

Language Arts (Writing)
Kindergarten

Focus: Conventions

Outcome: **LAW.K.1** Students will use grade appropriate conventions in writing.

Components: **LAW.K.1.1** – Write upper and lowercase letters using correct formation and proportion. 3.A.Ka

LAW.K.1.2 – Write first and last name using correct upper and lowercase letters. 3.A.Ka

LAW.K.1.3 – Use developmental spelling to compose words. 3.A.Kb

LAW.K.1.4 – Compose written communication from left to right and top to bottom. 3.A.Kc

LAW.K.1.5 – Use developmental spelling and simple high frequency words to construct sentences of at least four or more words. 3.A.Kc

LAW.K.1.6 – Use capital letters in the beginning position in familiar proper nouns and at the beginning of a sentence. 3.A.Kc

LAW.K.1.7 – Identify periods, exclamation points and question marks as ending punctuation in a sentence. 3.A.Kc

LAW.K.1.8 – Demonstrate spacing between words when writing a sentence. 3.A.Kc

Focus: Composition

Outcome: **LAW.K.2** Students will compose an organized and coherent piece of writing.

Components: **LAW.K.2.1** – Use developmental spelling or illustrations to create a story that has a beginning, middle and ending. 3.B.K

LAW.K.2.2 – Produce a story that focuses on one topic. 3.B.K

LAW.K.2.3 – Create text related to an illustration. 3.B.K

LAW.K.2.4 – Convey meaning through developmental spelling or illustrations. 3.B.K

Focus: Writing for a Purpose

Outcome: **LAW.K.3** Students will communicate ideas through writing, drawing, or dictation to convey meaning and provide information.

Components: **LAW.K.3.1** – Create different forms of functional, narrative, or informational writing pieces (e.g., lists, notes, stories, letters, journals, response to reading, drawings). 3.B.K, 3.C.K

Focus: Information

Outcome: **LAW.K.4** Students will be able to find and use information to communicate ideas.

Components: **LAW.K.4.1** – Utilize brainstorming to gather information. 5.A.K

LAW.K.4.2 – Use learning aids (e.g., graphic organizers, technology) to answer questions. 5.A.K

LAW.K.4.3 – Relate background knowledge (schema) to new information. 5.B.K

LAW.K.4.4 – Demonstrate focus when communicating information through discussion, drawings, or developmental writing. 5.C.K

Focus: Speaking

Outcome: **LAW.K.5** Students will speak effectively using language and vocabulary appropriate to the situation and audience.

Components: **LAW.K.5.1** – Demonstrate effective speaking skills (e.g., speak clearly, use eye contact). 4.B.K

LAW.K.5.2 – Use language to communicate needs and wants. 4.B.K

LAW.K.5.3 – Use complete sentences when making statements or responding to or asking questions. 4.B.K

LAW.K.5.4 – Relate to topic. 4.B.K

LAW.K.5.5 – Explain events in detail. 4.B.K

LAW.K.5.6 – State events in logical order. 4.B.K

LAW.K.5.7 – Use new vocabulary when conveying information. 4.B.K

LAW.K.5.8 – Orally converse with another individual, or in a small or whole group situation.

Focus: Listening

Outcome: **LAW.K.6** Students will listen effectively in formal and informal situations.

Components: **LAW.K.6.1** – Demonstrate active listening (e.g., appropriate body language, use eye contact, attentive). 4.A.K

LAW.K.6.2 – Comprehend two or three step directions. 4.A.K

LAW.K.6.3 – Make statements or ask or answer questions related to story or topic. 4.A.K

LAW.K.6.4 – Show interest in stories read aloud. 4.A.K

LAW.K.6.5 – Relate response to personal experiences. 4.A.K

Language Arts (Writing)
First Grade

Focus: **Conventions**

Outcome: **LAW.1.1** Students will use grade appropriate conventions in writing:

Components: **LAW.1.1.1** – Write correctly formed upper and lower case letters and words with spacing. 3.A.1

LAW.1.1.2 – Construct sentences using nouns, verbs, adverbs and adjectives. 3.A.1

LAW.1.1.3 – Construct multiple connected sentences.

LAW.1.1.4 – Identify nouns in plural form. 3.A.1

LAW.1.1.5 – Write in past and future tense. 3.A.1

LAW.1.1.6 – Use beginning capitalization and end punctuation (periods, exclamation marks, question marks) in simple sentences. 3.A.1

LAW.1.1.7 – Use capital letters in the beginning position in a known proper noun. 3.A.1

LAW.1.1.8 – Locate a statement (telling), question (asking) and exclamatory sentence. 3.A.1

LAW.1.1.9 – Apply developmental spelling to spell words with beginning, middle and ending sounds in connected text. 3.A.1

LAW.1.1.10 – Use developmental spelling and correct spelling of high frequency words. 3.A.1

LAW.1.1.11 – Identify titles. 3.A.1

Focus: **Composition**

Outcome: **LAW.1.2** Students will compose pieces using the steps of the writing process.

Components: **LAW.1.2.1** – Introduce appropriate prewriting strategies to formulate ideas (e.g., brainstorming, graphics organizers). 3.B.1a, 3.B.1b

LAW.1.2.2 – Write a rough draft with a focused idea. 3.A.1a, 3.B.1b

LAW.1.2.3 – Revise draft to clarify meaning. 3.A.1a, 3.B.1b

LAW.1.2.4 – Edit draft for conventions. 3.A.1a, 3.B.1b

LAW.1.2.5 – Create a final product. 3.A.1a, 3.B.1b

Outcome: **LAW.1.3** Students will compose an organized and coherent piece of writing.

Components: **LAW.1.3.1** – Organize a sentence with a focused idea. 3.B.1a, 3.B.1b

LAW.1.3.2 – Use word choice to create detailed writing. 3.B.1a

LAW.1.3.3 – Use voice to write in the way one would speak about an experience. 3.B.1b

LAW.1.3.4 – Vary sentence structure in length. 3.B.1b

LAW.1.3.5 – Create a focused story that has a beginning, a series of events happening and an ending. 3.B.1a, 3.B.1b

LAW.1.3.6 – Write an organized paragraph with a beginning, middle and end for an appropriate purpose. 3.B.1a, 3.B.1b

LAW.1.3.7 – Use details in a writing piece. 3.B.1a, 3.B.1b

LAW.1.3.8 – Create illustrations to convey meaning in a written piece. 3.B.1a, 3.B.1b

Focus: **Writing for a Purpose**

Outcome: **LAW.1.4** Students will write for a variety of purposes.

Components: **LAW.1.4.1** – Experiment with different forms of creative writing (e.g., poetry, letters, journal, fiction, descriptive). 3.C.1a

LAW.1.4.2 – Use the writing process for an expository and personal narrative composition. 3.C.1a

LAW.1.4.3 – Create a written response to the text. 3.C.1a

LAW.1.4.4 – Construct a list for multiple purposes. 3.C.1a

LAW.1.4.5 – Use available technology to design, produce, and present compositions and multimedia works. 3.C.1b

Focus: **Information**

Outcome: **LAW.1.5** Students will be able to find, evaluate, and use information to communicate ideas.

Components: **LAW.1.5.1** – Identify reference material and learning aids in the classroom (e.g., dictionary, maps, globes, text, charts). 5.A.1b, 5.C.1b

LAW.1.5.2 – Locate and organize information using a variety of resources (e.g., graphic organizers, text). 5.A.1a, 5.B.1a, 5.C.1a, 5.C.1b

LAW.1.5.3 – Display focus when communicating information written or orally (e.g., letters, reports, stories). 5.C.1a

LAW.1.5.4 – Cite reference material used. 5.B.1b

Focus: **Speaking**

Outcome: **LAW.1.6** Students will speak effectively using language appropriate to the situation and audience.

Components: **LAW.1.6.1** – Use appropriate language and vocabulary when speaking. 4.B.1a

LAW.1.6.2 – Use statements and questions appropriate to the situation. 4.B.1b

LAW.1.6.3 – Present a variety of information orally to various audiences. 4.B.1a, 4.B.1b

LAW.1.6.4 – Use details to explain events.

LAW.1.6.5 – Use appropriate speaking skills. (e.g., look at the audience while speaking, speak at appropriate rate to be understood, use expression when speaking at appropriate volume, speak clearly and in complete sentences). 4.B.2b

LAW.1.6.6 – Integrate new vocabulary when conveying information. 4.B.2b

Focus: **Listening**

Outcome: **LAW.1.7** Students will listen effectively in formal and informal situations.

Components: **LAW.1.7.1** – Follow oral instructions accurately. 4.A.1c

LAW.1.7.2 – Complete a two or three step task based on oral instructions. 4.A.1c

LAW.1.7.3 – Ask and respond to questions from a variety of audiences. 4.A.1b

LAW.1.7.4 – Utilize “active listening” skills (facing the speaker, making eye contact, paraphrasing what is said, choral answers, gestures, questions, retelling). 4.A.1a

LAW.1.7.5 – Tell the main idea of what is heard. 4.A.1c

LAW.1.7.6 – Identify qualities of sound (e.g., tone, loud vs. soft, pleasant vs. unpleasant). 4.A.1a

LAW.1.7.7 – Respond to visually oriented and auditorily based media. 4.A.1d

Language Arts (Writing)
Second Grade

Focus: **Conventions**

Outcome: **LAW.2.1** Students will use grade appropriate grammar and spelling in writing.

Components: **LAW.2.1.1** – Use a range of complete sentences (statements /telling sentences, questions and exclamations). 3.A.1

LAW.2.1.2 – Give examples of nouns and verbs. 3.A.1

LAW.2.1.3 – Write regular and some irregular plural nouns. 3.A.1

LAW.2.1.4 – Use pronouns correctly (she/ Mary). 3.A.1

LAW.2.1.5 – Use adjectives and adverbs correctly in a sentence. 3.A.1

LAW.2.1.6 – Write in past, present and future tense. 3.A.1

LAW.2.1.7 – Recognize abbreviations for months, days and titles. 3.A.1

LAW.2.1.8 – Spell simple homophones correctly. (two, to; where, wear) 3.A.1

LAW.2.1.9 – Spell high frequency and regular letter-sound relationship words correctly. 3.A.1

Outcome: **LAW.2.2** Students will use grade appropriate capitalization, punctuation and text layout.

Components: **LAW.2.2.1** – Use a capital letter at the beginning of a sentence, for important words in a title and proper nouns. 3.A.1

LAW.2.2.2 – Use periods, question marks and exclamation points. 3.A.1

LAW.2.2.3 – Use commas in a series. 3.A.1

LAW.2.2.4 – Apply quotation marks to a speaker's words. 3.A.1

LAW.2.2.5 – Use apostrophes in contractions. 3.A.1

LAW.2.2.6 – Identify titles and headings. 3.A.1

LAW.2.2.7 – Write a paragraph in proper form including indentation. 3.A.1

Focus: **Composition**

Outcome: **LAW.2.3** Students will compose pieces using the steps of the writing process.

Components: **LAW.2.3.1** – Use appropriate prewriting strategies to formulate ideas (e.g., brainstorming, graphics organizers). 3.B.1a, 3.B.1b

LAW.2.3.2 – Write a rough draft with focused ideas. 3.A.1a, 3.B.1b

LAW.2.3.3 – Revise draft to clarify meaning. 3.A.1a, 3.B.1b

LAW.2.3.4 – Edit draft for conventions. 3.A.1a, 3.B.1b

LAW.2.3.5 – Create a final product for publication. 3.A.1a, 3.B.1b

Outcome: **LAW.2.4** Students will compose an organized and coherent piece of writing.

Components: **LAW.2.4.1** – Organize writing structure for appropriate audience and context. 3.B.1a, 3.B.1b

LAW.2.4.2 – Write a focused topic sentence with an effective lead/grabber. 3.B.1a, 3.B.1b

LAW.2.4.3 – Generate a paragraph with supporting details. 3.B.1a, 3.B.1b

LAW.2.4.4 – Write a conclusion to complete your ideas. 3.B.1a

LAW.2.4.5 – Use basic transition words to connect ideas. 3.B.1b

LAW.2.4.6 – Write using a variety of sentence structures. 3.B.1b

LAW.2.4.7 – Use word choice to create detailed description. 3.B.1a

LAW.2.4.8 – Use voice in a way that one would speak about an experience. 3.B.1b

Focus: **Writing for a Purpose**

Outcome: **LAW.2.5** Students will write for a variety of audiences and purposes.

Components: **LAW.2.5.1** – Write an expository composition. 3.C.1a

LAW.2.5.2 – Write a narrative composition (e.g., personal, descriptive, creative). 3.C.1a

LAW.2.5.3 – Construct a letter. 3.C.1a

LAW.2.5.4 – Write an opinion with justification (persuasive) I think because... 3.C.1a

LAW.2.5.5 – Demonstrate knowledge of a topic through multimedia. 3.C.1b

LAW.2.5.6 – Write poetry using a variety of formats. 3.C.1a

LAW.2.5.7 – Compose written responses. 3.C.1a

LAW.2.5.8 – Generate ideas in writing (e.g., journal writing, lists). 3.C.1a

Focus: **Information**

Outcome: **LAW.2.6** Students will locate, organize and use information from a variety of sources to answer questions, solve problems and communicate ideas.

Components: **LAW.2.6.1** – Understand that information is available through an organizational system (e.g., library, reference materials, internet, and classroom resources).

5.A.1b

LAW.2.6.2 – Identify the focus of the research. 5.B.1a

LAW.2.6.3 – Formulate questions of interest using graphic organizers. 5.A.1a, 4.A.1d

LAW.2.6.4 – Use information from a book including text features. 5.C.1b

LAW.2.6.5 – Utilize organizational aids using graphic organizers to locate and present information. 5.B.1a

LAW.2.6.6 – Distinguish difference between relevant and irrelevant information. 5.B.1a

LAW.2.6.7 – Identify facts and details when communicating. 5.C.1a

LAW.2.6.8 – Cite sources used. 5.B.2b

Focus: **Speaking**

Outcome: **LAW.2.7** Students will speak effectively using language appropriate to the situation and audience.

Components: **LAW.2.7.1** – Utilize effective speaking skills (e.g., eye contact with audience, volume, rate, tone, avoid distracting behaviors). 4.B.1b

LAW.2.7.2 – Use enhanced level of vocabulary and language. 4.B.1b

LAW.2.7.3 – Demonstrate awareness of situation and setting. 4.B.1b

LAW.2.7.4 – Utilize effective communication strategies (e.g., being courteous, turn taking, using descriptive words, reasons, being respectful and communicating relevant and appropriate information). 4.B.1a

LAW.2.7.5 – Present information orally on a single topic, in a logical order. 4.B.1a

LAW.2.7.6 – Contribute relevant, appropriate information to discussions in small and large groups. 4.B.1b

LAW.2.7.7 – Formulate questions and statements at appropriate times. 4.B.1b

Focus: **Listening**

Outcome: **LAW.2.8** Students will listen effectively in formal and informal situations.

Components: **LAW.2.8.1** – Attend to the speaker and focus attention on what is being said. 4.A.1b

LAW.2.8.2 – Utilize appropriate active listening skills (e.g., gestures, movements, retelling, eye contact, paraphrasing what is said and provide new information). 4.A.1b

LAW.2.8.3 – Complete a two or three step task based on oral instructions. 4.A.1c

LAW.2.8.4 – Identify qualities of sound (e.g., tone, loud vs. soft, pleasant vs. unpleasant). 4.A.1a

LAW.2.8.5 – Differentiate between events that are “real” and “make believe.”
4.A.1c

LAW.2.8.6 – Demonstrate the ability to listen for a variety of purposes (e.g., entertainment, information, social interaction and oral directions). 4.A.1b

LAW.2.8.7 – Tell the difference between main ideas and details that are heard.
4.A.1c

LAW.2.8.8 – Use question-building words appropriately (e.g., what, why, how, could, should, did). 4.A.1b

Language Arts (Writing)
Grade 3

Focus: Conventions

Outcome: **LAW.3.1** Students will utilize appropriate grammar and spelling in written work.

Components: **LAW.3.1.1** – Identify and demonstrate appropriate use of nouns, pronouns, verbs, adjectives, and adverbs. 3.A.2

LAW.3.1.2 – Identify and construct plural and possessive nouns. 3.A.2

LAW.3.1.3 – Demonstrate subject/verb agreement in complete sentences. 3.A.1

LAW.3.1.4 – Demonstrate correct sentence structure using subjects and predicates. 3.A.2

LAW.3.1.5 – Identify and use verb tense appropriately. 3.A.2

LAW.3.1.6 – Identify and use a variety of sentence types (e.g., statements, questions, exclamations, simple, and compound). 3.A.2

LAW.3.1.7 – Identify and construct common abbreviations. 3.A.2

LAW.3.1.8 – Use appropriate text layout for written work (e.g., paragraphing, quotation marks, underlining, dialogue punctuation, title selection, indentation).

LAW.3.1.9 – Spell grade-appropriate words correctly (e.g., high-frequency words, homophones, contractions, abbreviations, plurals, possessives). 3.A.1

LAW.3.1.10 – Form cursive letters correctly in everyday writing.

Outcome: **LAW.3.2** Students will utilize appropriate capitalization and punctuation.

Components: **LAW.3.2.1** – Capitalize proper nouns and words at the beginning of sentences. 3.A.1

LAW.3.2.2 – Use appropriate ending punctuation. 3.A.1

LAW.3.2.3 – Use commas appropriately (e.g., a list, introductory word, compound sentence). 3.A.1

LAW.3.2.4 – Use apostrophes appropriately in contractions and possessives. 3.A.1

Focus: Composition

Outcome: **LAW.3.3** Students will compose pieces using the steps of the writing process.

- Components: **LAW.3.3.1** – Use appropriate prewriting strategies to formulate ideas (e.g., brainstorm list, outline, and/or graphic organizer). 3.B.2a
- LAW.3.3.2** – Develop paragraph structure using proper form (e.g., topic sentence, supporting details, and conclusion sentence). 3.B.1a
- LAW.3.3.3** – Compose a rough draft maintaining a clear focus.
- LAW.3.3.4** – Revise a written piece for sentence fluency.
- LAW.3.3.5** – Edit a written piece for conventions. 3.B.2d
- LAW.3.3.6** – Publish selected pieces of writing.

Outcome: **LAW.3.4** Students will compose pieces utilizing correct structure, focus, and organization.

- Components: **LAW.3.4.1** – Organize writing structure for appropriate purpose, audience, and context. 3.B.1b
- LAW.3.4.2** – Construct multi-paragraph pieces using proper form (e.g., leads, thesis statement, introduction/conclusion paragraphs, and body paragraphs). 3.B.1b
- LAW.3.4.3** – Use textual evidence to support ideas.
- LAW.3.4.4** – Use basic transition words to connect ideas.
- LAW.3.4.5** – Utilize voice and word choice to enhance a written piece.

Focus: Writing for a Purpose

Outcome: **LAW.3.5** Students will write composition using the writing process for a variety of purposes and audiences.

- Components: **LAW.3.5.1** – Write a well-developed expository composition. 3.C.1a
- LAW.3.5.2** – Persuade a reader to support an idea by providing justification with several reasons. 3.C.1a
- LAW.3.5.3** – Create a narrative composition (e.g., personal narrative, creative, descriptive). 3.C.1a
- LAW.3.5.4** – Demonstrate knowledge of a topic through multimedia. 3.C.1b
- LAW.3.5.5** – Construct a letter using the correct format. 3.B.1b
- LAW.3.5.6** – Write poetry in a variety of formats.
- LAW.3.5.7** – Compose written responses to reading (e.g., summary, journal writing).

Focus: Information

Outcome: **LAW.3.6** Students will locate, organize, and use information from a variety of sources to communicate ideas.

Components: **LAW.3.6.1** – Identify the focus area of research. 5.A.2a

LAW.3.6.2 – Generate questions of interest using learning aids (e.g., graphic organizers). 5.A.2a

LAW.3.6.3 – Locate and use a variety of sources to collect information (e.g., text, available technology, encyclopedia, dictionary, thesaurus, interviews). 5.B.2a

LAW.3.6.4 – Use text features to locate information in a book. 5.B.2a

LAW.3.6.5 – Arrange information in an orderly manner (e.g., outlining, note taking, sequencing, graphic organizers). 5.A.2b

LAW.3.6.6 – Design a variety of print and/or non-print products. 5.C.2a

LAW.3.6.7 – Cite sources used. 5.B.2b

Focus: **Speaking**

Outcome: **LAW.3.7** Students will speak effectively using language appropriate to the situation and audience.

Components: **LAW.3.7.1** – Utilize effective speaking skills (e.g., eye contact, voice, speak clearly, pace, volume, appropriate emotion). 4.B.2b

LAW.3.7.2 – Deliver an oral presentation with an intended purpose and audience. 4.B.2a, 5.C.2b

LAW.3.7.3 – Utilize techniques to avoid stress and anxiety during speaking (e.g., prepare and practice presentation in advance, use notes and outlines). 4.B.2c

LAW.3.7.4 – Contribute to small and large group discussions by following accepted guidelines for verbal interaction (e.g., volume, pace, courteous and relevant responses, appropriate language and vocabulary). 4.B.2b

LAW.3.7.5 – Use proper language, vocabulary, and nonverbal expressions for intended purpose and audience (e.g., conflict resolution, small group, large group, oral presentations). 4.B.2a, 4.B.2d

Focus: **Listening**

Outcome: **LAW.3.8** Students will listen effectively in formal and informal situations.

Components: **LAW.3.8.1** – Apply active listening skills in a variety of situations (e.g., eye contact; proper body language; courteous, turn-taking behavior; non-judgmental responses, manage distractions). 4.A.2a

LAW.3.8.2 – Restate and carry out a variety of oral instructions. 4.A.2c

LAW.3.8.3 – Ask and respond to questions related to oral presentations. 4.A.2b

LAW.3.8.4 – Paraphrase, summarize, or retell the content of both formal and informal presentations either orally or written (e.g., directions, conversations, announcements, guest speakers, media presentations). 4.A.2a

Language Arts (Writing)
Grade 4

Focus: Conventions

Outcome: **LAW.4.1** Students will demonstrate correct grammar and spelling in written material.

Components: **LAW.4.1.1** – Identify and demonstrate the use of the various parts of speech. (adjective, adverb, conjunction, interjection, noun, preposition, pronoun, and verb) 3.A.2

LAW.4.1.2 – Construct abbreviations. 3.A.2

LAW.4.1.3 – Use a variety of sentence types (e.g., declarative, interrogative, exclamatory, imperative). 3.A.2

LAW.4.1.4 – Use a variety of sentence structures (e.g., simple, compounds). 3.A.2

LAW.4.1.5 – Apply correct cursive letter formation in written work.

LAW.4.1.6 – Formulate complete sentences with subject verb agreement. 3.A.2

LAW.4.1.7 – Produce complex plurals, homophones, homographs, homonyms correctly. 3.A.2

LAW.4.1.8 – Construct singular and plural possessives. 3.A.2

LAW.4.1.9 – Produce past, present, and future tenses in written work. 3.A.2

LAW.4.1.10 – Use appropriate text layout for written work (e.g., paragraphing, heading, underlining).

LAW.4.1.11 – Use appropriate text layout for written work (e.g., paragraphing, quotation marks, underlining, dialogue punctuation, title selection, indentation).

Outcome: **LAW.4.2** Students will demonstrate correct capitalization and punctuation in written material.

Components: **LAW.4.2.1** – Use correct end punctuation. 3.A.2

LAW.4.2.2 – Identify correct punctuation (e.g., to indicate a longer pause, commas, quotation marks, apostrophes, hyphens, parenthesis). 3.A.2

LAW.4.2.3 – Identify correct punctuation (e.g., ellipsis, dashes, hyphens, parentheses, colons and semi-colons). 3.A.2

LAW.4.2.4 – Produce capital letters (e.g., first word of sentence, days, months, holidays, city and state names, titles of books, in dialogue). 3.A.2

Focus: Composition

Outcome: **LAW.4.3** Students will compose pieces integrating the steps of the writing process.

Components: **LAW.4.3.1** – Use appropriate prewriting strategies to develop a topic and generate ideas (e.g., brainstorm list, outline, and/or graphic organizer). 3.B.2a
LAW.4.3.2 – Construct a piece maintaining focus using a thesis statement, topic sentence, ideas, and closure. 3.B.2b
LAW.4.3.3 – Use a variety of descriptive words and/or phrases to enhance word choice (synonyms, similes, metaphors, idioms, strong action verbs). 3.B.2c
LAW.4.3.4 – Revise for sentence fluency, ideas, word choice and voice. 3.B.2c
LAW.4.3.5 – Edit independently using a rubric. 3.B.2d
LAW.4.3.6 – Publish selected pieces of writing. 3.B.2d

Outcome: **LAW.4.4** Students will compose pieces integrating correct structure, focus, and organization.

Components: **LAW.4.4.1** – Organize writing structure for appropriate purpose, audience, and context. 3.C.2a
LAW.4.4.2 – Write a multi-paragraph essay using proper form (lead, thesis statement, introduction/conclusion paragraphs, and body paragraphs). 3.C.2a
LAW.4.4.3 – Write a multi-paragraph essay using supporting details and elaboration. 3.C.2a
LAW.4.4.4 – Use textual evidence to support ideas.
LAW.4.4.5 – Use basic transition words to connect ideas.

Focus: Writing for a Purpose

Outcome: **LAW.4.5** Students will write for a variety of purposes and audiences.

Components: **LAW.4.5.1** – Apply the techniques of expository, persuasive, and narrative piece (e.g., letter writing, note taking, research writing, poetry, creative writing, descriptive writing, reflections). 3.C.2a
LAW.4.5.2 – Construct a multimedia works on a given topic. 3.C.2b
LAW.4.5.3 – Compose written responses to reading (e.g., summary, journal writing).

Focus: Information

Outcome: **LAW.4.6** Students will locate, organize, and use information from a variety of sources to communicate ideas.

Components: **LAW.4.6.1** – Define the focus of the research. 5.A.2a

LAW.4.6.2 – Formulate questions using aids (e.g., graphic organizers). 5.A.2a

LAW.4.6.3 – Locate and utilize a variety of sources to collect information (e.g., text, available technology, encyclopedia). 5.B.1a

LAW.4.6.4 – Discriminate sources' credibility and accuracy. 5.B.2a

LAW.4.6.5 – Arrange information in an orderly manner (e.g., outlining, sequencing, graphic organizers). 5.A.2b

LAW.4.6.6 – Design a variety of print and/or non-print products. 5.C.2a

LAW.4.6.7 – Cite sources used verbally or written. 5.B.2b

LAW.4.6.8 – Develop paraphrasing strategies.

Focus: Speaking

Outcome: **LAW.4.7** Students will speak effectively using language appropriate to the situation and audience.

Components: **LAW.4.7.1** – Utilize effective speaking skills (e.g. eye contact, voice, speak clearly, pace, volume, appropriate emotion). 4.B.2b

LAW.4.7.2 – Deliver an oral presentation with an intended purpose and audience. 4.B.2a, 5.C.2b

LAW.4.7.3 – Utilize techniques to avoid stress and anxiety during speaking (e.g., prepare and practice presentation in advance, use notes and outlines). 4.B.2c

LAW.4.7.4 – Contribute to small and large group discussions by following accepted guidelines for verbal interaction (e.g., volume, pace, courteous and relevant responses, appropriate language and vocabulary). 4.B.2b, 4.B.2d

LAW.4.7.5 – Use proper language, vocabulary, and non-verbal expressions for intended purpose and audience (e.g. conflict resolution, small group, large group, oral presentations). 4.B.2a, 4.B.2d

Focus: Listening

Outcome: **LAW.4.8** Students will listen effectively in formal and informal situations.

Components: **LAW.4.8.1** – Apply active listening skills in a variety of situations (e.g., making eye contact; proper body language; courteous, turn-taking behavior; non-judgmental responses; manage distractions). 4.A.2a

LAW.4.8.2 – Restate and carry out a variety of oral instructions. 4.A.2c

LAW.4.8.3 – Ask and respond to questions related to oral presentations. 4.A.2b

LAW.4.8.4 – Paraphrase, summarize and/or retell the content of both formal and informal presentations either orally or written (e.g., directions, conversations, announcements, guest speakers, media presentations). 4.A.2a, 4.A.2b

Language Arts (Writing)
Grade 5

Focus: Conventions

Outcome: **LAW.5.1** Students will apply correct grammar and spelling in written material.

Components: **LAW.5.1.1** – Construct abbreviations.

LAW.5.1.2 – Identify and demonstrate the use of the various parts of speech (adjective, adverb, conjunction, interjection, noun, preposition, pronoun, verb).

LAW.5.1.3 – Use a variety of sentence types (e.g., declarative, interrogative, exclamatory, imperative).

LAW.5.1.4 – Create a variety of sentence structures (e.g., simple, compound).

LAW.5.1.5 – Construct complete sentences with subject verb agreement.

LAW.5.1.6 – Produce complex plurals, homophones, homographs, homonyms correctly.

LAW.5.1.7 – Apply correct cursive letter formation in written work.

LAW.5.1.8 – Formulate singular and plural possessives.

LAW.5.1.9 – Utilize past, present, and future tenses in written work.

LAW.5.1.10 – Use appropriate text layout for written work (e.g., paragraphing, heading, underlining).

LAW.5.1.11 – Use appropriate text layout for written work (e.g., paragraphing, quotation marks, underlining, dialogue punctuation, title selection, indentation).

Outcome: **LAW.5.2** Students will apply correct punctuation in written material.

Components: **LAW.5.2.1** – Use correct punctuation (e.g., commas, quotation marks, apostrophes, colons, semi-colons).

LAW.5.2.2 – Identify correct punctuation (e.g., dashes, ellipses, hyphens).

LAW.5.2.3 – Use correct end punctuation and capitalization.

Focus: Composition

Outcome: **LAW.5.3** Students will compose pieces integrating the steps of the writing process.

Components: **LAW.5.3.1** – Use appropriate prewriting strategies to develop a topic and generate ideas (e.g., brainstorm list, outline, and/or graphic organizer).

LAW.5.3.2 – Construct a piece maintaining focus using a thesis statement, topic sentence, ideas, and closure.

LAW.5.3.3 – Use a variety of descriptive words and/or phrases to enhance word choice (synonyms, similes, metaphors, idioms, strong action verbs).

LAW.5.3.4 – Revise for sentence fluency, ideas, word choice and voice.

LAW.5.3.5 – Edit independently using a rubric.

LAW.5.3.6 – Publish selected pieces of writing.

Outcome: **LAW.5.4** Students will compose pieces utilizing correct structure, focus and organization.

Components: **LAW.5.4.1** – Organize writing structure for appropriate purpose, audience and context.

LAW.5.4.2 – Write a multi-paragraph essay using proper form (lead, thesis statement, introduction, body, conclusion).

LAW.5.4.3 – Write a multi-paragraph essay using supporting details/elaboration.

LAW.5.4.4 – Use textual evidence to support ideas.

LAW.5.4.5 – Use transitions words to connect ideas.

Focus: **Writing for a Purpose**

Outcome: **LAW.5.5** Students will write for a variety of purposes and audiences.

Components: **LAW.5.5.1** – Apply the techniques of expository, persuasive, and narrative writing (e.g., letter writing, note-taking, poetry, creative writing, descriptive writing, reflections, research writing).

LAW.5.5.2 – Compose a multimedia works on a given topic.

LAW.5.5.3 – Construct written responses to reading (e.g., summary, journal writing).

Focus: **Information**

Outcome: **LAW.5.6** Students will locate, organize and use information from various sources to communicate ideas.

Components: **LAW.5.6.1** – Define the focus area of the research. 5.A.2a

LAW.5.6.2 – Formulate questions using aids (e.g., graphic organizers). 5.A.2a

LAW.5.6.3 – Locate and utilize reference material (e.g., encyclopedia, available technology, text). 5.B.1a

LAW.5.6.4 – Discriminate sources, credibility and accuracy. 5.B.2a

LAW.5.6.5 – Arrange information an orderly manner (e.g., graphic organizers). 5.A.2b

LAW.5.6.6 – Design a variety of print and/or nonprint products. 5.C.2a

LAW.5.6.7 – Cite sources used verbally or written. 5.B.2b

LAW.5.6.8 – Develop paraphrasing strategies.

Focus: Speaking

Outcome: LAW.5.7 Students will speak effectively in a variety of situations.

Components: LAW.5.7.1 – Utilize effective speaking skills (e.g., speak clearly, eye contact, voice, pace, volume, appropriate emotion). 4.B.2b

LAW.5.7.2 – Deliver an oral presentation with an intended purpose and audience (e.g., speeches, book reviews, read alouds, technology presentations). 4.B.2a, 5.C.2b

LAW.5.7.3 – Apply variety of techniques to avoid stress and anxiety during speaking. 4.B.2c

LAW.5.7.4 – Contribute to small and large group discussion by following accepted guidelines for verbal interaction. (e.g., volume, pace, respectful responses, relevant responses, appropriate language, vocabulary) 4.B.2b

LAW.5.7.5 – Use proper language, vocabulary, and nonverbal expressions for intended purpose and audience. (e.g., conflict resolution, small/large group) 4.B.2a, 4.B.2d

Focus: Listening

Outcome: LAW.5.8 Students will listen effectively in formal and informal situations.

Components: LAW.5.8.1 – Apply active listening skills in a variety of situations (making eye contact; proper body language; courteous, turn-taking behavior; non judgmental responses; manage distractions). 4.A.2a

LAW.5.8.2 – Restate and carry out a variety of oral instructions. 4.A.2c

LAW.5.8.3 – Ask and respond to questions related to oral presentations. 4.A.2b

LAW.5.8.4 – Paraphrase, summarize, or retell the content of both formal and informal presentations orally or written. (e.g., directions, conversations, announcements, guest speakers, media presentations) 4.A.2a, 4.A.2b

Language Arts (Writing)
Grade 6

Focus: Conventions

Outcome: **LAW.6.1** Students will use correct grammar, spelling, punctuation, capitalization, and sentence structure.

- Components: **LAW.6.1.1** – Utilize the eight basic parts of speech correctly in writing. 3.A.3
- LAW.6.1.2** – Apply correct text layout in writing (paragraphing, quotation marks, underlining, parentheses, headings, italics, dialogue punctuation, indentation, appropriate title). 3.A.3
- LAW.6.1.3** – Create sentences using proper sentence structure (verb tenses, verb phrases, plurals, possessives, direct/indirect objects, fragments, run-on sentences, sentence type, subject-verb agreement, pronoun/antecedent agreement). 3.A.3
- LAW.6.1.4** – Use correct spelling (including abbreviations, contractions, possessives, affixes). 3.A.3
- LAW.6.1.5** – Utilize proper punctuation marks when writing (end punctuation, commas, apostrophes, quotation marks, colons, semi-colons). 3.A.3

Focus: Composition

Outcome: **LAW.6.2** Students will compose well-organized writing for varied purposes and audiences.

- Components: **LAW.6.2.1** – Employ the steps of the writing process to produce work (pre-writing, drafting, revising, editing, publishing). 3.B.3b
- LAW.6.2.2** – Arrange ideas in an organized format (grabber, introduction paragraph, thesis statement, topic sentence, body paragraph development, conclusion paragraph, concluding sentence). 3.A.3, 3.B.3a
- LAW.6.2.3** – Construct compositions that include essential writing components (focus, ideas, organization, sentence fluency, transition words/phrases, voice, and word choice) to connect and unify ideas. 3.B.3a, 3.B.3b
- LAW.6.2.4** – Elaborate on written ideas using supporting details, textual support, dialogue, and figurative language. 3.B.3a

Focus: Writing for a Purpose

Outcome: **LAW.6.3** Students will communicate ideas in writing for a variety of purposes and audiences.

Components: **LAW.6.3.1** – Use appropriate language, details, and format for a specified audience. 3.C.3a

LAW.6.3.2 – Compose a variety of expository compositions that inform and explain (e.g., compare/contrast, note-taking, letter writing, research-based writing, responses to reading, reflection, summary). 3.C.3a

LAW.6.3.3 – Create a variety of narrative compositions, both fiction and nonfiction that tell a story (e.g., descriptive writing, letter writing, personal narrative). 3.C.3a

LAW.6.3.4 – Write a variety of persuasive compositions that present and support one side of an issue (e.g., compare/contrast, letter writing). 3.C.3a

LAW.6.3.5 – Construct a variety of creative writing compositions (including poetry).

LAW.6.3.6 – Use available technology to design, produce, revise, and present compositions and multimedia works. 3.C.3b

Focus: Information

Outcome: **LAW.6.4** Students will locate, organize, and use information from various sources to communicate ideas.

Components: **LAW.6.4.1** – Locate and compare information from multiple sources (e.g., dictionary, encyclopedia, thesaurus, glossary, interview, Internet, books, magazines). 5.A.3a, 5.B.3b

LAW.6.4.2 – Utilize learning aids as a source of information (e.g., rubrics, graphic organizers, maps, diagrams, charts, posters).

LAW.6.4.3 – Apply the research process (choose a topic, locate sources, gather information, take notes, analyze information, organize information, cite sources, present information). 5.A.3a, 5.B.3a, 5.C.3a, 5.C.3c

LAW.6.4.4 – Develop a bibliography in MLA format. 5.B.3b

LAW.6.4.5 – Paraphrase, summarize and quote original work in order to avoid plagiarism.

LAW.6.4.6 – Design a project related to a contemporary issue using a variety of sources. 5.A.3b, 5.C.3b

Focus: Speaking

Outcome: **LAW.6.5** Students will speak effectively using a variety of skills for a variety of purposes.

Components: **LAW.6.5.1** – Utilize effective speaking skills (e.g., speak clearly, eye contact, voice intonation, pace, volume, body language, appropriate emotion). 4.B.3a, 4.B.3d

LAW.6.5.2 – Develop speaking skills through a variety of presentation formats (e.g., speeches, projects, reciting poems, group presentations, oral reading, class discussion). 4.B.3a, 4.B.3b

LAW.6.5.3 – Apply a variety of techniques to avoid stress and anxiety during speaking. 4.B.3c

LAW.6.5.4 – Organize information for an effective presentation (attention grabber, introduction, body, conclusion). 4.B.3a

LAW.6.5.5 – Use verbal and nonverbal mediums to communicate ideas (including visual aids and technology). 4.B.3a, 4.B.3d

Focus: Listening

Outcome: **LAW.6.6** Students will listen effectively in formal and informal situations.

Components: **LAW.6.6.1** – Critique the relationship between a speaker’s verbal communication skills and nonverbal messages. 4.A.3b

LAW.6.6.2 – Apply active listening strategies in a variety of situations (e.g., identify and avoid distracters, provide feedback, pose inquiries, use proper body language, make eye contact, summarize message). 4.A.3a, 4.A.3d

LAW.6.6.3 – Apply multi-step, oral directions. 4.A.3c

Language Arts (Writing)
Grade 7

Focus: Conventions

Outcome: **LAW.7.1** Students will use correct grammar, spelling, punctuation, capitalization, and sentence structure.

Components: **LAW.7.1.1** – Utilize the eight basic parts of speech correctly in writing. 3.A.3

LAW.7.1.2 – Apply correct text layout in writing (paragraphing, quotation marks, underlining, parentheses, heading, italics, dialogue punctuation, indentation, appropriate title). 3.A.3

LAW.7.1.3 – Create sentences using proper sentence structure (verb tenses, verb phrases, plurals, possessives, direct/indirect objects, fragments, run-on sentences, sentence types, subject-verb agreement, pronoun antecedent agreement). 3.A.3

LAW.7.1.4 – Use correct spelling (including abbreviations, contractions, possessives, affixes). 3.A.3

LAW.7.1.5 – Utilize proper punctuation marks in writing (apostrophes, hyphens, commas, quotation marks, colons, semi-colons, end punctuation). 3.A.3

Focus: Composition

Outcome: **LAW.7.2** Students will compose well-organized writing for varied purposes and audiences.

Components: **LAW.7.2.1** – Employ the steps of the writing process to produce work (pre-writing, drafting, revising, editing, publishing). 3.B.3b

LAW.7.2.2 – Compile ideas into an organized piece of writing (grabber, introduction paragraph, thesis statement, topic sentence, body paragraph development, conclusion paragraph, concluding sentence). 3.A.3, 3.B.3a

LAW.7.2.3 – Construct compositions that include essential writing components (focus, ideas, organization, sentence fluency, voice, word choice, transition words/phrases) to connect and unify ideas. 3.B.3a, 3.B.3b

LAW.7.2.4 – Elaborate on written ideas using supporting details, textual support, dialogue and figurative language. 3.B.3a

Focus: Writing for a Purpose

Outcome: **LAW.7.3** Students will communicate ideas in writing for a variety of purposes and audiences.

Components: **LAW.7.3.1** – Use appropriate language, detail, and format for a specified audience. 3.C.3a

LAW.7.3.2 – Compose a variety of expository compositions that inform and explain (e.g., compare/contrast, letter writing, note-taking, research based writing, responses/reflections to reading, summary). 3.C.3a

LAW.7.3.3 – Create a variety of narrative compositions, both fiction and non-fiction, which tell a story (e.g., descriptive writing, letter writing, personal narrative). 3.C.3a

LAW.7.3.4 – Write a variety of persuasive compositions that present and support one side of an issue (e.g., compare/contrast, letter writing). 3.C.3a

LAW.7.3.5 – Construct a variety of creative writing compositions.

LAW.7.3.6 – Use available technology to design, produce, revise, and present compositions and multimedia works. 3.C.3b

Focus: Information

Outcome: **LAW.7.4** Students will locate, analyze, organize, and integrate information from a variety of sources to communicate in a variety of formats.

Components: **LAW.7.4.1** – Locate and compare information from multiple sources. (e.g., dictionary, encyclopedia, library, thesaurus, Internet, books, magazines, technology). 5.A.3a, 5.B.3b

LAW.7.4.2 – Utilize a variety of learning aids as a source of information (e.g., rubrics, graphic organizers, maps, charts, diagrams, posters).

LAW.7.4.3 – Apply the research process (e.g., choose a topic, locate sources, gather information, take notes, analyze information, organize information, cite sources, present information). 5.A.3a, 5.B.3a, 5.C.3a, 5.C.3c

LAW.7.4.4 – Compile sources into a bibliography using MLA format. 5.B.3b

LAW.7.4.5 – Paraphrase, summarize and quote original work in order to avoid plagiarism.

LAW.7.4.6 – Create a project related to a contemporary issue using multiple sources. 5.A.3b, 5.C.3b

Focus: Speaking

Outcome: **LAW.7.5** Students will speak effectively using a variety of skills for a variety of purposes.

Components: **LAW.7.5.1** – Integrate effective speaking skills (e.g., speak clearly, eye contact, voice intonation, pace, volume, body language, appropriate emotion). 4.B.3a, 4.B.3d

LAW.7.5.2 – Develop speaking skills through a variety of presentation formats (e.g., speeches, project presentations, group presentations, oral reading, class discussions, book reviews). 4.B.3a, 4.B.3b

LAW.7.5.3 – Apply techniques to avoid stress and anxiety during speaking. 4.B.3c

LAW.7.5.4 – Organize information to create an effective presentation (e.g., attention grabber, introduction, body, conclusion). 4.B.3a

LAW.7.5.5 – Use verbal and nonverbal mediums to communicate ideas (including visual aids and technology). 4.B.3a, 4.B.3d

Focus: Listening

Outcome: **LAW.7.6** Students will listen effectively in formal and informal situations.

Components: **LAW.7.6.1** – Critique the relationship between a speaker’s verbal communication skills and nonverbal messages. 4.A.3b

LAW.7.6.2 – Utilize active listening strategies in a variety of situations. (e.g., identify and avoid distracters, provide feedback, summarize message, pose inquiries, use proper body language, and maintain eye contact) 4.A.3a, 4.A.3d

LAW.7.6.3 – Apply multi-step, oral directions. 4.A.3c

Language Arts (Writing)
Grade 8

Focus: Conventions

Outcome: **LAW.8.1** Students will use correct grammar, spelling, punctuation, capitalization and sentence structure.

Components: **LAW.8.1.1** – Utilize the eight basic parts of speech correctly in writing. 3.A.3

LAW.8.1.2 – Apply correct text layout when writing (e.g., paragraphing, quotation marks, underlining, parentheses, heading, italics, dialogue punctuation, indentation, appropriate title). 3.A.3

LAW.8.1.3 – Create sentences using proper sentence structure (verb tenses, verb phrases, plurals, possessives, direct/indirect objects, fragments, run-on sentences, sentence types, subject-verb agreement, pronoun antecedent agreement). 3.A.3

LAW.8.1.4 – Use correct spelling (abbreviations, contractions, possessives, affixes). 3.A.3

LAW.8.1.5 – Utilize proper punctuation marks when writing (end marks, commas, colons, semi-colons, hyphens, quotation marks, apostrophes). 3.A.3

Focus: Composition

Outcome: **LAW.8.2** Students will compose well-organized writing for varied purposes and audiences.

Components: **LAW.8.2.1** – Employ the writing process steps to produce work (pre-writing, drafting, revising, editing, publishing). 3.B.3b

LAW.8.2.2 – Demonstrate coherence using organization (grabber, introduction paragraph, thesis statement, topic sentence, body paragraph development, conclusion paragraph, concluding sentence). 3.A.3, 3.B.3a

LAW.8.2.3 – Construct compositions that include essential writing components (focus, ideas, organization, sentence fluency, voice, word choice, transition words/phrases, mood, tone/style) to connect and unify ideas. 3.B.3a, 3.B.3b

LAW.8.2.4 – Elaborate on written ideas using supporting details, textual support, dialogue, and figurative language. 3.B.3a

Focus: Writing for a purpose

Outcome: **LAW.8.3** Students will communicate ideas in writing for a variety of purposes and audiences.

Components: **LAW.8.3.1** – Use appropriate language, details, and format for a specified audience. 3.C.3a

LAW.8.3.2 – Compose a variety of expository compositions that inform and explain (e.g., letter writing, research writing, responses/reflections to reading, summary, compare/contrast, note-taking). 3.C.3a

LAW.8.3.3 – Create a variety of fiction and non-fiction narrative compositions that tell a story (e.g., descriptive writing, letter writing, personal narrative). 3.C.3a

LAW.8.3.4 – Write a variety of persuasive compositions that present and support one side of an issue (e.g., compare/contrast, letter writing). 3.C.3a

LAW.8.3.5 – Construct a variety of creative writing compositions.

LAW.8.3.6 – Use available technology to design, produce, revise, and present compositions and multimedia works. 3.C.3b

Focus: Information

Outcome: **LAW.8.4** Students will locate, analyze and evaluate information from a variety of sources and organize to communicate in a variety of formats.

Components: **LAW.8.4.1** – Locate and compare information from valid various sources (e.g., dictionary, encyclopedia, thesaurus, interviews, Internet, books, magazines). 5.A.3a, 5.B.3b

LAW.8.4.2 – Utilize learning aids for a source of information (e.g., rubrics, graphic organizers, diagrams, charts).

LAW.8.4.3 – Utilize the research process (topic selection, locate sources, gather information, note taking, source cards, analyze, organize, cite sources, present information). 5.A.3a, 5.B.3a, 5.C.3a, 5.C.3c

LAW.8.4.4 – Compile sources into MLA bibliographic format. 5.B.3b

LAW.8.4.5 – Paraphrase, summarize and quote original work in order to avoid plagiarism.

LAW.8.4.6 – Construct a project using various formats from multiple sources. 5.A.3b, 5.C.3b

Focus: Speaking

Outcome: **LAW.8.5** Students will speak effectively using a variety of skills for a variety of purposes.

Components: **LAW.8.5.1** – Incorporate effective speaking skills (intonation, eye contact, pace, appropriate emotion, body language, volume, enunciation). 4.B.3a, 4.B.3d

LAW.8.5.2 – Develop speaking skills through a variety of presentation formats (e.g., speeches, project presentations, group presentations, oral reading, class discussion). 4.B.3a, 4.B.3b

LAW.8.5.3 – Demonstrate techniques to avoid stress and anxiety during speaking. 4.B.3c

LAW.8.5.4 – Organize information for formal presentations (e.g., attention grabber, introduction, body, closing). 4.B.3a

LAW.8.5.5 – Use verbal and nonverbal mediums to communicate ideas (including visual aids and technology). 4.B.3a, 4.B.3d

Focus: Listening

Outcome: LAW.8.6 Students will listen effectively in formal and informal situations.

Components: LAW.8.6.1 – Critique the relationship between a speaker’s verbal communication skills and nonverbal messages. 4.A.3b

LAW.8.6.2 – Integrate active listening strategies (e.g., identify and avoid distracters, provide feedback, pose inquiries, summarize message, use proper body language, maintain eye contact) in a variety of situations. 4.A.3a, 4.A.3d

LAW.8.6.3 – Implement multi-step oral instructions. 4.A.3c

English I (Writing)
Grade 9

Focus: Conventions

Outcome: **EIW.9.1** Students will integrate proper grammar usage and mechanics in written work. 3.A.4

Components: **EIW.9.1.1** – Utilize parts of speech in a sentence correctly.

EIW.9.1.2 – Demonstrate proper use of the following in writing: subject/verb agreement, consistent tense, pronoun reference and agreement, possessive pronouns, plurals, direct and indirect objects.

EIW.9.1.3 – Demonstrate proper punctuation, abbreviations, spelling, and capitalization in writing.

EIW.9.1.4 – Utilize simple, compound, and complex sentences.

EIW.9.1.5 – Identify and revise fragments and run-on sentences.

EIW.9.1.6 – Identify and use different types of clauses and phrases.

EIW.9.1.7 – Demonstrate proper text layout: quotation marks, underlining, parentheses, headings, italics, dialogue, and indentation.

Focus: Composition

Outcome: **EIW.9.2** Composing will compose well-organized and coherent writing for a variety of purposes and audiences.

Components: **EIW.9.2.1** – Demonstrate organization within written work: proper paragraph development, supporting details and elaboration, thesis statement, topic sentences, and concluding sentences. 3.B.4a

EIW.9.2.2 – Employ effective introductory and concluding paragraphs while implementing appropriate attention getters and transition words.

EIW.9.2.3 – Establish coherence within the written work by maintaining focus, sentence fluency, appropriate word choice, and illustrating an understanding of mood, tone, and voice. 3.B.4a

EIW.9.2.4 – Evaluate written work for its effectiveness and make recommendations for its improvement. 3.B.4c

EIW.9.2.5 – Utilize the writing process to produce, edit, revise, and format work for submission and publication. 3.B.4b

EIW.9.2.6 – Incorporate textual evidence to support ideas. 3.B.4a

Focus: Writing For a Purpose

Outcome: **EIW.9.3** Students will compose for a variety of purposes and audiences.

Components: **EIW.9.3.1** – Write for real or potentially real situations (narrative, expository persuasive, journal writing, research writing, reflections, summaries, note-taking). (3.C.4a)

EIW.9.3.2 – Use available technology, produce compositions and multimedia works for specified audiences. 3.C.4b

Focus: Information

Outcome: **EIW.9.4** Use language arts to acquire, assess, and communicate information.

Components: **EIW.9.4.1** – Demonstrate a knowledge of strategies needed to prepare a credible research report (e.g. notes, planning sheets). 5.A.4a

EIW.9.4.2 – Design and present a project (e.g. research report, scientific study, career/higher education opportunities) using various formants from multiple sources. 5.A.4b

EIW.9.4.3 – Choose and evaluate sources (print and nonprint) for a variety of purposes. 5.B.4a

EIW.9.4.4 – Use multiple sources. 5.B.4b

EIW.9.4.5 – Plan, compose, edit, and revise information (e.g., brochures, formal reports, proposals, research summaries, editorials, articles, overheads, multimedia displays) for presentation to an audience. 5.C.4a

EIW.9.4.6 – Produce oral presentations and written documents using supportive research and incorporating contemporary technology. 5.C.4b

EIW.9.4.7 – Formulate questions, evaluate and synthesize information.

EIW.9.4.8 – Recognizing how to avoid plagiarism.

EIW.9.4.9 – Prepare for and participate in formal/informal debates. 5.C.4c

Focus: Speaking

Outcome: **EIW.9.5** Student will speak effectively using language appropriate to the audience and situation.

Components: **EIW.9.5.1** – Deliver planned persuasive oral presentations using visual aids and contemporary technology as individuals and members of a group; demonstrate organization, clarity, vocabulary and credible and accurate supporting evidence. 4.B.4a

EIW.9.5.2 – Use group discussion skills to assume leadership and participant roles within an assigned project or to reach a group goal. 4.B.4b

EIW.9.5.3 – Use strategies to manage or overcome communication anxiety and apprehension. 4.B.4c

EIW.9.5.4 – Use verbal and nonverbal strategies to maintain communication. 4.B.4d

EIW.9.5.5 – Organize oral presentations with an introduction, body, and conclusion.

Focus: Listening

Outcome: **EIW.9.6** Students will listen effectively in formal and informal situations.

Components: **EIW.9.6.1** – Apply listening skills as individuals and members of a group in a variety of settings. 4.A.4a

EIW.9.6.2 – Apply listening skills in practical settings. 4.A.4b

EIW.9.6.3 – Listen and respond to a variety of dramatic readings.

EIW.9.6.4 – Follow complex oral instructions. 4.A.4c

EIW.9.6.5 – Demonstrate understanding of the relationship of verbal and nonverbal messages within the context of the presentation. 4.A.4d

English I (Writing)
Grade 9 Double Block

Focus: Conventions

Outcome: **EIDBW.9.1** Students will integrate proper grammar usage and mechanics in written work. 3.A.4

Components: **EIDBW.9.1.1** – Identify parts of speech in a sentence (noun, pronoun, adjective, adverb, verb, preposition, conjunction, and interjection) and use correctly.

EIDBW.9.1.2 – Demonstrate proper use of the following in writing: subject/verb agreement, consistent tense, pronoun reference and agreement, possessive pronouns, plurals, adjective and adverb agreement, direct and indirect objects.

EIDBW.9.1.3 – Demonstrate proper punctuation, abbreviations, spelling, and capitalization in writing.

EIDBW.9.1.4 – Identify different types of sentences: simple and compound sentences, complete sentences, fragments, and run-on sentences.

EIDBW.9.1.5 – Identify and use different types of clauses and phrases.

EIDBW.9.1.6 – Demonstrate proper text layout: quotation marks, underlining, parentheses, headings, italics, dialogue, and indenting.

Focus: Composition

Outcome: **EIDBW.9.2** Composing well-organized and coherent writing for a variety of purposes and audiences.

Components: **EIDBW.9.2.1** – Demonstrate organization within written work: proper paragraph development, supporting details and elaboration, thesis statement, topic sentences, and concluding sentences. 3.B.4a

EIDBW.9.2.2 – Employ effective introductory and concluding paragraphs while implementing appropriate attention getters, and transition words.

EIDBW.9.2.3 – Establish coherence within the written work by maintaining focus, sentence fluency, appropriate word choice, and illustrating an understanding of mood, tone, and voice. 3.B.4a

EIDBW.9.2.4 – Evaluate written work for its effectiveness and make recommendations for its improvement. 3.B.4c

EIDBW.9.2.5 – Utilize the writing process to produce, edit, revise, and format work for submission and publication. 3.B.4b

EIDBW.9.2.6 – Incorporate textual evidence to support ideas. 3.B.4a

Focus: Writing For a Purpose

Outcome: **EIDBW.9.3** Students will compose for a variety of purposes and audiences

Components: **EIDBW.9.3.1** – Write for real or potentially real situations (narrative, expository persuasive, journal writing, research writing, reflections, summaries, note-taking, comparison/contrast). 3.C.4a

EIDBW.9.3.2 – Using available technology, produce compositions and multimedia works for specified audiences. 3.C.4b

Focus: Information

Outcome: **EIDBW.9.4** Use language arts to acquire, assess, and communicate information.

Components: **EIDBW.9.4.1** – Demonstrate a knowledge of strategies needed to prepare a credible research report (e.g., notes, planning sheets). 5.A.4a

EIDBW.9.4.2 – Design and present a project (e.g., research report, scientific study, career/higher education opportunities) using various formants from multiple sources. 5.A.4b

EIDBW.9.4.3 – Introduce citation methods according to standard style manuals. 5.B.4b

EIDBW.9.4.4 – Plan, compose, edit, and revise information (e.g., brochures, research summaries, analyses, articles, multimedia displays) for presentation to an audience. 5.C.4a

EIDBW.9.4.5 – Produce oral presentations and written documents. 5.C.4b

EIDBW.9.4.6 – Prepare for and participate in formal/informal debates. 5.C.4c

EIDBW.9.4.7 – Formulate questions and evaluate information.

EIDBW.9.4.8 – Recognizing how to avoid plagiarism.

Focus: Speaking

Outcome: **EIDBW.9.5** Speak effectively using language appropriate to the audience and situation.

Components: **EIDBW.9.5.1** – Deliver planned oral presentations using visual aids and contemporary technology as individuals and members of a group, demonstrate organization, clarity, vocabulary, credible and accurate supporting evidence. 4.B.4a

EIDBW.9.5.2 – Use group discussion skills to assume leadership and participant roles within an assigned project or to reach a group goal. 4.B.4b

EIDBW.9.5.3 – Use strategies to manage or overcome communication anxiety and apprehension (e.g., developed outlines, notecards, and practice). 4.B.4c

EIDBW.9.5.4 – Use verbal and nonverbal strategies to maintain communication. 4.B.4d

Focus: **Listening**

Outcome: **EIDBW.9.6** Listen effectively in formal and informal situations.

Components: **EIDBW.9.6.1** – Apply listening skills as individuals and members of a group in a variety of settings (e.g. lectures, discussions, conversations, team projects, presentations, interviews). 4.A.4a

EIDBW.9.6.2 – Apply listening skills in a practical settings (e.g., classroom note taking, interpersonal conflict situations, giving and receiving directions). 4.A.4b

EIDBW.9.6.3 – Follow complex oral instructions. 4.A.4c

EIDBW.9.6.4 – Demonstrate understanding of the relationship of verbal and nonverbal messages within the context (e.g., contradictory, supportive, repetitive, and substitutive). 4.A.4d

EIDBW.9.6.5 – Listen to dramatic readings.

Honors English (Writing)
Grade 9

Focus: Conventions

Outcome: **HEW.9.1** Students will integrate proper grammar usage and mechanics in written work. 3.A.4

Components: **HEW.9.1.1** – Identify parts of speech in a sentence (noun, pronoun, adjective, adverb, verb, preposition, conjunction, and interjection) and use correctly.

HEW.9.1.2 – Demonstrate proper use of the following in writing: subject/verb agreement, consistent tense, pronoun reference and agreement, possessive pronouns, plurals, adjective and adverb agreement, direct and indirect objects.

HEW.9.1.3 – Demonstrate proper punctuation, abbreviations, spelling, and capitalization in writing.

HEW.9.1.4 – Identify different types of sentences: simple and compound sentences, complete sentences, fragments, and run-on sentences.

HEW.9.1.5 – Identify and use different types of clauses and phrases.

HEW.9.1.6 – Demonstrate proper text layout: quotation marks, underlining, parentheses, headings, italics, dialogue, and indenting.

Focus: Composition

Outcome: **HEW.9.2** Students will compose a well-organized and coherent writing for a variety of purposes and audiences.

Components: **HEW.9.2.1** – Demonstrate organization within written work: proper paragraph development, supporting details and elaboration, thesis statement, topic sentences, and concluding sentences. 3.B.4a

HEW.9.2.2 – Employ effective introductory and concluding paragraphs while implementing appropriate attention getters, and transition words.

HEW.9.2.3 – Establish coherence within the written work by maintaining focus, sentence fluency, appropriate word choice, and illustrating an understanding of mood, tone, and voice. 3.B.4a

HEW.9.2.4 – Evaluate written work for its effectiveness and make recommendations for its improvement. 3.B.4c

HEW.9.2.5 – Utilize the writing process to produce, edit, revise, and format work for submission and publication. 3.B.4b

HEW.9.2.6 – Incorporate textual evidence to support ideas. 3.B.4a

Focus: Writing For a Purpose

Outcome: **HEW.9.3** Composing for a variety of purposes and audiences.

Components: **HEW.9.3.1** – Write for real or potentially real situations (3.C.4a):

- Narrative
- Expository
- Persuasive
- Journal writing
- Research writing
- Reflections
- Summaries
- Note-taking
- Research paper

HEW.9.3.2 – Using available technology, produce compositions and multimedia works for specified audiences. 3.C.4b

Focus: Information

Outcome: **HEW.9.4** Use language arts to acquire, assess, and communicate information.

Components: **HEW.9.4.1** – Demonstrate a knowledge of strategies needed to prepare a credible research report (e.g., notes, planning sheets). 5.A.4a

HEW.9.4.2 – Design and present a project (e.g., research report, scientific study, career/higher education opportunities) using various formats from multiple sources. 5.A.4b

HEW.9.4.3 – Choose and evaluate primary and secondary sources (print and nonprint) for a variety of purposes. 5.B.4a

HEW.9.4.4 – Use multiple sources and multiple formats; cite according to standard style manuals. 5.B.4b

HEW.9.4.5 – Plan, compose, edit, and revise information (e.g., brochures, formal reports, proposals, research summaries, analyses, editorials, research summaries, analyses, editorials, articles, overheads, multimedia displays) for presentation to an audience. 5.C.4a

HEW.9.4.6 – Produce oral presentations and written documents using supportive research and incorporating contemporary technology. 5.C.4b

HEW.9.4.7 – Prepare for and participate in formal debates. 5C.4c

Focus: Speaking

Outcome: **HEW.9.5** Speak effectively using language appropriate to the audience and situation.

Components: **HEW.9.5.1** – Deliver planned informative and persuasive oral presentations using visual aids and contemporary technology as individuals and members of a group, demonstrate organization, clarity, vocabulary, credible and accurate supporting evidence. 4.B.4a

HEW.9.5.2 – Use group discussion skills to assume leadership and participant roles within an assigned project or to read a group goal. 4.B.4b

HEW.9.5.3 – Use strategies to manage or overcome communication anxiety and apprehension (e.g., developed outlines, notecards, and practice). 4.B.4c

HEW.9.5.4 – Use verbal and nonverbal strategies to maintain communication and to resolve individual and group conflict. 4.B.4d

Focus: **Listening**

Outcome: **HEW.9.6** Listen effectively in formal and informal situations.

Components: **HEW.9.6.1** – Apply listening skills as individuals and members of a group in a variety of settings (e.g. lectures, discussions, conversations, team projects, presentations, interviews). 4.A.4a

HEW.9.6.2 – Apply listening skills in a practical setting (e.g., classroom note taking, interpersonal conflict situations, giving and receiving directions, evaluating persuasive messages). 4.A.4b

HEW.9.6.3 – Follow complex oral instructions. 4.A.4c

HEW.9.6.4 – Demonstrate understanding of the relationship of verbal and nonverbal messages within the context (e.g., contradictory, supportive, repetitive, and substitutive). 4.A.4d

English II (Writing)
Grade 10

Focus: Conventions

Outcome: **EIIW.10.1** Students will integrate proper grammar usage and mechanics in written work. 3.A.4

Components: **EIIW.10.1.1** – Utilize parts of speech in a sentence correctly.

EIIW.10.1.2 – Demonstrate proper use of the following in writing: subject/verb agreement, consistent tense, pronoun reference and agreement, possessive pronouns, plurals, complements.

EIIW.10.1.3 – Apply proper punctuation, spelling, and capitalization in writing.

EIIW.10.1.4 – Identify and apply different types of sentences: simple and compound sentences, complex sentences

EIIW.10.1.5 – Identify and revise fragments and run-on sentences.

EIIW.10.1.6 – Identify and use different types of clauses and phrases.

EIIW.10.1.7 – Demonstrate proper text layout: quotation marks, underlining, parentheses, headings, italics, dialogue, and indentation.

Focus: Composition

Outcome: **EIIW.10.2** Students will compose and evaluate well-organized and coherent writing for a variety of purposes and audiences.

Components: **EIIW.10.2.1** – Demonstrate organization within written work: proper paragraph development, supporting details and elaboration, thesis statement, topic sentences, and concluding sentences. 3.B.4a

EIIW.10.2.2 – Employ effective introductory and concluding paragraphs while implementing appropriate attention getters and transition words.

EIIW.10.2.3 – Establish coherence within the written work by maintaining focus, sentence fluency, parallelism, appropriate word choice, and illustrating an understanding of mood, tone, and voice. 3.B.4a

EIIW.10.2.4 – Evaluate written work for its effectiveness and make recommendations for its improvement. 3.B.4c

EIIW.10.2.5 – Utilize the writing process to produce, edit, revise, and format work for submission and publication. 3.B.4b

EIIW.10.2.6 – Incorporate textual support and analysis for elaboration. 3.B.4a

Focus: Writing For a Purpose

Outcome: **EIIW.10.3** Students will compose for a variety of purposes and audiences.

Components: **EIIW.10.3.1** – Write for real or potentially real situations (narrative, expository journal writing, reflections, summaries, note-taking, research). 3.C.4a

EIIW.10.3.2 – Using available technology, produce compositions and multimedia works for specified audiences. 3.C.4b

Outcome: **EIIW.10.4** Utilize the writing process to compose a research paper.

Components: **EIIW.10.4.1** – Use the writing process of prewriting, drafting, revision, editing, and publication to produce work. 3.B.4b

EIIW.10.4.2 – Employ knowledge of note-taking skills, paraphrasing, summarizing, quoting, outlining, using textual support, implementing interviews, using proper citation. 5.A.4a

EIIW.10.4.3 – Use a variety of sources including technology and multimedia.

Focus: Information

Outcome: **EIIW.10.5** Use language arts to acquire, assess, and communicate information.

Components: **EIIW.10.5.1** – Demonstrate a knowledge of strategies needed to prepare a credible research report (5.A.4a):

- Brainstorm applicable careers and the multiple facets of those careers using a variety of sources (career testing, career counselor, discussion).
- Paraphrasing, summarizing, note taking, direct quotations.
- Note cards and source cards using MLA format.
- Outlining
- Implementing the writing process.
- Interviews
- Works cited page
- Title page

EIIW.10.5.2 – Design and present a project (e.g., research report, scientific study, career/higher education opportunities) using various formats from multiple sources. 5.A.4b

EIIW.10.5.3 – Choose and evaluate primary and secondary sources (print and nonprint) for a variety of purposes. 5.B.4a

EIIW.10.5.4 – Use multiple sources and multiple formats; cite according to standard style manuals. 5.B.4b

EIIW.10.5.5 – Plan, compose, edit, and revise information (e.g., brochures, formal reports, research summaries, analyses, editorials, articles, multimedia displays) for presentation to an audience. 5.C.4a

EIIW.10.5.6 – Produce oral presentations and written documents using supportive research and incorporating contemporary technology. 5.C.4b

EIIW.10.5.7 – Prepare for and participate in formal/informal debates. 5.C.4c

Focus: Speaking

Outcome: EIIW.10.6 Students will speak effectively using language appropriate to the audience and situation.

Components: EIIW.10.6.1 – Deliver planned demonstration speech and oral presentations using visual aids and contemporary technology as individuals and members of a group, demonstrate organization, clarity, vocabulary, credible and accurate supporting evidence. 4.B.4a

EIIW.10.6.2 – Use group discussion skills to assume leadership and participant roles within an assigned project or to read a group goal. 4.B.4b

EIIW.10.6.3 – Use strategies to manage or overcome communication anxiety and apprehension. 4.B.4c

EIIW.10.6.4 – Use verbal and nonverbal strategies to maintain communication and to resolve individual and group conflict. 4.B.4d

EIIW.10.6.5 – Adhere to time requirement for oral presentations and speeches.

Focus: Listening

Outcome: EIIW.10.7 Students will listen effectively in formal and informal situations.

Components: EIIW.10.7.1 – Apply listening skills as individuals and members of a group in a variety of settings. 4.A.4a

EIIW.10.7.2 – Apply listening skills in a practical setting. 4.A.4b

EIIW.10.7.3 – Follow complex oral instructions. 4.A.4c

EIIW.10.7.4 – Demonstrate understanding of the relationship between verbal and nonverbal messages within the context of the presentation. 4.A.4d

EIIW.10.7.5 – Listen to dramatic readings.

Writers' Craft (Writing)
Grades 11 and 12

Focus: Conventions

Outcome: **WRW.1** Students will produce grammatically correct documents for a variety of purposes and audiences. 3.A.5

Components: **WRW.1.1** – Demonstrate proper use of the following in writing: parts of speech, subject/verb agreement, consistent tense, pronoun reference and agreement, possessive pronouns, plurals, complements.

WRW.1.2 – Identify and apply different types of sentences: simple and compound sentences and complex sentences.

WRW.1.3 – Identify and revise fragments and run-on sentences.

WRW.1.4 – Identify and use different types of clauses and phrases.

WRW.1.5 – Demonstrate proper text layout: quotation marks, underlining, parentheses, headings, italics, dialogue, and indentation.

Focus: Composition

Outcome: **WRW.2** Students will use contemporary technology to produce documents of publication quality for specific purposes and audiences: exhibit clarity of focus, logic of organization, appropriate elaboration and support, and overall coherence. 3.B.5

Components: **WRW.2.1** – Establish coherence within the written work by maintaining focus, sentence fluency, parallelism, appropriate word choice, and illustrating an understanding of mood, tone, and voice.

WRW.2.2 – Critique written work for its effectiveness and make recommendations for its improvement prior to publication.

Focus: Writing For a Purpose

Outcome: **WRW.3** Students will communicate information and ideas in a variety of written forms for specific audiences and purposes.

Components: **WRW.3.1** – Communicate information and ideas in creative and informative writing with clarity and effectiveness in a variety of written formats (e.g., narrative, descriptive, expository, business letter, argument analysis, definition, short story) using appropriate traditional and/or electronic formats. 3.C.5a

Focus: Information

Outcome: **WRW.4** Students will use language arts to acquire, assess, and communicate information.

Components: **WRW.4.1** – Evaluate the usefulness of information, synthesize information to support a thesis, and present information in a logical manner in oral and written forms. 5.B.5a

WRW.4.2 – Credit primary and secondary sources in a form appropriate for presentation or publication for a particular audience. 5.B.5b

WRW.4.3 – Demonstrate an understanding of strategies needed to prepare a research report using sources, graphic organizers, planning sheets, and notes. 5.A.4a

WRW.4.4 – Support and defend a thesis statement using various references including media and electronic resources. 5.C.5b

Focus: Speaking

Outcome: **WRW.5** Students will speak effectively in a variety of situations while using language appropriate to the audience and situation.

Components: **WRW.5.1** – Use verbal and nonverbal strategies to maintain communication and to resolve individual and group conflict. 4.B.5d

WRW.5.2 – Use group discussion skills to assume leadership and participant roles within an assigned paper or to reach a group goal. 4 B.4b

Focus: Listening

Outcome: **WRW.6** Students will listen effectively in formal and informal situations.

Components: **WRW.6.1** – Use techniques for analysis, synthesis, and evaluation of oral messages. 4.A.5b

Advanced Composition (Writing)
Grades 11 and 12

Focus: Conventions

Outcome: **ACW.1** Students will produce grammatically correct documents for a variety of purposes and audiences. 3.A.5

Components: **ACW.1.1** – Demonstrate competency of the following in writing: parts of speech, subject/verb agreement, consistent tense, pronoun reference and agreement, possessive pronouns, plurals, complements.

ACW.1.2 – Identify and apply different types of sentences: simple and compound sentences, complex sentences.

ACW.1.3 – Identify and revise fragments and run-on sentences.

ACW.1.4 – Identify and use different types of clauses and phrases.

ACW.1.5 – Demonstrate proper text layout: quotation marks, underlining, parentheses, headings, italics, dialogue, and indentation.

Focus: Composition

Outcome: **ACW.2** Students will use contemporary technology to produce documents of publication quality for specific purposes and audiences: exhibit clarity of focus, logic of organization, appropriate elaboration and support, and overall coherence. 3.B.5

Components: **ACW.2.1** – Establish coherence within the written work by maintaining focus, sentence fluency, parallelism, appropriate word choice, and illustrating an understanding of mood, tone, and voice.

ACW.2.2 – Critique written work for its effectiveness and make recommendations for its improvement prior to publication.

Focus: Writing For a Purpose

Outcome: **ACW.3** Students will communicate information and ideas in a variety of written formats for specific audiences and purpose.

Components: **ACW.3.1** – Communicate information and ideas in creative and informative writing with clarity and effectiveness in a variety of written formats (e.g., narrative, descriptive, expository, college application essay, argument analysis, definition) using appropriate traditional and/or electronic formats. 3.C.5a

Focus: Information

Outcome: **ACW.4** Use language arts to acquire, assess, and communicate information.

Components: **ACW.4.1** – Develop a research plan using multiple forms of data. 5.A.5a
ACW.4.2 – Research, design and present a project to a school community audience on a topic selected from among contemporary issues. 5.A.5b
ACW.4.3 – Evaluate the usefulness of information; synthesize information to support a thesis, and present information in a logical manner in oral and written forms. 5.B.5a
ACW.4.4 – Credit primary and secondary sources in a form appropriate for presentation or publication for a particular audience. 5.B.5b
ACW.4.5 – Using contemporary technology, create a research presentation or prepare a documentary related to academic, technical or occupational topics and present the findings in oral or multimedia formats. 5.C.5a
ACW.4.6 – Support and defend a thesis statement using various references including media and electronic resources. 5.C.5b

Focus: Speaking

Outcome: **ACW.5** Students will speak effectively in a variety of situations while using language appropriate to the audience and situation.

Components: **ACW.5.1** – Deliver planned and impromptu oral presentations, as individuals and members of a group, conveying results of research, projects or literature studies to a variety of audiences (e.g. peers, community, business/industry, local organizations) using appropriate visual aids and available technology. 4.B.5a
ACW.5.2 – Use speaking skills to participate in and/or lead group discussions to achieve the group's goal. 4.B.5b

Focus: Listening

Outcome: **ACW.6** Students will listen effectively in formal and informal situations.

Components: **ACW.6.1** – Use techniques for analysis, synthesis, and evaluation of oral messages. 4.A.5b

Careers and English (Writing)
Grades 11 and 12

Focus: Conventions

Outcome: **CEW.1** Produce grammatically correct documents for a variety of purposes and audiences. 3.A.5

Components: **CEW.1.1** – Demonstrate proper use of the following in writing: parts of speech, subject/verb agreement, consistent tense, pronoun reference and agreement, possessive pronouns, plurals, adjective and adverb agreement, direct and indirect objects.

CEW.1.2 – Identify and apply different types of sentences: simple and compound sentences, complete sentences, fragments, and run-on sentences.

CEW.1.3 – Identify and use different types of clauses and phrases.

CEW.1.4 – Demonstrate proper text layout: quotation marks, underlining, parentheses, headings, italics, dialogue, and indenting.

CEW.1.5 – Demonstrate competency in grammar and usage.

Focus: Composition

Outcome: **CEW.2** Using contemporary technology, produce documents of publication quality for specific purposes and audiences: exhibit clarity of focus, logic of organization, appropriate elaboration and support, and overall coherence. 3.B.5

Components: **CEW.2.1** – Establish coherence within the written work by maintaining focus, sentence fluency, parallelism, appropriate word choice, and illustrating an understanding of mood, tone, and voice.

CEW.2.2 – Critique written work for its effectiveness and make recommendations for its improvement prior to publication.

Focus: Writing For a Purpose

Outcome: **CEW.3** Communicate information and ideas in a variety of written forms for specific audiences and purposes. 3.C.5a

Components: **CEW.3.1** – Produce compositions and multimedia works for specified audiences and academic, professional and civic contexts. 3.C.5a, 3.C.5b

CEW.3.2 – Adapt content, vocabulary, voice and tone to the audience, purpose and situation. 3.C.5a

1. Expository
2. Goal setting
3. College application essay
4. Research writing
5. Business letter writing
6. Reflection

Focus: Information

Outcome: CEW.4 Use language arts to acquire, assess, and communicate information.

Components: CEW.4.1 – Develop a research plan using multiple forms of data. 5.A.5a
CEW.4.2 – Research, design and present a project to an academic or school community audience on a topic selected from among contemporary issues. 5.A.5b
CEW.4.3 – Evaluate the usefulness of information; synthesize information to support a thesis, and present information in a logical manner in oral and written forms. 5.B.5a
CEW.4.4 – Credit primary and secondary sources in a form appropriate for presentation or publication for a particular audience. 5.B.5b
CEW.4.5 – Using contemporary technology, create a research presentation related to academic, technical or occupational topics and present the findings in oral or multimedia formats. 5.C.5a
CEW.4.6 – Support and defend a thesis statement using various references including media and electronic resources. 5.C.5b

Focus: Speaking

Outcome: CEW.5 Speak effectively in a variety of situations while using language appropriate to the audience and situation.

Components: CEW.5.1 – Deliver planned oral presentations, as individuals and members of a group, conveying results of research or projects to a variety of audiences (e.g. peers, community, business/industry, local organizations) using appropriate visual aids and available technology. 4.B.5a
CEW.5.2 – Use speaking skills to participate in lead group discussion for the group to achieve its goal. 4.B.5b
CEW.5.3 – Use verbal and nonverbal strategies to maintain communication and to resolve individual, group, and workplace conflict (e.g., mediation skills, formal and informal bargaining skills). 4.B.5d

Focus: Listening

Outcome: **CEW.6** Listen effectively in formal and informal situations.

Components: **CEW.6.1** – Use techniques for analysis, synthesis, and evaluation of oral messages. 4.A.5b

Honors American Literature (Writing)
Grade 10

Focus: Conventions

Outcome: **HALW.10.1** Students will demonstrate aptitude for grammar usage and mechanics in written work. 3.A.4

Components: **HALW.10.1.1** – Employ proper use of the following in writing: subject/verb agreement, consistent tense, pronoun reference and agreement, possessive pronouns, plurals, direct and indirect objects. 3.A.4a, 3.A.5

HALW.10.1.2 – Demonstrate proper text layout: quotation marks, underlining, parentheses, headings, italics, dialogue, and indentation. 3.A.4a

Focus: Composition

Outcome: **HALW.10.2** Students will compose and evaluate well-organized and coherent writing for a variety of purposes and audiences.

Components: **HALW.10.2.1** – Demonstrate organization within written work: proper paragraph development, supporting details and elaboration, thesis statement, topic sentences, and concluding sentences. 3.B.4a

HALW.10.2.2 – Employ effective introductory and concluding paragraphs while implementing appropriate attention getters and transition words.

HALW.10.2.3 – Establish coherence within the written work by maintaining focus, sentence fluency, parallelism, appropriate word choice, and illustrating an understanding of mood, tone, and voice. 3.B.4a

HALW.10.2.4 – Evaluate written work for its effectiveness and make recommendations for its improvement. 3.B.4c

HALW.10.2.5 – Utilize the writing process to produce, edit, revise, and format work for submission and publication. 3.B.4b

HALW.10.2.6 – Incorporate textual support and analysis for elaboration. 3.B.4a

Focus: Writing For a Purpose

Outcome: **HALW.10.3** Students will compose for a variety of purposes and audiences.

Components: **HALW.10.3.1** – Communicate information and ideas in a variety of formal and informal writings (literary analysis, expository, journal writing, reflections). (3.C.5a)

HALW.10.3.2 – Produce compositions and multimedia works for specified audiences in academic, professional and civic contexts. 3.C.5a, 3.C.5b

HALW.10.3.3 – Adapt content, vocabulary, voice and tone to the audience, purpose and situation. 3.C.5a

HALW.10.3.4 – Employ knowledge of paraphrasing, summarizing, quoting and use of textual support with proper citation.

Focus: Speaking

Outcome: HALW.10.4 Students will speak effectively using language appropriate to the audience and situation.

Components: HALW.10.4.1 – Deliver planned demonstration speech and oral presentations using visual aids and contemporary technology as individuals and members of a group, demonstrate organization, clarity, vocabulary, credible and accurate supporting evidence. 4.B.4a

HALW.10.4.2 – Use group discussion skills to assume leadership and participant roles within an assigned project or to read a group goal. 4.B.4b

HALW.10.4.3 – Use strategies to manage or overcome communication anxiety and apprehension. 4.B.4c

HALW.10.4.4 – Use verbal and nonverbal strategies to maintain communication and to resolve individual and group conflict. 4.B.4d

HALW.10.4.5 – Adhere to time requirement for oral presentations and speeches.

Focus: Listening

Outcome: HALW.10.5 Students will listen effectively in formal and informal situations.

Components: HALW.10.5.1 – Apply listening skills as individuals and members of a group in a variety of settings. 4.A.4a

HALW.10.5.2 – Apply listening skills in a practical settings. 4.A.4b

HALW.10.5.3 – Follow complex oral instructions. 4.A.4c

HALW.10.5.4 – Demonstrate understanding of the relationship between verbal and nonverbal messages within the context of the presentation. 4.A.4d

HALW.10.5.5 – Listen to dramatic readings.

Advanced Composition (Writing)
Grades 11 and 12

Focus: Conventions

Outcome: **ACW.1** Produce grammatically correct documents for a variety of purposes and audiences. 3.A.5

Components: **ACW.1.1** – Demonstrate proper use of the following in writing: parts of speech, subject/verb agreement, consistent tense, pronoun reference and agreement, possessive pronouns, plurals, adjective and adverb agreement, direct and indirect objects.

ACW.1.2 – Identify and apply different types of sentences: simple and compound sentences, complete sentences, fragments, and run-on sentences.

ACW.1.3 – Identify and use different types of clauses and phrases.

ACW.1.4 – Demonstrate proper text layout: quotation marks, underlining, parentheses, headings, italics, dialogue, and indenting.

ACW.1.5 – Demonstrate competency in grammar and usage through the use of daybooks*.

Focus: Composition

Outcome: **ACW.2** Using contemporary technology, produce documents of publication quality for specific purposes and audiences: exhibit clarity of focus, logic of organization, appropriate elaboration and support, and overall coherence. 3.B.5

Components: **ACW.2.1** – Establish coherence within the written work by maintaining focus, sentence fluency, parallelism, appropriate word choice, and illustrating an understanding of mood, tone, and voice.

ACW.2.2 – Critique written work for its effectiveness and make recommendations for its improvement prior to publication.

Focus: Writing For a Purpose

Outcome: **ACW.3** Communicate information and ideas in a variety of written forms for specific audiences and purposes. 3.C.5a

1. Narrative
2. Descriptive
3. Expository
4. College application essay

5. Argument analysis
6. Definition

Components: **ACW.3.1** – Produce compositions and multimedia works for specified audiences in academic, professional and civic contexts. 3.C.5a, 3.C.5b

ACW.3.2 – Adapt content, vocabulary, voice and tone to the audience, purpose and situation. 3.C.5a

GLOSSARY

APA – The style manual for documenting the use of sources in researched writing that is prescribed by the American Psychological Association.

Bibliography – An alphabetical listing of ALL works consulted.

Citation Format – A formal method for recognizing the borrowing of written or spoken words from an authority, either paraphrased or directly quoted. Common formats include, but are not limited to, APA and MLA styles.

Coherence – 1. The clear and orderly progression of ideas from beginning to end of a written piece. 2. The quality of writing which results in ideas/sentences blending together smoothly. 3. The top to bottom logic found in a well structured written piece.

Comparison - Contrast – The analysis of similarities between two apparently dissimilar items or the differences between two apparently similar items.

Daybook – Daily oral language practice and journal prompts.

MLA – The style manual for documenting the use of sources in researched writing that is prescribed by the Modern Language Association.

Mood – Atmosphere created by the setting and actions of characters in the text.

Paraphrase – A restatement of information in the speaker's or writer's own words.

Parts of Speech – Explains how the word is used (noun, verb, adjective, adverb, pronoun, interjection, preposition, conjunction).

Primary Sources – A source of information of direct or immediate importance; first-hand knowledge.

Proofread – Evaluation of the mechanics of writing.

Supporting Details – Example, detail, or illustration that further develops or clarifies the First Level Support in a paragraph. In research writing, the evidence used to support the writer's claims.

Summarize – 1. To draw together main ideas in a brief, but comprehensive form. 2. To tell the main points briefly.

Text Feature – Help the reader navigate through a text. Include print features, illustrations, organizational aids, graphic aids.

Text Layout – Specifications that determine the physical appearance of a written piece (e.g., margins, typeface and size, title, subheadings).

Tone – Attitude a writer has towards the subject.

Writing Process – Prewriting, drafting, revising, editing, publishing.

Works/Sources Cited – Alphabetical listing of bibliographic entries of resources actually consulted in the preparation of a research paper or report.