



FILED IN THE OFFICE OF
THE SECRETARY OF STATE
THIS DATE 11-15-06 3:31 pm
ADMINISTRATIVE LAW DIVISION *SH*

WEST VIRGINIA BOARD OF EDUCATION

Capitol Building 6, Room 351
1900 Kanawha Boulevard East
Charleston, West Virginia 25305-0330

Telephone: 304-558-3660
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November 15, 2006

The Honorable Betty Ireland
Secretary of State
State of West Virginia
Capitol Building 1, Suite 157-K
1900 Kanawha Boulevard, East
Charleston, West Virginia 25305

Dear Secretary Ireland:

I request that the following rules, filed with your office on ~~December~~ ^{November} 13, 2006, be withdrawn.

126CSR44A, Policy 2520.1, 21st Century Reading and English Language Arts
Content Standards and Objectives for West Virginia Schools

126CSR44B, Policy 2520.2, 21st Century Mathematics Content Standards and
Objectives for West Virginia Schools

126CSR44C, Policy 2520.3, 21st Century Science K-8 Content Standards and
Objectives for West Virginia Schools

126CSR44D, Policy 2520.4, 21st Century Social Studies Content Standards and
Objectives for West Virginia Schools

126CSR44N, Policy 2520.14, 21st Century Learning Skills and Technology Tools
Content Standards and Objectives for West Virginia Schools

Thank you for your attention to this matter.

Sincerely,

Steven L. Paine
State Superintendent of Schools

WEST VIRGINIA
SECRETARY OF STATE

BETTY IRELAND

ADMINISTRATIVE LAW DIVISION

Form #5

Do Not Mark In This Box

FILED IN THE OFFICE OF
THE SECRETARY OF STATE
THIS DATE 11-15-06 3:32 pm
ADMINISTRATIVE LAW DIVISION

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 _____

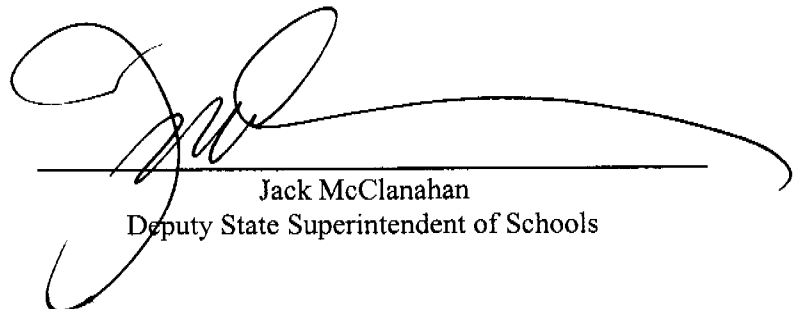
IF YES, SERIES NUMBER OF RULE BEING AMENDED: 44A

TITLE OF RULE BEING AMENDED: 21st 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 July 1, 2008.



Jack McClanahan
Deputy State Superintendent of Schools

FILED IN THE OFFICE OF
THE SECRETARY OF STATE

THIS DATE 11-15-06 3:32 pm
ADMINISTRATIVE LAW DIVISION

TITLE 126
LEGISLATIVE RULE
BOARD OF EDUCATION

SERIES 44A
21st 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. -- November 15, 2006.

1.4. Effective Date. -- July 1, 2008.

1.5. Repeal of former rule. -- This legislative rule repeals and replaces W. Va. 126CSR44A "Reading and English Language Arts Content Standards and Objectives for West Virginia Schools (2520.1)" filed February 25, 2003 and effective July 1, 2003.

§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.

126-44A-3. Incorporation by Reference.

3.1. A copy of 21st 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 Instructional Services.

§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.

WEST VIRGINIA
SECRETARY OF STATE

BETTY IRELAND

ADMINISTRATIVE LAW DIVISION

Form #5

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THIS DATE 11/13/06 2:43pm
ADMINISTRATIVE LAW DIVISION

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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 _____

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AMENDMENT TO AN EXISTING RULE: YES X NO _____

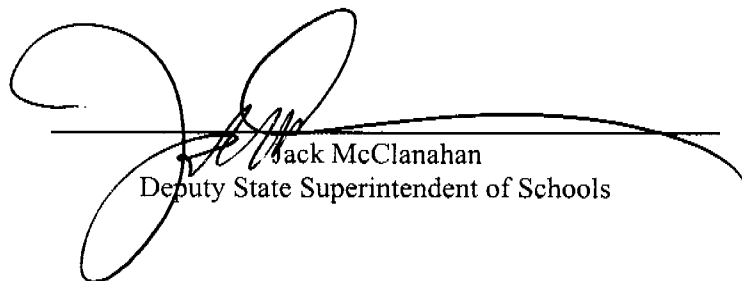
IF YES, SERIES NUMBER OF RULE BEING AMENDED: 44A

TITLE OF RULE BEING AMENDED: 21st 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 December 14, 2006.


Jack McClanahan
Deputy State Superintendent of Schools

**EXECUTIVE SUMMARY
FOR
WEST VIRGINIA BOARD OF EDUCATION POLICY 2520.1
21st CENTURY READING AND ENGLISH LANGUAGE ARTS CONTENT STANDARDS
AND OBJECTIVES FOR WEST VIRGINIA SCHOOLS**

Policy Number and Title: West Virginia Board Of Education Policy 2520: *21st Century Reading and English Language Arts Content Standards and Objectives for West Virginia Schools*

Background: Policies 2520 define the content standards and objectives for the programs of study required by Policy 2510 and establish a standardized format for such.

- The original effective date of Policy 2520 (Instructional Goals and Objectives for West Virginia Schools) was July 1997.
- The West Virginia Board of Education approved initial work on Reading and English Language Arts content standards in December 2001. The revision placed on comment in November 2002 created a separate policy for each content area, expanded the number of performance levels from 3 to 5, and made minor editorial changes.
- Policy 2520.1 was filed February 25, 2003 and became effective July 1, 2003.

Major Revisions or Reasons for New Policy: A repeal and replace of Policy 2520.1 is being recommended due to the format changes. A crosswalk from the 2003 standards and this revision has been provided.

- The format of the reading and English language arts CSOs has been redesigned to facilitate easier use by West Virginia educators.
- The reading and English language arts CSOs have been revised to
 - incorporate higher levels of critical thinking skills and problem solving skills,
 - establish an improved alignment with national assessments (NAEP, ACT, and SAT),
 - incorporate 21st century knowledge and skills that West Virginia students will need to be successful in the global world of the 21st century.
- Twenty-two comments by teachers, community members and Dr. Norman L. Webb were received and addressed in the categories of general, content standards and objectives, and 21st Century Reading and English language Arts.

Impact:

- Students will be better prepared for success on national assessments, in postgraduate studies and in the workplace of the 21st century.
- Students will acquire a higher level of critical thinking and problem solving skills needed for success in post graduate studies and the workplace of the 21st century.
- The revised format will better enable West Virginia educators to focus instruction on the approved CSOs.

TITLE 126
LEGISLATIVE RULE
BOARD OF EDUCATION

FILED IN THE OFFICE OF
THE SECRETARY OF STATE
THIS DATE 11/13/06 2:45pm Jc
ADMINISTRATIVE LAW DIVISION

SERIES 44A

21st 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).

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§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.

West Virginia Department of Education

West Virginia Board of Education Policy

2520.1

*21st Century Reading and English
Language Arts Content Standards and
Objectives for West Virginia Schools*

Steven L. Paine
State Superintendent of Schools

Foreword

A 21st century reading and English language arts curriculum is an increasingly important aspect of developing learners prepared for success in the 21st century. Thus, the West Virginia Board of Education and the West Virginia Department of Education are pleased to present Policy 2520.1, 21st Century Reading and English Language Arts Content Standards and Objectives for West Virginia Schools. The West Virginia Reading and English Language Arts Standards for 21st Century Learning includes 21st century content standards and objectives as well as 21st 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 21st century content, 21st century learning skills and the use of 21st 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 21st 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 21st 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 21st century.

Steven L. Paine
State Superintendent of Schools

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 K-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. 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.

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 21st 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

Content Areas

RLA Reading and English Language Arts

High School Courses

Reading and English Language Arts

JN Journalism

SP Speech

Other Abbreviations

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, 21st 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 K-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 K-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.

KINDERGARTEN READING AND ENGLISH LANGUAGE ARTS

Reading and English Language Arts for the kindergarten student will be an immersion in a print-rich environment to develop an awareness and understanding of spoken and written language. This awareness will be explored through reading, writing, listening, speaking and media literacy that will begin to develop lifelong learning skills and global awareness. Appropriate literature, language experiences and exposure to 21st century skills, coupled with active student participation, will support this development. The West Virginia Standards for 21st Century Learning include the following components: 21st Century Content Standards and Objectives and 21st 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 K	Reading			
Standard 1:	Reading			
RLA.S.K.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"> • identifying and using grade appropriate essential reading components (phonemic awareness, phonics, vocabulary, fluency, comprehension, written application) and • selecting a wide variety of literature and diverse media to develop independence as readers. 	<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"> • identifying and using grade appropriate essential reading components (phonemic awareness, phonics, vocabulary, fluency, comprehension, written application) and • selecting a wide variety of literature and diverse media to develop independence as readers. 	<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"> • identifying and using grade appropriate essential reading components (phonemic awareness, phonics, vocabulary, fluency, comprehension, written application) and • selecting a wide variety of literature and diverse media to develop independence as readers. 	<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"> • identifying and using grade appropriate essential reading components (phonemic awareness, phonics, vocabulary, fluency, comprehension, written application) and • selecting a wide variety of literature and diverse media to develop independence as readers.
Performance Descriptors RLA.PD.K.1				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
<p>Kindergarten students at the distinguished level in reading apply phonetic analysis to decode unknown words. They determine story elements, main idea and cause/effect after listening to a story. They respond to both literal and interpretive comprehension questions and retell short story selections. Students demonstrate their understanding of a variety of informational resources by following one or two step written directions and using captions.</p>	<p>Kindergarten students at the above mastery level in reading manipulate phonemes and use elements of phonetic analysis to decode unknown words. They use sequencing, predicting and retelling to understand after listening to a story. Students describe how print is organized and read. They use signs and labels.</p>	<p>Kindergarten students at the 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 with main idea and sequencing. Students recognize environmental print and signs (e.g. exit signs, restroom signs, etc.</p>	<p>Kindergarten students at the partial mastery 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.</p>	<p>Kindergarten students at the novice level in reading recite the alphabet and provide oral responses, demonstrating an understanding that sounds and symbols have relationships. They listen to stories.</p>
Objectives				
RLA.O.K.1.01	Students will segment words into phonemes (cat = /c/ /a/ /t/).			
RLA.O.K.1.02	blend phonemes into words (/p/ /i/ /ä/ = play).			

RLA.O.K.1.03	manipulate onset and rime (word families).
RLA.O.K.1.04	use basic elements of phonetic analysis (e.g., common letter/sound relationships, beginning/ending consonant sounds, short vowel sounds, word patterns).
RLA.O.K.1.05	name all lower/upper case letters in random order.
RLA.O.K.1.06	read level-appropriate sight words and read decodable c-v-c words.
RLA.O.K.1.07	use new vocabulary in speaking.
RLA.O.K.1.08	recognize that print conveys meaning.
RLA.O.K.1.09	establish a purpose for reading (e.g., for information, for pleasure).
RLA.O.K.1.10	use concepts of print: <ul style="list-style-type: none"> • front of book • title • hold book correctly • follow words from left to right and top to bottom of page • spaces • turn pages left to right • one-to-one match of print and voice • difference between words and letters
RLA.O.K.1.11	use basic comprehension concepts in a variety of texts (e.g., author/illustrator, main idea, setting, characters, sequence, retelling, predicting).
RLA.O.K.1.12	make connections between literary work and people in own life and other cultures (e.g., characters, events).
RLA.O.K.1.13	use reading skills and strategies to understand a variety of informational resources to support literacy learning (e.g., environmental print, signs, labels, electronic resources).
RLA.O.K.1.14	develop independent reading to build background knowledge, expand vocabulary and comprehend literary and informational text.

Grade K	Writing	Partial Mastery	Novice
Standard 2	Writing	Kindergarten students at partial mastery in writing express themselves on paper through drawing and labeling of pictures and dictation.	Kindergarten students at a novice level in writing copy letters of the alphabet and words.
RLA.S.K.2	Students will apply writing skills and strategies to communicate effectively for different purposes by <ul style="list-style-type: none"> • using the writing process • applying grammatical and mechanical properties in writing and • selecting and evaluating information for research purposes. 	Kindergarten students at mastery level in writing develop a sentence. They form letters correctly. Students will use rules of capitalization for first and last names.	Kindergarten students at a novice level in writing copy letters of the alphabet and words.
Performance Descriptors RLA.PD.K.2			
Distinguished	Above Mastery	Kindergarten students at above mastery level in writing construct complete sentences using beginning capitalization and ending punctuation. Students use books to find information.	Kindergarten students at a novice level in writing copy letters of the alphabet and words.
Kindergarten students at distinguished level in writing develop stories with a beginning, middle and end for an intended audience. Students edit a simple sentence. Students use	Kindergarten students at above mastery level in writing construct complete sentences using beginning capitalization and ending punctuation. Students use books to find information.	Kindergarten students at mastery level in writing develop a sentence. They form letters correctly. Students will use rules of capitalization for first and last names.	Kindergarten students at a novice level in writing copy letters of the alphabet and words.

books to gather information.	
Objectives	Students will
RLA.O.K.2.01	develop proper manuscript techniques in print: <ul style="list-style-type: none"> • correct directionality • proper writing positions • print upper/lower case letters and numerals • first and/or last name • uniformity
RLA.O.K.2.02	use writing and other methods for self-expression (e.g., drawing pictures, using letters or phonetically spelled words, telling, dictating, making lists).
RLA.O.K.2.03	begin to compose written works using appropriate parts of the writing process (e.g., initial attention to planning and drafting class publishing).
RLA.O.K.2.04	use conventions of spelling in written relationships (e.g., use letter/sound relationships to spell independently, spell some high frequency words appropriate to grade level).
RLA.O.K.2.05	use conventions of capitalization in written composition (e.g., first and last name, first word of sentence, I).
RLA.O.K.2.06	identify and use conventions of punctuation in written composition (e.g., period, question mark).
RLA.O.K.2.07	use a variety of sources to gather information in sharing thoughts and ideas (e.g., pictures, charts and graphs, electronic resources).

Grade K	Listening, Speaking and Media Literacy
Standard 3:	Listening, Speaking and Media Literacy
RLA.S.K.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.K.3	
Distinguished	Above Mastery
Kindergarten students at distinguished level in reading, 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.	Kindergarten students at above 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 cartoons and photos. Students relate a real or imagined story orally or by creating a picture or poster.
Mastery	Mastery
Kindergarten students at mastery level in listening, speaking and media literacy listen, repeat and familiar stories, nursery rhymes and songs. They tell the main idea represented in pictures using complete sentences.	Kindergarten students at mastery level in listening, speaking and media literacy listen, repeat and familiar stories, nursery rhymes and songs. They identify the topic in pictures.
Partial Mastery	Partial Mastery
Kindergarten students at partial mastery in listening, speaking and media literacy listen and repeat familiar stories, nursery rhymes and songs. They identify the topic in pictures.	Kindergarten students at partial mastery in listening, speaking and media literacy listen to familiar stories, nursery rhymes and songs.
Novice	Novice
Kindergarten students at novice level in listening, speaking and media literacy listen to familiar stories, nursery rhymes and songs.	

Objectives	Students will
RLA.O.K.3.01	listen, recite and respond to familiar stories, poems, nursery rhymes, songs and stories with repeated patterns.
RLA.O.K.3.02	recognize a variety of visual media and its intended purpose.
RLA.O.K.3.03	understand the main idea or message in visual media (e.g., pictures, cartoons, weather reports, newspaper photos, visual narratives).

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 21st century skills. The West Virginia Standards for 21st Century Learning include the following components: 21st Century Content Standards and Objectives and 21st 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	Reading	Mastery	Partial Mastery	Novice
<p>Standard 1.</p> <p>RLA.S.1.1</p>	<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"> identifying and using grade appropriate essential reading components (phonemic awareness, phonics, vocabulary, fluency, comprehension, written application) and selecting a wide variety of literature and diverse media to develop independence as readers. 	<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"> identifying and using grade appropriate essential reading components (phonemic awareness, phonics, vocabulary, fluency, comprehension, written application) and selecting a wide variety of literature and diverse media to develop independence as readers. 	<p>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.</p>	<p>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.</p>	<p>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.</p>
Performance Descriptors RLA.PD.1.1					
Distinguished					
<p>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.</p>	<p>Above Mastery</p>	<p>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</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>

	of informational resources by following written directions and using captions.		
Objectives	Students will		
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"> • sound-symbol relationships • beginning/ending consonants • short and long vowel sounds • blends • digraphs • diphthongs 		
RLA.O.1.1.05	use basic elements of structural analysis to decode unknown words: <ul style="list-style-type: none"> • basic prefixes/suffixes • compound words • root words • spelling patterns • contractions 		
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"> • appropriate rate • accuracy • prosody 		
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		

print, written directions, signs, labels, electronic resources).
 increase the amount of independent reading to build background knowledge, expand vocabulary and comprehend literary and informational text.

Grade 1 Writing		Writing		Writing	
Standard 2: RLA.S.1.2 Students will apply writing skills and strategies to communicate effectively for different purposes by <ul style="list-style-type: none"> • using the writing process • applying grammatical and mechanical properties in writing and • selecting and evaluating information for research purposes. 					
Performance Descriptors RLA.PD.1.2					
Distinguished		Above Mastery		Mastery	
First grade students at the distinguished level in writing develop 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 beginning, middle and end for an intended audience. They use dictionaries, indexes and electronic resources to write.		First grade students at the mastery level in writing construct complete sentences using beginning capitalization and ending punctuation. Students use books to find information.	
Partial Mastery		Novice			
First grade students at the partial mastery level in writing identify beginning capitalization and ending punctuation in a given sentence. Students can 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 will use rules of capitalization for first and last names.			
Objectives Students will <ul style="list-style-type: none"> • demonstrate proper manuscript techniques: • correct directionality, • proper writing position, • print upper/lower case letters of the alphabet and numerals with proper form, • demonstrate uniformity in print, and • first and last name. 					
RLA.O.1.2.01 construct complete sentences in written compositions (e.g., capitalize first word, include a noun and verb, ending punctuation).					
RLA.O.1.2.02 develop a simple story with appropriate sequence (e.g., beginning, middle, end).					
RLA.O.1.2.03 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.1.2.04 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.1.2.05 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.1.2.06 identify and apply conventions of punctuation in written composition (e.g., period, question mark, exclamation mark).					
RLA.O.1.2.07					

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).

Grade 1 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.1.3				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
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 cartoons and photos. 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.	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.
Objectives	Students will			
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 develop lifelong learning skills and global awareness. The West Virginia Standards for 21st Century Learning include the following components: 21st Century Content Standards and Objectives and 21st 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		Reading				
Standard 1	Reading	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"> identifying and using grade appropriate essential reading components (phonemic awareness, phonics, vocabulary, fluency, comprehension, written application) and selecting a wide variety of literature and diverse media to develop independence as readers. 	Performance Descriptors RLA.PD.2.1				
Distinguished	Above Mastery	Second grade students at the above mastery 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.	Mastery	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	Partial Mastery	Second grade students at the partial mastery level in reading manipulate phonemes and use elements of phonetic analysis to decode given 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.	Novice	Second grade students at the novice level in reading segment and blend phonemes. They decode c-v-c words. They identify sequencing and predicting in literary and informational text. They identify the author, illustrator and characters in a variety of texts. Students recognize environmental print and signs.

		by following written directions and using captions.	
Objectives	Students will		
RLA.O.2.1.01	identify and practice basic elements of phonetic analysis: <ul style="list-style-type: none"> • syllabication • diphthongs • digraphs • variant vowel sounds such as r-controlled 		
RLA.O.2.1.02	identify and practice grade level appropriate sight words and reading vocabulary (e.g., high frequency words, homonyms, 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"> • for information • for pleasure • to understand specific viewpoints • to follow directions 		
RLA.O.2.1.06	read familiar stories, poems and passages with fluency: <ul style="list-style-type: none"> • appropriate rate • accuracy • prosody 		
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"> • to persuade • to entertain • to inform 		
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: <ul style="list-style-type: none"> • fairy tales 		

	<ul style="list-style-type: none"> folk tales poems fables fantasies biographies short stories chapter books plays and informational texts magazines textbooks electronic resources reference materials
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.

Grade 2 Writing	
Standard 2:	
RLA.S.2.2	Students will apply writing skills and strategies to communicate effectively for different purposes by <ul style="list-style-type: none"> using the writing process applying grammatical and mechanical properties in writing and selecting and evaluating information for research purposes.
Performance Descriptors RLA.PD.2.2	
Distinguished	Above Mastery
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 grammar and spelling. They select and use strategies to compile information for written reports.	Second grade students at the above mastery level in writing develop 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.
Objectives	Students will demonstrate proper manuscript and begin use of cursive writing techniques:
RLA.O.2.2.01	
	Mastery
	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.
	Partial Mastery
	Second grade students at the partial mastery in writing construct complete related sentences using beginning capitalization and ending punctuation. Students use books to gather information.
	Novice
	Second grade students at the novice level in writing construct complete sentences using beginning capitalization and ending punctuation. Students use books to find information.

	<ul style="list-style-type: none"> posture paper placement pencil grip letter formation letter size spacing
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"> pre-writing draft revise edit publish
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).

Grade 2 Listening, Speaking and Media Literacy			
Standard 3 Listening, Speaking and Media Literacy			
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.		
Performance Descriptors RLA.PD.2.3			
Distinguished	Above Mastery	Mastery	Novice
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.

<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 weather reports or newspaper photos. Students create an oral or visual presentation using media tools.</p>	<p>information to their own lives. They determine the main idea of cartoons and photos. Students relate a real or imagined story orally or by creating a picture or poster.</p>	
<p>Objectives Students will</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 21st century skills. The West Virginia Standards for 21st Century Learning include the following components: 21st Century Content Standards and Objectives and 21st 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	Mastery	Partial Mastery	Novice
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"> • identifying and using grade appropriate components (phonemic awareness, phonics, vocabulary, fluency, comprehension, written application) and • selecting a wide variety of literature and diverse media to develop independence as readers. 				
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 a 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 and informational texts. They apply vocabulary across content using 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 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.</p>	<p>Third grade students at the partial mastery 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. Students describe how print is organized and read. They use signs and labels.</p>	

Objectives	Students will
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	<p>describe a purpose for reading:</p> <ul style="list-style-type: none"> • for information • for pleasure • to understand a specific viewpoint
RLA.O.3.1.05	<p>read familiar stories, poems and passages with fluency:</p> <ul style="list-style-type: none"> • appropriate rate • accuracy • prosody
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	<p>infer the author's purpose:</p> <ul style="list-style-type: none"> • to persuade • to entertain • to inform in literary and informational text
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	<p>recognize and explain the defining characteristics of genre in literary and texts:</p> <ul style="list-style-type: none"> • fairy tales • folk tales • myths • poems • fables • fantasies • biographies • short stories • chapter books • historical fiction • plays • autobiographies • magazines • newspapers

	<ul style="list-style-type: none"> textbooks electronic databases reference materials
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.

Grade 3 Writing	
Standard 2 Writing	
RLA.S.3.2	Students will apply writing skills and strategies to communicate effectively for different purposes by <ul style="list-style-type: none"> using the writing process applying grammatical and mechanical properties in writing and selecting and evaluating information for research purposes.
Performance Descriptors RLA.PD.3.2	
Distinguished	Above Mastery
Third grade students at the distinguished level in writing will use the pre-writing and drafting strategies to generate topics and plan approaches to writing tasks to develop a composition that incorporates specific and relevant details. They develop compositions that include 3-5 paragraphs while using a variety of sentence types.	Third grade students at the above mastery level in writing apply the writing process to create a composition, poem and summary for an intended audience. Students apply grammar and spelling. They select and use strategies to compile information for written reports.
Objectives	Students will
RLA.O.3.2.01	demonstrate proper manuscript and full transition to cursive writing techniques: <ul style="list-style-type: none"> posture paper placement pencil grip letter formation slant letter size spacing
	Mastery
	Third grade students at the mastery level in writing develop 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.
	Partial Mastery
	Third grade students at the partial mastery 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.
	Novice
	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.

	<ul style="list-style-type: none"> rhythm alignment
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"> pre-write draft revise edit publish
RLA.O.3.2.04	develop proper paragraph form in written composition: <ul style="list-style-type: none"> beginning, middle, end main ideas with relevant details sentence variety such as declarative, interrogative and exclamatory and imperative descriptive and transitional words indentations
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).

Grade 3	Listening, Speaking and Media Literacy		
Standard 3:	Listening, Speaking and Media Literacy		
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	Novice
Third grade students at the distinguished level in	Third grade students at the above mastery level in	Third grade students at the mastery level in listening,	Third grade students at the novice level in listening,

<p>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>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>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>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 weather reports or newspaper photos. Students create an oral or visual presentation using media tools.</p>	<p>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 cartoons and photos. Students relate a real or imagined story orally or by creating a picture or poster.</p>
<p>Objectives RLA.O.3.3.01</p>	<p>Students will 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 21st century skills, building the foundation for lifelong reading. The West Virginia Standards for 21st Century Learning include the following components: 21st Century Content Standards and Objectives and 21st 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 Standard 1	Reading	Reading	Reading	Reading	Reading	Reading
RLA.S.4.1	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"> identifying and using grade appropriate essential reading components (phonemic awareness, phonics, vocabulary, fluency, comprehension, written application) and selecting a wide variety of literature and diverse media to develop independence as readers. 				
Performance Descriptors RLA.PD.4.1						
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice		
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 a 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 and informational texts. They apply vocabulary across content using context clues. When reading informational selections, they recognize visual representations and judge texts for reliability.	Fourth grade students at the partial mastery level in reading provide main ideas 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.	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		

Objectives	Students will	captions.
RLA.O.4.1.01	Identify and practice appropriate vocabulary: <ul style="list-style-type: none"> • multiple meaning words • synonyms • antonyms • homonyms • content area vocabulary • context clues 	
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"> • to persuade • to entertain • to inform • to determine a specific viewpoint 	
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"> • simile • metaphor • idioms • analogies • puns 	
RLA.O.4.1.12	recognize and explain the defining characteristics of genre in literary and informational texts: <ul style="list-style-type: none"> • fairy tales • folk tales • myths • poems • fables 	

	<ul style="list-style-type: none"> fantasies biographies short stories novels plays legends autobiographies magazines newspapers textbooks essays speeches electronic databases reference materials
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.

Grade 4 Writing	
Standard 2	Writing
RLA.S.4.2	Students will apply writing skills and strategies to communicate effectively for different purposes by <ul style="list-style-type: none"> using the writing process applying grammatical and mechanical properties in writing and selecting and evaluating information for research purposes.
Performance Descriptors RLA.PD.4.2	
Distinguished	Above Mastery
Fourth grade students at the distinguished level in writing, while responding to a variety of stimulus materials, will use writing strategies to address a specific writing purpose. They will identify and use	Fourth grade students at the mastery level in writing will use the pre-writing and drafting strategies to generate topics and plan approaches to writing tasks to develop a composition that
Mastery	Partial Mastery
Fourth grade students at the mastery level in writing apply the writing process to create a composition, poem and summary for an intended audience. Students apply grammar and spelling. They will	Fourth grade students at the partial mastery level in writing develop the five-step writing process to create letters, reports and stories for an intended audience. Students will use grammar and spelling. They will use
Novice	Novice
Fourth grade students at the novice level in writing develop stories with a beginning, middle and end for an intended audience. They use dictionary indexes and electronic resources to write.	

<p>electronic and non-electronic sources to include different types of information and create assigned compositions. They will edit their own writing as well as the writing of others and make corrections in organization, content, usage, mechanics and spelling.</p>	<p>incorporates specific and relevant details. They develop compositions that include 3-5 paragraphs while using a variety of sentence types.</p>	<p>select and use strategies to compile information for written reports.</p>	<p>a variety of strategies to plan research.</p>
<p>Objectives Students will</p>			
<p>RLA.O.4.2.01</p>	<p>demonstrate proper manuscript and cursive writing techniques:</p> <ul style="list-style-type: none"> • legibility • uniformity in all written work 		
<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"> • verb tense • verb usage • subject/verb agreement • pronoun usage • adjectives and adverbs 		
<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"> • beginning-middle-end • indentation • topic sentence • introductory and concluding paragraphs • related details • related and cohesive paragraphs • transitional and descriptive words 		
<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 grammar.</p>		
<p>RLA.O.4.2.10</p>	<p>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).</p>		

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"> • note taking • summarizing • paraphrasing • describing in narrative form • gathering information from direct quotes, maps, charts, graphs and tables
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.

Grade 4: Listening, Speaking and Media Literacy
Standard 3: Listening, Speaking and Media Literacy

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.

Performance Descriptors RLA.PD.4.3

Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
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 effective use of media tools.	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.	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 create a presentation for a specific purpose using two or more forms of	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	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 of weather reports or newspaper photos. Students create an oral or visual presentation using media tools.

	technology.	
Objectives	Students will	
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 21st 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 21st Century Learning include the following components: 21st Century Content Standards and Objectives and 21st 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	Mastery	Partial Mastery	Novice
Standard 1	Reading				
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"> identifying and using grade appropriate essential reading components (phonemic awareness, phonics, vocabulary, fluency, comprehension, written application) and selecting a wide variety of literature and diverse media to develop independence as readers. 				
Performance Descriptors RLA.PD.5.1					
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice	
Fifth grade students at the distinguished level in reading analyze figurative language, evaluate denotation, interpret defining characteristics and summarize background in literary and informational texts. They critique and justify connections to self, text and the world. They interpret and create poetry. They examine root words, prefixes and suffixes to spell words, predict word meanings and generate new vocabulary. They use a variety of reference materials to plan, refine, and deliver a short research	Fifth grade students at the above mastery level in reading understand figurative language, examine denotation, explain defining characteristics and outline background in literary and informational texts. They evaluate connections to self, text and the world. They compare and contrast types of poetry. They use root words, prefixes and suffixes to spell words, construct word meanings and generate new vocabulary. They use a variety of reference materials to plan, revise, and deliver a short	Fifth grade students at the mastery level in reading label figurative language, use denotation, select defining characteristics and construct background in literary and informational texts. They compare and contrast to make connections to self, text and the world. They read and classify types of poetry. They use root words, prefixes and suffixes to spell words, change word meanings and generate new vocabulary. They use resource materials to plan and deliver a short research project.	Fifth grade students at the partial mastery level in reading locate and recognize figurative language and denotation. They discuss connections to self and text. They read and give examples of types of poetry. They select root words, prefixes and suffixes to spell words and change word meanings. They use reference materials to plan a short research project.	Fifth grade students at the novice level in reading define figurative language and denotation. They make connections to self and text. They read and identify types of poetry. They identify root words, prefixes and suffixes to spell words. They identify types of reference materials.	

project.	research project.	
Objectives	Students will	
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"> • myth • fantasies • biographies • autobiographies • science fiction • tall tales • supernatural tales • historical fiction 	
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"> • previewing • activating prior knowledge • questioning • skimming • scanning 	
RLA.O.5.1.08	differentiate and apply comprehension strategies in literary and informational texts to <ul style="list-style-type: none"> • draw conclusions • predict • use context clues • summarize • judge text critically 	
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.	

Grade 5 Writing		Writing	
Standard 2:		Writing	
RLA.S.5.2	Students will apply writing skills and strategies to communicate effectively for different purposes by <ul style="list-style-type: none"> • using the writing process, • applying grammatical and mechanical properties in writing and • selecting and evaluating information for research purposes. 		
Performance Descriptors RLA.PD.5.2			
	Above Mastery	Mastery	Partial Mastery
Fifth grade students at the distinguished level use the five-step writing process to write products (e.g., narrative, informative, descriptive, persuasive) for a specific audience and purpose, relevant details, transitional words and 3 pages in length. They identify relevancy and content validity of available electronic and print resources. They identify and use a variety of resources to plan, write and present a research project with documentation and in-text citations.	Fifth grade students at the above mastery level use the five-step writing process to plan, develop, and write a 6-8 paragraph essay for a specific audience and purpose, relevant details, and transitional words. They 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.	Fifth grade students at the mastery level use the five-step writing process to generate topics and plan a paragraph composition paper for a specific audience and purpose, relevant details, and transitional words. They 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 use the five-step writing process, plan and write a 3 paragraph composition for relevant details, transitional words. They select and use strategies to compile information for written reports.
	Novice		
Fifth grade students at the novice level explain the five-step writing process and write a 3 paragraph composition with relevant details. They use a variety of strategies to plan research.			
Objectives			
RLA.O.5.2.01	Students will 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	Students will arrange thoughts and ideas in graphic representations to plan and write a product.		
RLA.O.5.2.03	Students will 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.5.2.03	Students will 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	Students will write and edit the mechanics and grammar of a variety of sentence types: <ul style="list-style-type: none"> • simple • compound 		

	<ul style="list-style-type: none"> • declarative • exclamatory • imperative • interrogative
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.

Grade 5 Listening, Speaking and Media Literacy
Standard 3: Listening, Speaking and Media Literacy
 RLA.S.5.3 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.5.3			
Distinguished	Above Mastery	Mastery	Partial Mastery
Fifth grade students at the distinguished level in listening, speaking and media literacy plan, organize and deliver effective communications to deliver a variety of presentations. They debate topics presented through a variety of literary forms and speakers. They create age-appropriate multi-media product that demonstrates the use of format, purpose and audience.	Fifth grade students at the above mastery level in listening, speaking and media literacy plan, exhibit and use effective communication skills to deliver a variety of presentations. They listen to and formulate opinions on topics presented through a variety of literary forms and speakers. They create age-appropriate multi-media product that demonstrates format, purpose and audience.	Fifth grade students at the mastery level in listening, speaking and media literacy recognize, exhibit and use effective communication skills to deliver a variety of presentations. They listen to and respond to different literary forms and speakers. They create an age-appropriate media product that demonstrates format, purpose and audience.	Fifth grade students at the partial mastery level in listening, speaking and media literacy recognize and use effective communication skills in classroom discussion. They listen to and retell topics presented in different literary forms and speakers. They create an age-appropriate media product that demonstrates purpose.
Objectives	Students will: <ul style="list-style-type: none"> • exhibit effective oral communication skills (e.g., rate, audience, etiquette, standard English) through the presentation of • readers theater • choral reading • personal narratives • recitations (poetry, historical documents) • dramatizations 		
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 21st 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 21st Century Learning include the following components: 21st Century Content Standards and Objectives and 21st 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 6 Reading		Reading	
Standard 1	Reading	Reading	
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"> identifying and using the dimensions of reading (phonemic awareness, phonics, background knowledge/vocabulary, high frequency words/fluency, comprehension, writing and motivation to read) and employing a wide variety of literature in developing independent readers. 		
Performance Descriptors RLA.PD.6.1			
Distinguished	Above Mastery	Mastery	Partial Mastery
Sixth grade students at the distinguished 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. They interpret theme and defend connections among facts, ideas, events and concepts in literary and informational texts to self, other texts, and the world. They analyze and create various types of	Sixth grade students at the above mastery level in reading 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. They critique theme and evaluate connections among facts, ideas, events and concepts in literary and informational texts to self, other texts, and the world. They analyze various types of poetry.	Sixth grade students at the mastery level in reading examine elements of literature (external conflict and mood), identify and understand figurative language to construct meaning and recognize author's/reader's purpose. They determine and explain theme and evaluate connections among facts, ideas, events and concepts in literary and informational texts to self, other texts, and the world. They characterize and classify various types of poetry.	Sixth grade students at the novice level in reading define elements of literature (external conflict and mood), figurative language and literary techniques (compare/contrast and symbolism) to find meaning. They state theme and identify connections among facts, ideas, events and concepts in literary and informational texts to self. They identify basic types of poetry.

poetry.			
Objectives	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"> • myth • fantasies • biographies • autobiographies • science fiction • tall tales • supernatural tales 		
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"> • previewing • activating prior knowledge • questioning • skimming • scanning 		
RLA.O.6.1.06	differentiate and apply comprehension strategies in literary and informational texts to <ul style="list-style-type: none"> • use prior knowledge • draw conclusions • interpret meaning • determine cause and effect • judge text critically 		
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.		

Grade 6 Writing	
Standard 2	
RLA.S.6.2	Students will apply writing skills and strategies to communicate effectively for different purposes by <ul style="list-style-type: none"> • using the writing process • applying grammatical and mechanical properties in writing and • selecting and evaluating information for research purposes.
Performance Descriptors RLA.PD.6.2	
Distinguished	Above Mastery
Sixth grade students at the distinguished level use the five-step writing process to plan, organize, write, and self-evaluate a variety of 3 page products (e.g., narrative, informative, descriptive, persuasive.) Students write a thesis statement and a progression of ideas in complete sentences. They use note-taking strategies and outlines to develop a research project, documenting and citing sources.	Sixth grade students at the above mastery level use the five-step writing process to plan, produce, and write 6-8 paragraph products (e.g., narrative, informative, descriptive, persuasive). Students write a thesis statement and use note-taking strategies and outlines. They identify and use a variety of electronic and non-electronic resources to identify relevancy and content validity of available information. They create a brief research project, documenting and citing sources.
	Mastery
	Sixth grade students at the mastery level 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. They 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.
	Partial Mastery
	Sixth grade students at the partial mastery level 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. They select and use a variety of resource materials to plan and deliver a short research project, citing references.
	Novice
	Sixth grade students at the novice level use the five-step writing process to create a 3-5 paragraph composition, poem or summary for an intended audience. They select and use strategies to compile information for written reports.
Objectives	
RLA.O.6.2.01	Students will 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"> • compositions • personal narratives • brochures • speeches • poetry
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,

RLA.O.6.2.05	essay, narrative, informative, persuasive).
RLA.O.6.2.06	use analogies, illustrations, examples, or anecdotes to enhance written communication.
RLA.O.6.2.07	edit one's own compositions as well as the writing of others to correct errors in organization, content, usage, mechanics and spelling.
RLA.O.6.2.08	develop a 5-7 paragraph composition with an introductory paragraph, supporting details paragraph(s) and concluding paragraph.
RLA.O.6.2.09	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.6.2.10	credit sources of information by citing references using various formats, (e.g., footnotes, bibliography).
	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 exemplify and model effective oral communication skills through the presentation of compositions, narratives, speeches, dramatizations, and poetry. They plan, create, and present original stories and dramatizations and interpret spoken and media messages for purpose, audience, and point-of-view. They 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.	Sixth grade students at the above mastery level in listening, speaking and media literacy exhibit and facilitate effective oral communication skills through the presentation of compositions, narratives, speeches, media products, and poetry. They retell stories, create and present original stories, and interpret spoken text for purpose, audience, and point-of-view. They create and present an age-appropriate multi-media product that reflects use of visual language in format choice, purpose, and audience.	Sixth grade students at the mastery level in listening, speaking and media literacy exhibit and use effective oral communication skills through the presentation of compositions, narratives, speeches and poetry. They retell stories, create original stories, and interpret spoken text. They create an age-appropriate media product that demonstrates format, purpose, and audience.	Sixth grade students at the partial mastery level in listening, speaking and media literacy express effective oral communication skills through the presentation of compositions, narratives, and poetry. They retell stories, tell original stories, and listen to comprehend a topic. They create an age-appropriate media product that expresses purpose.
			Novice
			Sixth grade students at the novice level in listening, speaking and media literacy use oral communication skills through the presentation of narratives and speeches. They retell stories and identify topics presented through a variety of media. They reproduce an age-appropriate media product.
Objectives Students will			

RLA.O.6.3.01	<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"> • compositions • personal narratives • brochures • speeches • poetry
RLA.O.6.3.02	retell and create original, simple and detailed sequential stories.
RLA.O.6.3.03	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).
RLA.O.6.3.04	perform a variety of roles in group discussions including active listener and discussion leader.
RLA.O.6.3.05	create and present an age-appropriate media product that demonstrates format, purpose, and audience.

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 21st 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 21st Century Learning include the following components: 21st Century Content Standards and Objectives and 21st 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	Performance Descriptors RLA.PD.7.1			
Standard 1:	Reading	Reading	Above Mastery	Mastery	Partial Mastery	Novice
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"> • identifying and using the dimensions of reading (phonemic awareness, phonics, background knowledge/vocabulary, high frequency words/fluency, comprehension, writing and motivation to read) and • employing a wide variety of literature in developing independent readers. 		Seventh grade students at the above mastery level in reading analyze a variety of genres and reading skills to generalize, interpret relationships, and make complex or abstract predictions for literary, practical and informational texts. They analyze literary elements, figurative language, common themes, and connections to self, text, and. They extend vocabulary in multiple contents by using connotation and denotation, Greek and Latin roots and word origins.	Seventh grade students at the mastery level in reading use a variety of genres and reading skills to generalize, interpret, and make complex or abstract predictions for literary, practical and informational texts. They determine and interpret literary elements and figurative language and relate and analyze common themes and connections to self, text, and world. They extend vocabulary in text by using connotation and denotation, Greek and Latin roots and word origins.	Seventh grade students at the partial mastery level in reading use a variety of genres and reading skills to establish a purpose, determine relationships, and make predictions for literary and informational texts. They describe literary elements, figurative language, common themes, and connections to self and text. They extend vocabulary in text by using denotation and word origins.	Seventh grade students at the novice level in reading use a variety of genres and reading skills to generate questions and determine a purpose in literary and practical texts. They label literary elements, figurative language, common themes, and connections to self and text. They identify vocabulary in text by using denotation and word origins.
Distinguishing		Seventh grade students at the distinguished level in reading 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. They judge literary elements, figurative language, common themes, and connections to self, text, and the world. They interpret vocabulary in multiple texts by using connotation and denotation, Greek and Latin roots and word origins.				
Objectives		Students will				

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"> • fiction • nonfiction • myths, poems • fantasies • biographies • autobiographies • science fiction, tall tale • supernatural tales
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"> • generalizing to establish a purpose for reading • interpreting the relationship between graphic aids and text • making complex or abstract predictions by synthesizing information gained from previewing text and graphic aids
RLA.O.7.1.5	<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"> • plot • character • setting • conflict • rising and falling action • climax • resolution • point of view • antagonist • protagonist • hero
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 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	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.7.1.09	use examples, and details in practical texts to make inferences and logical predictions about outcomes of procedures in such texts.
RLA.O.7.1.10	critique the usefulness of the form, and content of practical texts.
RLA.O.7.1.11	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.

Grade 7	Writing
Standard 2:	Writing
RLA.S.7.2	Students will apply writing skills and strategies to communicate effectively for different purposes by <ul style="list-style-type: none"> • using the writing process, • applying grammatical and mechanical properties in writing and • selecting and evaluating information for research purposes.

Performance Descriptors RLA.PD.7.2	
Distinguished	Above Mastery
Seventh grade students at the distinguished level employ the five-step writing process to express (4-5 pages) a variety of written products (e.g., narrative, informative, descriptive, persuasive). Students express 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. Students correctly and effectively summarize with in-text citations to avoid plagiarism. They use notes and an outline to plan, develop, and present a written/oral presentation using computer-generated	Seventh grade students at the above mastery level use the five-step writing process and write (2-3 pages) a variety of products (e.g., narrative, informative, descriptive, persuasive). Students write a thesis statement and a progression of ideas in complete sentences.. They use note-taking strategies and outlines to develop a concise and focused written/oral presentation. They 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
Mastery	Mastery
Seventh grade students at the mastery level use the five-step writing process to generate topics, plan approaches, and develop writing tasks (2 pages) for a specific audience and purpose, including relevant details and transitional words.. Students write a thesis statement and summarize their thoughts. They use note-taking strategies and outlines to develop a written/oral presentation. They 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	Seventh grade students at the mastery level use the five-step writing process to generate topics, plan approaches, and develop writing tasks (2 pages) for a specific audience and with specific audience and relevant details. They use notes to develop a written presentation. They 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.
Partial Mastery	Partial Mastery
Seventh grade students at the partial mastery level use the five-step writing process to generate topics, plan approaches, and develop writing tasks (1-2 pages) for a specific audience and with specific audience and relevant details. They use notes to develop a written presentation. They 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	Seventh grade students at the partial mastery level use the five-step writing process to generate topics, plan approaches, and develop writing tasks (1-2 pages) for a specific audience and with specific audience and relevant details. They use notes to develop a written presentation. They select and use a variety of resource materials, electronic and non-electronic, to plan, develop, and deliver a research project (1 page), citing references.
Novice	Novice
Seventh grade students at the novice level use the pre-writing and drafting strategies to generate topics and plan approaches to writing tasks to develop a composition (5 paragraphs) that incorporates specific and relevant details. They select and use a variety of resource materials to plan and deliver a short research project (1 page), citing references.	Seventh grade students at the novice level use the pre-writing and drafting strategies to generate topics and plan approaches to writing tasks to develop a composition (5 paragraphs) that incorporates specific and relevant details. They select and use a variety of resource materials to plan and deliver a short research project (1 page), citing references.

<p>graphic aids. They select and use a variety of resource materials, electronic and non-electronic, to plan, develop, organize, and deliver a research project (5-6 pages) with documented sources, in-text citations and computer-generated graphic aids.</p>	<p>citations and computer-generated graphic aids.</p>	<p>computer-generated graphic aids.</p>	
<p>Objectives Students will</p>			
<p>RLA.O.7.2.01</p>	<p>use note-taking strategies including paraphrasing and summarizing to develop a written composition.</p>		
<p>RLA.O.7.2.02</p>	<p>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).</p>		
<p>RLA.O.7.2.03</p>	<p>use analogies, illustrations, examples, or anecdotes to enhance oral and written communication (e.g., letters, poems, brief reports, descriptions, extended text, illustrations).</p>		
<p>RLA.O.7.2.04</p>	<p>use the five-step writing process (pre-writing, drafting, revising, editing, publishing) to generate topics, plan approaches, and develop expository and persuasive writing tasks:</p> <ul style="list-style-type: none"> • compositions • brochures • display ads • commercials • speeches • poetry 		
<p>RLA.O.7.2.05</p>	<p>from a prompt use the five-step writing process to develop a focused composition that contains specific, relevant details and vivid and precise words.</p>		
<p>RLA.O.7.2.06</p>	<p>use sophisticated transitional words and cues to signal organization of a composition.</p>		
<p>RLA.O.7.2.07</p>	<p>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).</p>		
<p>RLA.O.7.2.08</p>	<p>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.</p>		
<p>RLA.O.7.2.09</p>	<p>document sources of information using a provided bibliographic format.</p>		
<p>RLA.O.7.2.10</p>	<p>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.</p>		

Grade 7 Listening, Speaking and Media Literacy
Standard 3 Listening, Speaking and Media Literacy

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.			
Performance Descriptors RLA.PD.7.3				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Seventh grade students at the distinguished level in listening, speaking and media literacy plan, create and present effective oral communication skills through presentation of compositions, reports, scripts, and dramatizations. They listen, analyze, evaluate, and express a point-of-view and collaborate with a group to reach consensus. They 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.	Seventh grade students at the above mastery level in listening, speaking and media literacy demonstrate effective oral communication skills through creation and presentation of compositions, reports, scripts, and dramatizations. They listen to analyze and express a point-of-view and evaluate information to lead a group to reach consensus. They present to a variety of audiences an age-appropriate media product that reflects effective use of visual language in format, medium choice, purpose, and audience.	Seventh grade students at the mastery level in listening, speaking and media literacy demonstrate effective oral communication skills through presentation of compositions, reports, scripts, and dramatizations. They listen to comprehend and express a point-of-view and evaluate information to reach a group consensus. They plan, create, and present an age-appropriate media product that demonstrates format, purpose, and audience.	Seventh grade students at the partial mastery level in listening, speaking and media literacy demonstrate effective oral communication skills through presentation of compositions, reports, and dramatizations. They listen to comprehend a point-of-view and understand information presented to a group. They create and present an age-appropriate media product that demonstrates purpose and audience.	Seventh grade students at the novice level in listening, speaking and media literacy demonstrate oral communication skills through presentation of scripts and dramatizations. They perform an assigned role in group discussions. They reproduce an age-appropriate media product that expresses purpose.
Objectives	Students will			
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"> • compositions • reports • scripts • dramatizations 			
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 21st century learners critique oral and visual information and apply the information to global situations. The West Virginia Standards for 21st Century Learning include the following components: 21st Century Content Standards and Objectives and 21st 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 8		Reading			
Standard 1:		Reading			
RLA. S.8.1	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"> • 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 • employing a wide variety of literature in developing independence as readers. 				
Performance Descriptors RLA, PD.8.1					
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice	
Eighth grade students at the distinguished level in reading analyze a variety of genres and reading skills to evaluate and probe literary, practical and informational texts. They critique and validate literary elements, common themes and connections to self, text and the world across multiple choice and usage using multiple strategies.	Eighth grade students at the above mastery level in reading use a variety of genres and reading skills to interpret, judge, and evaluate literary, practical and informational texts. They compare and contrast literary elements, common themes and connections to self, text and the world across multiple texts. They interpret meaning of vocabulary words using multiple strategies.	Eighth grade students at the mastery level in reading use a variety of genres and reading skills to make judgments, hypothesize, and make complex or abstract summaries of literary, practical and informational texts. They interpret literary elements and analyze and draw parallels between common themes and connections to self, text and the world across multiple texts. They derive meaning of vocabulary words from affixes, etymology, antonyms and synonyms.	Eighth grade students at the partial mastery level in reading use a variety of genres and reading skills to generalize, interpret, and make complex predictions for literary, practical and informational texts. They determine and interpret literary elements and figurative language, relate themes and connections to self, text and the world. They extend vocabulary in text by using connotation and denotation, Greek and Latin roots, and word origins.	Eighth grade students at the novice level in reading use a variety of genres and reading skills to establish a purpose, determine relationships, and make predictions for literary and informational texts. They describe literary elements, figurative language, common themes and connections to self and text. They extend vocabulary words by using denotation and word origins.	
Objectives	Students will				

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"> • fiction • nonfiction • myths • fantasies • biographies • autobiographies • science fiction • tall tales • supernatural tales
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"> • making judgments • hypothesizing • making complex or abstract summaries
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"> • theme • character • setting • internal conflict • rising and falling action • point of view • antagonist • protagonist • hero
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).
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). evaluate the effect of figurative language in text.
RLA.O.8.1.10	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"> • irony • satire • persuasive language • analogies
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.

Grade 8	Writing
Standard 2:	Writing
RLA.S.8.2	Students will apply writing skills and strategies to communicate effectively for different purposes by <ul style="list-style-type: none"> • using the writing process, • applying grammatical and mechanical properties in writing and • selecting and evaluating information for research purposes.

Performance Descriptors RLA.PD.8.2				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Eighth grade students at the distinguished level apply the five-step writing process to express (6-8 pages) a variety of written products (e.g., narrative, informative, descriptive, persuasive). Students 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. Students correctly and	Eighth grade students at the above mastery level employ the five-step writing process to express (4-5 pages) a variety of written products (e.g., narrative, informative, descriptive, persuasive). Students 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. Students correctly quote	Eighth grade students at the mastery level use the five-step writing process and write (3 pages) a variety of products (e.g., narrative, informative, descriptive, persuasive). Students write a thesis statement and a progression of ideas in complete sentences. They use note-taking strategies and outlines to develop a concise and focused written/oral presentation. They select and use a variety of resource	Eighth grade students at the partial mastery level use the five-step writing process to generate topics, plan approaches, and develop writing tasks (2 pages) for a specific audience and with specific and relevant details. They use notes to develop a written presentation. They select and use a variety of resource materials, electronic and non-electronic, to plan, develop, and deliver a research project (2 pages) using	Eighth grade students at the novice level use five-step writing process to generate topics, plan approaches, and develop writing tasks (1-2 pages) for a specific audience and with specific and relevant details. They use notes to develop a written presentation. They select and use a variety of resource materials, electronic and non-electronic, to plan, develop, and deliver a research project (2 pages) using

<p>effectively quote and paraphrase with in-text citations to avoid plagiarism. They develop and use notes and an outline to plan, develop, and present a written/oral presentation using computer-generated graphic aids. They incorporate a variety of resource materials, electronic and non-electronic, to plan, develop, organize, and deliver a research project (6-8 pages) with documented sources, in-text citations and computer-generated graphic aids that support the main ideas.</p>	<p>with in-text citations to avoid plagiarism. They use notes and an outline to plan, develop, and present a written/oral presentation using computer-generated graphic aids. They select and use a variety of resource materials, electronic and non-electronic, to plan, develop, organize, and deliver a research project (5-6 pages) with documented sources, in-text citations and computer-generated graphic aids</p>	<p>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,</p>	<p>and use a variety of resource materials, electronic and non-electronic, to plan, develop, and deliver a research project (3 pages) with documented sources, and computer-generated graphic aids.</p>	<p>computer-generated graphic aids.</p>
<p>Objectives</p>	<p>Students will</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, 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.</p>			
<p>RLA.O.8.2.04</p>	<p>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.</p>			
<p>RLA.O.8.2.05</p>	<p>from a prompt use the five-step writing process to develop a focused composition that contains specific, relevant details, and vivid, precise words.</p>			
<p>RLA.O.8.2.06</p>	<p>recognize and write a simple thesis statement.</p>			
<p>RLA.O.8.2.07</p>	<p>independently resolve information conflicts and validate information through assessing, researching and comparing data.</p>			
<p>RLA.O.8.2.08</p>	<p>conduct research by gathering, evaluating, and synthesizing data from a variety of sources:</p> <ul style="list-style-type: none"> • Internet • databases for periodicals/newspapers • interviews 			

	<ul style="list-style-type: none"> reference books card catalogue miscellaneous resource materials
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.

Grade 8 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.8.3	
Distinguished	Above Mastery
Eighth grade students at the distinguished level in listening, speaking and media literacy plan, create, organize, and model effective oral communication skills through presentation of compositions, reports, scripts, and dramatizations. They analyze, evaluate, and formally present in different settings to different audiences. They 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.	Eighth grade students at the above mastery level in listening, speaking and media literacy plan, create and model effective oral communication skills through presentation of compositions, reports, scripts, and dramatizations. They analyze, evaluate, and formally present a variety of presentations. They 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.
Mastery	Mastery
Eighth grade students at the mastery level in listening, speaking and media literacy model effective oral communication skills through creation and presentation of compositions, reports, and scripts. They plan, create, listen to, analyze and critique a variety of presentations. They 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.	Eighth grade students at the mastery level in listening, speaking and media literacy demonstrate effective oral communication skills through presentation of compositions and scripts. They listen to and understand information presented to a group. They reproduce an age-appropriate media product that demonstrates purpose and audience.
Partial Mastery	Novice
Eighth grade students at the partial mastery level in listening, speaking and media literacy demonstrate effective oral communication skills through presentation of compositions and scripts. They listen to comprehend and a variety of presentations. They plan, create, and present an age-appropriate media product that demonstrates format, purpose, and audience	Eighth grade students at the novice level in listening, speaking and media literacy demonstrate oral communication skills through presentation of compositions. They listen to and understand information presented to a group. They reproduce an age-appropriate media product that demonstrates purpose and audience.
Objectives	
Students will	model effective oral communication skills (e.g., tone, volume, rate, audience, etiquette, standard English) through the presentation of
RLA.O.8.3.01	<ul style="list-style-type: none"> compositions reports scripts

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"> • collaboration • facilitation • persuasion
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 informational 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 21st Century Learning include the following components: 21st Century Content Standards and Objectives and 21st 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 9		Reading			
Standard 1:		Reading			
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"> identifying and using grade appropriate essential reading components (phonemic awareness, phonics, vocabulary, fluency, comprehension, written application) and selecting a wide variety of literature and diverse media to develop independence as readers. 				
Performance Descriptors RLA.PD.9.1					
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice	
Ninth grade students at the distinguished level in reading evaluate the social, historical, cultural and biographical influences in a variety of genres. Students analyze literary elements and devices and evaluate organizational patterns. Students assess the importance of informational texts to everyday life.	Ninth grade students at the above mastery level in reading analyze a variety of genres for the social, historical, cultural and biographical influences. Students interpret the author's use of literary elements and devices, and organizational patterns. Students connect informational texts to everyday life.	Ninth grade students at the mastery level in reading explain the social, historical, cultural and biographical influences in a variety of genres. Students outline the author's use of literary elements and devices, and organizational patterns. Students extend reading skills for understanding informational texts.	Ninth grade students at the partial mastery level describe the social, historical, cultural and biographical influences in a variety of genres. Students recognize literary elements and devices, and organizational patterns. Students use reading skills for understanding informational texts.	Ninth grade students at the novice level recognize the social, historical, cultural and biographical influences in a variety of genres. Students find literary elements and devices, and organizational patterns. Students develop reading skills for understanding informational texts.	
Objectives					
RLA.O.9.1.01	Students will examine the social, historical, cultural and biographical influences on literary and informational texts.				
RLA.O.9.1.02	recognize literary styles according to genre.				
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"> • symbolism • imagery • simile • humor • rhythm • meter • assonance
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"> • context clues • affixes • prefixes • multiple meanings • origin • history • evolution

Grade 9	Writing				
Standard 2:	Writing				
RLA.S.9.2	Students will apply writing skills and strategies to communicate effectively for different purposes by <ul style="list-style-type: none"> • using the writing process, • applying grammatical and mechanical properties in writing and • selecting and evaluating information for research purposes. 				
Performance Descriptors RLA.PD.9.2					
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice	
Ninth grade students at the distinguished level model the five step writing process to compose a variety of written products using narrative, informative, persuasive,	Ninth grade students at the above mastery level apply the five step writing process to draft a variety of written products using narrative, informative, descriptive, persuasive writing of 6-8	Ninth grade students at the mastery level compose the five-step writing process to express a variety of written products using narrative, informative, descriptive, persuasive writing of 4-5	Ninth grade students at the partial mastery level demonstrate the five-step writing process and write a variety of products using narrative, informative and descriptive, writing of 3	Ninth grade students at the novice level write products using narrative, informative or descriptive writing of 2 pages. They use a variety of resource materials, electronic and non-	

<p>functional and interdisciplinary writing of 8 to 10 pages. Students integrate a clearly written thesis statement with logical progression of ideas, transitions, precise word choice, correct mechanics, and complete and varied sentences. They define the topics, 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 (8-10 pages) in an accepted format (e.g., MLA, APA).</p>	<p>pages. Students construct and effectively place a clearly written thesis statement, relate a logical progression of ideas with transitions, and include precise word choice, correct mechanics and complete and varied sentences. They select and use a variety of resource materials, electronic non-electronic, to plan, develop, organize, and deliver a research project (6-8 pages) in an accepted format (e.g., MLA, APA) with documented sources, in-text citations, and a computer-generated graphic aids that support the main ideas.</p>	<p>pages. Students conduct 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. They select and use a variety of resource materials, electronic, and non-electronic, to plan, develop, organize, and deliver a research project (4-5 pages) in an accepted format (e.g., MLA, APA) with documented sources, in-text citations, and computer-generated graphic aids.</p>	<p>pages. Students develop a thesis statement and a progression of ideas in complete sentences. They select and use a variety of resource materials, electronic and non-electronic, to plan, develop, organize, and deliver a research project (4-5 pages) in an accepted format (e.g., MLA, APA) with documented sources, in-text citations, and computer-generated graphic aids.</p>	<p>electronic, to plan, organize, and write a research project (3-4 pages) in an accepted format (e.g., MLA, APA) with documented sources.</p>
<p>Objectives</p>	<p>Students will</p>			
<p>RLA.O.9.2.01</p>	<p>compose narrative, informative, descriptive, persuasive writing from a prompt using the five-step writing process (pre-writing, drafting, revising, editing, publishing).</p>			
<p>RLA.O.9.2.02</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"> • APA • MLA 			
<p>RLA.O.9.2.03</p>	<p>construct a clearly worded and correctly placed thesis statement to develop a composition that addresses the assigned topic.</p>			
<p>RLA.O.9.2.04</p>	<p>identify, evaluate, and analyze a variety of informational media using primary and secondary sources.</p>			
<p>RLA.O.9.2.05</p>	<p>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.</p>			
<p>RLA.O.9.2.06</p>	<p>incorporate varied note taking skills to process and organize information into an outline for a composition (introduction, main points, supporting details, conclusion).</p>			
<p>RLA.O.9.2.07</p>	<p>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.</p>			
<p>RLA.O.9.2.08</p>	<p>summarize, paraphrase, and use direct quotations correctly and effectively in writing in order to avoid plagiarism; recognize media copyright laws and public/private domain.</p>			
<p>RLA.O.9.2.09</p>	<p>create and apply transition sentences to signal progression of ideas between paragraphs as well as appropriate words and phrases to signal organizational patterns.</p>			

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.			
Grade 9 Listening, Speaking and Media Literacy				
Standard 3: Listening, Speaking and Media Literacy				
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.			
Performance Descriptors RLA.PD.9.3				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Ninth grade students at the distinguished level critique and deliver the various purposes and strategies in the listening and speaking process. Students interpret logical, clear messages and communicate appropriate responses. Students plan, create, organize, and present a unique age appropriate media project.	Ninth grade students at the above mastery level evaluate and model the various purposes and strategies in the listening and speaking process. Students plan, formulate and deliver credible, logical, clear messages. Students plan, create, organize, and present an age appropriate media project.	Ninth grade students at the mastery level effectively communicate the various purposes and strategies in the listening and speaking process. Students formulate and deliver logical, clear messages. Students plan, create, organize, and present an age appropriate media product.	Ninth grade students at the partial mastery level explain the various purposes and strategies in the listening and speaking process. Students write and present messages. Students plan, create, and present an age appropriate media product.	Ninth grade students at the novice level identify the various purposes in the listening and speaking process. Students present messages. Students reproduce media product.
Objectives				
RLA.O.9.3.01	Students will plan, prepare appropriate background information on a specified topic and communicate effectively in different settings (e.g. interpersonal, small group, whole group) and for different purposes to			
	<ul style="list-style-type: none"> • inform • persuade • relate • entertain 			
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"> • critique oral/visual information • relate personal experiences • collaborate to gain consensus • mediate • speak extemporaneously 			
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"> • determine purpose • make predictions 			

	<ul style="list-style-type: none"> • differentiate fact from opinion • construct meaning of discussion, speech, or media
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.

TENTH GRADE READING AND ENGLISH LANGUAGE ARTS

Reading and English Language Arts tenth grade students will use written language for educational, occupational and self-direction endeavors. Preparation will include critiquing and evaluating oral presentations and using listening, speaking and media literacy. Instructional delivery will be enhanced by a wide variety of media. Frequent interaction with a broadened array of literature will encourage an increased appreciation and understanding for the power of the spoken and written word across the curriculum. Tenth graders will become more adept at making connections and transferring knowledge to new situations through research and writing. The West Virginia Standards for 21st Century Learning include the following components: 21st Century Content Standards and Objectives and 21st 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 10		Reading	Performance Descriptors RLA.PD.10.1			
Standard 1:		Reading	Above Mastery	Mastery	Partial Mastery	Novice
RLA.S.10.1	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"> identifying and using grade appropriate reading components (phonemic awareness, phonics, vocabulary, fluency, comprehension, written application) and selecting a wide variety of literature and diverse media to develop independence as readers. 	Tenth grade students at the above mastery level in reading historical, cultural, political and biographical influences in a variety of genres. Students analyze the author's use of literary elements and devices and its relationship to organizational patterns. Students interpret and critique the role of persuasive language and propaganda in informational texts.	Tenth grade students at the mastery level in reading research and analyze historical, cultural, political, and biographical influences in a variety of genres. Students interpret and explain literary elements and devices and analyze organizational patterns. Students critique the role of persuasive language and propaganda in informational texts.	Tenth grade students at the partial mastery level in reading historical, cultural, political, and biographical influences in a variety of genres. Students explain literary elements and devices and analyze organizational patterns. Students explain persuasive language and propaganda in informational texts.	Tenth grade students at the novice level in reading discuss the historical, cultural, political and biographical influences in a variety of genres. Students examine literary elements and devices and analyze organizational patterns. Students define persuasive language and propaganda.
Objectives		Students will				
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	<p>apply various pre-reading skills and comprehension strategies for activating prior knowledge and asking questions during reading and post reading for</p> <ul style="list-style-type: none"> • literary experience • examining textual information • performing an assigned task
RLA.O.10.1.05	<p>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).</p>
RLA.O.10.1.06	<p>create supportable predictions, generalizations, opinions, inferences and conclusions based upon an analysis of textual information.</p>
RLA.O.10.1.07	<p>interpret and explain the author's choice of literary devices used to construct meaning and define the author's/reader's purpose:</p> <ul style="list-style-type: none"> • symbolism • imagery • irony • satire • cadence • scansion • flashback • foreshadowing • Freytag's pyramid (exposition, rising action, climax, falling action, catastrophe, denouement)
RLA.O.10.1.08	<p>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.</p>
RLA.O.10.1.09	<p>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.</p>
RLA.O.10.1.10	<p>extend vocabulary by developing and using new terms and phrases found in reading classical literature and informational texts using various strategies:</p> <ul style="list-style-type: none"> • context clues • affixes • suffixes • multiple meanings • etymologies
RLA.O.10.1.11	<p>critique persuasive language and techniques as found in literary and informational texts and media.</p>

Grade 10	Writing
Standard 2:	Writing
RLA.S.10.2	<p>Students will apply writing skills and strategies to communicate effectively for different purposes by</p> <ul style="list-style-type: none"> • using the writing process, • applying grammatical and mechanical properties in writing and • selecting and evaluating information for research purposes.
Performance Descriptors RLA.PD.10.2	

Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
<p>Tenth grade students at the distinguished level incorporate the five step writing process to define a topic, plan, organize and compose for a variety of written products including narrative, informative, descriptive, persuasive, functional, and interdisciplinary writing of 10-12 pages, for specific purposes and audiences. Students establish a credible authorial voice. Students 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. They 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 (10-12 pages) in an accepted format (e.g., MLA, APA, Chicago, ASA) with cited and documented primary and secondary sources, and computer-generated graphic aids that support the main ideas.</p>	<p>Tenth grade students at the above mastery level define the topic and compose using the five step writing process for a variety of written products including narrative, informative, descriptive, persuasive and functional and interdisciplinary writing of 8-10 pages. Students integrate a clearly written thesis statement with a logical progression of ideas transitions, precise word choice, correct mechanics and complete and varied sentences. They 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 (6-8 pages) in an accepted format (e.g., MLA, APA, Chicago, ASA) with documented sources, in-text citations, and computer-generated graphic aids that support the main ideas.</p>	<p>Tenth grade students at the mastery level define the topic and compose using the five step writing process for a variety of written products including narrative, informative, descriptive, persuasive and functional writing of 6-8 pages. Students 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. They select and use a variety of resource materials, electronic and non-electronic, to plan, develop, organize, and deliver a research project (6-8 pages) in an accepted format (e.g., MLA, APA) with documented sources, in-text citations, and computer-generated graphics aids that support the main ideas.</p>	<p>Tenth grade students at the partial mastery level use the five step writing process for a variety of written products including narrative, informative, descriptive, persuasive and functional writing of 4-5 pages. Students 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. They select and use a variety of resource materials, electronic and non-electronic, to plan, develop, organize, and deliver a research project 5-6 pages) in an accepted format (e.g., MLA, APA) with documented sources, in-text citations, and computer-generated graphics aids.</p>	<p>Tenth grade students at the novice level draft using parts of the five step writing process for narrative, informative, descriptive, persuasive and functional writing of 3 pages. Students develop a thesis statement and a progression of ideas in complete sentences. They select and use a variety of resource materials, electronic and non-electronic, to plan, develop, organize, and deliver a research project (4-5 page) in an accepted format (e.g., MLA, APA) with documented sources, in-text citations, and computer-generated graphic aids.</p>

Objectives	Students will
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"> • gerund phrase • participle phrase • infinitive phrase • clauses
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"> • dictionary • spell check • thesaurus • style sheet or guide
RLA.O.10.2.11	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: <ul style="list-style-type: none"> • APA • MLA • Chicago

Grade 10	Listening, Speaking and Media Literacy
Standard 3:	Listening, Speaking and Media Literacy
RLA.S.10.3	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.10.3	

Distinguished	Above Mastery	Mastery Listening,	Partial Mastery	Novice
Tenth grade students at the distinguished level debate the various purposes and strategies in the listening and speaking process. Students evaluate, author, explain and justify logical, clear messages. Students plan, create, organize, present, and evaluate a unique age appropriate media project.	Tenth grade students at the above mastery level critique and deliver the various purposes and strategies in the listening and speaking process. Students interpret logical, clear messages and communicate appropriate responses. Students plan, create, organize, and present a unique age appropriate media project.	Tenth grade students at the mastery level model the various purposes and strategies in the listening and speaking process. Students formulate and deliver credible, logical, clear messages. Students create unique media communication.	Tenth grade students at the partial mastery level explain the various purposes and strategies in the listening and speaking process. Students write and present logical, clear messages. Students create media communication.	Tenth grade students at the novice level identify the various purposes and strategies in the listening and speaking process. Students write and present messages. Students find examples of media communication.
Objectives				
RLA.O.10.3.01	Students will 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: <ul style="list-style-type: none"> • inform • persuade • relate • entertain 			
RLA.O.10.3.02	formulate and deliver grammatically correct messages, as well as evaluate and adapt strategies for developing credibility, such as 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	model a variety of roles in various settings to listen actively, understand the intended message, evaluate, enjoy and/or respond to an oral message: <ul style="list-style-type: none"> • critique oral/visual information • relate experiences in third person • collaborate to achieve a goal • mediate to reach a consensus • deliver an extended extemporaneous speech • participate in a panel/round table discussion 			
RLA.O.10.3.04	adapt and use active listening strategies to evaluate the message, formulate a strategy and respond to <ul style="list-style-type: none"> • intended purpose • make predictions • construct meaning from discussion, speech, or media • critique presentation 			
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 21st Century Learning include the following components: 21st Century Content Standards and Objectives and 21st 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 11		Reading	Above Mastery	Mastery	Partial Mastery	Novice
Standard 1:	Reading	Students will apply reading skills and strategies to inform, to perform a task and to read for literacy experience by				
RLA.S.11.1		<ul style="list-style-type: none"> identifying and using grade appropriate essential reading components (phonemic awareness, phonics, vocabulary, fluency, comprehension, written application) and selecting a wide variety of literature and diverse media to develop independence as readers. 				
Performance Descriptors RLA.PD.11.1						
Distinguished						
Eleventh grade students at the distinguished level in reading determine a justification for the historical, cultural, political and biographical influences on a variety of genres. Students evaluate the positive and negative effects of the author's use of literary elements and devices and criticism, persuasive language and organizational patterns. Students deconstruct the persuasive language and propaganda (the argument) into basic elements.		Eleventh grade students at the above mastery level critique the effects of the historical, cultural, political and biographical influences on a variety of genres. Students evaluate the author's use of literary elements and devices and criticism and organizational patterns. Students analyze and evaluate the role of persuasive language and propaganda in informational texts.	Eleventh grade students at the mastery level in reading analyze and evaluate the historical, cultural, political, and biographical influences on a variety of genres. Students analyze the author's use of literary elements and devices, criticism, and organizational patterns. Students evaluate the role of persuasive language and propaganda in informational texts.	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. Students interpret and explain literary elements and devices, criticism, and organizational patterns. Students identify the role of persuasive language and propaganda in informational texts.	Eleventh grade students at the novice level in reading analyze the historical, cultural, political and biographical influences on a variety of genres. Students explain literary elements and devices and criticism, and organizational patterns. Students give examples of persuasive language and propaganda in informational texts.	
Objectives	Students will					
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"> author's use elements expectations
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"> rereading paraphrasing questioning analyzing chunking activating prior knowledge
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"> parallelism archetypes allegory parallel structure antithesis narrative pace satire cadence scansion flashback foreshadowing Freytag's pyramid (exposition, rising action, climax, falling action, catastrophe, denouement)
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 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.

Grade 11		Writing	
Standard 2:		Writing	
RLA.S.11.2	Students will apply writing skills and strategies to communicate effectively for different purposes by <ul style="list-style-type: none"> • using the writing process, • applying grammatical and mechanical properties in writing and • selecting and evaluating information for research purposes. 		
Performance Descriptors RLA.PD.11.2			
Distinguished	Above Mastery	Mastery	Partial Mastery
Eleventh grade students at the distinguished level incorporate the five step writing process with strategically placed source material in an effective organizational pattern to compose narrative, informative, descriptive, persuasive, functional, and interdisciplinary writing of 12-14 pages for specific purposes and audiences. Students develop a credible authorial voice. Students defend a clearly written and correctly placed thesis statement; argue a logical progression of ideas. They define the topic and purpose, and select and use a variety of resource materials, electronic and non-electronic, to plan, develop, organize, and author a webpage based on the research, with cited and documented primary and secondary sources.	Eleventh grade students at the above mastery level incorporate the five-step writing process to compose narrative, informative, descriptive, persuasive, functional, and interdisciplinary writing of 10-12 pages for specific purposes and audiences. Students establish a credible authorial voice. Students 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. They 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 (6-8 pages) in an accepted format (e.g., MLA, APA, Chicago, ASA) with documented sources, in-text citations, and computer-generated graphic aids that support the main ideas.	Eleventh grade students at the mastery level employ the five-step writing process to develop narrative, informative, descriptive, persuasive, and functional writing of 8-10 pages. Students integrate a clearly written thesis statement with a logical progression of ideas, transitions, precise word choice, correct mechanics, and complete and varied sentences. They 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 (6-8 pages) in an accepted format (e.g., MLA, APA, Chicago, ASA) with documented sources, in-text citations, and computer-generated graphic aids.	Eleventh grade students at the novice level employ the five-step writing process to draft narrative, informative, descriptive, and functional writing of 4-5 pages. Students 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. They select and use a variety of resource materials, electronic and non-electronic, to plan, develop, organize, and deliver a research project (5-6) pages in an accepted format (e.g., MLA, APA, Chicago, ASA) with documented sources, in-text citations, and computer-generated graphic aids.

	sources, and computer-generated graphics acids that support the main ideas.		
Objectives	Students will		
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"> • media copyright laws • private/public domain 		
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"> • sentence links • repetition of key words or phrases • restating of main/key ideas 		
RLA.O.11.2.09	revise, edit and strategically employ a variety of sentences for improved variety and more precise and concise language: <ul style="list-style-type: none"> • gerunds • infinitives • subordinate clauses • adjectival phrases, • word usage/choice variations • passive/active voice 		
RLA.O.11.2.10	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: <ul style="list-style-type: none"> • spell check • grammar check • thesaurus • dictionary • style sheet or guide 		

	<ul style="list-style-type: none"> readability score
Grade 11 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.	
RLA.S.11.3	
Performance Descriptors RLA.PD.11.3	
Distinguished	
Eleventh grade students at the distinguished level debate the effectiveness of verbal and non-verbal strategies in the various purposes and strategies in the listening and speaking process. Students plan, research, organize, deliver, and critique a presentation/product using a variety of media. Students debate the purposes within media messages. Students plan, create, organize, present, evaluate, and publish a unique age appropriate media project.	
Above Mastery	
Eleventh grade students at the above mastery level debate the various purposes and strategies in the listening and speaking process, including verbal and non-verbal strategies. Students plan, research, organize and deliver a presentation/product using a variety of media. Students evaluate the purposes within media messages. Students plan, create, organize, present, and evaluate a unique age appropriate media project.	
Mastery	
Eleventh grade students at the mastery level critique purposes and strategies in the listening and speaking process, including verbal and non-verbal strategies. Students plan, research and deliver a presentation/product using a minimum of two media sources. Students analyze the purposes within various media communication. Students plan, create, and present a unique age appropriate media project.	
Partial Mastery	
Eleventh grade students at the partial mastery level evaluate and model the various purposes and strategies in the listening and speaking process, including verbal and non-verbal strategies. Students plan and deliver a presentation/product using a media source. Students determine the purposes within a media communications. Students plan, create, and present a unique age appropriate media product.	
Novice	
Eleventh grade students at the novice level effectively communicate the various purposes and strategies in the listening and speaking process and name the verbal and non-verbal strategies. Students write a presentation/product using a media source. Students identify the media message. Students plan and present a unique age appropriate media product.	
Objectives	
Students will	
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"> comprehension evaluation expression of empathy persuasion mediation collaboration
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 21st century student, instructional delivery should be enhanced through a wide range of media. The West Virginia Standards for 21st Century Learning include the following components: 21st Century Content Standards and Objectives and 21st 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		Mastery		Partial Mastery		Novice	
Standard 1: RLA.S.12.1	<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"> identifying and using grade appropriate essential reading components (phonemic awareness, phonics, vocabulary, fluency, comprehension, written application) and selecting a wide variety of literature and diverse media to develop independence as readers. 	Twelfth grade students at the mastery level in research, evaluate, and critique the historical, cultural, political and biographical influences on a variety of genres. Students evaluate the author's use of literary elements and devices and criticism.	Twelfth grade students at the mastery level in reading the historical, cultural, political and biographical influences on a variety of genres. Students evaluate the author's use of literary elements and devices and criticism. Students analyze the role of persuasive language and propaganda in informational texts.	Twelfth grade students at the partial mastery level in reading evaluate the historical, cultural, political and biographical influences on a variety of genres. Students analyze the author's use of literary elements and devices and criticism. Students evaluate the role of persuasive language and propaganda in informational texts.	Twelfth grade students at the novice level in reading determine the historical, cultural, political and biographical influences on a variety of genres. Students interpret and explain the author's use of literary elements and devices and criticism. Students identify the role of persuasive language and propaganda in informational texts.		
Performance Descriptors RLA.PD.12.1		Above Mastery		Partial Mastery		Novice	
Twelfth grade students at the distinguished level in reading debate the impact of historical, cultural, political and biographical influences on literary works. Students compare and contrast the impact of the author's use of literary elements and devices and criticism on the literary works. Students validate and/or invalidate the impact of persuasive language and propaganda in informational texts.	Twelfth grade students at the above mastery level in reading determine a justification for the critique of the historical, cultural, political and biographical influences on a variety of genres. Students evaluate the positive and negative effects of the author's use of literary elements and devices and criticism. Students deconstruct the persuasive language and propaganda (the argument) into basic elements.	Twelfth grade students at the mastery level in reading research, evaluate, and critique the historical, cultural, political and biographical influences on a variety of genres. Students evaluate the author's use of literary elements and devices and criticism. Students analyze and evaluate the role of persuasive language and propaganda in informational texts.	Twelfth grade students at the partial mastery level in reading evaluate the historical, cultural, political and biographical influences on a variety of genres. Students analyze the author's use of literary elements and devices and criticism. Students evaluate the role of persuasive language and propaganda in informational texts.	Twelfth grade students at the novice level in reading determine the historical, cultural, political and biographical influences on a variety of genres. Students interpret and explain the author's use of literary elements and devices and criticism. Students identify the role of persuasive language and propaganda in informational texts.			
Objectives		Students will:					
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"> • author's use • elements • expectations
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"> • rereading • paraphrasing • questioning • analyzing • chunking • activating prior knowledge
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"> • archetypes • allegory • antithesis • pace • satire • cadence • scansion • flashback • foreshadowing • Freytag's pyramid (exposition, rising action, climax, falling action, catastrophe)
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.

Grade 12 Writing

Standard 2: Writing	
RLA.S.12.2	<p>Students will apply writing skills and strategies to communicate effectively for different purposes by</p> <ul style="list-style-type: none"> • using the writing process, • applying grammatical and mechanical properties in writing and • selecting and evaluating information for research purposes.
Performance Descriptors RLA.PD.12.2	
Distinguished	Above Mastery
<p>Twelfth grade students at the distinguished level defend the creation and outcome of the final written product 15 pages or longer, justify the use of sophisticated rhetorical appeals, establish credible authorial voice, and demonstrate an understanding of the ethics of writing. They define the topic and purpose, and select and use a variety of resource materials, electronic and non-electronic, to plan, develop, and author a webpage based on the research, with cited documented primary and secondary sources, hot links, downloadable data and graphics, and a site search engine.</p>	<p>Twelfth grade students at the above mastery level incorporate the five-step writing process with strategically placed source material in an effective organizational pattern to compose narrative, informative, persuasive, functional, and interdisciplinary writing of 12-14 pages, for specific purposes and audiences. Students develop a credible authorial voice. Students defend a clearly written and correctly placed thesis statement, argue a logical progression of ideas. They define the topic and purpose, and select and use a variety of resource materials, electronic and non-electronic, to plan, develop, organize, and author a webpage based on the research, with cited and documented primary and secondary sources.</p>
Mastery	<p>Twelfth grade students at the mastery level incorporate the five-step writing process to compose narrative, informative, descriptive, persuasive, functional, and interdisciplinary writing of 10-12 pages, for specific purposes and audiences. Students establish a credible authorial voice. Students 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. They 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 (6-8 pages) in an accepted format (e.g., MLA, APA, Chicago, ASA) with documented sources, in-text citations, and computer-generated graphic aids that support the main ideas.</p>
Partial Mastery	<p>Twelfth grade students at the partial mastery level employ the five-step writing process to develop narrative, informative, descriptive, persuasive, functional and interdisciplinary writing of 8-10 pages. Students integrate a clearly written thesis statement with a logical progression of ideas with transitions, precise word choice, correct mechanics, and complete and varied sentences. They 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 (5-6 pages) in an accepted format (e.g., MLA, APA, Chicago, ASA) with documented sources, in-text citations, and computer-generated graphic aids that support the main ideas.</p>
Novice	<p>Twelfth grade students at the novice level define the topic and write using the five-step writing process to draft narrative, informative, descriptive, persuasive and functional writing of 6-8 pages. Students 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. They select and use a variety of resource materials, electronic and non-electronic, to plan, develop, organize, and deliver a research project (5-6 pages) in an accepted format (e.g., MLA, APA, Chicago, ASA) with documented sources, in-text citations, and computer-generated graphic aids that support the main ideas.</p>
Objectives	
RLA.O.12.2.01	Students will 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.
RLA.O.12.2.02	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.12.2.03	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).
RLA.O.12.2.04	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.
RLA.O.12.2.05	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.
RLA.O.12.2.06	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).
RLA.O.12.2.07	strategically incorporate source material in a variety of ways, demonstrating a sophisticated understanding of the ethics of writing: <ul style="list-style-type: none"> • directly quoting • paraphrasing • summarizing • using ellipses
RLA.O.12.2.08	evaluate the effectiveness of and apply various forms of transition in a composition. <ul style="list-style-type: none"> • sentence links • repetition of key words or phrases • restating of main/key ideas • inferred transitions
RLA.O.12.2.09	revise, edit and strategically employ a variety of sentence structures to improve variety and create more precise and concise language: <ul style="list-style-type: none"> • compound-complex • coordination/subordination • parallel structures • appositives • rhetorical questions • word/usage/choice • passive/active voice
RLA.O.12.2.10	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: <ul style="list-style-type: none"> • imagery • rhetorical question • connotation/denotation

	<ul style="list-style-type: none"> irony (situational, dramatic, verbal) setting (geographical, historical, political) symbolism extended metaphor
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"> dictionary thesaurus spell check grammar check thesaurus <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"> consider knowledge and interest of audience establish credibility use an effective organizational pattern locate and interpret parallel structure, antithesis, and narrative pace <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			
Standard 3: Listening, Speaking and Media Literacy			
RLA.S.12.3	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.12.3			
Distinguished	Above Mastery	Mastery	Partial Mastery
Twelfth grade students at the distinguished level 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. Students plan, produce, deliver, critique and defend the message of a presentation/product	Twelfth grade students at the above mastery level 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. Students plan, create, organize, evaluate, and publish a unique age appropriate media project.	Twelfth grade students at the mastery level debate the various purposes and strategies in the listening and speaking process, including verbal and non-verbal strategies. Students plan, create, and present an age appropriate media project using a minimum of two media sources. Students explain the purposes within various	Twelfth grade students at the novice level evaluate and model the various purposes and strategies in the listening and speaking process, including verbal and non-verbal strategies. Students plan and deliver an age appropriate media presentation/product using a media source. Students determine the purposes within a media message.

using a variety of media. Students debate the purposes within the media messages. Students plan, create, and maintain an informational website for a public (e.g., school, community organization, club, church) organization.	Students critique the purposes within media messages.	media communications.	media messages.
Objectives	Students will:		
RLA.O.12.3.01	present using the transactional process of communication to include the components of speaker, listener, message, channel, feedback, and noise.		
RLA.O.12.3.02	plan, organize, adapt and deliver a grammatically correct presentation using a variety of media (e.g., live performance, video, PowerPoint, Web pages).		
RLA.O.12.3.03	adapt and use verbal and nonverbal strategies to listen for diverse purposes <ul style="list-style-type: none"> • comprehension • evaluation • expression of empathy • persuasion • mediation • collaboration • facilitation 		
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 21st Century Learning include the following components: 21st Century Content Standards and Objectives and 21st 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 Speech 1		The Communication Process				
Standard 1		Students will recognize elements of the communications process as it applies to interpersonal and group communication.				
Performance Descriptors SP1.PD.12.1						
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.	
Objectives		Students will				
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.					

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.

Grade 12 Speech 1 Research

Students will research topics to develop focused and coherent speeches.

Performance Descriptors SP1.PD.12.2

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.

Objectives

- Students will use various resources (e.g., print media, Internet, etc.) to identify and research the main ideas about a topic.
- utilize interviewing, note-taking, and summarizing skills to gather and process information.
- use and evaluate the credibility of on-line information and other technological tools as resources following ethical and legal guidelines.

Grade 12 Speech 1 Organization and Delivery

Students will recognize elements of the communications process as it applies to interpersonal and group communication.

Performance Descriptors SP1.PD.12.3

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

<p>effective uses of verbal and non-verbal skills, and models standard American English. The student referees the effective use of technology in a presentation.</p>	<p>effective uses of verbal and non-verbal skills, and models standard American English. The student critiques the effective use of technology in a presentation.</p>	<p>non-verbal skills, and models standard American English. The student integrates the effective use of technology into a presentation.</p>	<p>practices standard American English. The student uses technology in a presentation.</p>	<p>American English. The student includes technology in a presentation.</p>
<p>Objectives</p>	<p>Students will</p>			
<p>SP1.O.12.3.01</p>	<p>participate in a variety of formal and informal speaking experiences:</p>			
	<ul style="list-style-type: none"> • impromptu • extemporaneous • manuscript • introductions • business calls • group problem solving • conflict • mediation 			
<p>SP1.O.12.3.02</p>	<p>compare and contrast the purposes for speaking:</p>			
	<ul style="list-style-type: none"> • inform • persuade • entertain 			
<p>SP1.O.12.3.03</p>	<p>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.</p>			
<p>SP1.O.12.3.04</p>	<p>recognize and explain the differences between written and spoken language.</p>			
<p>SP1.O.12.3.05</p>	<p>use verbal skills and model standard American English effectively (e.g., diction, articulation, pronunciation, vocal control).</p>			
<p>SP1.O.12.3.06</p>	<p>use non-verbal skills effectively (e.g., eye contact, facial expressions, gestures, posture, body movement, dress).</p>			
<p>SP1.O.12.3.07</p>	<p>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.</p>			
<p>SP1.O.12.3.08</p>	<p>demonstrate the vocalization process using the following terms: generators, resonators and articulators of sound.</p>			

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, effectiveness 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				
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	Students will			
JN.O.12.1.01	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.			

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				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
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 sources, and restates 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				
use appropriate listening and speaking skills (e.g., make eye contact, speak clearly, use phone etiquette).				
prepare and conduct interviews following correct procedures (e.g., identify self and publication, state purpose, ask open-ended questions).				
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.				
legally and ethically gather information from a variety of sources, (e.g., interviews, polls, surveys, electronic media, questionnaires) using one source to check another.				

Grade 12 Journalism				
Standard 3: Written Communication				
Students will organize information in a vivid, focused, accurate and coherent manner using journalistic style rules and news judgment.				
Performance Descriptors JN.PD.12.3				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
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.
Objectives	Students will			
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"> • copyrights • plagiarism 			
JN.O.12.3.06	use persuasive language and techniques appropriately: <ul style="list-style-type: none"> • distinguish fact from opinion for editorials, news stories and advertising 			

JN.O.12.3.07	<ul style="list-style-type: none"> recognize a source's authority, special interest, propaganda and bias <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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Grade 12 Journalism

Standard 4: Business

JN.S.12.4 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

JN.O.12.4.01	JN.O.12.4.02	JN.O.12.4.03	JN.O.12.4.04	JN.O.12.4.05
Students will 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: <ul style="list-style-type: none"> editors business managers production managers news directors 	examine the business and advertising aspects of journalism.	analyze effective advertising and conduct market research.	utilize effective circulation and sound financial record-keeping methods.	evaluate career opportunities in journalism and the required training/education for those careers.

Grade 12 Journalism	
Standard 5: Newspaper	
JN.S.12.5	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.
Performance Descriptors JN.PD.12.5	
Distinguished	Above Mastery
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.	The student manages collaborative tasks as a staff member to perform assigned duties. The student designs layouts 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.
	Mastery
	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.
	Partial Mastery
	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.
	Novice
	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.
Objectives	Students will
JN.O.12.5.01	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.
JN.O.12.5.02	design page layouts using desktop software for page design.
JN.O.12.5.03	prepare and edit camera-ready material for submission to a printer (e.g., paste-up, electronic desk submission).
JN.O.12.5.04	sell advertising and/or subscriptions (e.g., dress and act professionally, develop a sales action plan) and create effective advertisements.
JN.O.12.5.05	apply effective circulation and sound financial record-keeping methods: <ul style="list-style-type: none"> • subscriptions • advertising

JN.O.12.5.06	<ul style="list-style-type: none"> supplies <p>evaluate finished publication through feedback from staff and audience after distribution to an audience.</p>
Grade 12 Journalism	
Standard 6: Yearbook	
JN.S.12.6	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.
Performance Descriptors JN.PD.12.6	
Distinguished	
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>Above Mastery</p> <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>Mastery</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>Partial Mastery</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>Novice</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>
Objectives	Students will
JN.O.12.6.01	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.
JN.O.12.6.02	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.
JN.O.12.6.03	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"> subscriptions

	<ul style="list-style-type: none"> • advertising • supplies 			
JN.O.12.6.04	evaluate finished publication through feedback from staff and audience after distribution.			
Grade 12 Journalism				
Standard 7: Broadcasting				
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.			
Performance Descriptors JN.PD.12.7				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
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.
Objectives	Students will			
JN.O.12.7.01	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"> • camera and microphone consciousness • script use • dress • make-up • speaking skills 			
JN.O.12.7.06	apply proper staging principles for both studio and location shots, and design and execute effective lighting for video shoots.			

Grade 12 Journalism	
Standard 8: Photo Journalism	
JN.S.12.8	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.
Performance Descriptors JN.PD.12.8	
Distinguished	Above Mastery
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.
Mastery	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.
Partial Mastery	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.
Novice	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.
Objectives	
JN.O.12.8.01	Students will 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"> • composition • negative damage • cropping • density
Grade 12 Journalism	
Standard 9: Desktop Publishing	
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.
Performance Descriptors JN.PD.12.9	

Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
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.
Objectives	Students will			
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"> • insert and resize art and copy • moving objects • aligning and grouping images • layering objects • rotating objects 			
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.			

Grade 12 Journalism				
Standard 10: Public Relations				
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.			
Performance Descriptors JN.PD.12.10				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
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.
Objectives Students will				
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 WORKSHEET

(Submit 4 Copies)

DRAFT NO _____ BILL NO _____ RESOLUTION NO _____

SUBJECT State Board Policy 2520.1: Reading and English Language Arts Content Standards and Objectives for WV Schools FUND _____

SOURCE OF REVENUE: GENERAL FUND SPECIAL OTHER (SPECIFY) _____

COST OF ESTIMATE BASED ON: AN ORIGINAL ESTIMATE BUDGET BILL OTHER (SPECIFY) _____

INCOME ESTIMATE BASED ON: AN ORIGINAL ESTIMATE BUDGET BILL OTHER (SPECIFY) _____

SHOW OVER-ALL EFFECT IN ITEMS 1 AND 2 & GIVE EXPLANATION OF BREAKDOWN BY FISCAL YEAR INCLUDING LONG-RANGE EFFECT

EFFECT OF PROPOSAL	ANNUAL		FISCAL YEAR		
	INCREASE	DECREASE	CURRENT	NEXT	THEREAFTER
1. ESTIMATED TOTAL COST	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
PERSONAL SERVICES CURRENT EXPENSES REPAIRS/ALTERATIONS EQUIPMENT OTHER	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
2. ESTIMATED TOTAL REVENUES	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0

EXPLANATION OF ABOVE ESTIMATES (INCLUDING LONG-RANGE EFFECT):

DATE

AGENCY

AUTHORIZED REPRESENTATIVE

9/26/06

West Virginia Department of Education

Stewart L. Plume

**Policy 2520.1: 21st Century Reading and English Language Arts
Content Standards and Objectives for West Virginia Schools**

Comment Log

October 4, 2006 - November 3, 2006

Action Type

N: No Response - Negative

NA: Not Accepted + Positive

A: Accepted Neutral

Date	Individual/Organization	Comments	Action/ Type	Rationale
10-13-06	Nichole Grogan Community Member/Student	<p>§126-44A-1. General.</p> <p>As a senior of Princeton Senior High School, senior project has been very stressful. Mostly all of us have jobs and have three other classes to worry about; senior project just makes it harder. Most people say being a senior is easy well, I disagree, and there are a lot of emotions and stress that as a junior, sophomore, or a freshman does not go through until you are a senior; and senior project is a huge reason for the stress. We spend all our time in class working and writing the senior paper/ project. We are unable to over fully and in depth about British lit. I know most people say a senior project is to help prepare you for college, I disagree. Many of my friends are in college and agree that senior project does not prepare you for college work; it is a rude awaking when you arrive there. I do, however, believe we should have to do a research paper. I think this would be very beneficial for our future because of all the papers we will have to write. In conclusion, I believe we should have to the research papers but not the senior project as a whole.</p>	A +	SREB Readiness Indicators indicate the essential content for college preparatory and state that students use research skills to locate, gather, evaluate and organize information for different purposes.

10-13-06	Tamela Corder Teacher	I am writing from a parent and a teacher perspective. The CSO's are written as though everybody is planning on attending college, and that is not the case. Many of our students are being set up for failure. Our CSO's need to be sensitive to those students who are planning on taking a job that requires only a high school diploma.	NA -	The CSOs have been revised to incorporate higher level thinking skills and problem solving skills and to incorporate 21 st century knowledge and skills that <i>WV students will need to be successful in the global world of the 21st century</i> . The rigor of the academic standards "reflect <i>all</i> the results that matter for all high school graduates today." (Results that Matter, 2006)
10-18-06	Amy Teacher/Reading Specialist	In general the purpose and standards are expected skills. When following grade level accommodations need to address the students actual skill level. For example in a remedial class the standards should be noted at their reading level and increased as skill improvement to bring the students up to grade level. Phonemic awareness, decoding, etc.	N +	Although what we want the students to know and do remain the same, in a differentiated classroom, the teacher proactively plans and carries out varied approaches to content, process, and product in anticipation of and response to student differences in readiness, interest, and learning needs (Tomlinson, 2001).

10-31-06	Steve Beckelhimer Teacher	<p>The UEN should be written to better allow sorting by database > software. For example when objective numbers are sorted by a computer SC.O.8.2.10 would show up between SC.O.8.2.1 and SC.O.8.2.2. An easy fix would be to place a zero in front of objective numbers that are single digit so that SC.O.8.2.1 becomes SC.O.8.2.01 and SC.O.8.2.2 becomes SC.O.8.2.02. Objectives SC.O.8.2.10 and above would remain the same.</p>	A -	All CSO numbers will be corrected on this document to allow sorting by database. Example: ELA.O.7.1.1 will be corrected to read ELA.O.7.1.01.
11-01-6	Theresa Marthey Parent-Family	<p>I love the new format of the CSOs. It makes it much easier for parents to understand what exactly their child needs to know and master for the different levels.</p> <p>In other words, the CSOs are in an easy-to-understand format for all levels.</p>	NR +	

11-02-06	Regina Tiano Teacher	It is my opinion that the standards set forth in RLA.S.6.2 are not suitable for sixth-grade students. Students are still in the process of mastering sentence, paragraph, and essay composition. To prepare them for mastering research skills would take invaluable classroom time that should be devoted to the perfecting the writing process.	NA -	In the area of writing students should respond to reading, writing and viewing daily, write a short paper of one to three pages weekly and write a longer paper of five or more pages monthly. The content-specific readiness indicators state that middle level students "use research skills to locate, gather, evaluate, and organize information for different purposes." This includes writing a research paper of at least five pages. (What Middle Grade Students Need to Know and Be Able to Do, SREB)
		§126-44A-2. Purpose.		
		§126-44A-3. Incorporation by Reference.		
		§126-44A-4. Summary of the Content Standards and Objectives.		
10-18-06	Amy Teacher/Reading Specialist	Standards of reading are reasonable if students are on level. Accommodations should also follow to support student improvement.	N +	In a differentiated classroom, the teacher proactively plans and carries out varied approaches to content, process, and product in anticipation of and response to student differences in readiness, interest, and learning needs (Tomlinson, 2001).

10-20-06	Norm Web National Alignment Study Consultant	Repetition of RLA.O.8.2.7 in RLA.O.8.2.10	A -	RLA.O.8.2.10 was deleted
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11-02-06	Holly Williams English Language Arts teacher	<p>Although I am in favor of challenging our students, one must remember that middle schoolers, and I speak specifically of 8th graders, are not very abstract and generally have as the focus of their world, themselves. I am concerned about several of the proposed CSO's being too abstract and advanced for the middle school student to absorb.</p> <p>When reading over the proposed CSO's, I was confused about what 8.1.1 actually means. "Connotation and denotation in complex passages" is not specific even to me. How would I address this skill with my students?</p> <p>Also, what are "practical texts?" (8.1.14) Does this mean technical writing? Are we to assemble objects in the English classroom to evaluate the instructions with which they come?</p> <p>Last, 8.2.9 is a shallow means of measuring how well a student can research a topic. By quantifying a page amount, are we to penalize a student whose writing excels enough to report their findings in three pages?</p> <p>Please, when reviewing these CSO's, remember that these are 13 year olds and not high school students. If middle schoolers are expected to achieve at this level, with their limited maturity, I'd be shocked at high school expectations!</p>	NA Neutral	<p>All teachers will receive professional development on the revised CSOs before Fall 2008.</p> <p>RLA.O.8.1.1 - "connotation" is the affective meaning and "denotation" is the cognitive meaning; students need to be aware of language and how it works in media, narratives, etc.; 21st Century skills of critical thinking, communication, media literacy involve the denotations and connotations of language: An example would be using the book <u>Sam, Bangs and Moonshine</u> - Sam is the girl who has the "reckless habit of lying." "Moonshine" is the word for all her fibs. It is only when Bangs, her cat, and a good friend, Thomas, are lost because of her "moonshine" that Sam learns the importance of speaking <i>real</i> and avoiding <i>moonshine</i>. This is a useful narrative for teaching connotation and denotation of language.</p> <p>RLA.O.8.1.14 "Practical texts" may include charts, bus or train schedules, directions for games or repairs, classroom procedures, maps, consumer warranties, etc. (NAEP Reading Framework 2005)</p>
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<p>10-09-06</p>	<p>Bridget Call Matewan High School Mingo County</p>	<p>The stated number of pages for papers is unrealistic.</p>	<p>NA -</p>	<p>RLA. O.8.2.9 The performance descriptors (Standard 2 Writing) further delineates what the student does and skills necessary to do the research.</p>
<p>School districts need to create a research continuum. Students in grades 5-12 are expected to complete one formal research paper at each grade level and one or more pieces of researched writing in each class annually. Therefore, there are more challenging requirements for research papers at each successive grade level (grades 5 & 6 - 3 pages; grade 7- 4 to 5 pages; grade 8 - 6 to 8 pages; grade 9 - 8 to 10 pages; grade 10 - 10 to 12 pages; grade 11 - 12 to 14 pages; grade 12 - 15 plus pages). Students in grade 12 should be required to complete a senior project which often includes a research paper for English and another class. Students are able to meet the requirement for research writing in both classes (interdisciplinary writing). (SREB)</p>				

10-09-06	Cathie Brown and Stephanie Helman McKimley Middle School Kanawha County	<p>The technology and other computer-based standards are on-target. It is troubling, however, in that computers are often inaccessible. Students in grades 6 - 8 may be e-mail literate but many do not have basic word processing skills. This may also be reflected in the Writing Assessments currently being done in the 7th grade. Finally, students need to be "guaranteed" the 90-minute Reading/Language arts regardless of the staffing formula. For instance, we (8th grade) are currently having large group (100+) reading daily for 30 minutes. How effective do you think we can possibly be in this setting? Middle school reading instruction is crucial to long-term student success as it is often the last-ditch effort before students go into the high school setting. This needs to be addressed more aggressively and supported more directly with appropriate staffing, etc.</p>	A neutral	<p>Policy 2510 states that the core classes will be offered within a block of time ...of which a minimum of 80 minutes shall be reading and English/language arts. Staffing and instructional materials are to be in place for adequate instruction in the reading and English language arts.</p>
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10-09-06	Chad Spencer English Teacher Berkeley County Schools	I see that there are actual page length requirements for papers under each descriptor (novice, partial mastery, etc.). Will teachers be required to have students write papers of these lengths? Or are these simply suggested guidelines?	A Neutral	<p>Performance descriptors are for instructional information for the teacher and are used to categorize and explain student performance on statewide assessments. Therefore, the performance descriptors along with the objectives and standards are what students should know and be able to do.</p> <p>School districts need to create a research continuum. Students in grades 5-12 are expected to complete one formal research paper at each grade level and one or more pieces of researched writing in each class annually. Therefore, there are more challenging requirements for research papers at each successive grade level (grades 5 & 6 - 3 pages; grade 7 - 4 to 5 pages; grade 8 - 6 to 8 pages; grade 9 - 8 to 10 pages; grade 10 - 10 to 12 pages; grade 11 - 12 to 14 pages; grade 12 - 15 plus pages). Students in grade 12 should be required to complete a senior project which often includes a research paper for English and another class. Students are able to meet the requirement for research writing in both classes (interdisciplinary writing). (SREB)</p>
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10-10-06	James R. Piccirillo Community Member	<p>As a community member and a life long educator I understand the need for writing in the 21st century. You policy calls for implementation of the 5 step writing process. I agree with that idea and believe that it is sound educational practice. However, the writing process involves multiple drafting, conferencing, revision etc. Since there is no limit on high school class size you cannot fully meet the expectation of writing standards. Classes that focus on writing and the writing process should be limited to student class numbers based on the nature of the instruction. A teacher cannot expect to draft, read, revise, conference and use a rubric to evaluate with classes at unreasonable numbers.</p>	NA-	<p>School districts need to create a research continuum. Students in grades 5-12 are expected to complete one formal research paper at each grade level and one or more pieces of researched writing in each class annually. Therefore, there are more challenging requirements for research papers at each successive grade level (grades 5 & 6 -3 pages; grade 7- 4 to 5 pages; grade 8 - 6 to 8 pages; grade 9 - 8 to 10 pages; grade 10 - 10 to 12 pages; grade 11 - 12 to 14 pages; grade 12 - 15 plus pages). Students in grade 12 should be required to complete a senior project which often includes a research paper for English and another class. Students are able to meet the requirement for research writing in both classes (interdisciplinary writing). (SREB)</p>
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10-13-06	Tamela Corder Teacher	The writing requirements are ridiculous. The number of pages expected for the twelfth grade writing is very unreasonable. The quality of the writing should be the concern instead of the length.	NA -	<p>School districts need to create a research continuum. Students in grades 5-12 are expected to complete one formal research paper at each grade level and one or more pieces of researched writing in each class annually. Therefore, there are more challenging requirements for research papers at each successive grade level (grades 5 & 6 - 3 pages; grade 7- 4 to 5 pages; grade 8 - 6 to 8 pages; grade 9 - 8 to 10 pages; grade 10 - 10 to 12 pages; grade 11 - 12 to 14 pages; grade 12 - 15 plus pages). Students in grade 12 should be required to complete a senior project which often includes a research paper for English and another class. Students are able to meet the requirement for research writing in both classes (interdisciplinary writing). (SREB)</p> <p>The performance descriptors not only have a length requirement but also ensure the quality through the 5 step writing process, voice, progression of ideas, etc.</p>
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10-16-06	Kathy Humphries Teacher Engl. Dept. Chair	<p>I believe that you need to rethink the length of the final product papers on all level in writing (12th grade) With the teacher shortage and the growing sizes of our classes it is nearly impossible and not feasible to assign a paper of 15+ pages. It is impossible to do a good job with nearly 150 students per day. If you check with colleges you will find that they are moving to project type assessments, ie, power points with narrative. Please rethink this. You will have teachers committing suicide from overload of term papers. There are other ways to evaluate the abilities of students other than that lengthy term paper. I'm not saying don't do one, but let's be real and practical - PLEASE :) NOT 15+ pages...</p>	NA -	<p>School districts need to create a research continuum. Students in grades 5-12 are expected to complete one formal research paper at each grade level and one or more pieces of researched writing in each class annually. Therefore, there are more challenging requirements for research papers at each successive grade level (grades 5 & 6 - 3 pages; grade 7- 4 to 5 pages; grade 8 - 6 to 8 pages; grade 9 - 8 to 10 pages; grade 10 - 10 to 12 pages; grade 11 - 12 to 14 pages; grade 12 - 15 plus pages). Students in grade 12 should be required to complete a senior project which often includes a research paper for English and another class. Students are able to meet the requirement for research writing in both classes (interdisciplinary writing. (SREB))</p> <p>The performance descriptors not only have a length requirement but also ensure the quality through the 5 step writing process, voice, progression of ideas, etc.</p>
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10-16-06	Darla Colombo 6 th grade teacher	Most sixth grade students are not ready to write research papers. They are learning and perfecting five paragraph essays. Many do not have the necessary skills to accomplish essay writing. Research papers should not be started until the end of seventh grade or the beginning of eighth grade.	NA -	The content-specific readiness indicators state that middle level students "use research skills to locate, gather, evaluate, and organize information for different purposes." This includes writing a research paper of at least five pages. (What Middle Grade Students Need to Know and Be Able to Do, SREB)
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10-21-06	Greg Curey Teacher	<p>I am currently a teacher in West Virginia; but I have worked previously in higher education (both as an instructor and in mid-level administration) and in journalism as a reporter for a daily paper. I am writing to comment on the confusion that seems to exist in the content standards for Reading and English Language Arts on the topic of plagiarism.</p> <p>Plagiarism is addressed in specifically in the following CSOs at the high school level: 9.2.8, 10.2.7, 11.2.3, 11.2.7, and 12.3.5. In all five instances the concept of plagiarism is coupled with the concept of copyright. Those to concepts are very different and should be more adequately distinguished as separate, discrete ideas.</p> <p>Plagiarism is an academic honesty issue; it is the effort to persuade someone that the ideas you have articulated in some formal setting are truly yours, original to you, when in fact you found those ideas somewhere else. You may have reworded the ideas - made active sentences passive, replaced adjectives in some sentences with homonyms, and reordered the individual sub-points in the argument or description - but you still found the ideas someplace outside yourself. It is quite possible to plagiarize extensively without violating a single law. All you have to do is summarize (a skill we teach throughout elementary school) what someone else said or wrote. Pretending in a formal document like a research paper that you thought of the ideas yourself is dishonest. It's plagiarism, and it's perfectly legal.</p> <p>Copyright violation is a commercial issue and a property crime. It involves taking someone else's creation in the form of a picture, a set of words, etc., and using it without their consent or in a way that deprives them of revenue. The offense occurs no matter how honest or dishonest I am about the sources. If I copy a significant amount of text</p>	A -	<p>RLA.O.11.2.3 "concept" will be corrected to read "concepts"</p> <p>In RLA.O.9.2.8, RLA.O.10.2.7, RLA.O.11.2.3 and RLA.O.12.3.5, the two ideas of plagiarism and copyright laws will be separated in each CSO.</p>
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	<p>from TIME magazine and create a brochure or flyer with it, I have probably violated the magazine's copyright EVEN IF I ACKNOWLEDGE THE SOURCE in the flyer or brochure. No amount of honesty about the source of the information makes my brochure or flyer any less of a violation of the magazine's property rights.</p> <p>I would suggest the following changes to CSOs in the current policy:</p> <ul style="list-style-type: none">-remove the phrase "e.g., media copyright laws or public/private domain" from 9.2.8, 10.2.7, and 11.2.7 since copyright laws and the question of whether a document is in the public domain or under copyright are irrelevant to the concept of plagiarism.-remove the phrase "and plagiarism" from 11.2.3 for the same reason as stated above. If "and plagiarism" is left, the term "concept" should at least be made plural ("concepts") to indicate that plagiarism and intellectual property are separate ideas.-remove the bulleted items (●copyrights & ●plagiarism) from 12.3.5 since the first item, "copyrights," is redundant to intellectual property rights and the second item "plagiarism" is unrelated. <p>In conclusion, copyright violation and plagiarism are as different as lying and stealing. Plagiarism is lying about where the ideas you have expressed came from; it is occasionally described metaphorically as the theft of ideas, but the real issue is honesty when those ideas are expressed. Copyright violation is the actual (not metaphorical) theft of a creation of some kind. The distinction becomes most clear when a student finds an essay in the public domain and turns in it as though it were</p>	

		<p>his own work without referencing any source. The student hasn't violated any laws; but he has still violated an established set of values and that violation constitutes a serious academic offense. The proposed CSOs do not adequately reflect the distinction or relay the seriousness of plagiarism in non-commercial terms.</p>		
10-26-06	<p>Nancy Hanna, Barbara Scofield, Juanita Spinks, and Patty Warren Greenbrier County English Teachers and Coach</p>	<p>We would like to see timed writing reinstated for 10th grade. The students will be required to take SAT and AP tests which require timed writings.</p>	NA -	<p>The CSOs do not limit teachers in structuring timed writings in class.</p>

10-27-06	Gayle Burkowski Community Member	<p>The number of pages required in the research writing description of grade levels 7-12 is not realistic. For example, a fifteen page research paper in 12th grade is not consistent with any high school in Central West Virginia. Projects of fifteen pages may include scrapbooks, autobiographies, or senior projects that include visual histories. However, I believe to require a research essay of this length to attain the top level of achievement is not consistent with most high school classrooms.</p> <p>Teachers should be able to decide the length of research essays. Consistency in a county school system may be desirable, and teachers can set a reasonable range of pages for their school's students.</p> <p>If this is not acceptable to the WVDE, at least the number of pages required in the new standards should be cut in half across the board (7-12) to be something closer to reality.</p>	NA -	<p>School districts need to create a research continuum. Students in grades 5-12 are expected to complete one formal research paper at each grade level and one or more pieces of researched writing in each class annually. Therefore, there are more challenging requirements for research papers at each successive grade level (grades 5 & 6 - 3 pages; grade 7- 4 to 5 pages; grade 8 - 6 to 8 pages; grade 9 - 8 to 10 pages; grade 10 - 10 to 12 pages; grade 11 - 12 to 14 pages; grade 12 - 15 plus pages). Students in grade 12 should be required to complete a senior project which often includes a research paper for English and another class. Students are able to meet the requirement for research writing in both classes (interdisciplinary writing. (SREB)</p> <p>The performance descriptors not only have a length requirement but also ensure the quality through the 5 step writing process, voice, progression of ideas, etc.</p>
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11-01-06	Deborah Dodd Teacher	<p>Sixth graders should not be expected to do a research project. This is a skill for higher level learners. In sixth grade we are still teaching them to write good sentences and paragraphs. They are not ready to write research papers, citing sources, and documenting sources. They are eleven years old not college graduates. We need to make sure they can do the basic skills first. (I am still reminding them that they must use capital letters and punctuation!)</p>	NA -	<p>The content-specific readiness indicators state that middle level students "use research skills to locate, gather, evaluate, and organize information for different purposes." This includes writing a research paper of at least five pages. (What Middle Grade Students Need to Know and Be Able to DO, SREB)</p>
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11-02-06	Faculty of Gilmer County High School	...It is our belief that the Department of Education should eliminate the page requirements for interdisciplinary/research writing and allow teachers to make that decision..	NA -	<p>School districts need to create a research continuum. Students in grades 5-12 are expected to complete one formal research paper at each grade level and one or more pieces of researched writing in each class annually. Therefore, there are more challenging requirements for research papers at each successive grade level (grades 5 & 6 - 3 pages; grade 7- 4 to 5 pages; grade 8 - 6 to 8 pages; grade 9 - 8 to 10 pages; grade 10 - 10 to 12 pages; grade 11 - 12 to 14 pages; grade 12 - 15 plus pages). Students in grade 12 should be required to complete a senior project which often includes a research paper for English and another class. Students are able to meet the requirement for research writing in both classes (interdisciplinary writing. (SREB)</p> <p>The performance descriptors not only have a length requirement but also ensure the quality through the 5 step writing process, voice, progression of ideas, etc</p>
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11-02-06	Heidi Griffith School System Staff	I feel that having 7th and 8th graders write 6-7 page research papers is developmentally inappropriate. They need to first be taught the process, which takes much time and effort and is worthwhile and not to be rushed through. I do think that they are capable of learning the process and writing a short (1 page, maybe two) research project, but not 6-7 pages. Sometimes less is more.	NA -	The content-specific readiness indicators state that middle level students "use research skills to locate, gather, evaluate, and organize information for different purposes." This includes writing a research paper of at least five pages. (What Middle Grade Students Need to Know and Be Able to DO, SREB)
11-03-06	Rebecca Hoffman Teacher	Please DO NOT add a research paper on top of essay writing to middle school CSO's. In my particular situation, I fight absentism, truancy, and a host of other problems. It's all I can do to prepare my students for WESTEST and the Writing Assessment. I can understand the merits of a research paper but NOT in middle school.	Na -	The content-specific readiness indicators state that middle level students "use research skills to locate, gather, evaluate, and organize information for different purposes." This includes writing a research paper of at least five pages. (What Middle Grade Students Need to Know and Be Able to DO, SREB)
11-03-06	Mary K. Wensyel Teacher	Under the Performance Descriptors, I think the wording should include with each level that the student is able to perform at each level below at a satisfactory level. The format of the Content Standards and Objectives are easier to read. The descriptions are clearer and seems more detailed.		

Terry Reale

From: Carla Williamson [cljwilli@access.k12.wv.us]
Sent: Tuesday, October 10, 2006 1:07 PM
To: Terry Reale
Subject: FW: Comment Received for Policy 2520.1 (2006-10-09 11:08:14)

Carla Williamson

Carla Williamson, Special Assignment
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1900 Kanawha Boulevard East
Charleston, West Virginia 25305-0330
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Fax (304) 558-3741
Email cljwilli@access.k12.wv.us

-----Original Message-----
From: Nobody [mailto:nobody@wvde.state.wv.us]
Sent: Monday, October 09, 2006 11:08 AM
To: fibanez@wvde.state.wv.us; cljwilli@access.k12.wv.us
Subject: Comment Received for Policy 2520.1 (2006-10-09 11:08:14)

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Comment Received for Policy 2520.1

✓Name: Cathie Brown and Stephanie Helman ✓
Organization: McKinley Middle School
Email: SHELMAN@kcs.kana.wv.us
Title: Read 180 teacher and Science teacher, repectively
Address1: 3000 Kanawha Terrace
Address2:
City/State/Zip: St. Albans, WV 25177
Role: Teacher
Posted: 2006-10-09 11:08:14
Posted from IP: 168.216.103.115

Comments for section 126-44A-1 General

Comments for section 126-44A-2 Purpose

Comments for section 126-44A-3 Incorporation by Reference

Comments for section 126-44A-4 Summary of the Content Standards and Objectives

Comments for section 126-44A 21st Century Reading and English Language

Arts Content Standards and Objectives for West Virginia Schools

The technology and other computer-based standards are on-target. It is troubling, however, in that computers are often inaccessible. Students in grades 6 - 8 may be e-mail literate but many do not have basic word processing skills. This may also be reflected in the Writing Assessments currently being done in the 7th grade. Finally, students need to be "guaranteed" the 90-minute Reading/Language arts regardless of the staffing formula. For instance, we (8th grade) are currently having large group (100+) reading daily for 30 minutes. How effective do you think we can possibly be in this setting? Middle school reading instruction is crucial to long-term student success as it is often the last-ditch effort before students go into the high school setting. This needs to be addressed more aggressively and supported more directly with appropriate staffing, etc.

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From: Carla Williamson [cljwilli@access.k12.wv.us]
Sent: Tuesday, October 10, 2006 1:07 PM
To: Terry Reale
Subject: FW: Comment Received for Policy 2520.1 (2006-10-09 21:23:06)

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-----Original Message-----

From: Nobody [mailto:nobody@wvde.state.wv.us]
Sent: Monday, October 09, 2006 9:23 PM
To: fibanez@wvde.state.wv.us; cljwilli@access.k12.wv.us
Subject: Comment Received for Policy 2520.1 (2006-10-09 21:23:06)

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Comment Received for Policy 2520.1

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✓ Name: Bridget Call ✓
Organization: Matewan High School
Email: bkcall@access.k12.wv.us
Title: English Department Chair
Address1: 100 Tiger Lane
Address2:
City/State/Zip: Matewan, WV 25678
Role: Teacher
Posted: 2006-10-09 21:23:06
Posted from IP: 71.251.242.44

Comments for section 126-44A-1 General

Comments for section 126-44A-2 Purpose

Comments for section 126-44A-3 Incorporation by Reference

Comments for section 126-44A-4 Summary of the Content Standards and Objectives

Comments for section 126-44A 21st Century Reading and English Language

Arts Content Standards and Objectives for West Virginia Schools

The stated number of pages for papers is unrealistic.

Terry Reale

From: Carla Williamson [cljwilli@access.k12.wv.us]
Sent: Tuesday, October 10, 2006 3:49 PM
To: Terry Reale
Subject: FW: Comment Received for Policy 2520.1 (2006-10-10 14:10:53)

Carla Williamson

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-----Original Message-----

From: Nobody [mailto:nobody@wvde.state.wv.us]
Sent: Tuesday, October 10, 2006 2:11 PM
To: fibanez@wvde.state.wv.us; cljwilli@access.k12.wv.us
Subject: Comment Received for Policy 2520.1 (2006-10-10 14:10:53)

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This is an encrypted URL. Please Bookmark it.

Comment Received for Policy 2520.1

#####

✓ Name: james r. piccirillo ✓
Organization:
Email: jpic64@yahoo.com
Title:
Address1: 534 gilbert avenue
Address2:
City/State/Zip: follansbee, wv 26037
Role: Community Member
Posted: 2006-10-10 14:10:53
Posted from IP: 64.58.244.114

Comments for section 126-44A-1 General

The standards do meet the needs of students.

Comments for section 126-44A-2 Purpose

Comments for section 126-44A-3 Incorporation by Reference

Comments for section 126-44A-4 Summary of the Content Standards and Objectives

Comments for section 126-44A 21st Century Reading and English Language

Arts Content Standards and Objectives for West Virginia Schools

As a community member and a life long educator I understand the need for writing in the 21st century. Your policy calls for implementation of the 5 step writing process. I agree with that idea and believe that it is sound educational practice. However, the writing process involves multiple drafting, conferencing, revision etc. Since there is no limit on high school class size you cannot fully meet the expectation of writing standards. Classes that focus on writing and the writing process should be limited to student class numbers based on the nature of the instruction. A teacher cannot expect to draft, read, revise, conference and use a rubric to evaluate with classes at unreasonable numbers.

Terry Reale

From: Carla Williamson [cljwilli@access.k12.wv.us]
Sent: Friday, October 13, 2006 5:30 PM
To: Terry Reale
Subject: FW: Comment Received for Policy 2520.1 (2006-10-13 15:29:54)

Supports senior research paper but denounces Senior Project. I guess it can be an English CSO comment, but it may have been intended for 2510.

Carla Williamson

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Sent: Friday, October 13, 2006 3:30 PM
To: fibanez@wvde.state.wv.us; cljwilli@access.k12.wv.us
Subject: Comment Received for Policy 2520.1 (2006-10-13 15:29:54)

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This is an encrypted URL. Please Bookmark it.

Comment Received for Policy 2520.1

#

Name: Nichole Grogan ✓
Organization:
Email: ang_bball@hotmail.com
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Address1: 251 Abbony Lane
Address2:
City/State/Zip: Princeton , WV 24740
Role: Community Member
Posted: 2006-10-13 15:29:54
Posted from IP: 168.216.25.136

Comments for section 126-44A-1 General

As a senior of Princeton Senior High School, senior project has been very stressful. Mostly all of us have jobs and have three other classes to worry about; senior project just makes it harder. Most people say being a senior is easy well, I disagree, and there are a lot of emotions and stress that as a junior, sophomore, or a freshman does not go through until you are a senior; and senior project is a huge reason for the stress. We spend all our time in class working and writing the senior paper/ project. We are unable to over fully and in depth about British lit. I know most people say senior project is to help prepare you for college, I disagree. Many of my friends are in college and agree that senior project does not prepare you for college work; it is a rude awaking when you arrive there. I do, however, believe we should have to do a research paper. I think this would be very beneficial for our future because of all the papers we will have to write. In conclusion, I believe we should have to the research papers but not the senior project as a whole.

Comments for section 126-44A-2 Purpose

Comments for section 126-44A-3 Incorporation by Reference

Comments for section 126-44A-4 Summary of the Content Standards and
Objectives

Comments for section 126-44A 21st Century Reading and English Language
Arts Content Standards and Objectives for West Virginia Schools

Terry Reale

From: Carla Williamson [cljwilli@access.k12.wv.us]
Sent: Tuesday, October 10, 2006 1:07 PM
To: Terry Reale
Subject: FW: Comment Received for Policy 2520.1 (2006-10-09 08:30:24)

Carla Williamson

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Comment Received for Policy 2520.1

#####

#

√ Name: Chad Spencer √
Organization: Berkeley County Schools
Email: cspencer@access.k12.wv.us
Title: English Teacher
Address1: 126 Excellence Way
Address2:
City/State/Zip: Inwood, WV 25428
Role: Teacher
Posted: 2006-10-09 08:30:24
Posted from IP: 168.216.252.113

Comments for section 126-44A-1 General

Comments for section 126-44A-2 Purpose

Comments for section 126-44A-3 Incorporation by Reference

Comments for section 126-44A-4 Summary of the Content Standards and Objectives

Comments for section 126-44A 21st Century Reading and English Language

Arts Content Standards and Objectives for West Virginia Schools

I see that there are actual page length requirements for papers under each descriptor (novice, partial mastery, etc.). Will teachers be required to have students write papers of these lengths? Or are these simply suggested guidelines?

Terry Reale

From: Carla Williamson [cljwilli@access.k12.wv.us]
Sent: Saturday, October 14, 2006 4:12 PM
To: Terry Reale
Subject: FW: Comment Received for Policy 2520.1 (2006-10-13 18:04:28)

Carla Williamson

Carla Williamson, Special Assignment
Office of Instruction
West Virginia Department of Education
1900 Kanawha Boulevard East
Charleston, West Virginia 25305-0330
Phone (304) 558-5325
Fax (304) 558-3741
Email cljwilli@access.k12.wv.us

-----Original Message-----

From: Nobody [mailto:nobody@wvde.state.wv.us]
Sent: Friday, October 13, 2006 6:04 PM
To: fibanez@wvde.state.wv.us; cljwilli@access.k12.wv.us
Subject: Comment Received for Policy 2520.1 (2006-10-13 18:04:28)

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This is an encrypted URL. Please Bookmark it.

Comment Received for Policy 2520.1

#####

#

Name: Tamela Corder ✓
Organization:
Email: tammycorder@cebridge.net
Title: Mrs.
Address1: Route 1 Box 361
Address2:
City/State/Zip: Flemington, WV 26347
Role: Teacher
Posted: 2006-10-13 18:04:28
Posted from IP: 209.33.101.54

Comments for section 126-44A-1 General

I am writing from a parent and a teacher perspective. The CSO's are written as though everybody is planning on attending college, and that is not the case. Many of our students are being set up for failure. Our CSO's need to be sensitive to those students who are planning on taking a job that requires only a high school diploma.

Comments for section 126-44A-2 Purpose

Comments for section 126-44A-3 Incorporation by Reference

Comments for section 126-44A-4 Summary of the Content Standards and Objectives

Comments for section 126-44A 21st Century Reading and English Language
Arts Content Standards and Objectives for West Virginia Schools

The writing requirements are ridiculous. The number of pages expected for the twelfth grade writing is very unreasonable. The quality of the writing should be the concern instead of the length.

Terry Reale

From: Carla Williamson [cljwilli@access.k12.wv.us]
Sent: Monday, October 16, 2006 1:33 PM
To: Terry Reale
Subject: FW: Comment Received for Policy 2520.1 (2006-10-16 10:15:05)

Carla Williamson

Carla Williamson, Special Assignment
Office of Instruction
West Virginia Department of Education
1900 Kanawha Boulevard East
Charleston, West Virginia 25305-0330
Phone (304) 558-5325
Fax (304) 558-3741
Email cljwilli@access.k12.wv.us

-----Original Message-----

From: Nobody [mailto:nobody@wvde.state.wv.us]
Sent: Monday, October 16, 2006 10:15 AM
To: fibanez@wvde.state.wv.us; cljwilli@access.k12.wv.us
Subject: Comment Received for Policy 2520.1 (2006-10-16 10:15:05)

Please save this email in a "Comments Received Online" folder. Your folder will be a backup. All comments are saved in our database. The Complete Comments Report from the database can be found here: <http://129.71.2.32/r.html?id=9105093fc0116cea2f35f2f74af28706>
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Comment Received for Policy 2520.1

#####

#

Name: Kathy Humphries ↓
Organization: Capital High School
Email: KHumpy@msn.com
Title: Eng Dept chair
Address1: 1500 Greenbrier Street
Address2:
City/State/Zip: Charleston, WV 25311
Role: Teacher
Posted: 2006-10-16 10:15:05
Posted from IP: 168.216.29.4

Comments for section 126-44A-1 General

Comments for section 126-44A-2 Purpose

Comments for section 126-44A-3 Incorporation by Reference

Comments for section 126-44A-4 Summary of the Content Standards and Objectives

Comments for section 126-44A 21st Century Reading and English Language

Arts Content Standards and Objectives for West Virginia Schools

I believe that you need to rethink the length of the final product papers on all level in writing (12th grade) With the teacher shortage and the growing sizes of our classes it is nearly impossible and not feasible to assign a paper of 15+ pages. It is impossible to do a good job with nearly 150 students per day. If you check with colleges you will find that they are moving to project type assessments, ie, power points with narrative. Please rethink this. You will have teachers committing suicide from overload of term papers. There are other ways to evaluate the abilities of students other than that lengthy term paper. I'm not saying don't do one, but let's be real and practical - PLEASE :) NOT 15+ pages...

Terry Reale

From: Carla Williamson [cljwilli@access.k12.wv.us]
Sent: Monday, October 16, 2006 9:10 PM
To: Terry Reale
Subject: FW: Comment Received for Policy 2520.1 (2006-10-16 15:06:43)

Carla Williamson

Carla Williamson, Special Assignment
Office of Instruction
West Virginia Department of Education
1900 Kanawha Boulevard East
Charleston, West Virginia 25305-0330
Phone (304) 558-5325
Fax (304) 558-3741
Email cljwilli@access.k12.wv.us

-----Original Message-----

From: Nobody [mailto:nobody@wvde.state.wv.us]
Sent: Monday, October 16, 2006 3:07 PM
To: fibanez@wvde.state.wv.us; cljwilli@access.k12.wv.us
Subject: Comment Received for Policy 2520.1 (2006-10-16 15:06:43)

Please save this email in a "Comments Received Online" folder. Your folder will be a backup. All comments are saved in our database. The Complete Comments Report from the database can be found here: <http://129.71.2.32/r.html?id=9105093fc0116cea2f35f2f74af28706>
This is an encrypted URL. Please Bookmark it.

Comment Received for Policy 2520.1

#

Name: Darla Colombo ✓
Organization: Lumberport Middle School
Email:
Title: 6th Grades Teacher
Address1: Rt. 1 Box2
Address2:
City/State/Zip: Lumberport, WV 26386
Role: Teacher
Posted: 2006-10-16 15:06:43
Posted from IP: 168.216.222.252

Comments for section 126-44A-1 General

Comments for section 126-44A-2 Purpose

Comments for section 126-44A-3 Incorporation by Reference

Comments for section 126-44A-4 Summary of the Content Standards and Objectives

Comments for section 126-44A 21st Century Reading and English Language

Arts Content Standards and Objectives for West Virginia Schools

Standard RLA.S.6.2

Most sixth grade students are not ready to write research papers. They are learning and perfecting five paragraph essays. Many do not have the necessary skills to accomplish essay writing. Research papers should not be started until the end of seventh grade or the beginning of eighth grade.

Terry Reale

From: Carla Williamson [cljwilli@access.k12.wv.us]
Sent: Monday, October 16, 2006 9:10 PM
To: Terry Reale
Subject: FW: Comment Received for Policy 2520.1 (2006-10-16 14:58:59)

Carla Williamson

Carla Williamson, Special Assignment
Office of Instruction
West Virginia Department of Education
1900 Kanawha Boulevard East
Charleston, West Virginia 25305-0330
Phone (304) 558-5325
Fax (304) 558-3741
Email cljwilli@access.k12.wv.us

-----Original Message-----

From: Nobody [mailto:nobody@wvde.state.wv.us]
Sent: Monday, October 16, 2006 2:59 PM
To: fibanez@wvde.state.wv.us; cljwilli@access.k12.wv.us
Subject: Comment Received for Policy 2520.1 (2006-10-16 14:58:59)

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This is an encrypted URL. Please Bookmark it.

Comment Received for Policy 2520.1

#

Name: Darla Colombo
Organization: Lumberport Middle
Email:
Title: 6th Grade Teacher
Address1: Rt. 1 Box 2
Address2:
City/State/Zip: Lumberport , WV 26386
Role: Teacher
Posted: 2006-10-16 14:58:59
Posted from IP: 168.216.222.252

Comments for section 126-44A-1 General

Comments for section 126-44A-2 Purpose

Comments for section 126-44A-3 Incorporation by Reference

Comments for section 126-44A-4 Summary of the Content Standards and Objectives

Comments for section 126-44A 21st Century Reading and English Language

Terry Reale

From: Carla Williamson [cljwilli@access.k12.wv.us]
Sent: Wednesday, October 18, 2006 6:32 PM
To: Terry Reale
Subject: FW: Comment Received for Policy 2520.1 (2006-10-18 14:33:59)

Carla Williamson

Carla Williamson, Special Assignment
Office of Instruction
West Virginia Department of Education
1900 Kanawha Boulevard East
Charleston, West Virginia 25305-0330
Phone (304) 558-5325
Fax (304) 558-3741
Email cljwilli@access.k12.wv.us

-----Original Message-----

From: Nobody [mailto:nobody@wvde.state.wv.us]
Sent: Wednesday, October 18, 2006 2:34 PM
To: fibanez@wvde.state.wv.us; cljwilli@access.k12.wv.us
Subject: Comment Received for Policy 2520.1 (2006-10-18 14:33:59)

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Comment Received for Policy 2520.1

#####

#

Name: Amy ✓
Organization: JMHS
Email: areid@access.k12.wv.us
Title: Reading Specialist
Address1: 1300 Wheeling Ave
Address2:
City/State/Zip: Glen Dale , WV 26038
Role: Teacher
Posted: 2006-10-18 14:33:59
Posted from IP: 168.216.192.125

Comments for section 126-44A-1 General

In general the purpose and standards are expected skills. When following grade level accommodations need to address the students actual skill level. For example in a remedial class the standards should be noted at their reading level and increased as skill improvement to bring the students up to grade level. Phonemic awareness, decoding etc .

Comments for section 126-44A-2 Purpose

Comments for section 126-44A-3 Incorporation by Reference

Comments for section 126-44A-4 Summary of the Content Standards and Objectives

see above. Standards of reading are reasonable if students are on level. Accommodations should also follow to support student improvement.

Comments for section 126-44A 21st Century Reading and English Language
Arts Content Standards and Objectives for West Virginia Schools

Terry Reale

From: Carla Williamson [cljwilli@access.k12.wv.us]
Sent: Saturday, October 21, 2006 4:39 PM
To: Terry Reale
Subject: FW: Comment Received for Policy 2520.1 (2006-10-21 13:07:17)

Carla Williamson

Carla Williamson, Special Assignment
Office of Instruction
West Virginia Department of Education
1900 Kanawha Boulevard East
Charleston, West Virginia 25305-0330
Phone (304) 558-5325
Fax (304) 558-3741
Email cljwilli@access.k12.wv.us

-----Original Message-----

From: Nobody [mailto:nobody@wvde.state.wv.us]
Sent: Saturday, October 21, 2006 1:07 PM
To: fibanez@wvde.state.wv.us; cljwilli@access.k12.wv.us
Subject: Comment Received for Policy 2520.1 (2006-10-21 13:07:17)

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This is an encrypted URL. Please Bookmark it.

Comment Received for Policy 2520.1

#

Name: Greg Cruey ✓
Organization: McDowell County School
Email: gcruey@access.k12.wv.us
Title: teacher
Address1: HC32 Box 32
Address2:
City/State/Zip: War, WV 24892
Role: Teacher
Posted: 2006-10-21 13:07:17
Posted from IP: 68.67.205.108

Comments for section 126-44A-1 General

Comments for section 126-44A-2 Purpose

Comments for section 126-44A-3 Incorporation by Reference

Comments for section 126-44A-4 Summary of the Content Standards and Objectives

Comments for section 126-44A 21st Century Reading and English Language

Arts Content Standards and Objectives for West Virginia Schools

I am currently a teacher in West Virginia; but I have worked previously in higher education (both as an instructor and in mid-level administration) and in journalism as a reporter for a daily paper. I am writing to comment on the confusion that seems to exist in the content standards for Reading and English Language Arts on the topic of plagiarism.

Plagiarism is addressed specifically in the following CSOs at the high school level: 9.2.8, 10.2.7, 11.2.3, 11.2.7, and 12.3.5. In all five instances the concept of plagiarism is coupled with the concept of copyright. Those two concepts are very different and should be more adequately distinguished as separate, discrete ideas.

Plagiarism is an academic honesty issue; it is the effort to persuade someone that the ideas you have articulated in some formal setting are truly yours, original to you, when in fact you found those ideas somewhere else. You may have reworded the ideas - made active sentences passive, replaced adjectives in some sentences with homonyms, and reordered the individual sub-points in the argument or description - but you still found the ideas someplace outside yourself. It is quite possible to plagiarize extensively without violating a single law. All you have to do is summarize (a skill we teach throughout elementary school) what someone else said or wrote. Pretending in a formal document like a research paper that you thought of the ideas yourself is dishonest. It's plagiarism; and it's perfectly legal.

Copyright violation is a commercial issue and a property crime. It involves taking someone else's creation in the form of a picture, a set of words, etc., and using it without their consent or in a way that deprives them of revenue. The offense occurs no matter how honest or dishonest I am about the sources. If I copy a significant amount of text from TIME magazine and create a brochure or flyer with it, I have probably violated the magazine's copyright EVEN IF I ACKNOWLEDGE THE SOURCE in the flyer or brochure. No amount of honesty about the source of the information makes my brochure or flyer any less of a violation of the magazine's property rights.

I would suggest the following changes to CSOs in the current policy:

-remove the phrase "e.g., media copyright laws or public/private domain" from 9.2.8, 10.2.7, and 11.2.7 since copyright laws and the question of whether a document is in the public domain or under copyright are irrelevant to the concept of plagiarism.

-remove the phrase "and plagiarism" from 11.2.3 for the same reason as stated above. If "and plagiarism" is left, the term "concept" should at least be made plural ("concepts") to indicate that plagiarism and intellectual property are separate ideas.

-remove the bulleted items (•copyrights & •plagiarism) from 12.3.5 since the first item, "copyrights," is redundant to intellectual property rights and the second item "plagiarism" is unrelated.

*patents
trademarks
copyrights*

In conclusion, copyright violation and plagiarism are as different as lying and stealing. Plagiarism is lying about where the ideas you have expressed came from; it is occasionally described metaphorically as the theft of ideas, but the real issue is honesty when those ideas are expressed. Copyright violation is the actual (not metaphorical) theft of a creation of some kind. The distinction becomes most clear when a student finds an essay in the public domain and turns in it as though it were his own work without referencing any source. The student hasn't violated any laws; but he has still violated an established set of values and that violation constitutes a serious academic offense. The proposed CSOs do not adequately reflect the distinction or relay the seriousness of plagiarism in non-commercial terms.

Nancy Friend

Terry Reale

From: Carla Williamson [cljwilli@access.k12.wv.us]
Sent: Thursday, October 26, 2006 11:47 AM
To: Terry Reale
Subject: FW: Comment Received for Policy 2520.1 (2006-10-26 11:00:03)

Carla Williamson

Carla Williamson, Special Assignment
Office of Instruction
West Virginia Department of Education
1900 Kanawha Boulevard East
Charleston, West Virginia 25305-0330
Phone (304) 558-5325
Fax (304) 558-3741
Email cljwilli@access.k12.wv.us

-----Original Message-----

From: Nobody [mailto:nobody@wvde.state.wv.us]
Sent: Thursday, October 26, 2006 11:00 AM
To: fibanez@wvde.state.wv.us; cljwilli@access.k12.wv.us
Subject: Comment Received for Policy 2520.1 (2006-10-26 11:00:03)

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Comment Received for Policy 2520.1

#

Name: Nancy Hanna, Barbara Scofield, Juanita Spinks, and Patty Warren
Organization: Greenbrier County English Teachers and Coach
Email: bscofiel@access.k-12.wv.us
Title:
Address1:
Address2:
City/State/Zip: Lewisburg, WV 24901
Role: Teacher
Posted: 2006-10-26 11:00:03
Posted from IP: 168.216.123.125

Comments for section 126-44A-1 General

Comments for section 126-44A-2 Purpose

Comments for section 126-44A-3 Incorporation by Reference

Comments for section 126-44A-4 Summary of the Content Standards and Objectives

Comments for section 126-44A 21st Century Reading and English Language

Arts Content Standards and Objectives for West Virginia Schools

We would like to see timed writing reinstated for 10th grade. The students will be required to take SAT and AP tests which require timed writings.

Terry Reale

From: Carla Williamson [cljwilli@access.k12.wv.us]
Sent: Friday, October 27, 2006 3:47 PM
To: Terry Reale
Subject: FW: Comment Received for Policy 2520.1 (2006-10-27 08:50:45)

Carla Williamson

Carla Williamson, Special Assignment
Office of Instruction
West Virginia Department of Education
1900 Kanawha Boulevard East
Charleston, West Virginia 25305-0330
Phone (304) 558-5325
Fax (304) 558-3741
Email cljwilli@access.k12.wv.us

-----Original Message-----

From: Nobody [mailto:nobody@wvde.state.wv.us]
Sent: Friday, October 27, 2006 8:51 AM
To: fibanez@wvde.state.wv.us; cljwilli@access.k12.wv.us
Subject: Comment Received for Policy 2520.1 (2006-10-27 08:50:45)

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Comment Received for Policy 2520.1

#

Name: Gayle Burkowski /
Organization:
Email: rburkowski@RTOL.net
Title:
Address1: 6511 US HWY 33 E
Address2:
City/State/Zip: Glenville, WV 26351
Role: Community Member
Posted: 2006-10-27 08:50:45
Posted from IP: 129.71.101.175

Comments for section 126-44A-1 General

Comments for section 126-44A-2 Purpose

Comments for section 126-44A-3 Incorporation by Reference

Comments for section 126-44A-4 Summary of the Content Standards and Objectives

Comments for section 126-44A 21st Century Reading and English Language

Arts Content Standards and Objectives for West Virginia Schools

The number of pages required in the research writing description of grade levels 7-12 is not realistic. For example, a fifteen page research paper in 12th grade is not consistent with any high school in Central West Virginia. Projects of fifteen pages may include scrapbooks, autobiographies, or senior projects that include visual histories. However, I believe to require a research essay of this length to attain the top level of achievement is not consistent with most high school classrooms.

Teachers should be able to decide the length of research essays. Consistency in a county school system may be desirable, and teachers can set a reasonable range of pages for their school's students.

If this is not acceptable to the WVDE, at least the number of pages required in the new standards should be cut in half across the board (7-12) to be something closer to reality.

Terry Reale

From: Mike Kees [mkees@access.k12.wv.us]
Sent: Tuesday, October 31, 2006 1:33 PM
To: treale@access.k12.wv.us
Subject: FW: Comment Received for Policy 2520.3 (2006-10-30 10:28:37)

Follow Up Flag: Follow up
Flag Status: Flagged

FYI
Mike

-----Original Message-----

From: cljwilli@access.k12.wv.us [mailto:cljwilli@access.k12.wv.us]
Sent: Monday, October 30, 2006 12:56 PM
To: mkees@access.k12.wv.us
Cc: cljwilli@access.k12.wv.us
Subject: Fwd: Comment Received for Policy 2520.3 (2006-10-30 10:28:37)

Forwarded Message:

> To: fibanez@wvde.state.wv.us, cljwilli@access.k12.wv.us
> From: Nobody <nobody@wvde.state.wv.us>
> Subject: Comment Received for Policy 2520.3 (2006-10-30 10:28:37)
> Date: Mon, 30 Oct 2006 10:28:37 -0500
> -----
> Please save this email in a "Comments Received Online" folder. Your
> folder will be a backup. All comments are saved in our database. The
> Complete Comments Report from the database can be found here:
> <http://129.71.2.32/r.html?id=c5d03f85b06bca0ecf0100353c9e6cff>
> This is an encrypted URL. Please Bookmark it.
>
> Comment Received for Policy 2520.3
> #####
> #####
> Name: Steve Beckelhimer ✓
> Organization: Cabell Midland High School
> Email: sbeckelh@access.k12.wv.us
> Title: Science Department Chair
> Address1: 2300 Rt. 60
> Address2:
> City/State/Zip: Ona, WV 25545
> Role: Teacher
> Posted: 2006-10-30 10:28:37
> Posted from IP: 168.216.126.12
>
>
> Comments for section 126-44C-1 General
> -----
> The UEN should be written to better allow sorting by database
> software. For
example when
objective numbers are sorted by a computer SC.O.8.2.10 would show up between
SC.O.8.2.1
and SC.O.8.2.2. An easy fix would be to place a zero in front of objective
numbers that
are single digit so that SC.O.8.2.1 becomes SC.O.8.2.01 and SC.O.8.2.2 becomes
SC.O.8.2.02. Objectives SC.O.8.2.10 and above would remain the same.
>
>
>

> Comments for section 126-44C-2 Purpose
> -----
>
>
> Comments for section 126-44C-3 Incorporation by Reference
> -----
>
>
> Comments for section 126-44C-4 Summary of the Content Standards and
Objectives
> -----
>
>
> Comments for section 126-44C 21st Century Science K-8 Content
Standards
and Objectives
for West Virginia Schools
> -----
>
>
>
>

Terry Reale

From: Carla Williamson [cljwilli@access.k12.wv.us]
Sent: Wednesday, November 01, 2006 12:37 PM
To: Terry Reale
Subject: FW: Comment Received for Policy 2520.1 (2006-11-01 11:44:20)

Carla Williamson

Carla Williamson, Special Assignment
Office of Instruction
West Virginia Department of Education
1900 Kanawha Boulevard East
Charleston, West Virginia 25305-0330
Phone (304) 558-5325
Fax (304) 558-3741
Email cljwilli@access.k12.wv.us

-----Original Message-----

From: Nobody [mailto:nobody@wvde.state.wv.us]
Sent: Wednesday, November 01, 2006 11:44 AM
To: fibanez@wvde.state.wv.us; cljwilli@access.k12.wv.us
Subject: Comment Received for Policy 2520.1 (2006-11-01 11:44:20)

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This is an encrypted URL. Please Bookmark it.

Comment Received for Policy 2520.1

#####

#

Name: Theresa Marthey ✓
Organization:
Email: tmarthey@frontiernet.net
Title:
Address1: PO Box 390
Address2:
City/State/Zip: Arthurdale, WV 26520
Role: Parent-Family
Posted: 2006-11-01 11:44:20
Posted from IP: 168.216.226.54

Comments for section 126-44A-1 General

I love the new format of the CSOs. It makes it much easier for parents to understand what exactly their child needs to know and master for the different levels.

In other words, the CSOs are in an easy-to-understand format for all levels.

Comments for section 126-44A-2 Purpose

Comments for section 126-44A-3 Incorporation by Reference

Comments for section 126-44A-4 Summary of the Content Standards and Objectives

Comments for section 126-44A 21st Century Reading and English Language
Arts Content Standards and Objectives for West Virginia Schools



Gilmer County High School

300 Pine Street Glenville, West Virginia 26351
Ph: 304-462-7960 Fax: 304-462-8578

Robert Daquilante, Principal

David Bishop, Asst. Principal

October 27, 2006

Ms. Carla Williamson
Office of Instruction
West Virginia Department of Education
Capitol Building 6, Room 304
1900 Kanawha Boulevard, East
Charleston, West Virginia 25305-0330

Dear Ms. Williamson:

The faculty at Gilmer County High School has reviewed the English/Language Arts Content Standards and Objectives for Grades 7-12 on the West Virginia Department of Education's website. While we all agree that the ability to read and to write are essential, we have serious concerns whether the Performance Descriptors associated with Reading/Language Arts Standard 2 (Writing) grades 7-12 are realistic.

A school-wide focus of instruction at Gilmer County High School for the 2006-07 year is writing across the curriculum. Our faculty has been trained in the Kansas Writing Strategies, and all teachers have been requiring writing of various types and lengths on tests, journals, essays, lab reports, and research projects, to name a few. As professional educators, we are interested in equipping each student with the tools needed to be successful in the 21st Century. Gilmer County High School's exemplary school status speaks to our commitment to educating students.

Our main objection to the Performance Descriptors in Standard 2 (Writing) Grades 7-12 is the number of pages required for interdisciplinary/research projects for students. We believe the number of pages to be excessive and unrealistic. For instance, a 7th grade distinguished student is to write a five-to-six page research project replete with in-text citations. At the 9th grade level, the distinguished student is to complete an eight-to-ten page interdisciplinary project and at the 12th grade level a fifteen page or longer interdisciplinary project. As teachers, we routinely follow up with our graduates, and to date no college freshman has reported writing a fifteen page research paper for a freshman or sophomore level college course. The same can be said for the mastery and above mastery students. The number of pages required is simply unrealistic, given the other objectives that must be taught to the mastery level.

Website: www.gchstitans.org

Rosemary Williams

Counselors

Anita Roberts

A review of novice performance descriptors at the 7th grade level calls for a one-page research project with cited references. One page of research writing hardly constitutes a research project; however, for the lowest functioning student, this may well be appropriate. The 10th grade novice student is to produce a four-to-five page in-text cited research project; the same is required for the 12th grade novice student. For the novice students at the 9-12 grade levels who may have learning disabilities (which may vary in severity), this four-to-five page requirement may not be reasonable at all.

It is our belief that the Department of Education should eliminate the page requirements for interdisciplinary/research writing and allow the teacher to make the requirements. The teacher is the professional who assesses the students' ability. We believe it is more productive to teach a student to write a well-researched, well-documented, and fundamentally sound five-to-seven page research paper, for example, than to overwhelm a student with a fifteen page monstrosity. The grading alone would be voluminous and especially tedious for the English teacher who is concerned with every period, every comma, and every citation of every paper. Our faculty believes in setting high expectations of students, but we do not believe this is the best way to achieve the desired result.

If the Department of Education wants teachers to do their jobs, and do their jobs well, then eliminate the page requirements for the interdisciplinary/research project. Let us, the teaching professionals, make those determinations.

Sincerely,



Mr. Rick Kinder, President
Gilmer County High School
Faculty Senate

Cc: Lowell E. Johnson, President
West Virginia Board of Education

Dr. Steve Paine, Superintendent
WV Department of Education

Gilmer County High School Faculty

Larry M. Rock
Mike Wolf
Nasia Butcher
Jennifer L. Morris
Pete Light
Tabatha Beall
Marie Schimmel
Cissy Smith
Willard Wright
Ina Foster
Rebecca L. Sprouse
Amy Hester
Lenny Hester
Janette S. Lamigan
Jon Fry
William Cross

Ann Jean Roach
Janie Anne Collins
Anita Roberts
Rosemary Williams
Renee Ray
Tracy Stults
James D. Lamm
Lester Jones-Cunningham
Julia Moyers

Terry Reale

From: Carla Williamson [cljwilli@access.k12.wv.us]
Sent: Thursday, November 02, 2006 12:14 PM
To: Terry Reale
Subject: FW: Comment Received for Policy 2520.1 (2006-11-01 15:27:09)

Carla Williamson

Carla Williamson, Special Assignment
Office of Instruction
West Virginia Department of Education
1900 Kanawha Boulevard East
Charleston, West Virginia 25305-0330
Phone (304) 558-5325
Fax (304) 558-3741
Email cljwilli@access.k12.wv.us

-----Original Message-----

From: Nobody [mailto:nobody@wvde.state.wv.us]
Sent: Wednesday, November 01, 2006 3:27 PM
To: fibanez@wvde.state.wv.us; cljwilli@access.k12.wv.us
Subject: Comment Received for Policy 2520.1 (2006-11-01 15:27:09)

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Comment Received for Policy 2520.1

#

Name: Deborah Dodd
Organization: Lumberport Middle School
Email:
Title: LA Teacher
Address1:
Address2:
City/State/Zip: ,
Role: Teacher
Posted: 2006-11-01 15:27:09
Posted from IP: 209.33.75.163

Comments for section 126-44A-1 General

Comments for section 126-44A-2 Purpose

Comments for section 126-44A-3 Incorporation by Reference

Comments for section 126-44A-4 Summary of the Content Standards and Objectives

Comments for section 126-44A 21st Century Reading and English Language

Arts Content Standards and Objectives for West Virginia Schools

Sixth graders should not be expected to do a research project. This is a skill for higher level learners. In sixth grade we are still teaching them to write good sentences and paragraphs. They are not ready to write research papers, citing sources, and documenting sources. They are eleven years old not college graduates. We need to make sure they can do the basic skills first. (I am still reminding them that they must use capital letters and punctuation!)

Terry Reale

From: Carla Williamson [cljwilli@access.k12.wv.us]
Sent: Thursday, November 02, 2006 4:32 PM
To: Terry Reale
Subject: FW: Comment Received for Policy 2520.1 (2006-11-02 14:31:36)

Carla Williamson

Carla Williamson, Special Assignment
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-----Original Message-----

From: Nobody [mailto:nobody@wvde.state.wv.us]
Sent: Thursday, November 02, 2006 2:32 PM
To: fibanez@wvde.state.wv.us; cljwilli@access.k12.wv.us
Subject: Comment Received for Policy 2520.1 (2006-11-02 14:31:36)

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Comment Received for Policy 2520.1

Name: Heidi Griffith ✓
Organization: Harrison County Schools
Email: hgriffit@access.k12.wv.us
Title: R/ELA Curriculum Coordinator
Address1: 120 Frum Road
Address2:
City/State/Zip: Bridgeport, WV 26330
Role: School System Staff
Posted: 2006-11-02 14:31:36
Posted from IP: 168.216.152.51

Comments for section 126-44A-1 General

Comments for section 126-44A-2 Purpose

Comments for section 126-44A-3 Incorporation by Reference

Comments for section 126-44A-4 Summary of the Content Standards and Objectives

I feel that having 7th and 8th graders write 6-7 page research papers is developmentally inappropriate. They need to first be taught the process, which takes much time and effort and is worthwhile and not to be rushed through. I do think that they are capable of

learning the process and writing a short (1 page, maybe two) research project, but not 6-7 pages. Sometimes less is more.

Comments for section 126-44A 21st Century Reading and English Language
Arts Content Standards and Objectives for West Virginia Schools

Terry Reale

From: Carla Williamson [cljwilli@access.k12.wv.us]
Sent: Thursday, November 02, 2006 4:38 PM
To: Terry Reale
Subject: FW: comment on proposed CSO's

Carla Williamson

Carla Williamson, Special Assignment
Office of Instruction
West Virginia Department of Education
1900 Kanawha Boulevard East
Charleston, West Virginia 25305-0330
Phone (304) 558-5325
Fax (304) 558-3741
Email cljwilli@access.k12.wv.us

-----Original Message-----

From: Holly Williams [mailto:hgwillia@access.k12.wv.us]
Sent: Thursday, November 02, 2006 3:43 PM
To: cljwilli@access.k12.wv.us
Subject: comment on proposed CSO's

**POLICY 2520.1: 21st Century Reading and English Language Arts
Content Standards and Objectives for West Virginia Schools**

COMMENT PERIOD ENDS: November 3, 2006

COMMENT RESPONSE FORM

The following form is provided to assist those who choose to comment on Policy 2520.1: 21st Century Reading and English Language Arts Content Standards and Objectives for West Virginia Schools. Additional sheets may be attached, if necessary.

Name : Holly Williams ✓ _____ Organization: Harrison County Schools _____

Title: ___English Language Arts teacher_____

Street Address: ___413 Johnson Ave. _____

City: ___Bridgeport_____ State: ___WV_____ Zip: _____
_____26330_____

Please check the box below that best describes your role.

- School System Superintendent
- Principal
- Professional Support Staff
- School System Staff
- Teacher**
- Service Personnel
- Parent/Family
- Business/Industry
- Community Member

COMMENTS/SUGGESTIONS

§126-44A-1. General.

§126-44A-3. Incorporation by Reference.**§126-44A-4. Summary of the Content Standards and Objectives.**

Although I am in favor of challenging our students, one must remember that middle schoolers, and I speak specifically of 8th graders, are not very abstract and generally have as the focus of their world, themselves. I am concerned about several of the proposed CSO's being too abstract and advanced for the middle school student to absorb.

When reading over the proposed CSO's, I was confused about what 8.1.1 actually means. "Connotation and denotation in complex passages" is not specific even to me. How would I address this skill with my students?

Also, what are "practical texts?" (8.1.14) Does this mean technical writing? Are we to assemble objects in the English classroom to evaluate the instructions with which they come?

Last, 8.2.9 is a shallow means of measuring how well a student can research a topic. By quantifying a page amount, are we to penalize a student whose writing excels enough to report their findings in three pages?

Please, when reviewing these CSO's, remember that these are 13 year olds and not high school students. If middle schoolers are expected to achieve at this level, with their limited maturity, I'd be shocked at high school expectations!

§126-44A. 21st Century Reading and English Language Arts Content Standards and Objectives for West Virginia Schools

Please direct all comments to:

Carla Williamson
Office of Instruction
West Virginia Department of Education
Capitol Building 6, Room 304
1900 Kanawha Boulevard, East
Charleston, West Virginia 25305-0330
E-Mail Address: cljwilli@access.k12.wv.us
Fax No.: (304) 558-3741

Terry Reale

From: Carla Williamson [cljwilli@access.k12.wv.us]
Sent: Friday, November 03, 2006 7:53 AM
To: Terry Reale
Subject: FW: Comment Received for Policy 2520.1 (2006-11-03 07:28:28)

Carla Williamson

Carla Williamson, Special Assignment
Office of Instruction
West Virginia Department of Education
1900 Kanawha Boulevard East
Charleston, West Virginia 25305-0330
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Fax (304) 558-3741
Email cljwilli@access.k12.wv.us

-----Original Message-----

From: Nobody [mailto:nobody@wvde.state.wv.us]
Sent: Friday, November 03, 2006 7:28 AM
To: fibanez@wvde.state.wv.us; cljwilli@access.k12.wv.us
Subject: Comment Received for Policy 2520.1 (2006-11-03 07:28:28)

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Comment Received for Policy 2520.1

#####

#

Name: Regina Tiano ✓
Organization: Harrison Co. Bd. of Ed.
Email: rtiano@accessk12.wv.us
Title: teacher
Address1: Rt. 1, Box 2
Address2:
City/State/Zip: Lumberport, WV 26386
Role: Teacher
Posted: 2006-11-03 07:28:28
Posted from IP: 168.216.208.5

Comments for section 126-44A-1 General

It is my opinion that the standards set forth in RLA.S.6.2 are not suitable for sixth-grade students. Students are still in the process of mastering sentence, paragraph, and essay composition. To prepare them for mastering research skills would take invaluable classroom time that should be devoted to the perfecting the writing process.

Comments for section 126-44A-2 Purpose

Comments for section 126-44A-3 Incorporation by Reference

Comments for section 126-44A-4 Summary of the Content Standards and Objectives

Terry Reale

From: Carla Williamson [cljwilli@access.k12.wv.us]
Sent: Friday, November 03, 2006 11:30 AM
To: Terry Reale
Subject: FW: Comment Received for Policy 2520.1 (2006-11-03 09:22:25)

Carla Williamson

Carla Williamson, Special Assignment
Office of Instruction
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Fax (304) 558-3741
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-----Original Message-----

From: Nobody [mailto:nobody@wvde.state.wv.us]
Sent: Friday, November 03, 2006 9:22 AM
To: fibanez@wvde.state.wv.us; cljwilli@access.k12.wv.us
Subject: Comment Received for Policy 2520.1 (2006-11-03 09:22:25)

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Comment Received for Policy 2520.1

#

Name: Rebecca Hoffman
Organization: Lumberport Middle School
Email: rhoffman@access.k12.wv.us
Title: Teacher
Address1: Rt. 1 Box 2
Address2:
City/State/Zip: Lumberport, WV 26386
Role: Teacher
Posted: 2006-11-03 09:22:25
Posted from IP: 168.216.137.187

Comments for section 126-44A-1 General

Comments for section 126-44A-2 Purpose

Comments for section 126-44A-3 Incorporation by Reference

Comments for section 126-44A-4 Summary of the Content Standards and Objectives

Please DO NOT add a research paper on top of essay writing to middle school CSO's. In my particular situation, I fight absentism, truancy, and a host of other problems. It's all I can do to prepare my students for WESTEST and the Writing Assessment. I can understand

the merits of a research paper but NOT in middle school.

Comments for section 126-44A 21st Century Reading and English Language
Arts Content Standards and Objectives for West Virginia Schools

Terry Reale

From: Carla Williamson [cljwilli@access.k12.wv.us]
Sent: Friday, November 03, 2006 3:38 PM
To: Terry Reale
Subject: FW: Comment Received for Policy 2520.1 (2006-11-03 14:58:27)

Carla Williamson

Carla Williamson, Special Assignment
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From: Nobody [mailto:nobody@wvde.state.wv.us]
Sent: Friday, November 03, 2006 2:58 PM
To: fibanez@wvde.state.wv.us; cljwilli@access.k12.wv.us
Subject: Comment Received for Policy 2520.1 (2006-11-03 14:58:27)

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Comment Received for Policy 2520.1

#

Name: Mary K. Wensyel
Organization: Mashall County Schools
Email: mwensyel@access.k12.wv.us
Title: Literacy Facilitator
Address1: 2700 Fourth St.
Address2:
City/State/Zip: Moundsville, WV 26041
Role: Teacher
Posted: 2006-11-03 14:58:27
Posted from IP: 168.216.217.106

Comments for section 126-44A-1 General

Comments for section 126-44A-2 Purpose

Comments for section 126-44A-3 Incorporation by Reference

Comments for section 126-44A-4 Summary of the Content Standards and Objectives

Under the Performance Descriptors, I think the wording should include with each level that the student is able to perform at each level below at a satisfactory level.

The format of the Content Standards and Objectives are easier to read. The descriptions are clearer and seems more detailed.

Comments for section 126-44A 21st Century Reading and English Language
Arts Content Standards and Objectives for West Virginia Schools

Terry Reale

From: Carla Williamson [cljwilli@access.k12.wv.us]
Sent: Monday, November 06, 2006 8:29 AM
To: Terry Reale
Subject: FW: Comment Received for Policy 2520.1 (2006-11-03 21:28:34)

Terry,

This one came in after the deadline. Just place in your electronic folder.

Carla Williamson

Carla Williamson, Special Assignment
Office of Instruction
West Virginia Department of Education
1900 Kanawha Boulevard East
Charleston, West Virginia 25305-0330
Phone (304) 558-5325
Fax (304) 558-3741
Email cljwilli@access.k12.wv.us

-----Original Message-----

From: Nobody [mailto:nobody@wvde.state.wv.us]
Sent: Friday, November 03, 2006 9:29 PM
To: fibanez@wvde.state.wv.us; cljwilli@access.k12.wv.us
Subject: Comment Received for Policy 2520.1 (2006-11-03 21:28:34)

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Comment Received for Policy 2520.1

#

Name: Keith Stewart
Organization: Westside High School
Email: mrspanishteacher@yahoo.com
Title: English Teacher
Address1: PO Box 401
Address2:
City/State/Zip: Oceana, WV 24870
Role: Teacher
Posted: 2006-11-03 21:28:34
Posted from IP: 152.163.100.203

Comments for section 126-44A-1 General

The Content Standards seem to be more user friendly in this format. The color coding is excellent. The Performance Descriptors are very precise. I'm very pleased with the added detail that will help me direct my teaching precisely toward the expected outcomes.

Comments for section 126-44A-2 Purpose

Comments for section 126-44A-3 Incorporation by Reference

Comments for section 126-44A-4 Summary of the Content Standards and Objectives

Comments for section 126-44A 21st Century Reading and English Language
Arts Content Standards and Objectives for West Virginia Schools
