

**WEST VIRGINIA  
SECRETARY OF STATE**

NATALIE E. TENNANT

**ADMINISTRATIVE LAW DIVISION**

Form #5

Do Not Mark In This Box

2011 JUL 15 PM 3:46

OFFICE OF THE WEST VIRGINIA  
SECRETARY OF STATE

**NOTICE OF AGENCY ADOPTION OF A PROCEDURAL OR INTERPRETIVE RULE  
OR A LEGISLATIVE RULE EXEMPT FROM LEGISLATIVE REVIEW**

AGENCY: West Virginia Board of Education TITLE NUMBER: 126

CITE AUTHORITY: W. Va. Constitution, Article XII, §2, W. Va. Code §18-2-5 and §18-9A-22

RULE TYPE: PROCEDURAL \_\_\_\_\_ INTERPRETIVE \_\_\_\_\_

EXEMPT LEGISLATIVE RULE X

CITE STATUTE(S) GRANTING EXEMPTION FROM LEGISLATIVE REVIEW

W.Va. Code §§29A-3B-1, et seq.; W.Va. Board of Education  
v. Hechler, 180 W.Va. 451; 376 S.E.2d 839 (1988).

AMENDMENT TO AN EXISTING RULE: YES X NO \_\_\_\_\_

IF YES, SERIES NUMBER OF RULE BEING AMENDED: 44A

TITLE OF RULE BEING AMENDED: 21<sup>st</sup> Century Reading and English Language Arts  
Content Standards and Objectives for West Virginia Schools (2520.1)

IF NO, SERIES NUMBER OF NEW RULE BEING PROPOSED: \_\_\_\_\_

TITLE OF RULE BEING PROPOSED: \_\_\_\_\_

THE ABOVE RULE IS HEREBY ADOPTED AND FILED WITH THE SECRETARY OF STATE. THE  
EFFECTIVE DATE OF THIS RULE IS August 15, 2011.



Charles K. Heinlein  
Deputy State Superintendent of Schools

**EXECUTIVE SUMMARY**  
**WEST VIRGINIA DEPARTMENT OF EDUCATION**

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**Policy Number and Title: Policy 2520.1 - 21<sup>st</sup> Century Reading and English Language Arts Content Standards and Objectives for West Virginia Schools**

**Background:** The current version of Policy 2520.1 – 21<sup>st</sup> Century Reading and English Language Arts Content Standards and Objectives for West Virginia Schools, became effective September 14, 2009. In May 2010, the West Virginia Department of Education adopted the Common Core State Standards and an 85 member stakeholder group immediately began placing these standards into the West Virginia Curriculum Framework. These new Next Generation Content Standards and Objectives for English Language Arts in West Virginia Schools (Policy 2520.1A) have been presented for adoption with a phrase-in schedule that begins with kindergarten in August 2011, first grade in July 2012, second grade in July 2013, and concludes with grades three through twelve in July 2014. As a result, the current 21<sup>st</sup> Century Reading and English Language Arts Content Standards and Objectives for kindergarten are being removed to allow the implementation of the Next Generation Content Standards according to the aforementioned schedule. Subsequent changes for grade one, two, and three will occur annually until full implementation of the new Next Generation Content Standards and Objectives for English Language Arts in West Virginia Schools is achieved in July 2014.

**Proposals:** It is recommended that the kindergarten section of Policy 2520.1 be removed to allow for the implementation of the new *Next Generation* Content Standards and Objectives for English language Arts in West Virginia Schools in kindergarten only beginning in August 2011.

**Impact:** The proposed revision will result in the implementation of the new Next Generation Content Standards and Objectives for English Language Arts in West Virginia Schools in kindergarten only beginning in August 2011 and thus beginning the phase-in process to culminate with full implementation in July 2014.

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**Response to Comments:** No comments were made, so no changes are necessary.

**TITLE 126  
LEGISLATIVE RULE  
BOARD OF EDUCATION**

FILED  
2011 JUL 15 PM 3:47

OFFICE OF WEST VIRGINIA  
SECRETARY OF STATE

**SERIES 44A  
21<sup>st</sup> CENTURY READING AND ENGLISH LANGUAGE ARTS CONTENT  
STANDARDS AND OBJECTIVES FOR WEST VIRGINIA SCHOOLS (2520.1)**

**§126-44A-1. General.**

1.1. Scope. -- West Virginia Board of Education Policy 2510 provides a definition of a delivery system for, and an assessment and accountability system for, a thorough and efficient education for West Virginia public school students. Policy 2520.1 defines the content standards (or instructional goals) and objectives for the reading and English language arts as required by W. Va. 126CSR42 (Policy 2510).

1.2. Authority. -- W. Va. Constitution, Article XII, §2, W. Va. Code §18-2-5 and §18-9A-22.

1.3. Filing Date. -- July 15, 2011.

1.4. Effective Date. -- August 15, 2011.

1.5. Repeal of former rule. -- This legislative rule amends W. Va. 126CSR44A West Virginia Board Policy 2520.1 "21<sup>st</sup> Century Reading and English Language Arts Content Standards and Objectives for West Virginia Schools (2520.1)" filed August 14, 2009 and effective September 14, 2009.

**§126-44A-2. Purpose.**

2.1. This policy defines the content standards and objectives for the programs of study required by Policy 2510 in reading and English language arts for grades one through twelve.

**126-44A-3. Incorporation by Reference.**

3.1. A copy of 21<sup>st</sup> Century Reading and English Language Arts Content Standards and Objectives for West Virginia Schools is attached and incorporated by reference into this policy. Copies may be obtained in the Office of the Secretary of State and in the West Virginia Department of Education, Office of Instruction.

**§126-44A-4. Summary of the Content Standards and Objectives.**

4.1. The West Virginia Board of Education has the responsibility for establishing high quality standards pertaining to all educational standards pertaining to all education programs (W.Va. Code §18-9A-22). The content standards and objectives provide a focus for teachers to teach and students to learn those skills and competencies essential for future success in the workplace and further education. The document includes content standards for reading and English language arts; an explanation of terms; objectives that reflect a rigorous and challenging curriculum; and performance descriptors.

## Foreword

A 21<sup>st</sup> century reading and English language arts curriculum is an increasingly important aspect of developing learners prepared for success in the 21<sup>st</sup> century. Thus, the West Virginia Board of Education and the West Virginia Department of Education are pleased to present Policy 2520.1, 21<sup>st</sup> Century Reading and English Language Arts Content Standards and Objectives for West Virginia Schools. The West Virginia Reading and English Language Arts Standards for 21<sup>st</sup> Century Learning includes 21<sup>st</sup> century content standards and objectives as well as 21<sup>st</sup> century standards and objectives for *learning skills* and *technology tools*. This broadened scope of curriculum is built on the firm belief that quality engaging instruction must be built on a curriculum that triangulates rigorous 21<sup>st</sup> century content, 21<sup>st</sup> century learning skills and the use of 21<sup>st</sup> century technology tools.

Committees of educators from across the state convened to revise the content standards and objectives. The overarching goal was to build a rigorous, relevant and challenging reading and English language arts curriculum that would prepare students for the 21<sup>st</sup> century. West Virginia educators, including regular classroom teachers, special education teachers, and teachers representing higher education institutions played a key role in shaping the content standards to align with national standards, rigorous national assessments and research and best practice in the field of reading and English language arts education. The contribution of these professionals was critical in creating a policy that is meaningful to classroom teachers and appears in a format that can easily be used and understood.

Policy 2520.1 is organized around the three major components of a standards-based curriculum: learning standards, instructional objectives and performance descriptors. The learning standards are the *broad descriptions* of what *all* students must know and be able to do at the conclusion of the instructional sequence. The accompanying grade-level objectives are specific descriptors of knowledge, skills and attitudes that when mastered will enable the student to attain the standard. The instructional objectives guide instructional *planning* and provide a basis for determining appropriate *assessments, instructional strategies and resources*. The performance descriptors provide the basis for *assessing* overall student competence of grade level standards. The performance descriptors define the five student performance levels ranging from novice to distinguished. With the ultimate goal of “learning for all,” these descriptors allow the teacher, students and parents to judge the *level* of student proficiency in each 21<sup>st</sup> century learning standard.

In combination, the use of learning standards, instructional objectives and performance descriptors become a comprehensive guide for delivering a rigorous and relevant reading and English language arts curriculum to all West Virginia students. These elements, when used to guide the instructional process and when delivered with the creativity and instructional expertise of West Virginia teachers, will become a powerful resource for preparing students to meet the challenges of the 21<sup>st</sup> century.

## Explanation of Terms

**Content Standards** are broad descriptions of what students should know and be able to do in a content area. Content standards describe what students' knowledge and skills should be at the end of a 1-12 sequence of study.

**Objectives** are incremental steps toward accomplishment of content standards. Objectives are listed by grade level and are organized around the content standards. Objectives build across grade levels as students advance in their knowledge and skills.

**Performance Descriptors** describe in narrative format how students demonstrate achievement of the content standards. Line breaks within the narrative format indicate clusters of concepts and skills. West Virginia has designed five performance levels: distinguished, above mastery, mastery, partial mastery and novice. Performance Descriptors serve two functions. Instructionally, they give teachers more information about the level of knowledge and skills students need to acquire. Performance levels and descriptors are also used to categorize and explain student performance on statewide assessment instruments.

**Distinguished:** A student at this level has demonstrated exemplary performance. The work shows a distinctive and sophisticated application of knowledge and skills that go beyond course or grade level applications.

**Above Mastery:** A student at this level has demonstrated effective performance and exceeds the standard. The work shows a thorough and effective application of knowledge and skills.

**Mastery:** A student at this level has demonstrated adequate knowledge and skills that meet the standard. The work is accurate, complete and fulfills all requirements. The work shows solid academic performance at the course or grade level.

**Partial Mastery:** A student at this level has demonstrated limited knowledge and skills toward meeting the standard. The work shows basic but inconsistent application of knowledge and skills characterized by errors and/or omissions. Performance needs further development.

**Novice:** A student at this level has demonstrated minimal fundamental knowledge and skills needed to meet the standard. Performance at this level is fragmented and/or incomplete and needs considerable development.

### Numbering of Standards

The number for each content standard is composed of four parts, each part separated by a period:

- the content area code is RLA for Reading and English Language Arts,
- the letter S, for Standard,
- the grade level (exceptions are Journalism and Speech I), and
- the standard number.

Illustration: RLA.S.4.1 refers to fourth grade reading and English language arts content standard #1.

### Numbering of Objectives

The number of each objective is composed of five parts, each part separated by a period:

- the content area code (RLA for Reading and English Language Arts),
- the letter O is for Objective,
- the grade level (exceptions are Journalism and Speech I),
- the number of the content standard addressed, and
- the objective number.

Illustration: RLA.O.6.2.3 refers to a reading and English language arts sixth grade objective that addresses standard #2 in reading and English language arts, the third objective listed under that standard.

#### **Numbering of Performance Descriptors**

The number for each group of three performance descriptors is composed of four parts, each part separated by a period:

- the content area (RLA for Reading and English Language Arts),
- the letters PD are for Performance Descriptors,
- the grade level (See exceptions noted above for grade level under numbering of objectives), and
- the standard number.

Illustration: RLA.PD.9.2 refers to reading and English language arts performance descriptors for ninth grade, content standard #2.

#### **Unique Electronic Numbers (UENs)**

Unique Electronic Numbers (or UENs) are numbers that help to electronically identify, categorize and link specific bits of information. Once Policy 2520.1 is available on the Web, each standard, each objective and each group of five performance descriptors will have a Unique Electronic Number (UEN) that will always remain the same.

The codes printed in Policy 2520.1 form the basis of the UENs. The only additional set of numbers that will be added to each code to formulate its UEN will be a prefix that indicates the year and month that a particular version of Policy 2520.1 is approved by the State Board of Education.

The prefix for the UENs for each content area in Policy 2520.1 is noted at the top of each page containing standards, objectives and performance descriptors. As sections of 2520.1 are revised, UENs will be changed to reflect the new approval date.

UENs (Unique Electronic Numbers) are unique numbers that facilitate implementation of WV Standards into Electronic formats such as Databases and XML Files. The WV Department of Education encourages everyone who is going to use the WV 21<sup>st</sup> Century Content Standards in any kind of electronic distribution, alignment, or software development to use the UENs so that all efforts can be cross-referenced and there is consistency across initiatives.

Illustration: The UEN for fifth grade reading and English language arts standard #2 will be "200602.RLA.S.5.2".

## Abbreviations

|  |                                   |
|--|-----------------------------------|
| <i>Content Areas</i>                     |                                   |
| RLA                                      | Reading and English Language Arts |
| <b>High School Courses</b>               |                                   |
| <b>Reading and English Language Arts</b> |                                   |
| JN                                       | Journalism                        |
| SP                                       | Speech                            |
| <i>Other Abbreviations</i>               |                                   |
| PD                                       | Performance Descriptors           |
| O  | Objective                         |
| S  | Standard (Content Standard)       |

## **READING AND ENGLISH LANGUAGE ARTS – Policy 2520.1**

The Reading and English Language Arts content standards, objectives and performance descriptors were developed in three major strands: 1) reading, 2) writing and 3) listening, speaking, media literacy. Each strand provides a clear description of what the students in kindergarten through twelfth grade should know and be able to do. The curriculum through the grade levels is ordered to allow for foundational content and a scaffolding process to ensure a rigorous and challenging program of studies for all students. The content standards, objectives and performance descriptors defined herein will serve to ultimately promote a more literate West Virginia society.

A multitude of references was considered to support the development of the Reading and English Language Arts curriculum including NAEP, ACT, SAT, 21<sup>st</sup> Century Learning, International Reading Association, National Council of English and nationally recognized research. Each reference was reviewed and its relevance was determined in order to produce a more challenging curriculum for West Virginia students.

Considerations in the development of the Reading and English Language Arts 1-12 curriculum included the rigor and challenge that is comparable to national and international language arts standards and successful performance on national and international language arts assessments. The curriculum progresses through the grade levels in a spiraling effect to ensure both a complete mastery of each strand and an opportunity to attain the distinguished level of performance. The Reading and English Language Arts program emphasized attention to content and global awareness. Crucial components of the curriculum involve use of literary and informational texts in language arts and across the curriculum disciplines as these skills are essential in comprehending all curricular areas.

The three major content strands have defined objectives that explain what the student should know. The objectives move from the literal level of identifying and recognizing information to the more complex skills of analyzing and evaluating. When applying the objectives, all bulleted items must be taught. The abbreviation, e.g., indicates examples for teaching the objectives. Furthermore, the teacher is strongly encouraged to review the objectives of the previous grade level to serve as a starting point for review and maintenance in the spiraling curriculum.

### **Reading and English Language Arts Content Standards 1-12**

#### **Standard 1: Reading**

The development of proficient reading skills is critical for mastering academic content, succeeding in school and fulfilling life's potential. Students will use skills to read for literary experience, for information and to perform a task. In order to build the foundational skills of reading, students will master the essential components of reading: phonemic awareness, phonics, background knowledge/vocabulary, high frequency words/fluency, comprehension and written application. Frequent interaction with a broad array of quality literature, informational text and diverse media will encourage an appreciation for the power of the written and spoken word.

#### **Standard 2: Writing**

Students will apply writing skills and strategies to communicate effectively for different purposes. They will use the writing process by appropriately applying the organization of ideas, development of main ideas and supporting details, varied sentence structure, word choice and mechanics. Using a variety of print and media sources, students will select, organize and evaluate for research purposes.

**Standard 3: Listening, Speaking, Media Literacy**

In the twenty-first century, students will be required to communicate ideas clearly and efficiently. They will need to be able to use information technology proficiently to explore, research and express themselves for a variety of purposes. Applying listening, speaking and media literacy skills and strategies, they will connect with different audiences using media appropriate to the situation.

## FIRST GRADE READING AND ENGLISH LANGUAGE ARTS

Reading and English Language Arts for the first grade student will be an immersion in a literature-rich environment to develop an awareness of print materials and media as sources of information and enjoyment. The student will grow in language development through reading, writing, listening, speaking and media literacy that will develop lifelong learning skills and global awareness. The first grade student will learn from reading authentic literature such as fiction, non-fiction and poetry and exploring informational texts that reflects cultures, experiences and ideas. The curriculum will encourage and support active participation by the learner, development of independent reading and exposure to 21<sup>st</sup> century skills. The West Virginia Standards for 21<sup>st</sup> Century Learning include the following components: 21<sup>st</sup> Century Content Standards and Objectives and 21<sup>st</sup> Century Learning Skills and Technology Tools. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools and content standards and objectives.

| Grade 1  | Reading  | Above Mastery   | Mastery   | Partial Mastery  | Novice   |
|--|--|---|---|--|--|
| <b>Standard 1:</b><br>RLA.S.1.1  | Reading<br>Students will apply reading skills and strategies to inform, to perform a task and to read for literacy experience by <ul style="list-style-type: none"> <li>• identifying and using grade appropriate essential reading components (phonemic awareness, phonics, vocabulary, fluency, comprehension, written application) and</li> <li>• selecting a wide variety of literature and diverse media to develop independence as readers.</li> </ul> | First grade students at the above mastery level in reading apply phonetic analysis to decode unknown words. They determine story elements, main idea and cause/effect in literary and informational texts. They respond to both literal and interpretive comprehension questions and summarize short story selections. They use structural analysis of compound words and contractions to decode unknown words. Students demonstrate their understanding of a variety | First grade students at the mastery level in reading manipulate phonemes and use elements of phonetic analysis to decode unknown words. They use sequencing, predicting and retelling to understand literary and informational texts. Students describe how print is organized and read. They use signs and labels. | First grade students at the partial mastery level in reading segment and blend phonemes. They decode c-v-c words. They identify the author, illustrator and characters in a variety of texts. They listen to and retell a story. Students recognize environmental print and signs. | First grade students at the novice level in reading identify initial phonemes and segment c-v-c words. They demonstrate their knowledge of concepts of print. They listen to and retell a story in one or two sentences. |
| <b>Performance Descriptors RLA.PD.1.1</b>  |  |   |   |  |  |
| <b>Distinguished</b>   |  |   |   |  |  |
| First grade students at the distinguished level in reading provide main idea and supporting details, draw conclusions, describe characters and paraphrase literary and informational texts. They establish a purpose for reading and explain connections between simple events in a literary work and their own lives. They describe multiple meanings of words and use homonyms. They select labels for diagrams and choose electronic resources for a purpose. |  |   |   |  |  |

|                   |   |  |  |
|-------------------|---|--|--|
|                   | of informational resources by following written directions and using captions.  |  |  |
| <b>Objectives</b> | <b>Students will</b>  |  |  |
| RLA.O.1.1.01      | develop a rhythm and rhyme of words (e.g., nursery rhymes, songs, poems, tongue twisters).  |  |  |
| RLA.O.1.1.02      | blend and segment the phonemes of most one-syllable words.  |  |  |
| RLA.O.1.1.03      | substitute, delete and manipulate beginning and ending phonemes.  |  |  |
| RLA.O.1.1.04      | use basic elements of phonetic analysis to decode unknown words: <ul style="list-style-type: none"> <li>• sound-symbol relationships</li> <li>• beginning/ending consonants</li> <li>• short and long vowel sounds</li> <li>• blends</li> <li>• digraphs</li> <li>• diphthongs</li> </ul> |  |  |
| RLA.O.1.1.05      | use basic elements of structural analysis to decode unknown words: <ul style="list-style-type: none"> <li>• basic prefixes/suffixes</li> <li>• compound words</li> <li>• root words</li> <li>• spelling patterns</li> <li>• contractions</li> </ul>                                       |  |  |
| RLA.O.1.1.06      | use a variety of context clues to confirm unknown words (e.g., prior knowledge, reading ahead, reread).   |  |  |
| RLA.O.1.1.07      | understand level appropriate sight words and vocabulary (e.g., high frequency words, antonyms, synonyms, multiple meaning words).   |  |  |
| RLA.O.1.1.08      | use directly taught vocabulary words in oral and written reading experiences.   |  |  |
| RAL.O.1.1.09      | establish purpose for reading (e.g., for information, for pleasure, to identify a specific viewpoint).  |  |  |
| RLA.O.1.1.10      | determine and describe how print is organized and read (e.g., author, illustrator, difference between letters, words, sentences, purpose of capitalization or punctuation).   |  |  |
| RLA.O.1.1.11      | read familiar stories, poems, rhymes and passages with fluency: <ul style="list-style-type: none"> <li>• appropriate rate</li> <li>• accuracy</li> <li>• prosody</li> </ul>   |  |  |
| RLA.O.1.1.12      | use meaning clues to aid comprehension and make predictions about content (e.g., pictures, title, cover, story sequence).   |  |  |
| RLA.O.1.1.13      | read first grade instructional level texts and use self-correction strategies (e.g., decoding, searching for cues, rereading).  |  |  |
| RLA.O.1.1.14      | use basic comprehension concepts to understand literary and informational texts (e.g., story elements, main idea, sequence, cause and effect, prediction, retelling).   |  |  |
| RLA.O.1.1.15      | make text-to-self connections (e.g., events, characters, conflicts).  |  |  |
| RLA.O.1.1.16      | construct responses to both literal and interpretive comprehension questions after reading informational or literary text.  |  |  |
| RLA.O.1.1.17      | use reading skills and strategies to understand a variety of informational resources to support literacy learning (e.g., environmental  |  |  |

|   |  |   |   |   |
|---|--|---|---|---|
| RLA.O.1.1.18  | print, written directions, signs, labels, electronic resources).<br>increase the amount of independent reading to build background knowledge, expand vocabulary and comprehend literary and informational text.  |   |   |   |
| <b>Grade 1</b>  | <b>Writing</b>   |   |   |   |
| <b>Standard 2:</b>  | <b>Writing</b>   |   |   |   |
| RLA.S.1.2   | Students will apply writing skills and strategies to communicate effectively for different purposes by <ul style="list-style-type: none"> <li>• using the writing process</li> <li>• applying grammatical and mechanical properties in writing and</li> <li>• selecting and evaluating information for research purposes.</li> </ul> |   |   |   |
| <b>Performance Descriptors RLA.PD.1.2</b>   |  |   |   |   |
| <b>Distinguished</b>  | <b>Above Mastery</b>   | <b>Mastery</b>  | <b>Partial Mastery</b>  | <b>Novice</b>   |
| First grade students at the distinguished level in writing use the five-step writing process to create letters, reports and stories for an intended audience. Students use grammar and spelling. They use a variety of strategies to plan research. | First grade students at the above mastery level in writing develop stories with a clear beginning, middle and end for an intended audience. They use resources to write.   | First grade students at the mastery level in writing construct complete sentences using beginning capitalization and ending punctuation. Develop stories with a beginning, middle, and end. Students use resources to find information. | First grade students at the partial mastery level in writing identify beginning capitalization and ending punctuation in a given sentence. Students write a sentence about a picture. | First grade students at the novice level in writing express themselves on paper through drawing and labeling of pictures and dictation. They form letters correctly. Students use rules of capitalization for first and last names. |
| <b>Objectives</b>   | <b>Students will</b>   |   |   |   |
| RLA.O.1.2.01  | demonstrate proper manuscript techniques: <ul style="list-style-type: none"> <li>• correct directionality,</li> <li>• proper writing position,</li> <li>• print upper/lower case letters of the alphabet and numerals with proper form,</li> <li>• demonstrate uniformity in print, and</li> <li>• first and last name.</li> </ul>   |   |   |   |
| RLA.O.1.2.02  | construct complete sentences in written compositions (e.g., capitalize first word, include a noun and verb, ending punctuation).   |   |   |   |
| RLA.O.1.2.03  | develop a simple story with appropriate sequence (e.g., beginning, middle, end).   |   |   |   |
| RLA.O.1.2.04  | compose written works using appropriate parts of the writing process (e.g., initial attention to planning, drafting, rereading for meaning, some self correction and class/individual publishing).   |   |   |   |
| RLA.O.1.2.05  | identify and apply conventions of spelling in written composition (e.g. letter/sound relationships, high frequency words, transition from phonetic spelling to conventional spelling).   |   |   |   |

|              |  |
|--------------|--|
| RLA.O.1.2.06 | identify and apply conventions of capitalization in written composition (e.g., days of the week, months of the year, names of people, special places). |
| RLA.O.1.2.07 | identify and apply conventions of punctuation in written composition (e.g., period, question mark, exclamation mark).                                  |
| RLA.O.1.2.08 | identify and apply grammar in written composition (e.g., nouns, verbs, declarative, interrogative sentences).  |
| RLA.O.1.2.09 | compose in a variety of forms or genres (e.g., journal writing, written response to literature, writing poems).  |
| RLA.O.1.2.10 | alphabetize to the first letter.   |
| RLA.O.1.2.11 | use a variety of sources to gather information to share thoughts and ideas (e.g., informational books, pictures, charts, graphs).                      |

| <b>Grade 1 Listening, Speaking and Media Literacy</b>  |  |   |  |
|--|--|---|--|
| <b>Standard 3: Listening, Speaking and Media Literacy</b>  |  |   |  |
| Students will apply listening, speaking and media literacy skills and strategies to communicate with a variety of audiences and for different purposes.  |  |   |  |
| <b>Performance Descriptors RLA.PD.1.3</b>  |  |   |  |
| <b>Distinguished</b>   | <b>Above Mastery</b>   | <b>Mastery</b>  | <b>Partial Mastery</b>   |
| First grade students at the distinguished level in listening, speaking and media literacy listen and respond to different literary forms by summarizing information and extending a story using their imagination. They distinguish messages conveyed through visual media such as television and the internet. Students create a presentation using a form of technology. | First grade students at the above mastery level in listening, speaking and media literacy recite and comprehend familiar songs, stories, and poems by describing story elements and role-playing scenes. They describe the main idea of weather reports or newspaper photos. Students create an oral or visual presentation using media tools. | First grade students at the mastery level in listening, speaking and media literacy listen and respond to nursery rhymes, songs and stories with repeated patterns by retelling and relating the information to their own lives. They determine the main idea of visual media . Students relate a real or imagined story orally or by creating a picture or poster. | First grade students at the partial mastery level in listening, speaking and media literacy listen, repeat and discuss familiar stories, nursery rhymes and songs. They tell the main idea represented in pictures using complete sentences. |
| <b>Novice</b>  | First grade students at the novice level in listening, speaking and media literacy listen and repeat familiar stories, nursery rhymes and songs. They identify the topic in pictures.  |   |  |
| <b>Objectives</b>  |  |   |  |
| RLA.O.1.3.01   | listen, recite and respond to familiar stories, poems, nursery rhymes, songs and stories with repeated patterns (e.g., retell in sequence, relate information to own life, describe character – setting – plot, engage in creative and dramatic play, imagine beyond the story).   |   |  |
| RLA.O.1.3.02   | determine the main idea of messages in a variety of visual media (e.g., pictures, cartoons, weather reports, newspaper photos, visual narratives).   |   |  |
| RLA.O.1.3.03   | create a real or imaginary experience with oral and/or visual communication.   |   |  |

## SECOND GRADE READING AND ENGLISH LANGUAGE ARTS

Reading and English Language Arts second grade students will continue to be immersed in a literature-rich environment to encourage exploration of various literary forms including media. The student will apply skills of reading, writing, listening, speaking and media literacy across the curriculum. Students will be able to read with comprehension, communicate effectively, develop both literal and critical thinking skills, and access information from various media forms. Second graders will develop from dependent to independent readers and will begin to make their own choice for recreational and informative reading. The curriculum will support active participation by the learner, increase the student's ability to analyze and evaluate information and develops 21<sup>st</sup> Century Skills and global awareness. The West Virginia Standards for 21<sup>st</sup> Century Learning include the following components: 21<sup>st</sup> Century Content Standards and Objectives and 21<sup>st</sup> Century Learning Skills and Technology Tools. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools and content standards and objectives.

| Grade 2     |  | Reading   | Performance Descriptors RLA.PD.2.1   |  |  |
|-------------|--|---|--|--|--|
| Standard 1. | Reading  | Above Mastery   | Mastery  | Partial Mastery  | Novice   |
| RLA.S.2.1   | <p>Students will apply reading skills and strategies to inform, to perform a task and to read for literacy experience by</p> <ul style="list-style-type: none"> <li>identifying and using grade appropriate essential reading components (phonemic awareness, phonics, vocabulary, fluency, comprehension, written application) and</li> <li>selecting a wide variety of literature and diverse media to develop independence as readers.</li> </ul> | <p>Second grade students at the above mastery level in reading provide main idea and supporting details, draw conclusions, describe characters and paraphrase literary genres and informational texts. They establish a purpose for reading and explain connections between simple events in a literary work and their own lives. They use structural analysis, describe multiple meanings of words and use homonyms and figurative language. They select labels for diagrams and choose electronic</p> | <p>Second grade students at the mastery level in reading apply phonetic analysis to decode unknown words. They determine story elements, main idea and cause/effect in literary and informational texts. They respond to both literal and interpretive comprehension questions and summarize short story selections. They use structural analysis of compound words and contractions to decode unknown words. Students demonstrate their understanding of a variety of informational resources</p> | <p>Second grade students at the partial mastery level in reading manipulate phonemes and use elements of phonetic words. They use sequencing, predicting and retelling to understand literary and informational texts. Students describe how print is organized and read. They use signs and labels.</p> | <p>Second grade students at the novice level in reading segment and blend phonemes. They decode c-v-c words. They identify the author, illustrator and characters in a variety of texts. Students recognize environmental print and signs.</p> |
|             |  | <p>Second grade students at the distinguished level in reading make inferences, analyze characters and skim and scan to comprehend written text. They determine author's purpose, literary elements and connections to self and other cultures in literary genres and informational texts. They apply vocabulary across content using structural analysis and context clues. When reading informational selections, they recognize visual representations and judge texts for reliability.</p>          |  |  |  |

|                   | resources for a purpose.   | by following written directions and using captions. |  |
|-------------------|--|---|--|
| <b>Objectives</b> | <b>Students will</b>   |   |  |
| RLA.O.2.1.01      | identify and practice basic elements of phonetic analysis:   |   |  |
|                   | <ul style="list-style-type: none"> <li>• syllabication</li> <li>• diphthongs</li> <li>• digraphs</li> <li>• variant vowel sounds such as r-controlled</li> </ul>   |   |  |
| RLA.O.2.1.02      | identify and practice grade level appropriate sight words and reading vocabulary (e.g., high frequency words, homophones, homophones, multiple meaning words, synonyms, antonyms).   |   |  |
| RLA.O.2.1.03      | identify and practice basic elements of structural analysis to decode unknown words (e.g., syllables, prefixes, suffixes, root words, compound words, spelling patterns, contractions).  |   |  |
| RLA.O.2.1.04      | apply explicitly taught vocabulary words in oral and written experiences.  |   |  |
| RLA.O.2.1.05      | describe a purpose for reading: <ul style="list-style-type: none"> <li>• for information</li> <li>• for pleasure</li> <li>• to understand specific viewpoints</li> <li>• to follow directions</li> </ul>                           |   |  |
| RLA.O.2.1.06      | read familiar stories, poems and passages with fluency: <ul style="list-style-type: none"> <li>• appropriate rate</li> <li>• accuracy</li> <li>• prosody</li> </ul>  |   |  |
| RLA.O.2.1.07      | use a variety of context clues to determine word meanings (e.g., prior knowledge, read ahead, reread).   |   |  |
| RLA.O.2.1.08      | use meaning clues to aid comprehension and make predictions about content (e.g., pictures, picture captions, title, cover, heading).   |   |  |
| RLA.O.2.1.09      | read second grade instructional level texts and use self-correction strategies (e.g., decoding, searching for cues, rereading).  |   |  |
| RLA.O.2.1.10      | respond to both literal and interpretive comprehension questions after reading a short story selection that is developmentally appropriate.  |   |  |
| RLA.O.2.1.11      | use literary and informational texts to summarize, determine story elements, determine cause and effect, compare and contrast, predict, sequence, draw conclusions, describe characters and provide main idea and support details. |   |  |
| RLA.O.2.1.12      | infer the author's purpose in literacy and information text: <ul style="list-style-type: none"> <li>• to persuade</li> <li>• to entertain</li> <li>• to inform</li> </ul>  |   |  |
| RLA.O.2.1.13      | make the connections between characters or simple events in a literary work to own life or other cultures (e.g., events, characters, conflicts, themes).   |   |  |
| RLA.O.2.1.14      | recognize genre in literary texts and informational texts: <ul style="list-style-type: none"> <li>• fairy tales</li> </ul>   |   |  |

|              |   |
|--------------|---|
|              | <ul style="list-style-type: none"> <li>• folk tales</li> <li>• poems</li> <li>• fables</li> <li>• fantasies</li> <li>• biographies</li> <li>• short stories</li> <li>• chapter books</li> <li>• plays</li> <li>• magazines</li> <li>• textbooks</li> <li>• electronic resources</li> <li>• reference materials</li> </ul> |
| RLA.O.2.1.15 | use reading skills and strategies to understand a variety of information resources to support literacy learning (e.g., environmental print, written directions, signs, captions, electronic resources, labels).   |
| RLA.O.2.1.16 | increase the amount of independent reading to build background knowledge, expand vocabulary and comprehend literary and informational text.   |

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| <b>Grade 2 Writing</b>  |  |   |  |
| <b>Standard 2: Writing</b>  |  |   |  |
| RLA.S.2.2   | Students will apply writing skills and strategies to communicate effectively for different purposes by   |   |  |
|   | <ul style="list-style-type: none"> <li>• using the writing process</li> <li>• applying grammatical and mechanical properties in writing and</li> <li>• selecting and evaluating information for research purposes.</li> </ul>                                |   |  |
| <b>Performance Descriptors RLA.PD.2.2</b>   |  |   |  |
| <b>Distinguished</b>  | <b>Above Mastery</b>   | <b>Mastery</b>  | <b>Novice</b>  |
| Second grade students at the distinguished level in writing apply the writing process to create a composition, poem and summary for an intended audience. Students apply correct grammar and spelling. They select and use strategies to compile information for research topics. | Second grade students at the above mastery level in writing use the five-step writing process to create letters, reports and stories for an intended audience. Students use correct grammar and spelling. They use a variety of strategies to plan research. | Second grade students at the mastery level in writing develop stories with a beginning, middle and end for an intended audience. Students edit a simple sentence. They use dictionaries, indexes and electronic resources to write. | Second grade students at the novice level in writing construct complete sentences using beginning capitalization and ending punctuation. |
| <b>Objectives Students will</b>   |  |   |  |
| RLA.O.2.2.01  | demonstrate proper manuscript and begin use of cursive writing techniques:   |   |  |

|              |   |
|--------------|---|
|              | <ul style="list-style-type: none"> <li>posture</li> <li>paper placement</li> <li>pencil grip</li> <li>letter formation</li> <li>letter size</li> <li>spacing</li> </ul>   |
| RLA.O.2.2.02 | write correctly formed and punctuated simple sentences (e.g., declarative, interrogative, exclamatory).   |
| RLA.O.2.2.03 | develop a story with proper sequence (e.g., beginning - middle - end, containing a main idea, supporting details).  |
| RLA.O.2.2.04 | construct a story using the five-step writing process: <ul style="list-style-type: none"> <li>pre-writing</li> <li>draft</li> <li>revise</li> <li>edit</li> <li>publish</li> </ul>  |
| RLA.O.2.2.05 | use conventions of spelling in written composition (e.g., spell high frequency words from appropriate grade level lists, use letter/sound relationships to spell independently, spell irregular words, transition from phonetic to conventional spelling).    |
| RLA.O.2.2.06 | use conventions of capitalization in written composition (e.g., titles, initials, titles of written works, greeting and closing of a letter).   |
| RLA.O.2.2.07 | use conventions of punctuation in written composition (e.g., period in abbreviations, initials, commas in dates, greeting and closing of letter, separate city-state-country, separate items in a list, apostrophe in contractions and singular possessives). |
| RLA.O.2.2.08 | use grammar in written composition (e.g., correct subject/verb agreement, simple adjectives, adverbs).  |
| RLA.O.2.2.09 | compose in a variety of forms and genres for different audiences (e.g., journals, letters, stories, simple reports).  |
| RLA.O.2.2.10 | alphabetize to the second letter and use simple guidewords.   |
| RLA.O.2.2.11 | use a variety of sources to gather information to communicate with others (e.g., dictionaries, informational books, pictures, charts, indexes, videos, television programs, guest speakers, graphic organizers).  |

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| <b>Grade 2</b>   | <b>Listening, Speaking and Media Literacy</b>  |   |  |
| <b>Standard 3</b>  | <b>Listening, Speaking and Media Literacy</b>  |   |  |
| RLA.S.2.3  | Students will apply listening, speaking and media literacy skills and strategies to communicate with a variety of audiences and for different purposes.  |   |  |
| <b>Performance Descriptors RLA.PD.2.3</b>  |  |   |  |
| <b>Distinguished</b>   | <b>Above Mastery</b>   | <b>Mastery</b>  | <b>Partial Mastery</b>   |
| Second grade students at the distinguished level in listening, speaking and media literacy listen and respond to different literary forms by paraphrasing information, recounting personal experiences and | Second grade students at the above mastery level in listening, speaking and media literacy listen and respond to different literary forms by summarizing information and extending a story using their | Second grade students at the mastery level in listening, speaking and media literacy recite and comprehend familiar songs, stories, and poems by describing story elements and role-playing scenes. | Second grade students at the novice level in listening, speaking and media literacy listen, repeat and discuss familiar stories, nursery rhymes and songs. They tell the main idea represented in stories in |

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|--|---|--|---|----------------------------|
| <p>supporting opinions. They identify the intended audience and distinguish a variety of messages conveyed by visual media. Students adjust their speaking rate and react to an audience when communicating. They create a presentation for a specific purpose using a form of technology.</p> | <p>imagination. They distinguish messages conveyed through visual media such as television and the internet. Students create a presentation using a form of technology.</p>   | <p>They describe the main idea of visual media . Students create an oral or visual presentation using media tools.</p> | <p>information to their own lives. They determine the main idea of visual media Students relate a real or imagined story orally or by creating a picture or poster.</p> | <p>complete sentences.</p> |
| <p><b>Objectives</b>      <b>Students will</b></p>   |   |  |   |                            |
| <p>RLA.O.2.3.01</p>  | <p>listen, recite and respond to familiar stories, poems and songs (e.g., retell in sequence, relate information to own life, describe character, setting, plot, engage in creative dramatics, imagine beyond the story).</p> |  |   |                            |
| <p>RLA.O.2.3.02</p>  | <p>describe the main idea or intended messages in a variety of visual media (e.g., pictures, cartoons, weather reports, newspaper photos, visual narratives).</p>   |  |   |                            |
| <p>RLA.O.2.3.03</p>  | <p>access media tools to create an oral or visual presentation (e.g., desktop publishing, electronic resources, photos).</p>  |  |   |                            |

## THIRD GRADE READING AND ENGLISH LANGUAGE ARTS

Reading and English Language Arts third grade students will learn, practice and apply strategies focusing on preparing literate, independent and self-directed learners. Students will be engaged in reading and respond to a variety of literature using literal and critical comprehension skills. These learners will expand their ability to analyze and evaluate information and develop as critical thinkers, taking responsibility for their own learning and connecting new information to existing knowledge. Students will interact with and respond to text in purposeful situations across the curriculum, create and access information in a variety of forms and media and expand 21<sup>st</sup> century skills. The West Virginia Standards for 21<sup>st</sup> Century Learning include the following components: 21<sup>st</sup> Century Content Standards and Objectives and 21<sup>st</sup> Century Learning Skills and Technology Tools. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools and content standards and objectives.

| Grade 3  | Reading   |  |   |  |  |
|--|---|--|---|--|--|
| Standard 1:  | Reading   |  |   |  |  |
| RLA.S.3.1  | <p>Students will apply reading skills and strategies to inform, to perform a task and to read for literacy experience by</p> <ul style="list-style-type: none"> <li>• identifying and using grade appropriate essential reading components (phonemic awareness, phonics, vocabulary, fluency, comprehension, written application) and</li> <li>• selecting a wide variety of literature and diverse media to develop independence as readers.</li> </ul>  |  |   |  |  |
| Performance Descriptors RLA.PD.3.1   |   |  |   |  |  |
| Distinguished  | Above Mastery   | Mastery  | Partial Mastery   | Novice   |  |
| <p>Third grade students at the distinguished level in reading compare and contrast characters, select defining characteristics and construct background of literary and informational texts. They differentiate and interpret to make connections to self, text and the world. They use root words, prefixes and suffixes to change word meanings and generate new vocabulary. They use reference material to determine meaning.</p> | <p>Third grade students at the above mastery level in reading make inferences, analyze characters and skim and scan to comprehend written text. They determine author's purpose, literary elements and connections to self and others' cultures in literary genres and informational texts. They apply vocabulary across content using structural analysis and context clues. When reading informational selections, they recognize visual representations and judge texts for reliability.</p> | <p>Third grade students at the mastery level in reading provide main idea and supporting details, draw conclusions, describe characters and paraphrase literary genres and informational texts. They establish a purpose for reading and explain connections between simple events in a literary work and their own lives. They use structural analysis, describe multiple meanings of words, use homonyms, and interpret figurative language. They select labels for diagrams and choose electronic resources</p> | <p>Third grade students at the partial mastery level in reading apply phonetic analysis to decode unknown words. They determine story elements, main idea and cause/effect in literary and informational texts. They respond to literal comprehension questions and summarize short story selections. They identify compound words and contractions. Students demonstrate their understanding of a variety of informational resources by following written directions and using captions.</p> | <p>Third grade students at the novice level in reading manipulate phonemes and use elements of phonetic analysis to decode unknown words. They use sequencing, predicting and retelling to understand literary and informational texts. They use signs and labels.</p> |  |

| Objectives   | Students will   | for a purpose. |
|--------------|---|----------------|
| RLA.O.3.1.01 | identify and practice appropriate sight words and content vocabulary.   |                |
| RLA.O.3.1.02 | identify and understand appropriate reading vocabulary (e.g., synonyms, antonyms, homonyms, multiple-meaning words).  |                |
| RLA.O.3.1.03 | apply tiered levels of vocabulary in speaking and reading experiences.  |                |
| RLA.O.3.1.04 | describe a purpose for reading: <ul style="list-style-type: none"> <li>• for information</li> <li>• for pleasure</li> <li>• to understand a specific viewpoint</li> </ul>   |                |
| RLA.O.3.1.05 | read familiar stories, poems and passages with fluency: <ul style="list-style-type: none"> <li>• appropriate rate</li> <li>• accuracy</li> <li>• prosody</li> </ul>   |                |
| RLA.O.3.1.06 | use meaning clues to aid comprehension of content across the curriculum (e.g., pictures, picture captions, titles, headings, topic).  |                |
| RLA.O.3.1.07 | read third grade instructional level texts and use self-correction strategies (e.g., decoding, searching for cues, rereading).  |                |
| RLA.O.3.1.08 | use literary and informational texts to summarize, determine story elements, determine cause and effect, compare and contrast, paraphrase, infer, predict, sequence, draw conclusions, describe characters, and provide main idea and support details.  |                |
| RLA.O.3.1.09 | infer the author's purpose: <ul style="list-style-type: none"> <li>• to persuade</li> <li>• to entertain</li> <li>• to inform in literary and informational text</li> </ul>   |                |
| RLA.O.3.1.10 | compare self to text in making connections between characters or simple events in a literary work with people and events in one's own life and other cultures.  |                |
| RLA.O.3.1.11 | identify and describe the ways in which language is used in literary text (e.g. simile, metaphor, idioms).  |                |
| RLA.O.3.1.12 | recognize and explain the defining characteristics of genre in literary and informational texts: <ul style="list-style-type: none"> <li>• fairy tales</li> <li>• folk tales</li> <li>• myths</li> <li>• poems</li> <li>• fables</li> <li>• fantasies</li> <li>• biographies</li> <li>• short stories</li> <li>• chapter books</li> <li>• historical fiction</li> <li>• plays</li> <li>• autobiographies</li> <li>• magazines</li> </ul> |                |

|   |  |  |  |  |               |
|---|--|--|--|--|---------------|
|   | <ul style="list-style-type: none"> <li>newspapers</li> <li>textbooks</li> <li>electronic databases</li> <li>reference materials</li> </ul>   |  |  |  |               |
| RLA.O.3.1.13  | use graphic organizers and visualization techniques to interpret information (e.g., charts, graphs, diagrams).   |  |  |  |               |
| RLA.O.3.1.14  | use reading skills and strategies to understand a variety of information resources to support literacy learning (e.g., written directions, captions, electronic resources, labels, informational text).  |  |  |  |               |
| RLA.O.3.1.15  | increase the amount of independent reading to build background knowledge, expand vocabulary and comprehend literary and informational text.  |  |  |  |               |
| <b>Grade 3</b>  |  |  |  |  |               |
| <b>Writing</b>  |  |  |  |  |               |
| <b>Standard 2:</b>  |  |  |  |  |               |
| RLA.S.3.2   | Students will apply writing skills and strategies to communicate effectively for different purposes by <ul style="list-style-type: none"> <li>using the writing process</li> <li>applying grammatical and mechanical properties in writing and</li> <li>selecting and evaluating information for research purposes.</li> </ul> |  |  |  |               |
| <b>Performance Descriptors RLA.PD.3.2</b>   |  |  |  |  |               |
| <b>Distinguished</b>  |  | <b>Above Mastery</b>   | <b>Mastery</b>   | <b>Partial Mastery</b>   | <b>Novice</b> |
| Third grade students at the distinguished level in writing use the pre-writing and drafting strategies to generate topics and plan approaches to writing tasks to develop a 3-5 paragraph composition that incorporates specific and relevant details. They select and use a variety of resource materials to plan and deliver a short research project, citing references. | Third grade students at the above mastery level in writing apply the writing process to compose a variety of forms and genres for an intended audience. Students apply correct grammar and spelling. They select and use strategies to compile information for research topics.  | Third grade students at the mastery level in writing use the five-step writing process to compose in a variety of forms and genres for an intended audience. Students use correct grammar and spelling. They use a variety of strategies to plan research. | Third grade students at the partial mastery level in writing develop stories with a beginning, middle and end for an intended audience. Students edit a simple sentence. They use dictionaries, indexes and electronic resources to write. | Third grade students at the novice level in writing, given a topic, develop a story with a beginning, middle and end. Students edit a sentence for capitalization and punctuation. They identify a variety of resources used in writing. |               |
| <b>Objectives</b>   |  |  |  |  |               |
| RLA.O.3.2.01  | demonstrate proper manuscript and full transition to cursive writing techniques: <ul style="list-style-type: none"> <li>posture</li> <li>paper placement</li> <li>pencil grip</li> <li>letter formation</li> <li>slant</li> </ul>  |  |  |  |               |

|                                    |  |         |                 |        |
|------------------------------------|--|---------|-----------------|--------|
|                                    | <ul style="list-style-type: none"> <li>• letter size</li> <li>• spacing</li> <li>• rhythm</li> <li>• alignment</li> </ul>  |         |                 |        |
| RLA.O.3.2.02                       | identify and produce a grammatically correct sentence (e.g., correct subject/verb agreement with singular and plural nouns and verbs, correct use of regular and irregular verbs, avoiding run-on sentences and fragments).  |         |                 |        |
| RLA.O.3.2.03                       | compose a written composition using the five-step writing process: <ul style="list-style-type: none"> <li>• pre-write</li> <li>• draft</li> <li>• revise</li> <li>• edit</li> <li>• publish</li> </ul>   |         |                 |        |
| RLA.O.3.2.04                       | develop proper paragraph form in written composition: <ul style="list-style-type: none"> <li>• beginning, middle, end</li> <li>• main ideas with relevant details</li> <li>• sentence variety such as declarative, interrogative and exclamatory and imperative</li> <li>• descriptive and transitional words</li> <li>• indentations</li> </ul> |         |                 |        |
| RLA.O.3.2.05                       | identify and apply conventions of spelling in written composition (e.g., spell high frequency words from appropriate grade level list, use letter/sound relationships to spell independently, make structural changes to spell words correctly, spell irregular verbs and irregular plural nouns).   |         |                 |        |
| RLA.O.3.2.06                       | identify and apply conventions of capitalization in written composition (e.g., greeting, heading, closing of a letter, first word of a direct quotation).  |         |                 |        |
| RLA.O.3.2.07                       | identify and apply conventions of punctuation in written composition (e.g., commas in dates, addresses and greeting/closing of a letter, quotation marks around titles and direct quotations, apostrophes for contractions and possessive nouns).  |         |                 |        |
| RLA.O.3.2.08                       | produce appropriate grammar in written composition.  |         |                 |        |
| RLA.O.3.2.09                       | compose in a variety of forms and genres for different audiences (e.g., diaries, journals, letters, reports, stories).   |         |                 |        |
| RLA.O.3.2.10                       | alphabetize to the third letter and use simple dictionary skills (e.g., guide words, pronunciation).   |         |                 |        |
| RLA.O.3.2.11                       | select a variety of sources to gather information (e.g., use dictionaries, encyclopedias, newspapers, electronic resources).   |         |                 |        |
| RLA.O.3.2.12                       | use a variety of strategies to plan simple research (e.g., identify possible topic by brainstorming, list questions, use graphic organizers, organize prior knowledge about a topic, develop a course of action for writing, determine how to locate necessary information).   |         |                 |        |
| <b>Grade 3</b>                     | <b>Listening, Speaking and Media Literacy</b>  |         |                 |        |
| <b>Standard 3:</b>                 | <b>Listening, Speaking and Media Literacy</b>  |         |                 |        |
| RLA.S.3.3                          | Students will apply listening, speaking and media literacy skills and strategies to communicate with a variety of audiences and for different purposes.  |         |                 |        |
| Performance Descriptors RLA.PD.3.3 |  |         |                 |        |
| Distinguished                      | Above Mastery  | Mastery | Partial Mastery | Novice |

|   |   |   |   |   |
|---|---|---|---|---|
| <p>Third grade students at the distinguished level in listening, speaking and media literacy recognize, exhibit and use correct grammar in oral communication skills in order to deliver recitations. They listen to and explain topics presented through a variety of media. They create a media product that demonstrates format and purpose.</p> | <p>Third grade students at the above mastery level in listening, speaking and media literacy listen and respond to different literary forms by paraphrasing information, recounting personal experiences and supporting opinions. They identify the intended audience and distinguish a variety of messages conveyed by visual media. Students adjust their speaking rate and react to an audience when communicating. They create a presentation for a specific purpose using two or more forms of technology.</p> | <p>Third grade students at the mastery level in listening, speaking and media literacy listen and respond to different literary forms by summarizing information and extending a story using their imagination. They distinguish messages conveyed through visual media such as television and the internet. Students create a presentation using a form of technology.</p> | <p>Third grade students at the partial mastery level in listening, speaking and media literacy recite and comprehend songs, stories, and poems by describing story elements and role-playing scenes. They describe the main idea of visual media. Students create an oral or visual presentation using media tools.</p> | <p>Third grade students at the novice level in listening, speaking and media literacy listen and respond to stories and poems by retelling and relating the information to their own lives. They determine the main idea of visual media. Students relate a real or imagined story orally or by creating a picture or poster.</p> |
| <p><b>Objectives</b></p>  | <p><b>Students will</b></p>   |   |   |   |
| <p>RLA.O.3.3.01</p>   | <p>listen and respond to familiar stories and poems (e.g., summarize and paraphrase to confirm comprehension, recount personal experiences, imagine beyond the literary form).</p>  |   |   |   |
| <p>RLA.O.3.3.02</p>   | <p>distinguish different messages conveyed through visual media (e.g., photos, television, multimedia Internet).</p>  |   |   |   |
| <p>RLA.O.3.3.03</p>   | <p>create an age appropriate media literacy product that reflects understanding of format and characteristics.</p>  |   |   |   |

## FOURTH GRADE READING AND ENGLISH LANGUAGE ARTS

Reading and English Language Arts Fourth grade students will develop as readers and writers who are independent, self-directed and critical thinkers who take responsibility for their learning, connect new information to existing knowledge, develop habits of learning and work with others to use information. Students will learn to critically analyze and evaluate what they read, create effective oral, written and multimedia communication in a variety of forms and contexts, access and integrate information using a variety of media sources, and use listening as a reading strategy. Each of these strategies is to be applied in the content areas. At this level, students are provided with a variety of opportunities to interact with a wide range of literary and informational forms and 21<sup>st</sup> century skills, building the foundation for lifelong reading. The West Virginia Standards for 21<sup>st</sup> Century Learning include the following components: 21<sup>st</sup> Century Content Standards and Objectives and 21<sup>st</sup> Century Learning Skills and Technology Tools. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools and content standards and objectives.

| Grade 4  |  | Reading   |  |
|--|--|---|--|
| <b>Standard 1:</b>   |  | <b>Reading</b>  |  |
| RLA.S.4.1<br>Students will apply reading skills and strategies to inform, to perform a task and to read for literacy experience by <ul style="list-style-type: none"> <li>identifying and using grade appropriate essential reading components (phonemic awareness, phonics, vocabulary, fluency, comprehension, written application) and</li> <li>selecting a wide variety of literature and diverse media to develop independence as readers.</li> </ul> |  |   |  |
| <b>Performance Descriptors RLA.PD.4.1</b>  |  |   |  |
| <b>Distinguished</b>   | <b>Above Mastery</b>   | <b>Mastery</b>  | <b>Partial Mastery</b>   |
| Fourth grade students at the distinguished level in reading analyze elements of literature to construct meaning and justify author's purpose. They explain theme and evaluate connections among facts, ideas, events and concepts in literary and informational texts across the curriculum. They use two or more resource materials to gain meaning from text.  | Fourth grade students at the above mastery level in reading compare and contrast characters, select defining characteristics and construct background of literary and informational texts. They differentiate and interpret to make connections to self, text and the world. They use root words, prefixes and suffixes to change word meanings and generate new vocabulary. They use reference material to determine meaning. | Fourth grade students at the mastery level in reading make inferences, analyze characters and skim and scan to comprehend written text. They determine author's purpose, literary elements and connections to self and other cultures in literary genres and apply vocabulary across content using structural analysis and context clues. When reading informational selections, they recognize visual representations and judge texts for reliability. | Fourth grade students at the novice level in reading apply phonetic analysis to decode words. They recognize story elements, main idea and cause/effect in literary and informational texts. They respond to literal comprehension questions and summarize short story selections. They identify compound words and contractions. Students demonstrate their understanding of a variety of informational resources by following 2 or 3 step written directions and using |

|                   |   |  | labels for diagrams and choose electronic resources for a purpose. | captions. |
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| <b>Objectives</b> | <b>Students will</b>  |  |  |           |
| RLA.O.4.1.01      | identify and practice appropriate vocabulary: <ul style="list-style-type: none"> <li>• multiple meaning words</li> <li>• synonyms</li> <li>• antonyms</li> <li>• homonyms</li> <li>• content area vocabulary</li> <li>• context clues</li> </ul>  |  |  |           |
| RLA.O.4.1.02      | apply structural analysis including etymology and context clues to decode and encode words.   |  |  |           |
| RLA.O.4.1.03      | use pre-reading strategies to comprehend text (e.g., activating prior knowledge, predictions, questioning).   |  |  |           |
| RLA.O.4.1.04      | apply and generate tiered levels of vocabulary in speaking and reading experiences.   |  |  |           |
| RLA.O.4.1.05      | read fluently with appropriate rate, accuracy and prosody.  |  |  |           |
| RLA.O.4.1.06      | examine meaning clues to aid comprehension of content across the curriculum (e.g., pictures, picture captions, titles, headings, text structure, topic).  |  |  |           |
| RLA.O.4.1.07      | read fourth grade instructional level texts and use self-correction strategies (e.g., decoding, searching for cues, rereading).   |  |  |           |
| RLA.O.4.1.08      | interpret and extend the ideas in literary and informational texts to summarize, determine story elements, skim and scan, determine cause and effect, compare and contrast, visualize, paraphrase, infer, sequence, determine fact and opinion, draw conclusions, analyze characterize and provide main idea and support details. |  |  |           |
| RLA.O.4.1.09      | determine the author's purpose in literary and informational texts and use supporting material to justify author's intent: <ul style="list-style-type: none"> <li>• to persuade</li> <li>• to entertain</li> <li>• to inform</li> <li>• to determine a specific viewpoint</li> </ul>  |  |  |           |
| RLA.O.4.1.10      | compare and contrast self to text in making connections to characters or simple events in a literary work to own life and other cultures (e.g. events, characters, conflicts, themes).  |  |  |           |
| RLA.O.4.1.11      | distinguish between the ways in which language is used in literary texts: <ul style="list-style-type: none"> <li>• simile</li> <li>• metaphor</li> <li>• idioms</li> <li>• analogies</li> <li>• puns</li> </ul>   |  |  |           |
| RLA.O.4.1.12      | recognize and explain the defining characteristics of genre in literary and informational texts: <ul style="list-style-type: none"> <li>• fairy tales</li> <li>• folk tales</li> <li>• myths</li> </ul>   |  |  |           |

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|              | <ul style="list-style-type: none"> <li>• poems</li> <li>• fables</li> <li>• fantasies</li> <li>• biographies</li> <li>• short stories</li> <li>• novels</li> <li>• plays</li> <li>• legends</li> <li>• autobiographies</li> <li>• magazines</li> <li>• newspapers</li> <li>• textbooks</li> <li>• essays</li> <li>• speeches</li> <li>• electronic databases</li> <li>• reference materials</li> </ul> |
| RLA.O.4.1.13 | judge the reliability or logic of informational texts.   |
| RLA.O.4.1.14 | select and use a variety of sources to gather information (e.g., dictionaries, encyclopedias, newspapers, informational texts, electronic resources).  |
| RLA.O.4.1.15 | use graphic organizers and visualization techniques to interpret information (e.g., charts, graphs, diagrams, non-verbal symbols).   |
| RLA.O.4.1.16 | use reading skills and strategies to understand a variety of information resources to support literacy learning (e.g., written directions, captions, electronic resources, labels, information texts).   |
| RLA.O.4.1.17 | increase the amount of independent reading to build background knowledge, expand vocabulary and comprehend literary and informational text.  |

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| <b>Grade 4</b>  | <b>Writing</b>  |
| <b>Standard 2:</b>  | <b>Writing</b>  |
| RLA.S.4.2   | <p>Students will apply writing skills and strategies to communicate effectively for different purposes by</p> <ul style="list-style-type: none"> <li>• using the writing process</li> <li>• applying grammatical and mechanical properties in writing and</li> <li>• selecting and evaluating information for research purposes.</li> </ul> |
| <b>Performance Descriptors RLA.PD.4.2</b>   |   |
| <b>Distinguished</b>  | <b>Above Mastery</b>  |
| Fourth grade students at the distinguished level in writing, while responding to a variety of stimulus materials, use writing | Fourth grade students at the above mastery level in writing use the pre-writing and drafting strategies to generate topics and plan   |
|   | <b>Mastery</b>  |
|   | Fourth grade students at the mastery level in writing apply the writing process to compose with a variety of forms and genres, using  |
|   | <b>Partial Mastery</b>  |
|   | Fourth grade students at the partial mastery level in writing use the five-step writing process to compose a variety of forms and   |
|   | <b>Novice</b>   |
|   | Fourth grade students at the novice level in writing develop stories with a beginning, middle and end for an intended audience.   |

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| <p>strategies to address a specific writing purpose. They identify and use electronic and non-electronic sources to include different types of information and create assigned compositions. They edit their own writing as well as the writing of others and make corrections in organization, content, usage, mechanics and spelling.</p> | <p>approaches to writing tasks to develop a 3-5 paragraph composition that incorporates specific and relevant details. They select and use a variety of resource materials to plan and deliver a short research project, citing references.</p>  | <p>relevant details for an intended audience. Students apply correct grammar and spelling. They select and use strategies to compile information for research topics .</p> | <p>genres for an intended audience. Students use correct grammar and spelling. They use a variety of strategies to plan research.</p> | <p>They use dictionaries, indexes and electronic resources to write.</p> |
| <p><b>Objectives</b> <b>Students will</b></p>   |  |  |   |  |
| <p>RLA.O.4.2.01</p>   | <p>demonstrate proper manuscript and cursive writing techniques:</p> <ul style="list-style-type: none"> <li>• legibility</li> <li>• uniformity in all written work</li> </ul>  |  |   |  |
| <p>RLA.O.4.2.02</p>   | <p>develop and apply the proper structure for simple and compound sentences.</p>   |  |   |  |
| <p>RLA.O.4.2.03</p>   | <p>identify and produce a sentence with proper word choice to include:</p> <ul style="list-style-type: none"> <li>• verb tense</li> <li>• verb usage</li> <li>• subject/verb agreement</li> <li>• pronoun usage</li> <li>• adjectives and adverbs</li> </ul>   |  |   |  |
| <p>RLA.O.4.2.04</p>   | <p>compose a written composition from a prompt using the writing process in a timed and un-timed setting.</p>  |  |   |  |
| <p>RLA.O.4.2.05</p>   | <p>develop proper form in written composition:</p> <ul style="list-style-type: none"> <li>• beginning-middle-end</li> <li>• indentation</li> <li>• topic sentence</li> <li>• introductory and concluding paragraphs</li> <li>• related details</li> <li>• related and cohesive paragraphs</li> <li>• transitional and descriptive words</li> </ul> |  |   |  |
| <p>RLA.O.4.2.06</p>   | <p>write to persuade using order of importance, classifying differences and similarities, classifying advantages and disadvantages.</p>  |  |   |  |
| <p>RLA.O.4.2.07</p>   | <p>develop a composition that demonstrates an awareness of the intended audience using appropriate language, content and form.</p>   |  |   |  |
| <p>RLA.O.4.2.08</p>   | <p>create an effective response to a task in form, content and language (e.g., letters, poems, brief reports or descriptions, instructions, journals).</p>   |  |   |  |
| <p>RLA.O.4.2.09</p>   | <p>use editing strategies to correct errors in sentence structure (fragments and run-on sentences), capitalization, punctuation and</p>  |  |   |  |

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|              | grammar.   |
| RLA.O.4.2.10 | identify and apply conventions of spelling in written composition (e.g., spell commonly misspelled words from appropriate grade level lists, use syllable constructions to spell words, use vowel combinations for correct spelling, use affixes).   |
| RLA.O.4.2.11 | use reference skills to identify words.  |
| RLA.O.4.2.12 | use strategies to gather and record information for research topics: <ul style="list-style-type: none"> <li>• note taking</li> <li>• summarizing</li> <li>• paraphrasing</li> <li>• describing in narrative form</li> <li>• gathering information from direct quotes, maps, charts, graphs and tables</li> </ul>   |
| RLA.O.4.2.13 | select and use a variety of sources to gather information (e.g., dictionaries, encyclopedias, newspapers, informational texts, electronic resources).  |
| RLA.O.4.2.14 | use strategies to compile information into written reports or summaries (e.g., incorporate notes into a finished product, include simple facts-details-explanations-examples, draw conclusions from relationships and patterns that emerge from data of different sources, use appropriate visual aids and media). |
| RLA.O.4.2.15 | critically evaluate own and others' written compositions.  |

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| <b>Grade 4 Listening, Speaking and Media Literacy</b>   |   |
| <b>Standard 3</b>   | <b>Listening, Speaking and Media Literacy</b>   |
| RLA.S.4.3   | Students will apply listening, speaking and media literacy skills and strategies to communicate with a variety of audiences and for different purposes.   |
| <b>Performance Descriptors RLA.PD.4.3</b>   |   |
| <b>Distinguished</b>  | <b>Above Mastery</b>  |
| Fourth grade students at the distinguished level in listening, speaking and media literacy recognize, exhibit and use correct grammar in oral communication skills in order to retell detailed stories sequentially. They explain topics presented through a variety of media. They contribute to group discussions. They create and present a multi-media product that reflects use of visual language and | Fourth grade students at the above mastery level in listening, speaking and media literacy recognize, exhibit and use correct grammar in oral communication skills in order to deliver recitations. They listen to and explain topics presented through a variety of media. They create a media product that demonstrates format and purpose.   |
|   | <b>Mastery</b>  |
|   | Fourth grade students at the mastery level in listening, speaking and media literacy listen and respond to different literary forms by paraphrasing information, recounting personal experiences and supporting opinions. They identify the intended audience and distinguish a variety of messages conveyed by visual media. Students adjust their speaking rate and react to an audience when communicating. They |
|   | <b>Partial Mastery</b>  |
|   | Fourth grade students at the partial mastery level in listening speaking and media literacy listen and respond to different literary forms by summarizing information and extending a story using their imagination. They distinguish messages conveyed through visual media such as television and the internet. Students create a presentation using a form of technology.  |
|   | <b>Novice</b>   |
|   | Fourth grade students at the novice level in listening, speaking and media literacy recite and comprehend songs, stories, and poems by describing story elements and role-playing scenes. They describe the main idea visual media. Students create an oral or visual presentation using media tools.   |

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| effective use of media tools. |   | create a presentation for a specific purpose using two or more forms of technology. |  |
| <b>Objectives</b>             | <b>Students will</b>  |   |  |
| RLA.O.4.3.01                  | listen and respond to different literary forms and speakers (e.g., summarize and paraphrase to confirm understanding, recount personal experiences, listen to information and exhibit comprehension, provide reasons in support of opinions, respond to others' ideas). |   |  |
| RLA.O.4.3.02                  | distinguish a variety of messages conveyed through visual media (e.g., internet, database, email, electronic resources, online research).   |   |  |
| RLA.O.4.3.03                  | recognize communication skills (e.g., speaking rate, audience, etiquette, active listening).  |   |  |
| RLA.O.4.3.04                  | create an age appropriate media literacy product that reflects understanding of format, characteristics and purpose.  |   |  |

## Fifth Grade Reading and English Language Arts

Reading and English Language Arts fifth grade students expand and strengthen knowledge and skills learned in earlier grades. Students apply comprehension and vocabulary skills and strategies which will enable them to critically judge literary and informational texts across the curriculum. The earlier development of the writing process will be strengthened and expanded within and across the curriculum. Listening, speaking, and media literacy instruction will prepare fifth grade 21<sup>st</sup> century learners to contribute, deliver and exhibit communication skills. Fifth grade students continue to develop as independent, self-directed and life-long learners. The West Virginia Standards for 21<sup>st</sup> Century Learning include the following components: 21<sup>st</sup> Century Content Standards and Objectives and 21<sup>st</sup> Century Learning Skills and Technology Tools. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools and content standards and objectives.

| Grade 5     |  | Reading  |   | Performance Descriptors RLA.PD.5.1  |  |
|-------------|--|--|---|---|--|
| Standard 1: | Reading  | Above Mastery  | Mastery   | Partial Mastery   | Novice   |
| RLA.S.5.1   | <p>Students will apply reading skills and strategies to inform, to perform a task and to read for literacy experience by</p> <ul style="list-style-type: none"> <li>identifying and using grade appropriate essential reading components (phonemic awareness, phonics, vocabulary, fluency, comprehension, written application) and</li> <li>selecting a wide variety of literature and diverse media to develop independence as readers.</li> </ul> | <p>Fifth grade students at the above mastery level in reading:</p> <p>understand figurative language, examine denotation, explain defining characteristics and outline background in literary and informational texts;</p> <p>evaluate connections to self, text and the world;</p> <p>compare and contrast types of poetry;</p> | <p>Fifth grade students at the mastery level in reading:</p> <p>label figurative language, use denotation, select defining characteristics and construct background in literary and informational texts;</p> <p>compare and contrast to make connections to self, text and the world;</p> <p>read and classify types of poetry;</p> | <p>Fifth grade students at the partial mastery level in reading:</p> <p>locate and recognize figurative language and denotation;</p> <p>discuss connections to self and text;</p> <p>read and give examples of types of poetry;</p> | <p>Fifth grade students at the novice level in reading:</p> <p>figurative language and denotation;</p> <p>make connections to self and text;</p> <p>read and identify types of poetry;</p> |

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| examine root words, prefixes and suffixes to construct word meanings and generate new vocabulary; and | use root words, prefixes and suffixes to spell words, determine word meanings and generate new vocabulary; and   | use root words, prefixes and suffixes to spell words, change word meanings and generate new vocabulary; and | select root words, prefixes and suffixes to spell words; and change word meanings; and | identify root words, prefixes and suffixes to spell words; and |
| use a variety of reference materials to plan, critique, revise and deliver a short research project.  | use a variety of reference materials to plan, revise, and deliver a short research project.  | use resource materials to plan and deliver a short research project.  | use reference materials to plan a short research project.                              | identify types of reference materials.                         |
| <b>Objectives</b>   | <b>Students will</b>   |   |  |  |
| RLA.O.5.1.01  | use root words, prefixes and suffixes to understand words, change word meanings and generate new words appropriate to grade level.   |   |  |  |
| RLA.O.5.1.02  | use a variety of strategies (e.g., etymology, context clues, affixes, synonyms, antonyms) to increase grade-appropriate vocabulary.  |   |  |  |
| RLA.O.5.1.03  | use denotation to understand meaning.  |   |  |  |
| RLA.O.5.1.04  | label the figurative language in text.   |   |  |  |
| RLA.O.5.1.05  | select defining characteristics, construct background knowledge and develop reading skills to understand a variety of literary passages and informational texts by West Virginia, national and international authors: <ul style="list-style-type: none"> <li>• myth</li> <li>• fantasies</li> <li>• biographies</li> <li>• autobiographies</li> <li>• science fiction</li> <li>• tall tales</li> <li>• supernatural tales</li> <li>• historical fiction</li> </ul> |   |  |  |
| RLA.O.5.1.06  | determine main ideas and locate supporting details in literary passages and informational texts.   |   |  |  |
| RLA.O.5.1.07  | use pre-reading strategies to analyze text for the type of text to determine comprehension strategies: <ul style="list-style-type: none"> <li>• previewing</li> <li>• activating prior knowledge</li> <li>• questioning</li> <li>• skimming</li> <li>• scanning</li> </ul>   |   |  |  |
| RLA.O.5.1.08  | differentiate and apply comprehension strategies in literary and informational texts to <ul style="list-style-type: none"> <li>• draw conclusions</li> <li>• predict</li> <li>• use context clues</li> <li>• summarize</li> <li>• judge text critically</li> </ul>   |   |  |  |

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| RLA.O.5.1.09 | determine the elements of literature (e.g., characterization, conflict, plot) to construct meaning and recognize author's/reader's purpose. |
| RLA.O.5.1.10 | compare and contrast text connections to self, to other texts and to world cultures in literary and informational texts.                    |
| RLA.O.5.1.11 | identify literary techniques used to interpret literature (e.g., compare/contrast or cause/effect).   |
| RLA.O.5.1.12 | read and understand various types of poetry.  |
| RLA.O.5.1.13 | identify the parts of a book, know their purposes and locate information (e.g., table of contents, index, glossary).                        |
| RLA.O.5.1.14 | classify and interpret graphic aids (e.g., maps, charts, graphs, tables, timelines).  |
| RLA.O.5.1.15 | increase the amount of independent reading to comprehend, analyze and evaluate literary text and informational text.                        |

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| <b>Grade 5</b>     | <b>Writing</b>  |
| <b>Standard 2:</b> | <b>Writing</b>  |
| RLA.S.5.2          | Students will apply writing skills and strategies to communicate effectively for different purposes by <ul style="list-style-type: none"> <li>• using the writing process,</li> <li>• applying grammatical and mechanical properties in writing and</li> <li>• selecting and evaluating information for research purposes.</li> </ul> |

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| <b>Performance Descriptors RLA.PD.5.2</b>  |   |
| <b>Distinguished</b>   | <b>Above Mastery</b>  |
| Fifth grade students at the distinguished level in writing:<br><br>use the five-step writing process to compose a 3 page product (e.g., narrative, informative, descriptive, persuasive) for a specific audience and purpose, using relevant details, transitional words and 3 pages in length; and<br><br>identify relevancy and content validity of available electronic and print resources to plan, write and present a research project with documentation and in-text citations. | Fifth grade students at the above mastery level in writing:<br><br>use the five-step writing process to plan, develop, and write a 6-8 paragraph composition for a specific audience and purpose, using relevant details, and transitional words; and<br><br>identify and use electronic and non-electronic resource materials to include different types of information and create a brief research project, documenting and citing sources. |
| <b>Mastery</b>   | <b>Partial Mastery</b>  |
| Fifth grade students at the mastery level in writing:<br><br>use the five-step writing process to generate topics and plan and develop a 3-5 paragraph composition for a specific audience and purpose, using relevant details, and transitional words; and<br><br>select and use a variety of resource materials to plan and deliver a short research project, citing references.   | Fifth grade students at the partial mastery level in writing:<br><br>use the five-step writing process, plan and write a 3 paragraph composition with relevant details and transitional words; and<br><br>select and use strategies to compile information for written reports.   |
| <b>Novice</b>  | <b>Novice</b>   |
| Fifth grade students at the novice level in writing:<br><br>explain the five-step writing process and write a 3 paragraph composition with relevant details; and<br><br>use a variety of strategies to plan research.  |   |

| <b>Objectives</b> | <b>Students will</b>   |
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| RLA.O.5.2.01      | use the five-step writing process (pre-writing, drafting, revising, editing, publishing) to generate topics, plan and develop a 3 – 5 paragraph composition.   |
| RLA.O.5.2.02      | arrange thoughts and ideas in graphic representations to plan and write a product.   |
| RLA.O.5.2.03      | from a prompt, use the writing process to develop a 3-5 paragraph composition with an introductory paragraph, supporting detail paragraph(s), and concluding paragraph that incorporates specific, relevant details .                                |
| RLA.O.5.2.04      | use the five-step writing process to write for a specific purpose and for an intended audience (e.g., creative, narrative, informative, journal, friendly letter, business letter).  |
| RLA.O.5.2.05      | write and edit the mechanics and grammar of a variety of sentence types: <ul style="list-style-type: none"> <li>• simple</li> <li>• compound</li> <li>• declarative</li> <li>• exclamatory</li> <li>• imperative</li> <li>• interrogative</li> </ul> |
| RLA.O.5.2.06      | select and use a variety of resource materials to plan and deliver a short research project, citing references.  |
| RLA.O.5.2.07      | draft analogies, illustrations, examples, or anecdotes to respond to an oral, visual, or written prompt.   |
| RLA.O.5.2.08      | use basic transitional words to signal organization of a composition.  |

| <b>Grade 5 Listening, Speaking and Media Literacy</b>   |   |   |  |
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| <b>Standard 3: Listening, Speaking and Media Literacy</b>   |   |   |  |
| Students will apply listening, speaking and media literacy skills and strategies to communicate with a variety of audiences and for different purposes.   |   |   |  |
| <b>Performance Descriptors RLA.PD.5.3</b>   |   |   |  |
| <b>Distinguished</b>  | <b>Above Mastery</b>  | <b>Mastery</b>  | <b>Partial Mastery</b>   |
| Fifth grade students at the distinguished level in listening, speaking and media literacy:<br><br>plan, organize and deliver effective communications to deliver a variety of presentations;<br><br>debate topics presented through a variety of literary forms and speakers; and | Fifth grade students at the above mastery level in listening, speaking and media literacy:<br><br>plan, exhibit and use effective communication skills to deliver a variety of presentations;<br><br>listen to and formulate opinions on topics presented through a variety of literary forms and | Fifth grade students at the mastery level in listening, speaking and media literacy:<br><br>recognize, exhibit and use effective communication skills to deliver a variety of presentations;<br><br>listen to and respond to different literary forms and speakers; and | Fifth grade students at the novice level in listening, speaking and media literacy:<br><br>recognize effective communication skills in classroom discussion;<br><br>listen to topics presented in different forms by various speakers; and |

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| create, present and evaluate an age-appropriate multi-media product that demonstrates the use of format, purpose and audience. | speakers; and create and present an age-appropriate multi-media product that demonstrates format, purpose and audience.  | create an age-appropriate media product that demonstrates format, purpose and audience. | create an age-appropriate media product that demonstrates purpose. | reproduce a media product that demonstrates purpose. |
| <b>Objectives</b>  | <b>Students will:</b>  |   |  |  |
| RLA.O.5.3.01   | exhibit effective oral communication skills (e.g., rate, audience, etiquette, standard English) through the presentation of <ul style="list-style-type: none"> <li>• readers theater</li> <li>• choral reading</li> <li>• personal narratives</li> <li>• recitations (poetry, historical documents)</li> <li>• dramatizations</li> </ul> |   |  |  |
| RLA.O.5.3.02   | compare and contrast personal experiences to oral/visual information.  |   |  |  |
| RLA.O.5.3.03   | listen and respond to different literary forms and speakers (e.g. summarize and paraphrase to confirm understanding, recount personal experiences, listen to information and exhibit comprehension, provide reasons in support of opinions, respond to others' ideas).   |   |  |  |
| RLA.O.5.3.04   | create an age-appropriate media product that demonstrates format, purpose, and audience.   |   |  |  |

## SIXTH GRADE READING AND ENGLISH LANGUAGE ARTS

Reading and English Language Arts sixth grade students apply a variety of strategies to increase vocabulary and comprehension skills. Those strategies include literal, inferential and critical thinking components. Students continue to evaluate connections among the facts, ideas and concepts of literary and informational texts across the curriculum. Sixth grade students use the writing process to address specific writing purposes and various audiences. They demonstrate mastery in mechanics and usage in order to communicate ideas effectively. Sixth grade 21<sup>st</sup> century learners employ listening, speaking and media strategies to gather and process oral information in order to effectively express themselves in a variety of situations. The West Virginia Standards for 21<sup>st</sup> Century Learning include the following components: 21<sup>st</sup> Century Content Standards and Objectives and 21<sup>st</sup> Century Learning Skills and Technology Tools. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools and content standards and objectives.

| <b>Grade 6</b>   |   | <b>Reading</b>   |  |   |  |
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| <b>Standard 1:</b>   |   | <b>Reading</b>   |  |   |  |
| RLA. S.6.1   |   | Students will use skills to read for literacy experiences, read to inform and read to perform a task by <ul style="list-style-type: none"> <li>identifying and using the dimensions of reading (phonemic awareness, phonics, background knowledge/vocabulary, high frequency words/fluency, comprehension, writing and motivation to read) and</li> <li>employing a wide variety of literature in developing independent readers.</li> </ul> |  |   |  |
| <b>Performance Descriptors RLA.PD.6.1</b>  |   |  |  |   |  |
| <b>Distinguished</b>   |   | <b>Above Mastery</b>   | <b>Mastery</b>   | <b>Partial Mastery</b>  | <b>Novice</b>  |
| Sixth grade students at the distinguished level in reading:  | Sixth grade students at the above mastery level in reading:   | Sixth grade students at the mastery level in reading:  | Sixth grade students at the partial mastery level in reading:  | Sixth grade students at the novice level in reading:  |  |
| critique elements of literature (external conflict, mood and character analysis), analyze figurative language and literary techniques (compare/contrast and symbolism) to evaluate meaning and infer author's purpose; | - categorize elements of literature (external conflict, mood and character analysis), assess figurative language and literary techniques (compare/contrast and symbolism) to construct meaning and analyze author's purpose; interpret theme and evaluate connections among facts, ideas, events and concepts in literary and informational | examine elements of literature (external conflict and mood), identify and understand figurative language to construct meaning and recognize author's/reader's purpose;   | explain examples of elements of literature (external conflict and mood), describe figurative and literary techniques (compare/contrast and symbolism) to illustrate meaning and generalize the author's purpose; | define elements of literature (external conflict and mood), figurative language and literary techniques (compare/contrast and symbolism) to find meaning; | state theme and identify connections among facts, ideas, events and concepts in literary and informational |

| texts to self, other texts and the world; and | informational texts to self, other texts and the world; and  | in literary and informational texts to self, other texts and the world; and | informational texts to self and other texts; and | texts to self; and              |
|---|--|---|--|---------------------------------|
| analyze and create various types of poetry.   | interpret various types of poetry.   | characterize and classify various types of poetry.                          | recognize various types of poetry.               | identify basic types of poetry. |
| <b>Objectives</b>                             |  |   |  |                                 |
| Students will                                 |  |   |  |                                 |
| RLA.O.6.1.01                                  | use connotation and denotation to understand meaning.  |   |  |                                 |
| RLA.O.6.1.02                                  | use root words, prefixes and suffixes to understand words, change word meanings and generate new words appropriate to grade level.   |   |  |                                 |
| RLA.O.6.1.03                                  | use a variety of strategies to increase grade-appropriate vocabulary (e.g., etymology, context clues, affixes, synonyms, antonyms).  |   |  |                                 |
| RLA.O.6.1.04                                  | select defining characteristics, construct background knowledge and develop reading skills to understand a variety of literary passages and informational texts by West Virginia, national and international authors: <ul style="list-style-type: none"> <li>• myth</li> <li>• fantasies</li> <li>• biographies</li> <li>• autobiographies</li> <li>• science fiction</li> <li>• tall tales</li> <li>• supernatural tales</li> </ul> |   |  |                                 |
| RLA.O.6.1.05                                  | use pre-reading strategies to analyze text for the type and structure of text to determine comprehension strategies: <ul style="list-style-type: none"> <li>• previewing</li> <li>• activating prior knowledge</li> <li>• questioning</li> <li>• skimming</li> <li>• scanning</li> </ul>   |   |  |                                 |
| RLA.O.6.1.06                                  | differentiate and apply comprehension strategies in literary and informational texts to <ul style="list-style-type: none"> <li>• use prior knowledge</li> <li>• draw conclusions</li> <li>• interpret meaning</li> <li>• determine cause and effect</li> <li>• judge text critically</li> </ul>  |   |  |                                 |
| RLA.O.6.1.07                                  | determine the elements of literature (e.g., external conflict, mood) to construct meaning and recognize author's/reader's purpose.   |   |  |                                 |
| RLA.O.6.1.08                                  | interpret the actions, behaviors and motives of characters in literary texts.  |   |  |                                 |
| RLA.O.6.1.09                                  | determine and explain theme by locating supporting details in a literary passage and in informational text across the curriculum.  |   |  |                                 |
| RLA.O.6.1.10                                  | evaluate connections (e.g., cause/effect, order) among the facts, ideas, events and concepts of literary and informational texts to self, to other texts and to the world.   |   |  |                                 |
| RLA.O.6.1.11                                  | identify and understand figurative language (e.g., onomatopoeia, personification, alliteration) in text.   |   |  |                                 |
| RLA.O.6.1.12                                  | characterize and classify various types of poetry.   |   |  |                                 |

|              |   |
|--------------|---|
| RLA.O.6.1.13 | Identify and understand literary techniques used to interpret literature (e.g., compare/contrast, symbolism).           |
| RLA.O.6.1.14 | use graphic organizers to create, develop, interpret and organize information (e.g., tables, graphs, diagrams, charts). |
| RLA.O.6.1.15 | increase the amount of independent reading to comprehend, analyze and evaluate literary text and informational text.    |

| <b>Grade 6 Writing</b> |  | <b>Performance Descriptors RLA.PD.6.2</b>  |   |  |  |
|------------------------|--|--|---|--|--|
| <b>Standard 2:</b>     | <b>Writing</b>   | <b>Above Mastery</b>   | <b>Mastery</b>  | <b>Partial Mastery</b>   | <b>Novice</b>  |
| RLA.S.6.2              | Students will apply writing skills and strategies to communicate effectively for different purposes by <ul style="list-style-type: none"> <li>• using the writing process</li> <li>• applying grammatical and mechanical properties in writing and</li> <li>• selecting and evaluating information for research purposes.</li> </ul> | Sixth grade students at the above mastery level in writing:  | Sixth grade students at the mastery level in writing:   | Sixth grade students at the partial mastery level in writing:  | Sixth grade students at the novice level in writing:   |
|                        |  | use the five-step writing process to plan, produce, and write 6-8 paragraph products (e.g., narrative, informative, descriptive, persuasive);  | use the five-step writing process to generate topics, plan approaches, and develop writing tasks (5-7 paragraphs) for a specific audience and purpose, including relevant details and transitional words; | use the five-step writing process to generate topics and plan approaches to writing tasks (4 paragraphs) for a composition with specific and relevant details; | use the five-step writing process to create a 3-5 paragraph composition, poem or summary for an intended audience; |
|                        | write a thesis statement and a progression of ideas in complete sentences; and   | write a thesis statement and cohesive introductory and concluding paragraphs; and  | write a relevant introductory and concluding paragraph; and   | write a relevant introductory paragraph; and   | write a topic sentence; and  |
|                        | use note-taking strategies and outlines to develop a research project, documenting and citing sources.   | use note-taking and outlining strategies with a variety of electronic and non-electronic resources to identify relevancy and content validity of available information; create a brief research project, documenting and citing sources. | select and use a variety of resource materials, electronic and non-electronic, to plan, develop, and deliver a research project using computer-generated graphic aids.                                    | select and use a variety of resource materials to plan and deliver a short research project, citing references.  | select and use strategies to compile information for written reports.  |

| Objectives   | Students will  |
|--------------|--|
| RLA.O.6.2.01 | use correct note taking skills organize information into an outline that categorizes information by topic, subtopic and detail.  |
| RLA.O.6.2.02 | use the five-step writing process (pre-writing, drafting, revising, editing, publishing) to generate topics, plan approaches and develop descriptive and narrative writing tasks: <ul style="list-style-type: none"> <li>• compositions</li> <li>• personal narratives</li> <li>• brochures</li> <li>• speeches</li> <li>• poetry</li> </ul> |
| RLA.O.6.2.03 | from a prompt, use the writing process to develop a composition that contains specific, relevant details and transitions.  |
| RLA.O.6.2.04 | use the five-step writing process to address specific writing purposes and to address various audiences (e.g., creative, journalistic, essay, narrative, informative, persuasive).   |
| RLA.O.6.2.05 | use analogies, illustrations, examples, or anecdotes to enhance written communication.   |
| RLA.O.6.2.06 | edit one's own compositions as well as the writing of others to correct errors in organization, content, usage, mechanics and spelling.  |
| RLA.O.6.2.07 | develop a 5-7 paragraph composition with an introductory paragraph, supporting details paragraph(s) and concluding paragraph.  |
| RLA.O.6.2.08 | demonstrate the ability to use electronic and non-electronic reference materials to locate information, analyze the source, evaluate the data, and create a product based upon an assigned task.   |
| RLA.O.6.2.09 | credit sources of information by citing references using various formats, (e.g., footnotes, bibliography).   |
| RLA.O.6.2.10 | select and use a variety of resource materials to plan, develop, and deliver a research project using computer-generated graphic aids.   |

| Grade 6 Listening, Speaking and Media Literacy  |  |  |   |
|---|--|--|---|
| Standard 3: Listening, Speaking and Media Literacy  |  |  |   |
| Students will apply listening, speaking and media literacy skills and strategies to communicate with a variety of audiences and for different purposes.   |  |  |   |
| Performance Descriptors RLA.PD.6.3  |  |  |   |
| Distinguished   | Above Mastery  | Mastery  | Partial Mastery   |
| Sixth grade students at the distinguished level in listening, speaking and media literacy:<br><br>exemplify and model effective oral communication skills through the presentation of compositions, narratives, speeches, dramatizations, and poetry; | Sixth grade students at the above mastery level in listening, speaking and media literacy:<br><br>use and facilitate effective oral communication skills through the presentation of compositions, narratives, speeches, media products, and poetry; | Sixth grade students at the mastery level in listening, speaking and media literacy:<br><br>use effective oral communication skills through the presentation of compositions, narratives, speeches and poetry; | Sixth grade students at the novice level in listening, speaking and media literacy:<br><br>use oral communication skills through the presentation of narratives and speeches; |

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| <p>plan, create, and present original stories and dramatizations and interpret spoken and media messages for purpose, audience, and point-of-view; and</p> <p>create and present to a variety of audiences an age-appropriate multi-media product that reflects effective use of visual language in format and medium choice, purpose, and audience.</p> | <p>retell stories, create and present original stories, and interpret spoken text for purpose, audience, and point-of-view; and</p> <p>create and present an age-appropriate multi-media product that reflects use of visual language in format, choice, purpose, and audience.</p>   | <p>retell stories, create original stories, and interpret spoken text; and</p> <p>create an age-appropriate media product that demonstrates format, purpose, and audience.</p> | <p>retell stories, tell original stories, and listen to comprehend a topic; and</p> <p>create an age-appropriate media product that expresses purpose.</p> | <p>retell stories and identify topics presented through a variety of media; and</p> <p>reproduce an age-appropriate media product.</p> |
| <p><b>Objectives</b></p> <p>RLA.O.6.3.01</p>   | <p><b>Students will</b></p> <p>exhibit effective oral communication skills (e.g., volume, rate, audience, etiquette, standard English) through the presentation of</p> <ul style="list-style-type: none"> <li>• compositions</li> <li>• personal narratives</li> <li>• brochures</li> <li>• speeches</li> <li>• poetry</li> </ul> |  |  |  |
| <p>RLA.O.6.3.02</p>  | <p>retell and create original, simple and detailed sequential stories.</p>  |  |  |  |
| <p>RLA.O.6.3.03</p>  | <p>interpret spoken text in order to comprehend topic, purpose and perspective in spoken texts (e.g., of a speaker, informational video, televised interview, radio news program).</p>  |  |  |  |
| <p>RLA.O.6.3.04</p>  | <p>perform a variety of roles in group discussions including active listener and discussion leader.</p>   |  |  |  |
| <p>RLA.O.6.3.05</p>  | <p>create and present an age-appropriate media product that demonstrates format, purpose, and audience.</p>   |  |  |  |

## SEVENTH GRADE READING AND ENGLISH LANGUAGE ARTS

Reading and Language Arts seventh grade students continue to build, expand and refine prior learning. Students develop reading comprehension and vocabulary through the use of a wide variety of literary genres and informational texts. Students utilize the writing process to develop error-free and content-rich communication across the curriculum. Seventh grade 21<sup>st</sup> century learners use rigorous listening, speaking and media literacy skills to interact in the classroom, the community and the world. The West Virginia Standards for 21<sup>st</sup> Century Learning include the following components: 21<sup>st</sup> Century Content Standards and Objectives and 21<sup>st</sup> Century Learning Skills and Technology Tools. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools and content standards and objectives.

| Grade 7  |  | Reading   |  |   |  |
|--|--|---|--|---|--|
| Standard 1:  |  | Reading   |  |   |  |
| RLA.S.7.1  | Students will use skills to read for literacy experiences, read to inform and read to perform a task by <ul style="list-style-type: none"> <li>identifying and using the dimensions of reading (phonemic awareness, phonics, background knowledge/vocabulary, high frequency words/fluency, comprehension, writing and motivation to read) and</li> <li>employing a wide variety of literature in developing independent readers.</li> </ul> |   |  |   |  |
| Performance Descriptors RLA.PD.7.1   |  |   |  |   |  |
| Distinguished  | Above Mastery  | Mastery   | Partial Mastery  | Novice  |  |
| Seventh grade students at the distinguished level in reading:<br><br>evaluate a variety of genres and reading skills to generalize, interpret relationships between text and graphics, and make complex or abstract predictions for literary, practical and informational texts;<br><br>judge literary elements, figurative language, common themes, and connections to self, text, and the world; and | Seventh grade students at the above mastery level in reading:<br><br>analyze a variety of genres and reading skills to generalize, interpret relationships, and make complex or abstract predictions for literary, practical and informational texts;<br><br>analyze literary elements, figurative language, common themes, and connections to self, text and the world; and   | Seventh grade students at the mastery level in reading:<br><br>use a variety of genres and reading skills to generalize, interpret, and make complex or abstract predictions for literary, practical and informational texts;<br><br>determine and interpret literary elements and figurative language and relate and analyze common themes and connections to self, text, and the world; and | Seventh grade students at the partial mastery level in reading:<br><br>use a variety of genres and reading skills to establish a purpose, determine relationships, and make predictions for literary and informational texts;<br><br>describe literary elements, figurative language, common themes, and connections to self and text; and | Seventh grade students at the novice level in reading:<br><br>use a variety of genres and reading skills to generate questions and determine a purpose in literary and practical texts;<br><br>label literary elements, figurative language, common themes, and connections to self and text; and |  |

| interpret vocabulary in multiple texts by using connotation and denotation, Greek and Latin roots and word origins. | extend vocabulary in multiple contents by using connotation and denotation, Greek and Latin roots and word origins.   | extend vocabulary in text by using connotation and denotation, Greek and Latin roots and word origins. | extend vocabulary in text by using denotation and word origins. | identify vocabulary in text by using denotation and word origins. |
|---|---|--|---|---|
| <b>Objectives</b>   |   |  |   |   |
| <b>Students will</b>  |   |  |   |   |
| RLA.O.7.1.01  | compare/contrast connotation and denotation to understand and enhance meaning of words, sentences and uncomplicated passages.   |  |   |   |
| RLA.O.7.1.02  | use Greek and Latin roots, prefixes and suffixes to determine the meaning of words, understand words, change word meanings and generate new words appropriate to grade level, recognize that knowledge of the origins and history of word meanings enhances understanding of a word's meaning.  |  |   |   |
| RLA.O.7.1.03  | <p>classify the defining characteristics, build background knowledge and apply reading skills to understand a variety of literary passages and genres by West Virginia, national and international authors:</p> <ul style="list-style-type: none"> <li>• fiction</li> <li>• nonfiction</li> <li>• myths, poems</li> <li>• fantasies</li> <li>• biographies</li> <li>• autobiographies</li> <li>• science fiction, tall tale</li> <li>• supernatural tales</li> </ul>  |  |   |   |
| RLA.O.7.1.04  | <p>use pre-reading strategies (e.g., generating questions, previewing, activating and evaluating prior knowledge, scanning, skimming) and comprehension strategies to critically analyze and evaluate the composition of texts by</p> <ul style="list-style-type: none"> <li>• generalizing to establish a purpose for reading</li> <li>• interpreting the relationship between graphic aids and text</li> <li>• making complex or abstract predictions by synthesizing information gained from previewing text and graphic aids</li> </ul> |  |   |   |
| RLA.O.7.1.05  | <p>determine and interpret the elements of literature to construct meaning and recognize author's and/or reader's purpose:</p> <ul style="list-style-type: none"> <li>• plot</li> <li>• character</li> <li>• setting</li> <li>• conflict</li> <li>• rising and falling action</li> <li>• climax</li> <li>• resolution</li> <li>• point of view</li> <li>• antagonist</li> <li>• protagonist</li> <li>• hero</li> </ul>  |  |   |   |
| RLA.O.7.1.06  | relate and analyze connections/themes among ideas in literary and informational texts, such as text to self, text-to-text, text to world  |  |   |   |

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|              | connections, and recognize that global awareness promotes understanding, tolerance, and acceptance of ethnic, cultural, religious and personal differences.   |
| RLA.O.7.1.07 | summarize explicit and implied information from literary and informational texts to recognize the relationships among the facts, ideas, events and concepts (e.g., names, dates, events, organizational patterns, graphical representations as found in photographs, captions, maps, tables or timelines, textual features including table of contents, headings or side bars). |
| RLA.O.7.1.08 | examine and interpret figurative language (hyperbole, simile, metaphor) and literary techniques (e.g., flashback, stereotype, foreshadowing) in text  |
| RLA.O.7.1.09 | read, compare and interpret types of poetry (e.g., narrative poems, ballads, lyric, epic), and recognize the elements to derive meaning of poetry.  |
| RLA.O.7.1.10 | use examples, and details in practical texts to make inferences and logical predictions about outcomes of procedures in such texts.   |
| RLA.O.7.1.11 | critique the usefulness of the form, and content of practical texts.  |
| RLA.O.7.1.12 | increase amount of independent reading and use appropriate graphic organizers (e.g., diagrams, flow charts, story maps, outlines, concept maps, tables, reading guides) to analyze more complex ideas in both fiction and non-fiction.  |

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| <b>Grade 7</b>  |   |
| <b>Writing</b>  |   |
| Students will apply writing skills and strategies to communicate effectively for different purposes by  |   |
| Standard 2:   |   |
| RLA.S.7.2   | <ul style="list-style-type: none"> <li>• using the writing process,</li> <li>• applying grammatical and mechanical properties in writing and</li> <li>• selecting and evaluating information for research purposes.</li> </ul>  |
| <b>Performance Descriptors RLA.PD.7.2</b>   |   |
| <b>Distinguished</b>  | <b>Novice</b>   |
| Seventh grade students at the distinguished level in writing:<br><br>employ the five-step writing process to express 4-5 cumulative pages of a variety of written products (e.g., narrative, informative, descriptive, persuasive);<br><br>express a clearly written thesis statement, use a logical progression of ideas                   | Seventh grade students at the novice level in writing:<br><br>use the pre-writing and drafting strategies to generate topics and plan approaches to writing tasks to develop a 5 paragraph composition that incorporates specific and relevant details;<br><br>recognize a topic sentence and related details;                              |
| <b>Above Mastery</b>  | <b>Partial Mastery</b>  |
| Seventh grade students at the above mastery level in writing:<br><br>use the five-step writing process and write a 2-3 cumulative pages of a variety of products (e.g., narrative, informative, descriptive, persuasive);<br><br>write a thesis statement and a progression of ideas in complete sentences;                                 | Seventh grade students at the partial mastery level in writing:<br><br>use five-step writing process to generate topics, plan approaches, and develop writing tasks for a cumulative pages for a specific audience and with specific and relevant details;<br><br>write a topic sentence and detail sentences related to the topic;         |
| <b>Mastery</b>  | <b>Mastery</b>  |
| Seventh grade students at the mastery level in writing:<br><br>use the five-step writing process to generate topics, plan approaches, and develop writing tasks of 2 cumulative pages for a specific audience and purpose, including relevant details and transitional words;<br><br>write a thesis statement and summarize their thoughts; | Seventh grade students at the mastery level in writing:<br><br>use the five-step writing process to generate topics, plan approaches, and develop writing tasks of 2 cumulative pages for a specific audience and purpose, including relevant details and transitional words;<br><br>write a thesis statement and summarize their thoughts; |

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| with transitions, and include precise word choice, correct mechanics, and complete and varied sentences;  | use note-taking strategies and outlines to develop a concise and focused written/oral presentation; and   | use note-taking strategies and outlines to develop a written/oral presentation;   | use notes to develop a written presentation; and  | use note-taking strategies while listening to a presentation; and  |
| use notes and an outline to plan, develop, and present a written/oral presentation using computer-generated graphic aids; and   | select and use a variety of resource materials, electronic and non-electronic, to plan, develop, organize, and deliver a research project (4-5 pages) with documented sources, in-text citations and computer-generated graphic aids, | select and use a variety of resource materials, electronic and non-electronic, to plan, develop, and deliver a research project (3 pages) with documented sources, using computer-generated graphic aids. | select and use a variety of resource materials, electronic and non-electronic, to plan, develop, and deliver a research project (2 pages) using computer-generated graphic aids.  | select and use a variety of resource materials to plan and deliver a short research project (1 page), citing references.   |
| select and use a variety of resource materials, electronic and non-electronic, to plan, develop, organize, and deliver a research project (5-6 pages), effectively summarizing in-text citations to avoid plagiarism, with documented sources, in-text citations and computer-generated graphic aids. | use note-taking strategies including paraphrasing and summarizing to develop a written composition.   | use student-prepared notes, create an outline and use it to develop a written and/or oral presentation using computer-generated graphics (e.g., tables, charts, graphs).                                  | use analogies, illustrations, examples, or anecdotes to enhance oral and written communication (e.g., letters, poems, brief reports, descriptions, extended text, illustrations). | use the five-step writing process (pre-writing, drafting, revising, editing, publishing) to generate topics, plan approaches, and develop expository and persuasive writing tasks: |
| <b>Objectives</b>   | <b>Students will</b>  |   |   |  |
| RLA.O.7.2.01  | use note-taking strategies including paraphrasing and summarizing to develop a written composition.   |   |   |  |
| RLA.O.7.2.02  | using student-prepared notes, create an outline and use it to develop a written and/or oral presentation using computer-generated graphics (e.g., tables, charts, graphs).  |   |   |  |
| RLA.O.7.2.03  | use analogies, illustrations, examples, or anecdotes to enhance oral and written communication (e.g., letters, poems, brief reports, descriptions, extended text, illustrations).   |   |   |  |
| RLA.O.7.2.04  | use the five-step writing process (pre-writing, drafting, revising, editing, publishing) to generate topics, plan approaches, and develop expository and persuasive writing tasks:  |   |   |  |
|   | <ul style="list-style-type: none"> <li>• compositions</li> <li>• brochures</li> <li>• display ads</li> <li>• commercials</li> <li>• speeches</li> <li>• poetry</li> </ul>   |   |   |  |
| RLA.O.7.2.05  | from a prompt use the five-step writing process to develop a focused composition that contains specific, relevant details and vivid and   |   |   |  |

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|              | precise words.   |
| RLA.O.7.2.06 | use sophisticated transitional words and cues to signal organization of a composition.   |
| RLA.O.7.2.07 | identify and use a variety of sources for different types of information (e.g., Internet research, databases for periodical and newspaper articles, newspapers, schedules, advertisements).  |
| RLA.O.7.2.08 | understand how to summarize and use direct quotations in writing, recognize copyright laws/issues, ethical acquisition and use of digital information in citing sources for research/report. |
| RLA.O.7.2.09 | document sources of information using a provided bibliographic format.   |
| RLA.O.7.2.10 | select and use a variety of resource materials to plan, develop, and deliver a research project (3 pages) with documented sources, using computer-generated graphic aids.                    |

| <b>Grade 7</b>   |  | <b>Listening, Speaking and Media Literacy</b>   |  |
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| <b>Standard 3:</b>   |  | <b>Listening, Speaking and Media Literacy</b>   |  |
| RLA.S.7.3  |  | Students will apply listening, speaking and media literacy skills and strategies to communicate with a variety of audiences and for different purposes.   |  |
| <b>Performance Descriptors RLA.PD.7.3</b>  |  |   |  |
| <b>Distinguished</b>   | <b>Above Mastery</b>   | <b>Mastery</b>  | <b>Partial Mastery</b>   |
| Seventh grade students at the distinguished level in listening, speaking and media literacy:<br><br>plan, create and present effective oral communication skills through presentation of compositions, reports, scripts and dramatizations;<br><br>listen, analyze, evaluate and express a point-of-view and collaborate with a group to reach consensus; and<br><br>present to a variety of audiences an age-appropriate media product that justifies effective use of visual language in format, medium choice, purpose, | Seventh grade students at the above mastery level in listening, speaking and media literacy:<br><br>demonstrate effective oral communication skills through creation and presentation of compositions, reports, scripts and dramatizations;<br><br>listen to analyze and express a point-of-view and evaluate information to lead a group to reach consensus; and<br><br>present to a variety of audiences an age-appropriate media product that reflects effective use of visual language in format, medium choice, purpose | Seventh grade students at the mastery level in listening, speaking and media literacy :<br><br>demonstrate effective oral communication skills through presentation of compositions, reports, scripts and dramatizations;<br><br>listen to comprehend and express a point-of-view and evaluate information to reach a group consensus; and<br><br>plan, create and present an age-appropriate media product that demonstrates format, purpose and audience. | Seventh grade students at the novice level in listening, speaking and media literacy:<br><br>demonstrate oral communication skills through presentation of scripts and dramatizations;<br><br>perform an assigned role in group discussions; and<br><br>reproduce an age-appropriate media product that expresses purpose. |

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|                   | scope and audience.  |  | and audience. |
| <b>Objectives</b> | <b>Students will</b>   |  |               |
| RLA.O.7.3.01      | demonstrate effective oral communication skills (e.g., tone, volume, rate, audience, etiquette, standard English) through presentation of  | <ul style="list-style-type: none"> <li>• compositions</li> <li>• reports</li> <li>• scripts</li> <li>• dramatizations</li> </ul> |               |
| RLA.O.7.3.02      | use oral/visual information to research, explore, question and imagine a topic.  |  |               |
| RLA.O.7.3.03      | distinguish between private and public information in research and reporting.  |  |               |
| RLA.O.7.3.04      | listen and observe in order to comprehend and express a point-of-view concerning the topic, purpose and medium (e.g., of a guest speaker, informational video, televised interview, radio news program). |  |               |
| RLA.O.7.3.05      | evaluate information to reach consensus in group discussions or settings.  |  |               |
| RLA.O.7.3.06      | plan, create and present an age-appropriate media product that demonstrates format, purpose, and audience.   |  |               |

## EIGHTH GRADE READING AND ENGLISH LANGUAGE ARTS

Reading and Language Arts eighth grade students continue to develop as independent motivated readers and writers who think critically and take responsibility for their learning. Students apply vocabulary and comprehension strategies across the curriculum. The eighth grade students use a variety of literary forms and informational texts to establish the foundations of lifelong reading. Students use the writing process to develop focused compositions. They independently validate information through assessing, researching and comparing data. Eighth grade 21<sup>st</sup> century learners critique oral and visual information and apply the information to global situations. The West Virginia Standards for 21<sup>st</sup> Century Learning include the following components: 21<sup>st</sup> Century Content Standards and Objectives and 21<sup>st</sup> Century Learning Skills and Technology Tools. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools and content standards and objectives.

| <b>Grade 8</b>     |  | <b>Reading</b>   |  | <b>Performance Descriptors RLA.PD.8.1</b>  |  |
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| <b>Standard 1:</b> | <b>Reading</b>   | <b>Above Mastery</b>   | <b>Mastery</b>   | <b>Partial Mastery</b>   | <b>Novice</b>  |
| RLA. S.8.1         | <p>Students will use skills to read for literacy experiences, read to inform and read to perform a task by</p> <ul style="list-style-type: none"> <li>identifying and using the dimensions of reading components (phonemic awareness, phonics, background knowledge/vocabulary, high frequency words/fluency, comprehension, writing and motivation to read) and</li> <li>employing a wide variety of literature in developing independence as readers.</li> </ul> | <p>Eighth grade students at the above mastery level in reading:</p> <p>use a variety of genres and reading skills to interpret, judge, and evaluate literary, practical and informational texts;</p> <p>compare and contrast literary elements, common themes and connections to self, text and the world across multiple texts; and</p> <p>interpret meaning of</p> | <p>Eighth grade students at the mastery level in reading:</p> <p>use a variety of genres and reading skills to make judgments, hypothesize, and make complex or abstract summaries of literary, practical and informational texts;</p> <p>interpret literary elements and analyze and draw parallels between common themes and connections to self, text and the world across multiple texts; and</p> <p>derive meaning of</p> | <p>Eighth grade students at the partial mastery level in reading:</p> <p>use a variety of genres and reading skills to generalize, interpret, and make complex predictions for literary, practical and informational texts;</p> <p>determine and interpret literary elements and figurative language, relate themes and connections to self, text and the world; and</p> <p>extend vocabulary in text by</p> | <p>Eighth grade students at the novice level in reading:</p> <p>use a variety of genres and reading skills to establish a purpose, determine relationships, and make predictions for literary and informational texts;</p> <p>describe literary elements, figurative language, common themes and connections to self and text; and</p> <p>extend vocabulary words by</p> |
|                    | <p>analyze a variety of genres and reading skills to evaluate and probe literary, practical and informational texts;</p> <p>critique and validate literary elements, common themes and connections to self, text and the world across multiple texts; and</p> <p>examine word choice and</p>   |  |  |  |  |

| usage using multiple strategies. | vocabulary words using multiple strategies.  | vocabulary words from affixes, etymology, antonyms and synonyms. | using connotation and denotation, Greek and Latin roots, and word origins. | using denotation and word origins. |
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| <b>Objectives</b>                | <b>Students will</b>   |  |  |                                    |
| RLA.O.8.1.01                     | compare/contrast connotation and denotation in complex passages to understand and enhance meaning of words, sentences and shorter passages.  |  |  |                                    |
| RLA.O.8.1.02                     | use knowledge of Greek and Latin roots, prefixes and suffixes to determine the meaning of words, spell words, change word meanings and generate new words appropriate to grade level, recognize that knowledge of the origins and history of word meanings enhances understanding of a word's meaning.   |  |  |                                    |
| RLA.O.8.1.03                     | use etymology, context clues, affixes, synonyms or antonyms to increase grade appropriate vocabulary.  |  |  |                                    |
| RLA.O.8.1.04                     | analyze the defining characteristics, build background knowledge and apply reading skills to understand a variety of literary passages and genres by West Virginia, national and international authors: <ul style="list-style-type: none"> <li>• fiction</li> <li>• nonfiction</li> <li>• myths</li> <li>• fantasies</li> <li>• biographies</li> <li>• autobiographies</li> <li>• science fiction</li> <li>• tall tales</li> <li>• supernatural tales</li> </ul> |  |  |                                    |
| RLA.O.8.1.05                     | use pre-reading and comprehension strategies (e.g., generating questions and previewing, activating and evaluating prior knowledge and scanning or skimming texts) to critically analyze and evaluate the composition of literary and informational texts for <ul style="list-style-type: none"> <li>• making judgments</li> <li>• hypothesizing</li> <li>• making complex or abstract summaries</li> </ul>  |  |  |                                    |
| RLA.O.8.1.06                     | determine and interpret the elements of literature to construct meaning and recognize author's purpose and/or reader's purpose: <ul style="list-style-type: none"> <li>• theme</li> <li>• character</li> <li>• setting</li> <li>• internal conflict</li> <li>• rising and falling action</li> <li>• point of view</li> <li>• antagonist</li> <li>• protagonist</li> <li>• hero</li> </ul>  |  |  |                                    |
| RLA.O.8.1.07                     | analyze and draw parallels between common themes across a variety of literature and information text (e.g., friendship, honesty, loyalty, survival).   |  |  |                                    |

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| RLA.O.8.1.08 | recognize connections among ideas in literary and informational text (e.g. text to self, text-to-text, text to world connection) and recognize that global awareness promotes understanding, tolerance, and acceptance of ethnic, cultural, religious and personal differences.   |
| RLA.O.8.1.09 | summarize explicit and implied information from literary and informational texts to recognize the relationships among the facts, ideas, events and concepts (e.g., names, dates, events, organizational patterns, graphical representations as found in photographs, captions, maps, tables or timelines, textual features including table of contents, headings or side bars). |
| RLA.O.8.1.10 | evaluate the effect of figurative language in text.   |
| RLA.O.8.1.11 | read, compare and interpret types of poetry (e.g., narrative poems, ballads, lyric, epic) and interpret elements (e.g., lines, stanzas, rhythm, meter or rhyme) to derive meaning of poetry.  |
| RLA.O.8.1.12 | identify literary technique used to interpret literature: <ul style="list-style-type: none"> <li>• irony</li> <li>• satire</li> <li>• persuasive language</li> <li>• analogies</li> </ul>   |
| RLA.O.8.1.13 | use examples and details in practical texts to make inferences and logical predications about outcomes of procedures in such texts.   |
| RLA.O.8.1.14 | critique the usefulness of the form and content of practical texts and judge the importance of certain steps and procedures in such texts.  |
| RLA.O.8.1.15 | increase amount of independent reading and select appropriate graphic organizers (e.g., diagrams, flow charts, story maps, outlines, concept maps, tables, reading guides) to analyze relationships among more complex ideas generated while reading.   |

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| <b>Grade 8</b>  |   |
| <b>Standard 2: Writing</b>  |   |
| RLA.S.8.2   | Students will apply writing skills and strategies to communicate effectively for different purposes by <ul style="list-style-type: none"> <li>• using the writing process,</li> <li>• applying grammatical and mechanical properties in writing and</li> <li>• selecting and evaluating information for research purposes.</li> </ul> |
| <b>Performance Descriptors RLA.PD.8.2</b>   |   |
| <b>Distinguished</b>  | <b>Above Mastery</b>  |
| Eighth grade students at the distinguished level in writing:<br><br>apply the five-step writing process to express a variety of written products (e.g., narrative, informative, descriptive, persuasive) in 6-8 cumulative pages;       | Eighth grade students at the above mastery level in writing:<br><br>employ the five-step writing process to express a variety of written products (e.g., narrative, informative, descriptive, persuasive) in 4-5 cumulative pages;  |
| <b>Mastery</b>  | <b>Partial Mastery</b>  |
| Eighth grade students at the mastery level in writing:<br><br>use the five-step writing process to express a variety of products (e.g., narrative, informative, descriptive, persuasive) in 3 cumulative pages;                         | Eighth grade students at the partial mastery level in writing:<br><br>use the five-step writing process to generate topics, plan approaches, and develop 2 page writing task for a specific audience and purpose, including relevant details and transitional   |
| <b>Novice</b>   | <b>Novice</b>   |
| Eighth grade students at the novice level in writing:<br><br>use the five-step writing process to generate topics, plan approaches, and develop a 1-2 page writing task for a specific audience and with specific and relevant details; |   |

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| <p>write an effective thesis statement, use a logical progression of ideas with transitional sentences and cues, and include precise word choice, correct mechanics and complete and varied sentences;</p> <p>correctly and effectively quote and paraphrase with in-text citations to avoid plagiarism;</p> <p>develop and use notes and an outline to plan, develop, and present a written/oral presentation using computer-generated graphic aids; and</p> <p>incorporate a variety of resource materials, electronic and non-electronic, to plan, develop, organize, and deliver a minimum of a 5 page research project including title and citation pages with documented sources, in-text citations and computer-generated graphic aids that support the main ideas.</p> | <p>express a clearly written thesis statement, use a logical progression of ideas with transitional sentences, and include precise word choice, correct mechanics, and complete and varied sentences;</p> <p>correctly quote with in-text citations to avoid plagiarism;</p> <p>use notes and an outline to plan, develop, and present a written/oral presentation using computer-generated graphic aids; and</p> <p>select and use a variety of resource materials, electronic and non-electronic, to plan, develop, organize, and deliver a minimum of a 5 page research project including title and citation pages with documented sources, in-text citations and computer-generated graphic aids</p> | <p>write a thesis statement and a progression of ideas in complete sentences;</p> <p>correctly quote with in-text citations;</p> <p>use note-taking strategies and outlines to develop a concise and focused written/oral presentation;</p> <p>select and use a variety of resource materials, electronic and non-electronic, to plan, develop, organize, and deliver a minimum of a 5 page research project with documented sources, in-text citations and computer-generated graphic aids,</p> | <p>words;</p> <p>write a thesis statement and summarize their thoughts;</p> <p>summarize and use direct quotes;</p> <p>use note-taking strategies and outlines to develop a written/oral presentation; and</p> <p>select and use a variety of resource materials, electronic and non-electronic, to plan, develop, and deliver a 3 page research project with documented sources, and computer-generated graphic aids.</p> | <p>define and explain a thesis statement;</p> <p>summarize authors words;</p> <p>use notes to develop a written presentation; and</p> <p>select and use a variety of resource materials, electronic and non-electronic, to plan, develop, and deliver a 2 page research project using computer-generated graphic aids.</p> |
| <p><b>Objectives</b> <b>Students will</b></p>  |  |  |  |  |
| <p>RLA.O.8.2.01</p>  | <p>use notes to create an outline for developing a written and/or oral presentation noting the inclusion of computer graphics.</p>   |  |  |  |
| <p>RLA.O.8.2.02</p>  | <p>analyze how analogies, illustrations, examples, and anecdotes are used to enhance oral and written communication (e.g., letters, poems, brief reports, descriptions, extended texts, illustrations).</p>  |  |  |  |
| <p>RLA.O.8.2.03</p>  | <p>use pre-writing, editing and revision techniques (e.g., read, draft aloud, peer feedback or a provided rubric) to vary sentence length,</p>   |  |  |  |

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|              | change sentence order, eliminate organizational errors, and use vivid and concise words to create a personal style or voice while clarifying and enhancing the central idea.   |
| RLA.O.8.2.04 | use the five-step writing process (pre-writing, drafting, revising, editing, publishing) to develop a creative or reflective composition (e.g., reflect on an experience or time in the past, draw upon imagination) and identify areas for further research by making personal connections to self, to texts, and to the world to demonstrate that written communication is affected by choices writers make in language, tone and voice. |
| RLA.O.8.2.05 | from a prompt use the five-step writing process to develop a focused composition that contains specific, relevant details, and vivid, precise words.   |
| RLA.O.8.2.06 | recognize and write a simple thesis statement.   |
| RLA.O.8.2.07 | independently resolve information conflicts and validate information through assessing, researching and comparing data.  |
| RLA.O.8.2.08 | conduct research by gathering, evaluating, and synthesizing data from a variety of sources: <ul style="list-style-type: none"> <li>• Internet</li> <li>• databases for periodicals/newspapers</li> <li>• interviews</li> <li>• reference books</li> <li>• card catalogue</li> <li>• miscellaneous resource materials</li> </ul>  |
| RLA.O.8.2.09 | select and use a variety of resource materials to plan, develop, and deliver a research project (5 pages) with documented sources, using multiple computer-generated graphic aids.   |

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| <b>Grade 8</b>   | <b>Listening, Speaking and Media Literacy</b>   |  |   |
| <b>Standard 3:</b>   | <b>Listening, Speaking and Media Literacy</b>   |  |   |
| RLA.S.8.3  | Students will apply listening, speaking and media literacy skills and strategies to communicate with a variety of audiences and for different purposes.   |  |   |
| <b>Performance Descriptors RLA.PD.8.3</b>  |   |  |   |
| <b>Distinguished</b>   | <b>Above Mastery</b>  | <b>Mastery</b>   | <b>Partial Mastery</b>  |
| Eighth grade students at the distinguished level in listening, speaking and media literacy:<br><br>plan, create, organize, and model effective oral communication skills through presentation of compositions, reports, scripts and dramatizations;<br><br>analyze, evaluate and | Eighth grade students at the above mastery level in listening, speaking and media literacy:<br><br>plan, create and model effective oral communication skills through presentation of compositions, reports, scripts and dramatizations;<br><br>analyze, evaluate and | Eighth grade students at the mastery level in listening, speaking and media literacy:<br><br>model effective oral communication skills through creation and presentation of compositions, reports and scripts;<br><br>listen to, analyze and | Eighth grade students at the novice level in listening, speaking and media literacy:<br><br>demonstrate oral communication skills through presentation of compositions;<br><br>listen to and understand |

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| formally present in different settings to different audiences; and<br>plan, create, organize and present to a variety of audiences an age-appropriate media product that justifies effective use of visual language in format, medium choice, purpose, scope, and audience. | formally present a variety of presentations; and<br>plan, create, organize and present to a variety of audiences an age-appropriate media product that justifies effective use of visual language in format, medium choice, purpose, and audience. | critique a variety of presentations; and<br>plan, create, organize and present to a variety of audiences an age-appropriate media product that demonstrates effective use of visual language in format, purpose, and audience. | variety of presentations; and<br>plan, create and present an age-appropriate media product that demonstrates format, purpose, and audience | information presented to a group; and<br>reproduce an age-appropriate media product that demonstrates purpose and audience. |
| <b>Objectives</b>   | <b>Students will</b>   |  |  |   |
| RLA.O.8.3.01  | model effective oral communication skills (e.g., tone, volume, rate, audience, etiquette, standard English) through the presentation of <ul style="list-style-type: none"> <li>• compositions</li> <li>• reports</li> <li>• scripts</li> </ul>     |  |  |   |
| RLA.O.8.3.02  | present an oral report with computer-generated graphic aids (e.g., tables, graphs, diagrams or charts).  |  |  |   |
| RLA.O.8.3.03  | critique oral/visual information presented, relate personal experiences and apply the information to global situations.  |  |  |   |
| RLA.O.8.3.04  | listen in order to analyze and critique information received in spoken texts (e.g., of a guest speaker, informational video, televised interview or radio news program).   |  |  |   |
| RLA.O.8.3.05  | perform a variety of roles in group discussions: <ul style="list-style-type: none"> <li>• collaboration</li> <li>• facilitation</li> <li>• persuasion</li> </ul>   |  |  |   |
| RLA.O.8.3.06  | properly use private and public information.   |  |  |   |
| RLA.O.8.3.07  | plan, create, organize, and present an age-appropriate media product that demonstrates format, purpose, and audience.  |  |  |   |

## NINTH GRADE READING AND ENGLISH LANGUAGE ARTS

Reading and English Language Arts ninth grade students will focus on the effective use of written language in educational and occupational endeavors and interpersonal communications. Instructional delivery will be enhanced through a wide range of information media and the interpretation of media communication. Frequent interaction with a broad array of quality literature and informational texts will encourage an appreciation for the power of the written and spoken word. All reading, writing, speaking, listening and media literacy skills and strategies will be utilized across the curriculum. The West Virginia Standards for 21<sup>st</sup> Century Learning include the following components: 21<sup>st</sup> Century Content Standards and Objectives and 21<sup>st</sup> Century Learning Skills and Technology Tools. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools and content standards and objectives.

| <b>Grade 9</b>  |   | <b>Reading</b>   |  |
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| <b>Standard 1:</b>  |   | <b>Reading</b>   |  |
| RLA. S.9.1  | Students will apply reading skills and strategies to inform, to perform a task and to read for literacy experience by <ul style="list-style-type: none"> <li>• identifying and using grade appropriate essential reading components (phonemic awareness, phonics, vocabulary, fluency, comprehension, written application) and</li> <li>• selecting a wide variety of literature and diverse media to develop independence as readers.</li> </ul> |  |  |
| <b>Performance Descriptors RLA.PD.9.1</b>   |   |  |  |
| <b>Distinguished</b>  |   | <b>Mastery</b>   |  |
| Ninth grade students at the distinguished level in reading:                                   | Above Mastery<br>Ninth grade students at the above mastery level in reading:  | Mastery<br>Ninth grade students at the mastery level in reading:                             | Partial Mastery<br>Ninth grade students at the partial mastery level in reading:   |
| evaluate the social, historical, cultural and biographical influences in a variety of genres; | analyze a variety of genres for the social, historical, cultural and biographical influences;   | explain the social, historical, cultural and biographical influences in a variety of genres; | describe the social, historical, cultural and biographical influences in a variety of genres;  |
| analyze literary elements and devices, and evaluate organizational patterns; and              | interpret the author's use of literary elements and devices, and organizational patterns; and   | outline the author's use of literary elements and devices, and organizational patterns; and  | recognize literary elements and devices, and organizational patterns; and  |
| assess the importance of informational texts to everyday life.                                | connect informational texts to everyday life.   | extend reading skills for understanding informational texts.                                 | use reading skills for understanding informational texts.  |
| <b>Objectives</b>   |   | <b>Students will</b>   |  |
| RLA.O.9.1.01  | examine the social, historical, cultural and biographical influences on literary and informational texts.   |  |  |
| RLA.O.9.1.02  | recognize literary styles according to genre.   |  |  |
|   |   |  | <b>Novice</b><br>Ninth grade students at the novice level in reading:<br><br>recognize the social, historical, cultural and biographical influences in a variety of genres;<br><br>find literary elements and devices, and organizational patterns; and<br><br>develop reading skills for understanding informational texts. |

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| RLA.O.9.1.03 | increase the amount of independent reading with emphasis on fiction and nonfiction.  |
| RLA.O.9.1.04 | use various pre-reading skills and comprehension strategies for activating prior knowledge or generating questions during reading and post reading, literary experience, information and/or performing a task.   |
| RLA.O.9.1.05 | locate and analyze the author's use of specific information in text (e.g., author's purpose/perspective, main and supporting details, specific facts, statistics, definition).   |
| RLA.O.9.1.06 | formulate supportable predictions, generalizations, opinions, inferences and conclusions based upon text.  |
| RLA.O.9.1.07 | explain the literary devices used to construct meaning and define the author's/reader's purpose: <ul style="list-style-type: none"> <li>• symbolism</li> <li>• imagery</li> <li>• simile</li> <li>• humor</li> <li>• rhythm</li> <li>• meter</li> <li>• assonance</li> </ul>   |
| RLA.O.9.1.08 | recognize the relationships of the literary elements (e.g., setting, plot, narrative perspective, point of view, theme, conflict, characterization, voice, tone, structures) within specific genres.   |
| RLA.O.9.1.09 | recognize and examine the purpose of organizational patterns (e.g. problem-solution, cause-and-effect, textual features including table of contents, headings, sidebars, marginal notes, graphical representations such as tables, timelines, captions, maps, photographs) and ideas in informational and literary texts.        |
| RLA.O.9.1.10 | extend vocabulary by developing and using new terms through various literary and informational texts through various strategies: <ul style="list-style-type: none"> <li>• context clues</li> <li>• affixes</li> <li>• prefixes</li> <li>• multiple meanings</li> <li>• origin</li> <li>• history</li> <li>• evolution</li> </ul> |

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| <b>Grade 9</b>                                       | <b>Writing</b>  |
| <b>Standard 2:</b>                                   | <b>Writing</b>  |
| RLA.S.9.2  | Students will apply writing skills and strategies to communicate effectively for different purposes by <ul style="list-style-type: none"> <li>• using the writing process,</li> <li>• applying grammatical and mechanical properties in writing and</li> <li>• selecting and evaluating information for research purposes.</li> </ul> |
| <b>Performance Descriptors RLA.PD.9.2</b>            |   |
| <b>Distinguished</b>                                 | <b>Above Mastery</b>  |
| Ninth grade students at the distinguished level in   | Ninth grade students at the above mastery level in  |
| <b>Partial Mastery</b>                               | <b>Novice</b>   |
| Ninth grade students at the partial mastery level in | Ninth grade students at the novice level in writing:  |

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| <p>writing:</p> <p>incorporate the five step writing process to define a topic and plan, organize and compose narrative, informative, descriptive, functional and interdisciplinary writing of 8 to 10 cumulative pages;</p> <p>integrate a clearly written thesis statement with logical progression of ideas, clear transitions, precise word choice, correct mechanics, and complete and varied sentences; and</p> <p>define the topics, audience, and purpose, and select and use a variety of resource materials, electronic and non-electronic, to plan, develop, and deliver a research project in an accepted format, which is enhanced by elements such as computer-generated graphics, digital pictures, web page, or hypertext links with cited primary and secondary sources, with a minimum of 3-4 typed/content pages, excluding title page and citation page.</p> | <p>writing:</p> <p>employ the five step writing process to compose narrative, informative, descriptive, persuasive, functional and interdisciplinary writing of 6-8 cumulative pages;</p> <p>construct a clearly placed thesis statement with a logical progression of ideas transitions, precise word choice, correct mechanics and complete and varied sentences; and</p> <p>select and use a variety of resource materials, electronic and non-electronic, to plan, develop, organize, and deliver a research project with a minimum of 3-4 typed pages, excluding title page and citation page, in an accepted format.</p> | <p>employ the five-step writing process to compose narrative, informative, descriptive, persuasive and functional writing of 4 – 6 cumulative pages;</p> <p>construct a clearly written thesis statement, use a logical progression of ideas with transitions, and include precise word choice, correct mechanics, and complete and varied sentences; and</p> <p>select and use a variety of resource materials, electronic and non-electronic, to plan, develop, organize, and deliver a research project with a minimum of 3 typed pages excluding title page and citation page, in an accepted format.</p> | <p>writing:</p> <p>use the five-step writing process to develop narrative, informative and descriptive, persuasive, functional and interdisciplinary writing of 3-4 cumulative pages;</p> <p>develop a thesis statement and a progression of ideas in complete sentences with correct mechanics; and</p> <p>select and use a variety of resource materials, electronic and non-electronic, to plan, develop, organize, and deliver a research project with a minimum of 2 typed pages, excluding title page and citation page, in an accepted format.</p> | <p>use the five-step writing process to draft narrative, informative, descriptive, persuasive and functional writing of 2-3 cumulative pages;</p> <p>write a thesis statement and summarize their thoughts; and</p> <p>select and use a variety of resource materials, electronic and non-electronic, to plan, develop, organize, and deliver a research project with a minimum of 1-2 typed pages, excluding title page and citation page, in an accepted format.</p> |
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| <p><b>Objectives</b></p> <p>RLA.O.9.2.01</p> | <p><b>Students will</b></p> <p>compose narrative, informative, descriptive, persuasive writing from a prompt using the five-step writing process (pre-writing).</p> |
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| RLA.O.9.2.02 | <p>drafting, revising, editing, publishing).</p> <p>develop research topics, select approaches, create, and publish (e.g., word processing and desktop publishing) a well developed paper with documented and cited sources and computer-generated graphics, following a specified format:</p> <ul style="list-style-type: none"> <li>• APA</li> <li>• MLA</li> </ul> |
| RLA.O.9.2.03 | construct a clearly worded and correctly placed thesis statement to develop a composition that addresses the assigned topic.  |
| RLA.O.9.2.04 | identify, evaluate, and analyze a variety of informational media using primary and secondary sources.   |
| RLA.O.9.2.05 | formulate a working research question and identify, organize and consider the relevance of known information from print and electronic media (e.g., Internet research, electronic databases for magazines and newspaper articles) to guide further research.  |
| RLA.O.9.2.06 | incorporate varied note taking skills to process and organize information into an outline for a composition (introduction, main points, supporting details, conclusion).  |
| RLA.O.9.2.07 | examine and prioritize different drafting strategies for specific writing tasks to structure a clear, logical progression of ideas in argumentative writing, research writing, literary analysis, and creative and reflective writing.  |
| RLA.O.9.2.08 | summarize, paraphrase, and use direct quotations correctly and effectively in writing in order to avoid plagiarism; recognize media copyright laws and public/private domain.   |
| RLA.O.9.2.09 | create and apply transition sentences to signal progression of ideas between paragraphs as well as appropriate words and phrases to signal organizational patterns.   |
| RLA.O.9.2.10 | use pre-writing, editing and revision techniques to construct complete and varied sentences, eliminate organizational errors and use more precise and concise language.   |

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| <b>Grade 9</b>  | <b>Listening, Speaking and Media Literacy</b>   |  |   |
| <b>Standard 3:</b>  | <b>Listening, Speaking and Media Literacy</b>   |  |   |
| RLA.S.9.3   | Students will apply listening, speaking and media literacy skills and strategies to communicate with a variety of audiences and for different purposes. |  |   |
| <b>Performance Descriptors RLA.PD.9.3</b>   |   |  |   |
| <b>Distinguished</b>  | <b>Above Mastery</b>  | <b>Mastery</b>   | <b>Partial Mastery</b>  |
| Ninth grade students at the distinguished level in listening, speaking and media literacy:      | Ninth grade students at the above mastery level in listening, speaking and media literacy:  | Ninth grade students at the mastery level in listening, speaking and media literacy:               | Ninth grade students at the novice level in listening, speaking and media literacy: |
| critique and deliver the various purposes and strategies in the listening and speaking process; | evaluate and model the various purposes and strategies in the listening and speaking process;   | effectively communicate the various purposes and strategies in the listening and speaking process; | identify the various purposes in the listening and speaking process;                |
| interpret logical, clear messages and communicate appropriate                                   | plan, formulate and deliver credible, logical, clear messages; and  | formulate and deliver logical, clear messages; and   | present messages; and   |
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| responses; and<br>plan, create, organize and present a unique age appropriate media project. | plan, create, organize and present an age appropriate media project.  | plan, create, organize and present an age appropriate media product. | plan, create and present an age appropriate media product. | reproduce media product. |
| <b>Objectives</b>  | <b>Students will</b>  |  |  |                          |
| RLA.O.9.3.01   | plan, prepare appropriate background information on a specified topic and communicate effectively in different settings (e.g. <ul style="list-style-type: none"> <li>• inform</li> <li>• persuade</li> <li>• relate</li> <li>• entertain</li> </ul>   |  |  |                          |
| RLA.O.9.3.02   | formulate and deliver grammatically correct messages, taking into consideration the purpose of the message and the speaker's and the listener's culture, knowledge, beliefs, feelings, and life experiences.  |  |  |                          |
| RLA.O.9.3.03   | perform a variety of roles in various settings: <ul style="list-style-type: none"> <li>• critique oral/visual information</li> <li>• relate personal experiences</li> <li>• collaborate to gain consensus</li> <li>• mediate</li> <li>• speak extemporaneously</li> </ul>                           |  |  |                          |
| RLA.O.9.3.04   | use active listening strategies to analyze the message, formulate a response and react to <ul style="list-style-type: none"> <li>• determine purpose</li> <li>• make predictions</li> <li>• differentiate fact from opinion</li> <li>• construct meaning of discussion, speech, or media</li> </ul> |  |  |                          |
| RLA.O.9.3.05   | understand, interpret and evaluate various media communications.  |  |  |                          |
| RLA.O.9.3.06   | properly use private and public information.  |  |  |                          |
| RLA.O.9.3.07   | plan, create, organize, and present an age appropriate media product that demonstrates an understanding of format, purpose, and audience.   |  |  |                          |



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| RLA.O.10.1.01 | research and analyze historical, cultural, and biographical influences on literary and informational texts.  |
| RLA.O.10.1.02 | compare and contrast literary styles according to genre.   |
| RLA.O.10.1.03 | extend the amount of independent reading with emphasis on fiction and nonfiction.  |
| RLA.O.10.1.04 | apply various pre-reading skills and comprehension strategies for activating prior knowledge and asking questions during reading and post reading for <ul style="list-style-type: none"> <li>• literary experience</li> <li>• examining textual information</li> <li>• performing an assigned task</li> </ul>  |
| RLA.O.10.1.05 | evaluate the author's use of specific information in text (e.g., author's purpose/perspective, main/supporting details, specific facts, statistics, definition, figurative/nonfigurative words).   |
| RLA.O.10.1.06 | create supportable predictions, generalizations, opinions, inferences and conclusions based upon an analysis of textual information.   |
| RLA.O.10.1.07 | interpret and explain the author's choice of literary devices used to construct meaning and define the author's/reader's purpose: <ul style="list-style-type: none"> <li>• symbolism</li> <li>• imagery</li> <li>• irony</li> <li>• satire</li> <li>• cadence</li> <li>• scansion</li> <li>• flashback</li> <li>• foreshadowing</li> <li>• Freytag's pyramid (exposition, rising action, climax, falling action, catastrophe, denouement)</li> </ul> |
| RLA.O.10.1.08 | interpret and explain the relationships of the literary elements (e.g., setting, plot, , point of view, theme, conflict, characterization, voice, tone, mood) within specific genres.  |
| RLA.O.10.1.09 | analyze the organizational patterns (e.g. problem-solution, cause-and-effect, textual features including table of contents, headings, sidebars, marginal notes, graphical representations such as tables, timelines, captions, maps, photographs) and ideas in informational and literary texts.   |
| RLA.O.10.1.10 | extend vocabulary by developing and using new terms and phrases found in reading classical literature and informational texts using various strategies: <ul style="list-style-type: none"> <li>• context clues</li> <li>• affixes</li> <li>• suffixes</li> <li>• multiple meanings</li> <li>• etymologies</li> </ul>   |
| RLA.O.10.1.11 | critique persuasive language and techniques as found in literary and informational texts and media.  |

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| <b>Grade 10</b> | <b>Writing</b> |
| Standard 2:     | Writing        |

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| <p>RLA.S.10.2</p>   | <p>Students will apply writing skills and strategies to communicate effectively for different purposes by</p> <ul style="list-style-type: none"> <li>• using the writing process,</li> <li>• applying grammatical and mechanical properties in writing and</li> <li>• selecting and evaluating information for research purposes.</li> </ul> |  |  |  |  |
| <p><b>Performance Descriptors RLA.PD.10.2</b></p>   |  |  |  |  |  |
| <p><b>Distinguished</b></p>   | <p>Tenth grade students at the distinguished level in writing:</p>   | <p><b>Above Mastery</b></p> <p>Tenth grade students at the above mastery level in writing:</p>   | <p><b>Mastery</b></p> <p>Tenth grade students at the mastery level in writing:</p>   | <p><b>Partial Mastery</b></p> <p>Tenth grade students at the partial mastery level in writing:</p>   | <p><b>Novice</b></p> <p>Tenth grade students at the novice level in writing:</p>   |
| <p>incorporate the five- step writing process to define a topic and plan, organize and compose narrative, informative, descriptive, persuasive, functional, and interdisciplinary writing of 10-12 cumulative pages, for specific purposes and audiences and with a credible authorial voice;</p> | <p>define topic and employ the five-step writing to compose narrative, informative, descriptive, persuasive and functional and interdisciplinary writing of 8-10 cumulative pages for specific purposes and audiences.</p>   | <p>define topic and the five-step writing process to compose narrative, informative, descriptive, persuasive and functional writing of 6-8 cumulative pages, for specific purposes and audiences;</p>                          | <p>use the five- step writing process to develop narrative, informative, descriptive, persuasive and functional writing of 4-6 cumulative pages;</p>   | <p>use the five- step writing process to draft narrative, informative, descriptive, persuasive and functional writing of 3-4 cumulative pages;</p>   | <p>develop a thesis statement and a progression of ideas in complete sentences with correct mechanics; and</p>   |
| <p>incorporate a clearly written and correctly placed thesis statement with a logical progression of ideas, effective transitions, practice precise word choice, correct mechanics, and complete and varied sentences; and</p>  | <p>integrate a clearly written and correctly placed thesis statement with a logical progression of ideas, transitions, precise word choice, correct mechanics and varied sentences; and</p>  | <p>construct a clearly written and effectively placed thesis statement, relate a logical progression of ideas with transitions, and include precise word choice, correct mechanics, and complete and varied sentences; and</p> | <p>construct a clearly written thesis statement, use a logical progression of ideas with transitions, and include precise word choice, correct mechanics and complete and varied sentences;</p>            | <p>select and use a variety of resource materials, electronic and non-electronic, to plan, develop, organize, and deliver a research project with a minimum of 3 typed pages, excluding title page and</p> | <p>select and use a variety of resource materials, electronic and non-electronic, to plan, develop, organize, and deliver a research project with a minimum of 2 typed pages, excluding title page and</p> |
| <p>define the topic, audience, and purpose, and select and use a variety of resource materials, electronic and non-electronic, to plan, develop, organize, and deliver a research project, in an</p>  | <p>define the topic, audience, and purpose, and select and use a variety of resource materials, electronic and non-electronic, to plan, develop, organize, and deliver a research project with a</p>   | <p>select and use a variety of resource materials, electronic and non-electronic, to plan, develop, organize, and deliver a research project with a minimum of 3-4 typed pages, excluding title page</p>                       | <p>select and use a variety of resource materials, electronic and non-electronic, to plan, develop, organize, and deliver a research project with a minimum of 3 typed pages, excluding title page and</p> | <p>select and use a variety of resource materials, electronic and non-electronic, to plan, develop, organize, and deliver a research project with a minimum of 2 typed pages, excluding title page and</p> | <p>select and use a variety of resource materials, electronic and non-electronic, to plan, develop, organize, and deliver a research project with a minimum of 2 typed pages, excluding title page and</p> |

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| accepted format which is enhanced by elements such as computer-generated graphics, digital pictures, web page, or hypertext links, with cited primary and secondary sources, with a minimum of 3-5 typed/content pages, excluding title page and citation page. | minimum of 3-5 typed pages, excluding title page and citation page, in an accepted format.   | and citation page, in an accepted format. | citation page, in an accepted format. | citation page, in an accepted format. |
| <b>Objectives</b>   | <b>Students will</b>   |   |                                       |                                       |
| RLA.O.10.2.01   | define topic from assigned subject/prompt and compose narrative, informative, descriptive and persuasive writings using the five-step writing process (pre-writing, drafting, revising, editing, publishing) for specific audiences by employing writing strategies that are modeled in various types of literature.   |   |                                       |                                       |
| RLA.O.10.2.02   | construct a clearly worded and effectively placed thesis statement to develop a composition that addresses the assigned topic.   |   |                                       |                                       |
| RLA.O.10.2.03   | evaluate, analyze, and synthesize into one's writing a variety of informational media using primary and secondary sources.   |   |                                       |                                       |
| RLA.O.10.2.04   | formulate a working research question and identify, organize and consider the relevance of known information to guide further research.  |   |                                       |                                       |
| RLA.O.10.2.05   | plan and incorporate varied note taking skills to organize and synthesize information from print and electronic sources (e.g., Internet research, electronic databases for periodicals and newspapers, print reference materials) into an outline for a composition or research project (introduction, thesis/hypothesis, main points, supporting details/examples, conclusion). |   |                                       |                                       |
| RLA.O.10.2.06   | classify and prioritize different drafting strategies for specific writing tasks to frame a clear, logical progression of ideas in argumentative writing, research writing, literary analysis, and creative and reflective writing.  |   |                                       |                                       |
| RLA.O.10.2.07   | summarize, paraphrase, and use direct quotations correctly and effectively in a writing/research project in order to avoid plagiarism; recognize copyright laws and public/private domain.   |   |                                       |                                       |
| RLA.O.10.2.08   | incorporate different transitional sentences to signal progression of ideas within and between paragraphs as well as appropriate phrases to signal organizational patterns.  |   |                                       |                                       |
| RLA.O.10.2.09   | revise sentences to create specific effects, variety and more precise and concise language: <ul style="list-style-type: none"> <li>• gerund phrase</li> <li>• participle phrase</li> <li>• infinitive phrase</li> <li>• clauses</li> </ul>   |   |                                       |                                       |
| RLA.O.10.2.10   | select revision and editing strategies to correct errors in and improve organization, content, usage, mechanics and spelling. In the proofreading process, integrate the use of <ul style="list-style-type: none"> <li>• dictionary</li> <li>• spell check</li> <li>• thesaurus</li> <li>• style sheet or guide</li> </ul>   |   |                                       |                                       |

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| RLA.O.10.2.11 | <p>develop a research topic, select approaches, write and publish a well-developed research project with documented and cited sources and computer-generated graphics, following a specified format:</p> <ul style="list-style-type: none"> <li>• APA</li> <li>• MLA</li> <li>• Chicago</li> </ul> |
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| <b>Grade 10 Listening, Speaking and Media Literacy</b>   |  |   |  |
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| <b>Standard 3: Listening, Speaking and Media Literacy</b>  |  |   |  |
| Students will apply listening, speaking and media literacy skills and strategies to communicate with a variety of audiences and for different purposes.  |  |   |  |
| <b>Performance Descriptors RLA.PD.10.3</b>   |  |   |  |
| <b>Distinguished</b>   | <b>Above Mastery</b>   | <b>Mastery Listening,</b>   | <b>Partial Mastery</b>   |
| <p>Tenth grade students at the distinguished level in listening, speaking and media literacy:</p> <p>debate the various purposes and strategies in the listening and speaking process;</p> <p>evaluate, author, explain and justify logical, clear messages; and</p> <p>plan, create, organize, present and evaluate a unique age appropriate media project.</p> | <p>Tenth grade students at the above mastery level in listening, speaking and media literacy:</p> <p>critique and deliver the various purposes and strategies in the listening and speaking process;</p> <p>interpret logical, clear messages and communicate appropriate responses; and</p> <p>plan, create, organize and present a unique age appropriate media project.</p> | <p>Tenth grade students at the mastery level in listening, speaking and media literacy:</p> <p>model the various purposes and strategies in the listening and speaking process;</p> <p>formulate and deliver credible, logical, clear messages; and</p> <p>create unique media communication.</p> | <p><b>Novice</b></p> <p>Tenth grade students at the novice level in listening, speaking and media literacy:</p> <p>identify the various purposes and strategies in the listening and speaking process;</p> <p>write and present messages; and</p> <p>find examples of media communication.</p> |
| <b>Objectives</b>  |  |   |  |
| RLA.O.10.3.01  | <p>plan, research background of topic, and communicate in different settings (e.g. interpersonal, small group, whole group, panel, round table, debate) and for different purposes:</p> <ul style="list-style-type: none"> <li>• inform</li> <li>• persuade</li> <li>• relate</li> <li>• entertain</li> </ul>  |   |  |
| RLA.O.10.3.02  | <p>formulate and deliver grammatically correct messages, as well as evaluate and adapt strategies for developing credibility, such as</p>  |   |  |

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|               | speaking truthfully and creating clear and logical messages (e.g., supporting ideas with evidence and emotional appeals in light of purpose, audience and context).   |
| RLA.O.10.3.03 | <p>model a variety of roles in various settings to listen actively, understand the intended message, evaluate, enjoy and/or respond to an oral message:</p> <ul style="list-style-type: none"> <li>• critique oral/visual information</li> <li>• relate experiences in third person</li> <li>• collaborate to achieve a goal</li> <li>• mediate to reach a consensus</li> <li>• deliver an extended extemporaneous speech</li> <li>• participate in a panel/round table discussion</li> </ul> |
| RLA.O.10.3.04 | <p>adapt and use active listening strategies to evaluate the message, formulate a strategy and respond to</p> <ul style="list-style-type: none"> <li>• intended purpose</li> <li>• make predictions</li> <li>• construct meaning from discussion, speech, or media</li> <li>• critique presentation</li> </ul>  |
| RLA.O.10.3.05 | understand, evaluate and create media communications.   |
| RLA.O.10.3.06 | properly use private and public information.  |
| RLA.O.10.3.07 | plan, create, organize, and present an age appropriate media product that demonstrates an understanding of format, purpose, audience, and choice of medium.   |

## ELEVENTH GRADE READING AND ENGLISH LANGUAGE ARTS

Reading and English Language Arts eleventh grade students will refine and enhance foundational literary and information and communication skills through academic rigor and depth. School-to-career experiences, including college entrance exam preparation and the ability to think, speak and write logically in the workplace will become primary focus. Challenging research and writing skills will be emphasized across the curriculum. The inclusion of higher order thinking skills, communication skills, self-direction and creative thinking in the curriculum will be used to enable students to effectively build content knowledge. The West Virginia Standards for 21<sup>st</sup> Century Learning include the following components: 21<sup>st</sup> Century Content Standards and Objectives and 21<sup>st</sup> Century Learning Skills and Technology Tools. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools and content standards and objectives.

| <b>Grade 11 Reading</b>   |  |
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| <b>Standard 1:</b>  | <b>Reading</b>   |
| RLA.S.11.1  | <p>Students will apply reading skills and strategies to inform, to perform a task and to read for literacy experience by</p> <ul style="list-style-type: none"> <li>identifying and using grade appropriate essential reading components (phonemic awareness, phonics, vocabulary, fluency, comprehension, written application) and</li> <li>selecting a wide variety of literature and diverse media to develop independence as readers.</li> </ul> |
| <b>Performance Descriptors RLA.PD.11.1</b>  |  |
| <b>Distinguished</b>  | <b>Above Mastery</b>   |
| Eleventh grade students at the distinguished level in reading:  | Eleventh grade students at the above mastery level in reading:   |
| determine a justification for the historical, cultural, political and biographical influences on a variety of genres;   | critique the effects of the historical, cultural, political and biographical influences on a variety of genres;  |
| evaluate the positive and negative effects of the author's use of literary elements and devices and criticism, persuasive language and organizational patterns; and | evaluate the author's use of literary elements and devices and criticism and organizational patterns; and  |
| deconstruct the persuasive language and propaganda  | analyze and evaluate the role of persuasive language   |
|   | <b>Mastery</b>   |
|   | Eleventh grade students at the mastery level in reading:   |
|   | analyze and evaluate the historical, cultural, political, and biographical influences on a variety of genres;  |
|   | analyze the author's use of literary elements and devices, criticism, and organizational patterns; and   |
|   | evaluate the role of persuasive language and   |
|   | <b>Partial Mastery</b>   |
|   | Eleventh grade students at the partial mastery level in reading:   |
|   | research and analyze the historical, cultural, political, and biographical influences on a variety of genres;  |
|   | interpret and explain literary elements and devices, criticism, and organizational patterns; and   |
|   | identify the role of persuasive language and   |
|   | <b>Novice</b>  |
|   | Eleventh grade students at the novice level in reading:  |
|   | analyze the historical, cultural, political and biographical influences on a variety of genres;  |
|   | explain literary elements and devices and criticism, and organizational patterns; and  |
|   | give examples of persuasive language and   |

| (the argument) into basic elements. | and propaganda in informational texts.  | propaganda in informational texts. | propaganda in informational texts. | propaganda in informational texts. |
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| <b>Objectives</b>                   | <b>Students will</b>  |                                    |                                    |                                    |
| RLA.O.11.1.01                       | research, analyze, and evaluate the historical, cultural, political and biographical influences on literary works.  |                                    |                                    |                                    |
| RLA.O.11.1.02                       | analyze and evaluate literary styles according to genre: <ul style="list-style-type: none"> <li>• author's use</li> <li>• elements</li> <li>• expectations</li> </ul>   |                                    |                                    |                                    |
| RLA.O.11.1.03                       | increase the amount of independent reading with emphasis on classic American, British and World Literature, and informational texts.  |                                    |                                    |                                    |
| RLA.O.11.1.04                       | apply appropriate reading strategies necessary for a successful literary experience, to gain information and perform an assigned task: <ul style="list-style-type: none"> <li>• rereading</li> <li>• paraphrasing</li> <li>• questioning</li> <li>• analyzing</li> <li>• chunking</li> <li>• activating prior knowledge</li> </ul>  |                                    |                                    |                                    |
| RLA.O.11.1.05                       | analyze characteristics of author's intended audience, purpose, style, voice and technique through the use of reasoning, evidence and literary/character analysis.  |                                    |                                    |                                    |
| RLA.O.11.1.06                       | formulate supportable conclusions, summarize events and ideas, construct inferences and generalizations, and critique character traits in a written/oral literary interpretation.   |                                    |                                    |                                    |
| RLA.O.11.1.07                       | demonstrate knowledge of and analyze the use of rhetorical and literary devices: <ul style="list-style-type: none"> <li>• parallelism</li> <li>• archetypes</li> <li>• allegory</li> <li>• parallel structure</li> <li>• antithesis</li> <li>• narrative pace</li> <li>• satire</li> <li>• cadence</li> <li>• scansion</li> <li>• flashback</li> <li>• foreshadowing</li> <li>• Freytag's pyramid (exposition, rising action, climax, falling action, catastrophe, denouement)</li> </ul> |                                    |                                    |                                    |
| RLA.O.11.1.08                       | analyze and evaluate a variety of texts according to content, structure, purpose, organization of text, and tone.   |                                    |                                    |                                    |
| RLA.O.11.1.09                       | evaluate and justify the effectiveness of organizational patterns (e.g., problem-solution, cause-and-effect), textual features, graphical representations (e.g., tables, timelines, captions, maps, photographs) and ideas in informational and literary texts for intent and purpose.  |                                    |                                    |                                    |
| RLA.O.11.1.10                       | use knowledge of the history, cultural diversity, politics, and effects of language to comprehend and elaborate on the meaning of   |                                    |                                    |                                    |

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|               | texts, to expand vocabulary, and to draw connections to self and to the real world.                                       |
| RLA.O.11.1.11 | research literary criticism related to the genre being studied.   |
| RLA.O.11.1.12 | evaluate persuasive language and techniques in literature and informational texts for intent, purpose, and effectiveness. |

| <b>Grade 11 Writing</b> |   | <b>Performance Descriptors RLA.PD.11.2</b>   |   |   |  |
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| <b>Standard 2:</b>      | <b>Writing</b>  | <b>Above Mastery</b>   | <b>Mastery</b>  | <b>Partial Mastery</b>  | <b>Novice</b>  |
| RLA.S.11.2              | Students will apply writing skills and strategies to communicate effectively for different purposes by <ul style="list-style-type: none"> <li>• using the writing process,</li> <li>• applying grammatical and mechanical properties in writing and</li> <li>• selecting and evaluating information for research purposes.</li> </ul> | Eleventh grade students at the above mastery level in writing:<br>incorporate the five-step writing process to compose narrative, informative, descriptive, persuasive, functional, and interdisciplinary writing of 10-12 cumulative pages, for specific purposes and audiences, and with a credible authorial voice; | Eleventh grade students at the mastery level in writing:<br>employ the five-step writing process to compose narrative, informative, descriptive, persuasive, functional and interdisciplinary writing of 8-10 cumulative pages for specific purposes and audiences; | Eleventh grade students at the partial mastery level in writing:<br>employ the five-step writing process to develop narrative, informative, descriptive, persuasive, functional and interdisciplinary writing of 6-8 cumulative pages;                  | Eleventh grade students at the novice level in writing:<br>use the five-step writing process to draft narrative, informative, descriptive, persuasive and functional writing of 4-6 cumulative pages;                        |
|                         |   | incorporate a clearly written and correctly placed thesis statement with a logical progression of ideas, transitions, precise word choice, correct mechanics, and complete and varied sentences; and<br>define the topic, audience, and select   | integrate a clearly written thesis statement with a logical progression of ideas, transitions, precise word choice, correct mechanics, and complete and varied sentences; and<br>define the topic, audience,  | construct a clearly written and effectively placed thesis statement, relate a logical progression of ideas with transitions, and include precise word choice, correct mechanics, and complete and varied sentences; and<br>define the topic, and select | construct a clearly written thesis statement, use a logical progression of ideas with transitions, and include precise word choice, correct mechanics and complete and varied sentences; and<br>define the topic, select and |

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| purpose, and select and use a variety of resource materials, electronic and non-electronic, to plan, develop, and deliver a research project, in an accepted format, which is enhanced by elements such as computer-generated graphics, digital pictures, Web page or hypertext links, with cited and documented primary and secondary sources, with a minimum of 7 typed/content pages, excluding title page and citation page. | and purpose, and select and use a variety of resource materials, electronic and non-electronic, to plan, develop, organize, and deliver a research project with a minimum of 5-7 typed pages, excluding title page and citation page, in an accepted format .  | and purpose, and select and use a variety of resource materials, electronic and non-electronic, to plan, develop, organize, and deliver a research project with a minimum of 3-5 typed pages, excluding title page and citation page, in an accepted format . | and use a variety of resource materials, electronic and non-electronic, to plan, to develop, organize, and deliver a research project with a minimum of 3 typed pages, excluding title page and citation page, in an accepted format . | use a variety of resource materials, electronic and non-electronic, to plan, develop, organize, and deliver a research project with a minimum of 3 typed pages, excluding title page and citation page, in an accepted format . |
| <b>Objectives</b>  | <b>Students will</b>   |   |  |   |
| RLA.O.11.2.01  | employ the five-step writing process (pre-writing, drafting, revising, editing, publishing) for developing narrative, informative, descriptive, persuasive and functional writings that include a letter of job application, a scholarship application/essay, and personal letters.  |   |  |   |
| RLA.O.11.2.02  | generate a clearly worded and effectively placed thesis statement to develop a document (e.g., composition, essay, literary critique, research paper) that has a clear, logical progression of ideas in the introduction, body, and conclusion.  |   |  |   |
| RLA.O.11.2.03  | recognize the concepts of intellectual property and plagiarism in all media: <ul style="list-style-type: none"> <li>• media copyright laws</li> <li>• private/public domain</li> </ul>   |   |  |   |
| RLA.O.11.2.04  | formulate a working research question, organize and consider the relevance of information gathered through the research process, create a detailed outline and produce a research paper with documented and cited sources, using an accepted format (e.g. MLA, APA, Chicago, ASA) with an accompanying multimedia presentation and/or Web page.  |   |  |   |
| RLA.O.11.2.05  | plan and incorporate varied note taking skills to organize and synthesize information from print and electronic primary and secondary sources (e.g., Internet, reference books, electronic databases for periodicals and newspapers) into an outline (introduction, thesis/hypothesis, main points, supporting details/examples, conclusion) to develop a composition or research project. |   |  |   |
| RLA.O.11.2.06  | develop personal style and voice in writing, and create a clear, logical progression of ideas in argumentative writing, research writing, literary analysis, and creative and reflective writing.  |   |  |   |
| RLA.O.11.2.07  | summarize, paraphrase, and use direct quotations correctly and effectively in writing in order to avoid plagiarism.  |   |  |   |
| RLA.O.11.2.08  | evaluate the effectiveness of and apply various forms of transition in a composition: <ul style="list-style-type: none"> <li>• sentence links</li> <li>• repetition of key words or phrases</li> <li>• restating of main/key ideas</li> </ul>  |   |  |   |

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| RLA.O.11.2.09 | <p>revise, edit and strategically employ a variety of sentences for improved variety and more precise and concise language:</p> <ul style="list-style-type: none"> <li>• gerunds</li> <li>• infinitives</li> <li>• subordinate clauses</li> <li>• adjectival phrases,</li> <li>• word usage/choice variations</li> <li>• passive/active voice</li> </ul>                                  |
| RLA.O.11.2.10 | <p>use proofreading and editing strategies to correct errors in and improve organization, content, usage and mechanics. In the editing process integrate print and electronic tools:</p> <ul style="list-style-type: none"> <li>• spell check</li> <li>• grammar check</li> <li>• thesaurus</li> <li>• dictionary</li> <li>• style sheet or guide</li> <li>• readability score</li> </ul> |

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| <b>Grade 11 Listening, Speaking and Media Literacy</b>   |  |  |  |   |
| <b>Standard 3: Listening, Speaking and Media Literacy</b>  |  |  |  |   |
| Students will apply listening, speaking and media literacy skills and strategies to communicate with a variety of audiences and for different purposes.  |  |  |  |   |
| <b>Performance Descriptors RLA.PD.11.3</b>   |  |  |  |   |
| <b>Distinguished</b>   | <b>Above Mastery</b>   | <b>Mastery</b>   | <b>Partial Mastery</b>   | <b>Novice</b>   |
| <p>Eleventh grade students at the distinguished level in listening, speaking and media literacy:</p> <p>debate the effectiveness of verbal and non-verbal strategies in the various purposes and strategies in the listening and speaking process;</p> <p>plan, research, organize, deliver, and critique a presentation/product using a variety of media;</p> | <p>Eleventh grade students at the above mastery level in listening, speaking and media literacy:</p> <p>debate the various purposes and strategies in the listening and speaking process, including verbal and non-verbal strategies;</p> <p>plan, research, organize and deliver a presentation/product using a variety of media;</p> | <p>Eleventh grade students at the mastery level in listening, speaking and media literacy:</p> <p>critique and deliver the various purposes and strategies in the listening and speaking process, including verbal and non-verbal strategies;</p> <p>plan, research and deliver a presentation/product using a minimum of two media sources;</p> | <p>Eleventh grade students at the partial mastery level in listening, speaking and media literacy:</p> <p>evaluate and model the various purposes and strategies in the listening and speaking process, including verbal and non-verbal strategies;</p> <p>plan and deliver presentation/product using a media source;</p> | <p>Eleventh grade students at the novice level in listening, speaking and media literacy:</p> <p>effectively communicate the various purposes and strategies in the listening and speaking process and name the verbal and non-verbal strategies;</p> <p>write a presentation/product using a media source;</p> |

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| debate the purposes within media messages; and<br><br>plan, create, organize, present, evaluate and publish a unique age appropriate media project. | evaluate the purposes within media messages; and<br><br>plan, create, organize, present and evaluate a unique age appropriate media project.   | analyze the purposes within various media communication; and<br><br>plan, create and present a unique age appropriate media project. | determine the purposes within a media communications; and<br><br>plan, create and present a unique age appropriate media product. | identify the media message; and<br><br>plan and present the plans for a media product. |
| <b>Objectives</b>   | <b>Students will</b>   |  |   |  |
| RLA.O.11.3.01   | communicate using the transactional process to include the components of speaker, listener, message, channel, feedback, and noise.   |  |   |  |
| RLA.O.11.3.02   | plan, research, organize and deliver a grammatically correct presentation using a variety of media (e.g., live performance, video, PowerPoint, web pages).   |  |   |  |
| RLA.O.11.3.03   | use verbal and nonverbal strategies to listen and respond for diverse purposes: <ul style="list-style-type: none"> <li>• comprehension</li> <li>• evaluation</li> <li>• expression of empathy</li> <li>• persuasion</li> <li>• mediation</li> <li>• collaboration</li> </ul> |  |   |  |
| RLA.O.11.3.04   | analyze and create examples of the wide range of purposes embedded in media communications.  |  |   |  |
| RLA.O.11.3.05   | plan, compose, produce and evaluate an age appropriate product from various forms of media communication that demonstrates an understanding of format, purpose, audience, and choice of medium.  |  |   |  |
| RLA.O.11.3.06   | properly use private and public information.   |  |   |  |

## TWELFTH GRADE READING AND ENGLISH LANGUAGE ARTS

Reading and English Language Arts twelfth grade students will focus and polish personal skills and goals. Experiences such as a senior project or a sophisticated persuasive research paper will culminate the graduation experience. Evaluation, analysis and appreciation of language and literature in spoken and written form will be the primary focus. Readiness for the work place, by thinking creatively and logically to solve problems and using tools that are essential for workplace productivity, and post secondary education is the final educational reality check during the twelfth grade year. To meet the needs of the 21<sup>st</sup> century student, instructional delivery should be enhanced through a wide range of media. The West Virginia Standards for 21<sup>st</sup> Century Learning include the following components: 21<sup>st</sup> Century Content Standards and Objectives and 21<sup>st</sup> Century Learning Skills and Technology Tools. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools and content standards and objectives.

| Grade 12 Reading   |   | Reading  |   |
|--|---|--|---|
| Standard 1:  | Reading   | Reading  | Reading   |
| RLA.S.12.1   | Students will apply reading skills and strategies to inform, to perform a task and to read for literacy experience by <ul style="list-style-type: none"> <li>identifying and using grade appropriate essential reading components (phonemic awareness, phonics, vocabulary, fluency, comprehension, written application) and</li> <li>selecting a wide variety of literature and diverse media to develop independence as readers.</li> </ul> |  |   |
| <b>Performance Descriptors RLA.PD.12.1</b>   |   |  |   |
| <b>Distinguished</b>   | <b>Above Mastery</b>  | <b>Mastery</b>   | <b>Partial Mastery</b>  |
| Twelfth grade students at the distinguished level in reading:<br>debate the impact of historical, cultural, political and biographical influences on literary works;<br>compare and contrast the impact of the author's use of literary elements and devices and criticism on the literary works; and<br>validate and/or invalidate the impact of persuasive language and propaganda | Twelfth grade students at the above mastery level in reading:<br>determine a justification for the critique of the historical, cultural, political and biographical influences on a variety of genres;<br>evaluate the positive and negative effects of the author's use of literary elements and devices and criticism; and<br>deconstruct the persuasive language and propaganda (the argument) into basic                                  | Twelfth grade students at the mastery level in reading:<br>research, evaluate, and critique the historical, cultural, political and biographical influences on a variety of genres;<br>evaluate the author's use of literary elements and devices and criticism; and<br>analyze and evaluate the role of persuasive language and propaganda in | Twelfth grade students at the novice level in reading:<br>the historical, cultural, political and biographical influences on a variety of genres;<br>interpret and explain the author's use of literary elements and devices and criticism; and<br>identify the role of persuasive language and propaganda in informational |

| in informational texts. | elements.   | informational texts. | texts. | texts. |
|-------------------------|---|----------------------|--------|--------|
| <b>Objectives</b>       | <b>Students will:</b>   |                      |        |        |
| RLA.O.12.1.01           | research, evaluate and critique the historical, cultural, political and biographical influences to determine the impact on literary works.  |                      |        |        |
| RLA.O.12.1.02           | analyze, evaluate, and critique literary styles according to genre: <ul style="list-style-type: none"> <li>• author's use</li> <li>• elements</li> <li>• expectations</li> </ul>  |                      |        |        |
| RLA.O.12.1.03           | extend the amount of independent reading with emphasis on American, British and World Literature, and informational texts.  |                      |        |        |
| RLA.O.12.1.04           | incorporate appropriate reading strategies necessary for a successful literary experience, to gain information and perform an assigned task: <ul style="list-style-type: none"> <li>• rereading</li> <li>• paraphrasing</li> <li>• questioning</li> <li>• analyzing</li> <li>• chunking</li> <li>• activating prior knowledge</li> </ul>  |                      |        |        |
| RLA.O.12.1.05           | evaluate and justify the characteristics of author's intended audience, purpose, style, voice and technique through the use of reasoning and evidence and literary/character analysis.  |                      |        |        |
| RLA.O.12.1.06           | formulate, in a critique, supportable conclusions, summarize events and ideas, construct inferences and generalizations, and interpret character traits from explicit and implicit ideas.   |                      |        |        |
| RLA.O.12.1.07           | demonstrate knowledge of and evaluate literary devices: <ul style="list-style-type: none"> <li>• archetypes</li> <li>• allegory</li> <li>• antithesis</li> <li>• pace</li> <li>• satire</li> <li>• cadence</li> <li>• scansion</li> <li>• flashback</li> <li>• foreshadowing</li> <li>• Freytag's pyramid (exposition, rising action, climax, falling action, catastrophe)</li> </ul> |                      |        |        |
| RLA.O.12.1.08           | evaluate and critique a variety of texts according to content, structure, purpose, organization of text, and tone.  |                      |        |        |
| RLA.O.12.1.09           | assess the importance and effectiveness of organizational patterns (e.g., problem-solution, cause-and-effect), textual features, graphical representations (e.g., tables, timelines, captions, maps, photographs) and ideas in informational and literary texts for intent, purpose and style.  |                      |        |        |
| RLA.O.12.1.10           | use knowledge of the history, cultural diversity, politics, and effects of language to comprehend and elaborate on the meaning of texts to expand vocabulary, and to draw connections to self and the real world.   |                      |        |        |
| RLA.O.12.1.11           | research literary criticism and evaluate its applicability to the genre being studied.  |                      |        |        |

RLA.O.12.1.12 analyze and evaluate persuasive language and techniques(e.g., advertisements, junk mail, web sites, news stories) for intent, purpose, audience, type (inductive or deductive) and effectiveness.

| <b>Grade 12 Writing</b>  |   | <b>Writing</b>   |   |  |
|--|---|--|---|--|
| <b>Standard 2:</b>   |   |  |   |  |
| Students will apply writing skills and strategies to communicate effectively for different purposes by   |   |  |   |  |
| <ul style="list-style-type: none"> <li>• using the writing process,</li> <li>• applying grammatical and mechanical properties in writing and</li> <li>• selecting and evaluating information for research purposes.</li> </ul> |   |  |   |  |
| <b>Performance Descriptors RLA.PD.12.2</b>   |   |  |   |  |
| <b>Distinguished</b>   | <b>Above Mastery</b>  | <b>Mastery</b>   | <b>Partial Mastery</b>  | <b>Novice</b>  |
| Twelfth grade students at the distinguished level in writing:<br><br>defend the creation and outcome of the final written product of a minimum of 15 cumulative pages ;  | Twelfth grade students at the above mastery level in writing:<br><br>incorporate strategically placed source material in an effective organizational pattern of interdisciplinary writing of 12-14 cumulative pages, for specific purposes and audiences; | Twelfth grade students at the mastery level in writing:<br><br>incorporate the five-step writing process to compose narrative, informative, descriptive, persuasive, functional, and interdisciplinary writing of 10-12 cumulative pages, for specific purposes and audiences; | Twelfth grade students at the partial mastery level in writing:<br><br>employ the five-step writing process to develop narrative, informative, descriptive, persuasive functional and interdisciplinary writing of 8-10 cumulative pages; | Twelfth grade students at the novice level in writing:<br><br>use the five-step writing process to draft narrative, informative, descriptive, persuasive and functional writing of 6-8 cumulative pages;               |
| sustain a credible authorial voice;  | develop and establish a credible authorial voice;   | establish a credible authorial voice;  | define and include the tone, audience and purpose to create voice;  | define the tone, audience and purpose to create voice;   |
| justify the support of the thesis through sophisticated rhetorical appeals, and writing. ; and   | defend a clearly written and correctly placed thesis statement, argue a logical progression of ideas; and   | incorporate a clearly written and correctly placed thesis statement with a logical progression of ideas, transitions, precise word choice, correct mechanics and complete and varied sentences; and  | integrate a clearly written thesis statement with a logical progression of ideas with transitions, precise word choice, correct mechanics, and complete and varied sentences; and   | construct a clearly written and effectively placed thesis statement, relate a logical progression of ideas with transitions, and include precise word choice, correct mechanics and complete and varied sentences ;and |
| define the topic and purpose, and select and use   | define the topic and purpose, and select and use  | define the topic and purpose, and select and use   | define the topic, audience, and purpose, and select   | select and use a variety of resource materials,  |

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| <p>a variety of resource materials, electronic and non-electronic, to plan, develop, and deliver a research project, in an accepted format, which is enhanced by elements such as computer-generated graphics, digital pictures, Web page or hypertext links with cited primary and secondary sources, with a minimum of 7 typed/content pages, excluding the title page and citation page.</p> | <p>a variety of resource materials, electronic and non-electronic, to plan, develop, organize, and deliver a research project with a minimum of 5-7 typed pages, excluding title page and citation page, in an accepted format.</p>  | <p>a variety of resource materials, electronic and non-electronic, to plan, develop, organize, and deliver a research project with a minimum of 3-5 typed pages, excluding title page and citation page in an accepted format.</p> | <p>and use a variety of resource materials, electronic and non-electronic, to plan, develop, organize, and deliver a research project with a minimum of 3 typed pages, excluding title page and citation page.</p> | <p>electronic and non-electronic, to plan, develop, organize, and deliver a research project with a minimum of 3 typed pages, excluding title page and citation page, in an accepted format.</p> |
| <p><b>Objectives</b></p>  | <p><b>Students will</b></p>  |  |  |  |
| <p>RLA.O.12.2.01</p>  | <p>compose using the five-step writing process (pre-writing, drafting, revising, editing, publishing), critique and evaluate narrative, informative, descriptive, persuasive and functional writings that include a letter of job application, a scholarship application/essay, and personal letters.</p>  |  |  |  |
| <p>RLA.O.12.2.02</p>  | <p>generate a clearly worded and effectively placed thesis statement to develop a document (e.g., composition, essay, literary critique, research paper) that has a clear, logical progression of ideas in the introduction, body, and conclusion.</p>   |  |  |  |
| <p>RLA.O.12.2.03</p>  | <p>identify, evaluate, and analyze information (e.g., primary and secondary sources, print and electronic media, personal interview) and recognize the concepts of intellectual property and plagiarism in all media (e.g., media copyright laws, private/public domain).</p>  |  |  |  |
| <p>RLA.O.12.2.04</p>  | <p>refine the research question through pre-writing strategies by considering whether the thesis claim is personally relevant, interesting and meaningful, is relevant and meaningful to the audience, is aligned with purposes and goals, is logical and can be supported within the limits of the assignment and available resources.</p>  |  |  |  |
| <p>RLA.O.12.2.05</p>  | <p>use, plan and incorporate varied note taking skills to organize and synthesize information from print and electronic primary and secondary sources (e.g., Internet, reference books, electronic databases for periodicals and newspapers) into an outline (introduction, thesis/hypothesis, main points, supporting details/examples, conclusion) to develop a composition or research project.</p> |  |  |  |
| <p>RLA.O.12.2.06</p>  | <p>plan, develop, and write a focused research project that has a clear thesis/hypothesis and logical progression of ideas supported by relevant details with an accompanying multimedia presentation and/or Web page using an accepted format (MLA, APA, Chicago, ASA).</p>   |  |  |  |
| <p>RLA.O.12.2.07</p>  | <p>strategically incorporate source material in a variety of ways, demonstrating a sophisticated understanding of the ethics of writing:</p> <ul style="list-style-type: none"> <li>• directly quoting</li> <li>• paraphrasing</li> <li>• summarizing</li> <li>• using ellipses</li> </ul>   |  |  |  |
| <p>RLA.O.12.2.08</p>  | <p>evaluate the effectiveness of and apply various forms of transition in a composition:</p> <ul style="list-style-type: none"> <li>• sentence links</li> </ul>  |  |  |  |

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|               | <ul style="list-style-type: none"> <li>• repetition of key words or phrases</li> <li>• restating of main/key ideas</li> <li>• inferred transitions</li> </ul>   |
| RLA.O.12.2.09 | <p>revise, edit and strategically employ a variety of sentence structures to improve variety and create more precise and concise language:</p> <ul style="list-style-type: none"> <li>• compound-complex</li> <li>• coordination/subordination</li> <li>• parallel structures</li> <li>• appositives</li> <li>• rhetorical questions</li> <li>• word/usage/choice</li> <li>• passive/active voice</li> </ul>  |
| RLA.O.12.2.10 | <p>demonstrate use of precise vocabulary, figurative language and literary devices to establish credibility, authority, and authorial voice to suggest an attitude toward subject matter, create mood, and carefully appeal to the audience:</p> <ul style="list-style-type: none"> <li>• imagery</li> <li>• rhetorical question</li> <li>• connotation/denotation</li> <li>• irony (situational, dramatic, verbal)</li> <li>• setting (geographical, historical, political)</li> <li>• symbolism</li> <li>• extended metaphor</li> </ul> |
| RLA.O.12.2.11 | <p>use proofreading and editing strategies to correct errors in and improve organization, content, usage and mechanics. In the editing process, integrate print and electronic tools:</p> <ul style="list-style-type: none"> <li>• dictionary</li> <li>• thesaurus</li> <li>• spell check</li> <li>• grammar check</li> <li>• thesaurus</li> </ul>  |
| RLA.O.12.2.12 | <p>Use peer editing and collaboration techniques to correct errors.</p> <p>use sophisticated rhetorical appeals and establish a credible authorial voice:</p> <ul style="list-style-type: none"> <li>• consider knowledge and interest of audience</li> <li>• establish credibility</li> <li>• use an effective organizational pattern</li> <li>• locate and interpret parallel structure, antithesis, and narrative pace</li> </ul>  |
| RLA.O.12.2.13 | <p>compose an analysis of a literary selection with precise literary terminology (e.g. symbolism, imagery) to establish credibility and authority, to support interpretation of the text, and to appeal to the audience's interests.</p>  |

**Grade 12 Listening, Speaking and Media Literacy**

| <b>Standard 3: Listening, Speaking and Media Literacy</b>  |  |  |   |   |
|--|--|--|---|---|
| Students will apply listening, speaking and media literacy skills and strategies to communicate with a variety of audiences and for different purposes.  |  |  |   |   |
| <b>Performance Descriptors RLA.PD.12.3</b>   |  |  |   |   |
| <b>Distinguished</b>   | <b>Above Mastery</b>   | <b>Mastery</b>   | <b>Partial Mastery</b>  | <b>Novice Listening</b>   |
| <p>Twelfth grade students at the distinguished level in listening, speaking and media literacy:</p> <p>debate the effectiveness of verbal and non-verbal strategies in the various purposes and strategies in the listening and speaking process and assess the verbal and non-verbal strategies;</p> <p>plan, produce, deliver, critique and defend the message of a presentation/product using a variety of media;</p> <p>debate the purposes within the media messages; and</p> <p>plan, create and maintain an informational website for a public (e.g., school, community organization, club, church) organization.</p> | <p>Twelfth grade students at the above mastery level in listening, speaking and media literacy:</p> <p>debate the effectiveness of verbal and non-verbal strategies in the various purposes and strategies in the listening and speaking process and interpret the verbal and non-verbal strategies;</p> <p>plan, create, organize, evaluate, and publish a unique age appropriate media project;</p> <p>critique the purposes within media messages; and</p> <p>plan and create an informational website for a public organization demonstrating understanding of purpose, audience and choice of medium.</p> | <p>Twelfth grade students at the mastery level in listening, speaking and media literacy:</p> <p>debate the various purposes and strategies in the listening and speaking process, including verbal and non-verbal strategies;</p> <p>plan, create, and present an age appropriate media project using a minimum of two media sources;</p> <p>explain the purposes within various media communications; and</p> <p>plan and create a media product for a public organization showing an understanding of purpose, audience and choice of medium.</p> | <p>Twelfth grade students at the partial mastery level in listening, speaking and media literacy:</p> <p>outline the listening and speaking process, including verbal and non-verbal strategies in the communication process;</p> <p>plan, produce and deliver a presentation/product using a minimum of two media sources;</p> <p>compare the purposes within various media messages; and</p> <p>compare the purposes for websites of several public organizations recognizing purpose and audience.</p> | <p>Twelfth grade students at the novice level in listening, speaking and media literacy:</p> <p>evaluate and model the various purposes and strategies in the listening and speaking process, including verbal and non-verbal strategies;</p> <p>plan and deliver an age appropriate media presentation/product using a media source;</p> <p>determine the purposes within a media message; and</p> <p>listen and determine the purposes for a website for a public organization.</p> |
| <b>Objectives</b>  |  |  |   |   |
| <b>Students will:</b>  |  |  |   |   |
| <p>RLA.O.12.3.01 present using the transactional process of communication to include the components of speaker, listener, message, channel, feedback, and noise.</p>   |  |  |   |   |
| <p>RLA.O.12.3.02 plan, organize, adapt and deliver a grammatically correct presentation using a variety of media (e.g., live performance, video,</p>   |  |  |   |   |

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| RLA.O.12.3.03 | <p>PowerPoint, Web pages).</p> <p>adapt and use verbal and nonverbal strategies to listen for diverse purposes</p> <ul style="list-style-type: none"> <li>• comprehension</li> <li>• evaluation</li> <li>• expression of empathy</li> <li>• persuasion</li> <li>• mediation</li> <li>• collaboration</li> <li>• facilitation</li> </ul> |
| RLA.O.12.3.04 | critique and create examples of the wide range of purposes embedded in media communications.  |
| RLA.O.12.3.05 | plan, compose, produce, evaluate, and revise an age appropriate product from various forms of media communication that demonstrates an understanding of format, purpose, audience, and choice of medium.  |
| RLA.O.12.3.06 | properly use private and public information.  |

# SPEECH 1

Speech 1 is an elective which enhances the Reading and English Language Arts curriculum. Oral communication is fundamental to all other learning. By actively participating in a variety of speaking activities, students will gain the confidence and skills to overcome communication anxiety. A student who communicates will succeed in social, economic and academic environments. Effective oral communication provides readiness for the workplace and/or postsecondary education and is, a recommended elective for students in all career majors. The West Virginia Standards for 21<sup>st</sup> Century Learning include the following components: 21<sup>st</sup> Century Content Standards and Objectives and 21<sup>st</sup> Century Learning Skills and Technology Tools. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools and content standards and objectives.

| <b>Grade 12 Speech 1</b>   |  |   |   |  |
|--|--|---|---|--|
| <b>Standard 1: The Communication Process</b>   |  |   |   |  |
| SP1.S.12.1 Students will recognize elements of the communications process as it applies to interpersonal and group communication.  |  |   |   |  |
| <b>Performance Descriptors SP1.PD.12.1</b>   |  |   |   |  |
| Distinguished  | Above Mastery  | Mastery   | Partial Mastery   | Novice   |
| The student critiques the characteristics of effective verbal and non-verbal communication. The student prioritizes strategic and critical listening skills. The student defends the use of formal or informal speech communication in everyday life and adapts the rules of speech etiquette to everyday use. | The student explains and evaluates the characteristics of effective verbal and non-verbal communication. The student assesses strategic and critical listening skills. The student evaluates speech communication in everyday life, both formal and informal, and models the rules of speech etiquette in daily use. | The student identifies and evaluates the characteristics of effective verbal and non-verbal communication. The student demonstrates strategic and critical listening skills. The student recognizes the importance of speech communication in everyday life, both formal and informal, and incorporates the rules of speech etiquette in daily use. | The student appraises the characteristics of effective verbal and non-verbal communication. The student contrasts strategic and critical listening skills. The student gives examples of the importance of speech communication in everyday life, both formal and informal, and discusses the rules of speech etiquette in daily use. | The student lists the characteristics of effective verbal and non-verbal communication. The student identifies strategic and critical listening skills. The student finds examples of the importance of speech communication in everyday life, both formal and informal, and names the rules of speech etiquette in daily use. |
| <b>Objectives Students will</b>  |  |   |   |  |
| SP1.O.12.1.01 explain the importance of speech communication in everyday life.   |  |   |   |  |
| SP1.O.12.1.02 explain and give examples of the speech communication process including the following terms source, encode, message, channel, decode, receiver and feedback.   |  |   |   |  |
| SP1.O.12.1.03 identify forms of formal and informal communication.   |  |   |   |  |
| SP1.O.12.1.04 compare and contrast verbal and non-verbal communication.  |  |   |   |  |
| SP1.O.12.1.05 identify the four characteristics of vocalization: rate, volume, pitch and quality.  |  |   |   |  |
| SP1.O.12.1.06 compare and contrast hearing and listening.  |  |   |   |  |

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| SP1.O.12.1.07 | give examples of the barriers to effective listening and plan methods to overcome them.   |
| SP1.O.12.1.08 | demonstrate strategic listening skills for comprehension by making predictions, constructing meaning beyond text, and asking questions. |
| SP1.O.12.1.09 | demonstrate critical listening skills by separating fact from opinion, and by identifying propaganda, distortion, and faulty reasoning. |
| SP1.O.12.1.10 | evaluate the effects of cultural diversity on communication.  |
| SP1.O.12.1.11 | recognize situations where the use of colloquialisms, dialects and slang are appropriate and inappropriate.                             |
| SP1.O.12.1.12 | identify and use rules of speech etiquette.   |
| SP1.O.12.1.13 | discuss and assess the characteristics of effective team leaders and responsible group members.   |

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| <b>Grade 12</b>                            | <b>Speech 1</b>   |
| <b>Standard 2:</b>                         | <b>Research</b>   |
| SP.S.12.2                                  | Students will research topics to develop focused and coherent speeches. |
| <b>Performance Descriptors SP1.PD.12.2</b> |   |

|  | Distinguished  | Above Mastery   | Mastery   | Partial Mastery  | Novice |
|--|--|---|---|--|--------|
| The student combines various skills and evaluates resources in researching a topic and defends the sources following ethical and legal guidelines. | The student integrates various skills and resources to research a topic and analyzes the sources following ethical and legal guidelines.   | The student uses various skills and resources to research a topic and evaluates the sources following ethical and legal guidelines. | The student uses skills and selects resources to research a topic and makes sense of the sources following instructor's guidelines. | The student uses skills and finds resources to research a topic and selects the sources following instructor's guidelines. |        |
| <b>Objectives</b>  | <b>Students will</b>   |   |   |  |        |
| SP1.O.12.2.01  | use various resources (e.g., print media, Internet, etc.) to identify and research the main ideas about a topic.                           |   |   |  |        |
| SP1.O.12.2.02  | utilize interviewing, note-taking, and summarizing skills to gather and process information.   |   |   |  |        |
| SP1.O.12.2.03  | use and evaluate the credibility of on-line information and other technological tools as resources following ethical and legal guidelines. |   |   |  |        |

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| <b>Grade 12</b>                            | <b>Speech 1</b>  |
| <b>Standard 3:</b>                         | <b>Organization and Delivery</b>   |
| SP1.S.12.3                                 | Students will recognize elements of the communications process as it applies to interpersonal and group communication. |
| <b>Performance Descriptors SP1.PD.12.3</b> |  |

|  | Distinguished  | Above Mastery   | Mastery   | Partial Mastery  | Novice |
|--|--|---|---|--|--------|
| The student defends the purposes of speeches and delivers a variety of formal and informal speeches. The student performs and evaluates a well-organized speech, justifies the | The student justifies the purposes of speeches and delivers a variety of formal and informal speeches. The student constructs and performs a well-organized speech, determines the | The student interprets the purposes of speeches and delivers a variety of formal and informal speeches. The student constructs a well-organized speech, effectively uses verbal and | The student explains the purposes of speeches and delivers formal and informal speeches. The student constructs an organized speech, uses verbal and non-verbal skills, and | The student recognizes the purposes of speeches and delivers formal and informal speeches. The student constructs a speech, uses verbal and non-verbal skills, and recognizes standard |        |

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| effective uses of verbal and non-verbal skills, and models standard American English. The student referees the effective use of technology in a presentation. | effective uses of verbal and non-verbal skills, and models standard American English. The student critiques the effective use of technology in a presentation.   | non-verbal skills, and models standard American English. The student integrates the effective use of technology into a presentation. | practices standard American English. The student uses technology in a presentation. | American English. The student includes technology in a presentation. |
| <b>Objectives</b>   | <b>Students will</b>   |  |   |  |
| SP1.O.12.3.01   | participate in a variety of formal and informal speaking experiences: <ul style="list-style-type: none"> <li>• impromptu</li> <li>• extemporaneous</li> <li>• manuscript</li> <li>• introductions</li> <li>• business calls</li> <li>• group problem solving</li> <li>• conflict</li> <li>• mediation</li> </ul> |  |   |  |
| SP1.O.12.3.02   | compare and contrast the purposes for speaking: <ul style="list-style-type: none"> <li>• inform</li> <li>• persuade</li> <li>• entertain</li> </ul>  |  |   |  |
| SP1.O.12.3.03   | analyze the criteria for the selection of a topic, select an appropriate organizational pattern with a thesis statement and interesting introduction and conclusion, develop a clear, logical progression of ideas using main points, supporting details and a variety of transitional devices.                  |  |   |  |
| SP1.O.12.3.04   | recognize and explain the differences between written and spoken language.   |  |   |  |
| SP1.O.12.3.05   | use verbal skills and model standard American English effectively (e.g., diction, articulation, pronunciation, vocal control).   |  |   |  |
| SP1.O.12.3.06   | use non-verbal skills effectively (e.g., eye contact, facial expressions, gestures, posture, body movement, dress).  |  |   |  |
| SP1.O.12.3.07   | utilize appropriate technology to record presentations for self-assessment, to prepare and edit text (e.g., Power Point, word processing, Excel, Paint, PhotoShop) to create visual aids, etc.   |  |   |  |
| SP1.O.12.3.08   | demonstrate the vocalization process using the following terms: generators, resonators and articulators of sound.  |  |   |  |

# JOURNALISM

Journalism expands and enhances Reading and English Language Arts in the areas of reading, writing, speaking, listening and media literacy. Emphasis is on the oral, written, and visual communication skills important for educational, occupational and personal endeavors. A broad spectrum of skills and information is basic to all journalistic pursuits. In addition, specialized skills and information are also required for students pursuing various branches of journalism. By combining these standards and objectives, electives in journalism may include basic journalism, newspaper, yearbook, broadcasting, photojournalism, desktop publishing and public relations. These standards and objectives can be adapted for various course levels, as well as for various electives. To further enhance students' journalism skills and provide leadership opportunities, continued enrollment in the journalism program is recommended. Students at different course levels should demonstrate improvement in work quality and increased skill complexity. Skills learned in journalism electives will benefit students in all careers. Standards one through four apply to a general journalism course and standards five through ten in addition to standards one through four, apply to specific journalism courses.

| Grade 12 Journalism  |   |   |  |  |
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| Journalistic Background  |   |   |  |  |
| Students will recognize elements of the communications process as it applies to interpersonal and group communication.   |   |   |  |  |
| Performance Descriptors JN.PD.12.1   |   |   |  |  |
| Distinguished  | Above Mastery   | Mastery   | Partial Mastery  | Novice   |
| The student debates the role of journalism and defends its impact on politics and social history. The student assesses the impact of legal and ethical issues on journalism. The student rates the use of technology in the production of a product. The student prioritizes the parts of a story and judges the integration of the principals of layout and design and photocomposition to produce a final product. | The student evaluates the role of journalism and critiques its impact on politics and social history. The student analyzes and critiques legal and ethical issues. The student appraises the use of technology and incorporates it to produce a product. The student evaluates parts of a story and integrates principals of layout and design and photocomposition to produce a final product. | The student evaluates the role of journalism and its impact on politics and social history. The student analyzes legal and ethical issues. The student analyzes the use of technology and applies it to produce a product. The student analyzes parts of a story and illustrates the principals of layout and design and photocomposition in a final product. | The student researches the role of journalism and its impact on politics and social history. The student gives examples of legal and ethical issues. The student chooses technology and applies it to produce a product. The student identifies parts of a story and uses the principals of layout and design and photocomposition in a final product. | The student describes the role of journalism and its impact on politics and social history. The student labels examples of legal and ethical issues. The student uses technology to produce a product. The student defines parts of a story and recognizes the principals of layout and design and photocomposition. |
| Objectives   |   |   |  |  |
| JN.O.12.1.01   | Students will evaluate the role of journalism and its impact on society, including parallels between journalistic history and the country's political and social history.   |   |  |  |
| JN.O.12.1.02   | analyze the changes in mass communication caused by the widespread use of technology.   |   |  |  |

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| JN.O.12.1.03 | read, critique, and analyze key press legal issues in professional and scholastic publications (e.g., censorship, prior restraint, libel, slander, privacy).                                    |
| JN.O.12.1.04 | know and apply the rights, responsibilities, and ethics of journalists as defined in the Journalists' Code of Ethics and other publication policies.  |
| JN.O.12.1.05 | expand vocabulary to include specialized journalism terms (e.g., captions, masthead, column inches, storyboard, framing).   |
| JN.O.12.1.06 | identify and evaluate parts of stories (e.g., lead, body, conclusion, quote).   |
| JN.O.12.1.07 | identify and integrate contemporary principles of layout and design in a newspaper, yearbook, magazine, broadcast story board and/or advertisement.   |
| JN.O.12.1.08 | classify the elements of photo composition (dominance, texture, angle of view, contrast, rule of thirds, leading lines, framing devices), and explain the storytelling ability of a photograph. |
| JN.O.12.1.09 | compile, synthesize, produce and disseminate information using technology.  |

**Grade 12 Journalism**  
**Standard 2: Oral Communication**  
 Students will use speaking and listening skills to accurately retrieve and evaluate information.

| Performance Descriptors JN.PD.12.2  | Above Mastery   | Mastery  | Partial Mastery   | Novice  |
|---|---|--|---|---|
| <b>Distinguished</b><br>The student defends appropriate listening and speaking techniques. The student plans and moderates a debate and with a panel, judges the reliability of participants and interprets sources and content. The student evaluates legal and ethical research and evidence presented in the debate. | The student integrates appropriate listening and speaking skills. The student plans and conducts a round table discussion, judges the reliability of participants, and interprets sources and content. The student legally and ethically researches using a variety of sources and incorporates findings into round table discussion. | The student uses appropriate listening and speaking skills. The student plans and conducts interviews, judges the reliability of sources, and interprets messages and intentions. The student legally and ethically researches using a variety of sources. | The student applies appropriate listening and speaking skills. The student conducts interviews, summarizes the reliability of messages and intentions. The student legally finds and selects information from a variety of sources. | The student defines appropriate listening and speaking skills. The student participates in interviews, recognizes the reliability of sources, and labels messages. The student selects information from a variety of sources. |

| Objectives   | Students will  |
|--------------|--|
| JN.O.12.2.01 | use appropriate listening and speaking skills (e.g., make eye contact, speak clearly, use phone etiquette).  |
| JN.O.12.2.02 | prepare and conduct interviews following correct procedures (e.g., identify self and publication, state purpose, ask open-ended questions).  |
| JN.O.12.2.03 | listen for bias and/or authority to probe and evaluate the reliability of sources, identify and interpret a source's message and intent, and accurately record direct and indirect quotations. |
| JN.O.12.2.04 | legally and ethically gather information from a variety of sources, (e.g., interviews, polls, surveys, electronic media, questionnaires) using one source to check another.                    |

| <b>Grade 12 Journalism</b>   |   |   |   |   |
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| <b>Standard 3: Written Communication</b>   |   |   |   |   |
| Students will organize information in a vivid, focused, accurate and coherent manner using journalistic style rules and news judgment.   |   |   |   |   |
| <b>Performance Descriptors JN.PD.12.3</b>  |   |   |   |   |
| <b>Distinguished</b>   | <b>Above Mastery</b>  | <b>Mastery</b>  | <b>Partial Mastery</b>  | <b>Novice</b>   |
| The student debates the appropriateness of journalistic writing to address specific writing purposes and audiences. The student composes and defends the leads, including the five "W"s and an "H", and integrates supporting material into a final product using appropriate word processing and editing strategies. The student evaluates the use of persuasive language and techniques of propaganda in copy. | The student models and evaluates appropriate journalistic writing to address specific writing purposes and audiences. The student composes and justifies leads, including the five "W"s and an "H", and integrates facts, quotes, paraphrases, etc. into a final product using appropriate word processing and editing strategies. The student evaluates copy for persuasive language and techniques of propaganda. | The student models appropriate journalistic writing to address specific writing purposes and audiences. The student composes leads, including the five "W"s and an "H", and categorizes facts, quotes, paraphrases, etc. to create a final product using appropriate word processing and editing strategies. The student points out persuasive language and techniques of propaganda in copy. | The student employs appropriate journalistic writing to address specific writing purposes and audiences. The student writes leads, including the five "W"s and an "H", and uses facts, quotes, paraphrases, etc. to create a final product using appropriate word processing and editing strategies. The student points out propaganda in copy. | The student writes in a journalistic style to address specific purposes. The student writes leads, including the five "W"s and an "H", and uses support to create a final product using word processing. The student recognizes propaganda in copy. |
| <b>Objectives</b>  | <b>Students will</b>  |   |   |   |
| JN.O.12.3.01   | model appropriate journalistic writing that is focused and coherent (e.g., inverted pyramid for a news story, hour glass model, various audio and video scripting formats) to address specific writing purposes (e.g., news, editorial, feature, sports, column, advertising) and multiple audiences.   |   |   |   |
| JN.O.12.3.02   | demonstrate news judgment by analyzing the elements of news as they relate to stories (e.g., timeliness, proximity, human interest, balance, prominence, conflict).   |   |   |   |
| JN.O.12.3.03   | select words that are vivid, precise and economical, use a variety of transitional devices, vary syntax and sentence structure.   |   |   |   |
| JN.O.12.3.04   | organize information to include the 5W's and an "H" (who, what, when, where, why and how) as they apply to a story, write various types of leads (e.g., narrative, direct quotation, question, summary) and creative and accurate headlines and captions.   |   |   |   |
| JN.O.12.3.05   | integrate accurately written facts, quotations, attributions, paraphrases and interpretations into copy while respecting intellectual property rights: <ul style="list-style-type: none"> <li>• copyrights</li> <li>• plagiarism</li> </ul>   |   |   |   |
| JN.O.12.3.06   | use persuasive language and techniques appropriately: <ul style="list-style-type: none"> <li>• distinguish fact from opinion for editorials, news stories and advertising</li> </ul>  |   |   |   |

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| JN.O.12.3.07 | <ul style="list-style-type: none"> <li>recognize a source's authority, special interest, propaganda and bias</li> </ul> <p>use editing strategies and journalistic style rules to correct grammatical, spelling and style errors (e.g., punctuation, capitalization, sentence structure), use word processing programs to prepare and edit text, and apply specialized jargon appropriately (e.g., sports, technology).</p> |
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| <b>Grade 12 Journalism</b>   |   |  |  |  |
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| <b>Standard 4: Business</b>  |   |  |  |  |
| Students will perform journalistic business responsibly and collaboratively.   |   |  |  |  |
| Performance Descriptors JN.PD.12.4   |   |  |  |  |
| Distinguished  | Above Mastery   | Mastery  | Partial Mastery  | Novice   |
| The student manages and prioritizes collaborative tasks in assigned roles. The student examines, plans, and evaluates for the aspects of business, advertising, and marketing. The student appraises effective circulation methods and sound financial record keeping. The student evaluates and defends career and educational opportunities in journalism. | The student manages collaborative tasks in assigned roles. The student examines and plans for the aspects of business, advertising, and marketing. The student initiates effective circulation methods and sound financial record keeping. The student evaluates career and educational opportunities in journalism.  | The student works collaboratively in assigned roles. The student examines the aspects of business, advertising, and marketing. The student demonstrates effective circulation methods and sound financial record keeping. The student reports on career and educational opportunities in journalism. | The student works cooperatively in assigned roles. The student summarizes the aspects of business, advertising, and marketing. The student explains effective circulation methods and sound financial record keeping. The student recognizes career and educational opportunities in journalism. | The student works in assigned roles. The student names the aspects of business, advertising, and marketing. The student shows effective circulation methods and sound financial record keeping. The student identifies career and educational opportunities in journalism. |
| Objectives   | Students will   |  |  |  |
| JN.O.12.4.01   | <p>work collaboratively and cooperatively (e.g., teamwork, problem solving, brainstorming) to perform assigned duties such as meeting deadlines, completing assignments, organizing materials and checking sources, responsibly and professionally, to define leadership and management roles and respect the authority of the people in those roles:</p> <ul style="list-style-type: none"> <li>editors</li> <li>business managers</li> <li>production managers</li> <li>news directors</li> </ul> |  |  |  |
| JN.O.12.4.02   | examine the business and advertising aspects of journalism.   |  |  |  |
| JN.O.12.4.03   | analyze effective advertising and conduct market research.  |  |  |  |
| JN.O.12.4.04   | utilize effective circulation and sound financial record-keeping methods.   |  |  |  |
| JN.O.12.4.05   | evaluate career opportunities in journalism and the required training/education for those careers.  |  |  |  |

| <b>Grade 12 Journalism</b>   |  |
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| <b>Standard 5: Newspaper</b>   |  |
| Students will plan and publish a school newspaper using all applicable objectives from Journalism Standards One through Four, in addition to the following specific objectives for newspaper production.   |  |
| <b>Performance Descriptors JN.PD.12.5</b>  |  |
| <b>Distinguished</b>   |  |
| The student manages collaborative tasks as a staff member and evaluates performance of assigned duties. The student manages a publication from inception to camera-ready form. The student manages the advertising and subscription accounts and critiques advertisements. The student implements an advertising campaign to increase circulation and manages sound financial record-keeping methods. The student evaluates publications after distribution and incorporates recommended improvements. | <p><b>Above Mastery</b></p> <p>The student manages collaborative tasks as a staff member to perform assigned duties. The student designs and edits layouts and prepares copy with software. The student manages the sale of advertising and subscriptions and creates effective advertisements. The student demonstrates increased circulation and sound financial record-keeping methods. The student evaluates publications after distribution and makes recommendations for improvements.</p> <p><b>Mastery</b></p> <p>The student works collaboratively as a staff member to perform assigned duties. The student designs layouts and edits copy with software. The student sells advertising, subscriptions, and creates effective advertisements. The student demonstrates effective circulation and sound financial record-keeping methods. The student evaluates publications after distribution.</p> <p><b>Partial Mastery</b></p> <p>The student works cooperatively as a staff member to perform assigned duties. The student prepares layouts and edits copy with software. The student sells advertising and subscriptions and creates advertisements. The student recognizes effective circulation and sound financial record-keeping methods. The student examines publications after distribution.</p> <p><b>Novice</b></p> <p>The student works as a staff member to perform assigned duties. The student prepares layouts. The student sells advertising and subscriptions. The student tabulates effective circulation and sound financial record-keeping methods. The student views publications after distribution.</p> |
| <b>Objectives</b>  |  |
| <b>JN.O.12.5.01</b>  | <b>Students will</b><br>collaborate as a staff to determine publication content, policy, size, design, budget and circulation, to understand and perform duties of assigned staff positions, to establish and cover beats, to assign stories, photographs and advertisements, and to set and meet deadlines.   |
| <b>JN.O.12.5.02</b>  | design page layouts using desktop software for page design.  |
| <b>JN.O.12.5.03</b>  | prepare and edit camera-ready material for submission to a printer (e.g., paste-up, electronic desk submission).   |
| <b>JN.O.12.5.04</b>  | sell advertising and/or subscriptions (e.g., dress and act professionally, develop a sales action plan) and create effective advertisements.   |
| <b>JN.O.12.5.05</b>  | apply effective circulation and sound financial record-keeping methods: <ul style="list-style-type: none"> <li>• subscriptions</li> <li>• advertising</li> </ul>   |

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| JN.O.12.5.06 | <ul style="list-style-type: none"> <li>supplies</li> </ul> <p>evaluate finished publication through feedback from staff and audience after distribution to an audience.</p> |
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| <b>Grade 12 Journalism</b>  |  |
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| <b>Standard 6: Yearbook</b>   |  |
| Students will plan and publish a school yearbook using all applicable objectives from Journalism Standards One through Four, in addition to the following specific objectives for yearbook production.  |  |
| <b>Performance Descriptors JN.PD.12.6</b>   |  |
| <b>Distinguished</b>  | <b>Novice</b>  |
| <p>The student manages collaborative tasks as a staff member and evaluates performance of assigned duties. The student manages a publication from inception to camera-ready form. The student manages the advertising and subscription accounts and critiques advertisements. The student implements an advertising campaign to increase circulation and manages sound financial record-keeping methods. The student evaluates publications after distribution and incorporates recommended improvements.</p> | <p>The student works as a staff member to perform assigned duties. The student prepares layouts. The student sells advertising and subscriptions. The student tabulates effective circulation and sound financial record-keeping methods. The student views publications after distribution.</p>   |
| <b>Above Mastery</b>  | <b>Partial Mastery</b>   |
| <p>The student manages collaborative tasks as a staff member to perform assigned duties. The student designs and edits copy with software. The student manages the sale of advertising and subscriptions and creates effective advertisements. The student demonstrates increased circulation and sound financial record-keeping methods. The student evaluates publications after distribution and makes recommendations for improvements.</p>   | <p>The student works cooperatively as a staff member to perform assigned duties. The student prepares layouts and edits copy with software. The student sells advertising and subscriptions and creates advertisements. The student recognizes effective circulation and sound financial record-keeping methods. The student examines publications after distribution.</p> |
| <b>Mastery</b>  | <b>Novice</b>  |
| <p>The student works collaboratively as a staff member to perform assigned duties. The student designs layouts and edits copy with software. The student sells advertising, subscriptions, and creates effective advertisements. The student demonstrates effective circulation and sound financial record-keeping methods. The student evaluates publications after distribution.</p>  | <p>The student works as a staff member to perform assigned duties. The student prepares layouts. The student sells advertising and subscriptions. The student tabulates effective circulation and sound financial record-keeping methods. The student views publications after distribution.</p>   |
| <b>Objectives</b>   |  |
| <b>JN.O.12.6.01</b>   | <b>Students will</b><br>collaborate as a staff to determine publication content, policy, size, design, budget and circulation, understand and perform duties of assigned staff positions, and design page layouts.   |
| <b>JN.O.12.6.02</b>   | prepare and edit camera-ready material for submission to a printer (e.g., paste-up, electronic desk submission), and correct page proofs from printer for re-submission.   |
| <b>JN.O.12.6.03</b>   | sell advertising and/or subscriptions (e.g., dress and act professionally, develop a sales action plan), create effective advertisements, and apply effective circulation and sound financial record-keeping methods: <ul style="list-style-type: none"> <li>subscriptions</li> </ul>  |

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|  | <ul style="list-style-type: none"> <li>• advertising</li> <li>• supplies</li> </ul>   |
| JN.O.12.6.04   | evaluate finished publication through feedback from staff and audience after distribution.  |
| <b>Grade 12 Journalism</b>   |   |
| <b>Standard 7: Broadcasting</b>  |   |
| JN.S.12.7  | Students will plan and publish broadcasts using all applicable objectives from Journalism Standards One through Four, in addition to the following specific objectives for broadcasting.  |
| <b>Performance Descriptors JN.PD.12.7</b>  |   |
| <b>Distinguished</b>   | <b>Above Mastery</b>  |
| The student creates and critiques a product made by integrating available equipment and technology. The student correctly incorporates terminology associated with 35 mm photography. The student manages the creation of a product constructed by shooting pictures, processing film, evaluating and selecting photographs, and writing about storytelling value. | The student designs and creates a product by integrating available equipment, lenses, and software. The student correctly applies terminology associated with 35 mm photography. The student shoots pictures, processes film, evaluates and selects photographs, and writes about storytelling value to create a final product. |
| <b>Mastery</b>   | The student creates a product by integrating available equipment, lenses, and software. The student correctly uses terminology associated with 35 mm photography. The student shoots pictures, processes film, selects photographs, and writes about storytelling value.  |
| <b>Partial Mastery</b>   | The student participates in creating a product by integrating available equipment, lenses, and software. The student uses terminology associated with 35 mm photography. The student shoots pictures, processes film, and selects photographs.  |
| <b>Novice</b>  | The student duplicates a product by integrating available equipment, lenses, and software. The student uses terminology associated with photography. The student shoots pictures and selects photographs.   |
| <b>Objectives</b>  |   |
| JN.O.12.7.01   | Students will organize and participate in pre-production meetings to plan content, production schedules, staff positions, etc.  |
| JN.O.12.7.02   | perform duties of various staff positions (e.g., director, anchor, technical director, floor manager), in both leadership and non leadership roles.   |
| JN.O.12.7.03   | follow various script and log formats to produce projects.  |
| JN.O.12.7.04   | using available technology to create desired products or programs that demonstrate various audio and video techniques (e.g., dubbing, angles, shots, focus, movement, framing).   |
| JN.O.12.7.05   | develop and apply skills related to the role of talent in a production: <ul style="list-style-type: none"> <li>• camera and microphone consciousness</li> <li>• script use</li> <li>• dress</li> <li>• make-up</li> <li>• speaking skills</li> </ul>  |
| JN.O.12.7.06   | apply proper staging principles for both studio and location shots, and design and execute effective lighting for video shoots.   |

| <b>Grade 12 Journalism</b>   |   |  |  |   |
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| <b>Standard 8: Photo Journalism</b>  |   |  |  |   |
| Students will report events and ideas through photography using all applicable objectives from Journalism Standards One through Four, in addition to the following specific objectives for photojournalism.  |   |  |  |   |
| <b>Performance Descriptors JN.PD.12.8</b>  |   |  |  |   |
| <b>Distinguished</b>   | <b>Above Mastery</b>  | <b>Mastery</b>   | <b>Partial Mastery</b>   | <b>Novice</b>   |
| The student creates and critiques a product made by integrating available equipment and technology. The student correctly incorporates terminology associated with 35 mm photography. The student manages the creation of a product constructed by shooting pictures, processing film, evaluating and selecting photographs, and writing about storytelling value. | The student designs and creates a product by integrating available equipment, lenses, and software. The student correctly applies terminology associated with 35 mm photography. The student shoots pictures, processes film, evaluates and selects photographs, and writes about storytelling value to create a final product. | The student creates a product by integrating available equipment, lenses, and software. The student correctly uses terminology associated with 35 mm photography. The student shoots pictures, processes film, selects photographs, and writes about storytelling value. | The student participates in creating a product by integrating available equipment, lenses, and software. The student uses terminology associated with 35 mm photography. The student shoots pictures, processes film, and selects photographs. | The student duplicates a product by integrating available equipment, lenses, and software. The student uses terminology associated with photography. The student shoots pictures and selects photographs. |
| <b>Objectives</b>  |   |  |  |   |
| JN.O.12.8.01   | <b>Students will</b><br>integrate available equipment (e.g., digital camera, 35 mm camera, darkroom equipment), focal lenses (e.g., telephoto, wide angle, normal, zoom), and software (PhotoShop, HiJaak, Illustrator, InDesign, etc.) to create a product.  |  |  |   |
| JN.O.12.8.02   | correctly use terminology associated with 35 mm photography (e.g., aperture, F-stop, depth of field, shutter speed, film speed).  |  |  |   |
| JN.O.12.8.03   | shoot pictures as assigned, select photographs for their storytelling value and visual quality, and gather and write information to complete the storytelling effect of pictures.   |  |  |   |
| JN.O.12.8.04   | process and print black and white film and process and use contact sheets to analyze shots: <ul style="list-style-type: none"> <li>• composition</li> <li>• negative damage</li> <li>• cropping</li> <li>• density</li> </ul>   |  |  |   |
| <b>Grade 12 Journalism</b>   |   |  |  |   |
| <b>Standard 9: Desktop Publishing</b>  |   |  |  |   |
| JN.S.12.9  | Students will use technology to publish information in a wide variety of formats using all applicable objectives from Journalism Standards One through Four, in addition to the following specific objectives for desktop publishing.   |  |  |   |
| <b>Performance Descriptors JN.PD.12.9</b>  |   |  |  |   |

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| <b>Distinguished</b>  | <b>Above Mastery</b>  | <b>Mastery</b>  | <b>Partial Mastery</b>  | <b>Novice</b>   |
| The student creates and evaluates a product by integrating available technology and software. The student correctly incorporates terminology associated with desktop publishing. The student creates and critiques a variety of publications for commercial and private use, complying with legal restrictions. | The student designs and creates a product by integrating available technology and software. The student correctly applies terminology associated with desktop publishing. The student creates a variety of publications for commercial and private use, complying with legal restrictions.  | The student creates a product by integrating available technology and software. The student correctly uses terminology associated with desktop publishing. The student creates a variety of publications complying with legal restrictions. | The student participates in the creation of a product by integrating available technology and software. The student uses terminology associated with desktop publishing. The student creates a variety of publications. | The student duplicates a product by integrating available technology and software. The student names the terminology associated with desktop publishing. The student creates a publication. |
| <b>Objectives</b>   | <b>Students will</b>  |   |   |   |
| JN.O.12.9.01  | use desktop publishing terminology correctly.   |   |   |   |
| JN.O.12.9.02  | use available technology to work with images (e.g., digital cameras, scanners, publication software) and use software tools to create a publication: <ul style="list-style-type: none"> <li>• insert and resize art and copy</li> <li>• moving objects</li> <li>• aligning and grouping images</li> <li>• layering objects</li> <li>• rotating objects</li> </ul> |   |   |   |
| JN.O.12.9.03  | create a variety of publications (e.g., pamphlets, magazines, advertisements, web pages, business cards, memo forms, newsletters) complying with copyright and patent laws and licensing agreements.  |   |   |   |

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| <b>Grade 12</b>  | <b>Journalism</b>  |  |   |   |
| <b>Standard 10:</b>  | <b>Public Relations</b>  |  |   |   |
| JN.S.12.10   | Students will develop and maintain positive working relationships among people within the school and between the school and community using all applicable objectives from Journalism Standards One through Four, in addition to the following specific objectives for public relations. |  |   |   |
| <b>Performance Descriptors JN.PD.12.10</b>   |  |  |   |   |
| <b>Distinguished</b>   | <b>Above Mastery</b>   | <b>Mastery</b>   | <b>Partial Mastery</b>  | <b>Novice</b>   |
| The student manages press releases promoting the school. The student generates and maintains the school's newsletter, website, and archives. The | The student plans, writes, and distributes press releases promoting the school. The student plans and produces the school's newsletter, website, and   | The student writes and distributes press releases promoting the school. The student produces the school's newsletter, website, and archives. The | The student contributes to press releases promoting the school. The student participates in the production of the school's newsletter, website, and | The student defines a press releases. The student writes for the school's newsletter, website, and archives. The student assists spokesperson for |

|   |   |  |  |         |
|---|---|--|--|---------|
| student serves as liaison for school and community. | archives. The student serves as spokesperson for school and community.  | student serves as spokesperson for school. | archives. The student prepares copy for the spokesperson for school. | school. |
| <b>Objectives</b>                                   | <b>Students will</b>  |  |  |         |
| JN.O.12.10.01                                       | plan promotions, write press releases for the school, and distribute them to local print and broadcast media to promote the school. |  |  |         |
| JN.O.12.10.02                                       | design, write, produce, and disseminate the school's newsletter, web page, and archives.  |  |  |         |
| JN.O.12.10.03                                       | serve as a liaison for the school and the community (e.g., internal communications, brochures, calendars, publicity).               |  |  |         |

**FISCAL NOTE FOR PROPOSED RULES**

Rule Title: **W. Va. 126CSR44A, Policy 2520.1 - 21<sup>st</sup> Century Reading and English Language Arts Content Standards and Objects for West Virginia Schools**

Type of Rule:     Legislative     Interpretive     Procedural

Agency:        West Virginia Department of Education

Address:        Edwina Howard-Jack, ELA Coordinator  
Office of Instruction  
1900 Kanawha Boulevard, East  
Building 6 Room 603  
Charleston, WV 25305

Phone Number: 304-558-5325        Email: [ehjack@access.k12.wv.us](mailto:ehjack@access.k12.wv.us)

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**Fiscal Note Summary**

Summarize in a clear and concise manner what impact this measure will have on costs and revenues of state government.

No costs or revenues will be impacted by the proposed amendment of W. Va. 126CSR44A, Policy 2520.1 - 21<sup>st</sup> Century Reading and English Language Arts Content Standards and Objects for West Virginia Schools.

**Fiscal Note Detail**

Show over-all effect in Item 1 and 2 and, in Item 3, give an explanation of Breakdown by fiscal year, including long-range effect.

| Effect of Proposal                 | FISCAL YEAR                                      |   |  |
|------------------------------------|--|---|--|
|                                    | Current Increase/Decrease (use "-" for decrease) | Next Increase/Decrease (use "-" for decrease) | Fiscal Year (Upon Full Implementation) |
| <b>1. Estimated Total Cost</b>     | 0  | 0   | 0                                      |
| Personal Services                  | 0  | 0   | 0                                      |
| Current Expenses                   | 0  | 0   | 0                                      |
| Repairs & Alterations              | 0  | 0   | 0                                      |
| Assets                             | 0  | 0   | 0                                      |
| Other                              | 0  | 0   | 0                                      |
| <b>2. Estimated Total Revenues</b> | 0  | 0   | 0                                      |

Rule Title: **W. Va. 126CSR44A, Policy 2420.1 - 21<sup>st</sup> Century Reading and English Language Arts Content Standards and Objects for West Virginia**

3. **Explanation of above estimates (including long-range effect);**  
Please include any increase or decrease in fees in your estimated total revenues.

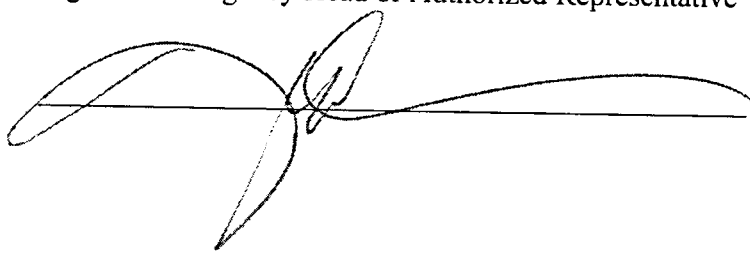
No costs or revenues will be impacted by the proposed amendment of W. Va. 126CSR44A, Policy 2520.1 - 21<sup>st</sup> Century Reading and English Language Arts Content Standards and Objects for West Virginia Schools.

**MEMORANDUM**

Please identify any areas of vagueness, technical defects, reasons the proposed rule **would not** have a fiscal impact, and/or any special issues **not** captured elsewhere on this form.

No costs or revenues will be impacted by the proposed amendment of W. Va. 126CSR44A, Policy 2520.1 - 21<sup>st</sup> Century Reading and English Language Arts Content Standards and Objects for West Virginia Schools.

Signature of Agency Head or Authorized Representative



Date

5-5-11

**Policy 2520.1: Next Generation Content Standards and Objectives for Mathematics in West Virginia Schools**  
**Comment Log**  
**May 13, 2011 to June 13, 2011**

Action  
 N: No Response      - Negative  
 NA: Not Accepted    + Positive  
 A: Accepted          o Neutral

| Date  | Individual/Organization  | Comments   | Action/<br>Type | Rationale  |
|-------|--|--|-----------------|--|
| 06-11 | Mary Ann Triplett<br>Literacy Curriculum Facilitator<br>matriple@access.k12.wv.us<br>Clay County Middle School<br>71 Clearview Lane<br>Maysel WV 25043 | <p><b>§126-44AA-1. General.</b></p> <p>I am very excited about the Next Generation Content Standards and Objectives because they provide a gradual progression beginning with kindergarten and progressing through high school so students meet the College and Career Readiness Standards for English Language Arts by the time they graduate from high school. The introduction presents the overall picture. The performance descriptors focus on the parts of each anchor standard addressed at that grade. The clusters and objectives focus on including all of what is detailed in the anchor standards as well as offering more specificity. The Next Generation Content Standards and Objectives provide a clear view of what students are to learn, yet leave the instructional resources used to help students do that to the teacher's discretion. These are the best standards we have had.</p> | N/+             | No response is requested.<br>This is a positive comment regarding the NxG CSO's. |

| Action |              | Type |          |
|--------|--------------|------|----------|
| N      | No Response  | -    | Negative |
| NA     | Not Accepted | +    | Positive |
| A      | Accepted     | o    | Neutral  |

| DATE   | INDIVIDUAL ORGANIZATION  | COMMENTS   | ACTION/TYPE | RATIONALE |
|--|--|--|-------------|-----------|
| <p><b>§126-44A Performance Descriptors Please identify the performance descriptor prior to your comment</b></p> <p><b>EXAMPLE: Grade 2, Reading, Performance Descriptors RLA PD 2 1 - Add your comment</b></p> |  |  |             |           |
| 06-21  | Rachel Hull<br>5th Grade Teacher<br>rjhull@access.k12.wv.us<br>Putnam County Schools<br>Rt. 1, Box 159<br>Buffalo WV 25033         | My comment is not content specific. I have glanced at the new descriptors of my grade levels of experience. As a teacher these performance descriptors were GREAT!!! They are directly aligned with the WESTEST2. This is POWERFUL information. Thank you.   |             |           |
| 06-24  | Tabatha Beall<br>ELA teacher<br>tbeall@access.k12.wv.us<br>Gilmer County High School<br>957 M Mineral Road<br>Glennville WV 26351  | For both the ninth and tenth grade writing performance descriptors, the length requirements for student papers, though admirable, are not realistic. If I expected kids to write 10-12 pages, I would have a minimum of seven hundred and fifty pages to grade each time I assigned something! It isn't always true that more is better. I don't believe colleges require twelve pages for freshmen as a general rule. |             |           |
| 07-08  | Lisa Maynard<br>Fourth Grade Teacher<br>lisateach34@yahoo.com<br>Wayne County/Crum Elementary<br>RR 2 Box 214<br>Fort Gay WV 25514 | Grade 4, Math, Performance Descriptors/General Comment<br><br>The performance descriptors need to be rewritten with a depth of knowledge perspective. They need to show an extension of the basic skill in the above mastery and distinguished categories, not just a restatement of the same concept. As they stand now, the DOK levels are not increasing from novice to distinguished, and                          |             |           |

|       |   |  |  |  |
|-------|---|--|--|--|
|       |   | <p>teachers will have difficulty in understanding what is expected. Confusion will be the ultimate result.</p>   |  |  |
| 07-08 | <p>Shannon Murray<br/>Instructional Coach<br/>smurray@access.k12.wv.us<br/>Cabell County Schools<br/>1 Highlander Way<br/>Huntington WV 25702</p> | <p>Grade 12, Writing, Performance Descriptors RLA.S.12.2:</p> <p>The performance descriptors need to be rewritten with a depth of Knowledge perspective. They need to show an extension of the basic skill in the above mastery and distinguished categories, not just a restatement of the same concept with additional pages in the paper length. As they stand now, the DOK levels are not increasing from novice to distinguished, and teachers will have difficulty in understanding what is expected. Confusion will be the ultimate result.</p>   |  |  |
| 06-01 | <p>Peggy Grantham<br/>Teacher<br/>pgrantha@access.k12.wv.us<br/>SJES<br/>4599 Summit Point Rd.<br/>Charles Town WV 25430</p>                      | <p>For the English, I would like to see more emphasis placed on grammar and learning the parts of speech. As for the math I feel that too much is required in the lower grades that when they reach the fourth grade, we have not mastered many concepts. I feel that I have so much to cover, that I don't do a good job. I feel at times that I am just sprinkling the information and not mastering the materials and concepts. For example I have many students coming to fourth grade without being able to add and subtract correctly. I know that this is covered, but there must be too much of other concepts required for this information to be mastered.</p> <p>Furthermore, The technology lessons require more time than what is allotted. How about helping the school systems have money for a tech specialist like music and art.</p> |  |  |
|       | <p>Edwina F Howard-Jack<br/>ehjack@access.k12.wv.us</p>   |  |  |  |

|       |  |   |  |  |
|-------|--|---|--|--|
| 06-06 | 11 Rustic Drive<br>Buckhannon WV 26201   | Testing. Testing.   |  |  |
| 06-11 | Mary Ann Triplett<br>Literacy Curriculum Facilitator<br>matriple@access.k12.wv.us<br>Clay County Middle School<br>71 Clearview Lane<br>Maysel WV 25043 | I am very excited about the Next Generation Content Standards and Objectives because they provide a gradual progression beginning with kindergarten and progressing through high school so students meet the College and Career Readiness Standards for English Language Arts by the time they graduate from high school. The introduction presents the overall picture. The performance descriptors focus on the parts of each anchor standard addressed at that grade. The clusters and objectives focus on including all of what is detailed in the anchor standards as well as offering more specificity. The Next Generation Content Standards and Objectives provide a clear view of what students are to learn, yet leave the instructional resources used to help students do that to the teacher's discretion. These are the best standards we have had. |  |  |