

Grade Kindergarten

- Identifies letters
- Identifies letter sounds (both in isolation and within a word)
- Recognizes and reads kindergarten high frequency/sight words
- Identifies rhyming words
- Produces phoneme segmentation
- Reads and writes simple one-syllable CVC words

Grade One

- Reads fluently (level H-I)
- Reads at a fluency rate of 45 -65 wpm
- Applies comprehension strategies with a wide variety of texts
- Write a properly sequenced text using details in an opinion, a research, and a narrative paper
- Applies phonics skills in reading and writing
- Recites the 105 1st grade high frequency/sight words

Grade Two

- Demonstrates basic understanding of English grammar and usage when writing or speaking including nouns, verbs, adjectives, and pronouns
- Recognizes and produces word families (including prefixes & suffixes)
- Reads fluently and comprehends fiction and nonfiction (level L)
- Writes a paragraph including main idea and supporting details using complete sentences and correct punctuation
- Demonstrates understanding of key details in a text: who, what, where, when, why, and how
- Recognizes and reads 160 2nd grade high frequency/sight words

Grade Three

- Use technology to produce a published writing
- Applies phonetic skills with unfamiliar words
- Reads fluently (level P)
- Applies comprehension strategies with a wide variety of texts
- Understands and is able to use the writing process in a writer’s workshop format
- Uses context clues to determine vocabulary meaning
- Conducts a short research project
- Writes an opinion piece with reasons
- Develops a narrative, real or imagined

Grade Four

- Reads with sufficient accuracy and fluency (level S)
- Applies comprehension strategies with a wide variety of texts

- Applies strategies to read unfamiliar words
- Writes ideas clearly in different genres (informative/explanatory, opinion, and narrative)
- Reads independently for an extended amount of time

Grade Five

- Summarize and identify main idea and details
- Write an opinion, narrative, and informative writing piece.
- Read and comprehend informational texts
- Determine or clarify the meaning of unknown words
- Use knowledge of language and conventions when reading and writing

Grade Six

- Determine the meaning of words-context and affixes/roots
- Use knowledge of conventions when reading and writing
- Demonstrate command of the conventions of standard English grammar including basic parts of speech
- Determine main idea
- Determine point of view
- Write for multiple purposes

Grade Seven

- Analyze how particular elements of a story or drama interact
- Determine meaning of words/phrases: context clues, Latin affixes/roots, figurative language Main Ideas/Details: reading and writing.
- Inferencing
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
- Engage effectively in a range of collaborative discussions
- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing

Grade Eight

- Read and comprehend literature and other texts including stories, dramas, and poems
- Write arguments, narratives, creative, and informative/explanatory texts.
- Produce clear and coherent writing where development, organization, and style are appropriate
- Engage in collaborative discussions
- Demonstrate conventions of English grammar and usage

- Determine or clarify the meaning of unknown words
- Demonstrate understanding of figurative language

English 9

Understand the research process

- Evaluate credibility of sources
- Ability to cite sources properly (including works cited page)
- Be able to efficiently paraphrase, summarize, directly format and quote sources

Knowledge of literary elements (Recognition and Identification of multiple examples and forms)

- Figurative language (alliteration, personification, metaphor, etc.)
- Irony
- Symbolism
- Theme
- Conflict
- Foreshadowing
- Elements of the plot line

Five-paragraph essay organization

- Thesis statement (3 part thesis)
- Body Paragraphs (body paragraphs with corresponding main ideas to each part of thesis)
- Topic and concluding sentences
- Supporting details including using quotations

Basic grammar and usage rules – (work in progress) work on applying these in student papers

- USAGE:
 - Subject/verb agreement
 - Pronoun and antecedent
 - Misplaced modifier
 - Shifts in verb tense or voice
 - Shifts in pronoun person or number
 - Proper use of adverbs and adjectives
 - Verb forms
 - Pronoun forms and cases
 - Comparative and superlative modifiers
 - Idiomatic English
- MECHANICS
 - Subordinate / dependent clauses
 - Independent clauses
 - Run-on sentences

- Comma splices
- Sentence fragments
- Punctuation questions involve identifying and correcting the following misplaced, missing, or unnecessary punctuation marks:
 - commas
 - apostrophes
 - colons, semi-colons, and dashes
 - periods, question marks, and exclamation points
- Reading instructions (content area reading) Active vs. Passive Reader
- Presentation Skills
 - Preparation
 - Delivery

English 10

- Understand and demonstrate the research process and elements of persuasion
 - Credibility of sources
 - Proper citation of sources (including works cited page)
 - Paraphrase, summarize, direct quotation
- Understand and demonstrate knowledge of literary elements and how they contribute to the overall meaning of a work
 - Figurative language (alliteration, personification, metaphor, etc.)
 - Irony
 - Symbolism
 - Theme
 - Conflict
 - Foreshadowing
 - Satire
 - Elements of the plot line
- Five-paragraph essay organization
 - Thesis statement (both 3 part thesis, and general thesis with emphasis on adding options for how students may structure their writing)
 - Body Paragraphs- proper organization and use of transitions
 - Topic and concluding sentences
 - Supporting details including using quotations
- Personal Narrative
 - Understand and demonstrate knowledge of thematic elements such as style and organization

- Grammar and usage rules – (work in progress) work on applying these rules into feedback of student papers and begin sophisticated application of usage rules.
 - USAGE:
 - Subject/verb agreement
 - Pronoun and antecedent
 - Misplaced modifier
 - Shifts in verb tense or voice
 - Shifts in pronoun person or number
 - Proper use of adverbs and adjectives
 - Verb forms
 - Pronoun forms and cases
 - Comparative and superlative modifiers
 - Idiomatic English
 - MECHANICS
 - Subordinate / dependent clauses
 - Independent clauses
 - Run-on sentences
 - Comma splices
 - Sentence fragments
 - Punctuation questions involve identifying and correcting the following misplaced, missing, or unnecessary punctuation marks:
 - commas
 - apostrophes
 - colons, semi-colons, and dashes
 - periods, question marks, and exclamation points
- Presentation Skills
 - Preparation
 - Delivery

English 11

- Understand the research process
 - Evaluate and select sources based on their credibility
 - Ability to cite sources properly (including works cited page)
 - Conduct research to create data
 - Utilize data gathered to help strengthen thesis
 - Paraphrase, summarize, direct quotation efficiently, using research to specify ideas
 - Providing context and strong lead-ins to quotations (work in progress)

- Knowledge of literary elements: identify and analyze use and the author's purpose for utilizing them to enhance the overall meaning of a literary work.
 - Figurative language (alliteration, personification, metaphor, etc.)
 - Irony
 - Satire
 - Symbolism
 - Theme
 - Conflict
 - Foreshadowing
 - Imagery
 - Diction
 - Syntax
 - Elements of the plot line

- Five-paragraph essay organization
 - Thesis statement
 - Body Paragraphs
 - Topic and concluding sentences
 - Supporting details including using quotations

- Grammar and Usage Rules (refining knowledge and skill of basic, sophisticated rules and exceptions to rules)
 - USAGE:
 - Subject/verb agreement
 - Pronoun and antecedent
 - Misplaced modifier
 - Shifts in verb tense or voice
 - Shifts in pronoun person or number
 - Proper use of adverbs and adjectives
 - Verb forms
 - Pronoun forms and cases
 - Comparative and superlative modifiers
 - Idiomatic English
 - MECHANICS
 - Subordinate / dependent clauses
 - Independent clauses
 - Run-on sentences
 - Comma splices
 - Sentence fragments
 - Punctuation questions involve identifying and correcting the following misplaced, missing, or unnecessary punctuation marks:

- commas
- apostrophes
- colons, semi-colons, and dashes
- periods, question marks, and exclamation points

- Presentation Skills
 - o Preparation
 - o Delivery
 - o Organization
 - o Proper use of visual aids
 - o Internal Citation of Sources (work in progress)

Graduation

- Understand the research process
 - o Critique credibility of sources and make decisions based on evaluation of their use in the research process.
 - o Ability to cite wide varieties of sources properly (including works cited page)
 - o Conduct research to create data
 - o Utilize data gathered to help strengthen thesis
 - o Paraphrase, summarize, direct quotation
 - o Providing context and strong lead-ins to quotations (refine)
- Knowledge of literary elements: Identify, analyze, and determine author's purpose for use of elements in a literary work.
 - o Figurative language (alliteration, personification, metaphor, etc.)
 - o Irony
 - o Satire
 - o Imagery
 - o Diction
 - o Syntax
 - o Symbolism
 - o Theme
 - o Conflict
 - o Foreshadowing
 - o Elements of the plot line
- Various Essay / Writing Types: The ability to write a variety of narrative, persuasive, and expository writings in either 5 paragraph essay method or using more sophisticated organizational methods.
 - o Thesis statement
 - o Body Paragraphs

- Topic and concluding sentences
- Supporting details including using quotations
- Basic grammar and usage rules – (work in progress) work on applying these in student papers.
 - Grammar instruction provided regularly on as-needed reinforcement basis
- Reading instructions (content area reading) Active vs. Passive Reader
- Presentation Skills
 - Preparation
 - Delivery
 - Internal Citation of Sources (work in progress)
 - Use of verbal and non-verbal rhetorical strategies and devices

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