

**Port Angeles School District**  
**Language Arts Curriculum Committee 2006-10 Report**  
***District-Wide Language Arts Program Recommendations for 2010-2011***  
**June 14, 2010**

**EXECUTIVE SUMMARY**

The Port Angeles School District Language Arts Curriculum Committee was convened again in the winter of 2009. This group met during the 2009-10 school year and continued to meet during the 2009-10 school year.

The context for the work this group must accomplish is rapidly changing. The state and national expectations for language arts instruction and its requisite student achievement levels continue to increase. World-wide, United States students continue to under perform in comparison to their counterparts in many other countries. This is particularly true in the higher grades.

While the district has maintained strong student academic achievement in literacy over the last several years, writing continues to be a content area that provides challenges at the elementary level. The implementation of a writing curriculum K-5 two years ago has led to modest and steady improvement of elementary students' writing skills, particularly as measured by the grade 4 WASL writing assessment. The WASL writing scores have remained high and sustained at the secondary level. The elementary level has now utilized a coherent writing curriculum for two years and stronger writing scores are anticipated. The underlying challenge is to meet the writing instructional demands, while not losing student achievement gains in reading.

Each district curriculum committee must respond to the essential question with regard to curriculum adoption: "Whose interests are being served?" The expectation is that all stakeholders in the system will have their interests served to the degree we can reasonably do so. The intended, enacted and assessed curriculum must be aligned. This committee is working to that end for the K-12 system, and has already taken the first steps. Grade level teams reviewed writing instructional calendars and targets during the current year, realizing the need to have a footprint for those teachers new to the district and/or new to a grade level within the district. The literacy calendars further engender coherence across the district and equity of experience for all stakeholders in the district. As a continued support this year, a monthly writing 'looking ahead' has been reviewed, revised and distributed to each teacher on a monthly basis, during the course of the year. These have proven to be a valuable resource for the teachers moving to new grade levels this past year.

The recommendations of this district curriculum committee inform practice at all grade levels of the district. Due to the transitions of grade levels and schools, the sixth grade reading and writing curriculum continues to warrant significant scrutiny. The writing curriculum at the sixth grade requires a more coherent approach as the sixth grade sections are situated in five elementary schools rather than in two middle schools. Three years ago, the committee recommended the *Step Up To Writing* curriculum materials integrated with the *Ralph Fletcher* writing materials previously adopted for the intermediate elementary grade classrooms. Sixth grade teachers continue to receive professional development on these curriculum topics and materials with the as-

sistance of the writing curriculum adoption specialists. The committee recommends continuing this plan for writing in the coming year. With regard to reading at the sixth grade, the committee recommends continuing the Houghton-Mifflin sixth grade text as the anthology for literature and reading instruction. The sixth grade reading instructional calendar will be refined as the seventh and eighth grade calendars are revised.

For the middle school level, the committee recommends the continued use of the *Step Up To Writing* materials and various writer's workshop strategies and resources. Another topic studied is the topic of developing academic vocabulary. Research reviewed by middle school literacy teachers indicate that students who master academic vocabulary are more successful in school. At the high school level, the review and refinement focus on the integration of writer's workshop at the freshman and sophomore levels continues. Literature circles will continue to be a study item for the high school language arts teachers. Mentor text professional development was provided during the past academic year as a resource for writing strategies. Rubrics and instructional calendars for the secondary level were reviewed and refined. The honors course development for grade nine was reviewed and approved. The senior English focus was also a significant topic of discussion.

A significant benefit is the more explicit and/or transparent our expectations are, or the indicators of success within the classroom, the more our parents and community members are able to partner with us. To this end, during the spring grade level team meetings at the elementary level, student friendly reading and writing targets were developed (see Appendix D and Appendix E) to be more clearly understood and transparent in our instructional targets for literacy. We know we have great parents and our community strongly supports teaching and learning, so additional efforts to communicate more clearly the targets for students in our district means parents will be to support initiatives enabling students to reach rising standards. These clearly written targets will be used with students and parents during conferences, as well as guiding instruction.

Appendices to this report are:

- Appendix A: Honors English 9 Required Curriculum
- Appendix B: Honors English 9 Essay and Speech Prompts
- Appendix C: Link to PowerPoint on *Building Academic Vocabulary*
- Appendix D: I CAN Reading
- Appendix E: I CAN Writing

## **LANGUAGE ARTS COMMITTEE MEMBERSHIP**

The staff members listed below comprised the Language Arts Curriculum Committee for the current 2009-2010 school year. These members represent every school in the district, the kindergarten program, and the special education department. Classroom teachers, support teachers, and administrators began their work this spring.

1. Sandra Biasell
2. Jeff Clark
3. Laurie Day
4. Jon Eekhoff
5. Katie Haggard
6. Donette Hope
7. Keith Johnson
8. Terri Longin
9. Gary McLaughlin
10. Mary O’Kief
11. Michelle Olsen
12. Michael Poindexter
13. Michelle Reid
14. Stacey Sanders

**BACKGROUND**

The background for addressing a district-wide literacy curriculum, instruction, and assessment, lies in a state and national context as much as the local district literacy curriculum climate. As our nation and state have experienced higher levels of accountability for student achievement outcomes, districts everywhere have been challenged to have clearer and more focused curriculum. As districts struggle to develop and implement internal curricular targets that match external accountability structures, there are clear pressures on the system. Limited time, fiscal resources, technology, information-sharing structures, availability of quality assessments, shared assessment understanding and expertise and clear curricular targets all impose significant pressure on systems already under stress.

In the last few years, the Port Angeles School District has focused much of its energy and resources on a literacy initiative. While this has led to great gains, particularly in the area of reading at the elementary level and writing at the secondary level, there are still gains to be realized in both reading and writing achievement. These are clearly areas which must have a focused and coherent systemic approach. Moving into year four of the new writing curriculum requires continuing to provide job-embedded support in the form of professional development for teachers. To date, this work has been shouldered primarily by the curriculum adoption specialists. This has helped more effectively integrate these materials into their classroom practice.

In response to this particular need, the district Language Arts Curriculum Committee was commissioned several years ago to continue prior work to develop and implement a coherent district-wide Language Arts curriculum. The committee continued work this year with a renewed focus on data and its relative strengths and opportunities.

The need to have reading and writing instructional plans in place while the committee plans a new aligned reading and writing curriculum continues to be a challenge. With the new state test maps for reading, math and science, the internal assessments continue to need some adjustment. This will be a continued focus for the upcoming year, specifically the elementary mid-year reading assessments. It is tantamount to remodeling the plane as we fly it. The support struggling student writers will continue to need must be balanced with the support resources available to assist struggling student mathematicians. As science and math are both NCLB and graduation requirements, they continue to demand resources from an already scarce pool.

**PARAMETERS**

The Language Arts Curriculum Committee understands it is working within a time that budget and fiscal considerations cast an increasing pall on the purchase of new materials. The committee is sensitive to these constraints. Given these constraints, and the current rather fluid nature of the K-12 literacy curriculum, the committee is charged with identifying an aligned curriculum and professional development support for the use of these materials.

The following responsibilities include, but are not limited to:

- Review the 2009 Language Arts Committee Report and identify curriculum recommendations and implementation commitments.
- Identify where reading and writing topics are being taught in the K-12 curriculum.
- Determine recommendations for curriculum and grade level placement for identified language arts curriculum topics.
- Determine best method to communicate language arts curriculum expectations internally.
- Review available curriculum materials for merit, particularly novels used at the secondary level, and determine impact adjustments on the budget and staffing projections with student enrollment patterns continuing to decline.
- Clarify and communicate pacing guide expectations across the district.
- Review supplemental materials to support language arts curriculum interventions, both remedial and enrichment, and recommend necessary revisions.
- Collect input on and communicate professional development needs for language arts instruction.
- Review and recommend grade level assessments aligned with state standards and Grade Level Expectations as well as the newly revised state reading test maps.

The committee was charged to work diligently on these varied responsibilities and make its recommendations during the course of the 2010-2011 academic year. The committee will continue its work as the new recommendations are implemented over the next several years in order that there is a high level of support for the new expectations outlined later in this report and other updates coming in the approaching academic year.

Finally, the expectation exists that as a curriculum committee, there are three major tenets necessary to frame our work at the district level. These are: 1) we live and work in a standards-based environment; 2) there must be equity across the system for students and staff; and 3) coherence is necessary throughout a student's experience in the Port Angeles School District.

**PROCESS**

As the committee was convened again this past winter; staff came together to continue the language arts curriculum review process. As our first order of business, we felt it important to wrestle with the issues and concerns staff members were currently having with regard to the reading and writing curriculum.

Utilizing a group process, the committee was able to work with a number of topics requiring resolution to successfully meet our reading and writing instructional challenges. The committee members remain energetic, committed and optimistic.

Early in its meeting schedule the committee did some reflective work about what works and what remains as a challenge in reading and writing instruction.

The Language Arts Curriculum Committee was scheduled to meet once monthly during the second semester of the 2009-2010 academic year. They met from 3:30 p.m.-5:00 p.m., on the first Tuesday of the month, for the duration of the academic year. The committee made recommendations to the Instructional Materials Committee at their June 8th meeting. Further, the committee will continue to provide oversight to the approved district literacy programs.

## **LANGUAGE ARTS COMMITTEE RECOMMENDATIONS**

### **Honors Expectations At All Levels**

The committee spent considerable time this year looking at specific plans for the implementation of an honors option to the traditional English 9 course in the 2010-2011 school year. Keith Johnson and Michael Poindexter from Port Angeles High School presented the required curriculum for the course (see Appendix A) and the essay and speech prompts (see Appendix B). The first semester of the course is designed to be less challenging than the second semester to help students in the course make a successful transition from the middle school to a rigorous high school course. The main differences between the honors sections of English 9 and the traditional sections of English 9 are the amount and types of reading and the amount of homework (estimated to be about 5 hours a week for Honors English 9).

The number of students who sign up for the course is a concern. As of early May, there were 113 students who had signed up—almost one-third of the class. The committee discussed the delicate balance between encouraging students to challenge themselves and not overly encouraging students in the same way. Students who may change their minds about being in an honors section of English at the end of the first semester present a scheduling problem. There is not likely to be room in the regular sections of English 9 to absorb more than a few students. Middle school teachers were to share details about the Honors English 9 curriculum with their students to help those students make the best choice for an English class. High school teachers wanted it emphasized that strong college preparation was an intended benefit of the course.

Depending on the success of Honors English 9, there could be a ripple effect in creating an interest in an honors option to the middle school eighth grade language arts course. Such an option would encounter scheduling issues at the middle school where music and math are the current “drivers” of the class schedule. Not all students who do well in advanced math courses are necessarily good candidates for an advanced language arts course.

Another possibility is looking at the school clustering concepts that the elementary schools will be working with in the Purdue Project next year. This model has the potential to still meet the honor student academic levels more flexibly in the master schedule.

### **Secondary Reading Remediation Strategies**

A variety of different researched programs were discussed, especially for use at the secondary level. These will continue to be studied in the coming year. It is recognized that early intervention with reading challenges is preferable. However, many secondary students are still struggling with reading and need support to be successful in both English courses and other content courses requiring satisfactory reading skills. More work needs to be done on this topic in the coming year.

### **New MSP and HSPE Test Maps and Implications**

The new state tests—Measurements of Student Progress (MSP) for Grades 3-8 and High School Proficiency Exam (HSPE) for Grade 10—do not feature any changes in the writing assessment. The reading assessments, however, beginning in 2011 will feature “stand-alone” items which are not connected to any specific reading passage. Some of these stand-alone items will feature vocabulary. The committee looked at *Building Academic Vocabulary* by Robert Marzano and Debra Pickering as a possible resource to use in a more structured approach to vocabulary instruction (see Appendix C). This is a strategy being looked at most closely by the middle school staff.

While some committee members saw some value in the approach to vocabulary instruction outlined in this text, there was not a consensus that it would be a good idea to adopt this approach district-wide. There are several words lists already in use in the district—science, math, spelling—and adding another one did not seem to be a good idea. Also, the use of existing lists varies across the district. Selective staff at the middle school will be utilizing this approach as will several elementary teachers. These teachers will report their progress with the materials.

The high school ninth and tenth grade courses will continue to teach vocabulary as a key component of the literacy curriculum. This is recognized as a prerequisite for effective writing and also supporting the stand alone items.

### **Literary Pacing Calendars**

Literary pacing calendars provide specific directions for teachers to use in the teaching of reading and writing.

The committee reviewed the literary pacing calendars currently in place for grades K-5 and 9-11. There is currently little or nothing in place for grades 6 and 7-8 that provides a similar level of detail and direction for teachers to use in instruction. The committee felt that it was imperative that the district support the development of detailed literary pacing calendars for grade 6 and the middle school next year.

Meetings have already begun with the middle school language arts teachers to review this task. Copies of the grades nine through eleven pacing calendars were disbursed at these meetings.

Grade six teachers discussed this need during their June grade level team meeting. This will be work to be continued in the coming year.

**Proposed English 12 Changes**

The committee heard a report about some planned changes to the English 12 curriculum and some new texts being proposed for English 12. These texts included *The Kite Runner*, *The Joy Luck Club*, and *Ishmael*. These texts will be studied as the current Senior Culminating Project has been down-sized.

The committee also discussed the possibility of making elective choices for English 12 available during the second semester. Such choices would have to have common expectations about student writing and reading assignments. This will be a continuing conversation for the committee in the upcoming year. Rigor and robust engagement with literacy topics remain goals for all students in their senior year.

## Appendix A

Honors English 9  
Required Curriculum

## Reading

## First semester

**Required texts***The Absolutely True Diary of a Part-time Indian**Fahrenheit 451**A Raisin in the Sun**The Miracle Worker*

teacher selected short fiction and poetry

(short fiction selections from McDougal Littell textbook)

## Second semester

**Required texts***Pride and Prejudice**Romeo and Juliet**Mythology**The Odyssey*

teacher selected short fiction and poetry

**Optional texts**Nonfiction texts for reading circles: *In Defense of Food; Nickel and Dimed;**The Lives of a Cell; Strength in What Remains; The Worst Hard Time;**The Annie Dillard Reader*

practice with close reading both semesters, as well as CQI reading focuses

study of basic literary techniques

should include: point of view, plot development, internal/external conflict, theme, setting, figurative language (metaphor, simile, personification), irony, foreshadowing, character development, imagery, protagonist/antagonist, and, if time, symbolism, mood/atmosphere, and humor/comic relief

## Writing

At least **ten** major papers (five each semester), including the benchmark essays  
a minimum of three of these each semester must be out of class essays  
must meet standard on all eight non-benchmark essays to pass the class

Required essays include:

personal interest essay

literary analysis essays, including a character analysis and

a comparison/contrast essay on two poems

editorial commentary on current event

annotated bibliography

should include at least a brief summary paper of the research topic

narrative essay, including an annotation

whether short story or dramatic, this should include use of dialogue

## Speaking/Listening

At least four speeches

including introductory speech, poetry reading/analysis, persuasive speech, and

group presentation on nonfiction using visual media

must meet standard on all four in order to pass the class

Frequent discussions of literature, with required participation

**Appendix A, cont.**

**Honors English 9  
Required Curriculum**

**Language**

vocabulary work (four sets of 15-20 college level words each semester)

dictionary skills

basic introduction to fundamentals of grammar and conventions

should include: parts of speech, phrases, clauses, apostrophes, capitalization,  
subject/verb agreement, comma splices, run-ons, fragments

## Appendix B

Honors English 9  
Essay and Speech Prompts**Essay #1: Personal Interest Essay** (mid to late September)

Instructions: You are to discuss/explain the value of **one idea** (as opposed to an object) you personally find important, emphasizing a main idea and using supporting details. Illustrate the idea with anecdotes, current events, personal connections, and descriptions. Your discussion *must* be grounded in something concrete, as opposed to something requiring faith. Potential topics would include ideas such as beauty, justice, wealth, truth, accountability, integrity, responsibility, liberty, etc. The essay should be a minimum of 400-500 words (one and a half to two typed pages minimum).

**Essay #2: Character Analysis** (end of October)

Instructions: You are to analyze **one** character in *The Absolutely True Diary of a Part-time Indian*, being sure to use supporting details from the novel to prove your points. The focus or goal of the essay is make an argument regarding either the internal growth of the character throughout the novel or the impact of the character on themes, events, or other characters in the novel. In other words, what function does your given character have in the rest of the world of the novel? What makes your character what he or she is? The essay should be a minimum of 500 words (about two typed pages minimum).

**Essay #3: Benchmark Essay** (immediately after Thanksgiving)

The district will provide an expository prompt.

**Essay #4: Editorial Commentary and Annotation** (mid December)

Instructions: After reading some sample editorialists to gain a sense of their styles and tones, you are to write an editorial commentary on a current event, utilizing both facts and opinions. When finished, you will also write an annotation of your editorial, reflecting on your own tone, as well as explaining your use of facts and opinions, making it clear that you know the distinction between the two. The editorial commentary needs to be one typed page (250-300 words) and the annotation should be a minimum of 200 words (approximately one typed page).

**Essay #5: Narrative Essay and Annotation** (3<sup>rd</sup> week of January)

Instructions: During the course of the semester, you have read a variety of short stories, novels, and plays. Choose any one of them and imagine that a missing or alternate scene has been discovered locked away someplace and you are going to reveal it to the world. Your job is to **write that missing scene**. Whether the scene is based on a story, novel, or play, it must include an extended dialogue between characters, capturing their voices and personalities as seen in the original work. When finished, write an annotation explaining how and why your scene fits and what it adds to the work – that is, the reasons for the choices you made. Both the narrative and the annotation should be a minimum of 250-300 words each (one typed page minimum for each).

**Essay #6: Literary Analysis Essay** (early March)

Instructions: You will make an argument on a specific aspect of *Pride and Prejudice*, using specific details, examples, and quotations **from the novel** to support your claims. Include page numbers with quotations. The essay must be a minimum of 500 words (about two typed pages minimum). Choose from the topics below:

**Mike comes up with some stellar topics and lists them here when he has time**

**Essay #7: Benchmark Essay** (mid March)

The district will provide a persuasive prompt for students to write during advisory.

**Essay #8: Comparison/Contrast Essay – Poetry** (early April)

Instructions: Oftentimes, two poets will explore a related topic, idea, or theme using different approaches. You will either be given two poems or provided with a wide variety of possible paired poems to choose from (if you find and want to choose your own two related poems, you must have teacher approval of them before writing this essay). Read both poems extremely carefully. Then write an essay in which you compare and contrast the way the two poems approach the given idea or theme, and what they have to say about it. As part of your analysis, it might be useful to discuss each poem's use of various literary devices that seem most appropriate, such as diction (word

## Appendix B, cont.

**Honors English 9  
Essay and Speech Prompts**

choice), point of view, imagery, figurative language, or tone. Your essay should be a minimum of 400-500 words (one and a half to two typed pages).

**Essay #9: Annotated Bibliography and Summary Paper** (early May)

Instructions: In conjunction with the nonfiction book your group is reading, you will be doing some research on a related topic in order to find information of possible use in your group's oral presentation. You are to find four separate (credible) sources and write an annotated bibliography for each of the four sources, using proper MLA format. Each annotation should be 75-100 words long. When finished, write a brief paper **summarizing** the information you found during your research. The summary paper should be a minimum of 250-300 words (one typed page).

**Essay #10: In-Class Essay** (early to mid June)

Instructions: Keeping in mind both his strengths and his flaws, write a thorough essay justifying to what extent Odysseus is a hero. Be sure to use specific details and examples from *The Odyssey* and/or *Mythology* to support your argument. (Note: most well-supported essays usually are approximately two or more handwritten pages of average sized handwriting – average being about eight words per line).

**This topic is subject to extreme change if we come up with something better, but until we do, we have it on standby.**

**Speech #1: Introductory Speech** (end of September)

Instructions: Using the idea you discussed in your personal interest essay, you are to give a speech to the class in which you discuss the idea's importance to you. You will also need to personally create and present a piece of art that represents or captures the spirit of the idea in some way (neatness, thought, and effort are far more important than actual artistic ability for this assignment). In other words, your speech will consist of explaining *why your idea is important to you* and *how or why your artwork represents the idea*. The speech must last a *minimum* of 60 seconds.

**Speech #2: Poetry Reading/Analysis** (start in late November)

Instructions: You will read one or two poems aloud *with expression*, commenting on their significance, techniques, and meanings, in each case using specific details from the poem(s) to support your comments. They must be poems, not song lyrics, and they must have substance to them. The speech must last a minimum of 90 seconds *after* the reading of the poem(s) is complete.

**Speech #3: Persuasive Speech** (mid to late February)

Instructions: Think of an issue or problem at school that you believe needs to be fixed. Give a speech, with your peers as your audience, persuading them of the need to fix this problem. Assume your audience disagrees with you, so be as respectful of them as possible, in order to convince them to change their minds. Support your opinion with as many persuasive specific details as possible. Paint a picture in your audience's minds, making your descriptions as visually vivid as you can. The speech should last a minimum of two minutes.

**Speech #4: Group Presentation** (mid May)

Instructions: You have now read a nonfiction book in groups and researched a related topic. As a group, you are to put together a creative presentation in which you discuss what you learned with the class and make a recommendation regarding the book. Each group member should cover different aspects of the work, but the presentation should come off as a unified whole. Among the topics you might cover would be the following: the primary themes/ideas/philosophies/values presented by the author, the structure and purpose of the work, the voice, style, and objectivity of the author, the relevance of the topics to our own lives, the conflicts presented, and the information you found in your related research. You needn't limit yourselves to these topics if others come to mind. Your presentation should include use of electronic visual media, whether it is a PowerPoint or a short film you created to illustrate the ideas you present. Each group member should contribute and speak equally, and the whole presentation should last a minimum of 20-30 minutes.

**Appendix C**

**Academic Vocabulary Power Point**



Academic Vocabulary  
PPT.pdf

## Appendix D

## I CAN Reading

## Kindergarten READING

**EALR 1: The student understands and uses different strategies to read.**

- 1.1.1 I can point to the front and back covers and title page of a book.  
I know which direction to read in.  
I can know some letters and spaces between words.
- 1.1.2 I can make new words with a new beginning sound.
- 1.1.3 I can talk about something that is being read to me.
- 1.1.4 I can name all the letters of the alphabet.  
I can sound out some words.
- 1.2.1 I can use a picture dictionary
- 1.2.2 I can guess what a new word might mean based on what I know.
- 1.3.1 I can learn new words and use them when I talk.
- 1.3.2 I can use new words when I talk in classroom discussions.
- 1.4.1 I can read a list of words.

**EARL 2: The student understands the meaning of what is read.**

- 2.1.2 I can see a picture in my mind about a story and draw a picture of it.
- 2.1.3 I can tell what an important part of a story is and share it.
- 2.1.4 I can think of ways the story is like something I know about in my life.
- 2.1.5 I can use pictures and words that I know in a story to help me guess what will happen.
- 2.2.1 I can retell a story with a beginning, middle and end.
- 2.2.2 I can point to the page numbers and titles of a book.
- 2.2.3 I can tell where and when the story happened and who the characters are.
- 2.3.1 I can talk about the things that are the same about the characters, where the story takes place, or how it is like something I know.
- 2.3.2 I can sort objects by color, size and how it is used. I can sort food from animals.
- 2.4.1 I can share my thoughts about something in the story that I know about.
- 2.4.2 I know why there are signs, labels, newspapers and book titles.

**EALR 3: The student reads different materials for a variety of purposes.**

- 3.1.1 I can listen and talk about information that is read to me.
- 3.2.1 I know that signs and labels give information.
- 3.4.1 I can understand that people have different ideas about an event and I can tell what that idea  
might be based on what I have heard.
- 3.4.2 I can listen to something being read and explain my thoughts about it or draw something about it.
- 3.4.3 I can understand different cultures with the help of my teacher.

**EARLR 4: The student sets goals and evaluates progress to improve reading.**

- 4.2.1 I can choose the books I want to read and share them with the teacher's help.

## Appendix D, cont.

## I CAN Reading

## First Grade Reading

**EARL 1 Student understands and uses different skills and strategies to read.**

- 1.1.1 I can tell the differences between letters, words, and sentences.
- 1.1.1 I can point to the title, author, illustrator, and table of contents in a book.
- 1.1.2 I can add and take away sounds to make new words.
- 1.1.2 I can hear and make rhymes.
- 1.1.2 I can blend sounds to make words and take words apart.
- 1.1.3 I can talk about what I read and what is read to me.
- 1.1.4 I can put sounds together to read words.
- 1.1.4 I know different letters and letter combinations can make different sounds.
- 1.2.1 I can use word banks, word walls, and charts.
- 1.2.2 I can use strategies to understand what words mean and to fix my reading mistakes.
- 1.3.1 I know, find, and use interesting words.
- 1.3.2 I can use new words when I talk and write in class.
- 1.4.1 I can read sight words quickly.
- 1.4.2 I can read like I talk.

**EALR 2 The student understands the meaning of what is read.**

- 2.1.1 I can use questioning strategies before, during, and after reading.
- 2.1.2 I can make a mental image of text.
- 2.1.3 I can tell important ideas and details of text.
- 2.1.4 I can make connections with text.
- 2.1.5 I can make predictions and inferences before, during, and after reading.
- 2.2.1 I can retell a story in the correct sequence.
- 2.2.2 I can use text features to find and understand information.
- 2.2.3 I can tell the characters, setting, and plot of a story.
- 2.2.4 I can explain how stories are organized.
- 2.3.1 I can tell explain the difference between fiction and nonfiction.
- 2.3.2 I can sort words.
- 2.4.1 I can make text-to-text and text-to-self connections.
- 2.4.2 I understand authors have different purposes for writing.

**EALR 3 The student reads different materials for a variety of purposes.**

- 3.1.1 I know there are different texts that will answer my questions.
- 3.2.1 I understand how to read for information.
- 3.4.1 I can read to learn about people who are different from me.
- 3.4.2 I can read many types of writing.
- 3.4.3 I can read and share ideas about people who are different from me.

**EALR 4 The student sets goals and evaluates progress to improve reading.**

- 4.1.1 I can tell what I am doing well and I am working on in reading.
- 4.1.2 I can set reading goals with my teacher.
- 4.2.1 I can choose books I like and books I can read.

## Appendix D, cont.

## I CAN Reading

## Second Grade Reading

**EALR 1: The student understands and uses different skills and strategies to read.**

- 1.1.4 I can use the sounds of letters to read words I don't know.
- 1.2.1 I can use a glossary and dictionary to find the meanings of words.
- 1.2.2 I can use strategies I know to figure out the meanings of words.
- 1.3.1 I can learn new words from what I read and use them when I talk and write.
- 1.3.2 I can understand and use new words in all my subjects.
- 1.4.1 I know 2<sup>nd</sup> grade sight words.
- 1.4.2 I can read fluently to help understand what I read.
- 1.4.3 I know when to slow down my reading to make sure I understand what I read.

**EALR 2: The student understands the meaning of what is read.**

- 2.1.3 I can find the main idea and supporting details of what I read.
- 2.1.4 I use schema when I read.
- 2.1.5 I use predictions and I infer when I read.
- 2.1.6 I use strategies to make sure what I read makes sense.
- 2.1.7 I can give a summary of what I read.
- 2.2.1 I can retell the parts of a story in order.
- 2.2.2 I can use text features.
- 2.2.3 I know the elements of a story.
- 2.2.4 I use text structures to help me understand what I read.
- 2.3.1 I can compare different texts.
- 2.3.2 I can use a glossary, dictionary, index, and a table of contents.
- 2.3.3 I notice similes, alliteration, and onomatopoeia when I'm reading.
- 2.4.1 I am learning to share ideas about what I read.
- 2.4.2 I know that authors write with different purposes.
- 2.4.3 I am learning the difference between fact and opinion.

**EARL 3: The student reads different materials for a variety of purposes.**

- 3.1.1 I am learning to find information that I want.
- 3.2.1 I can read instructions and follow them.
- 3.2.2 I am learning to use lists, schedules, and advertisements at home.
- 3.4.1 I read to learn about people that are different from me.
- 3.4.2 I can read many kinds of writing.
- 3.4.3 I can read and share ideas about other cultures.

**EARL 4: The student sets goals and evaluates progress to improve reading**

- 4.1.1 I know what good readers do and I try to improve.
- 4.1.2 I am learning to set goals for reading.
- 4.2.1 I choose books that excite me and tell others about them.

## Appendix D, cont.

## I CAN Reading

## Third Grade Reading

**EALR 1: The student understands and uses different skills and strategies to read.**

- 1.1.4 I can use letter patterns, word families and syllables to read new words.
- 1.2.1 I know how to use a dictionary and a glossary to learn about a word.
- 1.2.2 I can look at the parts of a word and the surrounding information to figure out the meaning.
- 1.3.2 I can use the right word for any subject area.
- 1.4.2 I can read a new grade level book easily. I will slow down when I need to.

**EALR 2: The student understands the meaning of what is read.**

- 2.1.3 I know the main idea and theme and can find information to support it.
- 2.1.4 I can use prior knowledge to make connections.
- 2.1.5 I can predict and infer when I read.
- 2.1.6 I can ask questions and visualize (make mental images) when I read.
- 2.1.7 I know what's important and can summarize it after reading.
- 2.2.1 I can sequence the events of a story or the steps in a process.
- 2.2.2 I can use text features when I read
- 2.2.3 I can understand the elements of a story
- 2.2.4 I can describe, compare and contrast information, to understand a story.
  
- 2.3.1 I understand and can compare the organization of a variety of fiction and nonfiction texts.
- 2.3.2 I can locate information in an encyclopedia and dictionary.
- 2.3.3 I can identify and understand different literary tools used by authors.
- 2.4.1 I can read and support my conclusions using evidence from the text.
- 2.4.2 I understand and can analyze the author's style and purpose.
- 2.4.3 I understand the difference between fact and opinion.
- 2.4.4 I can explain how the author reached his/her audience.
- 2.4.5 I can compare and connect books from different cultures.

**EALR 3: The student reads different materials for a variety of purposes.**

- 3.1.1 I can find my own resources for information I need.
- 3.1.1 I can read and follow directions and instructions.
- 3.1.2 I can read and understand papers that help organize my daily life.
- 3.4.1 I can understand different perspectives when I read and can provide a response.
- 3.4.2 I can explain the characteristics of different genres.
- 3.4.3 I can compare and contrast a variety of books from different cultures.

**EALR 4: The student sets goals and evaluates progress to improve reading.**

- 4.1.1 I know my reading strengths and weaknesses and can monitor my own progress.
- 4.1.2 I can set two goals for my reading and make a plan to meet them.
- 4.2.1 I know my favorite authors and books and can tell you why I like them.

## Appendix D, cont.

## I CAN Reading

## Fourth Grade Reading

**EALR 1: The student understands and uses different skills and strategies to read**

- 1.1.4 I can use letter sounds and chunking to figure out words I don't know
- 1.2.1 I can use my dictionary, spell checker, a thesaurus and/or other tools to help find meaning.
- 1.2.2 I can use what I know about words to help me understand new and complex words.
- 1.3.1 I can learn new words and I use them when I write and speak.
- 1.3.2 I can use new content words in all subjects.
- 1.4.2 I can read aloud with fluency, expression and accurate pacing.
- 1.4.3 I know when to read at different speeds depending on what I am reading.

**EALR 2: The student understands the meaning of what is read**

- 2.1.3 I know how to find the most important ideas when I read.
- 2.1.4 I use what I know and have read before to understand what I'm reading.
- 2.1.5 I can use clues in the text to figure out what is happening and what might happen next.
- 2.1.6 I can ask questions, imagine things I'm reading about, and know when it doesn't make sense.
- 2.1.7 I can tell someone a short version of what I have read.
- 2.2.1 I can retell what I have read in the right order.
- 2.2.2 I can use titles, headings, captions, and other text features to understand what I read.
- 2.2.3 I can identify the plot, setting, and character traits and how they are important to the story.
- 2.2.4 I know how different types of texts are organized and can use that to help me understand.
- 2.3.1 I can compare the ideas and information in different things that I read.
- 2.3.2 I know how to choose resources when I'm looking for information.
- 2.3.3 I can recognize figurative language when I am reading.
- 2.4.1 I can draw conclusions from what I read and give reasons for my thinking.
- 2.4.2 I can tell an author wrote with a specific purpose.
- 2.4.3 I know the difference between facts and opinions.
- 2.4.4 I can decide if an author's writing is convincing.
- 2.4.5 I can make general statements about what I read.

**EALR 3: The student reads different materials for a variety of purposes.**

- 3.1.1 I can select and use information from a variety of resources to answer my questions.
- 3.2.1 I can use environmental print to solve a problem.
- 3.2.2 I can read and understand information from magazines, books, e-mails and letters.
- 3.4.2 I can read and explain a variety of genres.
- 3.4.3 I can read to compare and contrast different cultures and traditions.

**EALR 4: student sets goals and evaluates progress to improve reading.**

- 4.1.1 I can tell you what my strengths and weaknesses are as a reader.
- 4.1.2 I can set reading goals.
- 4.2.1 I can share information about my favorite books and genres.

## Appendix D, cont.

## I CAN Reading

## Fifth Grade Reading

**EALR 1: The student understands and uses different skills and strategies to read.**

- 1.2.1 I can use a dictionary, thesaurus to find out more about words.
- 1.2.2 I can use different strategies to understand new words.
- 1.3.1 I can use new words correctly when I talk and write.
- 1.3.2 I can use new content words in all subjects.
- 1.4.2 I can read aloud smoothly, accurately and with expression.
- 1.4.3 I can adjust my speed of reading for my purpose.

**EALR 2: The student understands the meaning of what is read**

- 2.1.3 I can use different strategies to understand the main idea and/or theme of a text.
- 2.1.4 I use prior knowledge/schema to understand what I am reading.
- 2.1.5 I can predict and infer to better understand what I am reading.
- 2.1.6 I can use questioning strategies and mental pictures to help me understand what I read.
- 2.1.7 I can summarize what I read.
- 2.2.1 I can understand different uses of time, order and sequence of events.
- 2.2.2 I can use text features to help me locate and understand what I am reading.
- 2.2.3 I understand story elements: plot, conflict, resolution, setting, point of view, theme, and character.
- 2.2.4 I can understand the organization of the text.
- 2.3.1 I can compare texts for similarities and differences and cause and effect.
- 2.3.2 I can evaluate sources and choose the most appropriate for the information I need.
- 2.3.3 I can identify and understand different literary tools used by authors.
- 2.4.1 I can draw conclusions and respond.
- 2.4.2 I can analyze an author's purpose and style of writing.
- 2.4.3 I can recognize the difference between fact and opinion.
- 2.4.4 I can identify how effective an author writes for a target audience.
- 2.4.5 I can make connections and generalizations between different texts.
- 2.4.6 I can recognize common ideas and concepts in texts.
- 2.4.7 I can recognize the author's perspective.

**EALR 3: The student reads different materials for a variety of purposes.**

- 3.1.1 I can use a variety of sources to learn new information.
- 3.2.2 I can read and understand authentic functional documents.
- 3.4.2 I can read and identify a variety of genres.
- 3.4.3 I can identify common themes and relationships in historical and/or cultural text.

**EALR 4: The student sets goals and evaluates progress to improve reading.**

- 4.1.2 I can evaluate my progress and set goals.
- 4.2.1 I can recommend and discuss books with others.

## Appendix D, cont.

## I CAN Reading

## Sixth Grade Reading

**EALR 1: The student understands and uses different skills and strategies to read.**

- 1.2.1 I can use a (dictionary, thesaurus, glossary) to help me with word knowledge .
- 1.2.2 I can use different strategies to help me understand words and ideas.
- 1.3.1 I can understand and use new vocabulary.
- 1.3.2 I can understand and use words in subject areas.
- 1.4.2 I can read aloud smoothly and with expression to help me understand..
- 1.4.3 I can match my reading speed to the needs of the text.

**EALR 2: The student understands the meaning of what is read.**

- 2.1.3 I can use different strategies to understand the main idea and/or theme of a text.
- 2.1.4 I use prior knowledge/schema to understand what I am reading.
- 2.1.5 I can predict what is going to happen and I can “read between the lines”.
- 2.1.6 I can use questioning strategies and mental pictures to help me understand.
- 2.1.7 I can summarize what I read.
  
- 2.2.1 I can understand different uses of time and sequence of events.
- 2.2.2 I can use text features to help me understand what I am reading.
- 2.2.3 I understand story elements: plot, conflict, resolution, setting, point of view, theme and character.
- 2.2.4 I can understand the organization of the text.
  
- 2.3.1 I can compare texts for similarities and differences and cause and effect.
- 2.3.2 I can evaluate sources and choose the most appropriate for the information I need.
- 2.3.3 I can identify and understand different literary tools used by authors.
  
- 2.4.1 I can draw conclusions and respond to what I read.
- 2.4.2 I understand the author’s style and purpose.
- 2.4.3 I can identify opinion and check facts.
- 2.4.4 I can identify the effectiveness of persuasive techniques for a targeted audience.
- 2.4.5 I can generalize and extend what I read to other texts or ideas.
- 2.4.6 I can compare ideas and concepts in multiple texts.
- 2.4.7 I can analyze the ideas behind an author’s perspective.

**EALR 3: The student read different materials for a variety of purposes**

- 3.1.1 I can choose and use resources appropriate for a topic.
- 3.2.2 I can use real life text.
- 3.4.2 I can understand and analyze a variety of literary genres.
- 3.4.4 I can analyze themes from different times and places.

**EALR 4: The student sets goals and evaluates progress to improve reading**

- 4.1.2 I can evaluate my progress and set goals.
- 4.2.1 I can recommend and discuss books with others.

Appendix E

I CAN Writing

Kindergarten WRITING

**EALR 1: The student Understands and uses a writing process.**

- 1.1.1 I can act out, or use pictures and puppets to plan what I am going to write.
- 1.2.1 I can write words or a sentence to explain my drawing.
- 1.3.1 I can add words to my sentence to make it clearer.
- 1.4.1 I know when a sentence ends and can use a capital at the beginning a period at the end.
- 1.5.1 I can make a card or drawing with words on it for my family or to put up.

**EALR 2: The student writes in a variety of forms for different audiences and purposes.**

- 2.1.1 I can draw or write for someone else.
- 2.2.1 I can write for different reasons.
- 2.3.1 I know words and writing can be used many different ways.
- 2.4.1 I can write my own name.

**EALR 3: The student writes clearly and effectively.**

- 3.1.1 I can use words and pictures to share my ideas.
- 3.1.2 I can write a story in pictures and words following like in a book.
- 3.2.1 I can tell how a book sounds different, like someone different is writing each book from a different culture.
- 3.2.2 I am using the words I am learning in my writing to make it clearer.
- 3.2.3 I can hear the difference between short and long sentences.  
I can help my classmates to write a poem or story.
- 3.3.1 I can write my letters. I can write my letters left to right and top to bottom of the page.
- 3.3.2 I can write some simple words.
- 3.3.3 I can use a capital letter at the beginning of my first and last name.
- 3.3.4 I know how to use a period at the end of a sentence.
- 3.3.5 I can use “he” or “she” in my writing about someone.

**EALR 4: The student analyzes and evaluates the effectiveness of written work.**

- 4.1.1 I can tell why I like one story but not the other story.
- 4.1.2 I can tell if a story makes sense or not.
- 4.2.1 I can talk with my teacher and set a goal about how to make my writing better.

Appendix E, cont.

I CAN Writing

First Grade WRITING

**EALR 1: The student Understands and uses a writing process.**

- 1.1.1 I can plan my writing with talking and drawing.
- 1.2.1 I can write sentences to tell my idea.
- 1.3.1 I can reread my writing and make changes to make it better.
- 1.4.1 I can edit my writing with help.
  - 1.5.1 I can publish and share my writing.

**EALR 2: The student writes in a variety of forms for different audiences and purposes.**

- 2.1.1 I can write for my readers.
- 2.2.1 I can write for different reasons.
- 2.3.1 I can write many kinds of writing.
- 2.4.1 I can write my first and last name.
- 2.4.1 I can write my phone number and address.

**EALR 3: The student writes clearly and effectively.**

- 3.1.1 I can
- 3.1.2 I can write with a beginning, middle, and end.
- 3.1.2 I can include transitions in my writing.
- 3.2.1 I can write like I talk.
- 3.2.2 I can use descriptive words.
- 3.2.3 I can write short and long sentences.
- 3.3.1 I can write so my writing is easy to read.
- 3.3.2 I can write the sounds I hear to spell words.
- 3.3.3 I know and can find correct spelling for my words.
- 3.3.4 I can use capitals in my writing.
- 3.3.5 I can use periods, question marks, and exclamation points.

Appendix E, cont.

I CAN Writing

Second Grade WRITING

**EALR 1: The student Understands and uses a writing process.**

- 1.1.1 I can think of an idea and plan for my writing.
- 1.2.1 I can work on a draft for more than one day.
- 1.3.1 I can revise my writing by adding or taking away words.
- 1.4.1 I can edit my writing for punctuation and spelling.
- 1.5.1 I can publish my own writing.

**EALR 2: The student writes in a variety of forms for different audiences and purposes.**

- 2.1.1 I can write for different audiences.
- 2.2.1 I can write for different purposes.
- 2.3.1 I can write in different forms.
- 2.4.1 I can write my address and phone messages

**EALR 3: The student writes clearly and effectively.**

- 3.1.1 I can choose a topic and write about it with detail and elaboration.
- 3.1.2 I can organize my writing to include a beginning, middle, and end.
- 3.2.1 I can write with voice.
- 3.2.2 I can write using rich vocabulary words.
- 3.2.3 I can write different kinds of sentences.
- 3.3.1 I can write neatly.
- 3.3.2 I can spell grade level words correctly and difficult words using phonics.
- 3.3.3 I can use capitals correctly.
- 3.3.4 I can use commas, quotation marks, colons, and apostrophes correctly.
- 3.3.5 I can write using correct English.
- 3.3.6 I can write in complete sentences.
- 3.3.7 I can write paragraphs.

**EALR 4: The student analyzes and evaluates the effectiveness of written work.**

- 4.1.1 I understand what makes different pieces of writing good.
- 4.1.2 I can use a rubric to score my writing.
- 4.2.1 I can set goals to make my writing better.

Appendix E, cont.

I CAN Writing

Third Grade WRITING

**EALR 1: The student Understands and uses a writing process.**

- 1.1.1 I can choose an idea and plan for my writing.
- 1.2.1 I can use my plan to write a draft with multiple paragraphs and work on it for several days.
- 1.3.1 I can reread my writing several times by myself, and with peers to make it better.
- 1.4.1 I can use resources to help me edit my work.
- 1.5.1 I know about features of text and can use them when I publish my work.
- 1.6.1 I can revise and edit along the way.
- 1.6.2 I can collaborate with peers on group writing projects.
- 1.6.3 I can use my time wisely to finish my writing,

**EALR 2: The student writes in a variety of forms for different audiences and purposes.**

- 2.1.1 I can change my writing for different audiences.
- 2.2.1 I can write for different purposes.
- 2.3.1 I can choose a form or genre to match my purpose.
- 2.4.1 I can fill out forms and write invitations.

**EALR 3: The student writes clearly and effectively.**

- 3.1.1 I can choose a topic and add detail to my writing.
- 3.1.2 I can write with a beginning, middle, and end.
- 3.2.1 I can write with a voice that is appropriate for my audience.
- 3.2.2 I can use interesting words for a specific audience and purpose.
- 3.2.3 I can use many kinds of sentences.
- 3.3.1, 3.3.2, 3.3.3, 3.3.4, I can write neatly, spell correctly, capitalize appropriately and use punctuation rules.
- 3.3.5 I can use writing that respects the reader.
- 3.3.6 I can write in complete sentences.
- 3.3.7 I can separate my writing into paragraphs.
- 3.3.8 I can cite the sources I use for my writing.

**EALR 4: The student analyzes and evaluates the effectiveness of written work.**

- 4.1.1 I can identify an author's style and critique a peer's writing using criteria.
- 4.1.2 I can use a rubric to evaluate my writing.
- 4.2.1 I can set goals to improve my writing.

Appendix E, cont.

I CAN Writing

Fourth Grade WRITING

**EALR 1: The student Understands and uses a writing process.**

- 1.1.1 I use more than one strategy to plan and organize my thoughts.
- 1.2.1 I can create more than one multi-paragraph draft.
- 1.3.1 I can use a variety of methods to revise my draft.
- 1.4.1 I can identify and correct errors in my final draft.
- 1.5.1 I can publish for a variety of purposes and audiences.
- 1.6.1 I understand the stages of the writing process.
- 1.6.2 I can use the writing process with a group for a variety of purposes.
- 1.6.3 I can produce a draft in any given amount of time.

**EALR 2: The student writes in a variety of forms for different audiences and purposes.**

- 2.1.1 I can write for a variety of audiences.
- 2.2.1 I can write for a variety of purposes.
- 2.3.1 I can select and produce a variety of forms/genres.
- 2.4.1 I can write documents for specific tasks.

**EALR 3: The student writes clearly and effectively.**

- 3.1.1 I can analyze ideas, narrow the topic, and use elaboration methods in my writing.
- 3.1.2 I can organize my writing using a variety of structures.
- 3.2.1 I can adjust my voice for different audiences and purposes.
- 3.2.2 I can use the appropriate language for specific audiences and purposes.
- 3.2.3 I can write a variety of sentences in my own writing.
- 3.3.1 I can write legibly.
- 3.3.2 I can spell grade level words.
- 3.3.3 I use correct capitalization.
- 3.3.4 I use correct punctuation in.
- 3.3.5 I use correct word usage (subject and verb agreement).
- 3.3.6 I use complete sentences.
- 3.3.7 I indent the first line in each of my paragraphs and skip a line at the end of each paragraph.
- 3.3.8 I can cite my sources in my writing, listing titles and authors alphabetically.

**EALR 4: The student analyzes and evaluates the effectiveness of written work.**

- 4.1.1 I can use specific techniques to analyze and evaluate my own and someone else's writing.
- 4.1.2 I can analyze and evaluate the strengths and weaknesses of my own writing.

Appendix E, cont.

I CAN Writing

Fifth Grade WRITING

**EALR 1: The student Understands and uses a writing process.**

- 1.1.1 I can develop ideas and plan my writing.
- 1.2.1 I can create multiple drafts of my writing.
- 1.3.1 I can revise my writing.
- 1.4.1 I can edit my writing.
- 1.5.1 I can publish my writing for my audience.
- 1.6.1 I can revise my writing throughout the writing process.
- 1.6.2 I can work in a team.
- 1.6.3 I can meet a deadline.

**EALR 2: The student writes in a variety of forms for different audiences and purposes.**

- 2.1.1 I can effectively write for my audience.
- 2.2.1 I can write for different purposes.
- 2.3.1 I can write using different genres.
- 2.4.1 I can write functional documents.

**EALR 3: The student writes clearly and effectively.**

- 3.1.1 I can narrow my topic and add details.
- 3.1.2 I can organize my writing in various ways.
- 3.2.1 I can use my voice to influence my audience.
- 3.2.2 I can use language my audience understands.
- 3.2.3 I can vary my sentence structure.
- 3.3.1 I can write neatly.
- 3.3.2 I can spell correctly or use tools to help me.
- 3.3.3 I can capitalize.
- 3.3.4 I can use punctuation marks.
- 3.3.5 I can use grammar rules.
- 3.3.6 I can use complete sentences.
- 3.3.7 I know how to use paragraphs.
- 3.3.8 I know how to make a bibliography.

**EALR 4: The student analyzes and evaluates the effectiveness of written work.**

- 4.1.1 I can use a rubric to grade others' writing.
- 4.1.2 I can use a rubric to grade my own writing.
- 4.2.1 I can make writing goals.