

## West Virginia Reading Standards Revised 9-25-06

Level	Description	DOK
<b>Grade K</b>	<b>Reading</b>	
RLA.S.K.1	Students will apply reading skills and strategies to inform, to perform a task and to read for literacy experience by <ul style="list-style-type: none"> <li>• identifying and using grade appropriate essential reading components (phonemic awareness, phonics, vocabulary, fluency, comprehension, written application) and</li> <li>• selecting a wide variety of literature and diverse media to develop independence as readers.</li> </ul>	
RLA.O.K.1.1	segment words into phonemes (cat = /c/ /a/ /t/).	1
RLA.O.K.1.2	blend phonemes into words (/p/ /l/ /ā/ = play).	2
RLA.O.K.1.3	manipulate onset and rime (word families).	2
RLA.O.K.1.4	use basic elements of phonetic analysis (e.g., common letter/sound relationships, beginning/ending consonant sounds, short vowel sounds, word patterns).	1
RLA.O.K.1.5	name all lower/upper case letters in random order.	1
RLA.O.K.1.6	read level-appropriate sight words and read decodable c-v-c words.	2
RLA.O.K.1.7	use new vocabulary in speaking.	1
RLA.O.K.1.8	recognize that print conveys meaning.	2
RLA.O.K.1.9	establish a purpose for reading (e.g., for information, for pleasure).	1
RLA.O.K.1.10	use concepts of print: <ul style="list-style-type: none"> <li>• front of book</li> <li>• title</li> <li>• hold book correctly</li> <li>• follow words from left to right and top to bottom of page</li> <li>• spaces</li> <li>• turn pages left to right</li> <li>• one-to-one match of print and voice</li> <li>• difference between words and letters</li> </ul>	1
RLA.O.K.1.11	use basic comprehension concepts in a variety of texts (e.g., author/illustrator, main idea, setting, characters, sequence, retelling, predicting).	2
RLA.O.K.1.12	make connections between literary work and people in own life and other cultures (e.g., characters, events).	3
RLA.O.K.1.13	use reading skills and strategies to understand a variety of informational resources to support literacy learning (e.g., environmental print, signs, labels, electronic resources).	2
RLA.O.K.1.14	develop independent reading to build background knowledge, expand vocabulary and comprehend literary and	2

	informational text.	
<b>Grade K</b>	<b>Writing</b>	
Standard 2:	Writing	
RLA.S.K.2	Students will apply writing skills and strategies to communicate effectively for different purposes by <ul style="list-style-type: none"> <li>• using the writing process</li> <li>• applying grammatical and mechanical properties in writing and</li> <li>• selecting and evaluating information for research purposes.</li> </ul>	
RLA.O.K.2.1.	develop proper manuscript techniques in print: <ul style="list-style-type: none"> <li>• correct directionality</li> <li>• proper writing positions</li> <li>• print upper/lower case letters and numerals</li> <li>• first and/or last name</li> <li>• uniformity</li> </ul>	1
RLA.O.K.2.2	use writing and other methods for self-expression (e.g., drawing pictures, using letters or phonetically spelled words, telling, dictating, making lists).	2
RLA.O.K.2.3	begin to compose written works using appropriate parts of the writing process (e.g., initial attention to planning and drafting class publishing).	2
RLA.O.K.2.4	use conventions of spelling in written relationships (e.g., use letter/sound relationships to spell independently, spell some high frequency words appropriate to grade level).	1
RLA.O.K.2.5	use conventions of capitalization in written composition (e.g., first and last name, first word of sentence, I).	1
RLA.O.K.2.6	identify and use conventions of punctuation in written composition (e.g., period, question mark).	1
RLA.O.K.2.7	use a variety of sources to gather information in sharing thoughts and ideas (e.g., pictures, charts and graphs, electronic resources).	2
<b>Grade K</b>	<b>Listening, Speaking and Media Literacy</b>	
Standard 3:	Listening, Speaking and Media Literacy	
RLA.S.K.3	Students will apply listening, speaking and media literacy skills and strategies to communicate with a variety of audiences and for different purposes.	
RLA.O.K.3.1	listen, recite and respond to familiar stories, poems, nursery rhymes, songs and stories with repeated patterns.	2
RLA.O.K.3.2	recognize a variety of visual media and its intended purpose.	2
RLA.O.K.3.3	understand the main idea or message in visual media (e.g., pictures, cartoons, weather reports, newspaper photos, visual narratives).	2
<b>Grade 1</b>	<b>Reading</b>	
Standard 1:	Reading	
RLA.S.1.1	Students will apply reading skills and strategies to inform, to perform a task and to read for literacy experience by	

	<ul style="list-style-type: none"> <li>identifying and using grade appropriate essential reading components (phonemic awareness, phonics, vocabulary, fluency, comprehension, written application) and</li> <li>selecting a wide variety of literature and diverse media to develop independence as readers.</li> </ul>	
RLA.O.1.1.1	develop a rhythm and rhyme of words (e.g., nursery rhymes, songs, poems, tongue twisters).	2
RLA.O.1.1.2	blend and segment the phonemes of most one-syllable words.	2
RLA.O.1.1.3	substitute, delete and manipulate beginning and ending phonemes.	2
RLA.O.1.1.4	use basic elements of phonetic analysis to decode unknown words: <ul style="list-style-type: none"> <li>sound-symbol relationships</li> <li>beginning/ending consonants</li> <li>short and long vowel sounds</li> <li>blends</li> <li>digraphs</li> <li>diphthongs</li> </ul>	2
RLA.O.1.1.5	use basic elements of structural analysis to decode unknown words: <ul style="list-style-type: none"> <li>basic prefixes/suffixes</li> <li>compound words</li> <li>root words</li> <li>spelling patterns</li> <li>contractions</li> </ul>	2
RLA.O.1.1.6	use a variety of context clues to confirm unknown words (e.g., prior knowledge, reading ahead, reread).	2
RLA.O.1.1.7	understand level appropriate sight words and vocabulary (e.g., high frequency words, antonyms, synonyms, multiple meaning words).	2
RLA.O.1.1.8	use directly taught vocabulary words in oral and written reading experiences.	1
RAL.O.1.1.9	establish purpose for reading (e.g., for information, for pleasure, to identify a specific viewpoint).	1
RLA.O.1.1.10	determine and describe how print is organized and read (e.g., author, illustrator, difference between letters, words, sentences, purpose of capitalization or punctuation).	1
RLA.O.1.1.11	read familiar stories, poems, rhymes and passages with fluency: <ul style="list-style-type: none"> <li>appropriate rate</li> <li>accuracy</li> <li>prosody</li> </ul>	1
RLA.O.1.1.12	use meaning clues to aid comprehension and make predictions about content (e.g., pictures, title, cover, story sequence).	2
RLA.O.1.1.13	read first grade instructional level texts and use self-correction strategies (e.g., decoding, searching for cues, rereading).	2
RLA.O.1.1.14	use basic comprehension concepts to understand literary and informational texts (e.g., story elements, main idea,	2

	sequence, cause and effect, prediction, retelling).	
RLA.O.1.1.15	make text-to-self connections (e.g., events, characters, conflicts).	3
RLA.O.1.1.16	construct responses to both literal and interpretive comprehension questions after reading informational or literary text.	3
RLA.O.1.1.17	use reading skills and strategies to understand a variety of informational resources to support literacy learning (e.g., environmental print, written directions, signs, labels, electronic resources).	2
RLA.O.1.1.18	increase the amount of independent reading to build background knowledge, expand vocabulary and comprehend literary and informational text.	1
<b>Grade 1</b>	<b>Writing</b>	
Standard 2:	Writing	
RLA.S.1.2	Students will apply writing skills and strategies to communicate effectively for different purposes by <ul style="list-style-type: none"> <li>• using the writing process</li> <li>• applying grammatical and mechanical properties in writing and</li> <li>• selecting and evaluating information for research purposes.</li> </ul>	
RLA.O.1.2.1	demonstrate proper manuscript techniques: <ul style="list-style-type: none"> <li>• correct directionality,</li> <li>• proper writing position,</li> <li>• print upper/lower case letters of the alphabet and numerals with proper form,</li> <li>• demonstrate uniformity in print, and</li> <li>• first and last name.</li> </ul>	1
RLA.O.1.2.2	construct complete sentences in written compositions (e.g., capitalize first word, include a noun and verb, ending punctuation).	1
RLA.O.1.2.3	develop a simple story with appropriate sequence (e.g., beginning, middle, end).	3
RLA.O.1.2.4	compose written works using appropriate parts of the writing process (e.g., initial attention to planning, drafting, rereading for meaning, some self correction and class/individual publishing).	3
RLA.O.1.2.5	identify and apply conventions of spelling in written composition (e.g. letter/sound relationships, high frequency words, transition from phonetic spelling to conventional spelling).	1
RLA.O.1.2.6	identify and apply conventions of capitalization in written composition (e.g., days of the week, months of the year, names of people, special places).	1
RLA.O.1.2.7	identify and apply conventions of punctuation in written composition (e.g., period, question mark, exclamation mark).	1
RLA.O.1.2.8	identify and apply grammar in written composition (e.g., nouns, verbs, declarative, interrogative sentences).	2
RLA.O.1.2.9	compose in a variety of forms or genres (e.g., journal writing, written response to literature, writing poems).	3
RLA.O.1.2.10	alphabetize to the first letter.	1
RLA.O.1.2.11	use a variety of sources to gather information to share thoughts and ideas (e.g., informational books, pictures,	2

	charts, graphs).	
<b>Grade 1</b>	<b>Listening, Speaking and Media Literacy</b>	
Standard 3:	Listening, Speaking and Media Literacy	
RLA.S.1.3	Students will apply listening, speaking and media literacy skills and strategies to communicate with a variety of audiences and for different purposes.	
RLA.O.1.3.1	listen, recite and respond to familiar stories, poems, nursery rhymes, songs and stories with repeated patterns (e.g., retell in sequence, relate information to own life, describe character – setting – plot, engage in creative and dramatic play, imagine beyond the story).	2
RLA.O.1.3.2	determine the main idea of messages in a variety of visual media (e.g., pictures, cartoons, weather reports, newspaper photos, visual narratives).	2
RLA.O.1.3.3	create a real or imaginary experience with oral and/or visual communication.	3
<b>Grade 2</b>	<b>Reading</b>	
Standard 1.	Reading	
RLA.S.2.1	Students will apply reading skills and strategies to inform, to perform a task and to read for literacy experience by <ul style="list-style-type: none"> <li>identifying and using grade appropriate essential reading components (phonemic awareness, phonics, vocabulary, fluency, comprehension, written application) and</li> <li>selecting a wide variety of literature and diverse media to develop independence as readers.</li> </ul>	
RLA.O.2.1.1	identify and practice basic elements of phonetic analysis: <ul style="list-style-type: none"> <li>syllabication</li> <li>diphthongs</li> <li>digraphs</li> <li>variant vowel sounds such as r-controlled</li> </ul>	2
RLA.O.2.1.2	identify and practice grade level appropriate sight words and reading vocabulary (e.g., high frequency words, homonyms, homophones, multiple meaning words, synonyms, antonyms).	1
RLA.O.2.1.3	identify and practice basic elements of structural analysis to decode unknown words (e.g., syllables, prefixes, suffixes, root words, compound words, spelling patterns, contractions).	1
RLA.O.2.1.4	Apply explicitly taught vocabulary words in oral and written experiences.	1
RLA.O.2.1.5	describe a purpose for reading: <ul style="list-style-type: none"> <li>for information</li> <li>for pleasure</li> <li>to understand specific viewpoints</li> <li>to follow directions</li> </ul>	1
RLA.O.2.1.6	read familiar stories, poems and passages with fluency: <ul style="list-style-type: none"> <li>appropriate rate</li> <li>accuracy</li> </ul>	2

	<ul style="list-style-type: none"> <li>prosody</li> </ul>	
RLA.O.2.1.7	use a variety of context clues to determine word meanings (e.g., prior knowledge, read ahead, reread).	2
RLA.O.2.1.8	use meaning clues to aid comprehension and make predictions about content (e.g., pictures, picture captions, title, cover, heading).	2
RLA.O.2.1.9	read second grade instructional level texts and use self-correction strategies (e.g., decoding, searching for cues, rereading).	2
RLA.O.2.1.10	respond to both literal and interpretive comprehension questions after reading a short story selection that is developmentally appropriate.	2
RLA.O.2.1.11	use literary and informational texts to summarize, determine story elements, determine cause and effect, compare and contrast, predict, sequence, draw conclusions, describe characters and provide main idea and support details.	2
RLA.O.2.1.12	infer the author's purpose in literacy and information text: <ul style="list-style-type: none"> <li>to persuade</li> <li>to entertain</li> <li>to inform</li> </ul>	3
RLA.O.2.1.13	make the connections between characters or simple events in a literary work to own life or other cultures (e.g., events, characters, conflicts, themes).	3
RLA.O.2.1.14	recognize genre in literary texts: <ul style="list-style-type: none"> <li>fairy tales</li> <li>folk tales</li> <li>poems</li> <li>fables</li> <li>fantasies</li> <li>biographies</li> <li>short stories</li> <li>chapter books</li> <li>plays and informational texts</li> <li>magazines</li> <li>textbooks</li> <li>electronic resources</li> <li>reference materials</li> </ul>	1
RLA.O.2.1.15	use reading skills and strategies to understand a variety of information resources to support literacy learning (e.g., environmental print, written directions, signs, captions, electronic resources, labels).	1
RLA.O.2.1.16	increase the amount of independent reading to build background knowledge, expand vocabulary and comprehend literary and informational text.	1
<b>Grade 2</b>	<b>Writing</b>	

Standard 2:	Writing	
RLA.S.2.2	Students will apply writing skills and strategies to communicate effectively for different purposes by <ul style="list-style-type: none"> <li>• using the writing process</li> <li>• applying grammatical and mechanical properties in writing and</li> <li>• selecting and evaluating information for research purposes.</li> </ul>	
RLA.O.2.2.1	demonstrate proper manuscript and begin use of cursive writing techniques: <ul style="list-style-type: none"> <li>• posture</li> <li>• paper placement</li> <li>• pencil grip</li> <li>• letter formation</li> <li>• letter size</li> <li>• spacing</li> </ul>	1
RLA.O.2.2.2	write correctly formed and punctuated simple sentences (e.g., declarative, interrogative, exclamatory).	1
RLA.O.2.2.3	develop a story with proper sequence (e.g., beginning - middle – end, containing a main idea, supporting details).	3
RLA.O.2.2.4	construct a story using the five-step writing process: <ul style="list-style-type: none"> <li>• pre-writing</li> <li>• draft</li> <li>• revise</li> <li>• edit</li> <li>• publish</li> </ul>	4
RLA.O.2.2.5	use conventions of spelling in written composition (e.g., spell high frequency words from appropriate grade level lists, use letter/sound relationships to spell independently, spell irregular words, transition from phonetic to conventional spelling).	1
RLA.O.2.2.6	use conventions of capitalization in written composition (e.g., titles, initials, titles of written works, greeting and closing of a letter).	1
RLA.O.2.2.7	use conventions of punctuation in written composition (e.g., period in abbreviations, initials, commas in dates, greeting and closing of letter, separate city-state-country, separate items in a list, apostrophe in contractions and singular possessives).	1
RLA.O.2.2.8	use grammar in written composition (e.g., correct subject/verb agreement, simple adjectives, adverbs).	2
RLA.O.2.2.9	compose in a variety of forms and genres for different audiences (e.g., journals, letters, stories, simple reports).	3
RLA.O.2.2.10	alphabetize to the second letter and use simple guidewords.	1
RLA.O.2.2.11	use a variety of sources to gather information to communicate with others (e.g., dictionaries, informational books, pictures, charts, indexes, videos, television programs, guest speakers, graphic organizers).	2
<b>Grade 2</b>	<b>Listening, Speaking and Media Literacy</b>	
Standard 3	Listening, Speaking and Media Literacy	

RLA.S.2.3	Students will apply listening, speaking and media literacy skills and strategies to communicate with a variety of audiences and for different purposes.	
RLA.O.2.3.1	listen, recite and respond to familiar stories, poems and songs (e.g., retell in sequence, relate information to own life, describe character, setting, plot, engage in creative dramatics, imagine beyond the story).	2
RLA.O.2.3.2	describe the main idea or intended messages in a variety of visual media (e.g., pictures, cartoons, weather reports, newspaper photos, visual narratives).	2
RLA.O.2.3.3	access media tools to create an oral or visual presentation (e.g., desktop publishing, electronic resources, photos).	4
<b>Grade 3</b>	<b>Reading</b>	
Standard 1:	Reading	
RLA.S.3.1	Students will apply reading skills and strategies to inform, to perform a task and to read for literacy experience by <ul style="list-style-type: none"> <li>identifying and using grade appropriate essential reading components (phonemic awareness, phonics, vocabulary, fluency, comprehension, written application) and</li> <li>selecting a wide variety of literature and diverse media to develop independence as readers.</li> </ul>	
RLA.O.3.1.1	identify and practice appropriate sight words and content vocabulary.	1
RLA.O.3.1.2	identify and understand appropriate reading vocabulary (e.g., synonyms, antonyms, homonyms, multiple-meaning words).	1
RLA.O.3.1.3	apply tiered levels of vocabulary in speaking and reading experiences.	2
RLA.O.3.1.4	describe a purpose for reading: <ul style="list-style-type: none"> <li>for information</li> <li>for pleasure</li> <li>to understand a specific viewpoint</li> </ul>	1
RLA.O.3.1.5	read familiar stories, poems and passages with fluency: <ul style="list-style-type: none"> <li>appropriate rate</li> <li>accuracy</li> <li>prosody</li> </ul>	1
RLA.O.3.1.6	use meaning clues to aid comprehension of content across the curriculum (e.g., pictures, picture captions, titles, headings, topic).	2
RLA.O.3.1.7	read third grade instructional level texts and use self-correction strategies (e.g., decoding, searching for cues, rereading).	2
RLA.O.3.1.8	use literary and informational texts to summarize, determine story elements, determine cause and effect, compare and contrast, paraphrase, infer, predict, sequence, draw conclusions, describe characters, and provide main idea and support details.	2
RLA.O.3.1.9	infer the author's purpose: <ul style="list-style-type: none"> <li>to persuade</li> <li>to entertain</li> </ul>	3

	<ul style="list-style-type: none"> <li>to inform in literary and informational text</li> </ul>	
RLA.O.3.1.10	compare self to text in making connections between characters or simple events in a literary work with people and events in one's own life and other cultures.	3
RLA.O.3.1.11	identify and describe the ways in which language is used in literary text (e.g. simile, metaphor, idioms).	2
RLA.O.3.1.12	<p>recognize and explain the defining characteristics of genre in literary and texts:</p> <ul style="list-style-type: none"> <li>fairy tales</li> <li>folk tales</li> <li>myths</li> <li>poems</li> <li>fables</li> <li>fantasies</li> <li>biographies</li> <li>short stories</li> <li>chapter books</li> <li>historical fiction</li> <li>plays</li> <li>autobiographies</li> <li>magazines</li> <li>newspapers</li> <li>textbooks</li> <li>electronic databases</li> <li>reference materials</li> </ul>	2
RLA.O.3.1.13	use graphic organizers and visualization techniques to interpret information (e.g., charts, graphs, diagrams).	2
RLA.O.3.1.14	use reading skills and strategies to understand a variety of information resources to support literacy learning (e.g., written directions, captions, electronic resources, labels, informational text).	2
RLA.O.3.1.15	increase the amount of independent reading to build background knowledge, expand vocabulary and comprehend literary and informational text.	1
<b>Grade 3</b>	<b>Writing</b>	
Standard 2:	Writing	
RLA.S.3.2	<p>Students will apply writing skills and strategies to communicate effectively for different purposes by</p> <ul style="list-style-type: none"> <li>using the writing process</li> <li>applying grammatical and mechanical properties in writing and</li> <li>selecting and evaluating information for research purposes.</li> </ul>	
RLA.O.3.2.1	<p>demonstrate proper manuscript and full transition to cursive writing techniques:</p> <ul style="list-style-type: none"> <li>posture</li> </ul>	1

	<ul style="list-style-type: none"> <li>• paper placement</li> <li>• pencil grip</li> <li>• letter formation</li> <li>• slant</li> <li>• letter size</li> <li>• spacing</li> <li>• rhythm</li> <li>• alignment</li> </ul>	
RLA.O.3.2.2	identify and produce a grammatically correct sentence (e.g., correct subject/verb agreement with singular and plural nouns and verbs, correct use of regular and irregular verbs, avoiding run-on sentences and fragments).	2
RLA.O.3.2.3	compose a written composition using the five-step writing process: <ul style="list-style-type: none"> <li>• pre-write</li> <li>• draft</li> <li>• revise</li> <li>• edit</li> <li>• publish</li> </ul>	4
RLA.O.3.2.4	develop proper paragraph form in written composition: <ul style="list-style-type: none"> <li>• beginning, middle, end</li> <li>• main ideas with relevant details</li> <li>• sentence variety such as declarative, interrogative and exclamatory and imperative</li> <li>• descriptive and transitional words</li> <li>• indentations</li> </ul>	3
RLA.O.3.2.5	identify and apply conventions of spelling in written composition (e.g., spell high frequency words from appropriate grade level list, use letter/sound relationships to spell independently, make structural changes to spell words correctly, spell irregular verbs and irregular plural nouns).	1
RLA.O.3.2.6	identify and apply conventions of capitalization in written composition (e.g., greeting, heading, closing of a letter, first word of a direct quotation).	1
RLA.O.3.2.7	identify and apply conventions of punctuation in written composition (e.g., commas in dates, addresses and greeting/closing of a letter, quotation marks around titles and direct quotations, apostrophes for contractions and possessive nouns).	1
RLA.O.3.2.8	produce appropriate grammar in written composition.	2
RLA.O.3.2.9	compose in a variety of forms and genres for different audiences (e.g., diaries, journals, letters, reports, stories).	3
RLA.O.3.2.10	alphabetize to the third letter and use simple dictionary skills (e.g., guide words, pronunciation).	1
RLA.O.3.2.11	select a variety of sources to gather information (e.g., use dictionaries, encyclopedias, newspapers, electronic resources).	2

RLA.O.3.2.12	use a variety of strategies to plan simple research (e.g., identify possible topic by brainstorming, list questions, use graphic organizers, organize prior knowledge about a topic, develop a course of action for writing, determine how to locate necessary information).	
<b>Grade 3</b>	<b>Listening, Speaking and Media Literacy</b>	
Standard 3:	Listening, Speaking and Media Literacy	
RLA.S.3.3	Students will apply listening, speaking and media literacy skills and strategies to communicate with a variety of audiences and for different purposes.	
RLA.O.3.3.1	listen and respond to familiar stories and poems (e.g., summarize and paraphrase to confirm comprehension, recount personal experiences, imagine beyond the literary form).	2
RLA.O.3.3.2	distinguish different messages conveyed through visual media (e.g., photos, television, multimedia internet).	3
RLA.O.3.3.3	create an age appropriate media literacy product that reflects understanding of format and characteristics.	4
<b>Grade 4</b>	<b>Reading</b>	
Standard 1:	Reading	
RLA.S.4.1	Students will apply reading skills and strategies to inform, to perform a task and to read for literacy experience by <ul style="list-style-type: none"> <li>identifying and using grade appropriate essential reading components (phonemic awareness, phonics, vocabulary, fluency, comprehension, written application) and</li> <li>selecting a wide variety of literature and diverse media to develop independence as readers.</li> </ul>	
RLA.O.4.1.1	identify and practice appropriate vocabulary: <ul style="list-style-type: none"> <li>multiple meaning words</li> <li>synonyms</li> <li>antonyms</li> <li>homonyms</li> <li>content area vocabulary</li> <li>context clues</li> </ul>	2
RLA.O.4.1.2	apply structural analysis including etymology and context clues to decode and encode words.	2
RLA.O.4.1.3	use pre-reading strategies to comprehend text (e.g., activating prior knowledge, predictions, questioning).	2
RLA.O.4.1.4	apply and generate tiered levels of vocabulary in speaking and reading experiences.	2
RLA.O.4.1.5	read fluently with appropriate rate, accuracy and prosody.	1
RLA.O.4.1.6	examine meaning clues to aid comprehension of content across the curriculum (e.g., pictures, picture captions, titles, headings, text structure, topic).	2
RLA.O.4.1.7	read fourth grade instructional level texts and use self-correction strategies (e.g., decoding, searching for cues, rereading).	2
RLA.O.4.1.8	interpret and extend the ideas in literary and informational texts to summarize, determine story elements, skim and scan, determine cause and effect, compare and contrast, visualize, paraphrase, infer, sequence, determine	2

	fact and opinion, draw conclusions, analyze characterize and provide main idea and support details.	
RLA.O.4.1.9	determine the author's purpose in literary and informational texts and use supporting material to justify author's intent: <ul style="list-style-type: none"> <li>• to persuade</li> <li>• to entertain</li> <li>• to inform</li> <li>• to determine a specific viewpoint</li> </ul>	3
RLA.O.4.1.10	compare and contrast self to text in making connections to characters or simple events in a literary work to own life and other cultures (e.g. events, characters, conflicts, themes).	3
RLA.O.4.1.11	distinguish between the ways in which language is used in literary texts: <ul style="list-style-type: none"> <li>• simile</li> <li>• metaphor</li> <li>• idioms</li> <li>• analogies</li> <li>• puns</li> </ul>	2
RLA.O.4.1.12	recognize and explain the defining characteristics of genre in literary and informational texts: <ul style="list-style-type: none"> <li>• fairy tales</li> <li>• folk tales</li> <li>• myths</li> <li>• poems</li> <li>• fables</li> <li>• fantasies</li> <li>• biographies</li> <li>• short stories</li> <li>• novels</li> <li>• plays</li> <li>• legends</li> <li>• autobiographies</li> <li>• magazines</li> <li>• newspapers</li> <li>• textbooks</li> <li>• essays</li> <li>• speeches</li> <li>• electronic databases</li> <li>• reference materials</li> </ul>	2
RLA.O.4.1.13	judge the reliability or logic of informational texts.	3

RLA.O.4.1.14	select and use a variety of sources to gather information (e.g., dictionaries, encyclopedias, newspapers, informational texts, electronic resources).	2
RLA.O.4.1.15	use graphic organizers and visualization techniques to interpret information (e.g., charts, graphs, diagrams, non-verbal symbols).	2
RLA.O.4.1.16	use reading skills and strategies to understand a variety of information resources to support literacy learning (e.g., written directions, captions, electronic resources, labels, information texts).	1
RLA.O.4.1.17	increase the amount of independent reading to build background knowledge, expand vocabulary and comprehend literary and informational text.	1
<b>Grade 4</b>	<b>Writing</b>	
Standard 2:	Writing	
RLA.S.4.2	Students will apply writing skills and strategies to communicate effectively for different purposes by <ul style="list-style-type: none"> <li>• using the writing process</li> <li>• applying grammatical and mechanical properties in writing and</li> <li>• selecting and evaluating information for research purposes.</li> </ul>	
RLA.O.4.2.1	demonstrate proper manuscript and cursive writing techniques: <ul style="list-style-type: none"> <li>• legibility</li> <li>• uniformity in all written work</li> </ul>	1
RLA.O.4.2.2	develop and apply the proper structure for simple and compound sentences.	1
RLA.O.4.2.3	identify and produce a sentence with proper word choice to include: <ul style="list-style-type: none"> <li>• verb tense</li> <li>• verb usage</li> <li>• subject/verb agreement</li> <li>• pronoun usage</li> <li>• adjectives and adverbs</li> </ul>	3
RLA.O.4.2.4	compose a written composition from a prompt using the writing process in a timed and un-timed setting.	3
RLA.O.4.2.5	develop proper form in written composition: <ul style="list-style-type: none"> <li>• beginning-middle-end</li> <li>• indentation</li> <li>• topic sentence</li> <li>• introductory and concluding paragraphs</li> <li>• related details</li> <li>• related and cohesive paragraphs</li> <li>• transitional and descriptive words</li> </ul>	3
RLA.O.4.2.6	write to persuade using order of importance, classifying differences and similarities, classifying advantages and disadvantages.	3

RLA.O.4.2.7	develop a composition that demonstrates an awareness of the intended audience using appropriate language, content and form.	3
RLA.O.4.2.8	create an effective response to a task in form, content and language (e.g., letters, poems, brief reports or descriptions, instructions, journals).	3
RLA.O.4.2.9	use editing strategies to correct errors in sentence structure (fragments and run-on sentences), capitalization, punctuation and grammar.	2
RLA.O.4.2.10	identify and apply conventions of spelling in written composition (e.g., spell commonly misspelled words from appropriate grade level lists, use syllable constructions to spell words, use vowel combinations for correct spelling, use affixes).	1
RLA.O.4.2.11	use reference skills to identify words.	1
RLA.O.4.2.12	use strategies to gather and record information for research topics: <ul style="list-style-type: none"> <li>• note taking</li> <li>• summarizing</li> <li>• paraphrasing</li> <li>• describing in narrative form</li> <li>• gathering information from direct quotes, maps, charts, graphs and tables</li> </ul>	2
RLA.O.4.2.13	select and use a variety of sources to gather information (e.g., dictionaries, encyclopedias, newspapers, informational texts, electronic resources).	2
RLA.O.4.2.14	use strategies to compile information into written reports or summaries (e.g., incorporate notes into a finished product, include simple facts-details-explanations-examples, draw conclusions from relationships and patterns that emerge from data of different sources, use appropriate visual aids and media).	3
RLA.O.4.2.15	critically evaluate own and others' written compositions.	3
<b>Grade 4</b>	<b>Listening, Speaking and Media Literacy</b>	
Standard 3	Listening, Speaking and Media Literacy	
RLA.S.4.3	Students will apply listening, speaking and media literacy skills and strategies to communicate with a variety of audiences and for different purposes.	
RLA.O.4.3.1	listen and respond to different literary forms and speakers (e.g., summarize and paraphrase to confirm understanding, recount personal experiences, listen to information and exhibit comprehension, provide reasons in support of opinions, respond to others' ideas).	3
RLA.O.4.3.2	distinguish a variety of messages conveyed through visual media (e.g., internet, database, email, electronic resources, online research).	2
RLA.O.4.3.3	recognize communication skills (e.g., speaking rate, audience, etiquette, active listening).	1
RLA.O.4.3.4	create an age appropriate media literacy product that reflects understanding of format, characteristics and purpose.	4
<b>Grade 5</b>	<b>Reading</b>	

Standard 1:	Reading	
RLA.S.5.1	Students will apply reading skills and strategies to inform, to perform a task and to read for literacy experience by <ul style="list-style-type: none"> <li>identifying and using grade appropriate essential reading components (phonemic awareness, phonics, vocabulary, fluency, comprehension, written application) and</li> <li>selecting a wide variety of literature and diverse media to develop independence as readers.</li> </ul>	
RLA.O.5.1.1	use root words, prefixes and suffixes to understand words, change word meanings and generate new words appropriate to grade level.	2
RLA.O.5.1.2	use a variety of strategies (e.g., etymology, context clues, affixes, synonyms, antonyms) to increase grade-appropriate vocabulary.	2
RLA.O.5.1.3	use denotation to understand meaning.	2
RLA.O.5.1.4	label the figurative language in text.	1
RLA.O.5.1.5	select defining characteristics, construct background knowledge and develop reading skills to understand a variety of literary passages and informational texts by West Virginia, national and international authors: <ul style="list-style-type: none"> <li>myth</li> <li>fantasies</li> <li>biographies</li> <li>autobiographies</li> <li>science fiction</li> <li>tall tales</li> <li>supernatural tales</li> <li>historical fiction</li> </ul>	2
RLA.O.5.1.6	determine main ideas and locate supporting details in literary passages and informational texts.	2
RLA.O.5.1.7	use pre-reading strategies to analyze text for the type of text to determine comprehension strategies: <ul style="list-style-type: none"> <li>previewing</li> <li>activating prior knowledge</li> <li>questioning</li> <li>skimming</li> <li>scanning</li> </ul>	1
RLA.O.5.1.8	differentiate and apply comprehension strategies in literary and informational texts to: <ul style="list-style-type: none"> <li>draw conclusions</li> <li>predict</li> <li>use context clues</li> <li>summarize</li> <li>judge text critically</li> </ul>	2
RLA.O.5.1.9	determine the elements of literature (e.g., characterization, conflict, plot) to construct meaning and recognize	2

	author's/reader's purpose.	
RLA.O.5.1.10	compare and contrast text connections to self, to other texts and to world cultures in literary and informational texts.	3
RLA.O.5.1.11	identify literary techniques used to interpret literature (e.g., compare/contrast or cause/effect).	2
RLA.O.5.1.12	read and understand various types of poetry.	2
RLA.O.5.1.13	identify the parts of a book, know their purposes and locate information (e.g., table of contents, index, glossary).	1
RLA.O.5.1.14	classify and interpret graphic aids (e.g., maps, charts, graphs, tables, timelines).	2
RLA.O.5.1.15	increase the amount of independent reading to comprehend, analyze and evaluate literary text and informational text.	1
<b>Grade 5</b>	<b>Writing</b>	
Standard 2:	Writing	
RLA.S.5.2	Students will apply writing skills and strategies to communicate effectively for different purposes by <ul style="list-style-type: none"> <li>• using the writing process,</li> <li>• applying grammatical and mechanical properties in writing and</li> <li>• selecting and evaluating information for research purposes.</li> </ul>	
RLA.O.5.2.1	use the five-step writing process (pre-writing, drafting, revising, editing, publishing) to generate topics, plan and develop a 3 – 5 paragraph composition.	3
RLA.O.5.2.2	arrange thoughts and ideas in graphic representations to plan and write a product.	2
RLA.O.5.2.3	from a prompt, use the writing process to develop a 3-5 paragraph composition with an introductory paragraph, supporting detail paragraph(s), and concluding paragraph that incorporates specific, relevant details .	3
RLA.O.5.2.3	use the five-step writing process to write for a specific purpose and for an intended audience (e.g., creative, narrative, informative, journal, friendly letter, business letter).	3
RLA.O.5.2.5	write and edit the mechanics and grammar of a variety of sentence types: . <ul style="list-style-type: none"> <li>• simple</li> <li>• compound</li> <li>• declarative</li> <li>• exclamatory</li> <li>• imperative</li> <li>• interrogative</li> </ul>	2
RLA.O.5.2.6	select and use a variety of resource materials to plan and deliver a short research project, citing references.	3
RLA.O.5.2.7	draft analogies, illustrations, examples, or anecdotes to respond to an oral, visual, or written prompt.	3
RLA.O.5.2.8	use basic transitional words to signal organization of composition.	2
<b>Grade 5</b>	<b>Listening, Speaking and Media Literacy</b>	
Standard 3:	Listening, Speaking and Media Literacy	

RLA.S.5.3	Students will apply listening, speaking and media literacy skills and strategies to communicate with a variety of audiences and for different purposes.	
RLA.O.5.3.1	exhibit effective oral communication skills (e.g., rate, audience, etiquette, standard English) through the presentation of <ul style="list-style-type: none"> <li>• readers theater</li> <li>• choral reading</li> <li>• personal narratives</li> <li>• recitations (poetry, historical documents)</li> <li>• dramatizations</li> </ul>	2
RLA.O.5.3.2	compare and contrast personal experiences to oral/visual information.	3
RLA.O.5.3.3	listen and respond to different literary forms and speakers (e.g. summarize and paraphrase to confirm understanding, recount personal experiences, listen to information and exhibit comprehension, provide reasons in support of opinions, respond to others' ideas).	3
RLA.O.5.3.4	create an age-appropriate media product that demonstrates format, purpose, and audience.	4
<b>Grade 6</b>	<b>Reading</b>	
Standard 1:	Reading	
RLA. S.6.1	Students will use skills to read for literacy experiences, read to inform and read to perform a task by <ul style="list-style-type: none"> <li>• identifying and using the dimensions of reading (phonemic awareness, phonics, background knowledge/vocabulary, high frequency words/fluency, comprehension, writing and motivation to read) and</li> <li>• employing a wide variety of literature in developing independent readers</li> </ul>	
RLA.O.6.1.1	use connotation and denotation to understand meaning.	2
RLA.O.6.1.2	use root words, prefixes and suffixes to understand words, change word meanings and generate new words appropriate to grade level.	2
RLA.O.6.1.3	use a variety of strategies to increase grade-appropriate vocabulary (e.g., etymology, context clues, affixes, synonyms, antonyms).	2
RLA.O.6.1.4	select defining characteristics, construct background knowledge and develop reading skills to understand a variety of literary passages and informational texts by West Virginia, national and international authors <ul style="list-style-type: none"> <li>• myth</li> <li>• fantasies</li> <li>• biographies</li> <li>• autobiographies</li> <li>• science fiction</li> <li>• tall tales</li> <li>• supernatural tales</li> </ul>	2

RLA.O.6.1.5	use pre-reading strategies to analyze text for the type and structure of text to determine comprehension strategies: <ul style="list-style-type: none"> <li>• previewing</li> <li>• activating prior knowledge</li> <li>• questioning</li> <li>• skimming</li> <li>• scanning</li> </ul>	2
RLA.O.6.1.6	differentiate and apply comprehension strategies in literary and informational texts to: <ul style="list-style-type: none"> <li>• use prior knowledge</li> <li>• draw conclusions</li> <li>• interpret meaning</li> <li>• determine cause and effect</li> <li>• judge text critically</li> </ul>	3
RLA.O.6.1.7	determine the elements of literature (e.g., external conflict, mood) to construct meaning and recognize author's/reader's purpose.	3
RLA.O.6.1.8	interpret the actions, behaviors and motives of characters in literary texts.	3
RLA.O.6.1.9	determine and explain theme by locating supporting details in a literary passage and in informational text across the curriculum.	3
RLA.O.6.1.10	evaluate connections (e.g., cause/effect, order) among the facts, ideas, events and concepts of literary and informational texts to self, to other texts and to the world.	3
RLA.O.6.1.11	identify and understand figurative language (e.g., onomatopoeia, personification, alliteration) in text.	2
RLA.O.6.1.12	characterize and classify various types of poetry .	2
RLA.O.6.1.13	identify and understand literary techniques used to interpret literature (e.g., compare/contrast, symbolism).	2
RLA.O.6.1.14	use graphic organizers to create, develop, interpret and organize information (e.g., tables, graphs, diagrams, charts).	2
RLA.O.6.1.15	increase the amount of independent reading to comprehend, analyze and evaluate literary text and informational text.	1
<b>Grade 6</b>	<b>Writing</b>	
Standard 2:	Writing	
RLA.S.6.2	Students will apply writing skills and strategies to communicate effectively for different purposes by <ul style="list-style-type: none"> <li>• using the writing process</li> <li>• applying grammatical and mechanical properties in writing and</li> <li>• selecting and evaluating information for research purposes.</li> </ul>	
RLA.O.6.2.1	use correct note taking skills organize information into an outline that categorizes information by topic, subtopic and detail.	2

RLA.O.6.2.2	use the five-step writing process (pre-writing, drafting, revising, editing, publishing) to generate topics, plan approaches and develop descriptive and narrative writing tasks: <ul style="list-style-type: none"> <li>• compositions</li> <li>• personal narratives</li> <li>• brochures</li> <li>• speeches</li> <li>• poetry</li> </ul>	3
RLA.O.6.2.3	from a prompt, use the writing process to develop a composition that contains specific, relevant details and transitions.	3
RLA.O.6.2.4	use the five-step writing process to address specific writing purposes and to address various audiences (e.g., creative, journalistic, essay, narrative, informative, persuasive).	3
RLA.O.6.2.5	use analogies, illustrations, examples, or anecdotes to enhance written communication .	3
RLA.O.6.2.6	edit one's own compositions as well as the writing of others to correct errors in organization, content, usage, mechanics and spelling.	2
RLA.O.6.2.7	develop a 5-7 paragraph composition with an introductory paragraph, supporting details paragraph(s) and concluding paragraph.	3
RLA.O.6.2.8	demonstrate the ability to use electronic and non-electronic reference materials to locate information, analyze the source, evaluate the data, and create a product based upon an assigned task..	2
RLA.O.6.2.9	credit sources of information by citing references using various formats, (e.g., footnotes, bibliography).	3
RLA.O.6.2.10	select and use a variety of resource materials to plan, develop, and deliver a research project using computer-generated graphic aids.	4
<b>Grade 6</b>	<b>Listening, Speaking and Media Literacy</b>	
Standard 3:	Listening, Speaking and Media Literacy	
RLA.S.6.3	Students will apply listening, speaking and media literacy skills and strategies to communicate with a variety of audiences and for different purposes.	
RLA.O.6.3.1	exhibit effective oral communication skills (e.g., volume, rate, audience, etiquette, standard English) through the presentation of <ul style="list-style-type: none"> <li>• compositions</li> <li>• personal narratives</li> <li>• brochures</li> <li>• speeches</li> <li>• poetry</li> </ul>	2
RLA.O.6.3.2	retell and create original, simple and detailed sequential stories.	2
RLA.O.6.3.3	Interpret spoken text in order to comprehend topic, purpose and perspective in spoken texts (e.g., of a speaker, informational video, televised interview, radio news program).	2

RLA.O.6.3.4	perform a variety of roles in group discussions including active listener and discussion leader.	2
RLA.O.6.3.5	create and present an age-appropriate media product that demonstrates format, purpose, and audience.	4
<b>Grade 7</b>	<b>Reading</b>	
Standard 1:	Reading	
RLA.S.7.1	Students will use skills to read for literacy experiences, read to inform and read to perform a task by <ul style="list-style-type: none"> <li>• identifying and using the dimensions of reading (phonemic awareness, phonics, background knowledge/vocabulary, high frequency words/fluency, comprehension, writing and motivation to read) and</li> <li>• employing a wide variety of literature in developing independent readers</li> </ul>	
RLA.O.7.1.1	compare/contrast connotation and denotation to understand and enhance meaning of words, sentences and uncomplicated passages.	3
RLA.O.7.1.2	use Greek and Latin roots, prefixes and suffixes to determine the meaning of words, understand words, change word meanings and generate new words appropriate to grade level, recognize that knowledge of the origins and history of word meanings enhances understanding of a word's meaning.	2
RLA.O.7.1.3	classify the defining characteristics, build background knowledge and apply reading skills to understand a variety of literary passages and genres by West Virginia, national and international authors: <ul style="list-style-type: none"> <li>• fiction</li> <li>• nonfiction</li> <li>• myths, poems</li> <li>• fantasies</li> <li>• biographies</li> <li>• autobiographies</li> <li>• science fiction, tall tale</li> <li>• supernatural tales</li> </ul>	2
RLA.O.7.1.4	use pre-reading strategies (e.g., generating questions, previewing, activating and evaluating prior knowledge, scanning, skimming) and comprehension strategies to critically analyze and evaluate the composition of texts by: <ul style="list-style-type: none"> <li>• generalizing to establish a purpose for reading</li> <li>• interpreting the relationship between graphic aids and text</li> <li>• making complex or abstract predictions by synthesizing information gained from previewing text and graphic aids</li> </ul>	2
RLA.O.7.1.5	determine and interpret the elements of literature to construct meaning and recognize author's and/or reader's purpose: <ul style="list-style-type: none"> <li>• plot</li> <li>• character</li> <li>• setting</li> </ul>	2

	<ul style="list-style-type: none"> <li>• conflict</li> <li>• rising and falling action</li> <li>• climax</li> <li>• resolution</li> <li>• point of view</li> <li>• antagonist</li> <li>• protagonist</li> <li>• hero</li> </ul>	
RLA.O.7.1.6	relate and analyze connections/themes among ideas in literary and informational texts, such as text to self, text-to-text, text to world connections, and recognize that global awareness promotes understanding, tolerance, and acceptance of ethnic, cultural, religious and personal differences.	3
RLA.O.7.1.7	summarize explicit and implied information from literary and informational texts to recognize the relationships among the facts, ideas, events and concepts (e.g., names, dates, events, organizational patterns, graphical representations as found in photographs, captions, maps, tables or timelines, textual features including table of contents, headings or side bars).	2
RLA.O.7.1.8	examine and interpret figurative language (hyperbole, simile, metaphor) and literary techniques (e.g., flashback, stereotype, foreshadowing) in text	2
RLA.O.7.1.9	read, compare and interpret types of poetry (e.g., narrative poems, ballads, lyric, epic), and recognize the elements to derive meaning of poetry.	2
RLA.O.7.1.10	use examples, and details in practical texts to make inferences and logical predictions about outcomes of procedures in such texts.	3
RLA.O.7.1.11	critique the usefulness of the form, and content of practical texts.	3
RLA.O.7.1.12	Increase amount of independent reading and use appropriate graphic organizers (e.g., diagrams, flow charts, story maps, outlines, concept maps, tables, reading guides) to analyze more complex ideas in both fiction and non-fiction.	2
<b>Grade 7</b>	<b>Writing</b>	
Standard 2:	Writing	
RLA.S.7.2	Students will apply writing skills and strategies to communicate effectively for different purposes by <ul style="list-style-type: none"> <li>• using the writing process,</li> <li>• applying grammatical and mechanical properties in writing and</li> <li>• selecting and evaluating information for research purposes.</li> </ul>	
RLA.O.7.2.1	use note-taking strategies including paraphrasing and summarizing to develop a written composition.	2
RLA.O.7.2.2	using student-prepared notes, create an outline and use it to develop a written and/or oral presentation using computer-generated graphics (e.g., tables, charts, graphs).	3
RLA.O.7.2.3	use analogies, illustrations, examples, or anecdotes to enhance oral and written communication (e.g., letters, poems, brief reports, descriptions, extended text, illustrations).	3

RLA.O.7.2.4	use the five-step writing process (pre-writing, drafting, revising, editing, publishing) to generate topics, plan approaches, and develop expository and persuasive writing tasks: <ul style="list-style-type: none"> <li>• compositions</li> <li>• brochures</li> <li>• display ads</li> <li>• commercials</li> <li>• speeches</li> <li>• poetry</li> </ul>	3
RLA.O.7.2.5	from a prompt use the five-step writing process to develop a focused composition that contains specific, relevant details and vivid and precise words.	3
RLA.O.7.2.6	use sophisticated transitional words and cues to signal organization of a composition.	2
RLA.O.7.2.7	identify and use a variety of sources for different types of information (e.g., Internet research, databases for periodical and newspaper articles, newspapers, schedules, advertisements).	2
RLA.O.7.2.8	understand how to summarize and use direct quotations in writing, recognize copyright laws/issues, ethical acquisition and use of digital information in citing sources for research/report.	3
RLA.O.7.2.9	document sources of information using a provided bibliographic format.	3
RLA.O.7.2.10	select and use a variety of resource materials to plan, develop, and deliver a research project (3 pages) with documented sources, using computer-generated graphic aids.	4
<b>Grade 7</b>	<b>Listening, Speaking and Media Literacy</b>	
Standard 3:	Listening, Speaking and Media Literacy	
RLA.S.7.3	Students will apply listening, speaking and media literacy skills and strategies to communicate with a variety of audiences and for different purposes.	
RLA.O.7.3.1	demonstrate effective oral communication skills (e.g., tone, volume, rate, audience, etiquette, standard English) through presentation of: <ul style="list-style-type: none"> <li>• compositions</li> <li>• reports</li> <li>• scripts</li> <li>• dramatizations</li> </ul>	2
RLA.O.7.3.2	use oral/visual information to research, explore, question and imagine a topic.	2
RLA.O.7.3.3	distinguish between private and public information in research and reporting.	3
RLA.O.7.3.4	listen and observe in order to comprehend and express a point-of-view concerning the topic, purpose and medium (e.g., of a guest speaker, informational video, televised interview, radio news program).	3
RLA.O.7.3.5	evaluate information to reach consensus in group discussions or settings.	3
RLA.O.7.3.6	plan, create and present an age-appropriate media product that demonstrates format, purpose, and audience.	4
<b>Grade 8</b>	<b>Reading</b>	

Standard 1:	Reading	
RLA. S.8.1	Students will use skills to read for literacy experiences, read to inform and read to perform a task by <ul style="list-style-type: none"> <li>identifying and using the dimensions of reading components (phonemic awareness, phonics, background knowledge/vocabulary, high frequency words/fluency, comprehension, writing and motivation to read) and</li> <li>employing a wide variety of literature in developing independence as readers.</li> </ul>	
RLA.O.8.1.1	compare/contrast connotation and denotation in complex passages to understand and enhance meaning of words, sentences and shorter passages.	3
RLA.O.8.1.2	use knowledge of Greek and Latin roots, prefixes and suffixes to determine the meaning of words, spell words, change word meanings and generate new words appropriate to grade level, recognize that knowledge of the origins and history of word meanings enhances understanding of a word's meaning	2
RLA.O.8.1.3	use etymology, context clues, affixes, synonyms or antonyms to increase grade appropriate vocabulary.	2
RLA.O.8.1.4	analyze the defining characteristics, build background knowledge and apply reading skills to understand a variety of literary passages and genres by West Virginia, national and international authors: <ul style="list-style-type: none"> <li>fiction</li> <li>nonfiction</li> <li>myths</li> <li>fantasies</li> <li>biographies</li> <li>autobiographies</li> <li>science fiction</li> <li>tall tales</li> <li>supernatural tales</li> </ul>	2
RLA.O.8.1.5	use pre-reading and comprehension strategies (e.g., generating questions and previewing, activating and evaluating prior knowledge and scanning or skimming texts) to critically analyze and evaluate the composition of literary and informational texts for <ul style="list-style-type: none"> <li>making judgments</li> <li>hypothesizing</li> <li>making complex or abstract summaries</li> </ul>	2
RLA.O.8.1.6	determine and interpret the elements of literature to construct meaning and recognize author's purpose and/or reader's purpose: <ul style="list-style-type: none"> <li>theme</li> <li>character</li> <li>setting</li> <li>internal conflict</li> <li>rising and falling action</li> </ul>	2

	<ul style="list-style-type: none"> <li>• point of view</li> <li>• antagonist</li> <li>• protagonist</li> <li>• hero</li> </ul>	
RLA.O.8.1.7	analyze and draw parallels between common themes across a variety of literature and information text (e.g., friendship, honesty, loyalty, survival).	3
RLA.O.8.1.8	recognize connections among ideas in literary and informational text (e.g. text to self, text-to-text, text to world connection) and recognize that global awareness promotes understanding, tolerance, and acceptance of ethnic, cultural, religious and personal differences.	3
RLA.O.8.1.9	summarize explicit and implied information from literary and informational texts to recognize the relationships among the facts, ideas, events and concepts (e.g., names, dates, events, organizational patterns, graphical representations as found in photographs, captions, maps, tables or timelines, textual features including table of contents, headings or side bars).	2
RLA.O.8.1.10	evaluate the effect of figurative language in text.	3
RLA.O.8.1.11	read, compare and interpret types of poetry (e.g., narrative poems, ballads, lyric, epic) and interpret elements (e.g., lines, stanzas, rhythm, meter or rhyme) to derive meaning of poetry.	3
RLA.O.8.1.12	identify literary technique used to interpret literature: <ul style="list-style-type: none"> <li>• irony</li> <li>• satire</li> <li>• persuasive language</li> <li>• analogies</li> </ul>	3
RLA.O.8.1.13	use examples and details in practical texts to make inferences and logical predications about outcomes of procedures in such texts.	2
RLA.O.8.1.14	critique the usefulness of the form and content of practical texts and judge the importance of certain steps and procedures in such texts.	3
RLA.O.8.1.15	increase amount of independent reading and select appropriate graphic organizers (e.g., diagrams, flow charts, story maps, outlines, concept maps, tables, reading guides) to analyze relationships among more complex ideas generated while reading.	1
<b>Grade 8</b>	<b>Writing</b>	
Standard 2:	Writing	
RLA.S.8.2	Students will apply writing skills and strategies to communicate effectively for different purposes by <ul style="list-style-type: none"> <li>• using the writing process,</li> <li>• applying grammatical and mechanical properties in writing and</li> <li>• selecting and evaluating information for research purposes.</li> </ul>	
RLA.O.8.2.1	use notes to create an outline for developing a written and/or oral presentation noting the inclusion of computer graphics.	2

RLA.O.8.2.2	analyze how analogies, illustrations, examples, and anecdotes are used to enhance oral and written communication (e.g., letters, poems, brief reports, descriptions, extended texts, illustrations),	3
RLA.O.8.2.3	use pre-writing, editing and revision techniques (e.g., read, draft aloud, peer feedback or a provided rubric) to vary sentence length, change sentence order, eliminate organizational errors, and use vivid and concise words to create a personal style or voice while clarifying and enhancing the central idea.	2
RLA.O.8.2.4	use the five-step writing process (pre-writing, drafting, revising, editing, publishing) to develop a creative or reflective composition (e.g., reflect on an experience or time in the past, draw upon imagination) and identify areas for further research by making personal connections to self, to texts, and to the world to demonstrate that written communication is affected by choices writers make in language, tone and voice.	3
RLA.O.8.2.5	from a prompt use the five-step writing process to develop a focused composition that contains specific, relevant details, and vivid, precise words.	3
RLA.O.8.2.6	recognize and write a simple thesis statement.	3
RLA.O.8.2.7	independently resolve information conflicts and validate information through assessing, researching and comparing data.	3
RLA.O.8.2.8	conduct research by gathering, evaluating, and synthesizing data from a variety of sources: <ul style="list-style-type: none"> <li>• Internet</li> <li>• databases for periodicals/newspapers</li> <li>• interviews</li> <li>• reference books</li> <li>• card catalogue</li> <li>• miscellaneous resource materials</li> </ul>	3
RLA.O.8.2.9	select and use a variety of resource materials to plan, develop, and deliver a research project (5 pages) with documented sources, using multiple computer-generated graphic aids.	3
RLA.O.8.2.10	independently resolve information conflicts and validate information through assessing, researching and comparing data.	3 (repeat of O.8.2.7)
<b>Grade 8</b>	<b>Listening, Speaking and Media Literacy</b>	
Standard 3:	Listening, Speaking and Media Literacy	
RLA.S.8.3	Students will apply listening, speaking and media literacy skills and strategies to communicate with a variety of audiences and for different purposes.	
RLA.O.8.3.1	model effective oral communication skills (e.g., tone, volume, rate, audience, etiquette, standard English) through the presentation of: <ul style="list-style-type: none"> <li>• compositions</li> <li>• reports</li> <li>• scripts.</li> </ul>	2

RLA.O.8.3.2	present an oral report with computer-generated graphic aids (e.g., tables, graphs, diagrams or charts).	3
RLA.O.8.3.3	critique oral/visual information presented, relate personal experiences and apply the information to global situations.	3
RLA.O.8.3.4	listen in order to analyze and critique information received in spoken texts (e.g., of a guest speaker, informational video, televised interview or radio news program).	3
RLA.O.8.3.5	perform a variety of roles in group discussions <ul style="list-style-type: none"> <li>• collaboration</li> <li>• facilitation</li> <li>• persuasion.</li> </ul>	2
RLA.O.8.3.6	properly use private and public information.	3
RLA.O.8.3.7	plan, create, organize, and present an age-appropriate media product that demonstrates format, purpose, and audience.	4
<b>Grade 9</b>	<b>Reading</b>	
Standard 1:	Reading	
RLA. S.9.1	Students will apply reading skills and strategies to inform, to perform a task and to read for literacy experience by <ul style="list-style-type: none"> <li>• identifying and using grade appropriate essential reading components (phonemic awareness, phonics, vocabulary, fluency, comprehension, written application) and</li> <li>• selecting a wide variety of literature and diverse media to develop independence as readers.</li> </ul>	
RLA.O.9.1.1	examine the social, historical, cultural and biographical influences on literary and informational texts.	4
RLA.O.9.1.2	recognize literary styles according to genre.	3
RLA.O.9.1.3	increase the amount of independent reading with emphasis on fiction and nonfiction.	1
RLA.O.9.1.4	use various pre-reading skills and comprehension strategies for activating prior knowledge or generating questions during reading and post reading, literary experience, information and/or performing a task.	2
RLA.O.9.1.5	locate and analyze the author's use of specific information in text (e.g., author's purpose/perspective, main and supporting details, specific facts, statistics, definition).	2
RLA.O.9.1.6	formulate supportable predictions, generalizations, opinions, inferences and conclusions based upon text.	3
RLA.O.9.1.7	explain the literary devices used to construct meaning and define the author's/reader's purpose: <ul style="list-style-type: none"> <li>• symbolism</li> <li>• imagery</li> <li>• simile</li> <li>• humor</li> <li>• rhythm</li> <li>• meter</li> <li>• assonance</li> </ul>	2

RLA.O.9.1.8	recognize the relationships of the literary elements (e.g., setting, plot, narrative perspective, point of view, theme, conflict, characterization, voice, tone, structures) within specific genres.	3
RLA.O.9.1.9	recognize and examine the purpose of organizational patterns (e.g. problem-solution, cause-and-effect, textual features including table of contents, headings, sidebars, marginal notes, graphical representations such as tables, timelines, captions, maps, photographs) and ideas in informational and literary texts.	3
RLA.O.9.1.10	extend vocabulary by developing and using new terms through various literary and informational texts through various strategies: <ul style="list-style-type: none"> <li>• context clues</li> <li>• affixes</li> <li>• prefixes</li> <li>• multiple meanings</li> <li>• origin</li> <li>• history</li> <li>• evolution</li> </ul>	2
<b>Grade 9</b>	<b>Writing</b>	
Standard 2:	Writing	
RLA.S.9.2	Students will apply writing skills and strategies to communicate effectively for different purposes by <ul style="list-style-type: none"> <li>• using the writing process,</li> <li>• applying grammatical and mechanical properties in writing and</li> <li>• selecting and evaluating information for research purposes.</li> </ul>	
RLA.O.9.2.1	compose narrative, expository, descriptive, persuasive writing from a prompt using the five-step writing process (pre-writing, drafting, revising, editing, publishing).	3
RLA.O.9.2.2	develop research topics, select approaches, create, and publish (e.g., word processing and desktop publishing) a well developed paper with documented and cited sources and computer-generated graphics, following a specified format: <ul style="list-style-type: none"> <li>• APA</li> <li>• MLA</li> </ul>	4
RLA.O.9.2.3	construct a clearly worded and correctly placed thesis statement to develop a composition that addresses the assigned topic.	3
RLA.O.9.2.4	identify, evaluate, and analyze a variety of informational media using primary and secondary sources.	3
RLA.O.9.2.5	formulate a working research question and identify, organize and consider the relevance of known information from print and electronic media (e.g., Internet research, electronic databases for magazines and newspaper articles) to guide further research.	4
RLA.O.9.2.6	incorporate varied note taking skills to process and organize information into an outline for a composition (introduction, main points, supporting details, conclusion).	2
RLA.O.9.2.7	examine and prioritize different drafting strategies for specific writing tasks to structure a clear, logical progression	2

	of ideas in argumentative writing, research writing, literary analysis, and creative and reflective writing.	
RLA.O.9.2.8	summarize, paraphrase, and use direct quotations correctly and effectively in writing in order to avoid plagiarism, e.g., media copyright laws or public/private domain.	3
RLA.O.9.2.9	create and apply transition sentences to signal progression of ideas between paragraphs as well as appropriate words and phrases to signal organizational patterns.	2
RLA.O.9.2.10	use pre-writing, editing and revision techniques to construct complete and varied sentences, eliminate organizational errors and use more precise and concise language.	2
<b>Grade 9</b>	<b>Listening, Speaking and Media Literacy</b>	
Standard 3:	Listening, Speaking and Media Literacy	
RLA.S.9.3	Students will apply listening, speaking and media literacy skills and strategies to communicate with a variety of audiences and for different purposes.	
RLA.O.9.3.1	plan, prepare appropriate background information on a specified topic and communicate effectively in different settings (e.g. interpersonal, small group, whole group) and for different purposes to: <ul style="list-style-type: none"> <li>• inform</li> <li>• persuade</li> <li>• relate</li> <li>• entertain</li> </ul>	2
RLA.O.9.3.2	formulate and deliver grammatically correct messages, taking into consideration the purpose of the message and the speaker's and the listener's culture, knowledge, beliefs, feelings, and life experiences.	3
RLA.O.9.3.3	perform a variety of roles in various settings: <ul style="list-style-type: none"> <li>• critique oral/visual information</li> <li>• relate personal experiences</li> <li>• collaborate to gain consensus</li> <li>• mediate</li> <li>• speak extemporaneously (extended and short)(does not agree—need a verb)</li> </ul>	3
RLA.O.9.3.4	Use active listening strategies to analyze the message, formulate a response and react to: <ul style="list-style-type: none"> <li>• determine purpose</li> <li>• make predictions</li> <li>• differentiate fact from opinion</li> <li>• construct meaning of discussion, speech, or media</li> </ul>	2
RLA.O.9.3.5	understand, interpret and evaluate various media communications.	3
RLA.O.9.3.6	properly use private and public information.	3
RLA.O.9.3.7	plan, create, organize, and present an age appropriate media product that demonstrates an understanding of format, purpose, and audience.	4
<b>Grade 10</b>	<b>Reading</b>	

Standard 1:	Reading	
RLA.S.10.1	Students will apply reading skills and strategies to inform, to perform a task and to read for literacy experience by <ul style="list-style-type: none"> <li>identifying and using grade appropriate essential reading components (phonemic awareness, phonics, vocabulary, fluency, comprehension, written application) and</li> <li>selecting a wide variety of literature and diverse media to develop independence as readers.</li> </ul>	
RLA.O.10.1.1	research and analyze historical, cultural, and biographical influences on literary and informational texts.	4
RLA.O.10.1.2	compare and contrast literary styles according to genre.	3
RLA.O.10.1.3	extend the amount of independent reading with emphasis on fiction and nonfiction.	1
RLA.O.10.1.4	apply various pre-reading skills and comprehension strategies for activating prior knowledge and asking questions during reading and post reading for: <ul style="list-style-type: none"> <li>literary experience</li> <li>examining textual information</li> <li>performing an assigned task</li> </ul>	2
RLA.O.10.1.5	evaluate the author's use of specific information in text (e.g., author's purpose/perspective, main/supporting details, specific facts, statistics, definition, figurative/nonfigurative words).	3
RLA.O.10.1.6	create supportable predictions, generalizations, opinions, inferences and conclusions based upon an analysis of textual information.	2
RLA.O.10.1.7	interpret and explain the author's choice of literary devices used to construct meaning and define the author's/reader's purpose: <ul style="list-style-type: none"> <li>symbolism</li> <li>imagery</li> <li>irony</li> <li>satire</li> <li>cadence</li> <li>scansion</li> <li>flashback</li> <li>foreshadowing</li> <li>Freytag's pyramid (exposition, rising action, climax, falling action, catastrophe, denouement)</li> </ul>	2
RLA.O.10.1.8	interpret and explain the relationships of the literary elements (e.g., setting, plot, , point of view, theme, conflict, characterization, voice, tone, mood) within specific genres.	3
RLA.O.10.1.9	analyze the organizational patterns (e.g. problem-solution, cause-and-effect, textual features including table of contents, headings, sidebars, marginal notes, graphical representations such as tables, timelines, captions, maps, photographs) and ideas in informational and literary texts.	3
RLA.O.10.1.10	extend vocabulary by developing and using new terms and phrases found in reading classical literature and informational texts using various strategies:	2

	<ul style="list-style-type: none"> <li>• context clues</li> <li>• affixes</li> <li>• suffixes</li> <li>• multiple meanings</li> <li>• etymologies</li> </ul>	
RLA.O.10.1.11	critique persuasive language and techniques as found in literary and informational texts and media.	3
<b>Grade 10</b>	<b>Writing</b>	
Standard 2:	Writing	
RLA.S.10.2	Students will apply writing skills and strategies to communicate effectively for different purposes by <ul style="list-style-type: none"> <li>• using the writing process,</li> <li>• applying grammatical and mechanical properties in writing and</li> <li>• selecting and evaluating information for research purposes.</li> </ul>	
RLA.O.10.2.1	define topic from assigned subject/prompt and compose narrative, expository, descriptive and persuasive writings using the five-step writing process (pre-writing, drafting, revising, editing, publishing) for specific audiences by employing writing strategies that are modeled in various types of literature.	3
RLA.O.10.2.2	construct a clearly worded and effectively placed thesis statement to develop a composition that addresses the assigned topic.	3
RLA.O.10.2.3	evaluate, analyze, and synthesize into one's writing a variety of informational media using primary and secondary sources.	3
RLA.O.10.2.4	formulate a working research question and identify, organize and consider the relevance of known information to guide further research.	3
RLA.O.10.2.5	plan and incorporate varied note taking skills to organize and synthesize information from print and electronic sources (e.g., Internet research, electronic databases for periodicals and newspapers, print reference materials) into an outline for a composition or research project (introduction, thesis/hypothesis, main points, supporting details/examples, conclusion).	2
RLA.O.10.2.6	classify and prioritize different drafting strategies for specific writing tasks to frame a clear, logical progression of ideas in argumentative writing, research writing, literary analysis, and creative and reflective writing.	3
RLA.O.10.2.7	summarize, paraphrase, and use direct quotations correctly and effectively in writing/research project in order to avoid plagiarism (e.g., media copyright laws, public/private domain).	3
RLA.O.10.2.8	incorporate different transitional sentences to signal progression of ideas within and between paragraphs as well as appropriate phrases to signal organizational patterns.	2
RLA.O.10.2.9	revise sentences to create specific effects, variety and more precise and concise language: <ul style="list-style-type: none"> <li>• gerund phrase</li> <li>• participle phrase</li> <li>• infinitive phrase</li> <li>• clauses</li> </ul>	2

RLA.O.10.2.10	select revision and editing strategies to correct errors in and improve organization, content, usage, mechanics and spelling. In the proofreading process, integrate the use of: <ul style="list-style-type: none"> <li>• dictionary</li> <li>• spell check</li> <li>• thesaurus</li> <li>• style sheet or guide</li> </ul>	2
RLA.O.10.2.11	develop a research topic, select approaches, write and publish a well-developed research project with documented and cited sources and computer-generated graphics, following a specified format: <ul style="list-style-type: none"> <li>• APA</li> <li>• MLA</li> <li>• Chicago</li> </ul>	4
<b>Grade 10</b>	<b>Listening, Speaking and Media Literacy</b>	
Standard 3:	Listening, Speaking and Media Literacy	
RLA.S.10.3	Students will apply listening, speaking and media literacy skills and strategies to communicate with a variety of audiences and for different purposes.	
RLA.O.10.3.1	plan, research background of topic, and communicate in different settings (e.g. interpersonal, small group, whole group, panel, round table, debate) and for different purposes: <ul style="list-style-type: none"> <li>• inform</li> <li>• persuade</li> <li>• relate</li> <li>• entertain</li> </ul>	2
RLA.O.10.3.2	formulate and deliver grammatically correct messages, as well as evaluate and adapt strategies for developing credibility, such as speaking truthfully and creating clear and logical messages (e.g., supporting ideas with evidence and emotional appeals in light of purpose, audience and context).	3
RLA.O.10.3.3	model a variety of roles in various settings to listen actively, understand the intended message, evaluate, enjoy and/or respond to an oral message: <ul style="list-style-type: none"> <li>• critique oral/visual information</li> <li>• relate experiences in third person</li> <li>• collaborate to achieve a goal</li> <li>• mediate to reach a consensus</li> <li>• deliver an extended extemporaneous speech</li> <li>• participate in a panel/round table discussion</li> </ul>	3
RLA.O.10.3.4	adapt and use active listening strategies to evaluate the message, formulate a strategy and respond to: <ul style="list-style-type: none"> <li>• intended purpose</li> <li>• make predictions</li> <li>• construct meaning from discussion, speech, or media</li> </ul>	2

	<ul style="list-style-type: none"> <li>critique presentation</li> </ul>	
RLA.O.10.3.5	understand, evaluate and create media communications.	4
RLA.O.10.3.6	properly use private and public information	3
RLA.O.10.3.7	plan, create, organize, and present an age appropriate media product that demonstrates an understanding of format, purpose, audience, and choice of medium.	4
<b>Grade 11</b>	<b>Reading</b>	
Standard 1:	Reading	
RLA.S.11.1	Students will apply reading skills and strategies to inform, to perform a task and to read for literacy experience by <ul style="list-style-type: none"> <li>identifying and using grade appropriate essential reading components (phonemic awareness, phonics, vocabulary, fluency, comprehension, written application) and</li> <li>selecting a wide variety of literature and diverse media to develop independence as readers.</li> </ul>	
RLA.O.11.1.1	research, analyze, and evaluate the historical, cultural, political and biographical influences on literary works.	4
RLA.O.11.1.2	analyze and evaluate literary styles according to genre: <ul style="list-style-type: none"> <li>author's use</li> <li>elements</li> <li>expectations</li> </ul>	3
RLA.O.11.1.3	increase the amount of independent reading with emphasis on classic American, British and World Literature, and informational texts.	1
RLA.O.11.1.4	apply appropriate reading strategies necessary for a successful literary experience, to gain information and perform an assigned task: <ul style="list-style-type: none"> <li>rereading</li> <li>paraphrasing</li> <li>questioning</li> <li>analyzing</li> <li>chunking</li> <li>activating prior knowledge</li> </ul>	2
RLA.O.11.1.5	analyze characteristics of author's intended audience, purpose, style, voice and technique through the use of reasoning, evidence and literary/character analysis.	3
RLA.O.11.1.6	formulate supportable conclusions, summarize events and ideas, construct inferences and generalizations, and critique character traits in a written/oral literary interpretation.	2
RLA.O.11.1.7	demonstrate knowledge of and analyze the use of rhetorical and literary devices: <ul style="list-style-type: none"> <li>parallelism</li> <li>archetypes</li> <li>allegory</li> <li>parallel structure</li> </ul>	3

	<ul style="list-style-type: none"> <li>• antithesis</li> <li>• narrative pace</li> <li>• satire</li> <li>• cadence</li> <li>• scansion</li> <li>• flashback</li> <li>• foreshadowing</li> <li>• Freytag's pyramid (exposition, rising action, climax, falling action, catastrophe)</li> </ul>	
RLA.O.11.1.8	analyze and evaluate a variety of texts according to content, structure, purpose, organization of text, and tone.	3
RLA.O.11.1.9	evaluate and justify the effectiveness of organizational patterns (e.g., problem-solution, cause-and-effect), textual features, graphical representations (e.g., tables, timelines, captions, maps, photographs) and ideas in informational and literary texts for intent and purpose.	3
RLA.O.11.1.10	use knowledge of the history, cultural diversity, politics, and effects of language to comprehend and elaborate on the meaning of texts, to expand vocabulary, and to draw connections to self and to the real world.	3
RLA.O.11.1.11	research literary criticism related to the genre being studied.	4
RLA.O.11.1.12	evaluate persuasive language and techniques in literature and informational texts for intent, purpose, and effectiveness.	3
<b>Grade 11</b>	<b>Writing</b>	
Standard 2:	Writing	
RLA.S.11.2	Students will apply writing skills and strategies to communicate effectively for different purposes by <ul style="list-style-type: none"> <li>• using the writing process,</li> <li>• applying grammatical and mechanical properties in writing and</li> <li>• selecting and evaluating information for research purposes.</li> </ul>	
RLA.O.11.2.1	employ the five-step writing process (pre-writing, drafting, revising, editing, publishing) for developing narrative, expository, descriptive, persuasive and functional writings that include a letter of job application, a scholarship application/essay, and personal letters.	3
RLA.O.11.2.2	generate a clearly worded and effectively placed thesis statement to develop a document (e.g., composition, essay, literary critique, research paper) that has a clear, logical progression of ideas in the introduction, body, and conclusion.	3
RLA.O.11.2.3	recognize the concept of intellectual property and plagiarism in all media: <ul style="list-style-type: none"> <li>• media copyright laws</li> <li>• private/public domain</li> </ul>	3
RLA.O.11.2.4	formulate a working research question, organize and consider the relevance of information gathered through the research process, create a detailed outline and produce a research paper with documented and cited sources, using an accepted format (e.g. MLA, APA, Chicago, ASA) with an accompanying multimedia presentation and/or Web page.	4

RLA.O.11.2.5	plan and incorporate varied note taking skills to organize and synthesize information from print and electronic primary and secondary sources (e.g., Internet, reference books, electronic databases for periodicals and newspapers) into an outline (introduction, thesis/hypothesis, main points, supporting details/examples, conclusion) to develop a composition or research project.	2
RLA.O.11.2.6	develop personal style and voice in writing, and create a clear, logical progression of ideas in argumentative writing, research writing, literary analysis, and creative and reflective writing.	3
RLA.O.11.2.7	summarize, paraphrase, and use direct quotations correctly and effectively in writing in order to avoid plagiarism (e.g., media copyright laws, public/private domain).	3
RLA.O.11.2.8	evaluate the effectiveness of and apply various forms of transition in a composition: <ul style="list-style-type: none"> <li>• sentence links</li> <li>• repetition of key words or phrases</li> <li>• restating of main/key ideas</li> </ul>	2
RLA.O.11.2.9	revise, edit and strategically employ a variety of sentences for improved variety and more precise and concise language: <ul style="list-style-type: none"> <li>• gerunds</li> <li>• infinitives</li> <li>• subordinate clauses</li> <li>• adjectival phrases,</li> <li>• word usage/choice variations</li> <li>• passive/active voice</li> </ul>	2
RLA.O.11.2.10	use proofreading and editing strategies to correct errors in and improve organization, content, usage and mechanics. In the editing process integrate print and electronic tools: <ul style="list-style-type: none"> <li>• spell check</li> <li>• grammar check</li> <li>• thesaurus</li> <li>• dictionary</li> <li>• style sheet or guide</li> <li>• readability score</li> </ul>	2
<b>Grade 11</b>	<b>Listening, Speaking and Media Literacy</b>	
Standard 3:	Listening, Speaking and Media Literacy	
RLA.S.11.3	Students will apply listening, speaking and media literacy skills and strategies to communicate with a variety of audiences and for different purposes.	
RLA.O.11.3.1	communicate using the transactional process to include the components of speaker, listener, message, channel, feedback, and noise.	3
RLA.O.11.3.2	plan, research, organize and deliver a grammatically correct presentation using a variety of media (e.g., live performance, video, PowerPoint, web pages).	4

RLA.O.11.3.3	use verbal and nonverbal strategies to listen and respond for diverse purposes: <ul style="list-style-type: none"> <li>• comprehension</li> <li>• evaluation</li> <li>• expression of empathy</li> <li>• persuasion</li> <li>• mediation</li> <li>• collaboration</li> </ul>	2
RLA.O.11.3.4	analyze and create examples of the wide range of purposes embedded in media communications.	3
RLA.O.11.3.5	plan, compose, produce and evaluate an age appropriate product from various forms of media communication that demonstrates an understanding of format, purpose, audience, and choice of medium.	4
RLA.O.11.3.6	properly use private and public information.	
<b>Grade 12</b>	<b>Reading</b>	
Standard 1:	Reading	
RLA.S.12.1	Students will apply reading skills and strategies to inform, to perform a task and to read for literacy experience by <ul style="list-style-type: none"> <li>• identifying and using grade appropriate essential reading components (phonemic awareness, phonics, vocabulary, fluency, comprehension, written application) and</li> <li>• selecting a wide variety of literature and diverse media to develop independence as readers.</li> </ul>	
RLA.O.12.1.1	research, evaluate and critique the historical, cultural, political and biographical influences to determine the impact on literary works.	4
RLA.O.12.1.2	analyze, evaluate, and critique literary styles according to genre: <ul style="list-style-type: none"> <li>• author's use</li> <li>• elements</li> <li>• expectations</li> </ul>	3
RLA.O.12.1.3	extend the amount of independent reading with emphasis on American, British and World Literature, and informational texts.	2
RLA.O.12.1.4	incorporate appropriate reading strategies necessary for a successful literary experience, to gain information and perform an assigned task: <ul style="list-style-type: none"> <li>• rereading</li> <li>• paraphrasing</li> <li>• questioning</li> <li>• analyzing</li> <li>• chunking</li> <li>• activating prior knowledge</li> </ul>	2
RLA.O.12.1.5	evaluate and justify the characteristics of author's intended audience, purpose, style, voice and technique through the use of reasoning and evidence and literary/character analysis.	3

RLA.O.12.1.6	Formulate, in a critique, supportable conclusions, summarize events and ideas, construct inferences and generalizations, and interpret character traits from explicit and implicit ideas.	3
RLA.O.12.1.7	demonstrate knowledge of and evaluate literary devices: <ul style="list-style-type: none"> <li>• archetypes</li> <li>• allegory</li> <li>• antithesis</li> <li>• pace</li> <li>• satire</li> <li>• cadence</li> <li>• scansion</li> <li>• flashback</li> <li>• foreshadowing</li> <li>• Freytag's pyramid (exposition, rising action, climax, falling action, catastrophe)</li> </ul>	3
RLA.O.12.1.8	evaluate and critique a variety of texts according to content, structure, purpose, organization of text, and tone.	3
RLA.O.12.1.9	assess the importance and effectiveness of organizational patterns (e.g., problem-solution, cause-and-effect), textual features, graphical representations (e.g., tables, timelines, captions, maps, photographs) and ideas in informational and literary texts for intent, purpose and style.	3
RLA.O.12.1.10	use knowledge of the history, cultural diversity, politics, and effects of language to comprehend and elaborate on the meaning of texts to expand vocabulary, and to draw connections to self and the real world.	3
RLA.O.12.1.11	research literary criticism and evaluate its applicability to the genre being studied.	4
RLA.O.12.1.12	analyze and evaluate persuasive language and techniques(e.g., advertisements, junk mail, web sites, news stories) for intent, purpose, audience, type (inductive or deductive) and effectiveness.	3
<b>Grade 12</b>	<b>Writing</b>	
Standard 2:	Writing	
RLA.S.12.2	Students will apply writing skills and strategies to communicate effectively for different purposes by <ul style="list-style-type: none"> <li>• using the writing process,</li> <li>• applying grammatical and mechanical properties in writing and</li> <li>• selecting and evaluating information for research purposes.</li> </ul>	
RLA.O.12.2.1	compose using the five-step writing process (pre-writing, drafting, revising, editing, publishing), critique and evaluate narrative, expository, descriptive, persuasive and functional writings that include a letter of job application, a scholarship application/essay, and personal letters.	3
RLA.O.12.2.2	generate a clearly worded and effectively placed thesis statement to develop a document (e.g., composition, essay, literary critique, research paper) that has a clear, logical progression of ideas in the introduction, body, and conclusion.	3
RLA.O.12.2.3	identify, evaluate, and analyze information (e.g., primary and secondary sources, print and electronic media, personal interview) and integrate the concept of intellectual property and plagiarism in all media (e.g., media	3

	copyright laws, private/public domain).	
RLA.O.12.2.4	refine the research question through pre-writing strategies by considering whether the thesis claim is personally relevant, interesting and meaningful, is relevant and meaningful to the audience, is aligned with purposes and goals, is logical and can be supported within the limits of the assignment and available resources.	3
RLA.O.12.2.5	use, plan and incorporate varied note taking skills to organize and synthesize information from print and electronic primary and secondary sources (e.g., Internet, reference books, electronic databases for periodicals and newspapers) into an outline (introduction, thesis/hypothesis, main points, supporting details/examples, conclusion) to develop a composition or research project.	2
RLA.O.12.2.6	plan, develop, and write a focused research project that has a clear thesis/hypothesis and logical progression of ideas supported by relevant details with an accompanying multimedia presentation and/or Web page using an accepted format (MLA, APA, Chicago, ASA).	4
RLA.O.12.2.7	strategically incorporate source material in a variety of ways, demonstrating a sophisticated understanding of the ethics of writing: <ul style="list-style-type: none"> <li>• directly quoting</li> <li>• paraphrasing</li> <li>• summarizing</li> <li>• using ellipses</li> </ul>	3
RLA.O.12.2.8	evaluate the effectiveness of and apply various forms of transition in a composition: <ul style="list-style-type: none"> <li>• sentence links</li> <li>• repetition of key words or phrases</li> <li>• restating of main/key ideas</li> <li>• inferred transitions</li> </ul>	2
RLA.O.12.2.9	<ul style="list-style-type: none"> <li>• revise, edit and strategically employ a variety of sentence structures to improve variety and create more precise and concise language:</li> <li>• compound-complex</li> <li>• coordination/subordination</li> <li>• parallel structures</li> <li>• appositives</li> <li>• rhetorical questions</li> <li>• word/usage/choice</li> <li>• passive/active voice</li> </ul>	2
RLA.O.12.2.10	demonstrate use of precise vocabulary, figurative language and literary devices to establish credibility, authority, and authorial voice to suggest an attitude toward subject matter, create mood, and carefully appeal to the audience: <ul style="list-style-type: none"> <li>• imagery</li> <li>• rhetorical question</li> </ul>	3

	<ul style="list-style-type: none"> <li>• connotation/denotation</li> <li>• irony (situational, dramatic, verbal)</li> <li>• setting (geographical, historical, political)</li> <li>• symbolism</li> <li>• extended metaphor</li> </ul>	
RLA.O.12.2.11	<p>use proofreading and editing strategies to correct errors in and improve organization, content, usage and mechanics. In the editing process, integrate print and electronic tools:</p> <ul style="list-style-type: none"> <li>• dictionary</li> <li>• thesaurus</li> <li>• spell check</li> <li>• grammar check</li> <li>• thesaurus</li> </ul> <p>Use peer editing and collaboration techniques to correct errors.</p>	2
RLA.O.12.2.12	<p>use sophisticated rhetorical appeals and establish a credible authorial voice:</p> <ul style="list-style-type: none"> <li>• consider knowledge and interest of audience</li> <li>• establish credibility</li> <li>• use an effective organizational pattern</li> <li>• locate and interpret parallel structure, antithesis, and narrative pace</li> </ul>	3
RLA.O.12.2.13	<p>compose an analysis of a literary selection with precise literary terminology (e.g. symbolism, imagery) to establish credibility and authority, to support interpretation of the text, and to appeal to the audience's interests.</p>	3
<b>Grade 12</b>	<b>Listening, Speaking and Media Literacy</b>	
Standard 3:	Listening, Speaking and Media Literacy	
RLA.S.12.3	Students will apply listening, speaking and media literacy skills and strategies to communicate with a variety of audiences and for different purposes.	
RLA.O.12.3.1	present using the transactional process of communication to include the components of speaker, listener, message, channel, feedback, and noise.	3
RLA.O.12.3.2	plan, organize, adapt and deliver a grammatically correct presentation using a variety of media (e.g., live performance, video, PowerPoint, Web pages).	4
RLA.O.12.3.3	<p>adapt and use verbal and nonverbal strategies to listen for diverse purposes</p> <ul style="list-style-type: none"> <li>• comprehension</li> <li>• evaluation</li> <li>• expression of empathy</li> <li>• persuasion</li> <li>• mediation</li> <li>• collaboration</li> <li>• facilitation</li> </ul>	2

RLA.O.12.3.4	critique and create examples of the wide range of purposes embedded in media communications.	3
RLA.O.12.3.5	plan, compose, produce, evaluate, and revise an age appropriate product from various forms of media communication that demonstrates an understanding of format, purpose, audience, and choice of medium.	5
RLA.O.12.3.6	properly use private and public information.	
<b>Grade 12</b>	<b>Speech 1</b>	
Standard 1:	The Communication Process	
SP1.S.12.1	Students will recognize elements of the communications process as it applies to interpersonal and group communication.	
SP1.O.12.1.1	explain the importance of speech communication in everyday life.	1
SP1.O.12.1.2	explain and give examples of the speech communication process including the following terms source, encode, message, channel, decode, receiver and feedback.	1
SP1.O.12.1.3	identify forms of formal and informal communication.	1
SP1.O.12.1.4	compare and contrast verbal and non-verbal communication.	2
SP1.O.12.1.5	identify the four characteristics of vocalization: rate, volume, pitch and quality.	1
SP1.O.12.1.6	compare and contrast hearing and listening.	2
SP1.O.12.1.7	give examples of the barriers to effective listening and plan methods to overcome them.	2
SP1.O.12.1.8	demonstrate strategic listening skills for comprehension by making predictions, constructing meaning beyond text, and asking questions.	2
SP1.O.12.1.9	demonstrate critical listening skills by separating fact from opinion, and by identifying propaganda, distortion, and faulty reasoning.	3
SP1.O.12.1.10	evaluate the effects of cultural diversity on communication.	3
SP1.O.12.1.11	recognize situations where the use of colloquialisms, dialects and slang are appropriate and inappropriate.	2
SP1.O.12.1.12	identify and use rules of speech etiquette.	2
SP1.O.12.1.13	discuss and assess the characteristics of effective team leaders and responsible group members.	2
<b>Grade 12</b>	<b>Speech 1</b>	
Standard 2:	Research	
SP.S.12.2	Students will research topics to develop focused and coherent speeches.	
SP1.O.12.2.1	use various resources (.e.g., print media, Internet, etc.) to identify and research the main ideas about a topic.	2
SP1.O.12.2.2	utilize interviewing, note-taking, and summarizing skills to gather and process information.	2
SP1.O.12.2.3	use and evaluate the credibility of on-line information and other technological tools as resources following ethical and legal guidelines.	3
<b>Grade 12</b>	<b>Speech 1</b>	

Standard 3:	Organization and Delivery	
SP1.S.12.3	Students will recognize elements of the communications process as it applies to interpersonal and group communication.	
SP1.O.12.3.1	participate in a variety of formal and informal speaking experiences: <ul style="list-style-type: none"> <li>• impromptu</li> <li>• extemporaneous</li> <li>• manuscript</li> <li>• introductions</li> <li>• business calls</li> <li>• group problem solving</li> <li>• conflict</li> <li>• mediation</li> </ul>	2
SP1.O.12.3.2	compare and contrast the purposes for speaking: <ul style="list-style-type: none"> <li>• inform</li> <li>• persuade</li> <li>• entertain</li> </ul>	2
SP1.O.12.3.3	analyze the criteria for the selection of a topic, select an appropriate organizational pattern with a thesis statement and interesting introduction and conclusion, develop a clear, logical progression of ideas using main points, supporting details and a variety of transitional devices.	2
SP1.O.12.3.4	recognize and explain the differences between written and spoken language.	2
SP1.O.12.3.5	use verbal skills and model standard American English effectively (e.g., diction, articulation, pronunciation, vocal control).	2
SP1.O.12.3.6	use non-verbal skills effectively (e.g., eye contact, facial expressions, gestures, posture, body movement, dress).	2
SP1.O.12.3.7	utilize appropriate technology to record presentations for self-assessment, to prepare and edit text (e.g., Power Point, word processing, Excel, Paint, PhotoShop) to create visual aids, etc.	3
SP1.O.12.3.8	demonstrate the vocalization process using the following terms: generators, resonators and articulators of sound.	2
<b>Grade 12</b>	<b>Journalism</b>	
Standard 1:	Journalistic Background	
JN.S.12.1	Students will recognize elements of the communications process as it applies to interpersonal and group communication.	
JN.O.12.1.1	evaluate the role of journalism and its impact on society, including parallels between journalistic history and the country's political and social history.	3
JN.O.12.1.2	analyze the changes in mass communication caused by the widespread use of technology.	2
JN.O.12.1.3	read, critique, and analyze key press legal issues in professional and scholastic publications (e.g., censorship, prior restraint, libel, slander, privacy).	3

JN.O.12.1.4	know and apply the rights, responsibilities, and ethics of journalists as defined in the Journalists' Code of Ethics and other publication policies.	2
JN.O.12.1.5	expand vocabulary to include specialized journalism terms (e.g., captions, masthead, column inches, storyboard, framing).	1
JN.O.12.1.6	identify and evaluate parts of stories (e.g., lead, body, conclusion, quote).	1
JN.O.12.1.7	identify and integrate contemporary principles of layout and design in a newspaper, yearbook, magazine, broadcast story board and/or advertisement.	2
JN.O.12.1.8	classify the elements of photo composition (dominance, texture, angle of view, contrast, rule of thirds, leading lines, framing devices), and explain the storytelling ability of a photograph.	2
JN.O.12.1.9	compile, synthesize, produce and disseminate information using technology.	3
<b>Grade 12</b>	<b>Journalism</b>	
Standard 2:	Oral Communication	
JN.S.12.2	Students will use speaking and listening skills to accurately retrieve and evaluate information.	
JN.O.12.2.1	use appropriate listening and speaking skills (e.g., make eye contact, speak clearly, use phone etiquette).	2
JN.O.12.2.2	prepare and conduct interviews following correct procedures (e.g., identify self and publication, state purpose, ask open-ended questions).	3
JN.O.12.2.3	listen for bias and/or authority to probe and evaluate the reliability of sources, identify and interpret a source's message and intent, and accurately record direct and indirect quotations.	3
JN.O.12.2.4	legally and ethically gather information from a variety of sources, (e.g., interviews, polls, surveys, electronic media, questionnaires) using one source to check another.	3
<b>Grade 12</b>	<b>Journalism</b>	
Standard 3:	Written Communication	
JN.S.12.3	Students will organize information in a vivid, focused, accurate and coherent manner using journalistic style rules and news judgment.	
JN.O.12.3.1	model appropriate journalistic writing that is focused and coherent (e.g., inverted pyramid for a news story, hour glass model, various audio and video scripting formats) to address specific writing purposes (e.g., news, editorial, feature, sports, column, advertising) and multiple audiences.	3
JN.O.12.3.2	demonstrate news judgment by analyzing the elements of news as they relate to stories (e.g., timeliness, proximity, human interest, balance, prominence, conflict).	3
JN.O.12.3.3	select words that are vivid, precise and economical, use a variety of transitional devices, vary syntax and sentence structure.	2
JN.O.12.3.4	organize information to include the 5W's and an "H" (who, what, when, where, why and how) as they apply to a story, write various types of leads(e.g., narrative, direct quotation, question, summary) and creative and accurate headlines and captions.	2
JN.O.12.3.5	integrate accurately written facts, quotations, attributions, paraphrases and interpretations into copy while	3

	respecting intellectual property rights: <ul style="list-style-type: none"> <li>• copyrights</li> <li>• plagiarism</li> </ul>	
JN.O.12.3.6	use persuasive language and techniques appropriately: <ul style="list-style-type: none"> <li>• distinguish fact from opinion for editorials, news stories and advertising</li> <li>• recognize a source's authority, special interest, propaganda and bias</li> </ul>	3
JN.O.12.3.7	use editing strategies and journalistic style rules to correct grammatical, spelling and style errors (e.g., punctuation, capitalization, sentence structure), use word processing programs to prepare and edit text, and apply specialized jargon appropriately (e.g., sports, technology).	2
<b>Grade 12</b>	<b>Journalism</b>	
Standard 4:	Business	
JN.S.12.4	Students will perform journalistic business responsibly and collaboratively.	
JN.O.12.4.1	work collaboratively and cooperatively (e.g., teamwork, problem solving, brainstorming) to perform assigned duties such as meeting deadlines, completing assignments, organizing materials and checking sources, responsibly and professionally, to define leadership and management roles and respect the authority of the people in those roles: <ul style="list-style-type: none"> <li>• editors</li> <li>• business managers</li> <li>• production managers</li> <li>• news directors</li> </ul>	2
JN.O.12.4.2	examine the business and advertising aspects of journalism.	2
JN.O.12.4.3	analyze effective advertising and conduct market research.	3
JN.O.12.4.4	utilize effective circulation and sound financial record-keeping methods.	2
JN.O.12.4.5	evaluate career opportunities in journalism and the required training/education for those careers.	3
<b>Grade 12</b>	<b>Journalism</b>	
Standard 5:	Newspaper	
JN.S.12.5	Students will plan and publish a school newspaper using all applicable objectives from Journalism Standards One through Four, in addition to the following specific objectives for newspaper production.	
JN.O.12.5.1	collaborate as a staff to determine publication content, policy, size, design, budget and circulation, to understand and perform duties of assigned staff positions, to establish and cover beats, to assign stories, photographs and advertisements, and to set and meet deadlines.	4
JN.O.12.5.2	design page layouts using desktop software for page design.	3
JN.O.12.5.3	prepare and edit camera-ready material for submission to a printer (e.g., paste-up, electronic desk submission).	3
JN.O.12.5.4	sell advertising and/or subscriptions (e.g., dress and act professionally, develop a sales action plan) and create	2

	effective advertisements.	
JN.O.12.5.5	apply effective circulation and sound financial record-keeping methods: <ul style="list-style-type: none"> <li>• subscriptions</li> <li>• advertising</li> <li>• supplies</li> </ul>	2
JN.O.12.5.6	evaluate finished publication through feedback from staff and audience after distribution to an audience.	3
<b>Grade 12</b>	<b>Journalism</b>	
Standard 6:	Yearbook	
JN.S.12.6	Students will plan and publish a school yearbook using all applicable objectives from Journalism Standards One through Four, in addition to the following specific objectives for yearbook production.	
JN.O.12.6.1	collaborate as a staff to determine publication content, policy, size, design, budget and circulation, understand and perform duties of assigned staff positions, and design page layouts.	2
JN.O.12.6.2	prepare and edit camera-ready material for submission to a printer (e.g., paste-up, electronic desk submission), and correct page proofs from printer for re-submission.	3
JN.O.12.6.3	sell advertising and/or subscriptions (e.g., dress and act professionally, develop a sales action plan), create effective advertisements, and apply effective circulation and sound financial record-keeping methods: <ul style="list-style-type: none"> <li>• subscriptions</li> <li>• advertising</li> <li>• supplies</li> </ul>	3
JN.O.12.6.4	evaluate finished publication through feedback from staff and audience after distribution.	3
<b>Grade 12</b>	<b>Journalism</b>	
Standard 7:	Broadcasting	
JN.S.12.7	Students will plan and publish broadcasts using all applicable objectives from Journalism Standards One through Four, in addition to the following specific objectives for broadcasting.	
JN.O.12.7.1	Organize and participate in pre-production meetings to plan content, production schedules, staff positions, etc.	2
JN.O.12.7.2	Perform duties of various staff positions (e.g., director, anchor, technical director, floor manager), in both leadership and non leadership roles.	3
JN.O.12.7.3	follow various script and log formats to produce projects.	3
JN.O.12.7.4	using available technology to create desired products or programs that demonstrate various audio and video techniques (e.g., dubbing, angles, shots, focus, movement, framing).	4
JN.O.12.7.5	develop and apply skills related to the role of talent in a production; <ul style="list-style-type: none"> <li>• camera and microphone consciousness</li> <li>• script use</li> <li>• dress</li> </ul>	2

	<ul style="list-style-type: none"> <li>• make-up</li> <li>• speaking skills</li> </ul>	
JN.O.12.7.6	apply proper staging principles for both studio and location shots, and design and execute effective lighting for video shoots.	3
<b>Grade 12</b>	<b>Journalism</b>	
Standard 8:	Photo Journalism	
JN.S.12.8	Students will report events and ideas through photography using all applicable objectives from Journalism Standards One through Four, in addition to the following specific objectives for photojournalism.	
JN.O.12.8.1	integrate available equipment (e.g., digital camera, 35 mm camera, darkroom equipment), focal lenses (e.g., telephoto, wide angle, normal, zoom), and software (PhotoShop, HiJaak, Illustrator, InDesign, etc.) to create a product.	4
JN.O.12.8.2	correctly use terminology associated with 35 mm photography (e.g., aperture, F-stop, depth of field, shutter speed, film speed).	2
JN.O.12.8.3	shoot pictures as assigned, select photographs for their storytelling value and visual quality, and gather and write information to complete the storytelling effect of pictures.	3
JN.O.12.8.4	process and print black and white film and process and use contact sheets to analyze shots: <ul style="list-style-type: none"> <li>• composition</li> <li>• negative damage</li> <li>• cropping</li> <li>• density</li> </ul>	3
<b>Grade 12</b>	<b>Journalism</b>	
Standard 9:	Desktop Publishing	
JN.S.12.9	Students will use technology to publish information in a wide variety of formats using all applicable objectives from Journalism Standards One through Four, in addition to the following specific objectives for desktop publishing.	
JN.O.12.9.1	use desktop publishing terminology correctly.	2
JN.O.12.9.2	use available technology to work with images (e.g., digital cameras, scanners, publication software) and use software tools to create a publication: <ul style="list-style-type: none"> <li>• insert and resize art and copy</li> <li>• moving objects</li> <li>• aligning and grouping images</li> <li>• layering objects</li> <li>• rotating objects</li> </ul>	4
JN.O.12.9.3	create a variety of publications (e.g., pamphlets, magazines, advertisements, web pages, business cards, memo forms, newsletters) complying with copyright and patent laws and licensing agreements.	4

<b>Grade 12</b>	<b>Journalism</b>	
Standard 10:	Public Relations	
JN.S.12.10	Students will develop and maintain positive working relationships among people within the school and between the school and community using all applicable objectives from Journalism Standards One through Four, in addition to the following specific objectives for public relations.	
JN.O.12.10.1	plan promotions, write press releases for the school, and distribute them to local print and broadcast media to promote the school.	4
JN.O.12.10.2	design, write, produce, and disseminate the school's newsletter, web page, and archives.	4
JN.O.12.10.3	serve as a liaison for the school and the community (e.g., internal communications, brochures, calendars, publicity).	4