

WEST VIRGINIA  
SECRETARY OF STATE

JOE MANCHIN III

ADMINISTRATIVE LAW DIVISION

Form #5

Do Not Mark In This Box

2003 JUN 25 7 34 01

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 \_\_\_\_\_ NO X

IF YES, SERIES NUMBER OF RULE BEING AMENDED: \_\_\_\_\_

TITLE OF RULE BEING AMENDED: \_\_\_\_\_

IF NO, SERIES NUMBER OF NEW RULE BEING PROPOSED: 44A

TITLE OF RULE BEING PROPOSED: Reading and English Language Arts Content  
Standards and Objectives for West Virginia Schools (2520.1)

THE ABOVE RULE IS HEREBY ADOPTED AND FILED WITH THE SECRETARY OF STATE. THE  
EFFECTIVE DATE OF THIS RULE IS July 1, 2003.



Steven L. Paine  
Deputy State Superintendent of Schools

SCANNED

## **EXECUTIVE SUMMARY**

### **POLICY 2520.1**

## **READING AND ENGLISH LANGUAGE ARTS CONTENT STANDARDS AND ELECTIVES FOR WEST VIRGINIA SCHOOLS**

#### **Background:**

Policy 2520.1 defines the content standards and objectives for Reading and English Language Arts as required by 2510 and establishes 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.

#### **Purpose:**

The purpose of this Board item is to seek approval for Policy 2520.1 as it has been revised in response to comments received.

#### **Summary of Comments:**

There were 3 individuals who commented for a total of 27 comments. Comments were received for the following areas: grade level introductory statements, content standards, objectives, and performance descriptors. 15 comments were not accepted because the suggestions were unclear, change had been made on previous public comment drafts, or the change was not significant for the context of the content. 12 comments were accepted and revisions made.

#### **Summary of Revisions:**

##### **Journalism**

- Introduction was reworded to avoid redundancy and promote clarity to the reader.

##### **Reading and English Language Arts**

- Grammar and typographical corrections were made.
- Some statements were reworded for clarity.
- Unnecessary and/or redundant language was omitted.

126CSR44A

TITLE 126  
LEGISLATIVE RULE  
BOARD OF EDUCATION

SERIES 44A

**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. February 24, 2003.

1.4. Effective Date. July 1, 2003.

1.5. Repeal of former rule. This is a new legislative rule.

**§126-44A-2. Purpose.**

2.1. This policy defines the content standards (or instructional goals) 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 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 (or Instructional Goals) and Objectives.**

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

## Foreword

The West Virginia Board of Education and the West Virginia Department of Education are pleased to present Policy 2520.1: Reading and English Language Arts Content Standards and Objectives for West Virginia Schools.

Committees of educators from across the state gathered to work on curriculum refinement. The committees incorporated content based on the most current research, national standards and best teaching practices in the field. Primary issues that have been addressed in the current revision work are building a rigorous and challenging curriculum, ensuring a curriculum that is accessible to every student, and designing a format that can easily be used and understood.

West Virginia educators have played a key role in shaping the content standards. Their contribution was critical in creating a policy that is meaningful for the classroom.

A primary change in Policy 2520.1 is that the content area begins with a set of content standards. Grade-level objectives are then organized under the standards, so that the focus stays on helping students achieve the comprehensive goals, not just mastering the incremental steps. The objectives (those incremental steps) are still there – curriculum committees worked very hard to consolidate, delete, sequence, and clarify as needed to produce a picture of the curriculum that is clear in its intent and manageable in its implementation.

Another change is the addition of performance descriptors. Performance descriptors answer the question “How well does the student perform on the content standards at any given grade level?” (See “Explanation of Terms” section for further discussion of this topic.)

The content standards, objectives and performance descriptors combine to give teachers a powerful resource for planning instruction. The sequencing of the grade level objectives and the levels of performance descriptors acknowledge that students acquire skills and knowledge in increments and at different rates. The focus throughout the document remains on achieving at a high level and on offering all students in West Virginia rigor and challenge.



David Stewart  
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. Five performance levels have been proposed for West Virginia: distinguished, above mastery, mastery, partial mastery and novice. A general description of each of these categories is listed below:

- **Distinguished:** A student at this level has demonstrated exceptional and exemplary performance. The work shows a distinctive and sophisticated application of knowledge and skills that go beyond course or grade level expectations.
- **Above Mastery:** A student at this level has demonstrated competent and proficient performance and exceeds the standard. The work shows a thorough and effective application of knowledge and skills.
- **Mastery:** A student at this level has demonstrated fundamental knowledge and skills that meet the standard. The work is accurate, complete and fulfills all requirements. The work shows solid academic performance at the course or grade level.
- **Partial Mastery:** A student at this level has partially demonstrated fundamental knowledge and skills toward meeting the standard. The work shows basic but inconsistent application of knowledge and skills characterized by errors and/or omissions. Performance needs further development.
- **Novice:** A student at this level has not demonstrated the fundamental knowledge and skills needed to meet the standard. Performance at this level is fragmented and/or incomplete and needs considerable development.

**Performance Descriptors** serve two functions. Instructionally, they give teachers more information about the level of knowledge and skills they are building in their students. Performance levels and descriptors are also used to categorize and explain student performance on statewide assessment instruments.

**NOTE:** The content standards and objectives for Technical and Adult Education do not include performance descriptors.

### Numbering of Standards

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

- The content area code is RLA for Reading and English Language Arts;
- The letter S, for Standard; and
- The standard number.

Illustration: RLA.S.1 refers to Reading and English Language Arts content standard #1.

### **Numbering of Objectives**

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

- The content area code or course code (e.g., RLA for Reading and English Language Arts, JN for Journalism);
- The grade level (Exceptions are Journalism and Speech I); foreign language courses; and technical courses, which use no grade designation);
- The number of the content standard addressed; and
- The objective number.

Illustration: RLA.6.2.3 refers to a Reading and English Language Arts sixth grade objective that addresses standard #2 in Reading and English Language Arts, and that is 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 or course code;
- The letters PD, 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 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 performance descriptors for fifth grade Reading and English Language Arts, standard #2 will be "200302.RLA.PD.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

S             Standard (Content Standard)

## READING AND ENGLISH LANGUAGE ARTS – POLICY 2520.1

The Reading and English Language Arts content standards, objectives and performance descriptors develop in three major strands: 1) reading, 2) writing, 3) listening, speaking and viewing. Each strand provides a clear description of what the student in each grade K-12 should know and be able to do. The curriculum through the grade levels is sequential to allow for foundational content and continues in a spiraling effect in order to ensure a rigorous and challenging program of studies for all students.

References to support the development of the Reading and English Language Arts curriculum include International Reading Association, National Council of Teachers of English, West Virginia Instructional Goals and Objectives, and a multitude of national research. Each reference was reviewed and its relevance was determined in order to produce a solid 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 the curriculum would provide students. The curriculum through the grade levels is sequential to allow for foundational content and continues in a spiraling effect in order to ensure a complete mastery of each strand. The Reading and English Language Arts program emphasizes attention to multicultural education, which is particularly evident throughout the reading strand. A crucial component of the curriculum involves use of the language arts across all curriculum disciplines as these skills are essential in comprehending any curricular area.

West Virginia's vision for education includes the integration of technology throughout the curriculum so that all West Virginia students have the opportunity to develop technology skills that support learning. Successful learning environments provide opportunities for students to use education technology interwoven with relevant curricular content. West Virginia teachers are responsible for integrating technology appropriately in the students' learning environment.

The three major content standards have defined objectives which explain what the student should know. The examples (e.g.) provided with many of the objectives further clarify skills appropriate to that objective. The examples are not intended to be all inclusive but serve as a guide for the mastery of the objective at the particular grade level. 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 sequential, spiraling curriculum.

The content standards, objectives and performance descriptors defined herein will serve to ultimately promote a more literate West Virginia society.

### Reading and English Language Arts Content Standards K-12

#### Standard 1: Reading (RLA.S.1)

Students will use skills to read for literacy experiences, read to inform and read to perform a task by:

- 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.

## 200302

### **Standard 2: Writing (RLA.S.2)**

Students will employ a wide range of writing strategies to communicate effectively for different purposes by:

- developing the writing process;
- applying grammatical and mechanical properties in writing; and
- gathering and using information for research purposes.

### **Standard 3: Listening, Speaking and Viewing (RLA.S.3)**

Students will apply their use of spoken, written and/or visual language to communicate

- with a variety of audiences and
- for different purposes.

## **Kindergarten Reading and English Language Arts Content Standards and Objectives**

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 viewing which will begin to develop lifelong learning skills. Appropriate literature and language experience, coupled with active student participation, will support this development. West Virginia teachers are responsible for analyzing the benefits of technology for learning and for integrating technology appropriately in the students' learning environment. See the related grade-level Technology Standards and Objectives.

### **Standard 1: Reading (RLA.S.1)**

Students will use skills to read for literacy experiences, read to inform and read to perform a task by:

- 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.

### **Reading Objectives**

Students will:

- RLA.K.1.1 identify that words are made of phonemes (c/a/t).
- RLA.K.1.2 identify the sounds in a one-syllable word (play = p//a).
- RLA.K.1.3 recognize and manipulate onset and rime (word families).
- RLA.K.1.4 use basic elements of phonetic analysis (e.g., common letter/sound relationships; beginning/ending consonant sounds; short/long vowel sounds; word patterns).
- RLA.K.1.5 recognize and name all lower/upper case letters in random order.
- RLA.K.1.6 identify level-appropriate sight words and vocabulary words (e.g., color words; number words; positional words - top, bottom, in, out; high frequency words - I, it; words for person, places, things and actions).
- RLA.K.1.7 recognize basic comprehension concepts (e.g., main idea; setting; characters; sequence; retelling; predicting).
- RLA.K.1.8 recognize that print conveys meaning (e.g., know that printed letters and words represent spoken language).
- RLA.K.1.9 recognize how print is organized and read (e.g., front of book; title; hold book correctly; follow words from left to right and top to bottom of page; turn pages left to right; one to one match - print and voice; know the difference between words and letters).
- RLA.K.1.10 establish a purpose for reading (e.g., for information, for pleasure).
- RLA.K.1.11 identify author's purpose (e.g., to persuade, to inform).
- RLA.K.1.12 make connections between literary work and people in own life and other cultures (e.g., characters; events).

## 200302

- RLA.K.1.13 use reading skills and strategies to understand a variety of informational resources to support literacy learning (e.g., environmental print, written directions; signs; captions; labels; technology).
- RLA.K.1.14 increase amount of independent reading.

### Performance Descriptors (RLA.PD.K.1)

- **Distinguished**  
The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in reading. Students consistently apply phonemic awareness and phonetic analysis skills to decode unknown words. Students consistently use prediction, author's purpose and making connections to comprehend a variety of literary works. Students will supply appropriate vocabulary to demonstrate understanding of a literary work.
- **Above Mastery**  
The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in reading. Students will understand and use phonemic awareness and phonetic analysis skills in a somewhat consistent manner to decode unknown words. Students can retell, make connections and understand literary works independently. Students identify advanced vocabulary to demonstrate an understanding of literary works.
- **Mastery**  
The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in reading. Students use phonemic awareness and phonics skills to decode unknown words. Students identify the main idea, sequence, setting, retelling, predicting and other comprehension strategies to understand literary works. Students understand that print conveys meaning.
- **Partial Mastery**  
The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in reading. Performance needs further development. Students use some phonemic awareness and phonetic analysis skills to decode words. Students inconsistently use basic comprehension concepts to understand literary works. Students identify some vocabulary words in reading passages.
- **Novice**  
The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in reading. Performance needs considerable development.

### Standard 2: Writing (RLA.S.2)

Students will employ a wide range of writing strategies to communicate effectively for different purposes by:

- developing the writing process;
- applying grammatical and mechanical properties in writing; and
- gathering and using information for research purposes.

### Writing Objectives

Students will:

- RLA.K.2.1 demonstrate knowledge of conventions of print (e.g., correct directionality; proper writing position; print some upper/lower case letters of the alphabet and numerals 0-9; uniformity in print; write own first and/or last name).
- RLA.K.2.2 begin to compose written works using appropriate parts of the writing process (e.g., initial attention to planning and drafting; class and individual publishing).
- RLA.K.2.3 use writing and other methods for self-expression (e.g., drawing pictures; using letters or phonetically spelled words; telling; dictating; making lists).

## 200302

- RLA.K.2.4 use a variety of sources to gather information in sharing thoughts and ideas (e.g., pictures; charts; videos; television programs; graphs; computers).
- RLA.K.2.5 use conventions of spelling in written compositions (e.g., use letter/sound relationships to spell independently; spell some high frequency words appropriate to grade level).
- RLA.K.2.6 use conventions of capitalization in written compositions (e.g., first and last names; first word of sentence; pronouns).
- RLA.K.2.7 recognize and use conventions of punctuation in written composition (e.g., period and question mark).

### Performance Descriptors (RLA.PD.K.2)

#### ■ Distinguished

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in writing. Students consistently compose written work using the conventions of print and the writing process for self-expression and general writing. Students consistently use advanced spelling, punctuation and capitalization in a variety of writing forms.

#### ■ Above Mastery

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in writing. Students use the conventions of print and the writing process in a somewhat consistent manner in all writing forms. Students demonstrate knowledge in using correct spelling, punctuation and capitalization in all writing.

#### ■ Mastery

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in writing. Students recognize the conventions of print and use the writing process in all writing forms. Students use the conventions of spelling, capitalization and punctuation in writing and other methods of self-expression such as drawing, dictating and telling.

#### ■ Partial Mastery

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in writing. Performance needs further development. Students inconsistently use the conventions of print in the writing process in methods of self-expression such as drawing, telling and dictating. Students use some correct spelling, punctuation and capitalization in simple writing activities.

#### ■ Novice

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in writing. Performance needs considerable development.

### Standard 3: Listening, Speaking and Viewing (RLA.S.3)

Students will apply their use of spoken, written and/or visual language to communicate

- with a variety of audiences and
- for different purposes.

### Listening, Speaking and Viewing Objectives

Students will:

- RLA.K.3.1 listen, recite and respond to familiar stories, poems, nursery rhymes, songs and stories with repeated patterns.
- RLA.K.3.2 understand the main idea or message in visual media (e.g., pictures; cartoons; weather reports; newspaper photos; visual narratives).

### Performance Descriptors (RLA.PD.K.3)

#### ■ Distinguished

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in listening, speaking

## 200302

and viewing. The student consistently understands the main idea or message in visual media and listens to, recites and responds to stories, poems, nursery rhymes and songs.

### ■ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in listening, speaking and viewing. Students somewhat consistently understand the main idea or message in visual media. Students recite and respond while listening to stories, poems, nursery rhymes and songs.

### ■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in listening, speaking and viewing. Students recognize the main idea or message in visual media. Students listen to familiar stories, poems, nursery rhymes and songs.

### ■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in listening, speaking and viewing. Performance needs further development. Students identify the message in limited visual media such as cartoons, pictures and drawings. Students listen to stories, poems and songs with patterns.

### ■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in listening, speaking and viewing. Performance needs considerable development.

## First Grade Reading and English Language Arts Content Standards and Objectives

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 as sources of information and enjoyment. The student will grow in language development through reading, writing, listening, speaking and viewing that will become lifelong skills. The first grade student will learn from reading authentic literature such as fiction, non-fiction and poetry that reflects cultures, experiences and ideas. The curriculum will encourage and support active participation by the learner. West Virginia teachers are responsible for analyzing the benefits of technology for learning and for integrating technology appropriately in the student learning environment. See the related grade-level Technology Standards and Objectives.

### Standard 1: Reading (RLA.S.1)

Students will use skills to read for literacy experiences, read to inform and read to perform a task by:

- 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.

### Reading Objectives

Students will:

- RLA.1.1.1 blend or segment the phonemes of most one-syllable words.
- RLA.1.1.2 substitute, delete and manipulate beginning and ending phonemes.
- RLA.1.1.3 develop a rhythm and rhyme of words (e.g., nursery rhymes; songs; poems; tongue twisters).
- RLA.1.1.4 use basic elements of phonetic analysis to decode unknown words (e.g., sound relationships; beginning/ending consonants; vowel sounds; blends).
- RLA.1.1.5 use basic elements of structural analysis to decode unknown words (e.g., basic prefixes/suffixes; compound words; root words; spelling patterns; contractions).

## 200302

- RLA.1.1.6 understand level appropriate sight words and vocabulary (e.g., high frequency words such as said, was and where; antonyms - hot, cold; synonyms - rock, stone; multiple meaning words - ball).
- RLA.1.1.7 use a variety of context clues to determine word meanings (e.g., prior knowledge; reading ahead).
- RLA.1.1.8 recognize basic comprehension concepts (e.g., story elements; main idea; sequence; cause/effect; prediction).
- RLA.1.1.9 respond to both literal and interpretive comprehension questions after reading a short story selection that is developmentally appropriate.
- RLA.1.1.10 explain how print is organized and read (e.g., author; illustrator; difference between letters - words - sentences; aware of the use of capitalization and punctuation as text boundaries).
- RLA.1.1.11 use meaning clues to aid comprehension and make predictions about content (e.g., pictures; picture captions; title; cover; story structure; story topic; action; events).
- RLA.1.1.12 read with accuracy and comprehension instructional level texts designed for the first grade to use self-correction strategies (e.g., search for cues; identify miscues; reread; ask for help).
- RLA.1.1.13 read aloud familiar stories, poems and passages with fluency and expression (e.g., rhythm, flow, meter, tempo, pitch, tone, intonation) and self-select a variety of literary works.
- RLA.1.1.14 establish purpose for reading (e.g., for information; for pleasure; to identify a specific viewpoint).
- RLA.1.1.15 make connections in literary work and people in own life and other cultures (e.g., events; characters; conflicts).
- RLA.1.1.16 use reading skills and strategies to understand a variety of informational resources to support literacy learning (e.g., environmental print; written directions; signs; captions; labels; informational books).
- RLA.1.1.17 increase amount of independent reading.

### Performance Descriptors (RLA.PD.1.1)

#### ■ **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in reading. Students read independently passages/texts to establish a purpose for reading; summarize the story; link the events and characters in the passage or text to real life. Students consistently use a variety of context clues and advanced phonics skills to decode unknown words to understand a variety of literary works.

#### ■ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in reading. Students somewhat consistently read passages/text to establish a purpose for reading; understand the story; make connections to the events and characters in the passage or text in real life. Students somewhat consistently use a variety of context clues and advanced phonics skills to decode unknown words to understand a variety of literary works.

#### ■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in reading. Students use comprehension skills to identify the main idea; cause and effect; and fact/opinion in literary works. Students use phonics skills to manipulate and blend unknown words and search for clues to self correct.

#### ■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in reading. Performance needs further development. Students use comprehension skills to sequence events; recognize the main idea and story elements. Students use some phonic skills to blend unknown words.

## 200302

### ■ Novice

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in reading. Performance needs considerable development.

### Standard 2: Writing (RLA.S.2)

Students will employ a wide range of writing strategies to communicate effectively for different purposes by:

- developing the writing process;
- applying grammatical and mechanical properties in writing; and
- gathering and using information for research purposes.

### Writing Objectives

Students will:

- RLA.1.2.1 use conventions of print (e.g., correct directionality; proper writing position; print upper/lower case letters of the alphabet and numerals; demonstrate uniformity in print; write own first and last name).
- RLA.1.2.2 compose written works using appropriate parts of the writing process (e.g., initial attention to planning; drafting; rereading for meaning; some self correction; class and individual publishing).
- RLA.1.2.3 develop a simple story with appropriate sequence (e.g., beginning; middle; end).
- RLA.1.2.4 write in a variety of forms or genres (e.g., journal writing; written response to literature; writing poems).
- RLA.1.2.5 use a variety of sources to gather information to share thoughts and ideas (e.g., informational books; pictures; charts; indexes; videos; television programs; graphs; computers).
- RLA.1.2.6 alphabetize to the first letter.
- RLA.1.2.7 use conventions of spelling in written composition (e.g., letter/sound relationships; high frequency words from appropriate grade level list; transition from invented spelling to conventional spelling).
- RLA.1.2.8 use conventions of capitalization in written composition (e.g., days of week; months of year; names of people; special places; differentiation between common and proper nouns).
- RLA.1.2.9 use conventions of punctuation in written composition (e.g., period; question mark; exclamation mark).
- RLA.1.2.10 use the mechanics of grammar in written composition (e.g., nouns; verbs; declarative and interrogative sentences).
- RLA.1.2.11 use conventions of complete sentences in written composition (e.g., capitalize first word; include a noun and verb; ending punctuation).

### Performance Descriptors (RLA.PD.1.2)

#### ■ Distinguished

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in writing. Students consistently use the writing process to write stories using sequence of events, subject-verb agreement, the conventions of print, capitalization, punctuation and grammar in various writing forms such as journal writing, written response to literature and writing poems.

#### ■ Above Mastery

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in writing. Students use the conventions of print and the writing process in a somewhat consistent manner to gather and share information in various writing forms such as journal writing, written response to literature and simple stories. Students somewhat consistently use capitalization, punctuation and grammar mechanics in a variety of forms.

## 200302

- **Mastery**  
The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in writing. Students write simple stories using a beginning-middle-and end, capitalization, ending punctuation and conventions of print in a variety of writing forms including journal writing.
- **Partial Mastery**  
The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in writing. Performance needs further development. Students inconsistently write simple sentences using the conventions of print and the writing process. Students use some correct spelling, punctuation, capitalization and grammar in a variety of writing forms.
- **Novice**  
The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in writing. Performance needs considerable development.

### **Standard 3: Listening, Speaking and Viewing (RLA.S.3)**

Students will apply their use of spoken, written and/or visual language to communicate

- with a variety of audiences and
- for different purposes.

### **Listening, Speaking and Viewing Objectives**

Students will:

- RLA.1.3.1 identify the main idea of messages in visual media (e.g., pictures; cartoons; weather reports; newspaper photos; visual narratives.)
- RLA.1.3.2 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).

### **Performance Descriptors (RLA.PD.1.3)**

- **Distinguished**  
The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in listening, speaking and viewing. Students listen to, recite and respond to stories, poems, nursery rhymes and songs to analyze the events and relate information to their own lives. Students understand and verbally discuss the characters, setting and plot to recognize the main idea and messages in visual media.
- **Above Mastery**  
The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in listening, speaking and viewing. Students listen to, recite and respond to stories, poems, nursery rhymes and songs to explain the events in sequence and make connections to their own lives. Students somewhat inconsistently understand and discuss the characters and setting to recognize the main idea and messages in visual media.
- **Mastery**  
The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in listening, speaking and viewing. Students listen to, recite and respond to familiar stories, poems and songs to identify the events in sequence; link the work to their own lives and understand the story elements. Students can identify the supporting details and messages in visual media forms and state the main idea verbally.
- **Partial Mastery**  
The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in listening, speaking and viewing. Performance needs further development. Students listen to, respond to and recite some stories, poems and

## 200302

songs to identify the main idea and sequence of events. Students relate the events from the stories or poems to their own lives.

### ■ Novice

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in listening, speaking and viewing. Performance needs considerable development.

## Second Grade Reading and English Language Arts Content Standards and Objectives

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. The student will apply skills of reading, writing, listening, speaking and viewing across the curriculum. Students will be able to read with comprehension to write, speak and listen effectively and to develop both literal and critical thinking skills. Second graders will develop from dependent to independent readers and will begin to make their own choice for recreational and informative reading. West Virginia teachers are responsible for analyzing the benefits of technology for learning and for integrating technology appropriately in the students' learning environment. See the related grade-level Technology Standards and Objectives.

### Standard 1: Reading (RLA.S.1)

Students will use skills to read for literacy experiences, read to inform and read to perform a task by:

- 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.

### Reading Objectives

Students will:

- RLA.2.1.1 use basic elements of phonetic analysis (e.g., syllabication; diphthongs; digraphs; variant vowel sounds such as r-controlled).
- RLA.2.1.2 use basic elements of structural analysis to decode unknown words (e.g., syllables; prefixes; suffixes; root words; compound words; spelling patterns; contractions).
- RLA.2.1.3 identify and use grade level appropriate sight words and reading vocabulary (e.g., high frequency words; homonyms - I, eye; homophones - read, read; multiple meaning words; synonyms; antonyms).
- RLA.2.1.4 use a variety of context clues to decode unknown words (e.g., prior knowledge; read ahead; reread).
- RLA.2.1.5 use reading skills and strategies to understand a variety of familiar literary passages and texts (e.g., fairy tales; folk-tales; fiction; nonfiction; poems; legends; fables; fantasies; chapter books).
- RLA.2.1.6 use basic comprehension skills to understand a story (e.g., story elements; main idea; sequence; cause/effect; predicting; drawing conclusions; fact or opinion; summarizing; responding creatively to texts).
- RLA.2.1.7 respond to both literal and interpretive comprehension questions after reading a short story selection that is developmentally appropriate.
- RLA.2.1.8 use meaning clues to aid comprehension and make predictions about content (e.g., pictures; pictures captions; title; cover; heading; story structure; story topic; action; events; character's behavior).
- RLA.2.1.9 read with accuracy and comprehension instructional level texts designed for the second grade and use self-correction strategies (e.g., search for cues; identify miscues; reread; ask for help).

## 200302

- RLA.2.1.10 read familiar stories, poems and passages with fluency.
- RLA.2.1.11 establish a purpose for reading (e.g., for information; for pleasure; to understand specific viewpoints; to follow directions).
- RLA.2.1.12 describe author's purpose (e.g., to persuade, to inform).
- RLA.2.1.13 make connections between characters or simple events in a literary work and in own life and other cultures (e.g., events; characters; simple conflicts; themes).
- RLA.2.1.14 use reading skills and strategies to understand a variety of informational resources to support literacy learning (e.g., environmental print; written directions; signs; captions; labels; informational books).
- RLA.2.2.15 increase amount of independent reading.

### Performance Descriptors (RLA.PD.2.1)

#### ■ Distinguished

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in reading. Students consistently read passages/texts to describe the purpose of reading; paraphrase the story and apply the connections of the story characters with the events of the passage or text. Students use advanced context clues; phonetic analysis and structural analysis to identify and decode unknown words to understand a variety of literary works.

#### ■ Above Mastery

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in reading. Students read passages/texts to establish a purpose for reading; summarize the story; make predictions and respond to interpretive comprehension questions. Students somewhat consistently use advanced context clues, phonics skills and structural analysis to decode unknown words to understand the variety of literary works.

#### ■ Mastery

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in reading. Students read passages/texts using phonics skills and comprehension skills to draw conclusions and decode unknown words. Students use reading skills and strategies to understand literary works.

#### ■ Partial Mastery

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in reading. Performance needs further development. Students inconsistently read passages/texts using basic story elements to understand a story. Students use some context clues and phonics skills to decode words within a passage.

#### ■ Novice

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in reading. Performance needs considerable development.

### Standard 2: Writing (RLA.S.2)

Students will employ a wide range of writing strategies to communicate effectively for different purposes by:

- developing the writing process;
- applying grammatical and mechanical properties in writing; and
- gathering and using information for research purposes.

### Writing Objectives

Students will:

- RLA.2.2.1 use conventions of print (e.g., maintain proper handwriting position; maintain appropriate position of hand/pencil and paper/desk for the correct transition between manuscript and cursive writing).

## 200302

- RLA.2.2.2 develop a story with proper sequence (e.g., beginning - middle - end containing a main idea and supporting details).
- RLA.2.2.3 begin to use the five step writing process (e.g., graphic organizers for pre-writing; descriptive words and details for drafting and revising; use of age appropriate dictionaries for editing and publishing; conferencing to edit: punctuation; capitalization; spelling at developmentally appropriate level).
- RLA.2.2.4 use a variety of sources to gather information to communicate with others (e.g., dictionaries; informational book; pictures; charts; indexes; videos; television programs; guest speakers; graphic organizers).
- RLA.2.2.5 alphabetize to the second letter and use simple guide words.
- RLA.2.2.6 use conventions of spelling in written composition (e.g., spell high frequency words from appropriate grade level list; use letter/sound relationships to spell independently; spell phonetically irregular words - one, could, they; transition from invented to conventional spelling).
- RLA.2.2.7 use conventions of capitalization in written composition (e.g., titles; initials; titles of written works; greeting and closing of a letter).
- RLA.2.2.8 recognize and use conventions of punctuation in written composition: period (e.g., abbreviations, initials); comma (e.g., dates, greeting/closing of a letter, separate city - state - country, separate items in a list); quotation marks for direct quotes; apostrophe (e.g., contractions, singular possessives).
- RLA.2.2.9 use the mechanics of grammar in written composition (e.g., correct subject/verb agreement; simple adjectives and adverbs).
- RLA.2.2.10 write correctly formed and punctuated simple sentences (e.g., declarative; interrogative; exclamation).

### Performance Descriptors (RLA.PD.2.2)

- **Distinguished**  
The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in writing. Students write a paragraph containing a main idea and supporting details using advanced language mechanics and grammar such as subject-verb agreement, capitalization and punctuation.
- **Above Mastery**  
The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in writing. Students write a simple paragraph containing a beginning, middle and end. Students use language mechanics and grammar with simple adjectives and adverbs. Students use the 5-step writing process in all written work.
- **Mastery**  
The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in writing. Students write complete sentences using the conventions of print, language mechanics and grammar. Students use a variety of sources to gather information to communicate printed material. Students use the 5-step writing process in all written work.
- **Partial Mastery**  
The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in writing. Performance needs further development. Students write simple sentences using sequence of events, subject-verb agreement and inconsistently use the conventions of spelling, language print in written work.
- **Novice**  
The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in writing. Performance needs considerable development.

## 200302

### **Standard 3: Listening, Speaking and Viewing (RLA.S.3)**

Students will apply their use of spoken, written and/or visual language to communicate

- with a variety of audiences and
- for different purposes.

### **Listening, Speaking and Viewing Objectives**

Students will:

- RLA.2.3.1 recognize the main idea or intended messages in visual media (e.g., pictures; cartoons; weather reports; newspaper photos; visual narratives).
- RLA.2.3.2 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 and dramatic play; imagine beyond the story).

### **Performance Descriptors (RLA.PD.2.3)**

#### ■ **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in listening, speaking and viewing. Students listen to, recite and respond to stories, poems and songs to paraphrase, summarize and imagine beyond the literary form. Students can verbally describe and analyze the characters, setting and plot to determine the main idea and message in visual media.

#### ■ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in listening, speaking and viewing. Students listen to, recite and respond to stories, poems and songs to relate information to own lives, summarize and imagine beyond the literary form. Students can verbally describe the characters, setting and plot to state the main idea and message in visual media.

#### ■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in listening, speaking and viewing. Students listen to, recite and respond to stories, poems and songs to retell events; relate it to their own lives and describe the story elements. Students can recognize and verbally state the main idea or messages in visual media.

#### ■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in listening, speaking and viewing. Performance needs further development. Students listen to, respond to and recite stories, poems and songs to retell in sequence and relate the text to self. Students can identify the main idea in the visual media.

#### ■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in listening, speaking and viewing. Performance needs considerable development.

## **Third Grade Reading and English Language Arts Content Standards and Objectives**

Reading and English Language Arts third grade students will learn, practice and apply strategies focusing on preparing literate, independent and self-motivated learners. Students will be engaged in reading and responding to a variety of literature using literal and critical comprehension skills. These learners will develop and, as critical thinkers, take responsibility for their own learning. The student will interact with and respond to text in purposeful situations across the curriculum. Proficiency in reading, writing, listening, speaking and viewing will foster an appreciation for

## 200302

literature and will allow students to make connections between their personal experiences and academic disciplines. West Virginia teachers are responsible for analyzing the benefits of technology for learning and for integrating technology appropriately in the students' learning environment. See the related grade-level Technology Standards and Objectives.

### Standard 1: Reading (RLA.S.1)

Students will use skills to read for literacy experiences, read to inform and read to perform a task by:

- 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.

### Reading Objectives

Students will:

- RLA.3.1.1 recognize level appropriate sight words and content vocabulary.
- RLA.3.1.2 recognize level appropriate reading vocabulary (e.g., synonyms, antonyms, homonyms, multi-meaning words).
- RLA.3.1.3 use reading skills and strategies to comprehend a variety of literary passages and texts (e.g., fairy tales, folk-tales; fiction; nonfiction; myths; poems; fables; fantasies; historical fiction; biographies; autobiographies; chapter books).
- RLA.3.1.4 use comprehension skills to understand a story (e.g., story elements; sequence; expository works; drawing conclusions; compare/contrast; predict; summarize; infer; paraphrase; main idea; story topic).
- RLA.3.1.5 recognize the ways in which language is used in literary text (e.g., simile; metaphor; idioms).
- RLA.3.1.6 use graphic organizers and visualization techniques to interpret information (e.g., charts; graphs; diagrams).
- RLA.3.1.7 use meaning clues to aid comprehension and make predictions about content across the curriculum (e.g., action; events; story topic; behaviors).
- RLA.3.1.8 read with accuracy and comprehension instructional level texts designed for third grade and use self-correction strategies (e.g., search for cues; identify miscues; reread).
- RLA.3.1.9 read familiar stories, poems and passages with fluency and expression (e.g., rhythm; flow; meter; tempo; pitch; tone; intonation) and self-select a variety of literary works.
- RLA.3.1.10 explain a purpose for reading (e.g., for information; for pleasure; to understand a specific viewpoint).
- RLA.3.1.11 recognize author's purpose (e.g., to persuade; to inform).
- RLA.3.1.12 compare connections between characters or simple events in a literary work in own life and other cultures (e.g., events; characters; conflicts; themes).
- RLA.3.1.13 use reading skills and strategies to identify a variety of informational resources to support literacy learning (e.g., environmental print; written directions; signs; captions; labels; informational books).
- RLA.3.1.14 increase amount of independent reading.

### Performance Descriptors (RLA.PD.3.1)

#### ■ Distinguished

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in reading. Students read independent grade level literary texts using comprehension skills to summarize, make inferences, paraphrase and examine the author's purpose.

#### ■ Above Mastery

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in reading. Students establish a purpose for reading, support author's purpose, compare connections between

## 200302

characters and events in a literary work and use reading skills and strategies to identify a variety of informational resources to support literacy learning.

### ■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in reading. The student uses literary texts to identify story elements, sequence, expository works, compare/contrast and predict.

### ■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in reading. Performance needs further development. The student reads passages/texts using basic comprehension skills to interpret a story such as basic story elements.

### ■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in reading. Performance needs considerable development.

## **Standard 2: Writing (RLA.S.2)**

Students will employ a wide range of writing strategies to communicate effectively for different purposes by:

- developing the writing process;
- applying grammatical and mechanical properties in writing; and
- gathering and using information for research purposes.

## **Writing Objectives**

Students will:

- RLA.3.2.1 demonstrate proper manuscript and full transition to cursive writing techniques (e.g., posture; paper placement; pencil grip; letter formation; slant; letter size; spacing; rhythm; alignment).
- RLA.3.2.2 use the five step writing process (e.g., graphic organizers for prewriting; descriptive words and details for drafting and revising; use of simple dictionaries for editing and publishing; conferencing to edit; punctuation; capitalization; and spelling at developmentally appropriate level).
- RLA.3.2.3 use paragraph format to write compositions (e.g., beginning - middle - end; main ideas with relevant details; sentence variety - declarative, interrogative; descriptive and transitional words; indentations).
- RLA.3.2.4 use a variety of strategies to plan simple research (e.g., identify possible topic by brainstorming; list questions; use idea webs; organize prior knowledge about a topic; develop a course of action for writing; determine how to locate necessary information).
- RLA.3.2.5 use a variety of sources to gather information (e.g., use dictionaries; encyclopedias; newspapers).
- RLA.3.2.6 alphabetize to the third letter and use simple dictionary skills (e.g., guide words, pronunciation).
- RLA.3.2.7 use 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.3.2.8 use conventions of capitalization in written composition (e.g., greeting - heading - closing of a letter; first word of a direct quotation).
- RLA.3.2.9 use conventions of punctuation in written composition (e.g., commas in dates and addresses; greeting/closing of a letter; quotation marks around titles and direct quotations; apostrophes for contractions and possessive nouns).
- RLA.3.2.10 write a grammatically correct sentence (e.g., correct subject/verb agreement with singular and plural nouns and verbs; correct use of regular and irregular verbs).
- RLA.3.2.11 use specific mechanics of grammar in written composition (e.g., substitute pronouns for nouns; use pronoun agreements; adjectives; adverbs).

## 200302

RLA.3.2.12 write correctly formed sentences avoiding run-on sentences.

### Performance Descriptors (RLA.PD.3.2)

#### ■ **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in writing. The student produces a descriptive composition that details a beginning, middle and end using advanced language mechanics and grammar, such as a variety of sentence structure, punctuation and capitalization.

#### ■ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in writing. The student produces two related paragraphs with transitional words using a variety of sentence structure, punctuation and capitalization.

#### ■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in writing. The student produces a descriptive paragraph consisting of a beginning, middle and end using language mechanics and grammar skills.

#### ■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in writing. Performance needs further development. The student produces a three simple sentence paragraph consisting of a beginning, middle and end using beginning capitalization, ending punctuation and subject-verb agreement.

#### ■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in writing. Performance needs considerable development.

### Standard 3: Listening, Speaking and Viewing (RLA.S.3)

Students will apply their use of spoken, written and/or visual language to communicate

- with a variety of audiences and
- for different purposes.

### Listening, Speaking and Viewing Objectives

Students will:

- RLA.3.3.1 listen and respond to familiar stories and poems (e.g., summarize and paraphrase to confirm comprehension; recount personal experiences; imagine beyond the literary form).
- RLA.3.3.2 define different messages conveyed through visual media (e.g., main ideas and supporting details; facts and opinions; main characters; setting; sequence of events).

### Performance Descriptors (RLA.PD.3.3)

#### ■ **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in listening, speaking and viewing. Students listen and respond to stories and poems by paraphrasing the literary form, analyzing the characters, setting and plot to determine the message through visual media.

#### ■ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in listening, speaking and viewing. Students listen and respond to stories and poems by identifying fact and opinion and sequence of events.

## 200302

- **Mastery**  
The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in listening, speaking and viewing. Students listen and respond to familiar stories and poems by identifying the main idea and supporting details.
- **Partial Mastery**  
The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in listening, speaking and viewing. Performance needs further development. Students listen to, respond to and recite familiar stories and poems by retelling the story in sequence, recognizing the main idea or messages in visual media.
- **Novice**  
The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in listening, speaking and viewing. Performance needs considerable development.

## Fourth Grade Reading and English Language Arts Content Standards and Objectives

Reading and English Language Arts fourth grade students will develop as readers and writers who are independent, self-motivated and critical thinkers who take responsibility for their learning. Students will learn to critically evaluate what they read; to express themselves clearly in speaking and writing; to gather and use information through a variety of sources; and to use listening as a reading strategy. Each of these strategies is to be applied in the content areas. At this level, children are provided with a variety of opportunities to interact with a wide range of literary forms, building the foundation for lifelong reading. West Virginia teachers are responsible for analyzing the benefits of technology for learning and for integrating technology appropriately in the students' learning environment. See the related grade-level Technology Standards and Objectives.

### Standard 1: Reading (RLA.S.1)

Students will use skills to read for literacy experiences, read to inform and read to perform a task by:

- 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.

### Reading Objectives

Students will:

- RLA.4.1.1 identify level appropriate vocabulary (e.g., multiple meaning words; synonyms; antonyms; homonyms; content area vocabulary; context clues).
- RLA.4.1.2 apply structural analysis and context clues to decode and encode words.
- RLA.4.1.3 recognize the defining characteristics of a variety of literary forms and genres (e.g., fairy tales; folk-tales; fiction; nonfiction; myths; poems; fables; fantasies; biographies; autobiographies; chapter books).
- RLA.4.1.4 use comprehension skills to understand literary works (e.g., summarize; story elements; skim and scan; define expository text; compare/contrast; imagery; paraphrase; compose personal response; infer; fact and opinion; sequence).
- RLA.4.1.5 recognize the ways in which language is used in literary texts (e.g., simile; metaphor; idioms; analogies; and puns).
- RLA.4.1.6 use graphic organizers and visualization techniques to interpret information (e.g., charts; graphs; diagrams; non-verbal symbols).

## 200302

- RLA.4.1.7 use meaning clues to aid comprehension and make predictions about content across the curriculum (e.g., pictures; picture captions; titles; headings; story structure; story topic; action - events - character behaviors).
- RLA.4.1.8 read with accuracy and comprehension instructional level texts designed for the fourth grade and use self-correction strategies (e.g., search for cues; identify miscues; reread).
- RLA.4.1.9 read orally with fluent expression and silently literary texts across the curriculum.
- RLA.4.1.10 determine a purpose for reading across the curriculum.
- RLA.4.1.11 summarize the author's purpose (e.g., to persuade; to inform; to determine a specific viewpoint).
- RLA.4.1.12 compare self to text in making connections between characters or simple events in a literary work with people and events in one's own and other cultures.
- RLA.4.1.13 increase amount of independent reading.

### Performance Descriptors (RLA.PD.4.1)

- **Distinguished**  
The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in reading. The student reads independently literary texts, applies comprehension skills, identifies imagery/figurative language and organizes and composes a response.
- **Above Mastery**  
The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in reading. The student explains the purpose for reading, employs meaning clues to aid comprehension and predicts content across the curriculum.
- **Mastery**  
The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in reading. The student reads literary texts using comprehension skills to scan and skim, distinguishing fact and opinion and composing a response.
- **Partial Mastery**  
The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in reading. Performance needs further development. The student reads literary texts, comparing self to text and applying pre-reading strategies such as accessing prior knowledge, previewing and setting a purpose.
- **Novice**  
The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in reading. Performance needs considerable development.

### Standard 2: Writing (RLA.S.2)

Students will employ a wide range of writing strategies to communicate effectively for different purposes by:

- developing the writing process;
- applying grammatical and mechanical properties in writing; and
- gathering and using information for research purposes.

### Writing Objectives

Students will:

- RLA.4.2.1 use conventions of print (e.g., legibility; uniformity in all written work).
- RLA.4.2.2 use the five step writing process (e.g., focused composition; coherent and logical progression of ideas; correct page format - title - paragraphs - margins - indentations).
- RLA.4.2.3 use proper paragraph form in written composition (e.g., indent the first word of a paragraph; use topic sentence; recognize a paragraph as a group of sentences about one main idea; use an introductory and concluding paragraph; write at least two related paragraphs).

## 200302

- RLA.4.2.4 use strategies to gather and record information for research topics (e.g., notes- maps - charts - graphs - tables; summarize - paraphrase - describe in narrative form; gather direct quotes).
- RLA.4.2.5 use reference skills to identify words (e.g., alphabetical order, guide words, pronunciation, glossary).
- RLA.4.2.6 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.4.2.7 use conventions of spelling in written composition (e.g., spell high frequency words; spell commonly misspelled words from appropriate grade level list; use dictionary and other resources to spell words; use syllable constructions to spell words; use vowel combinations for correct spelling; use contractions - compound words - roots - suffixes - prefixes in spelling).
- RLA.4.2.8 use conventions of capitalization in written composition (e.g., titles of people; proper nouns such as towns - cities - counties - countries - names of streets - holidays; first word of a direct quote; heading - salutation - closing of a letter).
- RLA.4.2.9 use conventions of punctuation in written composition (e.g., use colons in business letter salutations; use quotation marks in the title of poems - songs - chapters; underline book titles).
- RLA.4.2.10 use a variety of sentence structure correctly in writing (e.g., simple - compound - complex sentences; avoid sentence run-ons and fragments).
- RLA.4.2.11 use the mechanics of grammar in written composition (e.g., avoid double negatives; correct verb tenses; use conjunctions - interjections - prepositions; correct subject verb agreement with regular and irregular verbs).

### Performance Descriptors (RLA.PD.4.2)

#### ■ Distinguished

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in writing. The student produces a multiple paragraph composition demonstrating advanced language mechanics and grammar such as the rules of capitalization, punctuation and compound-complex sentences.

#### ■ Above Mastery

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in writing. From a prompt, students write a multiple paragraph composition displaying a focused, coherent and logical progression of ideas; considering title, margins and indentations. Writing will employ grammatical and mechanical conventions.

#### ■ Mastery

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in writing. The student produces a multiple paragraph composition using language mechanics and grammar.

#### ■ Partial Mastery

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in writing. Performance needs further development. The student produces a simple paragraph with a topic sentence, supporting sentences and a concluding sentence. Writing will exhibit grammatical and mechanical conventions.

#### ■ Novice

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in writing. Performance needs considerable development.

## 200302

### Standard 3: Listening, Speaking and Viewing (RLA.S.3)

Students will apply their use of spoken, written and/or visual language to communicate

- with a variety of audiences and
- for different purposes.

### Listening, Speaking and Viewing Objectives

Students will:

- RLA.4.3.1 listen and respond to different literary forms (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.4.3.2 define a variety of messages conveyed through visual media (e.g., provide information by observing main concept - details - themes or lessons - viewpoints; recognize intended audience).

### Performance Descriptors (RLA.PD.4.3)

#### ■ Distinguished

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in listening, speaking and viewing. Students listen and respond to different literary forms, recognizing oral communication and listening skills in order to relate ideas and details by understanding themes or lessons and identifying the intended audience.

#### ■ Above Mastery

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in listening, speaking and viewing. Students listen and respond to different literary forms by analyzing viewpoints and audiences through the visual media and providing oral paraphrased examples.

#### ■ Mastery

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in listening, speaking and viewing. Students listen and respond to different literary forms giving reasons in support of opinions and responding to other ideas.

#### ■ Partial Mastery

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in listening, speaking and viewing. Performance needs further development. Students listen and respond to familiar stories and poems by relating personal experiences, recognizing the story elements of visual media and recalling details.

#### ■ Novice

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in listening, speaking and viewing. Performance needs considerable development.

## Fifth Grade Reading and English Language Arts Content Standards and Objectives

Reading and English Language Arts fifth grade students will expand and strengthen knowledge and abilities learned in earlier grades. Listening, speaking and viewing instruction will prepare students for interaction and expression at school, home and later, in the work place. Reading comprehension and vocabulary skills will enable students to read at literal, interpretive and critical levels for functional and recreational purposes. The earlier development of the writing process will be strengthened and expanded within and across the curriculum. West Virginia teachers are responsible for analyzing the benefits of technology for learning and for integrating

## 200302

technology appropriately in the students' learning environment. See the related grade-level Technology Standards and Objectives.

### Standard 1: Reading (RLA.S.1)

Students will use skills to read for literacy experiences, read to inform and read to perform a task by:

- 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.

### Reading Objectives

Students will:

- RLA.5.1.1 identify defining characteristics, build background knowledge and develop reading skills to understand a variety of literary passages and texts by West Virginia, national and international authors (e.g., fiction; nonfiction; myth; poems; fantasies; biographies; autobiographies; science fiction; tall tales; supernatural tales).
- RLA.5.1.2 increase amount of independent reading.
- RLA.5.1.3 determine main idea and locate supporting details in a literary passage and across the curriculum.
- RLA.5.1.4 analyze text to determine time and sequence.
- RLA.5.1.5 use comprehension skills (e.g., draw conclusions; predict; use context clues; summarize).
- RLA.5.1.6 determine the elements of literature (e.g., characterization; conflict; plot) to construct meaning and recognize author's and/or reader's purpose.
- RLA.5.1.7 identify figurative language in text (e.g., hyperbole; alliteration).
- RLA.5.1.8 make text connections to self, to other text and to the world.
- RLA.5.1.9 identify literary techniques used to interpret literature (e.g., compare/contrast; cause/effect).
- RLA.5.1.10 read types of poetry that use inversion, rhyme and rhythm (e.g., diamante; shape; haiku; limerick; name poems; bio poems; cinquain; and quatrain).
- RLA.5.1.11 use resource materials (e.g., dictionary; glossary) to determine the meaning of unknown words or multiple meaning words.
- RLA.5.1.12 use denotation to understand meaning.
- RLA.5.1.13 use root words, prefixes and suffixes to spell words, change word meanings and generate new words appropriate to grade level.
- RLA.5.1.14 spell correctly commonly misspelled and easily confused words from appropriate grade level list.

### Performance Descriptors (RLA.PD.5.1)

#### ■ Distinguished

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in reading. The student independently reads passages/texts across the curriculum to apply higher order thinking skills such as analyze text, determine elements of literature to construct meaning, draw and justify conclusions, generalize and make judgments.

#### ■ Above Mastery

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in reading. The student utilizes texts using comprehension skills to interpret and evaluate point of view, conflict and characterization.

#### ■ Mastery

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in reading. The student reads literary texts using comprehension skills to identify point of view, characterization and figurative language.

## 200302

### ■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in reading. Performance needs further development. The student reads passages/texts by connecting self to text; identifying critical thinking skills such as rephrasing, and responding to what is read; by defining characteristics and using reading strategies to understand informational texts.

### ■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in reading. Performance needs considerable development.

### **Standard 2: Writing (RLA.S.2)**

Students will employ a wide range of writing strategies to communicate effectively for different purposes by:

- developing the writing process;
- applying grammatical and mechanical properties in writing; and
- gathering and using information for research purposes.

### **Writing Objectives**

Students will:

- RLA.5.2.1 use pre-writing and drafting strategies to generate topics and plan approaches to writing tasks.
- RLA.5.2.2 use the writing process to develop a composition that contains specific, relevant details.
- RLA.5.2.3 use editing strategies to correct errors in organization, content, usage, capitalization, punctuation and spelling.
- RLA.5.2.4 use strategies to write for a specific purpose (e.g., creative; narrative; informative; persuasive).
- RLA.5.2.5 use strategies to address specific types of writing (e.g., journal; friendly letter; business letter).
- RLA.5.2.6 develop a 3-5 paragraph composition with an introductory paragraph, supporting details paragraph(s) and concluding paragraph.
- RLA.5.2.7 use a variety of sentence types (e.g., simple; compound; declarative; exclamatory; imperative; interrogative) avoiding run-on sentences and sentence fragments.
- RLA.5.2.8 apply capitalization rules (e.g., abbreviations; titles of people; initials).
- RLA.5.2.9 apply punctuation rules (e.g., commas; apostrophes; colons; semicolons; quotation marks).
- RLA.5.2.10 write and punctuate simple and compound sentences using conjunctions, interjections and prepositions correctly.
- RLA.5.2.11 identify correct pronoun case and pronoun/antecedent agreement.
- RLA.5.2.12 identify action, helping and linking verbs while using correct verb tense and subject/verb agreement.
- RLA.5.2.13 identify adjectives and adverbs in their comparative and superlative forms.
- RLA.5.2.14 organize information by correctly combining subjects, predicates, modifiers and phrases in sentences.
- RLA.5.2.15 identify the parts of a book, know their purposes and locate information (e.g., table of contents; index; glossary).
- RLA.5.2.16 identify and use traditional reference sources for different types of information (e.g., dictionary; thesaurus; newspaper; telephone directory; recipes; menus; schedules; advertisements; order forms).
- RLA.5.2.17 use card catalog, either hard copy or computer database, to locate sources for research/report topics by title, author and/or subject.
- RLA.5.2.18 identify and interpret graphic aids (e.g., maps; charts; graphs; tables; timelines).

**Performance Descriptors (RLA.PD.5.2)**

- **Distinguished**  
The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in writing. The student produces multiple paragraphs for self-selected purposes including creative, narrative and informative topics applying advanced language mechanics and grammar such as complex sentence structure and vivid transitional words.
- **Above Mastery**  
The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in writing. The student produces multiple paragraph compositions for specific purposes including creative, narrative and informative compositions utilizing language mechanics and grammar skills.
- **Mastery**  
The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in writing. The student produces multiple paragraph compositions for specific purposes including creative, narrative and informative compositions using language mechanics and grammar.
- **Partial Mastery**  
The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in writing. Performance needs further development. The student produces from a prompt a multiple paragraph composition by using language mechanics and grammar, such as punctuation and capitalization rules, organizing information by utilizing compound subjects, predicates, modifiers and phrases.
- **Novice**  
The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in writing. Performance needs considerable development.

**Standard 3: Listening, Speaking and Viewing (RLA.S.3)**

Students will apply their use of spoken, written and/or visual language to communicate

- with a variety of audiences and
- for different purposes.

**Listening, Speaking and Viewing Objectives**

Students will:

- RLA.5.3.1 recognize and exhibit oral communication skills (e.g., rate, audience etiquette).
- RLA.5.3.2 identify and correct usage errors in oral communication (e.g., word choice; grammar - I have seen, not I have saw).
- RLA.5.3.3 deliver recitations.
- RLA.5.3.4 relate personal experiences to oral/visual information.
- RLA.5.3.5 listen to understand a topic (e.g., of a guest speaker; informational video; televised interview; radio news program).
- RLA.5.3.6 contribute to group discussions by exhibiting active listening skills.

**Performance Descriptors (RLA.PD.5.3)**

- **Distinguished**  
The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in listening, speaking and viewing. Students deliver oral presentations across the curriculum through reports that exhibit the oral communication skills of pitch, tone and rate.
- **Above Mastery**  
The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in listening, speaking and

## 200302

viewing. Students exhibit oral communication (dramatization) and enhance listening comprehension skills by taking notes, organizing and summarizing spoken ideas and details.

### ■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in listening, speaking and viewing. Students recognize and exhibit oral communication skills such as recitation, sequential story retelling and enhancing listening comprehension by learning to take notes.

### ■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in listening, speaking and viewing. Performance needs further development. Students recognize oral communication and listening skills to classify story elements, ideas and details.

### ■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in listening, speaking and viewing. Performance needs considerable development.

## Sixth Grade Reading and English Language Arts Content Standards and Objectives

Reading and English Language Arts sixth grade students will continue mastery of communication skills. At this level listening, speaking and viewing strategies require students to gather and process oral information and to effectively express themselves in a variety of situations. Reading objectives strive to promote the development of various vocabulary and comprehension skills that advance the acquisition of literal and inferential knowledge of students and foster recreational reading from a variety of genres, authors, media and resources. Emphasis is given to developing writing skills that are error-free and demonstrate mastery in mechanics and usage to communicate ideas effectively. The student will utilize these competencies across the curriculum. West Virginia teachers are responsible for analyzing the benefits of technology for learning and for integrating technology appropriately in the students' learning environment. See the related grade-level Technology Standards and Objectives.

### **Standard 1: Reading (RLA.S.1)**

Students will use skills to read for literacy experiences, read to inform and read to perform a task by:

- 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.

### **Reading Objectives**

Students will:

- RLA.6.1.1 know the defining characteristics, build background knowledge and use reading skills to understand a variety of West Virginia, national and international authors (e.g., fiction; nonfiction; myths; poems; fantasies; biographies; autobiographies; science fiction; tall tales; supernatural tales).
- RLA.6.1.2 increase amount of independent reading.
- RLA.6.1.3 determine theme and locate supporting details in a literary passage and across the curriculum.
- RLA.6.1.4 analyze text to determine transitional words/language.

## 200302

- RLA.6.1.5 use comprehension skills (e.g., draw conclusions; interpret meaning).
- RLA.6.1.6 determine the elements of literature (e.g., external conflict; mood) to construct meaning and recognize author's and/or reader's purpose.
- RLA.6.1.7 identify figurative language in text (e.g., simile; metaphor; personification).
- RLA.6.1.8 explain text connections to self, to other text and to the world for understanding a literary passage.
- RLA.6.1.9 identify and classify types of poetry that use inversion, rhyme and rhythm (e.g., diamante; shape; haiku; limerick; name poems; bio poems; cinquain; and quantrain).
- RLA.6.1.10 use resource materials (e.g., dictionary; glossary; thesaurus) to determine the meaning of unknown words or multiple meaning words.
- RLA.6.1.11 use connotation and denotation to understand meaning.
- RLA.6.1.12 use root words, prefixes and suffixes to spell words, change word meanings and generate new words appropriate to grade level.
- RLA.6.1.13 spell correctly commonly misspelled words, easily confused words and words with irregular endings across the curriculum.

### Performance Descriptors (RLA.PD.6.1)

#### ■ Distinguished

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in reading. Students read functional and recreational materials, identify and classify literary types, and justify conclusions, opinions and inferences while reading.

#### ■ Above Mastery

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in reading. Students read functional and recreational materials, form opinions, use figurative language to draw conclusions, summarize passages and interpret the author's purpose.

#### ■ Mastery

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in reading. Students read literary types, make inferences, draw conclusions and develop a simple summary.

#### ■ Partial Mastery

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in reading. Performance needs further development. Students read materials and recreational literary types, draw conclusions and retell a passage.

#### ■ Novice

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in reading. Performance needs considerable development.

### Standard 2: Writing (RLA.S.2)

Students will employ a wide range of writing strategies to communicate effectively for different purposes by:

- developing the writing process;
- applying grammatical and mechanical properties in writing; and
- gathering and using information for research purposes.

### Writing Objectives

Students will:

- RLA.6.2.1 use pre-writing and drafting strategies (e.g., drawing; clustering; brainstorming; discussion) to generate topics and plan approaches to writing tasks.
- RLA.6.2.2 from a prompt, use the writing process to develop a composition that contains specific, relevant details and transitions.

## 200302

- RLA.6.2.3 use writing strategies to address specific writing purposes (e.g., creative; journalistic; essay; narrative; informative; persuasive) and address various audiences (e.g., peers; teachers; employers).
- RLA.6.2.4 edit own writing as well as the writing of others to correct errors in organization, content, usage, mechanics and spelling.
- RLA.6.2.5 demonstrate mastery of a 3-5 paragraph composition.
- RLA.6.2.6 apply capitalization rules (e.g., proper adjectives; names of written works; family relationships; nationalities; religions/religious terms).
- RLA.6.2.7 apply punctuation rules (e.g., commas; apostrophes in contractions and possessives both singular and plural; colons; semicolons; quotation marks; hyphens).
- RLA.6.2.8 write and punctuate simple and compound sentences with conjunctions, interjections and prepositions.
- RLA.6.2.9 identify and use correct pronoun case.
- RLA.6.2.10 identify action, helping and linking verbs while correctly using verb tense and subject/verb agreement in simple and compound sentences.
- RLA.6.2.11 use adjectives and adverbs in comparative and superlative forms.
- RLA.6.2.12 compose sentences that contain compound subjects and compound verbs.
- RLA.6.2.13 organize information by combining predicates, modifiers, phrases and/or clauses and sentences.
- RLA.6.2.14 identify and correct run-on sentences, sentence fragments and redundant words/sentences.
- RLA.6.2.15 use the parts of a book, know their purposes and locate information (e.g., table of contents; index; glossary).
- RLA.6.2.16 identify and use traditional reference sources for different types of information (e.g., dictionary; thesaurus; atlas; almanac, encyclopedia; newspaper; telephone directory; recipes; menus; schedules; advertisements; order forms; audiovisual resources).
- RLA.6.2.17 begin to demonstrate the ability to identify the source, location, media type, relevancy and content validity of available resource information.
- RLA.6.2.18 identify title, author, subject, call number, publisher and copyright of resources using the card catalog, either hard copy or computer database.
- RLA.6.2.19 use traditional organizers to create, read, interpret and organize information in the form of tables, graphs, diagrams and charts.
- RLA.6.2.20 organize information into an outline by being able to categorize information into topic, subtopic and detail.
- RLA.6.2.21 identify and use correct note taking skills.

### Performance Descriptors (RLA.PD.6.2)

#### ■ Distinguished

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in writing. The student uses the writing process to construct a complex multiple paragraph composition employing grammatical and mechanical conventions. Students design graphic organizers to help present information. Students construct and organize research notes from print and non-print sources.

#### ■ Above Mastery

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in writing. The student uses the writing process to construct a multiple paragraph composition employing grammatical and mechanical conventions. Students design basic graphic organizers and organize research notes referencing print and non-print sources.

#### ■ Mastery

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in writing. Students use the writing process to construct a three to five paragraph composition employing grammatical and

## 200302

mechanical conventions. Students apply note-taking skills to organize research data into an outline or graphic representation.

### ■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in writing. Performance needs further development. The student uses the writing process to construct a basic composition with a beginning, middle and end demonstrating some knowledge of grammatical and mechanical conventions. Students use fundamental note-taking skills.

### ■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in writing. Performance needs considerable development.

### **Standard 3: Listening, Speaking and Viewing (RLA.S.3)**

Students will apply their use of spoken, written and/or visual language to communicate

- with a variety of audiences and
- for different purposes.

### **Listening, Speaking and Viewing Objectives**

Students will:

- RLA.6.3.1 recognize and exhibit oral communication skills (e.g., volume; rate; audience etiquette).
- RLA.6.3.2 retell simple and detailed stories sequentially.
- RLA.6.3.3 listen in order to comprehend topic and purpose (e.g., of a guest speaker; informational video; televised interview; radio news program).
- RLA.6.3.4 reach consensus in group discussions or settings.

### **Performance Descriptors (RLA.PD.6.3)**

#### ■ **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in listening, speaking and viewing. Students communicate effectively with a variety of audiences for different purposes commanding audience attention. Students' fluent oral reading exhibits accurate pitch, tone, rate and volume.

#### ■ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in listening, speaking and viewing. Students communicate effectively with a peer audience for different purposes. Student's oral reading exhibits somewhat accurate pitch, tone, rate and volume.

#### ■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in listening, speaking and viewing. Students communicate with a peer audience for different purposes. Students demonstrate receptive audience behavior and identify components of presentations. Students read orally exhibiting elements of pitch, tone, rate and volume.

#### ■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in listening, speaking and viewing. Performance needs further development. Students communicate in small group situations. Students demonstrate receptive audience behavior and read orally in small groups.

#### ■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in listening, speaking and viewing. Performance needs considerable development.

## Seventh Grade Reading and English Language Arts Content Standards and Objectives

Reading and English Language Arts seventh grade students will continue to build, expand and refine prior learning. Instruction in rigorous listening, speaking and viewing skills will assist in preparing students to interact and express themselves among peers, at home and in the community. Reading comprehension and vocabulary will develop through the use of a wide variety of literary genres and strategies. Writing will utilize error-free and content-rich communication in gathering, organizing, interpreting and reporting information gained through reading. The student will be exposed to these objectives not only in the language arts but across the curriculum. West Virginia teachers are responsible for analyzing the benefits of technology for learning and for integrating technology appropriately in the students' learning environment. See the related grade-level Technology Standards and Objectives.

### Standard 1: Reading (RLA.S.1)

Students will use skills to read for literacy experiences, read to inform and read to perform a task by:

- 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.

### Reading Objectives

Students will:

- RLA.7.1.1 classify the defining characteristics, build background knowledge and apply reading skills to understand a variety of literary passages and texts by West Virginia, national and international authors (e.g., fiction; nonfiction; myths; poems; fantasies; biographies; autobiographies; science fiction; tall tales; supernatural tales).
- RLA.7.1.2 increase amount of independent reading.
- RLA.7.1.3 relate common themes across a variety of literature.
- RLA.7.1.4 use comprehension strategies (e.g., generalize; evaluate; infer; paraphrase).
- RLA.7.1.5 determine the elements of literature (e.g., internal conflict; point of view) to construct meaning and recognize author's and/or reader's purpose.
- RLA.7.1.6 identify figurative language in text (e.g., jargon; idioms).
- RLA.7.1.7 make text connections to self, to other text and to the real world.
- RLA.7.1.8 identify literary techniques used to interpret literature (e.g., flashback; stereotype; foreshadowing; propaganda).
- RLA.7.1.9 read types of poetry and the use of inversion, rhyme and rhythm in narrative poems, ballads and lyrics.
- RLA.7.1.10 recognize and understand clipped or shortened words and their meaning (e.g., bio for biography; auto for automobile).
- RLA.7.1.11 compare/contrast connotation and denotation to understand and enhance meaning of words, sentences and passages.
- RLA.7.1.12 use resource materials (e.g., dictionary; glossary; thesaurus) to determine the meaning of unknown words or multiple meaning words.
- RLA.7.1.13 use root words, prefixes and suffixes to spell words, change word meanings and generate new words appropriate to grade level.

### Performance Descriptors (RLA.PD.7.1)

#### ■ Distinguished

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in reading. The student reads functional and recreational materials. Students classify and evaluate literary types, compare and contrast and make generalizations based on inferences.

## 200302

### ■ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in reading. The student reads functional and recreational materials. Students classify literary types, support inferences and paraphrase selections making connections to other texts in global situations.

### ■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in reading. The student reads materials to classify literary types, explain inferences and paraphrase selections.

### ■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in reading. Performance needs further development. The student reads materials to recognize literary types. Students draw conclusions, make judgments and summarize simple passages.

### ■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in reading. Performance needs considerable development.

### **Standard 2: Writing (RLA.S.2)**

Students will employ a wide range of writing strategies to communicate effectively for different purposes by:

- developing the writing process;
- applying grammatical and mechanical properties in writing; and
- gathering and using information for research purposes.

### **Writing Objectives**

Students will:

- RLA.7.2.1 from a prompt, use the writing process to develop a focused composition that contains specific, relevant details and transition.
- RLA.7.2.2 use editing and revision techniques to vary sentence length, change sentence order, use vivid and concise words and eliminate organizational errors.
- RLA.7.2.3 use the writing process to compose various types of writing (e.g., creative; informative; expository; persuasive; articles; essays; journals; letters; poetry; research/reports).
- RLA.7.2.4 apply capitalization rules (e.g., languages; school subjects; regions of the U.S.; dialogue; lines of poetry).
- RLA.7.2.5 apply punctuation rules (e.g., commas; apostrophes in possessives and contractions; colons; semicolons; hyphens; dashes; parentheses).
- RLA.7.2.6 use pronouns, pronoun cases and antecedents in correct form.
- RLA.7.2.7 use and apply correct forms of adjectives and adverbs and/or complex sentence.
- RLA.7.2.8 recognize and avoid use of double negatives.
- RLA.7.2.9 compose and punctuate simple, compound and complex sentences with and without conjunctions.
- RLA.7.2.10 organize information by combining subjects, predicates, modifiers and appositives in a sentence.
- RLA.7.2.11 use correct verb tense and subject verb agreement (e.g., irregular verbs; compound subjects; indefinite pronouns; intervening phrases).
- RLA.7.2.12 edit to eliminate run-on sentences, sentence fragments, redundant words/sentences and misplaced modifiers.
- RLA.7.2.13 use title page, copyright page, table of contents, appendix, bibliography, glossary and index to locate specified information.
- RLA.7.2.14 identify and use traditional reference sources for different types of information (e.g., *Reader's Guide*; *Books In Print*; newspapers; schedules; advertisements; audiovisual resources).

## 200302

- RLA.7.2.15 recognize copyright laws/issues, ethical acquisition and use of digital information in citing sources for research/report.
- RLA.7.2.16 identify the source, location, media type, relevancy and content validity of available information.
- RLA.7.2.17 demonstrate the ability to use the card catalog in hard copy or database to identify title, author, subject, call number, publisher and copyright resources.
- RLA.7.2.18 develop an outline using prepared notes to write a paragraph.

### Performance Descriptors (RLA.PD.7.2)

#### ■ Distinguished

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in writing. From a prompt, students use the writing process to compose a complex composition that employs grammatical and mechanical conventions, is well crafted, cohesively organized and contains sophisticated transitional elements. Using a student-generated outline, the student will compose reports across the curriculum.

#### ■ Above Mastery

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in writing. From a prompt, students use the writing process to compose a well-crafted, cohesively organized composition employing grammatical and mechanical conventions. Students construct a detailed outline to produce a research-based report using print and non-print sources.

#### ■ Mastery

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in writing. From a prompt, students use the writing process to compose a focused composition using supporting details and clear transitions employing grammatical and mechanical conventions containing sentence variety. Students develop an outline from research notes to produce a paragraph.

#### ■ Partial Mastery

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in writing. Performance needs further development. From a prompt, students use the writing process to produce a composition with limited grammatical and mechanical conventions containing complete sentences, basic details and evidence of transition. Students produce a simple outline from notes.

#### ■ Novice

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in writing. Performance needs considerable development.

### Standard 3: Listening, Speaking and Viewing (RLA.S.3)

Students will apply their use of spoken, written and/or visual language to communicate

- with a variety of audiences and
- for different purposes.

### Listening, Speaking and Viewing Objectives

Students will:

- RLA.7.3.1 recognize and exhibit oral communication skills (e.g., tone; volume; rate; audience etiquette).
- RLA.7.3.2 perform dramatizations.
- RLA.7.3.3 use oral/visual information to foster exploration, questioning and imagining of a topic.
- RLA.7.3.4 listen in order to comprehend topic, purpose and perspective in spoken texts (e.g., of a guest speaker; informational video; televised interview; radio news program).
- RLA.7.3.5 play a variety of roles in group discussions including active listener and discussion leader.
- RLA.7.3.6 distinguish between private and public information in research and reporting.

**Performance Descriptors (RLA.PD.7.3)**

- **Distinguished**  
The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in listening, speaking and viewing. Students communicate consistently to a variety of audiences for different purposes. Students deliver an expressive oral presentation exhibiting effective communication skills. Students consistently respond critically to oral and visual information by exploring and questioning the topic.
- **Above Mastery**  
The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in listening, speaking and viewing. Students communicate effectively with a peer audience for different purposes. Students use notes to deliver an oral presentation exhibiting effective communication skills. Students respond to oral and visual information by exploring and questioning the topic.
- **Mastery**  
The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in listening, speaking and viewing. Students communicate with an audience for different purposes. Students deliver an oral presentation exhibiting communication skills by using a prepared script. Students respond to oral and visual information by exploring the text.
- **Partial Mastery**  
The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in listening, speaking and viewing. Performance needs further development. Students communicate with a small group for a specific purpose. Students deliver an oral presentation by reading from a prepared speech. Students respond to oral and visual information by summarizing the topic.
- **Novice**  
The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in listening, speaking and viewing. Performance needs considerable development.

## **Eighth Grade Reading and English Language Arts Content Standards and Objectives**

Reading and English Language Arts eighth grade students will develop strategies that support understanding language in real life situations. Writing will focus on audience, stressing mechanics, language expression and organization of ideas. Reading comprehension and vocabulary will stress development of reading and thinking skills that enable students to comprehend and react critically to various genres of regional, national and international works. The student will utilize language arts skills across the curriculum. West Virginia teachers are responsible for analyzing the benefits of technology for learning and for integrating technology appropriately in the students' learning environment. See the related grade-level Technology Standards and Objectives.

### **Standard 1: Reading (RLA.S.1)**

Students will use skills to read for literacy experiences, read to inform and read to perform a task by:

- 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.

## 200302

### Reading Objectives

Students will:

- RLA.8.1.1 analyze the defining characteristics, build background knowledge and apply reading skills to understand a variety of literary passages and texts by West Virginia, national and international authors (e.g., fiction; nonfiction; myths; poems; fantasies; biographies; autobiographies; science fiction; tall tales; supernatural tales).
- RLA.8.1.2 relate literary theme to global situations.
- RLA.8.1.3 use comprehension strategies (e.g., make judgments; hypothesize; critique; analyze).
- RLA.8.1.4 determine the elements of literature (e.g., internal/external conflict; point of view) to construct meaning and recognize author's and/or reader's purpose.
- RLA.8.1.5 identify figurative language in text (e.g., onomatopoeia; pun).
- RLA.8.1.6 make text connections to self, to other text and to the real world.
- RLA.8.1.7 identify literary technique used to interpret literature (e.g., irony; satire; persuasive language; analogies).
- RLA.8.1.8 read and identify types of poetry and the use of inversion, rhyme and rhythm (e.g., narrative poem; ballad; lyric; epic).
- RLA.8.1.9 recognize and understand acronyms.
- RLA.8.1.10 use resource materials (e.g., dictionary; glossary; thesaurus) to determine the meaning of unknown words or multiple meaning words.
- RLA.8.1.11 use root words, prefixes and suffixes to spell words, change word meanings and generate new words appropriate to grade level.
- RLA.8.1.12 increase amount of independent reading.

### Performance Descriptors (RLA.PD.8.1)

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in reading. The student reads functional and recreational materials. Students extend multiple text information by making and supporting judgments, hypothesizing, critiquing and analyzing abstract themes.

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in reading. The student reads functional and recreational materials to identify multiple text information, relates information to global situations and makes generalizations.

- **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in reading. The student reads and analyzes literary genres, makes and supports judgments and hypothesizes to connect readers' response with the author's purpose.

- **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in reading. Performance needs further development. The student reads materials to classify literary types, explains basic inferences and makes judgments. Students demonstrate literal knowledge of text and relate text to personal experience.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in reading. Performance needs considerable development.

### Standard 2: Writing (RLA.S.2)

Students will employ a wide range of writing strategies to communicate effectively for different purposes by:

- developing the writing process;

## 200302

- applying grammatical and mechanical properties in writing; and
- gathering and using information for research purposes.

### Writing Objectives

Students will:

- RLA.8.2.1 use the writing process to demonstrate the ability to compose a variety of written work (e.g., creative; informative; expository; persuasive; chronological explanatory; compare/contrast; cause/effect; article; essay; journal; letters; reports; poetry).
- RLA.8.2.2 from a prompt, develop a focused composition that contains specific, relevant details, smooth transition and vivid, precise words.
- RLA.8.2.3 use revision and editing strategies to correct errors in organization, content, usage, capitalization, punctuation and spelling.
- RLA.8.2.4 recognize and write a simple thesis statement.
- RLA.8.2.5 apply all capitalization rules in writing.
- RLA.8.2.6 apply punctuation rules in writing (e.g., appositives; phrases; clauses).
- RLA.8.2.7 compose and punctuate grammatically correct simple, compound and complex sentences.
- RLA.8.2.8 identify and correct faulty parallel sentence structure such as phrases and clauses.
- RLA.8.2.9 edit and revise to eliminate run-on sentences, sentence fragments, redundant words/sentences and misplaced modifiers.
- RLA.8.2.10 conduct research using parts of a book to gather, evaluate and synthesize data from a variety of sources (e.g., print; non-print; people).
- RLA.8.2.11 identify and use traditional reference sources for different types of information.
- RLA.8.2.12 independently resolve information conflicts and validate information through assessing, researching and comparing data.
- RLA.8.2.13 demonstrate the ability to identify the source, location, media type, relevancy and content validity of available information.
- RLA.8.2.14 apply use of card catalog and/or computer databases to identify title, author, subject, call number, publisher and copyright resources to gather information for a presentation.
- RLA.8.2.15 use an outline to develop a written and/or oral presentation using graphic representation.

### Performance Descriptors (RLA.PD.8.2)

#### ■ Distinguished

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in writing. The student uses the writing process to design a complex composition with a concise thesis statement exhibiting command of grammatical and mechanical conventions, vivid word terminology and sophisticated transitional elements to enhance meaning. Students quote and reference relevant, valid information in a research-based presentation to support thesis.

#### ■ Above Mastery

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in writing. The student uses the writing process to design a composition including a thesis statement; apply grammatical and mechanical conventions, vivid word terminology and transitional elements. Students reference relevant, valid information in a research-based presentation to support thesis.

#### ■ Mastery

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in writing. The student uses the writing process to design a composition including a thesis statement applying grammatical and mechanical conventions, and using correct word terminology and smooth transition. Students identify and use relevant, valid information for a research-based presentation.

#### ■ Partial Mastery

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in writing. Performance needs further development. The student uses the writing process to design a composition with evidence of

## 200302

grammatical and mechanical conventions, correct word terminology, transition and use of relevant information in a simple research-based presentation.

### ■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in writing. Performance needs considerable development.

### **Standard 3: Listening, Speaking and Viewing (RLA.S.3)**

Students will apply their use of spoken, written and/or visual language to communicate

- with a variety of audiences and
- for different purposes.

### **Listening, Speaking and Viewing Objectives**

Students will:

- RLA.8.3.1 recognize and exhibit oral communication skills (e.g., tone; volume; rate; speaking etiquette; audience etiquette).
- RLA.8.3.2 present an oral report with graphic aids (e.g., tables; graphs; diagrams; charts).
- RLA.8.3.3 think critically about oral/visual information presented; relate personal experiences and apply the information to global situations.
- RLA.8.3.4 listen in order to analyze and critique information received in spoken texts (e.g., of a guest speaker; informational video; televised interview; radio news program).
- RLA.8.3.5 play a variety of roles in group discussions including active listener, discussion leader and/or facilitator.
- RLA.8.3.6 properly use private and public information.

### **Performance Descriptors (RLA.PD.8.3)**

#### ■ **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in listening, speaking and viewing. Students design and deliver an oral/visual presentation justifying their opinions on global situations. Students evaluate sources and the use of public/private information, and apply communication skills required for various careers.

#### ■ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in listening, speaking and viewing. Students plan, design and deliver effective oral/visual presentation relating personal and global situations. Students distinguish between public/private information and exhibit appropriate communication skills required for various careers.

#### ■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in listening, speaking and viewing. Students plan, design and deliver an effective oral presentation. Students relate personal experiences to oral/visual information, distinguish between public and private information and identify communication skills required for various careers.

#### ■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in listening, speaking and viewing. Performance needs further development. Students deliver oral presentations, communicate personal experiences, locate information and investigate communication skills required for various careers.

#### ■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in listening, speaking and viewing. Performance needs considerable development.

## Ninth Grade Reading and English Language Arts Content Standards and Objectives

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 media. Frequent interaction with a broad array of quality literature will encourage an appreciation for the power of the written and spoken word. All language arts skills and strategies will be utilized across the curriculum. West Virginia teachers are responsible for analyzing the benefits of technology for learning and for integrating technology appropriately in the students' learning environment. See the related grade-level Technology Standards and Objectives.

### Standard 1: Reading (RLA.S.1)

Students will use skills to read for literacy experiences, read to inform and read to perform a task by:

- 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.

### Reading Objectives

Students will:

- RLA.9.1.1 identify historical, cultural and biographical influences of literary works.
- RLA.9.1.2 recognize literary styles according to genre.
- RLA.9.1.3 increase the amount of independent reading with emphasis on fiction and nonfiction.
- RLA.9.1.4 use various reading skills for literary experience, information and/or performing a task (e.g., skimming; scanning; note taking; SQ3R).
- RLA.9.1.5 locate specific information in text (e.g., main and supporting ideas; specific facts; statistics; definition).
- RLA.9.1.6 expand the use of various strategies to establish word meanings (e.g., context clues; affixes; multiple meanings).
- RLA.9.1.7 recognize and explain the purpose of illustration within a specific text (e.g., pictures; artwork; graphic organizers such as maps - charts - lists - graphs).
- RLA.9.1.8 recognize literary devices (e.g., personification; symbolism; imagery; metaphor; simile; humor; rhythm; rhyme; meter; alliteration; assonance).
- RLA.9.1.9 identify literary elements within specific genre (e.g., point of view; theme; conflict; characterization; voice).
- RLA.9.1.10 recognize the elements, structures and tone of various genres (e.g., novels; short stories; poetry; drama).
- RLA.9.1.11 form supportable predictions, opinions, inferences and conclusions based upon text.
- RLA.9.1.12 expand vocabulary through various literary works.
- RLA.9.1.13 identify word etymologies to determine meaning.

### Performance Descriptors (RLA.PD.9.1)

#### ■ Distinguished

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in reading. Students read, analyze and evaluate advanced level texts to draw supportable conclusions about historical, cultural and biographical influences on literary works. Students analyze and evaluate literary devices and elements, author's voice and modes of characterization.

#### ■ Above Mastery

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in reading. Students read, analyze and synthesize texts at grade level and above to draw conclusions about historical,

## 200302

cultural and biographical influences on literary works. Students analyze literary devices and elements, author's voice and modes of characterization.

### ■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in reading. Students read and analyze grade level texts to draw conclusions about historical, cultural and biographical influences on literary works. Students explain literary devices and elements, author's voice and modes of characterization.

### ■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in reading. Performance needs further development. Students read grade level texts to draw conclusions about historical, cultural and biographical influences on literary works. Students partially identify and recognize literary devices and elements, author's voice and modes of characterization.

### ■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in reading. Performance needs considerable development.

## **Standard 2: Writing (RLA.S.2)**

Students will employ a wide range of writing strategies to communicate effectively for different purposes by:

- developing the writing process;
- applying grammatical and mechanical properties in writing; and
- gathering and using information for research purposes.

## **Writing Objectives**

Students will:

- RLA.9.2.1 address specific writing purposes (e.g., narrative; expository; descriptive; persuasive) by employing writing strategies.
- RLA.9.2.2 generate topics and plan approaches to writing by using pre-writing strategies.
- RLA.9.2.3 employ drafting strategies for specific writing tasks.
- RLA.9.2.4 create a well-developed composition from a prompt.
- RLA.9.2.5 use a clearly worded and correctly placed thesis statement to develop a composition that addresses the assigned topic.
- RLA.9.2.6 use a clear, logical progression of ideas (e.g., spatial order in a descriptive essay, chronological order in a process essay) to develop a composition that is focused and coherent.
- RLA.9.2.7 use different transitional devices (e.g., introductory and transitional phrases/conjunctions) between paragraphs.
- RLA.9.2.8 use complete and varied sentences to develop a composition.
- RLA.9.2.9 use appropriate and precise word choice to develop a composition.
- RLA.9.2.10 use revision and editing strategies to correct errors in organization, content, usage, mechanics and spelling.
- RLA.9.2.11 access and evaluate a variety of sources (e.g., *Reader's Guide*; card catalog, electronic media).
- RLA.9.2.12 extend note-taking skills to process and organize information.
- RLA.9.2.13 recognize the concept of intellectual property and plagiarism (e.g., media copyright laws; public/private domain).
- RLA.9.2.14 develop outlining skills to organize text and composition information by selecting main points and supporting details.
- RLA.9.2.15 practice correct use of bibliographic format in research documentation (e.g., MLA; APA).
- RLA.9.2.16 recognize choices of pronunciation and spelling (e.g., dictionary; spell check; thesaurus).
- RLA.9.2.17 recognize the parts of speech within a sentence.

## 200302

- RLA.9.2.18 recognize the various parts of a sentence (e.g., direct object; predicate adjective; gerund; infinitive).
- RLA.9.2.19 identify editing strategies to correct errors in capitalization and punctuation.
- RLA.9.2.20 recognize and correct errors in subject/verb agreement.
- RLA.9.2.21 recognize and correct errors in pronoun case usage and pronoun/antecedent agreement.
- RLA.9.2.22 recognize and correct run-on sentences, fragments, misplaced modifiers and awkward constructions.

### Performance Descriptors (RLA.PD.9.2)

#### ■ Distinguished

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in writing. Students write diverse compositions with refined thesis statements, subtle transitions, precise, elevated diction, germane sentence structure and consistently clear, logical progression of supported ideas. Students independently apply the rules of intellectual property.

#### ■ Above Mastery

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in writing. Students write diverse compositions with clear and logical thesis statements, varied transitions, elevated diction, varied and complete sentence structure and with a logical progression of ideas. Students apply the rules of intellectual property.

#### ■ Mastery

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in writing. Students write diverse compositions with clear thesis statements, basic transitions, precise diction, complete sentence structure and with a logical progression of ideas. Students apply the rules of intellectual property.

#### ■ Partial Mastery

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in writing. Performance needs further development. Students write basic compositions with evidence of thesis statements, occasional transitions, limited diction, incomplete sentence structure and an inconsistent progression of ideas. Students identify and explain the rules of intellectual property.

#### ■ Novice

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in writing. Performance needs considerable development.

### Standard 3: Listening, Speaking and Viewing (RLA.S.3)

Students will apply their use of spoken, written and/or visual language to communicate

- with a variety of audiences and
- for different purposes.

### Listening, Speaking and Viewing Objectives

Students will:

- RLA.9.3.1 understand, communicate and follow complex directions effectively.
- RLA.9.3.2 review appropriate classroom communication skills (e.g., asking and answering questions to foster comprehension and communication in the appropriate tone and at the appropriate time).
- RLA.9.3.3 review listening behaviors prior to a school wide audience activity (e.g., staying alert; resisting distractions; identifying and adapting to the speaker's purpose).
- RLA.9.3.4 listen to identify the purpose, make predictions, distinguish fact from opinion and construct meaning from discussion, speech or media.
- RLA.9.3.5 recognize and correct usage errors in oral language.

## 200302

### Performance Descriptors (RLA.PD.9.3)

- **Distinguished**  
The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in listening, speaking and viewing. Students design and communicate intricate directions. Students synthesize meaning from discussion, speech and media to communicate supportable opinions.
- **Above Mastery**  
The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in listening, speaking and viewing. Students effectively communicate intricate directions. Students derive and justify meaning from discussion, speech and media to communicate supportable opinions.
- **Mastery**  
The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in listening, speaking and viewing. Students effectively communicate directions. Students construct meaning from discussion, speech and media through observation and participation to communicate opinions.
- **Partial Mastery**  
The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in listening, speaking and viewing. Performance needs further development. Students communicate simple directions with limited consistency. Students determine meaning from discussion, speech, and media through observation and/or participation to communicate facts.
- **Novice**  
The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in listening, speaking and viewing. Performance needs considerable development.

## Tenth Grade Reading and English Language Arts Content Standards and Objectives

Reading and English Language Arts tenth grade students will use written language for educational, occupational and personal endeavors. Preparation will include critiquing oral presentations and using listening, speaking and viewing while reading and writing. 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. West Virginia teachers are responsible for analyzing the benefits of technology for learning and for integrating technology appropriately in the students' learning environment. See the related grade-level Technology Standards and Objectives.

### Standard 1: Reading (RLA.S.1)

Students will use skills to read for literacy experiences, read to inform and read to perform a task by:

- 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.

### Reading Objectives

Students will:

- RLA.10.1.1 analyze and research historical, cultural and biographical influences of literary works.
- RLA.10.1.2 compare and contrast literary styles according to genre.

## 200302

- RLA.10.1.3 increase the amount of independent reading with emphasis on American, British and World literature.
- RLA.10.1.4 employ reading strategies necessary for various reading purposes (e.g., literary experience; information; and task performance).
- RLA.10.1.5 continue to use context clues to establish word meaning (e.g., including words with multiple meanings).
- RLA.10.1.6 recognize characteristics of author's style, purpose and tone.
- RLA.10.1.7 form supportable predictions, opinions, inferences and conclusions based upon a text and/or implicit ideas.
- RLA.10.1.8 recognize and interpret the author's choice of literary devices (e.g., personification; symbolism; imagery; metaphor; simile; humor; rhythm; rhyme; meter; alliteration; assonance).
- RLA.10.1.9 recognize persuasive language and techniques (e.g., advertisements; junk mail; news stories).
- RLA.10.1.10 expand vocabulary through reading classic literature.
- RLA.10.1.11 apply knowledge of word etymologies to determine meaning of words.
- RLA.10.1.12 explain word etymologies to determine word meaning.

### Performance Descriptors (RLA.PD.10.1)

#### ■ Distinguished

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in reading. Students read, synthesize and evaluate advanced level texts to form supportable predictions, opinion, inferences and conclusions from implicit ideas. Students research and analyze the impact of historical, cultural and biographical factors on literary works. Students examine the universality of literature to determine the interrelationship among literary works.

#### ■ Above Mastery

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in reading. Students read, synthesize and evaluate texts to form supportable predictions, opinion, inferences and conclusions from implicit ideas. Students research and analyze the impact of historical, cultural and biographical factors on literary works. Students examine the interrelationship among literary works.

#### ■ Mastery

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in reading. Students read and analyze grade level texts to form supportable predictions, opinions, inferences and conclusions from implicit ideas. Students research and analyze the impact of historical, cultural, and biographical influences on literary works.

#### ■ Partial Mastery

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in reading. Performance needs further development. Students read grade level texts to form predictions, opinions, inferences and conclusions. Students identify and explain the impact of historical, cultural and biographical factors on literary works.

#### ■ Novice

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in reading. Performance needs considerable development.

### Standard 2: Writing (RLA.S.2)

Students will employ a wide range of writing strategies to communicate effectively for different purposes by:

- developing the writing process;
- applying grammatical and mechanical properties in writing; and

## 200302

- gathering and using information for research purposes.

### Writing Objectives

Students will:

- RLA.10.2.1 employ writing strategies to address specific audiences (e.g., narrative; expository; descriptive; persuasive).
- RLA.10.2.2 use pre-writing strategies to generate topics and plan approaches to writing by using timed writing tasks.
- RLA.10.2.3 use various points of view (e.g., omniscient or limited) to create a well-developed composition from a writing prompt.
- RLA.10.2.4 use a clearly worded and correctly placed thesis statement which is supported by relevant details to develop a composition that addresses the assigned topic.
- RLA.10.2.5 develop timed and untimed writing that is focused and coherent and has a clear, logical progression of ideas.
- RLA.10.2.6 use different transitional devices (e.g., introductory and internal transitional phrases/conjunctions).
- RLA.10.2.7 develop a composition that contains sentence variety.
- RLA.10.2.8 develop a composition where word choice is vivid, precise and economical.
- RLA.10.2.9 correct errors in timed and untimed writing to correct errors in organization, content, usage, mechanics (e.g., capitalization; punctuation) and spelling using revision and editing strategies.
- RLA.10.2.10 access and evaluate a variety of sources (e.g., *Reader's Guide*; card catalog; electronic media; newspapers).
- RLA.10.2.11 apply note-taking skills to process and organize information (e.g., paraphrase; summary; quote).
- RLA.10.2.12 explain the concept of intellectual property and plagiarism in all media (e.g., media copyright laws; public/private domain).
- RLA.10.2.13 organize text and composition information in outline by selecting main points and supporting details.
- RLA.10.2.14 practice correct use of bibliographic format in research documentation (e.g., MLA; APA).
- RLA.10.2.15 compare and contrast pronunciation of words and different spelling (e.g., dictionary; spell check; thesaurus).
- RLA.10.2.16 classify the parts of speech within a sentence.
- RLA.10.2.17 recognize the parts of a sentence (e.g., direct object; predicate adjective; gerund; infinitive; word usage variations).
- RLA.10.2.18 recognize and correct errors in subject/verb agreement with emphasis on indefinite pronouns.
- RLA.10.2.19 use correct verb tense by recognizing appropriate situations for tense shifts.
- RLA.10.2.20 recognize and correct errors in sentence structure (e.g., parallelism; redundancy; misplaced modifiers; subordination).

### Performance Descriptors (RLA.PD.10.2)

#### ■ Distinguished

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in writing. Students write focused compositions that exhibit a well-discerned and placed thesis statement, sophisticated diction and insightful detail. Students experiment with point of view leading to development of a personal voice. Students extend research skills by incorporating information into compositions using correct documentation.

#### ■ Above Mastery

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in writing. Students write focused compositions that exhibit a correctly placed thesis statement, vivid and economical

## 200302

diction and specific, relevant detail. Students experiment with points of view. Students extend research skills by incorporating information into compositions using correct documentation.

### ■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in writing. Students write focused compositions with a correctly placed thesis statement, vivid diction, relevant details and various points of view. Students extend research skills by transferring information into compositions using documentation.

### ■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in writing. Performance needs further development. Students write compositions with limited focus. Students incorporate a thesis statement, simplistic diction, sporadic detail and a shifting point of view. Students extend research skills.

### ■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in writing. Performance needs considerable development.

### **Standard 3: Listening, Speaking and Viewing (RLA.S.3)**

Students will apply their use of spoken, written and/or visual language to communicate

- with a variety of audiences and
- for different purposes.

### **Listening, Speaking and Viewing Objectives**

Students will:

RLA.10.3.1 communicate and follow intricate directions.

RLA.10.3.2 employ appropriate classroom communication skills (e.g., asking and answering questions to foster comprehension and communication in appropriate tone and at the appropriate time).

RLA.10.3.3 listen to a speech (e.g., funeral orations from Shakespeare's *Julius Caesar*) to identify specific examples of central idea, fact versus opinion and persuasive devices).

RLA.10.3.4 recognize and correct usage errors in oral language (e.g., distinguishing colloquial - dialectical - slang - formal versus informal).

RLA.10.3.5 practice and master listening, speaking and viewing by using a variety of techniques (e.g., videos, power point presentations; audiotape; web pages).

### **Performance Descriptors (RLA.PD.10.3)**

#### ■ **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in listening, speaking and viewing. Students automatically evaluate and apply conventions of oral language distinguishing colloquial, dialectical, slang and formal language. Students assess the merit of persuasive devices from multiple sources to determine and debate credibility.

#### ■ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in listening, speaking and viewing. Students recognize and apply conventions of oral language by distinguishing colloquial, dialectical, slang and formal-language. Students construct meaning from multiple sources by analyzing persuasive devices to determine credibility.

#### ■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in listening, speaking and viewing. Students recognize and apply conventions of oral language. Students construct meaning from multiple sources by recognizing persuasive devices to determine credibility.

## 200302

### ■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in listening, speaking and viewing. Performance needs further development. Students recognize conventions of oral language. Students determine basic meaning by identifying persuasive language.

### ■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in listening, speaking and viewing. Performance needs considerable development.

## **Eleventh Grade Reading and English Language Arts Content Standards and Objectives**

**Reading and English Language Arts eleventh grade students will refine and enhance foundational literary and communication skills through academic rigor and depth. Career formalization, including college entrance exam preparation and workplace readiness skills, will become a primary focus. Challenging research and writing skills will be emphasized across the curriculum. West Virginia teachers are responsible for analyzing the benefits of technology for learning and for integrating technology appropriately in the students' learning environment. See the related grade-level Technology Standards and Objectives.**

### **Standard 1: Reading (RLA.S.1)**

Students will use skills to read for literacy experiences, read to inform and read to perform a task by:

- 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.

### **Reading Objectives**

Students will:

- RLA.11.1.1 research, analyze and evaluate the historical, cultural and biographical influences of literary works.
- RLA.11.1.2 analyze literary styles according to genre.
- RLA.11.1.3 increase the amount of independent reading with emphasis on classic American, British and World literature.
- RLA.11.1.4 select and use appropriate reading strategies necessary for various reading purposes (e.g., literary experience; information; task performance).
- RLA.11.1.5 analyze characteristics of author's style, purpose and technique from a variety of selections (by the same author (e.g., critical review; literary/character analysis).
- RLA.11.1.6 draw supportable conclusions, make inferences and generalizations, and interpret character traits.
- RLA.11.1.7 expand vocabulary through reading literary works and applying word etymologies to determine meaning.
- RLA.11.1.8 explain various literary devices, in particular, figurative language (e.g., personification; archetypes; allegorical patterns).
- RLA.11.1.9 analyze a variety of texts according to content, structure and tone.
- RLA.11.1.10 read literary criticism applicable to the genre being studied.
- RLA.11.1.11 evaluate persuasive language and techniques.

**Performance Descriptors (RLA.PD.11.1)**

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in reading. Students read, synthesize and evaluate advanced level texts to form supportable predictions, opinions, inferences, conclusions and interpret character traits and literary devices. Students research and analyze the impact of historical, cultural and biographical factors on literary works and examine literary criticism applicable to the genre being studied. Students identify and explain the universality of common themes to determine the interrelationship among literary works.

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in reading. Students read, synthesize and evaluate grade level and/or advanced texts to form supportable predictions, opinions, inferences, conclusions and identify character traits and literary devices. Students research and analyze significant historical, cultural and biographical factors on literary works. Students examine the interrelationship among literary works.

- **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in reading. Students read and analyze grade level texts to form supportable predictions, opinions, inferences, conclusions and identify character traits and literary devices. Students research the impact of historical, cultural and biographical influences on literary works.

- **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in reading. Performance needs further development. Students read grade level texts to form predictions, opinions, inferences and conclusions. Students occasionally identify character traits and literary devices. Students identify the impact of historical, cultural and biographical factors on literary works.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in reading. Performance needs considerable development.

**Standard 2: Writing (RLA.S.2)**

Students will employ a wide range of writing strategies to communicate effectively for different purposes by:

- developing the writing process;
- applying grammatical and mechanical properties in writing; and
- gathering and using information for research purposes.

**Writing Objectives**

Students will:

- RLA.11.2.1 employ writing strategies to address specific purposes and audiences (e.g., narrative; expository; descriptive and/or persuasive).
- RLA.11.2.2 generate topics and plan approaches to writing (e.g., graphic organizers; outlines) using pre-writing strategies.
- RLA.11.2.3 employ drafting strategies for interdisciplinary writing tasks.
- RLA.11.2.4 use a clearly worded and correctly placed thesis statement generated by the student to develop a composition that is supported by relevant details.
- RLA.11.2.5 develop a composition that is focused and coherent and has a clear, logical progression of ideas.
- RLA.11.2.6 use vocabulary that is vivid, precise and economical.
- RLA.11.2.7 identify and use subtle forms of transition in a composition (e.g., sentence links; repetition of key words or sentences).
- RLA.11.2.8 identify rhetorical devices (e.g., parallel structure; antithesis; narrative pace).

## 200302

- RLA.11.2.9 produce functional writing (e.g., letter of job application; scholarship application; essay; personal letter).
- RLA.11.2.10 produce a researched essay or project following an accepted format (e.g., MLA; APA).
- RLA.11.2.11 find and develop personal style and voice in writing.
- RLA.11.2.12 use revisions and editing strategies to correct errors in organization, content, usage, mechanics and spelling in functional and research writing.
- RLA.11.2.13 access and evaluate information through a variety of sources (e.g., *Reader's Guide*; card catalog; electronic media).
- RLA.11.2.14 apply efficient note taking skills with careful attention to identifying purpose, main ideas/key facts and overall themes in order to synthesize information into a well-developed essay.
- RLA.11.2.15 apply the concept of intellectual property and plagiarism in all media (e.g., media copyright laws; private/public domain).
- RLA.11.2.16 produce a suitable outline for use in a researched essay or project.
- RLA.11.2.17 apply choices of pronunciation and spelling (e.g., dictionary; spell check; thesaurus).
- RLA.11.2.18 analyze the parts of a sentence (e.g., direct object; predicate adjective, gerund; infinitive; word usage variations).
- RLA.11.2.19 select appropriate editing strategies to correct errors in punctuation.
- RLA.11.2.20 recognize and correct errors in subject verb agreement and verb tense.
- RLA.11.2.21 recognize and correct errors in sentence structure and usage (e.g., parallelism; redundancy; misplaced modifiers; subordination).

### Performance Descriptors (RLA.PD.11.2)

#### ■ Distinguished

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in writing. Students independently write focused compositions from student-generated, clearly worded and correctly placed thesis statements, supported by relevant, insightful, detailed and sophisticated diction. Students employ drafting strategies for interdisciplinary writing tasks and develop personal style and voice in writing. Students extend research skills by producing a researched essay or project following an accepted format.

#### ■ Above Mastery

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in writing. Students write focused compositions. Students generate a clearly worded and correctly placed thesis statement, and develop it with specific, relevant details and vivid, precise diction. Students extend research skills by producing a researched essay or project following an accepted format.

#### ■ Mastery

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in writing. Students write focused compositions. Students generate a correctly placed thesis statement, and develop it with relevant details and precise diction. Students extend research skills by producing a researched essay or project following an accepted format.

#### ■ Partial Mastery

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in writing. Performance needs further development. Students write compositions with limited focus. Students generate a thesis statement, and less consistently use precise diction, relevant details and include a shifting point of view. Students extend research skills by attempting to produce a researched project.

#### ■ Novice

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in writing. Performance needs considerable development.

## 200302

### Standard 3: Listening, Speaking and Viewing (RLA.S.3)

Students will apply their use of spoken, written and/or visual language to communicate

- with a variety of audiences and
- for different purposes.

### Listening, Speaking and Viewing Objectives

Students will:

- RLA.11.3.1 design and communicate complex directions.
- RLA.11.3.2 continue to adapt/apply speaking skills in order to participate in a variety of situations (e.g., panel/group discussion; oral presentation).
- RLA.11.3.3 correct usage errors in oral language (e.g., distinguishing colloquial - dialectical - slang - and formal versus informal language).
- RLA.11.3.4 practice and master listening, speaking and viewing objectives (e.g., videos; PowerPoint presentations; web pages; evaluating a selection on audiotape).

### Performance Descriptors (RLA.PD.11.3)

- **Distinguished**  
The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in listening, speaking and viewing. Students automatically evaluate and apply conventions of oral language and adapt speaking skills according to the specific situation. Students construct presentations that evidence sophisticated mastery of the listening, speaking and viewing objectives.
- **Above Mastery**  
The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in listening, speaking and viewing. Students recognize and apply conventions of oral language and adapt speaking skills according to the specific situation. Students construct presentations that evidence thorough and effective mastery of the listening, speaking and viewing objectives.
- **Mastery**  
The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in listening, speaking and viewing. Students apply conventions of oral language that are suitable for specific situations. Students construct presentations that evidence effective mastery of the listening, speaking, and viewing objectives.
- **Partial Mastery**  
The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in listening, speaking and viewing. Performance needs further development. Students recognize conventions of oral language. Students construct presentations inconsistently applying conventions of oral language characterized by errors or omissions from the listening, speaking, and viewing objectives.
- **Novice**  
The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in listening, speaking and viewing. Performance needs considerable development.

## Twelfth Grade Reading and English Language Arts Content Standards and Objectives

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. Readiness for the work place or post secondary education is the final educational reality check during the twelfth grade year. The expansion and appreciation of language and literature in spoken and written form is a primary focus. West

## 200302

Virginia teachers are responsible for analyzing the benefits of technology for learning and for integrating technology appropriately in the students' learning environment. See the related grade-level Technology Standards and Objectives.

### Standard 1: Reading (RLA.S.1)

Students will use skills to read for literacy experiences, read to inform and read to perform a task by:

- 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.

### Reading Objectives

Students will:

- RLA.12.1.1 research, analyze and evaluate the historical, cultural and biographical influences to determine the impact on literary works.
- RLA.12.1.2 analyze and evaluate author's choice of genre
- RLA.12.1.3 increase the amount of independent reading with emphasis on American, British and World literature.
- RLA.12.1.4 apply appropriate reading strategies necessary for various reading purposes (e.g., literary experience; information; task performance).
- RLA.12.1.5 analyze and evaluate characteristics of author's style, purpose and technique from a variety of selections by the same author (e.g., critical review; literary/character analysis).
- RLA.12.1.6 construct supportable conclusions, make inferences and generalizations, and interpret character traits from explicit and implicit ideas.
- RLA.12.1.7 analyze and evaluate persuasive language and techniques (e.g., advertisements; junk mail; web sites; news stories).
- RLA.12.1.8 expand vocabulary through reading various literary works and applying word etymologies to determine meaning.
- RLA.12.1.9 interpret and evaluate the author's choice of various literary devices and techniques, in particular, figurative language (e.g., personification; archetypes; allegorical patterns).
- RLA.12.1.10 analyze and evaluate types of text according to content, structure and tone.
- RLA.12.1.11 read and evaluate literary criticism applicable to the genre being studied.

### Performance Descriptors (RLA.PD.12.1)

#### ■ Distinguished

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in reading. Students read, synthesize and evaluate advanced level texts to form supportable predictions, opinions, inferences and conclusions from implicit ideas. Students interpret and evaluate literary devices and techniques and analyze characters. Students independently research and analyze the impact of historical, cultural and biographical factors on literary works and analyze literary criticism applicable to the genre being studied. Students examine the universality of literature to determine the interrelationship among literary works.

#### ■ Above Mastery

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in reading. Students read and synthesize grade level and/or advanced texts to form supportable predictions, opinions, inferences and conclusions from implicit ideas. Students interpret literary devices and techniques and analyze characters. Students independently research and analyze the impact of historical, cultural and biographical factors on literary works and read literary criticism applicable to the genre being studied. Students examine the interrelationship among literary works.

#### ■ Mastery

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in reading. Students

## 200302

read and analyze grade level texts to form supportable predictions, opinions, inferences and conclusions from implicit ideas. Students identify and interpret character traits and literary devices. Students research and analyze significant historical, cultural and biographical factors on literary works.

### ■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in reading. Performance needs further development. Students read grade level texts to form predictions, opinions, inferences and conclusions. Students identify some character traits and literary devices. Students identify the impact of historical, cultural and biographical factors on literary works.

### ■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in reading. Performance needs considerable development.

### **Standard 2: Writing (RLA.S.2)**

Students will employ a wide range of writing strategies to communicate effectively for different purposes by:

- developing the writing process;
- applying grammatical and mechanical properties in writing; and
- gathering and using information for research purposes.

### **Writing Objectives**

Students will:

- RLA.12.2.1 employ writing strategies to address specific purposes (e.g., narrative; expository; persuasive; research; creative).
- RLA.12.2.2 generate topics and plan approaches to research writing (e.g., graphic organizers; outlines) using pre-writing strategies.
- RLA.12.2.3 employ drafting strategies for research writing tasks.
- RLA.12.2.4 develop a focused composition that has a clear and logical progression of ideas supported by relevant details.
- RLA.12.2.5 use of vocabulary that is vivid, precise and economical.
- RLA.12.2.6 use subtle forms of transition in a composition (e.g., sentence links; repetition of key words or sentences).
- RLA.12.2.7 apply rhetorical devices (e.g., parallel structure; antithesis; narrative pace).
- RLA.12.2.8 write an analysis of a literary selection using terminology and characteristics of the genre and quotations (e.g., apostrophe; symbolism; imagery).
- RLA.12.2.9 produce functional writing related to life skills (e.g., letter of job application; scholarship application; essay; personal letter).
- RLA.12.2.10 produce a summative project (e.g., research paper; power point presentation; web page) using an accepted format (e.g., MLA; APA).
- RLA.12.2.11 refine a personal style and voice in writing.
- RLA.12.2.12 correct errors in organization, content, usage, mechanics and spelling in all writing using revisions and editing strategies.
- RLA.12.2.13 access and evaluate information through a variety of primary and secondary sources (e.g., personal interviews; SIRS; *Congressional Quarterly*).
- RLA.12.2.14 employ a sound note taking system that can be applied to classroom, library and/or interview.
- RLA.12.2.15 integrate the concept of intellectual property and plagiarism in all media (e.g., media copyright laws; private/public domain).
- RLA.12.2.16 produce a detailed outline for use in a summative project.
- RLA.12.2.17 analyze and select choice of pronunciation and spelling (e.g., dictionary; spell check; thesaurus).
- RLA.12.2.18 select appropriate editing strategies to correct errors in mechanics.
- RLA.12.2.19 recognize and correct errors in subject/verb agreement.

## 200302

RLA.12.2.20 correct errors in sentence structure and usage (e.g., parallelism; redundancy; misplaced modifiers; subordination).

### Performance Descriptors (RLA.PD.12.2)

- **Distinguished**  
The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in writing. Students independently write focused compositions from both student-generated and assigned thesis statements supported by relevant, insightful, detailed and sophisticated diction. Students exhibit personal style and voice in writing. Students extend research skills by producing a summative project using an accepted format.
- **Above Mastery**  
The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in writing. Students write focused compositions generating a well-worded and correctly placed thesis statement, and incorporating specific, relevant details and vivid, precise diction into their compositions. Students extend research skills by producing a summative project using an accepted format.
- **Mastery**  
The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in writing. Students write focused compositions generating a thesis statement, and incorporating relevant details and precise diction. Students extend research skills by producing a researched project following an accepted format.
- **Partial Mastery**  
The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in writing. Performance needs further development. Students write compositions with limited focus, a thesis statement and less consistently use precise diction and relevant details. Students extend research skills by attempting to produce a researched project.
- **Novice**  
The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in writing. Performance needs considerable development.

### Standard 3: Listening, Speaking and Viewing (RLA.S.3)

Students will apply their use of spoken, written and/or visual language to communicate

- with a variety of audiences and
- for different purposes.

### Listening, Speaking and Viewing Objectives

Students will:

- RLA.12.3.1 adapt and apply speaking skills in order to participate in a variety of situations (e.g., panel/group discussion; oral presentation; guest speaker).
- RLA.12.3.2 correct all usage errors in oral language (e.g., distinguishing colloquial - dialectical - slang, and formal versus informal language).
- RLA.12.3.3 practice and master listening, speaking and viewing skills (e.g., videos; power point presentations; web pages; and evaluate a selection on audio tape).

### Performance Descriptors (RLA.PD.12.3)

- **Distinguished**  
The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in listening, speaking and viewing. Students automatically recognize and apply conventions of oral language and adapt speaking skills appropriate to a variety of situations. Students independently construct

## 200302

presentations that evidence sophisticated mastery of the listening, speaking and viewing objectives.

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in listening, speaking and viewing. Students recognize and apply conventions of oral language and adapt speaking skills appropriate to a variety of situations. Students construct presentations that evidence thorough and effective mastery of the listening, speaking and viewing objectives.

- **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in listening, speaking and viewing. Students apply conventions of oral language appropriate to a variety of situations. Students construct presentations that evidence effective mastery of the listening, speaking and viewing objectives.

- **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in listening, speaking and viewing. Performance needs further development. Students occasionally recognize conventions of oral language that are suitable for a variety of situations. Students construct presentations that evidence partial knowledge of the listening, speaking and viewing objectives.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in listening, speaking and viewing. Performance needs considerable development.

## Speech I

**Speech I is an elective which enhances the Reading/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 well succeeds in social, economic and academic environments. Effective oral communication provides readiness for the workplace and/or post-secondary education and is, therefore, a recommended elective for students in all career majors.**

### **Standard 1: The Communication Process**

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

Students will:

- SP1.1.1 evaluate the importance of speech communication in everyday life.
- SP1.1.2 define the speech communication process including the following terms: source, encode, message, channel, decode, receiver and feedback.
- SP1.1.3 identify forms of formal and informal communication.
- SP1.1.4 compare and contrast verbal and non-verbal communication.
- SP1.1.5 demonstrate the vocalization process using the following terms: generators, resonators and articulators of sound.
- SP1.1.6 identify the four characteristics of vocalization: rate, volume, pitch and quality.
- SP1.1.7 compare and contrast hearing and listening.
- SP1.1.8 identify the barriers to effective listening and plan methods to overcome them.
- SP1.1.9 listen strategically for comprehension by making predictions, constructing meaning beyond text and asking questions.

## 200302

- SP1.1.10 listen critically by separating fact from opinion, and by identifying propaganda, distortion and faulty reasoning.
- SP1.1.11 identify the effects of cultural diversity on communication.
- SP1.1.12 recognize situations where the use of colloquialisms, dialects and slang are appropriate and inappropriate.
- SP1.1.13 identify and use rules of speech etiquette.
- SP1.1.14 identify the characteristics of effective team leaders and responsible group members.

### Performance Descriptors (SP1.PD.1)

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in oral communication. The student identifies, evaluates and synthesizes both fundamental and subtle elements of the communications process and applies those elements consistently and effectively in a wide variety of oral communication activities.

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in oral communication. The student identifies and evaluates both fundamental and subtle elements of the communication process and applies those elements effectively and consistently in a wide variety of oral communication activities.

- **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in oral communication. The student identifies and evaluates fundamental elements of the speech communication process and applies those elements effectively in the assigned oral communication activities.

- **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in oral communication. Performance needs further development. The student identifies many but not all of the fundamental elements of the speech communication process and applies those elements sporadically in the assigned communication activities.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in oral communication. Performance needs considerable development.

### Standard 2: Research

Students will research topics to develop focused and coherent speeches.

Students will:

- SP1.2.1 use library resources to identify and research the main ideas about a topic.
- SP1.2.2 use note-taking skills to gather information.
- SP1.2.3 use interviewing skills of questioning, note-taking and summarizing to obtain information.
- SP1.2.4 use on-line information and other technological tools as resources following ethical and legal guidelines.
- SP1.2.5 evaluate the credibility of sources.

### Performance Descriptors (SP1.PD.2)

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in oral communication. The student gathers an abundance of relative and credible resources to prepare focused, coherent and insightful oral presentations.

## 200302

- **Above Mastery**  
The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in oral communication. The student gathers ample relative and credible resources to prepare focused, coherent and interesting oral presentations.
- **Mastery**  
The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in oral communication. The student gathers sufficient relative and credible resources to prepare focused and coherent oral presentations.
- **Partial Mastery**  
The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in oral communication. Performance needs further development. The student gathers few and/or weak resources to prepare the assigned oral presentations.
- **Novice**  
The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in oral communications. Performance needs considerable development.

### **Standard 3: Organization and Delivery**

Students will participate in a variety of communication activities using appropriate organization, standard American English and effective vocal control.

Students will:

- SP1.3.1 participate in a variety of formal and informal speaking experiences (e.g., impromptu, extemporaneous, manuscript, memorization, introductions, business calls, group problem-solving, conflict mediation).
- SP1.3.2 compare and contrast the purposes for speaking (e.g., inform, persuade, entertain).
- SP1.3.3 select topics, analyzing the criteria for their selection (e.g., audience, purpose, occasion, personal interest).
- SP1.3.4 choose the organizational patterns appropriate to topics (e.g., chronological, problem-solution, spatial, logical).
- SP1.3.5 write thesis statements for speeches.
- SP1.3.6 write interesting introductions and conclusions for speeches (e.g., quotations, startling statements rhetorical questions, anecdotes, interesting facts).
- SP1.3.7 select main points and supporting details to develop a clear, logical progression of ideas.
- SP1.3.8 use an effective variety of transitional devices.
- SP1.3.9 use standard American English.
- SP1.3.10 recognize differences between written and spoken language (e.g., spoken language is more concrete, repetitive and simply structured) and apply the differences correctly.
- SP1.3.11 use verbal skills effectively (e.g., diction, articulation, pronunciation and vocal control).
- SP1.3.12 use non-verbal skills effectively (e.g., eye contact, facial expressions, gestures, posture, body movement, dress).
- SP1.13.13 use visual aids appropriately.
- SP1.13.14 use software to prepare and edit text, visual aids, etc.
- SP1.13.15 use graphic presentation software appropriately (e.g., Power Point presentations).
- SP1.3.16 use appropriate technology to record presentations for self-assessment.

### **Performance Descriptors (SP1.PD.3)**

- **Distinguished**  
The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in oral communication. The student prepares organized, focused, coherent and insightful oral presentations and delivers them using Standard American English, powerful word choice, dynamic vocal variety and compelling non-verbal language.

## 200302

- **Above Mastery**  
The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in oral communication. The student prepares organized, focused, coherent and interesting oral presentations and delivers them using Standard American English, appropriate word choice, effective vocal variety and convincing non-verbal language.
- **Mastery**  
The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in oral communication. The student prepares organized, focused and coherent oral presentations and delivers them using Standard American English, appropriate word choice, adequate vocal variety and essential, appropriate non-verbal language.
- **Partial Mastery**  
The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in oral communication. Performance needs further development. The student prepares ill-focused and/or disorganized oral presentations and delivers them with inconsistent ability to use Standard American English, correct word choice, vocal variety and appropriate non-verbal language.
- **Novice**  
The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in oral communication. Performance needs considerable development.

## Journalism

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

### Standard 1: Journalistic Background (JN.S.1)

Students will investigate journalistic history, concepts, terms, rules and roles.

Students will:

- JN.1.1 evaluate the role of journalism and its impact on society.
- JN.1.2 examine parallels between journalistic history and the country's political and social history.
- JN.1.3 analyze the changes in mass communication caused by the widespread use of technology.
- JN.1.4 analyze key press law issues (e.g., censorship, prior restraint, libel, slander, privacy).
- JN.1.5 know the rights, responsibilities and ethics of journalists as defined in the Journalists' Code of Ethics and other publication policies.

## 200302

- JN.1.6 expand vocabulary to include specialized journalism terms (e.g., captions, masthead, column inches, story board, framing).
- JN.1.7 identify and evaluate parts of stories (e.g., lead, body, conclusion, quote).
- JN.1.8 identify contemporary principles of layout and design in a newspaper, yearbook, magazine, broadcast story board and/or advertisement.
- JN.1.9 classify the elements of photo composition (dominance, texture, angle of view, contrast, rule of thirds, leading lines, framing devices).
- JN.1.10 explain the storytelling ability of a photograph.
- JN.1.11 read and critique professional and scholastic publications.
- JN.1.12 use technology to compile, synthesize, produce and disseminate information.

### Performance Descriptors (JN.PD.1)

- **Distinguished**  
The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in journalistic background. The student identifies, evaluates and synthesizes fundamental and subtle aspects of journalistic history, concepts, terms, rules and roles.
- **Above Mastery**  
The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in journalistic background. The student identifies and evaluates fundamental and subtle aspects of journalistic history, concepts, terms, rules and roles.
- **Mastery**  
The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in journalistic background. The student identifies and examines fundamental aspects of journalistic history, concepts, terms, rules and roles.
- **Partial Mastery**  
The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in journalistic background. Performance needs further development. The student sporadically identifies some fundamental elements of journalistic history, concepts, terms, rules and roles.
- **Novice**  
The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in journalistic background. Performance needs considerable development.

### Standard 2: Oral Communication (JN.S.2)

Students will use speaking and listening skills to accurately retrieve and evaluate information.

Students will:

- JN.2.1 use appropriate listening and speaking skills (e.g., make eye contact, speak clearly, use phone etiquette).
- JN.2.2 prepare and conduct interviews following correct procedures (e.g., identify self and publication, state purpose, ask open-ended questions).
- JN.2.3 listen for bias and/or authority to probe and evaluate the reliability of sources.
- JN.2.4 identify and interpret a source's message and intent.
- JN.2.5 listen accurately before recording direct and indirect quotations.
- JN.2.6 legally and ethically gather information from a variety of sources, (e.g., interviews, polls, surveys, electronic media, questionnaires) using one source to check another.

### Performance Descriptors (JN.PD.2)

- **Distinguished**  
The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in journalistic oral

## 200302

communication. The student listens and speaks to others, gathering, recording, evaluating and synthesizing an abundance of information to find relative and credible sources with which to produce vivid, focused, accurate and coherent journalistic products.

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in journalistic oral communication. The student listens and speaks to others, gathering, recording and evaluating an ample amount of information to find relative and credible sources with which to produce focused, accurate and coherent journalistic products.

- **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in journalistic oral communication. The student listens and speaks to others, gathering, recording and evaluating sufficient, relative and credible information with which to produce accurate and coherent journalistic products.

- **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in journalistic oral communication. Performance needs further development. The student listens and speaks to others gathering incomplete information with which to produce accurate and complete journalistic products.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in journalistic oral communication. Performance needs considerable development.

### **Standard 3: Written Communication (JN.S.3)**

Students will organize information in a vivid, focused, accurate and coherent manner using journalistic style rules and news judgment.

Students will:

- JN.3.1 use the writing process to address specific writing purposes (e.g., news, editorial, feature, sports, column, advertising) and multiple audiences (e.g., peers, teachers, parents, community).
- JN.3.2 demonstrate news judgment by analyzing the elements of news as they relate to stories (e.g., timeliness, proximity, human interest, balance, prominence, conflict).
- JN.3.3 select an appropriate journalistic writing model that is focused and coherent (e.g., inverted pyramid for a news story, hour glass model, various audio and video scripting formats).
- JN.3.4 select words that are vivid, precise and economical.
- JN.3.5 organize information to include the 5W's and an H. (who, what, when, where, why and how) as they apply to a story.
- JN.3.6 write various types of leads (e.g., narrative, direct quotation, question, summary).
- JN.3.7 use a variety of transitional devices.
- JN.3.8 write facts, quotations, attributions, paraphrases and interpretations accurately.
- JN.3.9 vary syntax and sentence structure.
- JN.3.10 use persuasive language and techniques appropriately (e.g., distinguish fact from opinion for editorials, news stories, and advertising; recognize a source's authority, special interest, propaganda and bias).
- JN.3.11 apply specialized jargon appropriately (e.g., sports, technology).
- JN.3.12 use editing strategies and journalistic style rules to correct grammatical, spelling and style errors (e.g., punctuation, capitalization, sentence structure).
- JN.3.13 use word processing programs to prepare and edit text.
- JN.3.14 write creative and accurate headlines and captions.
- JN.3.15 respect intellectual property rights (e.g., copyrights, plagiarism).

**Performance Descriptors (JN.PD.3)**

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in journalistic written communication. The student writes and edits copy to produce vivid, focused and accurate stories that are stylistically correct and compelling to read.

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in journalistic written communication. The student writes and edits copy to produce focused and accurate stories that are stylistically correct and interesting to read.

- **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in journalistic written communication. The student writes and edits copy to produce accurate stories that are stylistically correct.

- **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in journalistic written communication. Performance needs further development. The student writes and edits copy which includes some of the necessary story elements and ignores multiple stylistic errors.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in journalistic written communication. Performance needs considerable development.

**Standard 4: Business (JN.S.4)**

Students will perform journalistic business responsibly and collaboratively.

Students will:

- JN.4.1 work collaboratively and cooperatively (e.g., teamwork, problem solving, brainstorming).
- JN.4.2 perform assigned duties responsibly and professionally (e.g., meet deadlines, complete assignments, organize materials, check sources).
- JN.4.3 define leadership and management roles and respect the authority of the people in those roles (e.g., editors, business managers, production managers, news directors).
- JN.4.4 identify the business and advertising aspects of journalism.
- JN.4.5 conduct market research.
- JN.4.6 analyze effective advertising.
- JN.4.7 practice circulation and financial record-keeping methods.
- JN.4.8 compare career opportunities in journalism and the required training for those careers.

**Performance Descriptors (JN.PD.4)**

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in journalistic business. The student identifies, analyzes and manages the multiple business functions of a journalistic publication and leads the staff by working responsibly, respectfully and synergistically in that business.

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in journalistic business. The student identifies, analyzes and conducts the business functions of a journalistic publication and works responsibly, respectfully and collaboratively in that business.

## 200302

### ■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in journalistic business. The student identifies, analyzes and practices the business functions of a journalistic publication and works responsibly and respectfully in that business.

### ■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in journalistic business. Performance needs further development. The student identifies some of the business functions of a journalistic publication and assists other workers in that business when assigned to do so.

### ■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in journalistic business. Performance needs considerable development.

### **Standard 5: Newspaper (JN.S.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.

Students will:

- JN.5.1 collaborate as a staff to determine publication content, policy, size, design, budget and circulation.
- JN.5.2 understand and perform duties of assigned staff positions.
- JN.5.3 establish and cover beats.
- JN.5.4 assign stories, photographs and advertisements.
- JN.5.5 meet deadlines.
- JN.5.6 edit copy.
- JN.5.7 design page layouts using thumbnail sketches and desktop software for page design.
- JN.5.8 create effective advertisements.
- JN.5.9 prepare and proof camera-ready material for submission to a printer (e.g., paste-up, electronic desk submission).
- JN.5.10 sell advertising and/or subscriptions (e.g., dress and act professionally, develop a sales action plan).
- JN.5.11 apply circulation and financial record-keeping methods (e.g., subscriptions, advertising, supplies).
- JN.5.12 distribute publication to audience.
- JN.5.13 evaluate finished publication through feedback from staff and audience.

### **Performance Descriptors (JN.PD.5)**

#### ■ **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in newspaper journalism. The student leads a newspaper staff to plan, publish and evaluate an exemplary school newspaper, performing the duties of leadership positions ethically, responsibly, resourcefully and respectfully.

#### ■ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in newspaper journalism. The student works in collaboration with a newspaper staff to plan, publish and evaluate an exemplary school newspaper, performing the duties of assigned positions ethically, responsibly, resourcefully and respectfully.

#### ■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in newspaper journalism.

## 200302

The student works in collaboration with a newspaper staff to plan, publish and evaluate a school newspaper, performing the duties of assigned positions ethically, responsibly and respectfully.

### ■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in newspaper journalism. Performance needs further development. The student assists in the planning, publication and evaluation of a school newspaper by performing assigned duties with limited proficiency when directed to do so and with limited respect for leadership positions.

### ■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in newspaper journalism. Performance needs considerable development.

## **Standard 6: Yearbook (JN.S.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.

Students will:

- JN.6.1 collaborate as a staff to determine publication content, policy, size, design, budget and circulation.
- JN.6.2 understand and perform duties of assigned staff positions.
- JN.6.3 edit copy.
- JN.6.4 design page layouts.
- JN.6.5 create effective advertisements.
- JN.6.6 prepare and proof camera-ready material for submission to a printer (e.g., paste-up, electronic desk submission).
- JN.6.7 correct page proofs from printer for re-submission.
- JN.6.8 sell advertising and/or subscriptions (e.g., dress and act professionally, develop a sales action plan).
- JN.6.9 apply circulation and financial record-keeping methods (e.g., subscriptions, advertising, supplies).
- JN.6.10 distribute publication to audience.
- JN.6.11 evaluate finished publication through feedback from staff and audience.

## **Performance Descriptors (JN.PD.6)**

### ■ **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in yearbook journalism. The student leads a yearbook staff to plan, publish and evaluate an exemplary school yearbook, performing the duties of leadership positions ethically, responsibly, resourcefully and respectfully.

### ■ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in yearbook journalism. The student works in collaboration with a yearbook staff to plan, publish and evaluate an exemplary school yearbook, performing the duties of assigned positions ethically, responsibly, resourcefully and respectfully.

### ■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in yearbook journalism. The student works in collaboration with a yearbook staff to plan, publish and evaluate a school yearbook, performing the duties of assigned positions ethically, responsibly and respectfully.

### ■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in yearbook journalism. Performance needs

## 200302

further development. The student assists in the planning, publication and evaluation of a school yearbook by performing assigned duties with limited proficiency when directed to do so and with limited respect for leadership positions.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in yearbook journalism. Performance needs considerable development.

### **Standard 7: Broadcasting (JN.S.7)**

Students will plan and produce broadcasts in a variety of formats using all applicable objectives from Journalism Standards One through Four, in addition to the following specific objectives for broadcasting.

Students will:

- JN.7.1 engage in pre-production meetings to plan content, production schedules, staff positions, etc.
- JN.7.2 perform duties of various staff positions (e.g., director, anchor, technical director, floor manager), in both leadership and non-leadership roles.
- JN.7.3 follow various script and log formats to produce projects.
- JN.7.4 use available audio and video equipment appropriately to create desired products or programs.
- JN.7.5 exercise proper care with video and audio equipment.
- JN.7.6 demonstrate various shooting techniques (e.g., angles, shots, focus, movement, framing).
- JN.7.7 develop and apply skills related to the role of talent in a production (e.g., camera and microphone consciousness, script use, dress, make-up, speaking skills).
- JN.7.8 apply proper staging principles for both studio and location shots.
- JN.7.9 design and execute effective lighting for video shoots.

### **Performance Descriptors (JN.PD.7)**

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in broadcast journalism. The student leads a broadcast staff to plan, produce and evaluate an exemplary school broadcast program, performing the duties of leadership positions ethically, responsibly, resourcefully and respectfully.

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in broadcast journalism. The student works in collaboration with a broadcast staff to plan, produce and evaluate an exemplary school broadcast program, performing the duties of assigned positions ethically, responsibly, resourcefully and respectfully.

- **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in broadcast journalism. The student works in collaboration with a broadcast staff to plan, produce and evaluate a school broadcast program, performing the duties of assigned positions ethically, responsibly and respectfully.

- **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in broadcast journalism. Performance needs further development. The student assists in the planning, production and evaluation of a school broadcast program by performing assigned duties with limited proficiency when directed to do so and with limited respect for leadership positions.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in broadcast journalism. Performance needs considerable development.

## 200302

### Standard 8: Photo Journalism

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.

Students will:

- JN.8.1 demonstrate a working knowledge of available equipment and software (e.g., digital camera, 35 mm camera, darkroom equipment).
- JN.8.2 correctly use terminology associated with photojournalism (e.g., aperture, F-stop, depth of field, shutter speed, film speed).
- JN.8.3 shoot pictures as assigned.
- JN.8.4 vary the use of focal lenses (e.g., telephoto, wide angle, normal, zoom).
- JN.8.5 process black and white film.
- JN.8.6 process and use contact sheets to analyze shots (e.g., composition, negative damage, cropping, and density).
- JN.8.7 select photographs for their storytelling value and visual quality.
- JN.8.8 print black and white pictures.
- JN.8.9 gather and write information to complete the storytelling effect of pictures.

### Performance Descriptors (JN.PD.8)

#### ■ Distinguished

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in photo journalism. The student resourcefully and efficiently shoots compelling pictures with technical proficiency, develops film independently and prints precisely cropped and creative images that have a distinctive storytelling value.

#### ■ Above Mastery

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in photo journalism. The student shoots interesting pictures with technical proficiency, develops film independently and prints clear, cropped images that have an effective storytelling value.

#### ■ Mastery

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in photo journalism. The student shoots assigned pictures with technical proficiency, develops film independently and prints clear, cropped images that have a storytelling value.

#### ■ Partial Mastery

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in photo journalism. Performance needs further development. The student shoots assigned pictures with little regard to camera settings, develops film with assistance and prints low quality photographs that have a limited storytelling value.

#### ■ Novice

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in photo journalism. Performance needs considerable development.

### Standard 9: Desktop Publishing

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.

Students will:

- JN.9.1 use desktop publishing terminology correctly.

## 200302

- JN.9.2 operate publication software correctly (e.g., start the program, view the publication software window, open and save a publication, enter text into a frame, view and print a publication, exit the program).
- JN.9.3 use software tools to create a publication (e.g., import and manipulate text and graphics, use guides, define and apply styles, add and delete pages).
- JN.9.4 insert and resize art and copy, moving objects, aligning and grouping images, layering objects and rotating objects.
- JN.9.5 use available technology to work with images (e.g., digital cameras, scanners, image manipulation software).
- JN.9.6 develop a variety of publications (e.g., pamphlets, magazines, advertisements, web pages, business cards, memo forms, newsletters).
- JN.9.7 comply with copyright and patent laws pertaining to scanned images, documents, electronic clip art and trademarks.
- JN.9.8 comply with licensing agreements associated with desktop publishing software.

### Performance Descriptors (JN.PD.9)

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in desktop publishing. The student uses a wide range of tools from multiple software programs to create a variety of exemplary publications with skillful, imaginative layout designs, which comply fully with all legal and ethical rules.

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in desktop publishing. The student uses tools from multiple software programs to create a variety of publications with skillful, attractive layout designs, which comply fully with all legal and ethical rules.

- **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in desktop publishing. The student uses software tools to create a variety of publications with skillful layout designs, which comply fully with all legal and ethical rules.

- **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in desktop publishing. Performance needs further development. The student uses software tools to manipulate copy and art with limited proficiency when directed to do so, observes more than participates in design layouts and disregards some legal and ethical rules.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in desktop publishing. Performance needs considerable development.

### Standard 10: Public Relations (JN.S.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.

Students will:

- JN.10.1 use local media to promote the school.
- JN.10.2 find the publicity angle in school events and plan promotions accordingly.
- JN.10.3 write press releases for the school and distribute them to local print and broadcast media.
- JN.10.4 design, write, produce, and disseminate the school's newsletter and/or web page.
- JN.10.5 compile site information for distribution as needed (event plans, media requests).

## 200302

- JN.10.6 function as an information source (e.g., file photos, archives, directory assistance).
- JN.10.7 serve as a liaison between the school and the community.
- JN.10.8 assist with internal communications (e.g., brochures, calendars, publicity).

### Performance Descriptors (JN.PD.10)

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in public relations. The student initiates and leads exemplary projects to promote the school internally and externally, skillfully producing a highly visible, positive image for the school through vehicles such as newsletters, web pages, press releases, event promotions and other forms of communication.

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in public relations. The student participates in exemplary projects to promote the school internally and externally, skillfully and creatively producing a positive image for the school through vehicles such as newsletters, web pages, press releases, event promotions and other forms of communication.

- **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in public relations. The student promotes the school internally and externally, skillfully producing a positive image for the school through vehicles such as newsletters, web pages, press releases, event promotions and other forms of communication.

- **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in public relations. Performance needs further development. The student promotes the school by using limited skills to complete assigned communication duties on vehicles such as newsletters, web pages, press releases, event promotions and other forms of communication.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in public relations. Performance needs considerable development.

## FISCAL NOTE WORKSHEET

(Submit 4 Copies)

HD NO \_\_\_\_\_ DRAFT NO \_\_\_\_\_ BILL NO \_\_\_\_\_ RESOLUTION NO \_\_\_\_\_

SUBJECT: 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

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

There will be no increase in costs due to this policy.

DATE  
February 20, 2003

AGENCY  
West Virginia Department of Education

AUTHORIZED REPRESENTATIVE  


## 200302

- JN.10.6 function as an information source (e.g., file photos, archives, directory assistance).
- JN.10.7 serve as a liaison between the school and the community.
- JN.10.8 assist with internal communications (e.g., brochures, calendars, publicity).

### Performance Descriptors (JN.PD.10)

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in public relations. The student initiates and leads exemplary projects to promote the school internally and externally, skillfully producing a highly visible, positive image for the school through vehicles such as newsletters, web pages, press releases, event promotions and other forms of communication.

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in public relations. The student participates in exemplary projects to promote the school internally and externally, skillfully and creatively producing a positive image for the school through vehicles such as newsletters, web pages, press releases, event promotions and other forms of communication.

- **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in public relations. The student promotes the school internally and externally, skillfully producing a positive image for the school through vehicles such as newsletters, web pages, press releases, event promotions and other forms of communication.

- **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in public relations. Performance needs further development. The student promotes the school by using limited skills to complete assigned communication duties on vehicles such as newsletters, web pages, press releases, event promotions and other forms of communication.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in public relations. Performance needs considerable development.

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

**COMMENT LOG**

**November 14, 2002 - January 10, 2003**

ACTION TYPE  
 N: No Response - Negative  
 N/A Not Accepted + Positive  
 A: Accepted o Neutral

Date	Individual/Organization	Comments	Action/Type	Rationale
<b>Reading and English Language Arts</b>				
<b>Introduction to Reading and English Language Arts</b>				
1/6/03	Tammy Chambers	RLA.K.16 concerns me. The sight words need to be level appropriate and high frequency. Color words, number words and the word bottom ARE NOT high frequency words in children's literature. We need to include words such as a, the, is, it, and, we, I, not, are big, no, yes . . .	N/A o	Concern addressed found within example of the objective
1/6/03	Allyson Schoenlein	The Journalism expands and enhances Reading/English Language Arts in the areas of reading, writing, speaking, listening and viewing. Emphasis is on the oral, written, and visual communication skills important for educational, occupational and personal endeavors. A broad spectrum of skills and information are basic to all journalistic pursuits. <u>That spectrum is included in the objectives listed under the first four journalism standards. In addition, specialized skills and information are also required for students pursuing various branches of journalism. Those skills follow under standards five through ten. By combining these standards and objectives, electives in journalism may include basic journalism, newspaper, yearbook, broadcasting, photojournalism, desktop publishing and public relations. These standards and objectives can be adapted for various levels of courses, 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 are different course levels should demonstrate improvement in work quality and increased skill complexity. Skills learned in journalism electives will benefit students in all career clusters. <u>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.</u></u>	A/+	Introductory statement will delete first two underlined sentences for clarity and to avoid redundancy. Last underlined statement will remain (pg. 51)

Date	Individual/Organization	Comments	Action/Type	Rationale
1/6/03	Deb Hartsock	<p><b>Reading and English Language Arts Kindergarten Objectives and Performance Descriptors</b>            RLA.S.1 Change "dimensions" to "essential components" of reading</p> <p>RLA.PD.K.1 et al . . . Determine singular or plural use of "student" in each descriptor for consistency.            "Above Mastery" - define "somewhat consistent manner" (RLA.PD.K.2)</p> <p>RLA.PD.K.3 - define "somewhat consistently understand"</p>	<p>N/A -</p> <p>N/A o</p> <p>N/A o</p>	<p>Dimensions encompass more than essential components,</p> <p>Change was made in previous draft, language</p> <p>Consistent with other content areas</p>
1/6/03	Deb Hartsock	<p><b>Reading and English Language Arts 1<sup>st</sup> Grade Objectives and Performance Descriptors</b>            Introduction - determine singular or plural use of "student" for consistency</p> <p>RLA.PD.1.1. et al: See above RLA.PD.K.1            "Above Mastery" define "somewhat consistently use"</p> <p>RLA 1.2.2 self-correction</p> <p>RLA.PD.1.3 "Distinguished" - change "their own life" to their lives;            Above Mastery - change "their own life" to their lives;            Mastery - change "their own life" to their lives;            Partial Mastery - change "their own life" to their lives</p>	<p>A/+</p> <p>N/A o</p> <p>N/A o</p> <p>A/+</p>	<p>Change made (pg. 5)</p> <p>Language consistent with other content</p> <p>Suggestion unclear</p> <p>Grammar change made (pg. 8-9)</p>

Date	Individual/Organization	Comments	Action/Type	Rationale
1/6/02	Deb Hartsock	<p><b>Reading and English Language Arts 2<sup>nd</sup> Grade Objectives and Performance Descriptors</b></p> <p>Same concerns: distinction between Above Mastery and Mastery.            RLA.PD.2.3 Above Mastery - "own life" to "their lives";            Mastery - "own life" to "their lives";            Partial Mastery - "own life" to "their selves"</p>	A/+	Grammar change made (pg. 12)
1/6/03	Deb Hartsock	<p><b>Reading and English Language Arts 3<sup>rd</sup> Grade Objectives and Performance Descriptors</b></p> <p>Introduction - omit "own" in their own learning            Singular verses plural (student)</p> <p>RLA.PD.3.3 - Novice - Incomplete performance? fragmented?            Omit "characterized by . . . performance"</p>	A/+   N/A o	<p>Changed for clarity (pg. 12)</p> <p>Language consistent with other content areas</p>
1/6/03	Deb Hartsock	<p><b>Reading and English Language Arts 4<sup>th</sup> Grade Objectives and Performance Descriptors</b></p> <p>Introduction - omit third "and" in first sentence</p> <p>RLA.4.1.13 Change "in" to "when" making connections...            Omit "own"</p> <p>RLA.PD.4.3 Singular verses plural (student)</p> <p>Novice - omit same as 3<sup>rd</sup> grade comment</p>	A/+   N/A o  N/A o  N/A o	<p>Grammar change made (pg. 16)</p> <p>Present form correlates to national standards</p> <p>Written correctly as is</p> <p>Same as grade 3 comment</p>

Date	Individual/Organization	Comments	Action/Type	Rationale
1/6/03	Deb Hartsock	<p><b>Reading and English Language Arts 5<sup>th</sup> Grade Objectives and Performance Descriptors</b>            RLA.5.1.14 Insert "correctly" after spell</p> <p>RLA.5.3.5 omit "in order"</p> <p>RLA.PD.5.3 Singular verses plural</p> <p>Novice - omit same as 3<sup>rd</sup> grade comment</p>	<p>A/+</p> <p>A/+</p> <p>N/A o</p> <p>N/A o</p>	<p>Insertion made (pg. 20)</p> <p>Omission made (pg. 22)</p> <p>Written correctly as is</p> <p>Same as grade 3 comment</p>
1/6/03	Deb Hartsock	<p><b>Reading and English Language Arts 6<sup>th</sup> Grade Objectives and Performance Descriptors</b>            RLA.6.1.13 Insert "correctly"</p> <p>RLA.PD.6.1 Plural verses singular (student)</p> <p>RLA.PD6.3 Novice: omit same as 3<sup>rd</sup> grade comment</p>	<p>A/+</p> <p>N/A o</p> <p>N/A o</p>	<p>Insertion made (pg. 24)</p> <p>Written correctly as is</p> <p>Same as grade 3 comment</p>
1/6/03	Deb Hartsock	<p><b>Reading and English Language Arts 7<sup>th</sup> Grade Objectives and Performance Descriptors</b>            RLA.PD.7.1 et al Singular verses plural (student)</p> <p>Novice - omit same as 3<sup>rd</sup> grade comment</p>	<p>N/A o</p> <p>N/A o</p>	<p>Written correctly as is</p> <p>Same as grade 3 comment</p>

Date	Individual/Organization	Comments	Action/Type	Rationale
1/6/03	Deb Hartsock	<p><b>Journalism Objectives and Performance Descriptors</b></p> <p>Introduction: A broad spectrum of skills and info is (not are)  Change "That spectrum: to "This spectrum" in the next sentence.  Standards five (5) through 10 address the specialized skills.  Change "levels of courses" to "course levels" and electives.</p> <p>JN.PN.2 Partial Mastery - Inaccurate? Incomplete?</p>	<p>A/+,  A/0,  A/+    N/A o</p>	<p>Grammar change made (pg. 51), "spectrum" correct either way, "course levels" changed for clarity (pg. 51)</p> <p># provided does not correlate to the document</p>

Judy, I am sending you two new copies of Policy 2520.1. I discovered pages 3-10 were missing. Please replace these two copies with the ones you have. I am only sending the Policy. The Introduction is the same. Your electronic version should be ok.

Thank you,  
Mary Baldwin  
Department of Education  
Phone: 558-7805  
E-mail: [mbaldwin@access.k12.wv.us](mailto:mbaldwin@access.k12.wv.us)

Old, 1<sup>ST</sup> Version

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

The Reading and English Language Arts content standards, objectives and performance descriptors develop in three major strands: 1) reading, 2) writing, 3) listening, speaking and viewing. Each strand provides a clear description of what the student in each grade K-12 should know and be able to do. The curriculum through the grade levels is sequential to allow for foundational content and continues in a spiraling effect in order to ensure a rigorous and challenging program of studies for all students.

References to support the development of the Reading and English Language Arts curriculum include International Reading Association, National Council of Teachers of English, West Virginia Instructional Goals and Objectives, and a multitude of national research. Each reference was reviewed and its relevance was determined in order to produce a solid 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 the curriculum would provide students. The curriculum through the grade levels is sequential to allow for foundational content and continues in a spiraling effect in order to ensure a complete mastery of each strand. The Reading and English Language Arts program emphasizes attention to multicultural education, which is particularly evident throughout the reading strand. A crucial component of the curriculum involves use of the language arts across all curriculum disciplines as these skills are essential in comprehending any curricular area.

West Virginia's vision for education includes the integration of technology throughout the curriculum so that all West Virginia students have the opportunity to develop technology skills that support learning. Successful learning environments provide opportunities for students to use education technology interwoven with relevant curricular content. West Virginia teachers are responsible for integrating technology appropriately in the students' learning environment.

The three major content standards have defined objectives which explain what the student should know. The examples (e.g.) provided with many of the objectives further clarify skills appropriate to that objective. The examples are not intended to be all inclusive but serve as a guide for the mastery of the objective at the particular grade level. 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 sequential, spiraling curriculum.

The content standards, objectives and performance descriptors defined herein will serve to ultimately promote a more literate West Virginia society.

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

### **Standard 1: Reading (RLA.S.1)**

Students will use skills to read for literacy experiences, read to inform and read to perform a task by:

- 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.

**Standard 2: Writing (RLA.S.2)**

Students will employ a wide range of writing strategies to communicate effectively for different purposes by:

- developing the writing process;
- applying grammatical and mechanical properties in writing; and
- gathering and using information for research purposes.

**Standard 3: Listening, Speaking and Viewing (RLA.S.3)**

Students will apply their use of spoken, written and/or visual language to communicate

- with a variety of audiences and
- for different purposes.

## **Kindergarten Reading and English Language Arts Content Standards and Objectives**

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 viewing which will begin to develop lifelong learning skills. Appropriate literature and language experience, coupled with active student participation, will support this development. West Virginia teachers are responsible for analyzing the benefits of technology for learning and for integrating technology appropriately in the students' learning environment. See the related grade-level Technology Standards and Objectives.

**Standard 1: Reading (RLA.S.1)**

Students will use skills to read for literacy experiences, read to inform and read to perform a task by:

- 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.

**Reading Objectives**

Students will:

- RLA.K.1.1 identify that words are made of phonemes (c/a/t).
- RLA.K.1.2 identify the sounds in a one-syllable word (play = p//l/a).
- RLA.K.1.3 recognize and manipulate onset and rime (word families).
- RLA.K.1.4 use basic elements of phonetic analysis (e.g., common letter/sound relationships; beginning/ending consonant sounds; short/long vowel sounds; word patterns).
- RLA.K.1.5 recognize and name all lower/upper case letters in random order.
- RLA.K.1.6 identify level-appropriate sight words and vocabulary words (e.g., color words; number words; positional words - top, bottom, in, out; high frequency words - I, it; words for person, places, things and actions).
- RLA.K.1.7 recognize basic comprehension concepts (e.g., main idea: setting; characters; sequence; retelling; predicting).
- RLA.K.1.8 recognize that print conveys meaning (e.g., know that printed letters and words represent spoken language).
- RLA.K.1.9 recognize how print is organized and read (e.g., front of book; title; hold book correctly; follow words from left to right and top to bottom of page; turn pages left to right; one to one match - print and voice; know the difference between words and letters).
- RLA.K.1.10 establish a purpose for reading (e.g., for information, for pleasure).
- RLA.K.1.11 identify author's purpose (e.g., to persuade, to inform).
- RLA.K.1.12 make connections between literary work and people in own life and other cultures (e.g., characters; events).

## 200302

- RLA.2.2.2 develop a story with proper sequence (e.g., beginning - middle - end containing a main idea and supporting details).
- RLA.2.2.3 begin to use the five step writing process (e.g., graphic organizers for pre-writing; descriptive words and details for drafting and revising; use of age appropriate dictionaries for editing and publishing; conferencing to edit: punctuation; capitalization; spelling at developmentally appropriate level).
- RLA.2.2.4 use a variety of sources to gather information to communicate with others (e.g., dictionaries; informational book; pictures; charts; indexes; videos; television programs; guest speakers; graphic organizers).
- RLA.2.2.5 alphabetize to the second letter and use simple guide words.
- RLA.2.2.6 use conventions of spelling in written composition (e.g., spell high frequency words from appropriate grade level list; use letter/sound relationships to spell independently; spell phonetically irregular words - one, could, they; transition from invented to conventional spelling).
- RLA.2.2.7 use conventions of capitalization in written composition (e.g., titles; initials; titles of written works; greeting and closing of a letter).
- RLA.2.2.8 recognize and use conventions of punctuation in written composition: period (e.g., abbreviations, initials); comma (e.g., dates, greeting/closing of a letter, separate city - state - country, separate items in a list); quotation marks for direct quotes; apostrophe (e.g., contractions, singular possessives).
- RLA.2.2.9 use the mechanics of grammar in written composition (e.g., correct subject/verb agreement; simple adjectives and adverbs).
- RLA.2.2.10 write correctly formed and punctuated simple sentences (e.g., declarative; interrogative; exclamation).

### Performance Descriptors (RLA.PD.2.2)

#### ■ **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in writing. Students write a paragraph containing a main idea and supporting details using advanced language mechanics and grammar such as subject-verb agreement, capitalization and punctuation.

#### ■ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in writing. Students write a simple paragraph containing a beginning, middle and end. Students use language mechanics and grammar with simple adjectives and adverbs. Students use the 5-step writing process in all written work.

#### ■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in writing. Students write complete sentences using the conventions of print, language mechanics and grammar. Students use a variety of sources to gather information to communicate printed material. Students use the 5-step writing process in all written work.

#### ■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in writing. Performance needs further development. Students write simple sentences using sequence of events, subject-verb agreement and inconsistently use the conventions of spelling, language print in written work.

#### ■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in writing. Performance needs considerable development.

technology appropriately in the students' learning environment. See the related grade-level Technology Standards and Objectives.

### Standard 1: Reading (RLA.S.1)

Students will use skills to read for literacy experiences, read to inform and read to perform a task by:

- 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.

### Reading Objectives

Students will:

- RLA.5.1.1 identify defining characteristics, build background knowledge and develop reading skills to understand a variety of literary passages and texts by West Virginia, national and international authors (e.g., fiction; nonfiction; myth; poems; fantasies; biographies; autobiographies; science fiction; tall tales; supernatural tales).
- RLA.5.1.2 increase amount of independent reading.
- RLA.5.1.3 determine main idea and locate supporting details in a literary passage and across the curriculum.
- RLA.5.1.4 analyze text to determine time and sequence.
- RLA.5.1.5 use comprehension skills (e.g., draw conclusions; predict; use context clues; summarize).
- RLA.5.1.6 determine the elements of literature (e.g., characterization; conflict; plot) to construct meaning and recognize author's and/or reader's purpose.
- RLA.5.1.7 identify figurative language in text (e.g., hyperbole; alliteration).
- RLA.5.1.8 make text connections to self, to other text and to the world.
- RLA.5.1.9 identify literary techniques used to interpret literature (e.g., compare/contrast; cause/effect).
- RLA.5.1.10 read types of poetry that use inversion, rhyme and rhythm (e.g., diamante; shape; haiku; limerick; name poems; bio poems; cinquain; and quatrain).
- RLA.5.1.11 use resource materials (e.g., dictionary; glossary) to determine the meaning of unknown words or multiple meaning words.
- RLA.5.1.12 use denotation to understand meaning.
- RLA.5.1.13 use root words, prefixes and suffixes to spell words, change word meanings and generate new words appropriate to grade level.
- RLA.5.1.14 spell correctly commonly misspelled and easily confused words from appropriate grade level list.

### Performance Descriptors (RLA.PD.5.1)

#### ■ Distinguished

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in reading. The student independently reads passages/texts across the curriculum to apply higher order thinking skills such as analyze text, determine elements of literature to construct meaning, draw and justify conclusions, generalize and make judgments.

#### ■ Above Mastery

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in reading. The student utilizes texts using comprehension skills to interpret and evaluate point of view, conflict and characterization.

#### ■ Mastery

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in reading. The student reads literary texts using comprehension skills to identify point of view, characterization and figurative language.

## 200302

### ■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in reading. Performance needs further development. The student reads passages/texts by connecting self to text; identifying critical thinking skills such as rephrasing, and responding to what is read; by defining characteristics and using reading strategies to understand informational texts.

### ■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in reading. Performance needs considerable development.

### **Standard 2: Writing (RLA.S.2)**

Students will employ a wide range of writing strategies to communicate effectively for different purposes by:

- developing the writing process;
- applying grammatical and mechanical properties in writing; and
- gathering and using information for research purposes.

### **Writing Objectives**

Students will:

- RLA.5.2.1 use pre-writing and drafting strategies to generate topics and plan approaches to writing tasks.
- RLA.5.2.2 use the writing process to develop a composition that contains specific, relevant details.
- RLA.5.2.3 use editing strategies to correct errors in organization, content, usage, capitalization, punctuation and spelling.
- RLA.5.2.4 use strategies to write for a specific purpose (e.g., creative; narrative; informative; persuasive).
- RLA.5.2.5 use strategies to address specific types of writing (e.g., journal; friendly letter; business letter).
- RLA.5.2.6 develop a 3-5 paragraph composition with an introductory paragraph, supporting details paragraph(s) and concluding paragraph.
- RLA.5.2.7 use a variety of sentence types (e.g., simple; compound; declarative; exclamatory; imperative; interrogative) avoiding run-on sentences and sentence fragments.
- RLA.5.2.8 apply capitalization rules (e.g., abbreviations; titles of people; initials).
- RLA.5.2.9 apply punctuation rules (e.g., commas; apostrophes; colons; semicolons; quotation marks).
- RLA.5.2.10 write and punctuate simple and compound sentences using conjunctions, interjections and prepositions correctly.
- RLA.5.2.11 identify correct pronoun case and pronoun/antecedent agreement.
- RLA.5.2.12 identify action, helping and linking verbs while using correct verb tense and subject/verb agreement.
- RLA.5.2.13 identify adjectives and adverbs in their comparative and superlative forms.
- RLA.5.2.14 organize information by correctly combining subjects, predicates, modifiers and phrases in sentences.
- RLA.5.2.15 identify the parts of a book, know their purposes and locate information (e.g., table of contents; index; glossary).
- RLA.5.2.16 identify and use traditional reference sources for different types of information (e.g., dictionary; thesaurus; newspaper; telephone directory; recipes; menus; schedules; advertisements; order forms).
- RLA.5.2.17 use card catalog, either hard copy or computer database, to locate sources for research/report topics by title, author and/or subject.
- RLA.5.2.18 identify and interpret graphic aids (e.g., maps; charts; graphs; tables; timelines).

## 200302

### Performance Descriptors (RLA.PD.5.2)

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in writing. The student produces multiple paragraphs for self-selected purposes including creative, narrative and informative topics applying advanced language mechanics and grammar such as complex sentence structure and vivid transitional words.

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in writing. The student produces multiple paragraph compositions for specific purposes including creative, narrative and informative compositions utilizing language mechanics and grammar skills.

- **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in writing. The student produces multiple paragraph compositions for specific purposes including creative, narrative and informative compositions using language mechanics and grammar.

- **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in writing. Performance needs further development. The student produces from a prompt a multiple paragraph composition by using language mechanics and grammar, such as punctuation and capitalization rules, organizing information by utilizing compound subjects, predicates, modifiers and phrases.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in writing. Performance needs considerable development.

### Standard 3: Listening, Speaking and Viewing (RLA.S.3)

Students will apply their use of spoken, written and/or visual language to communicate

- with a variety of audiences and
- for different purposes.

### Listening, Speaking and Viewing Objectives

Students will:

- RLA.5.3.1 recognize and exhibit oral communication skills (e.g., rate, audience etiquette).
- RLA.5.3.2 identify and correct usage errors in oral communication (e.g., word choice; grammar - I have seen, not I have saw).
- RLA.5.3.3 deliver recitations.
- RLA.5.3.4 relate personal experiences to oral/visual information.
- RLA.5.3.5 listen to understand a topic (e.g., of a guest speaker; informational video; televised interview; radio news program).
- RLA.5.3.6 contribute to group discussions by exhibiting active listening skills.

### Performance Descriptors (RLA.PD.5.3)

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in listening, speaking and viewing. Students deliver oral presentations across the curriculum through reports that exhibit the oral communication skills of pitch, tone and rate.

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in listening, speaking and

## 200302

viewing. Students exhibit oral communication (dramatization) and enhance listening comprehension skills by taking notes, organizing and summarizing spoken ideas and details.

### ■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in listening, speaking and viewing. Students recognize and exhibit oral communication skills such as recitation, sequential story retelling and enhancing listening comprehension by learning to take notes.

### ■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in listening, speaking and viewing. Performance needs further development. Students recognize oral communication and listening skills to classify story elements, ideas and details.

### ■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in listening, speaking and viewing. Performance needs considerable development.

## Sixth Grade Reading and English Language Arts Content Standards and Objectives

Reading and English Language Arts sixth grade students will continue mastery of communication skills. At this level listening, speaking and viewing strategies require students to gather and process oral information and to effectively express themselves in a variety of situations. Reading objectives strive to promote the development of various vocabulary and comprehension skills that advance the acquisition of literal and inferential knowledge of students and foster recreational reading from a variety of genres, authors, media and resources. Emphasis is given to developing writing skills that are error-free and demonstrate mastery in mechanics and usage to communicate ideas effectively. The student will utilize these competencies across the curriculum. West Virginia teachers are responsible for analyzing the benefits of technology for learning and for integrating technology appropriately in the students' learning environment. See the related grade-level Technology Standards and Objectives.

### Standard 1: Reading (RLA.S.1)

Students will use skills to read for literacy experiences, read to inform and read to perform a task by:

- 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.

### Reading Objectives

Students will:

- RLA.6.1.1 know the defining characteristics, build background knowledge and use reading skills to understand a variety of West Virginia, national and international authors (e.g., fiction; nonfiction; myths; poems; fantasies; biographies; autobiographies; science fiction; tall tales; supernatural tales).
- RLA.6.1.2 increase amount of independent reading.
- RLA.6.1.3 determine theme and locate supporting details in a literary passage and across the curriculum.
- RLA.6.1.4 analyze text to determine transitional words/language.

## 200302

- RLA.6.1.5 use comprehension skills (e.g., draw conclusions; interpret meaning).
- RLA.6.1.6 determine the elements of literature (e.g., external conflict; mood) to construct meaning and recognize author's and/or reader's purpose.
- RLA.6.1.7 identify figurative language in text (e.g., simile; metaphor; personification).
- RLA.6.1.8 explain text connections to self, to other text and to the world for understanding a literary passage.
- RLA.6.1.9 identify and classify types of poetry that use inversion, rhyme and rhythm (e.g., diamante; shape; haiku; limerick; name poems; bio poems; cinquain; and quantrain).
- RLA.6.1.10 use resource materials (e.g., dictionary; glossary; thesaurus) to determine the meaning of unknown words or multiple meaning words.
- RLA.6.1.11 use connotation and denotation to understand meaning.
- RLA.6.1.12 use root words, prefixes and suffixes to spell words, change word meanings and generate new words appropriate to grade level.
- RLA.6.1.13 spell correctly commonly misspelled words, easily confused words and words with irregular endings across the curriculum.

### Performance Descriptors (RLA.PD.6.1)

#### ■ Distinguished

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in reading. Students read functional and recreational materials, identify and classify literary types, and justify conclusions, opinions and inferences while reading.

#### ■ Above Mastery

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in reading. Students read functional and recreational materials, form opinions, use figurative language to draw conclusions, summarize passages and interpret the author's purpose.

#### ■ Mastery

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in reading. Students read literary types, make inferences, draw conclusions and develop a simple summary.

#### ■ Partial Mastery

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in reading. Performance needs further development. Students read materials and recreational literary types, draw conclusions and retell a passage.

#### ■ Novice

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in reading. Performance needs considerable development.

### Standard 2: Writing (RLA.S.2)

Students will employ a wide range of writing strategies to communicate effectively for different purposes by:

- developing the writing process;
- applying grammatical and mechanical properties in writing; and
- gathering and using information for research purposes.

### Writing Objectives

Students will:

- RLA.6.2.1 use pre-writing and drafting strategies (e.g., drawing; clustering; brainstorming; discussion) to generate topics and plan approaches to writing tasks.
- RLA.6.2.2 from a prompt, use the writing process to develop a composition that contains specific, relevant details and transitions.

## 200302

- RLA.6.2.3 use writing strategies to address specific writing purposes (e.g., creative; journalistic; essay; narrative; informative; persuasive) and address various audiences (e.g., peers; teachers; employers).
- RLA.6.2.4 edit own writing as well as the writing of others to correct errors in organization, content, usage, mechanics and spelling.
- RLA.6.2.5 demonstrate mastery of a 3-5 paragraph composition.
- RLA.6.2.6 apply capitalization rules (e.g., proper adjectives; names of written works; family relationships; nationalities; religions/religious terms).
- RLA.6.2.7 apply punctuation rules (e.g., commas; apostrophes in contractions and possessives both singular and plural; colons; semicolons; quotation marks; hyphens).
- RLA.6.2.8 write and punctuate simple and compound sentences with conjunctions, interjections and prepositions.
- RLA.6.2.9 identify and use correct pronoun case.
- RLA.6.2.10 identify action, helping and linking verbs while correctly using verb tense and subject/verb agreement in simple and compound sentences.
- RLA.6.2.11 use adjectives and adverbs in comparative and superlative forms.
- RLA.6.2.12 compose sentences that contain compound subjects and compound verbs.
- RLA.6.2.13 organize information by combining predicates, modifiers, phrases and/or clauses and sentences.
- RLA.6.2.14 identify and correct run-on sentences, sentence fragments and redundant words/sentences.
- RLA.6.2.15 use the parts of a book, know their purposes and locate information (e.g., table of contents; index; glossary).
- RLA.6.2.16 identify and use traditional reference sources for different types of information (e.g., dictionary; thesaurus; atlas; almanac, encyclopedia; newspaper; telephone directory; recipes; menus; schedules; advertisements; order forms; audiovisual resources).
- RLA.6.2.17 begin to demonstrate the ability to identify the source, location, media type, relevancy and content validity of available resource information.
- RLA.6.2.18 identify title, author, subject, call number, publisher and copyright of resources using the card catalog, either hard copy or computer database.
- RLA.6.2.19 use traditional organizers to create, read, interpret and organize information in the form of tables, graphs, diagrams and charts.
- RLA.6.2.20 organize information into an outline by being able to categorize information into topic, subtopic and detail.
- RLA.6.2.21 identify and use correct note taking skills.

### Performance Descriptors (RLA.PD.6.2)

#### ■ Distinguished

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in writing. The student uses the writing process to construct a complex multiple paragraph composition employing grammatical and mechanical conventions. Students design graphic organizers to help present information. Students construct and organize research notes from print and non-print sources.

#### ■ Above Mastery

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in writing. The student uses the writing process to construct a multiple paragraph composition employing grammatical and mechanical conventions. Students design basic graphic organizers and organize research notes referencing print and non-print sources.

#### ■ Mastery

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in writing. Students use the writing process to construct a three to five paragraph composition employing grammatical and

## 200302

mechanical conventions. Students apply note-taking skills to organize research data into an outline or graphic representation.

### ■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in writing. Performance needs further development. The student uses the writing process to construct a basic composition with a beginning, middle and end demonstrating some knowledge of grammatical and mechanical conventions. Students use fundamental note-taking skills.

### ■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in writing. Performance needs considerable development.

### **Standard 3: Listening, Speaking and Viewing (RLA.S.3)**

Students will apply their use of spoken, written and/or visual language to communicate

- with a variety of audiences and
- for different purposes.

### **Listening, Speaking and Viewing Objectives**

Students will:

- RLA.6.3.1 recognize and exhibit oral communication skills (e.g., volume; rate; audience etiquette).
- RLA.6.3.2 retell simple and detailed stories sequentially.
- RLA.6.3.3 listen in order to comprehend topic and purpose (e.g., of a guest speaker; informational video; televised interview; radio news program).
- RLA.6.3.4 reach consensus in group discussions or settings.

### **Performance Descriptors (RLA.PD.6.3)**

#### ■ **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in listening, speaking and viewing. Students communicate effectively with a variety of audiences for different purposes commanding audience attention. Students' fluent oral reading exhibits accurate pitch, tone, rate and volume.

#### ■ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in listening, speaking and viewing. Students communicate effectively with a peer audience for different purposes. Student's oral reading exhibits somewhat accurate pitch, tone, rate and volume.

#### ■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in listening, speaking and viewing. Students communicate with a peer audience for different purposes. Students demonstrate receptive audience behavior and identify components of presentations. Students read orally exhibiting elements of pitch, tone, rate and volume.

#### ■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in listening, speaking and viewing. Performance needs further development. Students communicate in small group situations. Students demonstrate receptive audience behavior and read orally in small groups

#### ■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in listening, speaking and viewing. Performance needs considerable development.

## Seventh Grade Reading and English Language Arts Content Standards and Objectives

Reading and English Language Arts seventh grade students will continue to build, expand and refine prior learning. Instruction in rigorous listening, speaking and viewing skills will assist in preparing students to interact and express themselves among peers, at home and in the community. Reading comprehension and vocabulary will develop through the use of a wide variety of literary genres and strategies. Writing will utilize error-free and content-rich communication in gathering, organizing, interpreting and reporting information gained through reading. The student will be exposed to these objectives not only in the language arts but across the curriculum. West Virginia teachers are responsible for analyzing the benefits of technology for learning and for integrating technology appropriately in the students' learning environment. See the related grade-level Technology Standards and Objectives.

### Standard 1: Reading (RLA.S.1)

Students will use skills to read for literacy experiences, read to inform and read to perform a task by:

- 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.

### Reading Objectives

Students will:

- RLA.7.1.1 classify the defining characteristics, build background knowledge and apply reading skills to understand a variety of literary passages and texts by West Virginia, national and international authors (e.g., fiction; nonfiction; myths; poems; fantasies; biographies; autobiographies; science fiction; tall tales; supernatural tales).
- RLA.7.1.2 increase amount of independent reading.
- RLA.7.1.3 relate common themes across a variety of literature.
- RLA.7.1.4 use comprehension strategies (e.g., generalize; evaluate; infer; paraphrase).
- RLA.7.1.5 determine the elements of literature (e.g., internal conflict; point of view) to construct meaning and recognize author's and/or reader's purpose.
- RLA.7.1.6 identify figurative language in text (e.g., jargon; idioms).
- RLA.7.1.7 make text connections to self, to other text and to the real world.
- RLA.7.1.8 identify literary techniques used to interpret literature (e.g., flashback; stereotype; foreshadowing; propaganda).
- RLA.7.1.9 read types of poetry and the use of inversion, rhyme and rhythm in narrative poems, ballads and lyrics.
- RLA.7.1.10 recognize and understand clipped or shortened words and their meaning (e.g., bio for biography; auto for automobile).
- RLA.7.1.11 compare/contrast connotation and denotation to understand and enhance meaning of words, sentences and passages.
- RLA.7.1.12 use resource materials (e.g., dictionary; glossary; thesaurus) to determine the meaning of unknown words or multiple meaning words.
- RLA.7.1.13 use root words, prefixes and suffixes to spell words, change word meanings and generate new words appropriate to grade level.

### Performance Descriptors (RLA.PD.7.1)

#### ■ Distinguished

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in reading. The student reads functional and recreational materials. Students classify and evaluate literary types, compare and contrast and make generalizations based on inferences.

## 200302

### ■ Above Mastery

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in reading. The student reads functional and recreational materials. Students classify literary types, support inferences and paraphrase selections making connections to other texts in global situations.

### ■ Mastery

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in reading. The student reads materials to classify literary types, explain inferences and paraphrase selections.

### ■ Partial Mastery

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in reading. Performance needs further development. The student reads materials to recognize literary types. Students draw conclusions, make judgments and summarize simple passages.

### ■ Novice

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in reading. Performance needs considerable development.

### Standard 2: Writing (RLA.S.2)

Students will employ a wide range of writing strategies to communicate effectively for different purposes by:

- developing the writing process;
- applying grammatical and mechanical properties in writing; and
- gathering and using information for research purposes.

### Writing Objectives

Students will:

- RLA.7.2.1 from a prompt, use the writing process to develop a focused composition that contains specific, relevant details and transition.
- RLA.7.2.2 use editing and revision techniques to vary sentence length, change sentence order, use vivid and concise words and eliminate organizational errors.
- RLA.7.2.3 use the writing process to compose various types of writing (e.g., creative; informative; expository; persuasive; articles; essays; journals; letters; poetry; research/reports).
- RLA.7.2.4 apply capitalization rules (e.g., languages; school subjects; regions of the U.S.; dialogue; lines of poetry).
- RLA.7.2.5 apply punctuation rules (e.g., commas; apostrophes in possessives and contractions; colons; semicolons; hyphens; dashes; parentheses).
- RLA.7.2.6 use pronouns, pronoun cases and antecedents in correct form.
- RLA.7.2.7 use and apply correct forms of adjectives and adverbs and/or complex sentence.
- RLA.7.2.8 recognize and avoid use of double negatives.
- RLA.7.2.9 compose and punctuate simple, compound and complex sentences with and without conjunctions.
- RLA.7.2.10 organize information by combining subjects, predicates, modifiers and appositives in a sentence.
- RLA.7.2.11 use correct verb tense and subject verb agreement (e.g., irregular verbs; compound subjects; indefinite pronouns; intervening phrases).
- RLA.7.2.12 edit to eliminate run-on sentences, sentence fragments, redundant words/sentences and misplaced modifiers.
- RLA.7.2.13 use title page, copyright page, table of contents, appendix, bibliography, glossary and index to locate specified information.
- RLA.7.2.14 identify and use traditional reference sources for different types of information (e.g., *Reader's Guide*; *Books In Print*; newspapers; schedules; advertisements; audiovisual resources).

## 200302

- RLA.7.2.15 recognize copyright laws/issues, ethical acquisition and use of digital information in citing sources for research/report.
- RLA.7.2.16 identify the source, location, media type, relevancy and content validity of available information.
- RLA.7.2.17 demonstrate the ability to use the card catalog in hard copy or database to identify title, author, subject, call number, publisher and copyright resources.
- RLA.7.2.18 develop an outline using prepared notes to write a paragraph.

### Performance Descriptors (RLA.PD.7.2)

#### ■ Distinguished

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in writing. From a prompt, students use the writing process to compose a complex composition that employs grammatical and mechanical conventions, is well crafted, cohesively organized and contains sophisticated transitional elements. Using a student-generated outline, the student will compose reports across the curriculum.

#### ■ Above Mastery

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in writing. From a prompt, students use the writing process to compose a well-crafted, cohesively organized composition employing grammatical and mechanical conventions. Students construct a detailed outline to produce a research-based report using print and non-print sources.

#### ■ Mastery

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in writing. From a prompt, students use the writing process to compose a focused composition using supporting details and clear transitions employing grammatical and mechanical conventions containing sentence variety. Students develop an outline from research notes to produce a paragraph.

#### ■ Partial Mastery

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in writing. Performance needs further development. From a prompt, students use the writing process to produce a composition with limited grammatical and mechanical conventions containing complete sentences, basic details and evidence of transition. Students produce a simple outline from notes.

#### ■ Novice

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in writing. Performance needs considerable development.

### Standard 3: Listening, Speaking and Viewing (RLA.S.3)

Students will apply their use of spoken, written and/or visual language to communicate

- with a variety of audiences and
- for different purposes.

### Listening, Speaking and Viewing Objectives

Students will:

- RLA.7.3.1 recognize and exhibit oral communication skills (e.g., tone; volume; rate; audience etiquette).
- RLA.7.3.2 perform dramatizations.
- RLA.7.3.3 use oral/visual information to foster exploration, questioning and imagining of a topic.
- RLA.7.3.4 listen in order to comprehend topic, purpose and perspective in spoken texts (e.g., of a guest speaker; informational video; televised interview; radio news program).
- RLA.7.3.5 play a variety of roles in group discussions including active listener and discussion leader.
- RLA.7.3.6 distinguish between private and public information in research and reporting.

**Performance Descriptors (RLA.PD.7.3)**

- **Distinguished**  
The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in listening, speaking and viewing. Students communicate consistently to a variety of audiences for different purposes. Students deliver an expressive oral presentation exhibiting effective communication skills. Students consistently respond critically to oral and visual information by exploring and questioning the topic.
- **Above Mastery**  
The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in listening, speaking and viewing. Students communicate effectively with a peer audience for different purposes. Students use notes to deliver an oral presentation exhibiting effective communication skills. Students respond to oral and visual information by exploring and questioning the topic.
- **Mastery**  
The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in listening, speaking and viewing. Students communicate with an audience for different purposes. Students deliver an oral presentation exhibiting communication skills by using a prepared script. Students respond to oral and visual information by exploring the text.
- **Partial Mastery**  
The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in listening, speaking and viewing. Performance needs further development. Students communicate with a small group for a specific purpose. Students deliver an oral presentation by reading from a prepared speech. Students respond to oral and visual information by summarizing the topic.
- **Novice**  
The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in listening, speaking and viewing. Performance needs considerable development.

## **Eighth Grade Reading and English Language Arts Content Standards and Objectives**

Reading and English Language Arts eighth grade students will develop strategies that support understanding language in real life situations. Writing will focus on audience, stressing mechanics, language expression and organization of ideas. Reading comprehension and vocabulary will stress development of reading and thinking skills that enable students to comprehend and react critically to various genres of regional, national and international works. The student will utilize language arts skills across the curriculum. West Virginia teachers are responsible for analyzing the benefits of technology for learning and for integrating technology appropriately in the students' learning environment. See the related grade-level Technology Standards and Objectives.

### **Standard 1: Reading (RLA.S.1)**

Students will use skills to read for literacy experiences, read to inform and read to perform a task by:

- 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.

## 200302

### Reading Objectives

Students will:

- RLA.8.1.1 analyze the defining characteristics, build background knowledge and apply reading skills to understand a variety of literary passages and texts by West Virginia, national and international authors (e.g., fiction; nonfiction; myths; poems; fantasies; biographies; autobiographies; science fiction; tall tales; supernatural tales).
- RLA.8.1.2 relate literary theme to global situations.
- RLA.8.1.3 use comprehension strategies (e.g., make judgments; hypothesize; critique; analyze).
- RLA.8.1.4 determine the elements of literature (e.g., internal/external conflict; point of view) to construct meaning and recognize author's and/or reader's purpose.
- RLA.8.1.5 identify figurative language in text (e.g., onomatopoeia; pun).
- RLA.8.1.6 make text connections to self, to other text and to the real world.
- RLA.8.1.7 identify literary technique used to interpret literature (e.g., irony; satire; persuasive language; analogies).
- RLA.8.1.8 read and identify types of poetry and the use of inversion, rhyme and rhythm (e.g., narrative poem; ballad; lyric; epic).
- RLA.8.1.9 recognize and understand acronyms.
- RLA.8.1.10 use resource materials (e.g., dictionary; glossary; thesaurus) to determine the meaning of unknown words or multiple meaning words.
- RLA.8.1.11 use root words, prefixes and suffixes to spell words, change word meanings and generate new words appropriate to grade level.
- RLA.8.1.12 increase amount of independent reading.

### Performance Descriptors (RLA.PD.8.1)

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in reading. The student reads functional and recreational materials. Students extend multiple text information by making and supporting judgments, hypothesizing, critiquing and analyzing abstract themes.

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in reading. The student reads functional and recreational materials to identify multiple text information, relates information to global situations and makes generalizations.

- **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in reading. The student reads and analyzes literary genres, makes and supports judgments and hypothesizes to connect readers' response with the author's purpose.

- **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in reading. Performance needs further development. The student reads materials to classify literary types, explains basic inferences and makes judgments. Students demonstrate literal knowledge of text and relate text to personal experience.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in reading. Performance needs considerable development.

### Standard 2: Writing (RLA.S.2)

Students will employ a wide range of writing strategies to communicate effectively for different purposes by:

- developing the writing process;

## 200302

- applying grammatical and mechanical properties in writing; and
- gathering and using information for research purposes.

### Writing Objectives

Students will:

- RLA.8.2.1 use the writing process to demonstrate the ability to compose a variety of written work (e.g., creative; informative; expository; persuasive; chronological explanatory; compare/contrast; cause/effect; article; essay; journal; letters; reports; poetry).
- RLA.8.2.2 from a prompt, develop a focused composition that contains specific, relevant details, smooth transition and vivid, precise words.
- RLA.8.2.3 use revision and editing strategies to correct errors in organization, content, usage, capitalization, punctuation and spelling.
- RLA.8.2.4 recognize and write a simple thesis statement.
- RLA.8.2.5 apply all capitalization rules in writing.
- RLA.8.2.6 apply punctuation rules in writing (e.g., appositives; phrases; clauses).
- RLA.8.2.7 compose and punctuate grammatically correct simple, compound and complex sentences.
- RLA.8.2.8 identify and correct faulty parallel sentence structure such as phrases and clauses.
- RLA.8.2.9 edit and revise to eliminate run-on sentences, sentence fragments, redundant words/sentences and misplaced modifiers.
- RLA.8.2.10 conduct research using parts of a book to gather, evaluate and synthesize data from a variety of sources (e.g., print; non-print; people).
- RLA.8.2.11 identify and use traditional reference sources for different types of information.
- RLA.8.2.12 independently resolve information conflicts and validate information through assessing, researching and comparing data.
- RLA.8.2.13 demonstrate the ability to identify the source, location, media type, relevancy and content validity of available information.
- RLA.8.2.14 apply use of card catalog and/or computer databases to identify title, author, subject, call number, publisher and copyright resources to gather information for a presentation.
- RLA.8.2.15 use an outline to develop a written and/or oral presentation using graphic representation.

### Performance Descriptors (RLA.PD.8.2)

#### ■ Distinguished

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in writing. The student uses the writing process to design a complex composition with a concise thesis statement exhibiting command of grammatical and mechanical conventions, vivid word terminology and sophisticated transitional elements to enhance meaning. Students quote and reference relevant, valid information in a research-based presentation to support thesis.

#### ■ Above Mastery

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in writing. The student uses the writing process to design a composition including a thesis statement; apply grammatical and mechanical conventions, vivid word terminology and transitional elements. Students reference relevant, valid information in a research-based presentation to support thesis.

#### ■ Mastery

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in writing. The student uses the writing process to design a composition including a thesis statement applying grammatical and mechanical conventions, and using correct word terminology and smooth transition. Students identify and use relevant, valid information for a research-based presentation.

#### ■ Partial Mastery

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in writing. Performance needs further development. The student uses the writing process to design a composition with evidence of

## 200302

grammatical and mechanical conventions, correct word terminology, transition and use of relevant information in a simple research-based presentation.

### ■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in writing. Performance needs considerable development.

### **Standard 3: Listening, Speaking and Viewing (RLA.S.3)**

Students will apply their use of spoken, written and/or visual language to communicate

- with a variety of audiences and
- for different purposes.

### **Listening, Speaking and Viewing Objectives**

Students will:

- RLA.8.3.1 recognize and exhibit oral communication skills (e.g., tone; volume; rate; speaking etiquette; audience etiquette).
- RLA.8.3.2 present an oral report with graphic aids (e.g., tables; graphs; diagrams; charts).
- RLA.8.3.3 think critically about oral/visual information presented; relate personal experiences and apply the information to global situations.
- RLA.8.3.4 listen in order to analyze and critique information received in spoken texts (e.g., of a guest speaker; informational video; televised interview; radio news program).
- RLA.8.3.5 play a variety of roles in group discussions including active listener, discussion leader and/or facilitator.
- RLA.8.3.6 properly use private and public information.

### **Performance Descriptors (RLA.PD.8.3)**

#### ■ **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in listening, speaking and viewing. Students design and deliver an oral/visual presentation justifying their opinions on global situations. Students evaluate sources and the use of public/private information, and apply communication skills required for various careers.

#### ■ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in listening, speaking and viewing. Students plan, design and deliver effective oral/visual presentation relating personal and global situations. Students distinguish between public/private information and exhibit appropriate communication skills required for various careers.

#### ■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in listening, speaking and viewing. Students plan, design and deliver an effective oral presentation. Students relate personal experiences to oral/visual information, distinguish between public and private information and identify communication skills required for various careers.

#### ■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in listening, speaking and viewing. Performance needs further development. Students deliver oral presentations, communicate personal experiences, locate information and investigate communication skills required for various careers.

#### ■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in listening, speaking and viewing. Performance needs considerable development.

## Ninth Grade Reading and English Language Arts Content Standards and Objectives

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 media. Frequent interaction with a broad array of quality literature will encourage an appreciation for the power of the written and spoken word. All language arts skills and strategies will be utilized across the curriculum. West Virginia teachers are responsible for analyzing the benefits of technology for learning and for integrating technology appropriately in the students' learning environment. See the related grade-level Technology Standards and Objectives.

### Standard 1: Reading (RLA.S.1)

Students will use skills to read for literacy experiences, read to inform and read to perform a task by:

- 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.

### Reading Objectives

Students will:

- RLA.9.1.1 identify historical, cultural and biographical influences of literary works.
- RLA.9.1.2 recognize literary styles according to genre.
- RLA.9.1.3 increase the amount of independent reading with emphasis on fiction and nonfiction.
- RLA.9.1.4 use various reading skills for literary experience, information and/or performing a task (e.g., skimming; scanning; note taking; SQ3R).
- RLA.9.1.5 locate specific information in text (e.g., main and supporting ideas; specific facts; statistics; definition).
- RLA.9.1.6 expand the use of various strategies to establish word meanings (e.g., context clues; affixes; multiple meanings).
- RLA.9.1.7 recognize and explain the purpose of illustration within a specific text (e.g., pictures; artwork; graphic organizers such as maps - charts - lists - graphs).
- RLA.9.1.8 recognize literary devices (e.g., personification; symbolism; imagery; metaphor; simile; humor; rhythm; rhyme; meter; alliteration; assonance).
- RLA.9.1.9 identify literary elements within specific genre (e.g., point of view; theme; conflict; characterization; voice).
- RLA.9.1.10 recognize the elements, structures and tone of various genres (e.g., novels; short stories; poetry; drama).
- RLA.9.1.11 form supportable predictions, opinions, inferences and conclusions based upon text.
- RLA.9.1.12 expand vocabulary through various literary works.
- RLA.9.1.13 identify word etymologies to determine meaning.

### Performance Descriptors (RLA.PD.9.1)

#### ■ Distinguished

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in reading. Students read, analyze and evaluate advanced level texts to draw supportable conclusions about historical, cultural and biographical influences on literary works. Students analyze and evaluate literary devices and elements, author's voice and modes of characterization.

#### ■ Above Mastery

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in reading. Students read, analyze and synthesize texts at grade level and above to draw conclusions about historical,

## 200302

cultural and biographical influences on literary works. Students analyze literary devices and elements, author's voice and modes of characterization.

### ■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in reading. Students read and analyze grade level texts to draw conclusions about historical, cultural and biographical influences on literary works. Students explain literary devices and elements, author's voice and modes of characterization.

### ■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in reading. Performance needs further development. Students read grade level texts to draw conclusions about historical, cultural and biographical influences on literary works. Students partially identify and recognize literary devices and elements, author's voice and modes of characterization.

### ■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in reading. Performance needs considerable development.

## **Standard 2: Writing (RLA.S.2)**

Students will employ a wide range of writing strategies to communicate effectively for different purposes by:

- developing the writing process;
- applying grammatical and mechanical properties in writing; and
- gathering and using information for research purposes.

## **Writing Objectives**

Students will:

- RLA.9.2.1 address specific writing purposes (e.g., narrative; expository; descriptive; persuasive) by employing writing strategies.
- RLA.9.2.2 generate topics and plan approaches to writing by using pre-writing strategies.
- RLA.9.2.3 employ drafting strategies for specific writing tasks.
- RLA.9.2.4 create a well-developed composition from a prompt.
- RLA.9.2.5 use a clearly worded and correctly placed thesis statement to develop a composition that addresses the assigned topic.
- RLA.9.2.6 use a clear, logical progression of ideas (e.g., spatial order in a descriptive essay, chronological order in a process essay) to develop a composition that is focused and coherent.
- RLA.9.2.7 use different transitional devices (e.g., introductory and transitional phrases/conjunctions) between paragraphs.
- RLA.9.2.8 use complete and varied sentences to develop a composition.
- RLA.9.2.9 use appropriate and precise word choice to develop a composition.
- RLA.9.2.10 use revision and editing strategies to correct errors in organization, content, usage, mechanics and spelling.
- RLA.9.2.11 access and evaluate a variety of sources (e.g., *Reader's Guide*; card catalog, electronic media).
- RLA.9.2.12 extend note-taking skills to process and organize information.
- RLA.9.2.13 recognize the concept of intellectual property and plagiarism (e.g., media copyright laws; public/private domain).
- RLA.9.2.14 develop outlining skills to organize text and composition information by selecting main points and supporting details.
- RLA.9.2.15 practice correct use of bibliographic format in research documentation (e.g., MLA; APA).
- RLA.9.2.16 recognize choices of pronunciation and spelling (e.g., dictionary; spell check; thesaurus).
- RLA.9.2.17 recognize the parts of speech within a sentence.

## 200302

- RLA.9.2.18 recognize the various parts of a sentence (e.g., direct object; predicate adjective; gerund; infinitive).
- RLA.9.2.19 identify editing strategies to correct errors in capitalization and punctuation.
- RLA.9.2.20 recognize and correct errors in subject/verb agreement.
- RLA.9.2.21 recognize and correct errors in pronoun case usage and pronoun/antecedent agreement.
- RLA.9.2.22 recognize and correct run-on sentences, fragments, misplaced modifiers and awkward constructions.

### Performance Descriptors (RLA.PD.9.2)

#### ■ Distinguished

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in writing. Students write diverse compositions with refined thesis statements, subtle transitions, precise, elevated diction, germane sentence structure and consistently clear, logical progression of supported ideas. Students independently apply the rules of intellectual property.

#### ■ Above Mastery

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in writing. Students write diverse compositions with clear and logical thesis statements, varied transitions, elevated diction, varied and complete sentence structure and with a logical progression of ideas. Students apply the rules of intellectual property.

#### ■ Mastery

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in writing. Students write diverse compositions with clear thesis statements, basic transitions, precise diction, complete sentence structure and with a logical progression of ideas. Students apply the rules of intellectual property.

#### ■ Partial Mastery

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in writing. Performance needs further development. Students write basic compositions with evidence of thesis statements, occasional transitions, limited diction, incomplete sentence structure and an inconsistent progression of ideas. Students identify and explain the rules of intellectual property.

#### ■ Novice

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in writing. Performance needs considerable development.

### Standard 3: Listening, Speaking and Viewing (RLA.S.3)

Students will apply their use of spoken, written and/or visual language to communicate

- with a variety of audiences and
- for different purposes.

### Listening, Speaking and Viewing Objectives

Students will:

- RLA.9.3.1 understand, communicate and follow complex directions effectively.
- RLA.9.3.2 review appropriate classroom communication skills (e.g., asking and answering questions to foster comprehension and communication in the appropriate tone and at the appropriate time).
- RLA.9.3.3 review listening behaviors prior to a school wide audience activity (e.g., staying alert; resisting distractions; identifying and adapting to the speaker's purpose).
- RLA.9.3.4 listen to identify the purpose, make predictions, distinguish fact from opinion and construct meaning from discussion, speech or media.
- RLA.9.3.5 recognize and correct usage errors in oral language.

## 200302

### Performance Descriptors (RLA.PD.9.3)

- **Distinguished**  
The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in listening, speaking and viewing. Students design and communicate intricate directions. Students synthesize meaning from discussion, speech and media to communicate supportable opinions.
- **Above Mastery**  
The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in listening, speaking and viewing. Students effectively communicate intricate directions. Students derive and justify meaning from discussion, speech and media to communicate supportable opinions.
- **Mastery**  
The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in listening, speaking and viewing. Students effectively communicate directions. Students construct meaning from discussion, speech and media through observation and participation to communicate opinions.
- **Partial Mastery**  
The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in listening, speaking and viewing. Performance needs further development. Students communicate simple directions with limited consistency. Students determine meaning from discussion, speech, and media through observation and/or participation to communicate facts.
- **Novice**  
The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in listening, speaking and viewing. Performance needs considerable development.

## Tenth Grade Reading and English Language Arts Content Standards and Objectives

Reading and English Language Arts tenth grade students will use written language for educational, occupational and personal endeavors. Preparation will include critiquing oral presentations and using listening, speaking and viewing while reading and writing. 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. West Virginia teachers are responsible for analyzing the benefits of technology for learning and for integrating technology appropriately in the students' learning environment. See the related grade-level Technology Standards and Objectives.

### Standard 1: Reading (RLA.S.1)

Students will use skills to read for literacy experiences, read to inform and read to perform a task by:

- 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.

### Reading Objectives

Students will:

RLA.10.1.1 analyze and research historical, cultural and biographical influences of literary works.

RLA.10.1.2 compare and contrast literary styles according to genre.

## 200302

- RLA.10.1.3 increase the amount of independent reading with emphasis on American, British and World literature.
- RLA.10.1.4 employ reading strategies necessary for various reading purposes (e.g., literary experience; information; and task performance).
- RLA.10.1.5 continue to use context clues to establish word meaning (e.g., including words with multiple meanings).
- RLA.10.1.6 recognize characteristics of author's style, purpose and tone.
- RLA.10.1.7 form supportable predictions, opinions, inferences and conclusions based upon a text and/or implicit ideas.
- RLA.10.1.8 recognize and interpret the author's choice of literary devices (e.g., personification; symbolism; imagery; metaphor; simile; humor; rhythm; rhyme; meter; alliteration; assonance).
- RLA.10.1.9 recognize persuasive language and techniques (e.g., advertisements; junk mail; news stories).
- RLA.10.1.10 expand vocabulary through reading classic literature.
- RLA.10.1.11 apply knowledge of word etymologies to determine meaning of words.
- RLA.10.1.12 explain word etymologies to determine word meaning.

### Performance Descriptors (RLA.PD.10.1)

#### ■ Distinguished

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in reading. Students read, synthesize and evaluate advanced level texts to form supportable predictions, opinion, inferences and conclusions from implicit ideas. Students research and analyze the impact of historical, cultural and biographical factors on literary works. Students examine the universality of literature to determine the interrelationship among literary works.

#### ■ Above Mastery

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in reading. Students read, synthesize and evaluate texts to form supportable predictions, opinion, inferences and conclusions from implicit ideas. Students research and analyze the impact of historical, cultural and biographical factors on literary works. Students examine the interrelationship among literary works.

#### ■ Mastery

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in reading. Students read and analyze grade level texts to form supportable predictions, opinions, inferences and conclusions from implicit ideas. Students research and analyze the impact of historical, cultural, and biographical influences on literary works.

#### ■ Partial Mastery

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in reading. Performance needs further development. Students read grade level texts to form predictions, opinions, inferences and conclusions. Students identify and explain the impact of historical, cultural and biographical factors on literary works.

#### ■ Novice

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in reading. Performance needs considerable development.

### Standard 2: Writing (RLA.S.2)

Students will employ a wide range of writing strategies to communicate effectively for different purposes by:

- developing the writing process;
- applying grammatical and mechanical properties in writing; and

## 200302

- gathering and using information for research purposes.

### Writing Objectives

Students will:

- RLA.10.2.1 employ writing strategies to address specific audiences (e.g., narrative; expository; descriptive; persuasive).
- RLA.10.2.2 use pre-writing strategies to generate topics and plan approaches to writing by using timed writing tasks.
- RLA.10.2.3 use various points of view (e.g., omniscient or limited) to create a well-developed composition from a writing prompt.
- RLA.10.2.4 use a clearly worded and correctly placed thesis statement which is supported by relevant details to develop a composition that addresses the assigned topic.
- RLA.10.2.5 develop timed and untimed writing that is focused and coherent and has a clear, logical progression of ideas.
- RLA.10.2.6 use different transitional devices (e.g., introductory and internal transitional phrases/conjunctions).
- RLA.10.2.7 develop a composition that contains sentence variety.
- RLA.10.2.8 develop a composition where word choice is vivid, precise and economical.
- RLA.10.2.9 correct errors in timed and untimed writing to correct errors in organization, content, usage, mechanics (e.g., capitalization; punctuation) and spelling using revision and editing strategies.
- RLA.10.2.10 access and evaluate a variety of sources (e.g., *Reader's Guide*; card catalog; electronic media; newspapers).
- RLA.10.2.11 apply note-taking skills to process and organize information (e.g., paraphrase; summary; quote).
- RLA.10.2.12 explain the concept of intellectual property and plagiarism in all media (e.g., media copyright laws; public/private domain).
- RLA.10.2.13 organize text and composition information in outline by selecting main points and supporting details.
- RLA.10.2.14 practice correct use of bibliographic format in research documentation (e.g., MLA; APA).
- RLA.10.2.15 compare and contrast pronunciation of words and different spelling (e.g., dictionary; spell check; thesaurus).
- RLA.10.2.16 classify the parts of speech within a sentence.
- RLA.10.2.17 recognize the parts of a sentence (e.g., direct object; predicate adjective; gerund; infinitive; word usage variations).
- RLA.10.2.18 recognize and correct errors in subject/verb agreement with emphasis on indefinite pronouns.
- RLA.10.2.19 use correct verb tense by recognizing appropriate situations for tense shifts.
- RLA.10.2.20 recognize and correct errors in sentence structure (e.g., parallelism; redundancy; misplaced modifiers; subordination).

### Performance Descriptors (RLA.PD.10.2)

#### ■ Distinguished

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in writing. Students write focused compositions that exhibit a well-discerned and placed thesis statement, sophisticated diction and insightful detail. Students experiment with point of view leading to development of a personal voice. Students extend research skills by incorporating information into compositions using correct documentation.

#### ■ Above Mastery

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in writing. Students write focused compositions that exhibit a correctly placed thesis statement, vivid and economical

## 200302

diction and specific, relevant detail. Students experiment with points of view. Students extend research skills by incorporating information into compositions using correct documentation.

### ■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in writing. Students write focused compositions with a correctly placed thesis statement, vivid diction, relevant details and various points of view. Students extend research skills by transferring information into compositions using documentation.

### ■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in writing. Performance needs further development. Students write compositions with limited focus. Students incorporate a thesis statement, simplistic diction, sporadic detail and a shifting point of view. Students extend research skills.

### ■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in writing. Performance needs considerable development.

### **Standard 3: Listening, Speaking and Viewing (RLA.S.3)**

Students will apply their use of spoken, written and/or visual language to communicate

- with a variety of audiences and
- for different purposes.

### **Listening, Speaking and Viewing Objectives**

Students will:

RLA.10.3.1 communicate and follow intricate directions.

RLA.10.3.2 employ appropriate classroom communication skills (e.g., asking and answering questions to foster comprehension and communication in appropriate tone and at the appropriate time).

RLA.10.3.3 listen to a speech (e.g., funeral orations from Shakespeare's *Julius Caesar*) to identify specific examples of central idea, fact versus opinion and persuasive devices).

RLA.10.3.4 recognize and correct usage errors in oral language (e.g., distinguishing colloquial - dialectical - slang - formal versus informal).

RLA.10.3.5 practice and master listening, speaking and viewing by using a variety of techniques (e.g., videos, power point presentations; audiotape; web pages).

### **Performance Descriptors (RLA.PD.10.3)**

#### ■ **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in listening, speaking and viewing. Students automatically evaluate and apply conventions of oral language distinguishing colloquial, dialectical, slang and formal language. Students assess the merit of persuasive devices from multiple sources to determine and debate credibility.

#### ■ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in listening, speaking and viewing. Students recognize and apply conventions of oral language by distinguishing colloquial, dialectical, slang and formal language. Students construct meaning from multiple sources by analyzing persuasive devices to determine credibility.

#### ■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in listening, speaking and viewing. Students recognize and apply conventions of oral language. Students construct meaning from multiple sources by recognizing persuasive devices to determine credibility.

## 200302

### ■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in listening, speaking and viewing. Performance needs further development. Students recognize conventions of oral language. Students determine basic meaning by identifying persuasive language.

### ■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in listening, speaking and viewing. Performance needs considerable development.

## **Eleventh Grade Reading and English Language Arts Content Standards and Objectives**

**Reading and English Language Arts eleventh grade students will refine and enhance foundational literary and communication skills through academic rigor and depth. Career formalization, including college entrance exam preparation and workplace readiness skills, will become a primary focus. Challenging research and writing skills will be emphasized across the curriculum. West Virginia teachers are responsible for analyzing the benefits of technology for learning and for integrating technology appropriately in the students' learning environment. See the related grade-level Technology Standards and Objectives.**

### **Standard 1: Reading (RLA.S.1)**

Students will use skills to read for literacy experiences, read to inform and read to perform a task by:

- 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.

### **Reading Objectives**

Students will:

- RLA.11.1.1 research, analyze and evaluate the historical, cultural and biographical influences of literary works.
- RLA.11.1.2 analyze literary styles according to genre.
- RLA.11.1.3 increase the amount of independent reading with emphasis on classic American, British and World literature.
- RLA.11.1.4 select and use appropriate reading strategies necessary for various reading purposes (e.g., literary experience; information; task performance).
- RLA.11.1.5 analyze characteristics of author's style, purpose and technique from a variety of selections (by the same author (e.g., critical review; literary/character analysis).
- RLA.11.1.6 draw supportable conclusions, make inferences and generalizations, and interpret character traits.
- RLA.11.1.7 expand vocabulary through reading literary works and applying word etymologies to determine meaning.
- RLA.11.1.8 explain various literary devices, in particular, figurative language (e.g., personification; archetypes; allegorical patterns).
- RLA.11.1.9 analyze a variety of texts according to content, structure and tone.
- RLA.11.1.10 read literary criticism applicable to the genre being studied.
- RLA.11.1.11 evaluate persuasive language and techniques.

## 200302

### Performance Descriptors (RLA.PD.11.1)

#### ■ Distinguished

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in reading. Students read, synthesize and evaluate advanced level texts to form supportable predictions, opinions, inferences, conclusions and interpret character traits and literary devices. Students research and analyze the impact of historical, cultural and biographical factors on literary works and examine literary criticism applicable to the genre being studied. Students identify and explain the universality of common themes to determine the interrelationship among literary works.

#### ■ Above Mastery

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in reading. Students read, synthesize and evaluate grade level and/or advanced texts to form supportable predictions, opinions, inferences, conclusions and identify character traits and literary devices. Students research and analyze significant historical, cultural and biographical factors on literary works. Students examine the interrelationship among literary works.

#### ■ Mastery

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in reading. Students read and analyze grade level texts to form supportable predictions, opinions, inferences, conclusions and identify character traits and literary devices. Students research the impact of historical, cultural and biographical influences on literary works.

#### ■ Partial Mastery

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in reading. Performance needs further development. Students read grade level texts to form predictions, opinions, inferences and conclusions. Students occasionally identify character traits and literary devices. Students identify the impact of historical, cultural and biographical factors on literary works.

#### ■ Novice

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in reading. Performance needs considerable development.

### Standard 2: Writing (RLA.S.2)

Students will employ a wide range of writing strategies to communicate effectively for different purposes by:

- developing the writing process;
- applying grammatical and mechanical properties in writing; and
- gathering and using information for research purposes.

### Writing Objectives

Students will:

- RLA.11.2.1 employ writing strategies to address specific purposes and audiences (e.g., narrative; expository; descriptive and/or persuasive).
- RLA.11.2.2 generate topics and plan approaches to writing (e.g., graphic organizers; outlines) using pre-writing strategies.
- RLA.11.2.3 employ drafting strategies for interdisciplinary writing tasks.
- RLA.11.2.4 use a clearly worded and correctly placed thesis statement generated by the student to develop a composition that is supported by relevant details.
- RLA.11.2.5 develop a composition that is focused and coherent and has a clear, logical progression of ideas.
- RLA.11.2.6 use vocabulary that is vivid, precise and economical.
- RLA.11.2.7 identify and use subtle forms of transition in a composition (e.g., sentence links; repetition of key words or sentences).
- RLA.11.2.8 identify rhetorical devices (e.g., parallel structure; antithesis; narrative pace).

## 200302

- RLA.11.2.9 produce functional writing (e.g., letter of job application; scholarship application; essay; personal letter).
- RLA.11.2.10 produce a researched essay or project following an accepted format (e.g., MLA; APA).
- RLA.11.2.11 find and develop personal style and voice in writing.
- RLA.11.2.12 use revisions and editing strategies to correct errors in organization, content, usage, mechanics and spelling in functional and research writing.
- RLA.11.2.13 access and evaluate information through a variety of sources (e.g., *Reader's Guide*; card catalog; electronic media).
- RLA.11.2.14 apply efficient note taking skills with careful attention to identifying purpose, main ideas/key facts and overall themes in order to synthesize information into a well-developed essay.
- RLA.11.2.15 apply the concept of intellectual property and plagiarism in all media (e.g., media copyright laws; private/public domain).
- RLA.11.2.16 produce a suitable outline for use in a researched essay or project.
- RLA.11.2.17 apply choices of pronunciation and spelling (e.g., dictionary; spell check; thesaurus).
- RLA.11.2.18 analyze the parts of a sentence (e.g., direct object; predicate adjective, gerund; infinitive; word usage variations).
- RLA.11.2.19 select appropriate editing strategies to correct errors in punctuation.
- RLA.11.2.20 recognize and correct errors in subject verb agreement and verb tense.
- RLA.11.2.21 recognize and correct errors in sentence structure and usage (e.g., parallelism; redundancy; misplaced modifiers; subordination).

### Performance Descriptors (RLA.PD.11.2)

#### ■ **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in writing. Students independently write focused compositions from student-generated, clearly worded and correctly placed thesis statements, supported by relevant, insightful, detailed and sophisticated diction. Students employ drafting strategies for interdisciplinary writing tasks and develop personal style and voice in writing. Students extend research skills by producing a researched essay or project following an accepted format.

#### ■ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in writing. Students write focused compositions. Students generate a clearly worded and correctly placed thesis statement, and develop it with specific, relevant details and vivid, precise diction. Students extend research skills by producing a researched essay or project following an accepted format.

#### ■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in writing. Students write focused compositions. Students generate a correctly placed thesis statement, and develop it with relevant details and precise diction. Students extend research skills by producing a researched essay or project following an accepted format.

#### ■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in writing. Performance needs further development. Students write compositions with limited focus. Students generate a thesis statement, and less consistently use precise diction, relevant details and include a shifting point of view. Students extend research skills by attempting to produce a researched project.

#### ■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in writing. Performance needs considerable development.

## 200302

### **Standard 3: Listening, Speaking and Viewing (RLA.S.3)**

Students will apply their use of spoken, written and/or visual language to communicate

- with a variety of audiences and
- for different purposes.

### **Listening, Speaking and Viewing Objectives**

Students will:

- RLA.11.3.1 design and communicate complex directions.
- RLA.11.3.2 continue to adapt/apply speaking skills in order to participate in a variety of situations (e.g., panel/group discussion; oral presentation).
- RLA.11.3.3 correct usage errors in oral language (e.g., distinguishing colloquial - dialectical - slang - and formal versus informal language).
- RLA.11.3.4 practice and master listening, speaking and viewing objectives (e.g., videos; PowerPoint presentations; web pages; evaluating a selection on audiotape).

### **Performance Descriptors (RLA.PD.11.3)**

#### ■ **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in listening, speaking and viewing. Students automatically evaluate and apply conventions of oral language and adapt speaking skills according to the specific situation. Students construct presentations that evidence sophisticated mastery of the listening, speaking and viewing objectives.

#### ■ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in listening, speaking and viewing. Students recognize and apply conventions of oral language and adapt speaking skills according to the specific situation. Students construct presentations that evidence thorough and effective mastery of the listening, speaking and viewing objectives.

#### ■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in listening, speaking and viewing. Students apply conventions of oral language that are suitable for specific situations. Students construct presentations that evidence effective mastery of the listening, speaking, and viewing objectives.

#### ■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in listening, speaking and viewing. Performance needs further development. Students recognize conventions of oral language. Students construct presentations inconsistently applying conventions of oral language characterized by errors or omissions from the listening, speaking, and viewing objectives.

#### ■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in listening, speaking and viewing. Performance needs considerable development.

## **Twelfth Grade Reading and English Language Arts Content Standards and Objectives**

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. Readiness for the work place or post secondary education is the final educational reality check during the twelfth grade year. The expansion and appreciation of language and literature in spoken and written form is a primary focus. West

## 200302

Virginia teachers are responsible for analyzing the benefits of technology for learning and for integrating technology appropriately in the students' learning environment. See the related grade-level Technology Standards and Objectives.

### Standard 1: Reading (RLA.S.1)

Students will use skills to read for literacy experiences, read to inform and read to perform a task by:

- 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.

### Reading Objectives

Students will:

- RLA.12.1.1 research, analyze and evaluate the historical, cultural and biographical influences to determine the impact on literary works.
- RLA.12.1.2 analyze and evaluate author's choice of genre
- RLA.12.1.3 increase the amount of independent reading with emphasis on American, British and World literature.
- RLA.12.1.4 apply appropriate reading strategies necessary for various reading purposes (e.g., literary experience; information; task performance).
- RLA.12.1.5 analyze and evaluate characteristics of author's style, purpose and technique from a variety of selections by the same author (e.g., critical review; literary/character analysis).
- RLA.12.1.6 construct supportable conclusions, make inferences and generalizations, and interpret character traits from explicit and implicit ideas.
- RLA.12.1.7 analyze and evaluate persuasive language and techniques (e.g., advertisements; junk mail; web sites; news stories).
- RLA.12.1.8 expand vocabulary through reading various literary works and applying word etymologies to determine meaning.
- RLA.12.1.9 interpret and evaluate the author's choice of various literary devices and techniques, in particular, figurative language (e.g., personification; archetypes; allegorical patterns).
- RLA.12.1.10 analyze and evaluate types of text according to content, structure and tone.
- RLA.12.1.11 read and evaluate literary criticism applicable to the genre being studied.

### Performance Descriptors (RLA.PD.12.1)

#### ■ Distinguished

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in reading. Students read, synthesize and evaluate advanced level texts to form supportable predictions, opinions, inferences and conclusions from implicit ideas. Students interpret and evaluate literary devices and techniques and analyze characters. Students independently research and analyze the impact of historical, cultural and biographical factors on literary works and analyze literary criticism applicable to the genre being studied. Students examine the universality of literature to determine the interrelationship among literary works.

#### ■ Above Mastery

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in reading. Students read and synthesize grade level and/or advanced texts to form supportable predictions, opinions, inferences and conclusions from implicit ideas. Students interpret literary devices and techniques and analyze characters. Students independently research and analyze the impact of historical, cultural and biographical factors on literary works and read literary criticism applicable to the genre being studied. Students examine the interrelationship among literary works.

#### ■ Mastery

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in reading. Students

## 200302

read and analyze grade level texts to form supportable predictions, opinions, inferences and conclusions from implicit ideas. Students identify and interpret character traits and literary devices. Students research and analyze significant historical, cultural and biographical factors on literary works.

### ■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in reading. Performance needs further development. Students read grade level texts to form predictions, opinions, inferences and conclusions. Students identify some character traits and literary devices. Students identify the impact of historical, cultural and biographical factors on literary works.

### ■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in reading. Performance needs considerable development.

### **Standard 2: Writing (RLA.S.2)**

Students will employ a wide range of writing strategies to communicate effectively for different purposes by:

- developing the writing process;
- applying grammatical and mechanical properties in writing; and
- gathering and using information for research purposes.

### **Writing Objectives**

Students will:

- RLA.12.2.1 employ writing strategies to address specific purposes (e.g., narrative; expository; persuasive; research; creative).
- RLA.12.2.2 generate topics and plan approaches to research writing (e.g., graphic organizers; outlines) using pre-writing strategies.
- RLA.12.2.3 employ drafting strategies for research writing tasks.
- RLA.12.2.4 develop a focused composition that has a clear and logical progression of ideas supported by relevant details.
- RLA.12.2.5 use of vocabulary that is vivid, precise and economical.
- RLA.12.2.6 use subtle forms of transition in a composition (e.g., sentence links; repetition of key words or sentences).
- RLA.12.2.7 apply rhetorical devices (e.g., parallel structure; antithesis; narrative pace).
- RLA.12.2.8 write an analysis of a literary selection using terminology and characteristics of the genre and quotations (e.g., apostrophe; symbolism; imagery).
- RLA.12.2.9 produce functional writing related to life skills (e.g., letter of job application; scholarship application; essay; personal letter).
- RLA.12.2.10 produce a summative project (e.g., research paper; power point presentation; web page) using an accepted format (e.g., MLA; APA).
- RLA.12.2.11 refine a personal style and voice in writing.
- RLA.12.2.12 correct errors in organization, content, usage, mechanics and spelling in all writing using revisions and editing strategies.
- RLA.12.2.13 access and evaluate information through a variety of primary and secondary sources (e.g., personal interviews; SIRS; *Congressional Quarterly*).
- RLA.12.2.14 employ a sound note taking system that can be applied to classroom, library and/or interview.
- RLA.12.2.15 integrate the concept of intellectual property and plagiarism in all media (e.g., media copyright laws; private/public domain).
- RLA.12.2.16 produce a detailed outline for use in a summative project.
- RLA.12.2.17 analyze and select choice of pronunciation and spelling (e.g., dictionary; spell check; thesaurus).
- RLA.12.2.18 select appropriate editing strategies to correct errors in mechanics.
- RLA.12.2.19 recognize and correct errors in subject/verb agreement.

## 200302

RLA.12.2.20 correct errors in sentence structure and usage (e.g., parallelism; redundancy; misplaced modifiers; subordination).

### Performance Descriptors (RLA.PD.12.2)

#### ■ Distinguished

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in writing. Students independently write focused compositions from both student-generated and assigned thesis statements supported by relevant, insightful, detailed and sophisticated diction. Students exhibit personal style and voice in writing. Students extend research skills by producing a summative project using an accepted format.

#### ■ Above Mastery

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in writing. Students write focused compositions generating a well-worded and correctly placed thesis statement, and incorporating specific, relevant details and vivid, precise diction into their compositions. Students extend research skills by producing a summative project using an accepted format.

#### ■ Mastery

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in writing. Students write focused compositions generating a thesis statement, and incorporating relevant details and precise diction. Students extend research skills by producing a researched project following an accepted format.

#### ■ Partial Mastery

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in writing. Performance needs further development. Students write compositions with limited focus, a thesis statement and less consistently use precise diction and relevant details. Students extend research skills by attempting to produce a researched project.

#### ■ Novice

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in writing. Performance needs considerable development.

### Standard 3: Listening, Speaking and Viewing (RLA.S.3)

Students will apply their use of spoken, written and/or visual language to communicate

- with a variety of audiences and
- for different purposes.

### Listening, Speaking and Viewing Objectives

Students will:

- RLA.12.3.1 adapt and apply speaking skills in order to participate in a variety of situations (e.g., panel/group discussion; oral presentation; guest speaker).
- RLA.12.3.2 correct all usage errors in oral language (e.g., distinguishing colloquial - dialectical - slang, and formal versus informal language).
- RLA.12.3.3 practice and master listening, speaking and viewing skills (e.g., videos; power point presentations; web pages; and evaluate a selection on audio tape).

### Performance Descriptors (RLA.PD.12.3)

#### ■ Distinguished

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in listening, speaking and viewing. Students automatically recognize and apply conventions of oral language and adapt speaking skills appropriate to a variety of situations. Students independently construct

## 200302

presentations that evidence sophisticated mastery of the listening, speaking and viewing objectives.

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in listening, speaking and viewing. Students recognize and apply conventions of oral language and adapt speaking skills appropriate to a variety of situations. Students construct presentations that evidence thorough and effective mastery of the listening, speaking and viewing objectives.

- **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in listening, speaking and viewing. Students apply conventions of oral language appropriate to a variety of situations. Students construct presentations that evidence effective mastery of the listening, speaking and viewing objectives.

- **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in listening, speaking and viewing. Performance needs further development. Students occasionally recognize conventions of oral language that are suitable for a variety of situations. Students construct presentations that evidence partial knowledge of the listening, speaking and viewing objectives.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in listening, speaking and viewing. Performance needs considerable development.

## Speech I

Speech I is an elective which enhances the Reading/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 well succeeds in social, economic and academic environments. Effective oral communication provides readiness for the workplace and/or post-secondary education and is, therefore, a recommended elective for students in all career majors.

### Standard 1: The Communication Process

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

Students will:

- SP1.1.1 evaluate the importance of speech communication in everyday life.
- SP1.1.2 define the speech communication process including the following terms: source, encode, message, channel, decode, receiver and feedback.
- SP1.1.3 identify forms of formal and informal communication.
- SP1.1.4 compare and contrast verbal and non-verbal communication.
- SP1.1.5 demonstrate the vocalization process using the following terms: generators, resonators and articulators of sound.
- SP1.1.6 identify the four characteristics of vocalization: rate, volume, pitch and quality.
- SP1.1.7 compare and contrast hearing and listening.
- SP1.1.8 identify the barriers to effective listening and plan methods to overcome them.
- SP1.1.9 listen strategically for comprehension by making predictions, constructing meaning beyond text and asking questions.

## 200302

- SP1.1.10 listen critically by separating fact from opinion, and by identifying propaganda, distortion and faulty reasoning.
- SP1.1.11 identify the effects of cultural diversity on communication.
- SP1.1.12 recognize situations where the use of colloquialisms, dialects and slang are appropriate and inappropriate.
- SP1.1.13 identify and use rules of speech etiquette.
- SP1.1.14 identify the characteristics of effective team leaders and responsible group members.

### Performance Descriptors (SP1.PD.1)

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in oral communication. The student identifies, evaluates and synthesizes both fundamental and subtle elements of the communications process and applies those elements consistently and effectively in a wide variety of oral communication activities.

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in oral communication. The student identifies and evaluates both fundamental and subtle elements of the communication process and applies those elements effectively and consistently in a wide variety of oral communication activities.

- **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in oral communication. The student identifies and evaluates fundamental elements of the speech communication process and applies those elements effectively in the assigned oral communication activities.

- **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in oral communication. Performance needs further development. The student identifies many but not all of the fundamental elements of the speech communication process and applies those elements sporadically in the assigned communication activities.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in oral communication. Performance needs considerable development.

### Standard 2: Research

Students will research topics to develop focused and coherent speeches.

Students will:

- SP1.2.1 use library resources to identify and research the main ideas about a topic.
- SP1.2.2 use note-taking skills to gather information.
- SP1.2.3 use interviewing skills of questioning, note-taking and summarizing to obtain information.
- SP1.2.4 use on-line information and other technological tools as resources following ethical and legal guidelines.
- SP1.2.5 evaluate the credibility of sources.

### Performance Descriptors (SP1.PD.2)

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in oral communication. The student gathers an abundance of relative and credible resources to prepare focused, coherent and insightful oral presentations.

## 200302

- **Above Mastery**  
The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in oral communication. The student gathers ample relative and credible resources to prepare focused, coherent and interesting oral presentations.
- **Mastery**  
The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in oral communication. The student gathers sufficient relative and credible resources to prepare focused and coherent oral presentations.
- **Partial Mastery**  
The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in oral communication. Performance needs further development. The student gathers few and/or weak resources to prepare the assigned oral presentations.
- **Novice**  
The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in oral communications. Performance needs considerable development.

### **Standard 3: Organization and Delivery**

Students will participate in a variety of communication activities using appropriate organization, standard American English and effective vocal control.

Students will:

- SP1.3.1 participate in a variety of formal and informal speaking experiences (e.g., impromptu, extemporaneous, manuscript, memorization, introductions, business calls, group problem-solving, conflict mediation).
- SP1.3.2 compare and contrast the purposes for speaking (e.g., inform, persuade, entertain).
- SP1.3.3 select topics, analyzing the criteria for their selection (e.g., audience, purpose, occasion, personal interest).
- SP1.3.4 choose the organizational patterns appropriate to topics (e.g., chronological, problem-solution, spatial, logical).
- SP1.3.5 write thesis statements for speeches.
- SP1.3.6 write interesting introductions and conclusions for speeches (e.g., quotations, startling statements rhetorical questions, anecdotes, interesting facts).
- SP1.3.7 select main points and supporting details to develop a clear, logical progression of ideas.
- SP1.3.8 use an effective variety of transitional devices.
- SP1.3.9 use standard American English.
- SP1.3.10 recognize differences between written and spoken language (e.g., spoken language is more concrete, repetitive and simply structured) and apply the differences correctly.
- SP1.3.11 use verbal skills effectively (e.g., diction, articulation, pronunciation and vocal control).
- SP1.3.12 use non-verbal skills effectively (e.g., eye contact, facial expressions, gestures, posture, body movement, dress).
- SP1.3.13 use visual aids appropriately.
- SP1.3.14 use software to prepare and edit text, visual aids, etc.
- SP1.3.15 use graphic presentation software appropriately (e.g., Power Point presentations).
- SP1.3.16 use appropriate technology to record presentations for self-assessment.

### **Performance Descriptors (SP1.PD.3)**

- **Distinguished**  
The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in oral communication. The student prepares organized, focused, coherent and insightful oral presentations and delivers them using Standard American English, powerful word choice, dynamic vocal variety and compelling non-verbal language.

## 200302

- **Above Mastery**  
The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in oral communication. The student prepares organized, focused, coherent and interesting oral presentations and delivers them using Standard American English, appropriate word choice, effective vocal variety and convincing non-verbal language.
- **Mastery**  
The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in oral communication. The student prepares organized, focused and coherent oral presentations and delivers them using Standard American English, appropriate word choice, adequate vocal variety and essential, appropriate non-verbal language.
- **Partial Mastery**  
The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in oral communication. Performance needs further development. The student prepares ill-focused and/or disorganized oral presentations and delivers them with inconsistent ability to use Standard American English, correct word choice, vocal variety and appropriate non-verbal language.
- **Novice**  
The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in oral communication. Performance needs considerable development.

## Journalism

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

### Standard 1: Journalistic Background (JN.S.1)

Students will investigate journalistic history, concepts, terms, rules and roles.

Students will:

- JN.1.1 evaluate the role of journalism and its impact on society.
- JN.1.2 examine parallels between journalistic history and the country's political and social history.
- JN.1.3 analyze the changes in mass communication caused by the widespread use of technology.
- JN.1.4 analyze key press law issues (e.g., censorship, prior restraint, libel, slander, privacy).
- JN.1.5 know the rights, responsibilities and ethics of journalists as defined in the Journalists' Code of Ethics and other publication policies.

## 200302

- JN.1.6 expand vocabulary to include specialized journalism terms (e.g., captions, masthead, column inches, story board, framing).
- JN.1.7 identify and evaluate parts of stories (e.g., lead, body, conclusion, quote).
- JN.1.8 identify contemporary principles of layout and design in a newspaper, yearbook, magazine, broadcast story board and/or advertisement.
- JN.1.9 classify the elements of photo composition (dominance, texture, angle of view, contrast, rule of thirds, leading lines, framing devices).
- JN.1.10 explain the storytelling ability of a photograph.
- JN.1.11 read and critique professional and scholastic publications.
- JN.1.12 use technology to compile, synthesize, produce and disseminate information.

### Performance Descriptors (JN.PD.1)

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in journalistic background. The student identifies, evaluates and synthesizes fundamental and subtle aspects of journalistic history, concepts, terms, rules and roles.

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in journalistic background. The student identifies and evaluates fundamental and subtle aspects of journalistic history, concepts, terms, rules and roles.

- **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in journalistic background. The student identifies and examines fundamental aspects of journalistic history, concepts, terms, rules and roles.

- **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in journalistic background. Performance needs further development. The student sporadically identifies some fundamental elements of journalistic history, concepts, terms, rules and roles.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in journalistic background. Performance needs considerable development.

### Standard 2: Oral Communication (JN.S.2)

Students will use speaking and listening skills to accurately retrieve and evaluate information.

Students will:

- JN.2.1 use appropriate listening and speaking skills (e.g., make eye contact, speak clearly, use phone etiquette).
- JN.2.2 prepare and conduct interviews following correct procedures (e.g., identify self and publication, state purpose, ask open-ended questions).
- JN.2.3 listen for bias and/or authority to probe and evaluate the reliability of sources.
- JN.2.4 identify and interpret a source's message and intent.
- JN.2.5 listen accurately before recording direct and indirect quotations.
- JN.2.6 legally and ethically gather information from a variety of sources, (e.g., interviews, polls, surveys, electronic media, questionnaires) using one source to check another.

### Performance Descriptors (JN.PD.2)

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in journalistic oral

## 200302

communication. The student listens and speaks to others, gathering, recording, evaluating and synthesizing an abundance of information to find relative and credible sources with which to produce vivid, focused, accurate and coherent journalistic products.

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in journalistic oral communication. The student listens and speaks to others, gathering, recording and evaluating an ample amount of information to find relative and credible sources with which to produce focused, accurate and coherent journalistic products.

- **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in journalistic oral communication. The student listens and speaks to others, gathering, recording and evaluating sufficient, relative and credible information with which to produce accurate and coherent journalistic products.

- **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in journalistic oral communication. Performance needs further development. The student listens and speaks to others gathering incomplete information with which to produce accurate and complete journalistic products.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in journalistic oral communication. Performance needs considerable development.

### **Standard 3: Written Communication (JN.S.3)**

Students will organize information in a vivid, focused, accurate and coherent manner using journalistic style rules and news judgment.

Students will:

- JN.3.1 use the writing process to address specific writing purposes (e.g., news, editorial, feature, sports, column, advertising) and multiple audiences (e.g., peers, teachers, parents, community).
- JN.3.2 demonstrate news judgment by analyzing the elements of news as they relate to stories (e.g., timeliness, proximity, human interest, balance, prominence, conflict).
- JN.3.3 select an appropriate journalistic writing model that is focused and coherent (e.g., inverted pyramid for a news story, hour glass model, various audio and video scripting formats).
- JN.3.4 select words that are vivid, precise and economical.
- JN.3.5 organize information to include the 5W's and an H. (who, what, when, where, why and how) as they apply to a story.
- JN.3.6 write various types of leads (e.g., narrative, direct quotation, question, summary).
- JN.3.7 use a variety of transitional devices.
- JN.3.8 write facts, quotations, attributions, paraphrases and interpretations accurately.
- JN.3.9 vary syntax and sentence structure.
- JN.3.10 use persuasive language and techniques appropriately (e.g., distinguish fact from opinion for editorials, news stories, and advertising; recognize a source's authority, special interest, propaganda and bias).
- JN.3.11 apply specialized jargon appropriately (e.g., sports, technology).
- JN.3.12 use editing strategies and journalistic style rules to correct grammatical, spelling and style errors (e.g., punctuation, capitalization, sentence structure).
- JN.3.13 use word processing programs to prepare and edit text.
- JN.3.14 write creative and accurate headlines and captions.
- JN.3.15 respect intellectual property rights (e.g., copyrights, plagiarism).

**Performance Descriptors (JN.PD.3)**

- **Distinguished**  
The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in journalistic written communication. The student writes and edits copy to produce vivid, focused and accurate stories that are stylistically correct and compelling to read.
- **Above Mastery**  
The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in journalistic written communication. The student writes and edits copy to produce focused and accurate stories that are stylistically correct and interesting to read.
- **Mastery**  
The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in journalistic written communication. The student writes and edits copy to produce accurate stories that are stylistically correct.
- **Partial Mastery**  
The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in journalistic written communication. Performance needs further development. The student writes and edits copy which includes some of the necessary story elements and ignores multiple stylistic errors.
- **Novice**  
The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in journalistic written communication. Performance needs considerable development.

**Standard 4: Business (JN.S.4)**

Students will perform journalistic business responsibly and collaboratively.

Students will:

- JN.4.1 work collaboratively and cooperatively (e.g., teamwork, problem solving, brainstorming).
- JN.4.2 perform assigned duties responsibly and professionally (e.g., meet deadlines, complete assignments, organize materials, check sources).
- JN.4.3 define leadership and management roles and respect the authority of the people in those roles (e.g., editors, business managers, production managers, news directors).
- JN.4.4 identify the business and advertising aspects of journalism.
- JN.4.5 conduct market research.
- JN.4.6 analyze effective advertising.
- JN.4.7 practice circulation and financial record-keeping methods.
- JN.4.8 compare career opportunities in journalism and the required training for those careers.

**Performance Descriptors (JN.PD.4)**

- **Distinguished**  
The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in journalistic business. The student identifies, analyzes and manages the multiple business functions of a journalistic publication and leads the staff by working responsibly, respectfully and synergistically in that business.
- **Above Mastery**  
The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in journalistic business. The student identifies, analyzes and conducts the business functions of a journalistic publication and works responsibly, respectfully and collaboratively in that business.

## 200302

- **Mastery**  
The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in journalistic business. The student identifies, analyzes and practices the business functions of a journalistic publication and works responsibly and respectfully in that business.
- **Partial Mastery**  
The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in journalistic business. Performance needs further development. The student identifies some of the business functions of a journalistic publication and assists other workers in that business when assigned to do so.
- **Novice**  
The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in journalistic business. Performance needs considerable development.

### Standard 5: Newspaper (JN.S.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.

Students will:

- JN.5.1 collaborate as a staff to determine publication content, policy, size, design, budget and circulation.
- JN.5.2 understand and perform duties of assigned staff positions.
- JN.5.3 establish and cover beats.
- JN.5.4 assign stories, photographs and advertisements.
- JN.5.5 meet deadlines.
- JN.5.6 edit copy.
- JN.5.7 design page layouts using thumbnail sketches and desktop software for page design.
- JN.5.8 create effective advertisements.
- JN.5.9 prepare and proof camera-ready material for submission to a printer (e.g., paste-up, electronic desk submission).
- JN.5.10 sell advertising and/or subscriptions (e.g., dress and act professionally, develop a sales action plan).
- JN.5.11 apply circulation and financial record-keeping methods (e.g., subscriptions, advertising, supplies).
- JN.5.12 distribute publication to audience.
- JN.5.13 evaluate finished publication through feedback from staff and audience.

### Performance Descriptors (JN.PD.5)

- **Distinguished**  
The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in newspaper journalism. The student leads a newspaper staff to plan, publish and evaluate an exemplary school newspaper, performing the duties of leadership positions ethically, responsibly, resourcefully and respectfully.
- **Above Mastery**  
The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in newspaper journalism. The student works in collaboration with a newspaper staff to plan, publish and evaluate an exemplary school newspaper, performing the duties of assigned positions ethically, responsibly, resourcefully and respectfully.
- **Mastery**  
The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in newspaper journalism.

## 200302

The student works in collaboration with a newspaper staff to plan, publish and evaluate a school newspaper, performing the duties of assigned positions ethically, responsibly and respectfully.

- **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in newspaper journalism. Performance needs further development. The student assists in the planning, publication and evaluation of a school newspaper by performing assigned duties with limited proficiency when directed to do so and with limited respect for leadership positions.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in newspaper journalism. Performance needs considerable development.

### **Standard 6: Yearbook (JN.S.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.

Students will:

- JN.6.1 collaborate as a staff to determine publication content, policy, size, design, budget and circulation.
- JN.6.2 understand and perform duties of assigned staff positions.
- JN.6.3 edit copy.
- JN.6.4 design page layouts.
- JN.6.5 create effective advertisements.
- JN.6.6 prepare and proof camera-ready material for submission to a printer (e.g., paste-up, electronic desk submission).
- JN.6.7 correct page proofs from printer for re-submission.
- JN.6.8 sell advertising and/or subscriptions (e.g., dress and act professionally, develop a sales action plan).
- JN.6.9 apply circulation and financial record-keeping methods (e.g., subscriptions, advertising, supplies).
- JN.6.10 distribute publication to audience.
- JN.6.11 evaluate finished publication through feedback from staff and audience.

### **Performance Descriptors (JN.PD.6)**

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in yearbook journalism. The student leads a yearbook staff to plan, publish and evaluate an exemplary school yearbook, performing the duties of leadership positions ethically, responsibly, resourcefully and respectfully.

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in yearbook journalism. The student works in collaboration with a yearbook staff to plan, publish and evaluate an exemplary school yearbook, performing the duties of assigned positions ethically, responsibly, resourcefully and respectfully.

- **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in yearbook journalism. The student works in collaboration with a yearbook staff to plan, publish and evaluate a school yearbook, performing the duties of assigned positions ethically, responsibly and respectfully.

- **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in yearbook journalism. Performance needs

## 200302

further development. The student assists in the planning, publication and evaluation of a school yearbook by performing assigned duties with limited proficiency when directed to do so and with limited respect for leadership positions.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in yearbook journalism. Performance needs considerable development.

### **Standard 7: Broadcasting (JN.S.7)**

Students will plan and produce broadcasts in a variety of formats using all applicable objectives from Journalism Standards One through Four, in addition to the following specific objectives for broadcasting.

Students will:

- JN.7.1 engage in pre-production meetings to plan content, production schedules, staff positions, etc.
- JN.7.2 perform duties of various staff positions (e.g., director, anchor, technical director, floor manager), in both leadership and non-leadership roles.
- JN.7.3 follow various script and log formats to produce projects.
- JN.7.4 use available audio and video equipment appropriately to create desired products or programs.
- JN.7.5 exercise proper care with video and audio equipment.
- JN.7.6 demonstrate various shooting techniques (e.g., angles, shots, focus, movement, framing).
- JN.7.7 develop and apply skills related to the role of talent in a production (e.g., camera and microphone consciousness, script use, dress, make-up, speaking skills).
- JN.7.8 apply proper staging principles for both studio and location shots.
- JN.7.9 design and execute effective lighting for video shoots.

### **Performance Descriptors (JN.PD.7)**

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in broadcast journalism. The student leads a broadcast staff to plan, produce and evaluate an exemplary school broadcast program, performing the duties of leadership positions ethically, responsibly, resourcefully and respectfully.

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in broadcast journalism. The student works in collaboration with a broadcast staff to plan, produce and evaluate an exemplary school broadcast program, performing the duties of assigned positions ethically, responsibly, resourcefully and respectfully.

- **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in broadcast journalism. The student works in collaboration with a broadcast staff to plan, produce and evaluate a school broadcast program, performing the duties of assigned positions ethically, responsibly and respectfully.

- **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in broadcast journalism. Performance needs further development. The student assists in the planning, production and evaluation of a school broadcast program by performing assigned duties with limited proficiency when directed to do so and with limited respect for leadership positions.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in broadcast journalism. Performance needs considerable development.

## 200302

### Standard 8: Photo Journalism

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.

Students will:

- JN.8.1 demonstrate a working knowledge of available equipment and software (e.g., digital camera, 35 mm camera, darkroom equipment).
- JN.8.2 correctly use terminology associated with photojournalism (e.g., aperture, F-stop, depth of field, shutter speed, film speed).
- JN.8.3 shoot pictures as assigned.
- JN.8.4 vary the use of focal lenses (e.g., telephoto, wide angle, normal, zoom).
- JN.8.5 process black and white film.
- JN.8.6 process and use contact sheets to analyze shots (e.g., composition, negative damage, cropping, and density).
- JN.8.7 select photographs for their storytelling value and visual quality.
- JN.8.8 print black and white pictures.
- JN.8.9 gather and write information to complete the storytelling effect of pictures.

### Performance Descriptors (JN.PD.8)

- **Distinguished**  
The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in photo journalism. The student resourcefully and efficiently shoots compelling pictures with technical proficiency, develops film independently and prints precisely cropped and creative images that have a distinctive storytelling value.
- **Above Mastery**  
The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in photo journalism. The student shoots interesting pictures with technical proficiency, develops film independently and prints clear, cropped images that have an effective storytelling value.
- **Mastery**  
The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in photo journalism. The student shoots assigned pictures with technical proficiency, develops film independently and prints clear, cropped images that have a storytelling value.
- **Partial Mastery**  
The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in photo journalism. Performance needs further development. The student shoots assigned pictures with little regard to camera settings, develops film with assistance and prints low quality photographs that have a limited storytelling value.
- **Novice**  
The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in photo journalism. Performance needs considerable development.

### Standard 9: Desktop Publishing

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.

Students will:

- JN.9.1 use desktop publishing terminology correctly.

## 200302

- JN.9.2 operate publication software correctly (e.g., start the program, view the publication software window, open and save a publication, enter text into a frame, view and print a publication, exit the program).
- JN.9.3 use software tools to create a publication (e.g., import and manipulate text and graphics, use guides, define and apply styles, add and delete pages).
- JN.9.4 insert and resize art and copy, moving objects, aligning and grouping images, layering objects and rotating objects.
- JN.9.5 use available technology to work with images (e.g., digital cameras, scanners, image manipulation software).
- JN.9.6 develop a variety of publications (e.g., pamphlets, magazines, advertisements, web pages, business cards, memo forms, newsletters).
- JN.9.7 comply with copyright and patent laws pertaining to scanned images, documents, electronic clip art and trademarks.
- JN.9.8 comply with licensing agreements associated with desktop publishing software.

### Performance Descriptors (JN.PD.9)

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in desktop publishing. The student uses a wide range of tools from multiple software programs to create a variety of exemplary publications with skillful, imaginative layout designs, which comply fully with all legal and ethical rules.

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in desktop publishing. The student uses tools from multiple software programs to create a variety of publications with skillful, attractive layout designs, which comply fully with all legal and ethical rules.

- **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in desktop publishing. The student uses software tools to create a variety of publications with skillful layout designs, which comply fully with all legal and ethical rules.

- **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in desktop publishing. Performance needs further development. The student uses software tools to manipulate copy and art with limited proficiency when directed to do so, observes more than participates in design layouts and disregards some legal and ethical rules.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in desktop publishing. Performance needs considerable development.

### Standard 10: Public Relations (JN.S.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.

Students will:

- JN.10.1 use local media to promote the school.
- JN.10.2 find the publicity angle in school events and plan promotions accordingly.
- JN.10.3 write press releases for the school and distribute them to local print and broadcast media.
- JN.10.4 design, write, produce, and disseminate the school's newsletter and/or web page.
- JN.10.5 compile site information for distribution as needed (event plans, media requests).