. ▪ complete a reflection about their poetry. 				<p>1.4.11.A</p> <p>1.5.11.G</p>	<p>5 6</p> <p>11</p>		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

SUBJECT: LANGUAGE ARTS		STRAND: Writing		Grade/Course: Creative Writing (11-12)		
Page 2 (Continued)						2008
Student Learning Outcomes	Assessment Anchors	Eligible Content	PA Standards	National Council of Teachers of English\ International Reading Association Standards	Date(s) Taught	√ for Master
<p>The student will:</p> <ul style="list-style-type: none"> ▪ complete various exercises relating to the elements of fiction, incorporating setting, character, tone, mood, plot, and dialogue. ▪ write a short story, incorporating those elements. ▪ use correct grammar, sentence structure, and punctuation. 			1.5.11.A 1.5.11.B 1.5.11.C 1.4.11.A 1.5.11.D 1.5.11.F			

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

SUBJECT: LANGUAGE ARTS	STRAND: Writing	Grade/Course: Creative Writing (11-12)
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Page 4 (Continued)

2008

Student Learning Outcomes	Assessment Anchors	Eligible Content	PA Standards	National Council of Teachers of English\ International Reading Association Standards	Date(s) Taught	√ for Master
<p>The student will:</p> <ul style="list-style-type: none"> ▪ complete various exercises relating to playwriting, including character development, dialogue, and plot. ▪ write a one-act play. ▪ apply Standard American format to the script, including staging and dialogue. 			<p>1.4.11.A 1.5.11.D-F</p>			

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

SUBJECT: LANGUAGE ARTS	STRAND: Speaking & Listening	Grade/Course: Creative Writing (11-12)
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2008

Student Learning Outcomes	Assessment Anchors	Eligible Content	PA Standards	National Council of Teachers of English\ International Reading Association Standards	Date(s) Taught	√ for Master
<p>The student will:</p> <ul style="list-style-type: none"> ▪ write another form of creative non-fiction, which may include an interview. ▪ cast and perform his/her original one-act play. 			1.6.11.E			

**LANGUAGE ARTS
CURRICULUM**

**PUBLIC SPEAKING
GRADES 11-12
ELECTIVE**

2008

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

SUBJECT: PUBLIC SPEAKING	STRAND: Writing	Grade: 11 – 12 Elective
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2008

Student Learning Outcomes	Assessment Anchors	Eligible Content	PA Standards	National Council of Teachers of English\ International Reading Association Standards	Date(s) Taught	√ for Master
<p>The student will:</p> <ul style="list-style-type: none"> compile information for speeches using personal experience, observation, interviews and all the print and electronic resources in a library. 	<p>R11.B.3.3 Identify, compare, explain, interpret, describe, and analyze how text organization clarifies meaning of non-fiction text.</p> <p>R11.B.3.3 Identify, compare, explain, interpret, describe, and analyze how text organization clarifies meaning of non-fiction text.</p>	<p>R11.B.3.1.1 Explain, interpret, describe, and/or analyze the use of facts and opinions to make a point or construct an argument in non-fiction text.</p> <p>R11.B.3.2.1 Identify, explain, and/or interpret bias and propaganda techniques in non-fiction text.</p> <p>R11.B.3.2.2 Explain, describe, and/or analyze the effectiveness of bias and propaganda techniques in non-fiction text.</p> <p>R11.B.3.3.1 Explain, interpret, and/or analyze the effect of text organization, including the use of headers.</p> <p>R11.B.3.3.2 Explain, interpret, and/or analyze the author’s purpose for decisions about text organization and content.</p> <p>R11.B.3.3.3 Explain, interpret, and/or analyze graphics and charts, and/or make connections between text and the content of graphics and charts.</p> <p>R11.B.3.3.4 Identify, explain, compare, interpret, describe, and/or analyze the sequence of steps in a list of directions.</p>	<p>1.8.11 B</p>			

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

SUBJECT: PUBLIC SPEAKING		STRAND:		Grade: 11 – 12 Elective		
		2008				
Student Learning Outcomes	Assessment Anchors	Eligible Content	PA Standards	National Council of Teachers of English\ International Reading Association Standards	Date(s) Taught	√ for Master
The student will:						
▪ employ the elements of effective communication.						
▪ interpret the differences between verbal and non-verbal communication.			1.7.11 B			
▪ evaluate a speech with an oral critique and a written critique.			1.6.11 A			
▪ analyze factors that affect listening.			1.6.11 A			
▪ identify qualities that make an appropriate speech topic.			1.8.11 A			
▪ draw conclusions about the knowledge, interests and attitudes of an audience.				4		
▪ prepare note cards and cite sources properly and appropriately.						
▪ employ the three patterns of organizing the main points of a speech.			1.8.11 C			
▪ compose speeches employing the goals of a speech introduction utilizing the six types of introductions.			1.6.11 C	6		
▪ compose speeches employing the goals of a speech conclusion utilizing the three types of conclusions.			1.6.11 C	6		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

SUBJECT: PUBLIC SPEAKING	STRAND:	Grade: 11 – 12 Elective
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Page 2 (Continued)

2008

Student Learning Outcomes	Assessment Anchors	Eligible Content	PA Standards	National Council of Teachers of English\ International Reading Association Standards	Date(s) Taught	√ for Master
The student will:						
▪ properly outline a speech.						
▪ prepare speech notes using transitional devices.			1.8.11 C			
▪ list and practice the steps in rehearsing a speech.						
▪ choose words that clearly express your thoughts.			1.6.11 C	12		
▪ choose sensory words and figurative language to make language more vivid.				12 6		
▪ display correct usage of exaggeration, understatement, irony and emotional appeal.				12		
▪ compose presentations that employ the four methods of delivering a speech: impromptu, manuscript, memorized, extemporaneous.						

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

SUBJECT: PUBLIC SPEAKING	STRAND:	Grade: 11 – 12 Elective
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Page 3 (Continued)

2008

Student Learning Outcomes	Assessment Anchors	Eligible Content	PA Standards	National Council of Teachers of English\ International Reading Association Standards	Date(s) Taught	√ for Master
<p>The student will:</p> <ul style="list-style-type: none"> ▪ use equipment, technology, materials and visual aids efficiently and effectively. 			1.6.11 F			
<ul style="list-style-type: none"> ▪ self-evaluate the delivery of a speech, analyzing the strengths and weaknesses. 						
<ul style="list-style-type: none"> ▪ speak with purpose (not limited to): inform, persuade, special occasion, democratic processes, debate, parliamentary procedure, oral interpretation. 			1.4.11 A 1.4.11 B 1.4.11 C			

**LANGUAGE ARTS
CURRICULUM**

**STUDY SKILLS
9TH GRADE**

2008

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

SUBJECT: LANGUAGE ARTS		STRAND: Misc.		Grade: 9th Study Skills		
Student Learning Outcomes	Assessment Anchors	Eligible Content	PA Standards	National Council of Teachers of English\ International Reading Association Standards	Date(s) Taught	2008 √ for Master
<p>The student will:</p> <ul style="list-style-type: none"> • evaluate and utilize time management techniques. • record assignments and budget time accordingly. • identify their individual learning style and utilize study techniques specifics to their learning style. • identify a positive study environment. • identify and eliminate distractions while studying. • develop a test taking routine best suited for them. • identify and eliminate common test taking mistakes. • identify and overcome test anxiety. • increase memory by utilizing association techniques. • use mnemonics to increase memory. • organize class materials in an effective manner. 						

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

SUBJECT:	LANGUAGE ARTS	STRAND:	Misc.	Grade:	9th Study Skills
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Page 2 (Continued)

2008

Student Learning Outcomes	Assessment Anchors	Eligible Content	PA Standards	National Council of Teachers of English\ International Reading Association Standards	Date(s) Taught	√ for Master
<p>The student will:</p> <ul style="list-style-type: none"> • analyze career options based on personal interests, abilities, aptitudes, achievements and goals. • identify possible career opportunities. • analyze the relationship between career choices and career preparation opportunities. • identify the career preparation opportunity best suited for them. 						

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

SUBJECT: LANGUAGE ARTS		STRAND: Reading Comprehension		Grade: 9th Study Skills		
Student Learning Outcomes	Assessment Anchors	Eligible Content	PA Standards	National Council of Teachers of English\ International Reading Association Standards	Date(s) Taught	2008 √ for Master
<p>The student will:</p> <ul style="list-style-type: none"> read and respond to works of fiction. 			1.3.11.F -Read and respond to nonfiction and fiction including poetry and drama.			
<ul style="list-style-type: none"> demonstrate a basic understanding of fiction. 	R11.A.1.5 Summarize a fictional text as a whole.	R11.A.1.5.1 Summarize the key details and events of a fictional text as a whole.	1.1.11.D -Identify, describe, evaluate and synthesize the essential ideas in text. 1.1.11.G -Demonstrate after reading understanding and interpretation of both fiction and nonfiction text, including public documents.			
<ul style="list-style-type: none"> utilize pre-reading strategies. 			1.1.11.D - Assess those reading strategies that were most effective in learning.			
<ul style="list-style-type: none"> improve reading comprehension by utilizing different reading strategies. 			1.1.11.D - Assess those reading strategies that were most effective in learning.			
<ul style="list-style-type: none"> learn to read with a purpose. 						

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

SUBJECT: LANGUAGE ARTS		STRAND: Reading Comprehension		Grade: 9th Study Skills		
Page 2 (Continued)						2008
Student Learning Outcomes	Assessment Anchors	Eligible Content	PA Standards	National Council of Teachers of English\ International Reading Association Standards	Date(s) Taught	√ for Master
<p>The student will:</p> <ul style="list-style-type: none"> identify key literary elements, such as theme, plot and setting. 	<p>R11.B.1.1 Interpret, compare, describe, analyze, and evaluate components of fiction and literary nonfiction.</p>	<p>R11.B.1.1.1 Explain, interpret, compare, describe, analyze, and/or evaluate the relationships within fiction and literary nonfiction.</p>	<p>1.3.11.B - Analyze the relationships, uses and effectiveness of literary elements used by one or more authors in similar genres including characterization, setting, plot, theme, point of view, tone and style.</p>			
<ul style="list-style-type: none"> make predictions while reading. 	<p>R11.A.1.3 Make inferences, draw conclusions, and make generalizations based on text.</p>	<p>R11.A.1.3.1 Make inferences and/or draw conclusions based on information from text. R11.A.1.3.2 Cite evidence from text to support generalizations.</p>				
<ul style="list-style-type: none"> utilize SQ3R when reading informational texts. 			<p>1.1.11.D - Assess those reading strategies that were most effective in learning.</p>			

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STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

SUBJECT: LANGUAGE ARTS		STRAND: Reading Comprehension		Grade: 9th Study Skills		
Page 3 (Continued)						2008
Student Learning Outcomes	Assessment Anchors	Eligible Content	PA Standards	National Council of Teachers of English\ International Reading Association Standards	Date(s) Taught	√ for Master
The student will: <ul style="list-style-type: none"> ▪ use the Cornell method of note taking. 			1.1.11.D - Assess those reading strategies that were most effective in learning.			
<ul style="list-style-type: none"> ▪ identify main ideas in non-fiction. 	R11.A.1.4 Identify and explain main ideas and relevant details. R11.A.2.4 Identify and explain main ideas and relevant details.	R11.A.1.4.1 Identify and/or explains stated or implied main ideas and relevant supporting details from text. R11.A.2.4.1 Identify and/or explain stated or implied main ideas and relevant supporting details from text.	1.2.11.A -Distinguish between essential and nonessential information.			
<ul style="list-style-type: none"> ▪ outline informational texts. 			1.1.11.D - Assess those reading strategies that were most effective in learning.			

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

SUBJECT:	LANGUAGE ARTS	STRAND:	Reading Comprehension	Grade:	9th Study Skills
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Page 4 (Continued)

2008

Student Learning Outcomes	Assessment Anchors	Eligible Content	PA Standards	National Council of Teachers of English\ International Reading Association Standards	Date(s) Taught	√ for Master
<p>The student will:</p> <ul style="list-style-type: none"> locate information in different types of nonfiction. 	<p>R11.B.3.3 Identify, compare, explain, interpret, describe, and analyze how text organization clarifies meaning of non-fictional text.</p>	<p>R11.B.3.3.1 Explain, interpret, and/or analyze the effect of text organization, including the use of headers.</p> <p>R11.B.3.3.2 Explain, interpret, and/or analyze the author’s purpose for decisions about text organization and content.</p> <p>R11.B.3.3.3 Explain, interpret, and/or analyze graphics and charts, and/or make connections between text and the content of graphics and charts.</p> <p>R11.B.3.3.4 Identify, explain, compare, interpret, describe, and/or analyze the sequence of steps in a list of directions.</p>	<p>1.8.11.B – Use tables of contents, indices, key words, cross-references and appendices.</p>			

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

SUBJECT: LANGUAGE ARTS		STRAND: Research Skills		Grade: 9th Study Skills		
Student Learning Outcomes	Assessment Anchors	Eligible Content	PA Standards	National Council of Teachers of English\ International Reading Association Standards	Date(s) Taught	2008 √ for Master
<p>The student will:</p> <ul style="list-style-type: none"> locate information using appropriate sources and strategies. 			<p>1.1.11.A Locate various texts, media and traditional resources for assigned and independent projects before reading</p> <p>1.2.11.B - Use and understand a variety of media and evaluate the quality of material produced.</p> <p>1.8.11.B - Locate information using appropriate sources and strategies.</p>			
<ul style="list-style-type: none"> determine the validity of sources found for research. 	<p>R11.B.3.2 Distinguish between essential and nonessential information within or between texts.</p> <p align="center">↓</p>	<p>R11.B.3.2.1 Identify, explain, and/or interpret bias and propaganda techniques in non-fictional text.</p> <p align="center">↓</p>	<p>1.8.11.B - Locate information using appropriate sources and strategies.</p> <p align="center">↓</p>			

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

SUBJECT: LANGUAGE ARTS		STRAND: Research Skills		Grade: 9th Study Skills		
Page 2 (Continued)						2008
Student Learning Outcomes	Assessment Anchors	Eligible Content	PA Standards	National Council of Teachers of English\ International Reading Association Standards	Date(s) Taught	√ for Master
The student will: (Continued) <ul style="list-style-type: none"> ▪ determine the validity of sources found for research 		R11.B.3.2.2 Explain, describe, and/or analyze the effectiveness of bias and propaganda techniques in non-fictional text.	1.2.11.A - Read and understand essential content of informational texts and documents. 1.2.11.B - Select appropriate electronic media for research and evaluate the quality of the information received			
<ul style="list-style-type: none"> ▪ correctly use parenthetical documentation to cite borrowed material 			1.8.11.C - Organize, summarize and present the main ideas from research.			
<ul style="list-style-type: none"> ▪ identify information relevant to a thesis statement 			1.8.11.B - Locate information using appropriate sources and strategies.			
<ul style="list-style-type: none"> ▪ organize research information 			1.8.11.C - Organize, summarize and present the main ideas from research.			
<ul style="list-style-type: none"> ▪ take notes relevant to research topics 			1.8.11.C - Take notes relevant to the research topic.			

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

SUBJECT: LANGUAGE ARTS		STRAND: Speaking & Listening		Grade: 9th Study Skills		
Student Learning Outcomes	Assessment Anchors	Eligible Content	PA Standards	National Council of Teachers of English\ International Reading Association Standards	Date(s) Taught	2008 √ for Master
The student will: ▪ speak using skills appropriate to formal speech situations.			1.6.11.A- Speak using skills appropriate to formal speech situations.			
▪ pace the presentation according to audience and purpose.			1.6.11.A- Speak using skills appropriate to formal speech situations.			
▪ locate and organize information for a speech.			1.1.11.A - Locate various texts, media and traditional resources for assigned and independent projects. 1.8.11.B - Locate information using appropriate sources and strategies. 1.8.11.C - Organize, summarize and present the main ideas from research.			
- successfully use note cards as an outline while public speaking.						
▪ effectively use a visual aid while public speaking.						

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

SUBJECT: LANGUAGE ARTS		STRAND: Word Knowledge		Grade: 9th Study Skills		
Student Learning Outcomes	Assessment Anchors	Eligible Content	PA Standards	National Council of Teachers of English\ International Reading Association Standards	Date(s) Taught	2008 √ for Master
<p>The student will:</p> <ul style="list-style-type: none"> establish a reading vocabulary by defining and correctly using new words. 	<p>R11.A.1.1 – Identify and apply the meaning of vocabulary.</p>	<p>R11.A.1.1.1 – Identify and/or apply meaning of multiple-meaning words used in text.</p> <p>R11.A.1.1.2 – Identify and/or apply a synonym or antonym of a word used in text.</p>	<p>1.1.11.E Establish a reading vocabulary by identifying and correctly using new words acquired through the study of their relationships to other words. Use a dictionary or related reference.</p>			
<ul style="list-style-type: none"> identify and apply word recognition skills. 	<p>R11.A.1.2 – Identify and apply word recognition skills.</p>	<p>R11.A.1.2.1 Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word from the text with an affix.</p> <p>R11.A.1.2.2 Define and/or apply how the meaning of words or phrases changes when using context clues given in explanatory sentences.</p>	<p>R11.A.1.2.1 Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word from the text with an affix.</p> <p>R11.A.1.2.2 Define and/or apply how the meaning of words or phrases changes when using context clues given in explanatory sentences.</p>			

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

SUBJECT: LANGUAGE ARTS		STRAND: Writing		Grade: 9th Study Skills		
Student Learning Outcomes	Assessment Anchors	Eligible Content	PA Standards	National Council of Teachers of English\ International Reading Association Standards	Date(s) Taught	2008 √ for Master
<p>The student will:</p> <ul style="list-style-type: none"> ▪ proofread and edit written material using the conventions of language. 			<p>1.5.11.E - Revise writing to improve style, word choice, sentence variety and subtlety of meaning after rethinking how questions of purpose, audience and genre have been addressed.</p> <p>1.5.11.F - Edit writing using the conventions of language.</p>			
<ul style="list-style-type: none"> ▪ properly use numbers in written text. 			1.5.11.F - Edit writing using the conventions of language			
<ul style="list-style-type: none"> ▪ properly use commas in written text 			1.5.11.F - Edit writing using the conventions of language.			

**LANGUAGE ARTS
CURRICULUM**

**SAT PREP
IITH GRADE**

2009

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

SUBJECT: SAT Prep	STRAND: Comprehension	Grade: 11
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2008

Student Learning Outcomes	Assessment Anchors	Eligible Content	PA Standards	National Council of Teachers of English\ International Reading Association Standards	Date(s) Taught	√ for Mastery
<p>The student will:</p> <p><i>* Read two (one per nine weeks) of the College Board 101 Great Books recommended for College Bound readers. While reading, analyze for vocabulary, word choice, and passage evaluation.</i></p>	<p>R11.A.1.1 Identify and apply the meaning of vocabulary</p> <p>R11.A.1.3 Make inferences, draw conclusions, and make generalizations based on text</p> <p>R11.A.1.4 Identify and explain main ideas and relevant details</p> <p>R11.A.1.5 Summarize a fictional text as a whole</p>	<p>R11.A.1.1.1 Identify and/or apply meaning of multiple-meaning words used in text</p> <p>R11.A.1.1.2 Identify and/or apply a synonym or antonym of a word used in text</p> <p>R11.A.1.3.1 Make inferences and/or draw conclusions based on information from text</p> <p>R11.A.1.4.1 Identify and/or explains stated or implied main ideas and relevant supporting details from text</p> <p>R11.A.1.5.1 Summarize the key details and events of a fictional text as a whole</p>	1.1	1		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

SUBJECT: SAT Prep	STRAND: Word Knowledge, Comprehension	Grade: 11
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2008

Student Learning Outcomes	Assessment Anchors	Eligible Content	PA Standards	National Council of Teachers of English\ International Reading Association Standards	Date(s) Taught	√ for Mastery
<p>The student will:</p> <ul style="list-style-type: none"> Review Critical Reading Concepts: <p>Overview:</p> <ul style="list-style-type: none"> <i>Demonstrate vocabulary and grammar proficiency through sentence completion</i> i.e.: utilizing single block sentence completion, double blank sentence completion, and sentence structure strategy builders <i>Apply vocabulary strategies</i> i.e.: setting aside practice time, testing self, reading SAT Smart Novels, magazines (TIME, Newsweek), and newspapers (New York Times, Wall Street Journal) <i>Complete sentence analysis</i> i.e.: using line references, keyword location and underlining, determining important phrase and underlining 	<p>R11.A.1.1 Identify and apply the meaning of vocabulary</p> <p>R11.A.1.3 Make inferences, draw conclusions, and make generalizations based on text</p> <p>R11.A.2.3 Make inferences, draw conclusions, and make generalizations based on text</p>	<p>R11.A.1.1.1 Identify and/or apply meaning of multiple-meaning words used in text</p> <p>R11.A.1.3.1 Make inferences and/or draw conclusions based on information from text</p> <p>R11.A.2.3.1 Make inferences and/or draw conclusions based on information from text</p>	<p>1.1</p> <p>1.3</p>	<p>6</p> <p>3</p>		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

SUBJECT: SAT Prep	STRAND: Comprehension	Grade: 11
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2008

Student Learning Outcomes	Assessment Anchors	Eligible Content	PA Standards	National Council of Teachers of English\ International Reading Association Standards	Date(s) Taught	√ for Mastery
<p>The student will:</p> <ul style="list-style-type: none"> <i>Demonstrate answer choice analysis</i> i.e.: utilizing global questions strategies at the end of a question set, determining detail vs. global questions, re-examining numbered line references, following detail, inference and vocabulary in-context questions reflected in order of passage <p>Comprehension:</p> <ul style="list-style-type: none"> <i>Interpret reading passages</i> i.e.: reading short passages, reading long passages, reading paired passages <i>Demonstrate question analysis</i> i.e.: analyzing detail, global, inference and vocabulary questions, identifying and understanding distracters <i>Demonstrate answer choice analysis</i> i.e.: employing global questions strategies at the end of a question set, determining detail vs. global questions, referencing numbered line references, following detail, inference and vocabulary in-context questions reflecting order of passage 	<p>R11.A.1.3 Make inferences, draw conclusions, and make generalizations based on text</p> <p>R11.A.2.3 Make inferences, draw conclusions, and make generalizations based on text</p>	<p>R11.A.1.3.1 Make inferences and/or draw conclusions based on information from text</p> <p>R11.A.2.3.1 Make inferences and/or draw conclusions based on information from text</p>		3		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

SUBJECT: SAT Prep	STRAND: Comprehension	Grade: 11
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2008

Student Learning Outcomes	Assessment Anchors	Eligible Content	PA Standards	National Council of Teachers of English\ International Reading Association Standards	Date(s) Taught	√ for Mastery
<p>The student will:</p> <ul style="list-style-type: none"> <i>Evaluate short passages</i> i.e.: reading question stems and noting line references or underlining key words, practicing active reading strategies, using line references or keywords to locate answer in the passage <p><u>Reading Review</u></p> <ul style="list-style-type: none"> <i>Analyze paired passages</i> i.e.: determining length of paired passages and employing the appropriate strategies, identifying if authors are agreeing or disagreeing on issues, analyzing contrasting views on the <i>same</i> topic or similar views on a <i>related</i> topic <i>Interpret and analyze fictional passages</i> i.e.: practicing active reading strategies, creating a passage map, reading question stems and noting the line reference or underlining key words, using passage map, line reference key words to answer questions, reading introduction to stay focused on topic and prepare for the passage 						

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

SUBJECT: SAT Prep	STRAND: Comprehension	Grade: 11
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2008

Student Learning Outcomes	Assessment Anchors	Eligible Content	PA Standards	National Council of Teachers of English\ International Reading Association Standards	Date(s) Taught	√ for Mastery
<p>The student will:</p> <ul style="list-style-type: none"> • <i>Understand sentence completion</i> i.e. reading for context clues, predicting the answer, selecting the best match, reading answer choice back into the sentence • <i>Critique passage based reading</i> i.e.: determining if being tested on vocabulary, reasoning and reading comprehension skills, understanding that prior knowledge is not tested on the SAT, employing various strategies for different passages such as for short passages <i>reading the question first</i> and for long passages <i>reading the passage first</i>, understanding that for paired passages questions for both come at the end of the passage sets and employing the correct strategy for each 						

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

SUBJECT: SAT Prep	STRAND: Writing, Word Knowledge, Comprehension	Grade: 11
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2008

Student Learning Outcomes	Assessment Anchors	Eligible Content	PA Standards	National Council of Teachers of English\ International Reading Association Standards	Date(s) Taught	√ for Mastery
<p>The student will:</p> <ul style="list-style-type: none"> Review SAT Writing Concepts <p><u>The Essay</u></p> <ul style="list-style-type: none"> <i>Construct and Implement the H-Places Idea Generator</i> i.e.: creating and using graphic organizers <i>Understand the essay template</i> i.e.: understanding the assignment, understanding the directions, planning as follows: Minute 1 for reading prompt, Minute 2-3 for planning, Minute 6-22 produce response, Minute 23-25 proofreading <p><u>Subject and Verbs</u></p> <ul style="list-style-type: none"> <i>Identify subject and verb agreement</i> <i>Identify verb tense</i> <i>Identify verb form</i> <i>Identify irregular verbs</i> <p><u>For All of the Above</u> i.e.: analyzing multiple choice questions, identifying sentence errors, improving sentences, improving paragraphs</p>			<p>1.4</p> <p>1.7</p>	<p>5</p> <p>4</p>		

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

SUBJECT: SAT Prep	STRAND: Comprehension	Grade: 11
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2008

Student Learning Outcomes	Assessment Anchors	Eligible Content	PA Standards	National Council of Teachers of English\ International Reading Association Standards	Date(s) Taught	√ for Mastery
<p>The student will:</p> <p><u>Nouns and Pronouns</u></p> <ul style="list-style-type: none"> Identify correct pronoun choice Identify correct pronoun reference Identify pronoun and antecedent agreement Identify noun agreement <p><u>For All of the Above</u> i.e.: analyzing multiple choice questions, identifying sentence errors, improving sentences, improving paragraphs</p> <p><u>Sentence Structure</u></p> <ul style="list-style-type: none"> Correctly utilize Idioms Correctly utilize modifier choice Correctly utilize effective comparisons Correctly utilize modifier placement Eliminate wordiness Create parallel structure <p><u>For All of the Above</u> i.e.: analyzing multiple choice questions, identifying sentence errors, improving sentences, improving paragraphs</p>	<ul style="list-style-type: none"> Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions and interjections properly Use complete sentences (simple, compound, complex, declarative, interrogative, exclamatory and imperative) 					

WEST ALLEGHENY SCHOOL DISTRICT

STUDENT OUTCOME STATEMENTS – INDICATORS OF ACHIEVEMENT

SUBJECT: SAT Prep	STRAND: Comprehension	Grade: 11
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2008

Student Learning Outcomes	Assessment Anchors	Eligible Content	PA Standards	National Council of Teachers of English\ International Reading Association Standards	Date(s) Taught	√ for Mastery
<p>The student will:</p> <ul style="list-style-type: none"> <i>Improve sentences</i> Correction of all of the following: subject verb agreement, verb tense, pronoun antecedent agreement, pronoun with ambiguous reference, pronoun shift, parallelism, faulty comparison <i>Improve paragraphs</i> i.e.: using transitional words and phrases, incorporating correct word choices, avoiding passive voice and wordiness, employing an effective organization 	<ul style="list-style-type: none"> Employ the most effective format for purpose and audience Write fully developed paragraphs that have details and information specific to the topic and relevant to the focus 					

Academic Standards for Reading, Writing, Speaking and Listening

GLOSSARY

Alliteration:	The repetition of initial consonant sounds in neighboring words.
Allusion:	An implied or indirect reference in literature to a familiar person, place or event.
Analysis:	The process or result of identifying the parts of a whole and their relationships to one another.
Antonym:	A word that is the opposite of another word.
Characterization:	The method an author uses to reveal characters and their various personalities.
Compare:	Place together characters, situations or ideas to show common or differing features in literary selections.
Context clues:	Information from the reading that identifies a word or group of words.
Conventions of language:	Mechanics, usage and sentence completeness.
Evaluate:	Examine and judge carefully.
Figurative language:	Language that cannot be taken literally since it was written to create a special effect or feeling.
Fluency:	The clear, easy, written or spoken expression of ideas. Freedom from word-identification problems which might hinder comprehension in silent reading or the expression of ideas in oral reading.
Focus:	The center of interest or attention.

Academic Standards for Reading, Writing, Speaking and Listening

- Genre:** A category used to classify literary works, usually by form, technique or content (e.g., prose, poetry).
- Graphic organizer:** A diagram or pictorial device that shows relationships.
- Homophone:** One of two or more words pronounced alike, but different in spelling or meaning (e.g., hair/hare, scale (fish)/scale (musical)).
- Hyperbole:** An exaggeration or overstatement (e.g., *I was so embarrassed I could have died.*).
- Idiomatic language:** An expression peculiar to itself grammatically or that cannot be understood if taken literally (e.g., *Let's get on the ball.*).
- Irony:** The use of a word or phrase to mean the exact opposite of its literal or usual meaning; incongruity between the actual result of a sequence of events and the expected result.
- Literary conflict:** The struggle that grows out of the interplay of the two opposing forces in a plot.
- Literary elements:** The essential techniques used in literature (e.g., characterization, setting, plot, theme).
- Literary devices:** Tools used by the author to enliven and provide voice to the writing (e.g., dialogue, alliteration).
- Literary structures:** The author's method of organizing text (e.g., foreshadowing, flashbacks).
- Metaphor:** The comparison of two unlike things in which no words of comparison (*like* or *as*) are used (e.g., *That new kid in class is really a squirrel.*).
- Meter:** The repetition of stressed and unstressed syllables in a line of poetry.
- Narrative:** A story, actual or fictional, expressed orally or in writing.

Academic Standards for Reading, Writing, Speaking and Listening

Paraphrase:	Restate text or passage in other words, often to clarify meaning or show understanding.
Pattern book:	A book with a predictable language structure and often written with predictable text; also known as predictable book.
Personification:	An object or abstract idea given human qualities or human form (e.g., <i>Flowers danced about the lawn.</i>).
Phonics:	The relationship between letters and sounds fundamental in beginning reading.
Point of view:	The way in which an author reveals characters, events and ideas in telling a story; the vantage point from which the story is told.
Public document:	A document that focuses on civic issues or matters of public policy at the community level and beyond.
Reading critically:	Reading in which a questioning attitude, logical analysis and inference are used to judge the worth of text; evaluating relevancy and adequacy of what is read; the judgment of validity or worth of what is read, based on sound criteria.
Reading rate:	The speed at which a person reads, usually silently.
Research:	A systematic inquiry into a subject or problem in order to discover, verify or revise relevant facts or principles having to do with that subject or problem.
Satire:	A literary tone used to ridicule or make fun of human vice or weakness.
Self-monitor:	Know when what one is reading or writing is not making sense; adjust strategies for comprehension.
Semantics:	The study of meaning in language.
Simile:	A comparison of two unlike things in which a word of comparison (<i>like</i> or <i>as</i>) is used (e.g., <i>She eats like a bird.</i>).

Academic Standards for Reading, Writing, Speaking and Listening

Sources:

Primary: Text and/or artifacts that tell or show a first-hand account of an event; original works used when researching.

Secondary: Text and/or artifacts used when researching that are derived from something original.

Subject area: An organized body of knowledge; a discipline; a content area.

Style: How an author writes; an author's use of language; its effects and appropriateness to the author's intent and theme.

Synonym: One of two or more words in a language that have highly similar meanings (e.g., sorrow, grief, sadness).

Syntax: The pattern or structure of word order in sentences, clauses and phrases.

Theme: A topic of discussion or writing; a major idea broad enough to cover the entire scope of a literary work.

Thesis: The basic argument advanced by a speaker or writer who then attempts to prove it; the subject or major argument of a speech or composition.

Tone: The attitude of the author toward the audience and characters (e.g., serious or humorous).

Voice: The fluency, rhythm and liveliness in writing that makes it unique to the writer.