

Heartland Community Schools
Kindergarten Reading/Writing Curriculum

1.1 Reading/Writing

- 1.1.1 Students will read and write using a variety of word recognition strategies at grade one level.
- Identify the sounds and names of these letters: b, c as in *cat*, d, f, g as in *go*, j, k, l, m, n, qu, r, s as in *so*, t, v, w, x, y as in *yellow*, and z
 - Identify the sounds of these letters: sh, th as in *the* and *this*, ch, wh, ee, and ay
 - Classify letters according to vowels and consonants
 - Identify vowels within words
 - Read sight words appropriate for grade level
- 1.1.2 Students will demonstrate phonological awareness and exhibit knowledge of letters and sounds.
- Name and match lowercase and uppercase letters of the alphabet
 - Demonstrate phonological awareness of rhyming words
 - Identify initial sound of a one-syllable word
- 1.1.3 Students will demonstrate knowledge of the organization of print when reading writing.
- Locate the beginning, ending and title page of a book
 - Follow the pages sequentially when looking at or reading a book
 - Follow words from left to right and top to bottom on a printed page
 - Identify what jobs an author and illustrator do
 - Identify that pictures/words tell information

Comprehension

- 1.1.4 Students will read and demonstrate comprehension at grade one level using a variety of strategies.
- Make predictions based on title, cover, illustrations and text
 - Identify and retell what is happening in a picture, story or event
 - Identify people, places, things, locations, sizes, colors, shapes and actions
 - Distinguish between real and make-believe in literature
 - Relate what is read to real life experiences
 - Read common environmental print (signs, logos, classmates' names)
 - Read and/or explain his/her own writing and drawing
 - Choose books appropriate for his/her own interests and purposes
 - Discuss and analyze a variety of stories read by others
 - Recite short poems, rhymes and songs
 - Sequence 3-6 pictured events in a familiar story or activity

Literature

- 1.1.5 Students will respond to fiction and non-fiction text through writing, drawing, and verbal responses.

- Listen to a variety of literature
- Identify the events and tell what is happening from a picture
- Illustrate and/or dramatize events in a story
- Verbally create a story from a picture
- Retell literary selections they have heard

Handwriting

- 1.1.6 Students will print neatly and correctly.
- Print using a left to right, top to bottom progression
 - Print uppercase and lowercase letters with recognizable accuracy and comfort
 - Write first name with appropriate uppercase and lowercase letters

Writing

- 1.1.7 Students will write about familiar experiences, people, objects, or events.
- Dictate and/or write a story about a picture he/she has drawn
 - Draw answers to questions
 - Identify the meanings of periods and quotation marks
 - Print his/her own first name correctly
 - Spell words appropriate to grade level
 - Verbally identify the parts of a friendly letter using grade-appropriate language

1.2 Speaking

- 1.2.1 Students will speak in clear complete coherent sentences using standard English.
- Share three characteristics about a familiar item
 - Demonstrate application or creation of questioning skills
 - Describe people, places, things, locations, sizes, colors, shapes and actions
 - Recite a short poem, rhyme and songs
 - Identify the events and tell what is happening in a picture
 - Describe or explain new information in his/her own words
 - Use conversation skills by taking turns and staying on topic
 - Use appropriate voice level, phrasing, sentence structure and intonation

1.3 Listening

- 1.3.1 Students will identify information gained and complete tasks through listening.
- Follow one and two-step oral directions
 - Listen and discuss topics presented by speakers, teachers and in the classroom
 - Participate in presentations and demonstrations
 - Identify a purpose for listening
 - Ask for clarification when messages don't make sense

Study Skills

- Students will
- Look at a picture schedule to anticipate which activity will come next
 - Recognize his/her name in print
 - Bring appropriate materials to class

First Grade Reading/Writing Curriculum

1.1 Reading/Writing

1.1.1 Students will read and write using a variety of word recognition strategies at grade one level.

-Identify the sounds of these letters:

/y/	as in my	/ng/	as in ring
/ea/	as in eat	/ck/	as in back
/oa/	as in goat	/oe/	as in toe
/ie/	as in pie	/ough/	as in through and thought
/er/	as in her	/ir/	as in girl
/ur/	as in fur	/ar/	as in car
/or/	as in for	/wor/	as in work
/ear/	as in early	/ay/	as in play
/oi/	as in boil	/ow/	as in now and low
/aw/	as in saw	/ou/	as in out, four, you and country
/oy/	as in toy	/au/	as in because
/ew/	as in new	/oo/	as in boot
/ui/	as in fruit	/ch/	as in school
/igh/	as in high	/ea/	as in head and break
/wr/	as in write	/ed/	as in loved, missed and started
/ey/	as in they and key	/ph/	as in telephone
/kn/	as in knee	/gn/	as in gnat and sign
/sh/	as in she	/th/	as in the and this
/wh/	as in when	/ch/	as in children
/ai/	as in rain		

-Use vocabulary knowledge to read unfamiliar words (word families)

-Use context clues, word families, configuration, pictographs and beginning and ending sounds to read grade appropriate words

-Read sight words appropriate for grade level

1.1.2 Students will demonstrate phonological awareness and exhibit knowledge of letters and sounds.

-Name and differentiate between the uppercase and lowercase letters of the alphabet

-Generate and read word families/rhyming words from a given word

-Identify initial, final and medial sounds of one-syllable words

-Decode and read grade-appropriate words

1.1.3 Students will demonstrate knowledge of the organization of print when reading writing.

-Identify that print relays information

-Physically tag (touch) each word as he/she reads the story

-Identify what an author does and what an illustrator does

Comprehension

- 1.1.4 Students will read and demonstrate comprehension at grade one level using a variety of strategies.
- Identify and retell what is happening in a picture, story or event and sequence the events
 - Identify important story elements (main character, setting, details and sequence of events)
 - Distinguish between real and make-believe in literature
 - Connect what is read to real life experiences
 - Decode words using phonics skills
 - Use context and vocabulary knowledge to confirm that their reading makes sense
 - Use their own words to explain that printed materials give information
 - Read and explain their own writing and drawing
 - Choose books appropriate for their own interests, purposes and reading level
 - Reread favorite books, stories, poems and songs
 - Use cause/effect, draw conclusions, and predict outcomes to understand a story
 - Compare/contrast different versions of a story
 - Select the appropriate meaning for multiple meaning words

Literature

- 1.1.5 Students will respond to fiction and non-fiction text through writing, drawing, and verbal responses.
- Listen to, write about, or dramatize a variety of stories read to them
 - Define vocabulary words within literature stories read to them
 - Use context clues to determine the meaning on unknown vocabulary words in a literature book
 - Retell literary selections they have heard
 - Make connections between literary selections and their own experiences

Handwriting

- 1.1.6 Students will print neatly and correctly.
- Print using appropriate starting points and strokes
 - Print using a left to right, top to bottom progression
 - Print uppercase and lowercase letters with recognizable accuracy and comfort
 - Write first and last name with appropriate uppercase and lowercase letters
 - Use proper spacing between letters and words

Writing

- 1.1.7 Students will write about familiar experiences, people, objects, or events.
- Write experience stories, creative stories, retellings of familiar stories and writing about illustrations
 - Write stories based on comprehension skills from reading
 - Spell words appropriate to grade level
 - Construct sentences that convey complete thoughts

- Use correct capitalization of a sentence and of special names, places, months and days of the week
- Apply proper use of periods in grade appropriate sentences/stories
- Use describing words when writing sentences/stories
- Distinguish between singular and plural agreement
- Proofread and correct errors appropriate to grade level
- Verbally identify and write the parts of a friendly letter (greeting, body, closing)

1.2 Speaking

- 1.2.1 Students will speak in clear, complete, coherent sentences using standard English.
- Share information and opinions
 - Ask topic-related questions
 - Describe people, places, things, location, size, color, shape, and action
 - Recite short poems, rhymes and songs
 - Relate experiences in a logical sequence and tell creative stories
 - Describe or explain new information in their own words
 - Use appropriate voice level, phrasing, sentence structure, and intonation when speaking and reading aloud
 - Contribute to classroom discussions
 - Use the conversational skills of taking turns and staying on topic

1.3 Listening

- 1.3.1 Students will identify information gained and complete tasks through listening.
- Follow one and two-step oral direction
 - Attend to speakers, teachers and discussions
 - Attend to presentation and demonstrations
 - Identify a purpose for listening
 - Ask for clarification when messages don't make sense

Study Skills

Students will

- Alphabetize words to the first letter
- Be able to interpret information from graphs and tables to gain information
- Use a pictodictionary/personal dictionary to locate words that he/she needs while writing
- Be able to read through information he/she has written in order to make two corrections
- Use a picture schedule to organize themselves and move through the day

Second Grade Reading Writing Curriculum

4.1 Reading

4.1.1 Students will demonstrate the use of multiple strategies in reading unfamiliar words and phrases.

-Will identify the sounds

/y/ as in gym	/ch/ as in chef
/ei/ as in either, veil, forfeit	/dge/ as in edge
/gh/ as in ghost	/ti/ as in nation
/si/ as in vision	/ci/ as in special
/ough/ as in through, rough, cough, and bough	
/er/ as in her	/ir/ as in girl
/ur/ as in fur	/ar/ as in car
/or/ as in for	/wor/ as in work
/ear/ as in early	/ay/
/ai/	/ow/ as in now and low
/ou/ as in out, four, you, country	/oy/
/oi/	/aw/
/au/	/ew/
/ui/ as in fruit	/oo/ as in boot, foot, door
/ch/ as in school	/ea/ as in head, break
/ed/ as in loved, missed, started	/ey/ as in they, key
/igh/ as in high	/wr/ as in write
/ph/ as in telephone	/kn/ as in knee
/gn/ as in gnat	

-Use configuration, previous knowledge and beginning and ending sounds to read grade-appropriate words

-Use context clues and word families to read grade-appropriate words

-Read sight words appropriate for grade level

-Use appropriate voice level, phrasing, sentence structure and intonation when reading aloud

4.1.2 Students will demonstrate the use of multiple strategies to increase their vocabulary.

-Generate, read and write word families/rhyming words from a given word

-Identify initial, final and medial sounds of two-syllable words

-Read words with digraphs, blends, prefixes and suffixes

-Decode and read compound words and identify words that compose them

-Apply vowel patterns for long and short sounds to attack new words (e.g. cvc silent e, cvvc, cvc)

-Identify and read two words for a contraction or a contraction for two words

- Identify synonyms and antonyms with terms that have similar/same and opposite meanings
 - Retell in their own words, stories in sequence (beginning, middle, end)
 - Select the appropriate meaning for multiple meaning words
- 4.1.3 Students will identify the main idea and supporting details in what they have read
- 4.1.4 Students will identify, the resource appropriate for a specific purpose and use the resource to locate information
- Locate an easy fiction book in the library using the author's last name
- 4.1.5 Students will identify and use characteristics to classify different types of text
- Distinguish between realistic fiction, fiction and non-fiction
 - Read different types of literature and print
 - Retell, listen to, write about, or dramatize a variety of stories read to them
- 4.1.6 Students will identify and apply knowledge of the structure, elements, and literary techniques to analyze fiction.
- Retell in their own words, stories in sequence (beginning, middle, end)
 - Connect what is read to real life experiences
 - Read and explain their own writing and drawing
 - Change the ending of a story that has been read to them
- 4.1.7 Students will identify and apply knowledge of the text structure and organizational elements to analyze nonfiction or informational text.
- Use context and vocabulary knowledge to confirm that their reading makes sense
 - Use cause/effect, draw conclusions, and predict outcomes to understand a story
- 4.1.8 Students will identify similarities and differences between two fourth grade level reading selections.
- Compare and contrast different versions of a story
- 4.2 Writing**
- 4.2.1 Students will write using standard English (conventions) for sentence structure, usage, punctuation, capitalization, and spelling.
- Spell words appropriate to grade level
 - Use appropriate pronouns in substitution of nouns
 - Identify and correctly use possessive nouns in a sentence
 - Identify and use proper nouns
 - Write simple sentences using subject and regular verb agreement
 - Use appropriate capitalization for special names, places, dates, holidays and common titles
 - Read and write sentences using periods, question marks and exclamation marks
 - Print their own full names correctly (first, middle, last)

- 4.2.2 Students will write paragraphs/reports with focus, related ideas, and supporting details.
-Write simple research reports, descriptive stories, short stories, creative stories, experience stories and book reports
- 4.2.3 Students will revise and edit narrative compositions.
-Read through information he/she has written in order to make four corrections
- 4.2.4 Students will demonstrate the use of multiple forms to write for different audiences and purposes.
-Verbally identify and write the parts of a friendly letter (date, greeting, body, closing, name)
- 4.2.5 Students will demonstrate the use of self-generated questions , note taking and summarizing while learning.

4.3 Speaking

- 4.3.1 Students will participate in group discussions by asking questions and contributing information and ideas.
-Share information and opinions
-Ask topic related questions
-Describe people, places, things, location, size, color, shape, and action
-Describe or explain new information in their own words
-Use increasingly complex vocabulary and language structures in their own speech
-Contribute to classroom discussions
-Use the conversational skills of taking turns and staying on topic
- 4.3.2 Students will deliver organized oral presentations using complete sentences, clear enunciation, adequate volume, and eye contact.
-Recite short poems, rhymes and songs
-Relate experiences in a logical sequence and tell creative stories
-Use appropriate voice level, phrasing, sentence structure, and intonation when speaking and reading aloud

4.4 Listening

- 4.1.4 Students will identify information gained and complete tasks through listening.
-Follow one and two step oral directions
-Attend to speakers, teachers and classroom discussions
-Attend to presentations and demonstrations
-Identify a purpose for listening
-Ask for clarification when messages don't make sense

Study Skills

The student will

- Use a table of contents or index to locate a story, poem or information
- Alphabetize words to the second letter
- Locate words in a glossary and use it to define the words
- Read and record information by using graphs and tables
- Use a written schedule to organize themselves and move through the day
- Scan a page of a story to find information appropriate to the grade level

Third Grade Reading Writing Curriculum

4.1 Reading

- 4.1.1 Students will demonstrate the use of multiple strategies in reading unfamiliar words and phrases.
- Read and define vocabulary words appropriate for reading level
 - Use prefixes and suffixes when attacking new words
 - Recognize and identify syllables and compound words
 - Identify and distinguish long and short vowels
 - Identify and distinguish digraphs, clusters, blends, and diphthongs
 - Identify root/base words
 - Use the context of a selection to determine the definition of multiple meaning words
 - Summarize, draw conclusions, and predict outcomes
 - Identify topic, main ideas and supporting details
 - Arrange, retell, and write the sequential order of events
 - Identify and categorize information
 - Distinguish between cause and effect
 - Analyze and interpret diagrams, charts, tables, and graphs
 - Rename referents
- 4.1.2 Students will demonstrate the use of multiple strategies to increase their vocabulary.
- Recognize difficult words and phrases within context to bring meaning to the printed material
 - Read and define words containing prefixes, suffixes and root/base words
 - Identify and read words containing suffixes requiring spelling changes in base words
 - Apply knowledge of prefixes, suffixes and root/base words and infer word meanings while decoding printed material
 - Read and explain the meaning of idioms, antonyms, synonyms, compounds, homophones, homographs, and contractions
 - Read and interpret charts, graphs, maps and diagrams
 - Use a dictionary independently for meaning of words
 - Use an encyclopedia to gain information
 - Use a table of context and an index
 - Utilize the electronic or card catalog to locate sources in the library
 - Alphabetize words to the third letter
- 4.1.3 Students will identify the main idea and supporting details in what they have read.
- Predict a logical outcome, or draw conclusions to a reading passage
 - Recognize cause and effect relationships
 - Relate reading to illustrations and experiences
 - Create illustrations related to personal experiences and written text

- Participate in discussions and dramatized stories
 - State the topic, main idea and details, and summarize a paragraph
 - Follow three related directions
 - Read and interpret charts, graphs, maps and diagrams
 - Identify and use time order words while sequencing three main events
 - Paraphrase written and oral information
 - Present a book talk after reading a chapter book
 - Utilize cross reference material to gain additional information
- 4.1.4 Students will identify the appropriate resource for a specific purpose and use the resource to locate information
- Use dictionaries, encyclopedias, table of contents, and indexes
 - Identify the section of the library that will supply the information they seek
 - Access technology resources (Internet, CD ROM, encyclopedia, software, etc.)
 - Utilize the electronic or card catalog to locate sources in the library
 - Use alphabetizing skills to search indexes in various printed materials
 - Alphabetize words to the third letter
 - Use the title page to determine the author, illustrator and title of a book
- 4.1.5 Students will identify and use characteristics to classify different types of text
- Read and identify characteristics of literature such as poetry, fiction, and nonfiction
 - Read/listen to a variety of literature books
 - Compare selected authors and their works
- 4.1.6 Students will identify and apply knowledge of the structure, elements, and literary techniques to analyze fiction.
- Describe a short story utilizing the following five points: characters, setting, and three main events in the story
 - Flowchart and/or map information from printed material
 - Compare and contrast characters and events across literature
 - Recognize topic, main idea, and underlying message from printed material
 - Recite choral readings using expression and participate in a play
- 4.1.7 Students will identify and apply knowledge of the text structure and organizational elements to analyze nonfiction or informational text.
- Identify and use time order words while sequencing three main events
 - Recall details that help to draw conclusions and summarize the information
 - Use comprehension context clues to gain meaning
 - Distinguish between authors and their works
 - Participate in discussions and dramatizations, create illustrations and paraphrase information
- 4.1.8 Students will identify similarities and differences between two fourth grade level reading selections.
- Compare/contrast selected authors and their works

- Read and identify characteristics of literature such as fiction and nonfiction
- Read and/or listen to biographies

4.1 Writing

- 4.2.1 Students will write using standard English (conventions) for sentence structure, usage, punctuation, capitalization, and spelling.
- Present a book talk after reading a chapter book
 - Use commas in a direct address and in a series
 - Identify and write conversations using correct punctuation, capitalization, and indentation
 - Write and punctuate compound sentences which use “and” as the conjunction
 - Edit and revise his/her written work for spelling, usage, and mechanical errors
 - Identify and apply apostrophes in contractions and possessive nouns
 - Identify and write upper and lower case letters in cursive
 - Distinguish between a statement, question, and exclamation and use appropriate punctuation for each type
 - Identify future and past verb tenses
 - Identify pronouns that stand for names of persons, things and /or ideas
 - Identify nouns, verbs and adjectives
 - Identify and use plural nouns
- 4.2.2 Students will write paragraphs/reports with focus, related ideas, and supporting details.
- Research and write a short report using multiple ideas
 - Express creativity in their written work
 - Write in a journal
 - Present a book talk after reading a chapter book
- 4.2.3 Students will revise and edit narrative compositions.
- Use adjectives to expand the meaning of a sentence
 - Present a book talk after reading a chapter book
 - Use commas in a direct address and in a series
 - Identify and write conversations using correct punctuation, capitalization and indentation
 - Write and punctuate compound sentences which use “and” as the conjunction
 - Edit and revise his/her written work for spelling, usage, and mechanical errors
 - Distinguish between a statement, question, and exclamation and use appropriate punctuation for each type
 - Research and write a short report using multiple main ideas
 - Identify and apply apostrophes in contractions and possessive nouns
 - Identify and use plural nouns
 - Identify future and past verb tenses
 - Identify simple and complete subject and predicate in a sentence
 - Identify and write upper and lower case letters in cursive
 - Abbreviate commonly used words when appropriate

- 4.2.4 Students will demonstrate the use of multiple forms to write for different audiences and purposes.
- Write compositions on personal experiences, ideas and teacher-directed topics
 - Express himself/herself through creative writing
 - Write a thank you letter and an invitation
 - Use notes from more than one source to write a brief report
- 4.2.5 Students will demonstrate the use of self-generated questions, note taking and summarizing while learning.
- Inform the teacher in an appropriate manner when they do not understand what is being presented
 - Take auditory information and bring meaning to the information by writing or drawing a visual representation
 - Use notes from more than one source to write a brief report

4.3 Speaking

- 4.3.1 Students will participate in group discussions by asking questions and contributing information and ideas.
- Recall details and summarize selections read by writing, speaking or drawing the main events
 - Give an oral report using subject-related vocabulary
 - Participate in discussions
 - Retell a story using proper techniques of presentation
 - Relate personal events using correct sequence and referents
 - Gain the floor in appropriate ways when part of a group
 - Illustrate, paraphrase and/or dramatize stories throughout the year
- 4.3.2 Students will deliver organized oral presentations using complete sentences, clear enunciation, adequate volume, and eye contact.
- Use intonation and expression when reading orally
 - Choral read and/or dramatize using eye contact, proper pace, volume and clear enunciation
 - Retell a story using proper techniques of presentation
 - Give an oral report to an audience
 - Adjust their physical position in order to see, hear and learn the information being presented

Listening

- 4.4.1 Students will identify information gained and complete tasks through listening.
- Adjust their physical position in order to see, hear and learn the information being presented
 - Follow oral directions and adjust when directions change
 - Follow three-step directions
 - Participate in group activities through active listening

Fourth Grade Reading Writing Curriculum

4.1 Reading

- 4.1.1 Students will demonstrate the use of multiple strategies in reading unfamiliar words and phrases.
- Read and define vocabulary words appropriate for reading level
 - Use prefixes and suffixes when attacking new words
 - Recognize and identify syllables and compound words
 - Identify and distinguish long and short vowels
 - Identify and distinguish digraphs, clusters, blends and diphthongs
 - Identify root/base words
 - Demonstrate the use of the pronunciation key
 - Use the context of a selection to determine the definition of multiple meaning words
 - Summarize, draw conclusions, and predict outcomes
 - Identify topic, main ideas and supporting details
 - Arrange, retell and write the sequential order of events
 - Identify and categorize information
 - Distinguish between cause and effect
 - Analyze and interpret diagrams, charts, tables and graphs
- 4.1.2 Students will demonstrate the use of multiple strategies to increase their vocabulary.
- Recognize difficult words and phrases within context to bring meaning to the printed material
 - Read and define words containing prefixes, suffixes and root/base words
 - Identify and read words containing suffixes requiring spelling changes in base words
 - Apply knowledge of prefixes, suffixes, and root/base words, and infer word meanings while decoding printed material
 - Read and explain the meaning of idioms, antonyms, synonyms, compounds, homophones, homographs, and contractions
 - Read and interpret charts, graphs, maps, and diagrams
 - Use a dictionary independently for meaning of words
 - Identify and locate guide words in the dictionary
 - Identify and locate the pronunciation key
 - Use the encyclopedia to gain information
 - Use a table of context and an index
 - Utilize the electronic or card catalog (author, title, and subject) to locate sources in the library
 - Cross reference while researching a topic
 - Alphabetize to the fourth letter
- 4.1.3 Students will identify the main idea and supporting details in what they have read.

- Predict a logical outcome, or draw conclusions to a reading passage
 - Recognize cause/effect relationships
 - Relate reading to illustrations and experiences
 - Create illustrations related to personal experiences
 - Use notes from more than one source to write a brief report
 - Participate in discussions and dramatizations of stories
 - State the topic, main idea, and details, to summarize a paragraph
 - Identify the story elements: plot, setting, and character traits
 - Utilize outlining, semantic mapping, and picture mapping
 - Follow three related directions
 - Read and interpret charts, graphs, maps and diagrams
 - Identify and use time order words while sequencing four main events
 - Utilize cross reference material to gain additional information
 - Skim/scan to find information
 - Read literary selections which support and explain Nebraska history
- 4.1.4 Students will identify the resource appropriate for a specific purpose and use the resource to locate information.
- Use dictionaries, encyclopedias, table of contents, and indexes
 - Identify the section of the library that will supply the information they seek
 - Identify characteristics of the life and works of a poet
 - Access technology resources (Internet, CD ROM, encyclopedia, software, etc.)
 - Use software programs such as word processor, Clarisworks, Hyperstudio, Microsoft Publisher, and/or PowerPoint to organize, create and present information
 - Transfer keyboarding skills into daily work
 - Utilize the electronic or card catalog to locate sources in the library
 - Utilize the electronic or card catalog (author, title, subject) to locate sources in the library
 - Use guide words in a dictionary to locate entry words
 - Use a dictionary or glossary to gain pronunciations and meanings of words
 - Use alphabetizing skills to search indexes in various printed materials
 - Alphabetize words to the fourth letter
 - Use the title page to determine the author, illustrator, and title of a book
- 4.1.5 Students will identify and use characteristics to classify different types of text
- Read and identify characteristics of literature such as poetry, biographies, fiction, and nonfiction
 - Identify characteristics of the life and works of a poet
 - Recognize free verse poetry
 - Read/listen to a variety of literature books
 - Compare selected authors and their works
 - Read literary selections which support and explain Nebraska history
 - Compare the use of fact and fantasy in historical fiction

- 4.1.6 Students will identify and apply knowledge of the structure, elements, and literary techniques to analyze fiction.
- Describe a short story utilizing the following five points: characters, setting, and the three main events in the story
 - Participate in discussions and dramatizations
 - Illustrate, flowchart and/or map information from printed material
 - Take auditory and printed information and bring meaning to the information by writing, note taking, or drawing a visual representation
 - Compare and contrast characters and events across literature
 - Present a book talk after reading a chapter book
 - Recognize topic, main idea, and underlying message from printed material
 - Evaluate written material to gain an understanding of the author's background knowledge in a given area
 - Recite choral readings using expression, and participate in a play
 - Identify a flashback and explain how it can add meaning to the story
 - Recognize first person point of view
- 4.1.7 Students will identify and apply knowledge of the text structure and organizational elements to analyze nonfiction or informational text.
- Identify and use time order words while sequencing four main events
 - Recall details that help to draw conclusions and summarize the information
 - Use comprehension context clues to gain meaning
 - Identify the who, what, when, where, how, and why while interpreting nonfiction text
 - Distinguish between fact and opinion
 - Evaluate written material to gain an understanding of the author's background knowledge in a given area
 - Compare selected authors and their works
 - Participate in discussions and dramatizations, create illustrations, and paraphrase information
 - Use auditory information and bring meaning to that information by writing or drawing a visual presentation
- 4.1.8 Students will identify similarities and differences between two fourth grade level reading selections.
- Compare and contrast selected authors and their works
 - Read and compare stories and narratives across cultures, geographic regions, and time periods
 - Read and identify characteristics of literature such as fiction and nonfiction
 - Read and or listen to historical biographies and or biographies
 - Read literary selections which support and explain Nebraska history

4.2 Writing

- 4.2.1 Students will write using standard English (conventions) for sentence structure, usage, punctuation, capitalization, and spelling.
- Present a book talk after reading a chapter book
 - Identify and write imperative sentences using correct capitalization and punctuation
 - Use commas in a direct address and in a series
 - Identify and write conversations using correct punctuation, capitalization and indentation
 - Write and punctuate compound sentences which use “and” as the conjunction
 - Edit and revise his/her written work for spelling, usage and mechanical errors
 - Identify and apply apostrophes in contractions and possessive nouns and pronouns
 - Identify and use common and proper nouns
 - Identify pronouns that stand for names of persons, things, and/or ideas
 - Identify nouns, verbs, adverbs, and adjectives
 - Identify and use plural nouns
 - Identify and use future, and past verb tenses
- 4.2.2 Students will write paragraphs/reports with focus, related ideas, and supporting details.
- Research using multiple resources and write reports using multiple main ideas
 - Write paragraphs including a main idea sentence and three detail sentences
 - Express creativity in their written work
 - Write in a journal
 - Write an invitation and thank you note
 - Present a book talk after reading a chapter book
- 4.2.3 Students will revise and edit narrative compositions.
- Write descriptive and narrative compositions about experiences, stories, people, objects, and events
 - Write poems of varied forms
 - Write paragraphs and reports to inform peers and demonstrate their knowledge of a topic
- 4.2.4 Students will demonstrate the use of multiple forms to write for different audiences and purposes.
- Write compositions on personal experiences, ideas, and teacher-directed topics
 - Express himself/herself through creative writing
 - Write a thank you letter, an invitation and address an envelope
 - Identify the main characters and summarize the main plot through a presentation and/or book report
 - Write poems which can be in a variety of forms
 - Create stories which develop characters within a setting using a conflict-resolution story pattern

-Research and write a short report using multiple main ideas and present the information orally

- 4.2.5 Students will demonstrate the use of self-generated questions , note taking and summarizing while learning.
- Inform the teacher in an appropriate manner when they do not understand what is being presented
 - Take auditory information and bring meaning to the information by writing or drawing a visual representation
 - Use notes from more than one source to write a brief report
 - Identify the who, what, when, where, how and why while organizing notes to write a summary

4.3 Speaking

- 4.3.1 Students will participate in group discussions by asking questions and contributing information and ideas.
- Recall details and summarize selections read by writing, speaking, or drawing main events
 - Give an oral report using subject-related vocabulary
 - Participate in discussions
 - Retell a story using proper techniques of presentation
 - Give effective directions to individuals and small groups
 - Relate personal events using correct sequence and referents
 - Gain the floor in appropriate ways when part of a group
 - Properly make introductions
 - Illustrate, paraphrase, and/or dramatize stories throughout the year
 - Discuss feelings, actions, traits, and motives of characters in a story
- 4.3.3 Students will deliver organized oral presentations using complete sentences, clear enunciation, adequate volume, and eye contact.
- Use intonation and expression when reading orally
 - Choral read and/or dramatize using eye contact, proper pace, volume, and clear enunciation
 - Retell a story using proper techniques of presentation
 - Give an oral report to an audience
 - Give an oral presentation of poetry
 - Adjust their physical position in order to see, hear, and learn the information being presented

4.4 Listening

- 4.4.1 Students will identify information gained and complete tasks through listening.
- Adjust their physical position in order to see, hear, and learn the information being presented

- Follow oral directions and adjust when directions change
- Follow three-step directions
- Participate in group activities through active listening
- Listen to a variety of literature books and poetry
- Discuss feelings, actions, traits, and motives of characters in a story

Third and Fourth Grade Study Skills

The student will

- Use dictionaries, encyclopedias, table of contents, and indexes
- Identify the section of the library that will supply the information they seek
- Be exposed to the life and works of a poet
- Access technology resources (Internet, CD ROM, encyclopedia, software, etc.)
- Use software programs such as word processor, ClarisWorks, Hyperstudio, Microsoft PowerPoint and Publisher to organize, create and present information
- Transfer keyboard skills into daily work
- Utilize the electronic or card catalog to locate sources in the library
- Utilize the electronic or card catalog (author, title, and subject) to locate sources in the library
- Use guide words in a dictionary to locate entry words
- Use a dictionary or glossary to gain pronunciations and meanings of words
- Use alphabetizing skills to search indexes in various printed materials
- Alphabetize words to the fourth letter
- Use the title page to determine the author, illustrator, and title of a book
- Use dictionaries, encyclopedias, table of contents, and indexes
- Identify the section of the library that will supply the information they seek

Fifth Grade Reading Writing Curriculum

- 4.1.1 Students will demonstrate the use of multiple strategies in reading unfamiliar words and phrases.
- Use structural analysis techniques to decode words in all reading material (prefixes, suffixes, compound words, root words, syllables, and contractions)
 - Use context clues to identify words and word meanings in all reading materials
 - Rename referents
- 4.1.2 Students will demonstrate the use of multiple strategies to increase their vocabulary.
- Read and define vocabulary words appropriate for grade level from assigned text, and self selected recreational reading
 - Identify general meanings associated with common prefixes, suffixes, and roots
 - Use prefixes, suffixes, and root words to identify word meanings in all reading material
 - Use references to find information about various subject areas and write a report
 - Locate words using a dictionary to identify spelling, meaning, syllabication, pronunciation, parts of speech, and illustrations
 - Use the dictionary to find meaning of unfamiliar words whose meaning cannot be determined by context clues
 - Distinguish between multiple meanings in a dictionary entry

8.1 Reading

- 8.1.1 Students will identify the main idea and supporting details in what they have read.
- State an author's purpose for writing a selection and recall prior knowledge and make predictions
 - Identify and use the process of scanning for the main idea
 - Find the topic and subtopics to outline an article of information
 - Distinguish between details and the main idea of a paragraph
 - Follow a set of oral and written directions (numbered and un-numbered) and identify signal words
 - Identify graphs, timelines, charts, tables and maps and demonstrate the use of graphs, timelines, charts, tables and maps
 - Identify time order, recognize signal words used to clue proper sequence, recognize the sequence of given events (up to ten events) and recall a ten-event story sequence
 - Identify and use the process of skimming for information
 - Draw conclusions and assumptions based on given information, personal knowledge, and graphic aids
 - Identify words that signal cause and effect relationships and identify cause and effect relationships
 - Improve comprehension skills

- Monitor understanding as they read
- 8.1.2 Students will identify, locate, and use multiple resources to access information on an assigned or self-selected topic.
- Locate information about a person in an encyclopedia using his/her last name
 - Locate information using encyclopedia, almanac, atlas, thesaurus, dictionary, globe, index, and glossary
 - Identify and organize details from resource materials (textbooks, encyclopedias, etc.)
 - Use electronic resources such as CD_ROM and online resources
 - Use software programs, such as word processors, to synthesize and present information
 - Define, locate, and use the introduction, table of contents, biography, index, glossary and a cross reference in general and electronic reference to locate and select materials to cross reference
- 8.1.3 Students will identify and classify different types of texts.
- Identify the elements and types of fiction and nonfiction and distinguish between them
 - Identify elements and types of fantasy and realistic fiction and distinguish between them
 - Identify the following forms of humor in literature: irony, exaggeration, and satire
 - Independently read literature, including fiction and nonfiction
 - Evaluate information for relevance and accuracy
- 8.1.4 Students will identify and apply knowledge of structure, elements, and literary techniques to analyze fiction.
- Identify the characters of a story and explain the relationship of the characters to the plot
 - Identify the elements of plot development
 - Use the elements of setting and clues to time and place
 - Construct a flow chart, timeline or story map to show sequentially the relationships of a passage of written material
 - Participate in discussions, illustrate, paraphrase, and/or dramatize stories
 - Identify similarities in characters and events across stories
 - Identify the theme and story details that relate to theme in story selections
 - Draw inferences from pictures and written material
 - Identify and explain the following examples of figurative language: idioms, similes, puns, metaphors, onomatopoeia, alliteration, personification, and repetition
 - Interpret the mood of story selections
 - Identify the speaker in any story
 - Identify cause and effect of events in a selection
 - Identify qualifying words and generalizations, make generalizations based on given information, and distinguish valid from faulty generalizations

- 8.1.5 Students will identify and apply knowledge of structure, elements, and literary techniques to analyze nonfiction or informational text.
- Identify comparison/contrast details and use signal words for comparison and contrast
 - Ask how, why, and what-if questions in interpreting nonfiction text
 - Identify judgmental words and phrases, and distinguish between slanted and objective writing
 - Identify facts that support a stated opinion
 - Use prior knowledge when making interpretations of text
 - Distinguish between important, unimportant details and facts
 - Identify bias and propaganda techniques
 - Evaluate information on which conclusions are based, draw more than one conclusion from a set of facts, identify faulty conclusions, and support each conclusion
 - Outline to comprehend information in other academic areas
 - Use Venn diagrams and graphs to visually organize the information of a text
- 8.1.6 Students will identify similarities and differences across a variety of eighth grade reading selections.
- Identify the characteristics of, listen to, and read examples of the following types of literature: science fiction, fantasy, creation and hero myths, fables, and legends
 - Read and describe how a story relates to their lives
 - Identify the characteristics of, listen to, and read examples from the following types of literature: informational books and articles, autobiographies, and historical fiction
 - Read and compare stories across geographical regions, cultures, and time periods
 - Read stories and biographies of historical figures important in U.S. and Nebraska
 - Read stories and biographies of historical figures important in Africa, Europe, Asia, and South America
- 8.1.7 Students will demonstrate the ability to analyze literary works, nonfiction, films, or media.

8.2 Writing

- 8.2.1 Students will write using standard English (conventions) for sentence structure, usage, punctuation, capitalization, and spelling.
- Use proper punctuation, capitalization, and paragraph indentation in all written work
 - Spell words appropriate for grade level
 - Use pronouns and possessive pronouns in writing sentences and compositions
 - Use proper future tense verbs in written sentences and compositions
 - Distinguish between plural and possessive nouns
 - Proofread and correct errors according to grade level
 - Alphabetize words to the fifth letter

- Identify prepositions
 - Use prepositional phrases to expand sentences
 - Identify compound subjects and predicates
 - Identify and write compound sentences, using correct punctuation
- 8.2.2 Students will write compositions with focus, related ideas, and supporting details.
- Develop a plan for writing using a variety of strategies to generate and organize ideas, such as story mapping, flow charts, outlining, and note taking
 - Write information reports that may include information from at least three sources, an outline for the information, an introduction, body, and conclusion
 - Write a summary of a reading selection
- 8.2.3 Students will revise and edit descriptive compositions.
- Revise writing to improve clarity and logical sequence after looking for missing information and determining if their ideas follow each other in a logical order
 - Proofread and correct punctuation, usage, sentence structure, and spelling to edit writing
 - Demonstrate the use of legible cursive writing and/or word processor when publishing work.
 - Use various rubrics to evaluate compositions
 - Form and explain standards of quality for revising and editing compositions
- 8.2.4 Students will demonstrate the use of multiple forms to write for different audiences and purposes.
- Write stories using plot, setting and characters
 - Write poems of varied forms
 - Use references to locate information about various subject areas and write a report
 - Use dialogue in writing stories
 - Write in a daily journal using teacher prompts
 - Write a business letter including heading, inside address, greeting, body, closing and signature
 - Create alternative endings to situations based on story elements
- 8.2.5 Students will demonstrate the ability to use self-generated questions, note taking, summarizing, and outlining while learning.
- Generate and use questioning skills in their exploration of a topic
 - Record important ideas from information provided by others
 - Record important ideas from their readings
 - Generate questions, take notes, and summarize information from reference works and experts
 - Use and document references appropriately

8.3 Speaking

- 8.3.1 Students will participate in group discussions by asking questions and contributing information and ideas.
- Contribute information and ask questions relevant to the topic discussed
 - Use subject-related vocabulary in discussions
 - Give accurate directions to individuals and small groups
 - Stay on topic or create appropriate transitions to new topics
 - Gain the floor in appropriate ways
 - Use discussion skills to assume leadership and participant roles to complete projects
- 8.3.2 Students will use multiple presentation styles for specific audiences and purposes.
- Improve oral reading skill while participating in oral reading practice sessions
 - Prepare and give an oral presentation using the following procedures when appropriate: choosing the topic, research the topic using at least two resources, and making visuals using eye contact, proper pace, volume, and clear enunciation
 - Identify and read prose and poetry orally with expression
 - Read stories, speeches and reports orally with expression
 - Verbalize the information given in a passage using his/her own words
 - Interpret body language, intonation, and facial expressions
 - Use co-operative learning for discussions, conversation, team projects, presentations, and interviews
 - Present an oral summary of a book he/she has read

8.4 Listening

- 8.4.1 Students will identify information gained and complete tasks through listening.
- Listen to information and take notes to improve comprehension from presentations and class discussions
 - Follow multiple-step directions
 - Follow a set of numbered and unnumbered directions
 - Use active listening, showing consideration of others' contributions to discussions
 - Adapt and apply listening strategies to the setting

Sixth Grade Reading Writing Curriculum

8.1 Reading

- 4.1.1 Students will demonstrate the use of multiple strategies in reading unfamiliar words and phrases
- Use structural analysis techniques to decode words in all reading material (prefixes, suffixes, compound words, root words, syllables, and contractions)
 - Use context clues to identify words and word meanings in all reading material
 - Rename referents
- 4.1.2 Students will demonstrate the use of multiple strategies to increase their vocabulary
- Read and define vocabulary words appropriate for grade level from assigned text and self selected recreational reading
 - Use prefixes, suffixes, and root words to identify word meanings in all reading material
 - Use compound words, syllables, and contractions to identify word meaning in all reading material
 - Use references to find information about various subject areas and write a report
 - Locate words using a dictionary to identify spelling, meaning, syllabication, pronunciation, parts of speech, and illustrations that cannot otherwise be determined
- 8.1.1 Students will identify the main idea and supporting details in what they have read.
- State an author's purpose for writing a selection and recall prior knowledge and make predictions
 - Identify and use the process of skimming or scanning for the main idea
 - Find the topic and subtopics to outline an article of information
 - Distinguish between details and the main idea of a paragraph
 - Follow a set of oral and written directions (numbered and unnumbered) and identify signal words
 - Identify graphs, timelines, charts, and demonstrate the use of graphs, timelines, charts, tables, and maps
 - Identify time order, and signal words used to clue proper sequence of given directions
 - Draw conclusions and assumptions based on given information, personal knowledge, and graphic aids
 - Identify words that signal cause and effect relationships and identify cause and effect relationships
 - Improve comprehension skills
 - Monitor understanding as they read
- 8.1.2 Students will identify, locate, and use multiple resources to access information on an assigned or self-selected topic.
- Locate and use information in an encyclopedia about a person using his/her last name

- Locate and use information using general references such as encyclopedia, almanac, atlas, newspaper, globe, index, and glossary
 - Identify and organize details from resource materials
 - Access electronic resources such as CD-ROM and online resources to locate information
 - Access software programs, such as word processors, to synthesize and present information
 - Define, locate and use the introduction, table of contents, bibliography, index, glossary and a cross reference in general and electronic references to locate and select material
- 8.1.2 Students will identify and classify different types of texts.
- Identify elements and types of fiction and nonfiction literature and distinguish between them
 - Identify elements and types of fantasy and realistic fiction and distinguish between them
 - Identify the following forms of humor in literature: irony, exaggeration, and satire
 - Independently read literature, including fiction and nonfiction
 - Evaluate information for relevance and accuracy
 - Identify the characteristics of, listen to, and read examples of lyrical and narrative poetry
- 8.1.3 Students will identify and apply knowledge of structure, elements, and literary techniques to analyze fiction.
- Identify the characters of a story and explain the relationship of the characters to the plot
 - Identify the elements of plot development
 - Identify the elements of setting and clues to time and place
 - Construct a flow chart and/or story map and/or timeline to show sequentially the relationships of a passage of written material
 - Participate in discussions, illustrate, paraphrase, and/or dramatize stories
 - Identify similarities in characters and events across stories
 - Identify the theme and story details that relate to theme in story selections
 - Draw inferences from pictures and written material
 - Identify and explain the following examples of figurative language: idioms, similes, puns, metaphors, onomatopoeia, alliteration, personification, and repetition
 - Interpret the mood of story selections
 - Identify the speaker in a written story
 - Identify cause and effect of events in a selection
 - Identify qualifying words and generalizations based on given information, and distinguish valid from faulty generalizations
- 8.1.4 Students will identify and apply knowledge of structure, elements, and literary techniques to analyze nonfiction or informational text.

- Identify comparison/contrast details and use signal words for comparison and contrast
 - Ask how, why, and what-if questions in interpreting nonfiction text
 - Identify judgmental words and phrases, and distinguish between slanted and objective writing
 - Identify facts that support a stated opinion
 - Use prior knowledge when making interpretations of text
 - Distinguish between important, unimportant details and facts
 - Identify bias and propaganda techniques
 - Evaluate information on which conclusions are based, draw more than one conclusion from a set of facts, identify faulty conclusions, and support each conclusion
 - Outline to comprehend information in other academic areas
 - Use Venn diagrams and graphs to visually organize the information of a text
 - Identify denotation and connotation
- 8.1.5 Students will identify similarities and differences across a variety of eighth grade reading selections.
- Identify the characteristics of, listen to, and read examples of the following types of literature: science fiction, fantasy, creation and hero myths, fables, legends, informational book articles, autobiographies, and historical fiction
 - Read and describe how a story relates to their lives
 - Read and compare stories across geographical regions, cultures, and time periods
 - Read stories and biographies of historical figures important in American culture
 - Read stories and biographies of historical figures important in Africa, Europe, Asia, and South America
- 8.1.6 Students will demonstrate the ability to analyze literary works, nonfiction, films, or media.

8.2 Writing

- 8.2.1 Students will write using standard English (conventions) for sentence structure, usage, punctuation, capitalization, and spelling.
- Use proper punctuation, capitalization, and paragraph indentation in all written work
 - Spell words appropriate for grade level
 - Use pronouns and possessive pronouns in writing sentences and compositions
 - Use proper future tense verbs in written sentences and compositions
 - Distinguish between plural and possessive nouns
 - Proofread and correct errors according to grade level
 - Alphabetize words to the fifth letter
 - Identify prepositions
 - Use prepositional phrases to expand sentences
 - Identify compound subjects and predicates

- Identify and write compound sentences, using correct punctuation
 - Identify and apply adverbs and adverb phrases
 - Identify and apply plural possessives
 - Identify and use predicate and proper adjectives
 - Identify antecedents
 - Identify and use conjunctions and interjections
- 8.2.2 Students will write compositions with focus, related ideas, and supporting details.
- Develop a plan for writing using a variety of strategies to generate and organize ideas, such as story mapping, flow charts, outlining, and note taking
 - Write informative reports that may include information from at least three sources, an outline for the information, an introduction, body, conclusion, and a modified bibliography
 - Write a summary of a reading selection
- 8.2.3 Students will revise and edit descriptive compositions.
- Revise writing to improve clarity and logical sequence after looking for missing information and determining if their ideas follow each other in a logical order
 - Proofread and correct punctuation, usage, sentence structure, and spelling to edit writing
 - Demonstrate the use of legible cursive writing and/or word processor when publishing work.
 - Use various rubrics to evaluate compositions
 - Form and explain standards of quality for revising and editing compositions
 - Use prior knowledge of types of sentences, mechanics, usage, sentence structure, and standard spelling to edit writing
- 8.2.4 Students will demonstrate the use of multiple forms to write for different audiences and purposes.
- Write stories using plot, setting and characters
 - Write poems of varied forms
 - Use references to locate information about various subject areas and write a report
 - Use dialogue in writing stories
 - Write in a daily journal using teacher prompts
 - Write a business letter including heading, inside address, greeting, body, closing and signature
 - Create alternative endings to situations based on story elements
 - Take notes from a variety of sources to write a report
- 8.2.5 Students will demonstrate the ability to use self-generated questions, note taking, summarizing, and outlining while learning.
- Generate and use questioning skills in their exploration of a topic
 - Record important ideas from information provided by others
 - Record important ideas from their readings

- Generate questions, take notes, and summarize information from reference works and experts
- Use and document references appropriately

8.3 Speaking

- 8.3.1 Students will participate in group discussions by asking questions and contributing information and ideas.
- Contribute information and ask questions relevant to the topic discussed
 - Use subject-related vocabulary in discussions
 - Give accurate directions to individuals and small groups
 - Stay on topic or create appropriate transitions to new topics
 - Gain the floor in appropriate ways
 - Use discussion skills to assume leadership and participant roles to complete projects
- 8.3.2 Students will use multiple presentation styles for specific audiences and purposes.
- Prepare and deliver one or more oral presentations, implementing eye contact, proper pace, volume and expressiveness
 - Read prepared materials
 - Develop visuals to enhance oral presentations

8.4 Listening

- 8.4.1 Students will identify information gained and complete tasks through listening.
- Listen to information and take notes to improve comprehension from presentations and class discussions
 - Follow multiple-step directions
 - Follow a set of numbered and unnumbered directions
 - Use active listening, showing consideration of others' contributions to discussions
 - Adapt and apply listening strategies to the setting

Fifth and Sixth Grade Study Skills

The student will

- Use references to find information about various subject areas and write a report
- Locate words using a dictionary to identify spelling, meaning, syllabication, pronunciation, parts of speech, and illustrations, that cannot otherwise be determined
- Distinguish between multiple meanings in a dictionary entry
- Identify and use the process of skimming or scanning for the main idea
- Locate information about a person using their last name in an encyclopedia
- Locate information using an encyclopedia, almanac, atlas, thesaurus, dictionary, globe, index, and glossary
- Identify details from resource materials (textbooks, encyclopedias, etc.) by reading one sentence at a time and bring meaning to such sentence
- Use electronic resources such as CD-ROM and online resources
- Use software programs, such as word processors, to synthesize and present information
- Define, locate, and use the introduction, table of contents, bibliography, index, and glossary in general and electronic references to locate and select books of interest at their independent reading levels, and use a cross reference
- Use a newspaper to gather different kinds of information
- Use Venn diagrams and graphs to visually organize the information of a text
- Identify denotations and connotations
- Alphabetize words using the fifth letters
- Listen to information and take notes to improve comprehension from presentations and class discussions
- Listen to and follow multiple –step directions

Seventh Grade Reading Writing Curriculum

8.1 Reading

- 8.1.1 Students will identify the main idea and supporting details in what they have read.
- Read and study a variety of literature
 - Determine meaning of words using context clues
 - Create outlines and other graphic organizers based on the information read
 - State an author's purpose for writing a selection, apply prior knowledge and make predictions
 - Identify and apply the skills of skimming and scanning for the main idea
- 8.1.2 Students will identify, locate, and use multiple resources to access information on an assigned or self-selected topic.
- Identify and use *The Readies' Guide to Periodical Literature* to locate information
 - Use general references such as encyclopedia, thesaurus, periodicals, almanacs, and indexes in conducting research for projects
 - Identify and use the vertical file, CD-Rom, and online resources to locate information
 - Identify and use the reference and classified sections in the media center
 - Access and evaluate information from a variety of media sources
 - Use software programs to synthesize and present information
- 8.1.3 Students will identify and classify different types of texts.
- Independently read books and write reactions or respond orally to them throughout the year
 - Compare and contrast various types of literature that present similar concepts
 - Analyze how an author uses literary form to accomplish a purpose
 - Identify and analyze types of fiction and nonfiction and distinguish between them
 - Identify and analyze the use of figurative language (such as similes, puns, metaphors, onomatopoeia, alliteration, and personification) in various works of literature
- 8.1.4 Students will identify and apply knowledge of structure, elements, and literary techniques to analyze fiction.
- Identify the elements of plot development
 - Explain the relationship of the characters to the plot
 - Identify and analyze the approaches to characterization
 - Identify the elements of setting and evaluate cues to time and place
 - Identify the theme and the story details that relate to the theme in story selections
 - Construct story maps or plot lines to show sequentially the development of the plot of a written work
 - Identify elements of literature in a least one award-winning book each semester

- 8.1.5 Students will identify and apply knowledge of structure, elements, and literary techniques to analyze nonfiction or informational text.
- Compare and contrast biography and autobiography
 - Analyze subjective and objective perspectives in writing
 - Identify and use connotations and denotations
 - Outline to comprehend information
- 8.1.6 Students will identify similarities and differences across a variety of eighth grade reading selections.
- Relate literature read to the real world
 - Identify and interpret similarities among works of literature
 - Read and compare/contrast works across geographic regions, cultures, and time periods
 - Read works based upon historical figures and evaluate the work
- 8.1.7 Students will demonstrate the ability to analyze literary works, nonfiction, films, or media.
- Analyze the writing style of authors
 - Research an author and evaluate a work of that author based on information in that author's works
 - Draw conclusions about a particular time period based upon works set in that time period
 - Generalize ideas about a work using prior knowledge and experience

8.2 Writing

- 8.2.1 Students will write using standard English (conventions) for sentence structure, usage, punctuation, capitalization, and spelling.
- Read, define and use vocabulary words appropriate for grade level
 - Identify and use the eight parts of speech
 - Identify and use case, number, gender, and person of pronouns
 - Identify and use irregular verbs in writing sentences
 - Identify and use complex sentences
 - Spell words appropriate for grade level
 - Use commas as they relate to apposition, introductory clauses, and prepositional phrases
 - Use basic capitalization in sentences and proper nouns
 - Punctuate dialogue and titles in written discourse
- 8.2.2 Students will write compositions with focus, related ideas, and supporting details.
- Write basic explanatory, contrast, and problem-solving essays using the STEPS writing program
 - Develop a plan for writing, using a variety of strategies to generate and organize ideas, such as story mapping, flow charting, outlining, and note-taking
- 8.2.3 Students will revise and edit descriptive compositions.

- Proofread and correct errors according to grade level
- Generate criteria for evaluating forms of writing
- Create and apply various rubrics in assessing written works
- Revise writing to improve clarity and logical sequence
- Implement prior knowledge of types of sentences, mechanics, usage, sentence structure, and standard spelling to edit writing

8.2.4 Students will demonstrate the use of multiple forms to write for different audiences and purposes.

- Write to communicate a variety of purposes: to explain, to describe, to express feeling, to give opinions, and to create original work
- Write poems of various forms
- Write a news story that includes the five Ws: who, what, where, when, and why
- Apply technical writing skills to writing directions

8.2.5 Students will demonstrate the ability to use self-generated questions, note taking, summarizing, and outlining while learning.

- Cite information in writing and in presentations
- Document references using the MLA method
- Outline, summarize, and take precise and concise notes for specific purposes
- Generate questions and record important ideas from information presented and works read

8.3 Speaking

8.3.1 Students will participate in group discussions by asking questions and contributing information and ideas.

- Respond to stories through oral expression
- Participate in discussions, illustrate, paraphrase, and/or dramatize stories throughout the year
- Cooperate in team projects, presentations and interviews
- Identify roles in groups and assume leadership and participant roles in completing group projects

8.3.2 Students will use multiple presentation styles for specific audiences and purposes.

- Read, interpret, and respond to literature orally
- Prepare and deliver an oral presentation implementing skills in eye contact, proper rate, expressiveness, and body language
- Develop visuals to enhance oral presentations

8.4 Listening

8.4.1 Students will identify information gained and complete tasks through listening.

- Identify, state, and react to the speaker's point-of-view and bias
- Apply listening skills to lecture and discussion situations

Seventh Grade Study Skills

8.1 Reading

- 8.1.1** Students will identify the main idea and supporting details in what they have read.
- 8.1.2** Students will identify, locate, and use multiple resources to access information on an assigned or self-selected topic.
- Identify and use the *Readers' Guide to periodical Literature* to locate information
 - Identify and use the vertical file to locate information
 - Identify and use the CD-ROM to locate information
 - Identify and use the reference and classified sections in the media center
 - Identify and use guide words
- 8.1.3** Students will identify and classify different types of tests.
- 8.1.4** Students will identify and apply knowledge of structure, elements, and literary techniques to analyze fiction.
- 8.1.5** Students will identify and apply knowledge of structure, elements, and literary techniques to analyze nonfiction or informational text.
- Generate visual organizers to assist in comprehending information
- 8.1.6** Students will identify similarities and differences across a variety of eighth grade reading selections.
- 8.1.7** Students will demonstrate the ability to analyze literary works, nonfiction, films, or media.
- Evaluate information for relevance and accuracy

8.2 Writing

- 8.2.1** Students will write using standard English (conventions) for sentence structure, usage, punctuation, capitalization, and spelling.
- 8.2.2** Students will write compositions with focus, related ideas, and supporting details.
- Identify and answer the different types of essay questions: compare and contrast, describe, discuss and explain, demonstrate, illustrate, show and interpret
- 8.2.3** Students will revise and edit descriptive compositions.
- Proofread and correct written discourse
- 8.2.4** Students will demonstrate the use of multiple forms to write for different audiences and purposes.
- Apply technical writing skills to writing directions

- 8.2.5** Students will demonstrate the ability to use self-generated questions, note taking, summarizing, and outlining while learning.
-Analyze differences in study techniques and apply strategies to learning situations

8.3 Speaking

- 8.3.1** Students will participate in group discussions by asking questions and contributing information and ideas.
-Assume leadership and participant roles in group work and to complete assigned projects
- 8.3.2** Students will use multiple presentation styles for specific audiences and purposes.
-Describe and present projects created

8.4 Listening

- 8.4.1** Students will identify information gained and complete tasks through listening.
-Apply listening strategies to various settings

Eighth Grade Reading Writing Curriculum

8.1 Reading

- 8.1.1 Students will identify the main idea and supporting details in what they have read.
- Read and a variety of literature and demonstrate comprehension through written and oral discourse
 - Determine meaning of words using context clues
 - Complete an author study and compile the results for presentation
 - Explain an author's purpose for writing a selections and apply prior knowledge and make predictions
 - Identify and apply the skills of skimming and scanning for the main idea
 - Draw conclusions and assumptions based on given information, personal knowledge, and graphic aids
- 8.1.2 Students will identify, locate, and use multiple resources to access information on an assigned or self-selected topic.
- Identify and use *The Readies' Guide to Periodical Literature* to locate information
 - Use general references such as encyclopedia, thesaurus, periodicals, almanacs, and indexes in conducting research for projects
 - Identify and use the vertical file, CD-Rom, and online resources to locate information
 - Access and evaluate information from a variety of media sources
 - Use software programs to synthesize and present information
- 8.1.3 Students will identify and classify different types of texts.
- Independently read books and write reactions or respond orally to them throughout the year
 - Compare and contrast various types of literature that present similar concepts
 - Analyze how an author uses literary form to accomplish a purpose
 - Identify and analyze types of fiction and nonfiction and distinguish between them
 - Identify and analyze the use of figurative language (such as similes, puns, metaphors, onomatopoeia, alliteration, and personification) in various works of literature
 - Read and interpret poetry
- 8.1.4 Students will identify and apply knowledge of structure, elements, and literary techniques to analyze fiction.
- Identify the elements of plot development
 - Explain the relationship of the characters to the plot
 - Identify and analyze the approaches to characterization
 - Identify the elements of setting and evaluate cues to time and place
 - Identify the theme and the story details that relate to the theme in story selections

- Construct story maps or plot lines to show sequentially the development of the plot of a written work
 - Identify elements of literature in a least one award-winning book each semester
 - Read and analyze works as they relate to mood, irony, and style
 - Create book projects analyzing the elements of literature
- 8.1.5 Students will identify and apply knowledge of structure, elements, and literary techniques to analyze nonfiction or informational text.
- Compare and contrast biography and autobiography
 - Analyze subjective and objective perspectives in writing
 - Identify and use connotations and denotations
 - Outline to comprehend information
 - Use visual organizers to comprehend information
 - Read nonfiction and create a project based upon information presented in the work
- 8.1.6 Students will identify similarities and differences across a variety of eighth grade reading selections.
- Identify and apply universal elements in literature read
 - Identify and interpret similarities among works of literature
 - Read and compare/contrast works across geographic regions, cultures, and time periods
 - Read works based upon historical figures and evaluate the work
 - Analyze a work of historical fiction
 - Read and analyze works written by regional authors
 - Compare and contrast myths from various countries/cultures
 - Identify characteristics of a historical time period and relate these characteristics to selected literature
- 8.1.7 Students will demonstrate the ability to analyze literary works, nonfiction, films, or media.
- Analyze the writing style of authors
 - Research an author and evaluate a work of that author based on information in that author's biography
 - Draw conclusions about a particular time period based upon works set in that time period

8.2 Writing

- 8.2.1 Students will write using standard English (conventions) for sentence structure, usage, punctuation, capitalization, and spelling.
- Read, define and use vocabulary words appropriate for grade level
 - Identify and use the eight parts of speech
 - Identify and use case, number, gender, and person of pronouns
 - Identify and use irregular verbs in writing sentences

- Use commas as they relate to apposition, introductory clauses, and prepositional phrases
 - Use capitalization in sentences
 - Punctuate dialogue and titles in written discourse
 - Use pronoun antecedent agreement
 - Identify and use verbals and verbal phrases
 - Identify and use direct objects, indirect objects, subject complements, predicate nominatives, and objects of the prepositions in simple, compound, and complex sentences
 - Identify and use independent and subordinate clauses
 - Spell words appropriate for grade level
 - Identify and use proofreading symbols and use the symbols in writing
- 8.2.2 Students will write compositions with focus, related ideas, and supporting details.
- Write basic explanatory, contrast, and problem-solving essays using the STEPS writing program
 - Develop a plan for writing, using a variety of strategies to generate and organize ideas, such as story mapping, flow charting, outlining, and note-taking
 - Identify and answer the different types of essay questions: compare and contrast, describe, discuss and explain, demonstrate, illustrate, show and interpret
- 8.2.3 Students will revise and edit descriptive compositions.
- Generate criteria for evaluating forms of writing
 - Create and apply various rubrics in assessing written works
 - Revise writing to improve clarity and logical sequence
 - Implement prior knowledge of types of sentences, mechanics, usage, sentence structure, and standard spelling to edit writing
 - Proofread and correct errors in written discourse
- 8.2.4 Students will demonstrate the use of multiple forms to write for different audiences and purposes.
- Write to communicate a variety of purposes: to explain, to describe, to express feeling, to give opinions, and to create original work
 - Create a myth
 - Write journals on a variety of topics
- 8.2.5 Students will demonstrate the ability to use self-generated questions, note taking, summarizing, and outlining while learning.
- Cite information in writing and in presentations
 - Document references using the MLA method
 - Outline, summarize, and take precise and concise notes for specific purposes
 - Generate questions and record important ideas from information presented and works read
 - Summarize material read: novel, short story and drama

8.3 Speaking

- 8.3.1 Students will participate in group discussions by asking questions and contributing information and ideas.
- Respond to stories through oral expression
 - Participate in discussions, illustrate, paraphrase, and/or dramatize stories throughout the year
 - Cooperate in team projects, presentations and interviews
 - Identify roles in groups and assume leadership and participant roles in completing group projects
- 8.3.2 Students will use multiple presentation styles for specific audiences and purposes.
- Deliver an oral book report of at least three to five minutes in length
 - Read, interpret and respond to literature orally
 - Prepare and deliver an oral presentation implementing skills in eye contact, proper rate, expressiveness, and body language
 - Develop visuals to enhance oral presentations

8.4 Listening

- 8.4.1 Students will identify information gained and complete tasks through listening.
- Identify, state, and react to the speaker's point-of-view and bias
 - Analyze the oral presentations of others
 - Apply listening skills to lecture and discussion situations

Eighth Grade Speech

8.2 Writing

- 8.2.1 Students will write using standard English (conventions) for sentence structure, usage, punctuation, capitalization, and spelling.
- 8.2.2 Students will write compositions with focus, related ideas, and supporting details.
- 8.2.3 Students will revise and edit descriptive compositions.
- 8.2.4 Students will demonstrate the use of multiple forms to write for different audiences and purposes.
 - Write speeches to inform and to persuade
- 8.2.5 Students will demonstrate the ability to use self-generated questions, note taking, summarizing, and outlining while learning.

8.3 Speaking

- 8.3.2 Students will participate in group discussions by asking questions and contributing information and ideas.
- 8.3.3 Students will use multiple presentation styles for specific audiences and purposes.
 - Speak to inform
 - Demonstrate “real-life” speaking situations
 - Write a speech, organize it on note cards, and deliver it to a classroom audience
 - Conduct an interview and use that interview as material for a speech
 - Speak to persuade

8.4 Listening

- 8.4.1 Students will identify information gained and complete tasks through listening.

**Reading Writing Curriculum
English 9**

12.1 Reading

- 12.1.1 Students will identify the main idea and supporting details in what they have read.
-Define and use literary terms
-Read books and analyze them through bit not limited to written responses
- 12.1.2 Students will locate, evaluate, and use primary and secondary resources for research.
-Access a variety of resources to collect and use information related to a literary work
- 12.1.3 Students will identify and use characteristics to classify different types to text.
-Read and analyze literary genre
-Read and analyze Shakespearean drama
-Identify and analyze the elements of satire by reading a satirical work
-Identify and analyze the unique components of poetry as a literary form
-Explain the Shakespearean theater, the life and writing style of Shakespeare, and the many conventions of Shakespeare’s plays, literary and theatric, through study of a Shakespearean play
-Explain the structure of drama, and dramatize selected excerpts
- 12.1.4 Students will analyze literature to identify the stated or implies theme.
-Identify and respond to theme in literature
- 12.1.5 Students will demonstrate the ability to analyze fiction through identifying and applying knowledge of elements and literary techniques.
-Identify and explain the elements of a short story
- 12.1.6 Students will identify and apply knowledge of text structure and organizational elements to analyze non-fiction or informational text.
- 12.1.7 Addressed in 12.1.3
- 12.1.8 Students will demonstrate the ability to analyze literary works, nonfiction, films, and media.
-Compare and contrast an original text with a filmed version

12.2 Writing

- 12.2.1 Students will write using standard English (conventions) for sentence structure, usage, punctuation, capitalization, and spelling.
- Spell and define words appropriate for grade level
 - Use modifiers correctly
 - Use verbs in all tenses and conjugate them in all tenses
 - Proofread and correct errors in written discourse
 - Write sentences using adverb and adjective clauses
 - Use pronouns correctly
 - Identify parts of speech in written work
 - Identify the different parts of a sentence
 - Review the use of phrases and clauses
- 12.2.2 Students will write compositions with focus, related ideas, and supporting details.
- Write a five-paragraph essay
 - Define words and use appropriate vocabulary
 - Take notes on material that relates directly to the topic using a preliminary graphic organizer
- 12.2.3 Students will revise and edit persuasive compositions.
- Read, define and use vocabulary words appropriate for grade level
 - Proofread all written discourse
- 12.2.4 Students will use multiple forms to write for different audiences and purposes.
- Write reactions to literature read
 - Select, locate, and use reference material appropriate for the research task and write a report
 - Identify and use propaganda techniques
 - Answer essay questions using a paragraph that includes specific support for a topic statement
 - Write poetry
- 12.2.5 Students will demonstrate the ability to use self-generated questions, note-taking, summarizing, and outlining while learning.
- Summarize material read: novel, short story, drama, and poetry
 - Develop and follow preliminary outlines to guide a search for sources and information

12.3 Speaking

- 12.3.1 Students will participate in student directed discussions by eliciting questions and responses.
- Discuss, paraphrase, and/or dramatize stories

- 12.3.2 Students will make oral presentations that demonstrate consideration of audience, purpose, and information.
- Organize and present historical information related to a literary work

**Reading Writing Curriculum
English 10**

12.1 Reading

- 12.1.1 Students will identify the main idea and supporting details in what they have read.
-Identify significant biographical aspects of the lives and careers of selected Nebraska authors
-Read and respond to Nebraska literature through, but not limited to, written responses
- 12.1.2 Students will locate, evaluate, and use primary and secondary resources for research.
- 12.1.3 Students will identify and use characteristics to classify different types of text.
-Read and analyze different types of text (poetry, prose, short story, essay and novel)
-Identify the contributions of Nebraska authors, both men and women, to our literary heritage
- 12.1.4 Students will analyze literature to identify the stated or implied theme.
-Identify and respond to theme in literature
- 12.1.5 Students will demonstrate the ability to analyze fiction through identifying and applying knowledge of elements and literary techniques.
-Interpret fiction selections read by the class and /or read individually
-Identify and evaluate the author's use of the elements of fiction: characters, setting, theme, and plot
-Identify the elements of the genre of fiction (setting, plot, characterizations, conflict, and theme as well as appropriate literary terms
- 12.1.6 Students will identify and apply knowledge to text structure and organizational elements to analyze non-fiction or informational text.
-Explain the purposes, formats, and personal attitudes of the author in nonfiction prose
- 12.1.7 Addressed in 12.1.3
- 12.1.8 Students will demonstrate the ability to analyze literary works, nonfiction, films, and media.
-View a documentary film
-Analyze their own experiences and historical perspectives as they interpret Nebraska literature

12.2 Writing

- 12.2.1 Students will write using standard English (conventions) for sentence structure, usage, punctuation, capitalization, and spelling.
- Spell and define words appropriate for grade level
 - Use the writing process for all written discourse
- 12.2.2 Students will write compositions with focus, related ideas, and supporting details.
- Explain important biographical aspects of selected Nebraska authors as well as the titles of outstanding works by the author
 - Write formal response journals, which contain summary and response to Nebraska literature
- 12.2.3 Students will revise and edit persuasive compositions.
- Use the writing process for all written discourse
 - Write formal response journals, which contain summary and response to Nebraska literature
 - Generate rubrics and checklists to assess written work
- 12.2.4 Students will use multiple forms to write for different audiences and purposes.
- Explain the contributions of Nebraska authors to our culture
 - Write biweekly personal journal entries
 - Write formal response journals, which contain summary and response to Nebraska literature
 - Answer essay questions using a paragraph that includes specific support for a thesis statement
 - Write creative writing that reflects their “sense of place”
 - Write an essay and captions for a photo essay board, using all conventions of written English
 - Write an essay for a photo essay board which uses supporting ideas to develop a main idea
 - Revise and edit all written work after conferences with the teacher
 - Write an essay and captions to accompany photographs
- 12.2.5 Students will demonstrate the ability to use self-generated questions, note-taking, summarizing, and outlining while learning.
- Summarize written material
 - Use a variety of strategies to prepare for test-taking, group discussion, and other classroom activities

12.3 Speaking

12.3.1 Students will participate in student directed discussions by eliciting questions and responses.

- Conduct interviews

- Participate in large group and small group discussions

- Participate in a writing workshop format

- Create presentations and displays for a variety of purposes and audiences based on information collected from field trips

12.3.2 Students will make oral presentations that demonstrate consideration of audience, purpose, and information.

**Reading Writing Curriculum
English 11**

12.1 Reading

- 12.1.1 Students will identify the main idea and supporting details in what they have read.
 - Read and respond to Colonial, Classical, Romantic, Realistic, Modern and Post-Modern American literature
- 12.1.2 Students will locate, evaluate, and use primary and secondary resources for research.
 - Use library resources to gather information about a topic
- 12.1.3 Students will identify and use characteristics to classify different types to text.
 - Read a variety of American literature texts and analyze them
 - Read and analyze an American play
 - Read and analyze multi-cultural American literature
- 12.1.4 Students will analyze literature to identify the stated or implies theme.
 - Read American literature and identify theme
- 12.1.5 Students will demonstrate the ability to analyze fiction through identifying and applying knowledge of elements and literary techniques.
 - Read an American novel and analyze it in terms of the characteristics of a novel
- 12.1.6 Students will identify and apply knowledge of text structure and organizational elements to analyze non-fiction or informational text.
- 12.1.7 Assessed in 12.1.3
- 12.1.8 Students will demonstrate the ability to analyze literary works, nonfiction, films, and media.

12.2 Writing

- 12.2.1 Students will write using standard English (conventions) for sentence structure, usage, punctuation, capitalization, and spelling.
 - Write responses to the literature read
- 12.2.2 Students will write compositions with focus, related ideas, and supporting details.
 - Write response journals for the literature read
 - Write responses to essay questions
- 12.2.3 Students will revise and edit persuasive compositions.

- Proofread his/her written discourse
- Use the writing process for written work
- Create checklists to assess written work

12.2.4 Students will use multiple forms to write for different audiences and purposes.
-Generate creative writing based on literature

12.2.5 Students will demonstrate the ability to use self-generated questions, note-taking, summarizing, and outlining while learning.
-Use a variety of strategies for test-taking, discussion groups, and other classroom activities

12.3 Speaking

12.3.1 Students will participate in student directed discussions by eliciting questions and responses.
-Participate in small group discussions

12.3.2 Students will make oral presentations that demonstrate consideration of audience, purpose, and information.
-Present information to the class

Reading Writing Curriculum English 12

12.1 Reading

- 12.1.1 Students will identify the main idea and supporting details in what they have read.
-Demonstrate comprehension of major literary works
- 12.1.2 Students will locate, evaluate, and use primary and secondary resources for research.
-Access material at Love Library or a similar library to locate and use information
-Identify a variety of potential sources of information
-Develop and use successful strategies for location information
- 12.1.3 Students will identify and use characteristics to classify different types to text.
-Analyze and evaluate universal aspects found in literature
-Read, analyze and evaluate selections of multi-cultural literature
-Read, analyze and evaluate selections of world literature
-Read, analyze and evaluate selections from British literature
- 12.1.4 Students will analyze literature to identify the stated or implies theme.
-Write response journals that analyze and evaluate theme in literature
- 12.1.5 Students will demonstrate the ability to analyze fiction through identifying and applying knowledge of elements and literary techniques.
-Read fiction and analyze it by using the Five Critical Questions for Evaluating Literature
- 12.1.6 Students will identify and apply knowledge to text structure and organizational elements to analyze non-fiction or informational text.
-Read, analyze, and evaluate selections of nonfiction
- 12.1.7 Addressed in 12.1.3
- 12.1.7 Students will demonstrate the ability to analyze literary works, nonfiction, films, and media.
-Analyze philosophical points of view in the themes of literature
-Apply his/her own experiences while interpreting works of literature

12.2 Writing

- 12.2.1 Students will write using standard English (conventions) for sentence structure, usage, punctuation, capitalization, and spelling.
-Apply all conventions of standard English to writing

- 12.2.2 Students will write compositions with focus, related ideas, and supporting details.
-Analyze, apply and evaluate literature through written response journals.
- 12.2.3 Students will revise and edit persuasive essays.
-Proofread his/her written discourse
-Generate and use rubrics and class lists to assess their own writing
- 12.2.4 Students will use multiple forms to write for different audiences and purposes.
-Develop writing skills in the areas of exposition, description, and persuasion
-Write a research paper using the MLA format
-Write an imaginative story modeled on classic literature
- 12.2.5 Students will demonstrate the ability to use self-generated questions, note-taking, summarizing, and outlining while learning.
-Write and organize preliminary information from research on note cards for use in writing a research paper

12.3 Speaking

- 12.3.1 Students will participate in student directed discussions by eliciting questions and responses.
-Participate in discussions
- 12.3.2 Students will make oral presentations that demonstrate consideration of audience, purpose, and information.
-Prepare classroom presentation based on independent reading of literature and on independent research

Reading Writing Curriculum Journalism

12.1 Reading

- 12.1.1 Students will identify the main idea and supporting details in what they have read.
- 12.1.2 Students will locate, evaluate, and use primary and secondary resources for research.
- 12.1.3 Students will identify and use characteristics to classify different types to text.
- 12.1.4 Students will analyze literature to identify the stated or implies theme.
- 12.1.5 Students will demonstrate the ability to analyze fiction through identifying and applying knowledge of elements and literary techniques.
- 12.1.6 Students will identify and apply knowledge to text structure and organizational elements to analyze non-fiction or informational text.
- 12.1.7
- 12.1.8 Students will demonstrate the ability to analyze literary works, nonfiction, films, and media.

12.2 Writing

- 12.2.1 Students will write using standard English (conventions) for sentence structure, usage, punctuation, capitalization, and spelling.
-Write captions and body copy using standard English
- 12.2.2 Students will write compositions with focus, related ideas, and supporting details.
- 12.2.3 Students will revise and edit persuasive essays.
-Use the writing process to create copy for the school yearbook
- 12.2.4 Students will use multiple forms to write for different audiences and purposes.
-Write copy that is philosophical and informative
- 12.2.5 Students will demonstrate the ability to use self-generated questions, note-taking, summarizing, and outlining while learning.

12.3 Speaking

12.3.1 Students will participate in student directed discussions by eliciting questions and responses.

-Participate in the group process as decisions regarding theme, color, and design are made

12.3.2 Students will make oral presentations that demonstrate consideration of audience, purpose, and information.

Reading Writing Curriculum Advanced Speech

12.1 Reading

- 12.1.1 Students will identify the main idea and supporting details in what they have read.
- 12.1.2 Students will locate, evaluate, and use primary and secondary resources for research.
 - Write research-based speeches, using multiple sources, written in the traditional speech format. (Introduction, Body, Conclusion)
- 12.1.3 Students will identify and use characteristics to classify different types to text.
- 12.1.4 Students will analyze literature to identify the stated or implies theme.
- 12.1.5 Students will demonstrate the ability to analyze fiction through identifying and applying knowledge of elements and literary techniques.
- 12.1.6 Students will identify and apply knowledge to text structure and organizational elements to analyze non-fiction or informational text.
- 12.1.7
- 12.1.8 Students will demonstrate the ability to analyze literary works, nonfiction, films, and media.

12.2 Writing

- 12.2.1 Students will write using standard English (conventions) for sentence structure, usage, punctuation, capitalization, and spelling.
- 12.2.2 Students will write compositions with focus, related ideas, and supporting details.
- 12.2.3 Students will revise and edit persuasive compositions.
- 12.2.4 Students will use multiple forms to write for different audiences and purposes.
 - Write persuasive and informative speeches to deliver to a classroom audience
- 12.2.5 Students will demonstrate the ability to use self-generated questions, note-taking, summarizing, and outlining while learning.

12.3 Speaking

12.3.1 Students will participate in student directed discussions by eliciting questions and responses.

- Explain the purpose of communication

12.3.2 Students will make oral presentations that demonstrate consideration of audience, purpose, and information.

- Deliver persuasive and informative speeches to a classroom audience

- Use appropriate nonverbal communication when giving oral presentations