

ENGLISH LANGUAGE ARTS

The English language arts form the foundation for effective communication. The ability to construct meaning through reading, writing, listening, speaking, viewing, and the process of inquiry as well as the ability to present ideas through writing, speaking, and visual media are the bases of English language arts. These skills, essential to the health of our democracy and the quality of our culture, have become ever more important with the modern explosion of modern communication media. Effective communication is critical regardless of the devices used or the distances over which we are communicating.

The study of language helps students to control their lives and become more effective thinkers through communication, reflection, and understanding. To develop good thinking strategies, students must become engaged as active learners. To help them improve, students need to practice English language arts skills and receive frequent feedback across all areas of study. Parents, teachers, and other adults must encourage the interest in language that students bring with them when they first enter school. Collectively, the English language arts constitute both a discipline in its own right, like mathematics or science, and a means of communicating about all other disciplines. Without a command of these English language arts, it is difficult to think about, understand, or explain other disciplines.

Literacy Skills Across the Content Areas - The English Language Arts Standards describe the knowledge and skills all students need to be successful. These skills are important for career, college, and citizenship. These skills are also essential as students progress through their Pre-K-Diploma experience for accessing and sharing knowledge across content areas. Schools and teachers must take particular care to support and hold students accountable for the application of the performance indicators related to research, analysis of media, informational/position-taking writing, informational reading, listening, and speaking, where applicable, across all content areas. Maine's business community and higher education institutions have formally and informally underscored this need for effective communication and cross-content literacy.

Research – Research is an essential skill for success in the workplace, in college, and in life. All students should be able to locate information to support decisions and answer questions. Schools must ensure that the skills and knowledge of research are applied in all content areas.

Reading and Writing Processes - The English Language Arts Standards attempt to present the processes of reading, writing and the varied genres related to the two in a clear, concise format. This approach may create the misperception that these aspects of English language arts are linear and entirely discrete whereas they are often dynamic, iterative processes and sometimes overlapping constructs. Schools and teachers must recognize and accommodate this complexity in their student instruction.

Text Complexity - The use of reading standards is incomplete without a consideration of text complexity. The standards explain the knowledge and skills of reading. Text complexity provides a common understanding of the difficulty of the reading material to which the standards are applied. A grade appropriate span of text complexity can be determined in various ways including the use of reading lists, teacher judgment, and other standardized measures. An understanding of a student's reading ability, as defined by the text complexity that the student can successfully comprehend, is an important diagnostic tool for teachers as they work to advance the student's skills and ability to use those skills with increasingly complex texts. There are a number of variables that contribute to the complexity of any text including word difficulty, sentence complexity, familiarity of content, required background knowledge, organization of the text, unity of the writing, quality and rigor of the writing, and text length. The goal of the Maine *Learning Results* is to ensure that all students can read and comprehend texts that reflect the text complexity required for career, college, and citizenship.

Grade Appropriate Span of Text Complexity - The phrase grade appropriate span of text complexity refers to the range of complexity appropriate for the identified grade or grade span.

OUTLINE OF ENGLISH LANGUAGE ARTS STANDARDS AND PERFORMANCE INDICATOR LABELS

A. Reading

1. Interconnected Elements: Comprehension, Vocabulary, Alphabetics, Fluency
2. Literary Texts
3. Informational Texts
4. Persuasive Texts

B. Writing

1. Interconnected Elements
2. Narrative
3. Argument/Analysis
4. Persuasive
5. Practical Application

C. Research

1. Research

D. Language

1. Grammar and Usage
2. Mechanics

E. Listening and Speaking

- 1. Listening
- 2. Speaking

F. Media

- 1. Analysis of Media

A. **READING**: Students read to comprehend, interpret, analyze, evaluate, and appreciate literary and expository texts by using a variety of strategies. They connect essential ideas, evaluate arguments, and analyze the various perspectives and ideas presented in a variety of literary and expository texts.

A1 Interconnected Elements: Comprehension, Vocabulary, *Alphabetics, Fluency*

Pre-K-2 Performance Indicators & Descriptors
<p>Students read texts, within a grade appropriate span of text complexity, and apply their knowledge and strategies of comprehension, vocabulary, <i>alphabetics</i>, and <i>fluency</i>.</p> <ul style="list-style-type: none"> a. Use comprehension strategies to understand texts within a grade appropriate span of text complexity. b. Develop vocabulary using knowledge of word parts and relationships among words including action words and different words that describe similar meanings. c. Demonstrate <i>phonemic awareness</i> and use <i>phonics</i> to decode new words. d. Read fluently and accurately with appropriate pacing and expression. e. Demonstrate comprehension by making logical predictions based on text or stating connections made.

A1 Interconnected Elements: Comprehension, Vocabulary, *Alphabetics, Fluency*

Performance Indicators & Descriptors					
3	4	5	6	7	8
Students read and draw conclusions from texts, within a grade appropriate span of text complexity, by	Students read and draw conclusions from texts, within a grade appropriate span of text complexity, by	Students read and draw conclusions from texts, within a grade appropriate span of text complexity, by	Students read and make generalizations from texts, within a grade appropriate span of text	Students read and make generalizations from texts, within a grade appropriate span of text	Students read and make generalizations from texts, within a grade appropriate span of text

LEARNING RESULTS: PARAMETERS FOR ESSENTIAL INSTRUCTION
 = Maine Department of Education Regulation 131
 Words in *blue italics* are defined in the glossary.

Performance Indicators & Descriptors					
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<p>applying their knowledge and strategies of comprehension, vocabulary, <i>alphabetics</i>, and <i>fluency</i>.</p> <p>a. Use a range of strategies as they read including constant monitoring, searching, connecting, and inferring to deepen their understanding of text (s).</p> <p>b. Demonstrate ownership of appropriate vocabulary by effectively using a word in different contexts and for different purposes.</p> <p>c. Determine the meaning of unknown words by using a</p>	<p>applying their knowledge and strategies of comprehension, vocabulary, <i>alphabetics</i>, and <i>fluency</i>.</p> <p>a. Use a range of strategies as they read including constant monitoring, searching, connecting, and inferring to deepen their understanding of text (s).</p> <p>b. Demonstrate ownership of appropriate vocabulary by effectively using a word in different contexts and for different purposes.</p> <p>c. Determine the meaning of unknown words by using a</p>	<p>applying their knowledge and strategies of comprehension, vocabulary, <i>alphabetics</i>, and <i>fluency</i>.</p> <p>a. Use a range of strategies as they read including constant monitoring, searching, connecting, and inferring to deepen their understanding of text (s).</p> <p>b. Demonstrate ownership of appropriate vocabulary by effectively using a word in different contexts and for different purposes.</p> <p>c. Determine the meaning of unknown words by using a</p>	<p>complexity, by applying their knowledge and strategies of comprehension, vocabulary, <i>alphabetics</i>, and <i>fluency</i>.</p> <p>a. Use a range of before, during, and after <i>reading strategies</i> to deepen their understanding of text(s).</p> <p>b. Demonstrate ownership of appropriate vocabulary by effectively using a word in different contexts and for different purposes.</p> <p>c. Determine the meaning of unknown words by using a variety of strategies including <i>context</i></p>	<p>complexity, by applying their knowledge and strategies of comprehension, vocabulary, <i>alphabetics</i>, and <i>fluency</i>.</p> <p>a. Use a range of before, during, and after <i>reading strategies</i> to deepen their understanding of text (s).</p> <p>b. Demonstrate ownership of appropriate vocabulary by effectively using a word in different contexts and for different purposes.</p> <p>c. Determine the meaning of unknown words by using a variety of strategies including</p>	<p>complexity, by applying their knowledge and strategies of comprehension, vocabulary, <i>alphabetics</i>, and <i>fluency</i>.</p> <p>a. Use a range of before, during, and after <i>reading strategies</i> to deepen their understanding of text(s).</p> <p>b. Demonstrate ownership of appropriate vocabulary by effectively using a word in different contexts and for different purposes.</p> <p>c. Determine the meaning of unknown words by using a variety of strategies including the</p>

Performance Indicators & Descriptors					
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<p>variety of strategies including using the <i>context</i> of the text, word connections, and a dictionary.</p> <p>d. Use <i>phonics</i> including <i>syllable types</i>, <i>word parts</i>, word families and common <i>prefixes</i> and <i>suffixes</i> to read fluently and build meaning as they read.</p> <p>e. Fluently and accurately read text, within a grade appropriate span of text complexity, using appropriate pacing, phrasing, intonation, and expression.</p> <p>f. Demonstrate comprehension of text(s) by stating connections or inferences made</p>	<p>variety of strategies including applying knowledge of synonyms, antonyms, <i>homophones</i>, and <i>homographs</i>.</p> <p>d. Use <i>phonics</i> including <i>word parts</i> and common <i>root words</i> to read fluently and build meaning as they read.</p> <p>e. Fluently and accurately read text, within a grade appropriate span of text complexity, using appropriate pacing, phrasing, intonation, and expression.</p> <p>f. Demonstrate comprehension of text(s) by stating connections or inferences made</p>	<p>variety of strategies including distinguishing and interpreting words with multiple meanings and using word, <i>context cues</i>.</p> <p>d. Use <i>phonics</i> including <i>word parts</i> and less common <i>root words</i> to read fluently and build meaning as they read.</p> <p>e. Fluently and accurately read text, within a grade appropriate span of text complexity, using appropriate pacing, phrasing, intonation, and expression.</p> <p>f. Demonstrate deep comprehension that goes beyond the text(s) by stating connections or</p>	<p><i>cues</i>, definition, example, restatement, and compare/contrast.</p> <p>d. Use <i>phonics</i>, <i>word parts</i>, and word relationships when necessary to maintain fluency and meaning as they read.</p> <p>e. Fluently and accurately read text, within a grade appropriate span of text complexity, using appropriate pacing, phrasing, intonation, and expression.</p> <p>f. Demonstrate comprehension by summarizing and making generalizations of whole texts, parts of texts, and across texts.</p>	<p>understanding and explaining that similar and related words can express different <i>shades of meaning</i>.</p> <p>d. Use the origins and meanings of foreign words that are frequently used in English to aid comprehension as they read.</p> <p>e. Fluently and accurately read text, within a grade appropriate span of text complexity, using appropriate pacing, phrasing, intonation, and expression.</p> <p>f. Demonstrate comprehension by summarizing, generalizing, drawing conclusions, making</p>	<p><i>connotative</i> and <i>denotative</i> meaning of words.</p> <p>d. Use knowledge of Greek, Latin, and Anglo-Saxon <i>roots</i> and <i>word parts</i> to maintain fluency and meaning as they read science, social studies, and mathematics texts.</p> <p>e. Fluently and accurately read text, within a grade appropriate span of text complexity, using appropriate pacing, phrasing, intonation, and expression.</p> <p>f. Demonstrate comprehension by summarizing, generalizing, drawing conclusions, making judgments,</p>

Performance Indicators & Descriptors					
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	and stating questions or conclusions that indicate deeper understanding(s).	inferences made and explaining relationships among prior knowledge and the conclusions and connections made.		judgments, and making connections between prior knowledge and multiple texts.	interpreting text, and synthesizing information within and across texts.

A1 Interconnected Elements: Comprehension, Vocabulary, *Alphabetics, Fluency*

9-Diploma Performance Indicators & Descriptors

Students read and evaluate texts, within a grade appropriate span of text complexity, by applying their knowledge and strategies of comprehension, vocabulary, *alphabetics*, and *fluency*.

- a. Use a flexible range of before, during, and after *reading strategies* to deepen understanding of the author’s message.
- b. Demonstrate ownership of appropriate vocabulary effectively using a word in different contexts and for different purposes.
- c. Determine the meaning of unknown words by analyzing the *context* in which they are used, using reference sources, and applying knowledge of *word parts* and their meanings.
- d. Pronounce and recognize foreign words, *tier 3 words* across all content areas, and specific literary terms to enhance comprehension of complex texts.
- e. Fluently and accurately read text using appropriate pacing, phrasing, intonation, and expression.
- f. Demonstrate comprehension by evaluating texts using established criteria.

A2 Literary Texts

Pre-K-2 Performance Indicators & Descriptors

Students read *fiction, nonfiction, drama, and poetry*, within a grade appropriate span of text complexity.

- a. Identify and describe *settings* and *characters*.
- b. Retell the sequence of events and include essential details.
- c. Answer questions about information found directly in the text.

- d. Read dramatic scripts with support.
- e. Read a variety of [poems](#) with support.

A2 Literary Texts

Performance Indicators & Descriptors					
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<p>Students read <i>fiction, nonfiction, drama, and poetry</i>, within a grade appropriate span of text complexity.</p> <p>a. Identify and describe what characters are like based on what they say or do and by how the author or illustrator portrays them.</p> <p>b. Explain the basic <i>plots</i> of various texts (realistic fiction, historical fiction, classic fairy tales, myths, folktales, legends, or fables) by identifying the problem and solution in relation to the other story elements.</p>	<p>Students read <i>fiction, nonfiction, drama, and poetry</i>, within a grade appropriate span of text complexity.</p> <p>a. Use knowledge of the situation, setting, and a <i>character's</i> traits, motivations, and feelings to determine the causes for that <i>character's</i> actions.</p> <p>b. Identify the main events of the <i>plot</i> including the cause and the effect of events on future actions and the major <i>theme(s)</i>.</p> <p>c. Define "narrator" and identify the <i>narrator</i> or speaker in a selection or story to aid</p>	<p>Students read <i>fiction, nonfiction, drama, and poetry</i>, within a grade appropriate span of text complexity.</p> <p>a. Make inferences about <i>characters'</i> actions and explain how their behaviors affect the <i>plot</i> and/or <i>theme</i>.</p> <p>b. Summarize texts and select representative passages for support to identify the main problem or <i>conflict</i> and explain how it is resolved.</p> <p>c. Identify the speaker or <i>narrator</i> in a selection and tell whether the speaker or narrator is a</p>	<p>Students read <i>fiction, nonfiction, drama, and poetry</i>, within a grade appropriate span of text complexity, and analyze the characteristics noting how <i>structural features</i> and common <i>literary devices</i> help shape the reader's response.</p> <p>a. Describe external and internal <i>conflicts of the characters</i> and their effect on the <i>plot</i>.</p> <p>b. Analyze the influence of the setting on the problem and its resolution.</p> <p>c. Explain the difference between</p>	<p>Students read <i>fiction, nonfiction, drama, and poetry</i>, within a grade appropriate span of text complexity, and analyze the characteristics noting how <i>structural features</i> and common <i>literary devices</i> help shape the reader's response.</p> <p>a. Analyze an author's characterization techniques including the <i>character's</i> thoughts, words, and actions; the <i>narrator's</i> description; and the thoughts, words, and actions of other characters.</p>	<p>Students read <i>fiction, nonfiction, drama, and poetry</i>, within a grade appropriate span of text complexity, and analyze the characteristics, noting how <i>structural features</i> and common <i>literary devices</i> help shape the reader's response.</p> <p>a. Analyze the effect of the qualities of a <i>character</i> on the <i>plot</i> and on the resolution of the conflict.</p> <p>b. Evaluate the structural elements of the <i>plot</i>, such as subplots, parallel episodes, and climax; the <i>plot's</i></p>

Performance Indicators & Descriptors					
3	4	5	6	7	8
<p>c. Identify the speaker in a selection to aid comprehension.</p> <p>d. Identify and explain <i>literary devices</i>, including <i>similes</i> and exaggeration, to understand the text.</p> <p>e. Recognize <i>theme(s)</i> that are explicitly stated in text(s) to aid comprehension.</p> <p>f. Explain how <i>poems</i> are different from other kinds of <i>fiction</i> and demonstrate understanding by stating what a poem is about.</p> <p>g. Identify the main purpose of a passage or a particular part of a passage to aid comprehension.</p>	<p>d. Identify and describe the effect of common <i>literary devices</i> on the reader, including <i>figurative language</i> and <i>symbolism</i>, to understand the text.</p> <p>e. Explain <i>theme(s)</i> that are explicitly stated in text(s).</p> <p>f. Identify <i>rhyme, rhythm, alliteration</i>, and <i>onomatopoeia</i> in <i>poetry</i> and use this knowledge to understand poems.</p> <p>g. Identify the main purpose of a passage or particular parts of a passage to aid comprehension.</p>	<p>d. Identify and define the function of <i>figurative language</i> and the use of <i>literary devices</i> including <i>symbolism</i>, to understand the text.</p> <p>e. Explain that <i>theme</i> refers to the central ideas or meaning of a selection and identify <i>theme(s)</i> whether they are implied or stated directly.</p> <p>f. Identify and describe the function of common <i>literary devices</i> including <i>simile, alliteration, idioms</i>, simple <i>metaphors</i>, and <i>imagery</i> in <i>poetry</i> and use this knowledge to</p>	<p><i>first-person</i> and <i>third-person narration</i>.</p> <p>d. Explain how the effects of common <i>literary devices</i>, including <i>imagery, symbolism</i>, or <i>metaphors</i>, in a variety of fictional and literary nonfiction texts, help the reader understand the text.</p> <p>e. Describe the <i>theme</i> of a selection, whether implied or stated directly.</p> <p>f. Identify how meaning is conveyed in poetry through <i>figurative language, rhythm, alliteration</i>, and <i>rhyme</i>.</p> <p>g. Identify various genres of literature and their purposes.</p>	<p>b. Identify events that advance the <i>plot</i> and determine how each event explains past or present action or foreshadows future action.</p> <p>c. Contrast points of view including first person, third person, limited and omniscient in a literary text.</p> <p>d. Identify the relationship between the use of <i>literary devices</i> and a writer's style to understand the text.</p> <p>e. Compare how similar themes are presented in different works.</p> <p>f. Identify how meaning is conveyed in <i>poetry</i> through word</p>	<p>development; and the way in which conflicts are (or are not) addressed and resolved.</p> <p>c. Explain how different points of view can affect the overall theme of the work.</p> <p>d. Analyze the <i>literary devices</i> that define a writer's style and use those elements to interpret the text.</p> <p>e. Identify and analyze recurring <i>themes</i> that appear frequently across traditional and contemporary works.</p> <p>f. Describe the use of <i>diction, figurative language, repetition, rhyme</i> and <i>tone</i> to convey meaning in <i>poetry</i>.</p>

Performance Indicators & Descriptors					
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		understand poems. g. Identify the main purpose of a poem, passage, or particular parts of a passage to aid comprehension.		choice, sentence structure, line length, and punctuation. g. Analyze the characteristics of various genres of literature and their purposes.	g. Evaluate the characteristics of various genres of literature and their purposes.

A2 Literary Texts

9-Diploma Performance Indicators & Descriptors

Students read text, within a grade appropriate span of text complexity, and present analyses of *fiction*, *nonfiction*, *drama*, and *poetry*, using excerpts from the text to defend their assertions.

- a. Analyze the characters' external and internal *conflicts*.
- b. Analyze the difference between *first-person and third-person narration* and the effect of *point of view* on a reader's interpretation of a text.
- c. Determine the effects of common *literary devices* on the *style* and *tone* of a text.
- d. Evaluate the *theme* or *themes*, whether explicitly stated or implied, in a literary text.
- e. Identify, compare, and analyze recurring themes across works.
- f. Analyze how meaning is conveyed in *poetry* through *diction*, *figurative language*, repetition, and *rhyme*.
- g. Compare types of *poetry*.
- h. Evaluate the effective use of a genre of literature related to its intended purpose and audience.

A3 Informational Texts

PreK-2 Performance Indicators & Descriptors	
Students read <i>informational texts</i> , within a grade appropriate span of text complexity, for different purposes.	
<ul style="list-style-type: none"> a. Ask and answer relevant questions. b. Restate facts from the text. c. Follow one-step and two-step written instructions. 	

A3 Informational Texts

Performance Indicators & Descriptors					
3	4	5	6	7	8
Students read and summarize <i>informational texts</i> , within a grade appropriate span of text complexity, for different purposes.	Students read, paraphrase, and summarize <i>informational texts</i> , within a grade appropriate span of text complexity, for different purposes.	Students read, paraphrase, and summarize <i>informational texts</i> , within a grade appropriate span of text complexity, for different purposes.	Students read various <i>informational texts</i> , within a grade appropriate span of text complexity, making decisions about usefulness based on purpose, noting how the <i>text structures</i> affect the information presented.	Students read various <i>informational texts</i> , within a grade appropriate span of text complexity, making decisions about usefulness based on purpose, noting how the <i>text structures</i> affect the information presented.	Students read multiple <i>informational texts</i> , within a grade appropriate span of text complexity, making decisions about usefulness based on purpose, noting how the <i>text structures</i> affect the information presented.
<ul style="list-style-type: none"> a. Generate questions, with support that can be answered using <i>text features</i> and information found within the text. b. Use organizational <i>text features</i> including titles, 	<ul style="list-style-type: none"> a. Create questions that can be answered by the text using <i>text features</i> and information found within the text. b. Use organizational <i>text features</i> 	<ul style="list-style-type: none"> a. Create and revise questions that can be answered by using <i>text features</i> and information found within the text. b. Use <i>text features</i> including diagrams, 	<ul style="list-style-type: none"> a. Create and revise questions that can be answered by using <i>text structures</i> and information 	<ul style="list-style-type: none"> a. Create and revise questions that can be answered by using <i>text structures</i> and information 	<ul style="list-style-type: none"> a. Create and revise questions that can be answered by using <i>text structures</i> and information

Performance Indicators & Descriptors					
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<p>tables of contents, chapter headings, a glossaries, an index, illustrations, and maps to locate information or to aid comprehension.</p> <p>c. Identify answers in the text or important ideas to demonstrate understanding.</p> <p>d. Make reasonable statements about text.</p> <p>e. Follow simple written instructions.</p> <p>f. Identify the main reason or purpose for a particular section of text to aid comprehension.</p>	<p>including headings and sub-headings, bullets, bold- face fonts, illustrations, maps, and charts to locate information or to aid comprehension.</p> <p>c. Identify the <i>main idea(s)</i> of and details from the text which support the <i>main idea(s)</i> succinctly stating this information.</p> <p>d. Draw conclusions about information from text.</p> <p>e. Follow multi-step written instructions with four or more steps.</p> <p>f. Identify the main purpose of a text, particular paragraphs, or a section of the text to aid comprehension.</p>	<p>illustrations, charts, and maps to aid comprehension.</p> <p>c. Identify, summarize, or paraphrase the <i>main ideas</i> and details presented in texts and use evidence from the text to support those ideas.</p> <p>d. Distinguish between facts and opinions in text and/or draw conclusions from text.</p> <p>e. Follow multiple-step instructions which may be related to a content area text.</p> <p>f. Identify the main purpose of a text, particular paragraphs, or sections of the text to aid comprehension.</p>	<p>found within texts.</p> <p>b. Identify the <i>text structures</i> of informational publications including newspapers, magazines, and online sources and use them to obtain information.</p> <p>c. Identify and trace the development of an author's argument, purpose, position, or perspective to aid comprehension.</p> <p>d. Make reasonable statements and draw conclusions that are supported with evidence from the text.</p> <p>e. Follow multi-step instructions related to a content area text or technical</p>	<p>found within texts.</p> <p>b. Analyze the amount of coverage and organization of ideas in varied informational materials.</p> <p>c. Draw conclusions about a text and its purpose, and support them with evidence from the text.</p> <p>d. Make comparisons about information from several passages or articles from different texts.</p> <p>e. Follow multi-step instructions in a technical manual or content area text to complete a task or use a simple device.</p>	<p>found within texts.</p> <p>b. Analyze differences in the structures and purposes of varied informational materials.</p> <p>c. Evaluate the appropriateness of the evidence presented for an author's conclusions and evaluate whether the author adequately supports inferences.</p> <p>d. Draw conclusions about information from multiple texts and support them with evidence from the texts.</p> <p>e. Follow multi-step instructions to complete an application or a complex task.</p>

Performance Indicators & Descriptors					
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			manual.		

A3 Informational Texts

9-Diploma Performance Indicators & Descriptors

Students evaluate the validity, truthfulness, and usefulness of ideas presented in *informational texts*, within a grade appropriate span of text complexity, noting how the *text features* and *text structures* affect the information presented.

- a. Evaluate the extent to which the author’s conclusions can be logically drawn from the provided evidence.
- b. Evaluate the data contained in tables, charts, graphics, etc. for accuracy, credibility, and relevancy.
- c. Evaluate the effect(s) of rhetorical devices on the interpretation of information.
- d. Evaluate the effective use, purposes, and intended audiences of various types of informational texts.

A4 Persuasive Texts

PreK-2 Performance Indicators & Descriptors

No performance indicator.

Although no performance indicators are stated, students are expected to have instructional experiences that help them to understand and explain that sometimes authors write to convince readers of something.

A4 Persuasive Texts

Performance Indicators & Descriptors					
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No performance indicator.	No performance indicator.	No performance indicator.	Students evaluate the information in persuasive texts, within a grade	Students evaluate the information in persuasive texts, within a grade	Students evaluate the information in persuasive texts, within a grade
Although no	Although no	Although no			

Performance Indicators & Descriptors					
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performance indicators are stated, students are expected to have instructional experiences that help them to identify the purpose of a text, the main idea and the supporting details and to explain that sometimes authors write to convince readers of something.	performance indicators are stated, students are expected to have instructional experiences that help them to identify the purpose for a text or portion of a text, the central argument and its supporting details and to explain that sometimes authors write to convince readers of something.	performance indicators are stated, students are expected to have instructional experiences that help them to identify the purpose for a text or portion of a text, the central argument and its supporting details, to differentiate between facts and opinions and to explain that sometimes authors write to convince readers of something.	<p>appropriate span of text complexity, noting how the <i>structural features</i> and <i>rhetorical devices</i> affect the information and argument(s) presented in these texts.</p> <ul style="list-style-type: none"> a. Recognize arguments for and against issues. b. Identify the author's position or perspective. c. Distinguish among facts, supported inferences, and opinions. d. Summarize the author's position or perspective. e. Identify purpose and intended audience of a text. f. Identify rhetorical devices an author uses to persuade 	<p>appropriate span of text complexity, noting how the <i>structural features</i> and <i>rhetorical devices</i> affect the information and argument(s) presented in these texts.</p> <ul style="list-style-type: none"> a. Recognize organizational patterns of compare/contrast, proposition/support, and problem/solution in an argument to aid comprehension. b. Identify and use ways to detect bias. c. Identify problems with an author's use of figures of speech, logic, or reasoning. d. Make reasonable judgments about a text through accurate, supporting 	<p>appropriate span of text complexity, noting how the <i>structural features</i> and <i>rhetorical devices</i> affect the information and argument(s) presented in these texts.</p> <ul style="list-style-type: none"> a. Explain how organizational patterns shape an author's argument. b. Analyze the author's perspective, noting instances of <i>bias</i>, <i>stereotyping</i>, and generalizations. c. Explain instances of <i>propaganda</i> and faulty reasoning. d. Evaluate positions presented in text(s) and take a supported stand. e. Identify purpose and intended audience of a text.

Performance Indicators & Descriptors					
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			the reader including bandwagon, peer pressure, repetition, and testimonial.	evidence. e. Identify purpose and intended audience of a text. f. Identify rhetorical devices an author uses to persuade the reader including bandwagon, peer pressure, repetition, testimonial, hyperbole, and loaded words.	f. Identify rhetorical devices an author uses to persuade the reader including bandwagon, peer pressure, repetition, testimonial, hyperbole, loaded words, transfer, amplification, and extended metaphor.

A4 Persuasive Texts

9-Diploma Performance Indicators & Descriptors

Students evaluate the validity, truthfulness, and usefulness of ideas presented in persuasive texts, within a grade appropriate span of text complexity, noting how the *structural features* and *rhetorical devices* affect the information and argument(s) presented.

- a. Evaluate the logic of persuasive texts, noting instances of unsupported inferences and *fallacious reasoning*.
- b. Recognize and explain the use and misuse of forms of nuance such as ambiguity, contradiction, irony, and over-or-understatement in persuasive texts.
- c. Identify and describe the effect of *figurative language* and other *rhetorical devices*; explain why they do or do not contribute to the overall effectiveness of the argument.
- d. Analyze the purpose(s) of a persuasive text; describe the intended audience, and assess the overall effectiveness of text.

B. **WRITING:** Students write to express their ideas and emotions, to describe their experiences, to communicate information, and to present or analyze an argument.

B1 Interconnected Elements

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
<p>Students use a <i>writing process</i> to communicate their ideas.</p> <ol style="list-style-type: none"> Select a focus for writing and develop an idea, including a beginning, middle, and end. Respond to clarifying questions and suggested revisions. Edit, with assistance, for correct grammar, usage, and mechanics. Create <i>legible</i> final drafts. 	<p>Students use a <i>writing process</i> with an emphasis on the development of a central idea, for a variety of audiences and purposes.</p> <ol style="list-style-type: none"> Select a purpose for writing. Pre-write using graphic organizers or other structures to organize their ideas. Establish an organizing structure and maintain a consistent focus. Include an introduction and conclusion. Write coherent paragraphs that have supporting sentences and a concluding sentence. Revise original drafts to improve coherence, provide better descriptive details, and to convey <i>voice</i>. Edit for correct grammar, usage, and mechanics. Create <i>legible</i> final drafts. 	<p>Students use a <i>writing process</i> to communicate for a variety of audiences and purposes.</p> <ol style="list-style-type: none"> Determine a purpose for writing. Decide which information is included to achieve the desired purpose. Revise drafts to improve focus, effect, and <i>voice</i> incorporating <i>peer response</i> when appropriate. Edit for correct grammar, usage, and mechanics. Write to achieve a specific purpose. Create <i>legible</i> final drafts. 	<p>Students use a <i>writing process</i> to develop an appropriate <i>genre</i>, exhibiting an explicit <i>organizational structure</i>, perspective and <i>style</i> to communicate with target audiences for specific purposes.</p> <ol style="list-style-type: none"> Locate, summarize, and synthesize information from <i>primary</i> and <i>secondary sources</i>, as necessary. Apply aspects of various <i>genres</i> for rhetorical effect, strong diction, and distinctive voice. Revise drafts to improve synthesis of information from sources, ensuring that the <i>organizational structure</i>, perspective, and <i>style</i> are effective for the targeted audience and purpose. Edit for correct grammar, usage, and mechanics. Create <i>legible</i> final drafts.

B2 Narrative

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
<p>Students write stories that describe an experience.</p> <p>a. Include descriptive details that enable the reader to create mental images.</p>	<p>Students write <i>narratives</i> that relate events, ideas, observations, or recollections.</p> <p>a. Provide enough details and description in an organized manner so the reader can imagine the event or experience.</p> <p>b. Develop major events, settings, and characters and deal with problems and solutions in a story.</p> <p>c. Provide insight into why the selected event or experience is memorable.</p> <p>d. Include sensory details.</p>	<p>Students write <i>narratives</i> that convey complex ideas, observations, events, or reflections.</p> <p>a. Establish a <i>plot</i> or other narrative structure, <i>point of view</i>, setting, and <i>conflict</i>.</p> <p>b. Develop <i>characters</i>.</p> <p>c. Use a range of <i>narrative strategies</i> for effect including dialogue and suspense.</p> <p>d. Use <i>stylistic devices</i> including figurative language and <i>point of view</i> to clarify, enhance, and develop ideas.</p>	<p>Students embed <i>narrative</i> writing in a written text when appropriate to the audience and purpose.</p> <p>a. Use <i>diction, syntax, imagery</i>, and <i>tone</i> to create a distinctive <i>voice</i>.</p> <p>b. Organize ideas in a logical sequence with effective transitions.</p>

B3 Argument/Analysis

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
<p>Students write to inform an audience on a specific topic.</p> <p>a. Write brief descriptions of objects, people, places, or events.</p> <p>b. Record and share, in writing,</p>	<p>Students write to identify and explain a position to an identified audience.</p> <p>a. Summarize information from reading, listening, or viewing.</p> <p>b. Write about a central question or</p>	<p>Students write <i>academic essays</i> that state a clear position, supporting the position with relevant evidence.</p> <p>a. Summarize and paraphrase and/or explain information from</p>	<p>Students write <i>academic essays</i> that structure ideas and arguments in a sustained and logical fashion.</p> <p>a. Explain and evaluate information from reading, listening, or viewing.</p> <p>b. Write thesis-driven essays that</p>

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
information that has been gathered.	idea by using relevant supporting facts and details.	reading, listening, or viewing. b. Write essays that support an idea and build a <i>logical</i> argument excluding extraneous information and differentiating between facts and opinions.	build a logical argument and support assertions with examples and evidence that are accurate, credible, and relevant.

B4 Persuasive

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
<p>Students write to explain likes and dislikes.</p> <p>a. Support opinions with examples.</p>	<p>Students write to persuade a targeted audience.</p> <p>a. Establish a clear position on a topic and support the position with relevant evidence.</p>	<p>Students write <i>persuasive essays</i> addressed to a specific audience for a particular purpose.</p> <p>a. Employ a variety of persuasive techniques, including presenting alternate views objectively or addressing potential counterclaims, in an essay that supports an idea using facts, supported inferences, and/or opinions appropriate to the audience and purpose and is intended to influence the opinions, beliefs, or positions of others.</p>	<p>Students write <i>persuasive essays</i> exhibiting logical reasoning and rhetorical techniques.</p> <p>a. Employ a variety of persuasive techniques including anticipating, addressing, and refuting potential counterclaims in a thesis-driven logical argument to influence the opinions, beliefs, or positions of others.</p>

B5 Practical Application

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
<p>Students convey simple needs in writing.</p> <ul style="list-style-type: none"> a. Write a personal letter. b. Complete simple informational forms. c. Write one-step and two-step directions for completing a simple task. 	<p>Students write letters, other requests for information or directions for completing a process.</p> <ul style="list-style-type: none"> a. Write a letter including a date, salutation, body, closing, signature and, when appropriate, an inside address. b. Write multiple-step directions for completing a task. 	<p>Students write simple business letters and documents related to career development.</p> <ul style="list-style-type: none"> a. Write information purposefully and succinctly to meet the needs of the audience. b. Write to convey specific requests for detailed information. c. Follow a conventional format for writing resumes, memoranda, and/or proposals. d. Write multi-step directions, with annotation where appropriate, for completing a task. 	<p>Students write personal communication and pieces related to educational development, career issues, and civic participation.</p> <ul style="list-style-type: none"> a. Complete college, job, licensing, and/or scholarship applications. b. Write to request information. c. Write editorials.

C. **RESEARCH:** Students engage in inquiry by developing research questions, accessing and verifying a variety of sources, communicating findings, and applying the conventions of documentation. Students present findings orally, in writing, or using mixed media.

C1 Research

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
<p>Students answer research questions by gathering information from <i>print and non-</i></p>	<p>Students create, identify, and answer research questions by gathering information from <i>print</i></p>	<p>Students propose and revise research questions, collect information from a wide variety of</p>	<p>Students develop research questions and modify them as necessary to elicit, present, and</p>

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
<p><i>print sources.</i></p> <ul style="list-style-type: none"> a. Follow an established procedure for locating sources appropriate to reading level. b. Collect information for a specific purpose. c. Organize findings. d. Share information gathered using oral and visual examples. 	<p><i>and non-print sources</i> and documenting sources and communicating findings.</p> <ul style="list-style-type: none"> a. Identify key words and concepts related to research questions, making adjustments when appropriate. b. Locate and access information by using <i>text features</i>. c. Collect, evaluate, and organize information for a specific purpose. d. Communicate findings from a variety of <i>print and non-print sources</i>. e. Describe plagiarism and demonstrate appropriate <i>citation</i>. 	<p><i>primary and/or secondary sources</i>, and follow the conventions of documentation to communicate findings.</p> <ul style="list-style-type: none"> a. Determine the nature and extent of information needed. b. Locate and access relevant information. c. Demonstrate facility with note-taking, organizing information, and creating bibliographies. d. Distinguish between <i>primary and secondary sources</i>. e. Evaluate and verify the credibility of the information found in <i>print and non-print sources</i>. f. Use additional sources to resolve contradictory information. g. Summarize and interpret information presented in varied sources, and/or from fieldwork, experiments, and interviews. h. Present findings by paraphrasing, quoting sources, and using proper <i>citation</i>. i. Use information ethically and legally. 	<p>critique evidence from a variety of <i>primary and secondary sources</i> following the conventions of documentation.</p> <ul style="list-style-type: none"> a. Select and apply research methods that are appropriate for the purpose of the inquiry. b. Make judgments about conflicting findings from different sources, incorporating findings from sources that are valid and refuting others. c. Synthesize information from varied sources and/or data gathered from fieldwork and interviews. d. Utilize media relevant to audience and purpose that extend and support oral, written, and visual communication. e. Create and present a coherent set of findings that integrates paraphrasing, quotations, and proper citation. Access and present information ethically and legally.

D. **LANGUAGE**: Students write and speak using the conventions of Standard American English. They apply knowledge of grammar and usage when reading to aid comprehension. They know and apply rules of mechanics and spelling to enhance the effectiveness and clarity of communication.

D1 Grammar and Usage

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
<p>Students demonstrate an understanding of the parts of speech and simple sentence structures to communicate.</p> <p>a. Identify and use nouns and verbs correctly.</p> <p>b. Use simple sentences.</p>	<p>Students use parts of speech and vary sentence structure to communicate.</p> <p>a. Use forms of nouns, verbs, adjectives, adverbs, prepositions, conjunctions, pronouns, and interjections correctly.</p> <p>b. Use simple, compound, and complex sentences.</p>	<p>Students manipulate the parts of speech effectively and employ a variety of sentence structures to communicate.</p> <p>a. Use forms of nouns, pronouns, verbs, adjectives and their modifiers, adverbs, prepositions, transitions, conjunctions, and interjections correctly.</p> <p>b. Use compound complex sentences.</p> <p>c. Use active and passive voices effectively.</p>	<p>Students apply rhetorical skills when reading, writing, and speaking through their understanding of <i>Standard American English</i>.</p> <p>a. Use appropriate <i>diction, syntax,</i> and <i>figurative language</i> to suit purpose, context, and audience.</p> <p>b. Use handbooks, style guides or other writing sources to confirm accuracy of <i>Standard American English</i>.</p>

D2 Mechanics

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
Students apply the rules of	Students apply the rules of	Students apply the rules of	Students demonstrate the use of

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
<p>capitalization, punctuation, and spelling to communicate.</p> <p>a. Use commas in the greeting and closure of a letter and in dates.</p> <p>b. Capitalize proper nouns and words at the beginning of sentences.</p> <p>c. Use periods, question marks, and exclamation points.</p> <p>d. Spell high frequency grade-level words.</p> <p>e. Use <i>phonics</i> patterns to aid in spelling.</p>	<p>capitalization, punctuation, and spelling to communicate.</p> <p>a. Use end marks correctly.</p> <p>b. Capitalize correctly.</p> <p>c. Spell high- frequency grade- level words.</p>	<p>capitalization, punctuation, and spelling to communicate effectively.</p> <p>a. Use correct capitalization and punctuation including commas and semi-colons.</p> <p>b. Correctly spell frequently misspelled words and common <i>homophones</i>.</p>	<p>the structures and conventions of <i>Standard American English</i> in their communication.</p> <p>a. Use appropriate punctuation, spelling, and sentence and paragraph structure to suit purpose, situation, and audience.</p>

E. LISTENING AND SPEAKING: Students listen to comprehend and speak to communicate effectively.

E1 Listening

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
<p>Students use early active listening skills.</p> <p>a. Ask relevant questions at appropriate times.</p> <p>b. Converse without interrupting.</p> <p>c. Follow one-step and two- step</p>	<p>Students apply active listening skills.</p> <p>a. Ask clarifying questions.</p> <p>b. Attend and respond appropriately to classmates and adults.</p> <p>c. Follow multi-step oral instructions.</p>	<p>Students adjust listening strategies to understand formal and informal discussion, debates or presentations and then apply the information.</p> <p>a. Ask appropriate clarifying</p>	<p>Students adjust listening strategies for formal and informal discussion, debates or presentations, and then evaluate the information.</p> <p>a. Formulate clarifying questions.</p>

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
oral instructions.		questions. b. Summarize and apply information presented. c. Acknowledge and build upon the ideas of others.	b. Examine and critique information presented. c. Expand on ideas presented by others.

E2 Speaking

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
<p>Students use speaking skills to communicate.</p> <p>a. Make clear requests at appropriate times. b. Make simple presentations using eye contact. c. Use voice level appropriate to the situation. d. Share stories and information and support opinions using oral and visual examples.</p>	<p>Students use active speaking skills to communicate effectively in a variety of contexts.</p> <p>a. Explain ideas clearly and respond to questions with appropriate information. b. Speak using eye contact, clear enunciation, clear gestures for emphasis, and appropriate volume and rate. c. Share information summarized from reading, listening, or viewing and form a position on a topic, supporting the position with a variety of <i>print and non-print sources</i>.</p>	<p>Students adjust speaking strategies for formal and informal discussions, debates, or presentations appropriate to the audience and purpose.</p> <p>a. Organize and present information logically. b. Adjust volume, tone, eye contact, and gestures to suit the audience. c. Use conventions of <i>Standard American English</i>. d. Seek feedback and revise to improve effectiveness of communication. e. Select appropriate media, relevant to audience and purpose that support oral, written, and visual</p>	<p>Students determine speaking strategies for formal and informal discussions, debates, or presentations appropriate to the audience and purpose.</p> <p>a. Choose and present appropriate information logically and ethically. b. Apply conventions of <i>Standard American English</i> to suit audience and purpose. c. Analyze feedback and revise delivery to improve effectiveness of communication. d. Select appropriate media, relevant to audience and purpose, to extend and support</p>

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
		communication.	oral, written, and visual communication.

F **MEDIA:** Students recognize and can explain the effects that both *print and non-print sources* have on listeners, viewers and readers, in order to develop an awareness of the effects that the media have on forming opinions and making decisions.

F1 Analysis of Media

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
<p>Students understand that there are differences among the kinds of information in different forms of media.</p> <p>a. Identify the different types of media in the daily lives of most people.</p> <p>b. Describe their reactions to a variety of <i>print and/or non-print sources</i>.</p>	<p>Students explain that the same information can have different effects when presented through different forms of media.</p> <p>a. Compare the effects of the same kind of information as found in books, movies, newspapers, magazines, and/or on the Internet and television.</p> <p>b. Recognize that there are multiple roles and purposes of media.</p>	<p>Students identify the various purposes, techniques, and/or effects used to communicate auditory, visual, and written information found in different forms of media.</p> <p>a. Describe and evaluate the <i>text features</i> of visual and non-visual media.</p> <p>b. Explain the role of the media in shaping opinions.</p> <p>c. Note instances of <i>bias, stereotyping, and propaganda</i>.</p>	<p>Students analyze the effectiveness of auditory, visual, and written information used to communicate in different forms of media.</p> <p>a. Explain how visual and sound effects influence messages in various media.</p> <p>b. Explain the similarities and differences between the messages conveyed by <i>print and non-print sources</i>.</p> <p>c. Compare the role of <i>print and non-print sources</i>, including advertising, in shaping public opinion and noting instances of unsupported inferences, or <i>fallacious reasoning</i>.</p>

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
			d. Select appropriate media, relevant to audience and purpose that extend and support oral, written, and visual communication.