

VALLEY PREPARATORY SCHOOL LANGUAGE ARTS STANDARDS

K – 8TH

Last updated March 19, 2018



KINDERGARTEN LANGUAGE ARTS

READING

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| Print Concepts | Print Concepts Demonstrate understanding of the organization and basic features of print. |
| Phonological Awareness | Demonstrate understanding of spoken words, syllables, and sounds (phonemes). |
| Phonics & Word Recognition | Know and apply grade-level phonics and word analysis skills in decoding words. |
| Fluency | Read emergent-reader texts with purpose and understanding. |

| Literature | Informational Text |
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Key Ideas & Details

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| <ol style="list-style-type: none"> 1. With prompting and support, ask and answer questions about key details in a text. 2. With prompting and support, retell familiar stories, including key details. 3. With prompting and support, identify characters, settings, and major events in a story. | <ol style="list-style-type: none"> 4. With prompting and support, ask and answer questions about key details in a text. 5. With prompting and support, identify the main topic and retell key details of a text. 6. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. |
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Craft & Structure

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| <ol style="list-style-type: none"> 7. Ask and answer questions about unknown words in a text. 8. Recognize common types of texts (e.g., storybooks, poems). 9. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. | <ol style="list-style-type: none"> 10. With prompting and support, ask and answer questions about unknown words in a text. 11. Identify the front cover, back cover, and title page of a book. 12. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. |
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Integration of Knowledge & Ideas

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| <ol style="list-style-type: none"> 1. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). 2. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. | <ol style="list-style-type: none"> 3. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). 4. With prompting and support, identify the reasons an author gives to support points in a text. 5. With prompting and support, identify basic similarities in and differences between two texts on the same topic. |
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Vocabulary

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| <ol style="list-style-type: none"> 1. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. 2. With guidance and support from adults, explore word relationships and nuances in word meanings. 3. Use words and phrases acquired through conversations, reading and being read to, and responding to texts. |
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WRITING

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| Text Types and Purposes | <ol style="list-style-type: none"> 1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book 2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. 3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in w |
| Production and Distribution of Writing | <ol style="list-style-type: none"> 4. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. 5. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. |
| Research to Build and Present Knowledge | <ol style="list-style-type: none"> 6. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). 7. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. |

LANGUAGE MECHANICS

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| Conventions of Standard English | <ol style="list-style-type: none"> 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
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SPEAKING AND LISTENING

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| Comprehension and Collaboration | <ol style="list-style-type: none"> 1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. 2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. Middletown Public Schools - 3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood. |
| Presentation of Knowledge and Ideas | <ol style="list-style-type: none"> 4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. 5. Add drawings or other visual displays to descriptions as desired to provide additional detail. 6. Speak audibly and express thoughts, feelings, and ideas clearly. |

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FIRST GRADE LANGUAGE ARTS

READING

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|---------------------------------------|--|
| Print Concepts | Demonstrate understanding of the organization and basic features of print. |
| Phonological Awareness | Demonstrate understanding of spoken words, syllables, and sounds (phonemes). |
| Phonics & Word Recognition | Know and apply grade-level phonics and word analysis skills in decoding words. |
| Fluency | Reads with sufficient accuracy and fluency to support comprehension. |

Literature

Informational Text

Key Ideas & Details

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| <ol style="list-style-type: none"> 1. Ask and answer questions about key details in a text. 2. Retell stories, including key details and demonstrates understanding of their central message or lesson. 3. Describe characters, settings and major events in a story, using key details | <ol style="list-style-type: none"> 4. Ask and answer questions about key details in a text. 5. Identify the main topic and retell key details of a text. 6. Describe the connection between two individuals, events, ideas, or pieces of information in a text. |
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Craft & Structure

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| <ol style="list-style-type: none"> 7. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. 8. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. 9. Identify who is telling the story at various points in a text. | <ol style="list-style-type: none"> 10. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. 11. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, (icons) to locate key facts or information in a text. 12. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. |
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Integration of Knowledge & Ideas

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| <ol style="list-style-type: none"> 13. Use illustrations and details in a story to describe its characters, setting, or events. 14. Compare and contrast the adventures and experiences of characters in stories. | <ol style="list-style-type: none"> 15. Use the illustrations and details in a text to describe its key ideas. 16. Identify the reasons an author gives to support points in a text. 17. Identify basic similarities in and differences between two texts on the same topic. |
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Vocabulary

1. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
2. With guidance and support from adults, demonstrate understanding of word relationships and nuances in work meanings.
3. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships.

WRITING

Text Types and Purposes

1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, and provide some sense of closure.
2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic and provide some sense of closure.

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| | <ol style="list-style-type: none"> Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened |
| Production and Distribution of Writing | <ol style="list-style-type: none"> With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. |
| Research to Build and Present Knowledge | <ol style="list-style-type: none"> Participate in shared research and writing projects (e.g., explore a number of ‘how-to’ books on a given topic and use them to write a sequence of With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. |
| LANGUAGE MECHANICS | |
| Conventions of Standard English | <ol style="list-style-type: none"> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| SPEAKING AND LISTENING | |
| Comprehension and Collaboration | <ol style="list-style-type: none"> Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. 3. Ask and answer questions about what a speaker says in order to gather additional information, or clarify something |
| Presentation of Knowledge and Ideas | <ol style="list-style-type: none"> Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts and feelings. Produce complete sentences when appropriate to task and situation. |

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SECOND GRADE LANGUAGE ARTS

READING

| | | |
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| Phonics & Word Recognition | Know and apply grade-level phonics and word analysis skills in decoding words. | |
| Fluency | Reads with sufficient accuracy and fluency to support comprehension. | |
| | Literature | Informational Text |
| Key Ideas & Details | | |
| | <ol style="list-style-type: none"> 1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. 2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. 3. Describe how characters in a story respond to major events and challenges | <ol style="list-style-type: none"> 4. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. 5. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. 6. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. |
| Craft & Structure | | |
| | <ol style="list-style-type: none"> 7. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. 8. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. 9. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. | <ol style="list-style-type: none"> 10. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. 11. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. 12. Identify the main purpose of a text, including what the author wants to answer, explain, or describe. |
| Integration of Knowledge & Ideas | | |
| | <ol style="list-style-type: none"> 13. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. 14. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. | <ol style="list-style-type: none"> 15. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. 16. Describe how reasons support specific points the author makes in a text. 17. Compare and contrast the most important points presented by two texts on the same topic. |
| Vocabulary | | |
| | <ol style="list-style-type: none"> 1. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. 2. Demonstrate understanding of word relationships and nuances in word meanings. 3. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe. | |

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| WRITING | |
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| Text Types and Purposes | <ol style="list-style-type: none"> 1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section. 2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. 3. Write narratives in which they recount a well elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. |
| Production and Distribution of Writing | <ol style="list-style-type: none"> 4. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. 5. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. |
| Research to Build and Present Knowledge | <ol style="list-style-type: none"> 6. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). 7. Recall information from experiences or gather information from provided sources to answer a question. |
| SPEAKING AND LISTENING | |
| Comprehension and Collaboration | <ol style="list-style-type: none"> 1. Participate in collaborative conversations with diverse partners about Grade 2 topics and texts with peers and adults in small and larger groups. 2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. 3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. |
| Presentation of Knowledge and Ideas | <ol style="list-style-type: none"> 4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. 5. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. 6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language Standards 1 and 3.) |
| LANGUAGE MECHANICS | |
| Conventions of Standard English | <ol style="list-style-type: none"> 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing |
| Knowledge of Language | <ol style="list-style-type: none"> 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. |

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THIRD GRADE LANGUAGE ARTS

READING

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| Phonics & Word Recognition | Know and apply grade-level phonics and word analysis skills in decoding words. | |
| Fluency | Reads with sufficient accuracy and fluency to support comprehension. | |
| Literature | | Informational Text |
| Key Ideas & Details | | |
| <ol style="list-style-type: none"> 1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. 2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. 3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. | <ol style="list-style-type: none"> 4. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. 5. Determine the main idea of a text; recount the key details and explain how they support the main idea. 6. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. | |
| Craft & Structure | | |
| <ol style="list-style-type: none"> 7. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. 8. Refer to parts of stories, dramas, and poem when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. 9. Distinguish their own point of view from that of the narrator or those of the characters | <ol style="list-style-type: none"> 10. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. 11. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. 12. Distinguish their own point of view from that of the author of a text. | |
| Integration of Knowledge & Ideas | | |
| <ol style="list-style-type: none"> 13. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). 14. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). | <ol style="list-style-type: none"> 15. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). 16. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). 17. Compare and contrast the most important points and key details presented in two texts on the same topic | |

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| Vocabulary | |
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| <ol style="list-style-type: none"> Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. Demonstrate understanding of word relationships and nuances in word meanings. Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and temporal relationships. | |
| WRITING | |
| Text Types and Purposes | <ol style="list-style-type: none"> Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. |
| Production and Distribution of Writing | <ol style="list-style-type: none"> With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.) With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. With guidance and support from adults, use technology to produce and publish writing |
| Research to Build and Present Knowledge | <ol style="list-style-type: none"> Conduct short research projects that build knowledge through investigation of different aspects of a topic. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide sources. |
| SPEAKING AND LISTENING | |
| Comprehension and Collaboration | <ol style="list-style-type: none"> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. Middletown Public Schools - Grade Three Guide to Standards Based Learning 4 3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. |
| Presentation of Knowledge and Ideas | <ol style="list-style-type: none"> Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details. Speak in complete sentences when appropriate to task and situation in order to provide requested |
| LANGUAGE MECHANICS | |
| Conventions of Standard English | <ol style="list-style-type: none"> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing |
| Knowledge of Lang | <ol style="list-style-type: none"> Use knowledge of language and its conventions when writing, speaking, or reading |

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FOURTH GRADE LANGUAGE ARTS

READING

Phonics & Word Recognition

Know and apply grade-level phonics and word analysis skills in decoding words.

Fluency

Reads with sufficient accuracy and fluency to support comprehension.

Literature

Informational Text

Key Ideas & Details

1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.
3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

4. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
5. Determine the main idea of a text and explain how it is supported by key details; summarize the text.
6. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

Craft & Structure

7. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).
8. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
9. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

10. Determine the meaning of general academic and domain specific words or phrases in a text relevant to a grade 4 topic or subject area.
11. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
12. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

Integration of Knowledge & Ideas

13. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
14. Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

15. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
16. Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

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Vocabulary

1. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
2. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
3. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.

WRITING

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| Text Types and Purposes | <ol style="list-style-type: none"> 1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. 2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. 3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. |
| Production and Distribution of Writing | <ol style="list-style-type: none"> 4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade- specific expectations for writing types are defined in standards 1–3 above. 5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. 6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. |
| Research to Build and Present Knowledge | <ol style="list-style-type: none"> 7. Conduct short research projects that build knowledge through investigation of different aspects of a topic. 8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide sources. 9. Draw evidence from literary or informational texts to support analysis, reflection. |

SPEAKING AND LISTENING

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|--|---|
| Comprehension and Collaboration | <ol style="list-style-type: none"> 1. Engage effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly. 2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. 3. Identify the reasons and evidence a speaker provides to support particular points. |
| Presentation of Knowledge and Ideas | <ol style="list-style-type: none"> 4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. 5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. 6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small- group discussion); use formal English when appropriate to task and situation. |

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LANGUAGE MECHANICS

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| Conventions of Standard English | <ol style="list-style-type: none">1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing |
| Knowledge of Language | <ol style="list-style-type: none">3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. |

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FIFTH GRADE LANGUAGE ARTS

READING

Foundational Skills

Phonics & Word Recognition

Know and apply grade-level phonics and word analysis skills in decoding words.

Fluency

Reads with sufficient accuracy and fluency to support comprehension.

Literature

Informational Text

Key Ideas & Details

- Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
- Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

- Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

Craft & Structure

- Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
- Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
- Describe how a narrator's or speaker's point of view influences how events are described.

- Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
- Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
- Analyze multiple accounts of the same event or topic, noting important similarities and differences

Integration of Knowledge & Ideas

- Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
- Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

- Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
- Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
- Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably

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| Vocabulary | |
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| <ol style="list-style-type: none"> 1. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. 2. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. 3. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships | |
| WRITING | |
| Text Types and Purposes | <ol style="list-style-type: none"> 1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. 2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. 3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. |
| Production and Distribution of Writing | <ol style="list-style-type: none"> 4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade- specific expectations for writing types are defined in standards 1–3 above.) 5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. 6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. |
| Research to Build and Present Knowledge | <ol style="list-style-type: none"> 7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. 8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. 9. Draw evidence from literary or informational texts to support analysis, reflection, and research. |
| SPEAKING & LISTENING | |
| Comprehension and Collaboration | <ol style="list-style-type: none"> 1. Engage effectively in a range of collaborative discussions (one-on- one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly. 2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. 3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. |

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| Presentation of Knowledge and Ideas | <ol style="list-style-type: none">4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 for specific expectations.) |
| LANGUAGE MECHANICS | |
| Conventions of Standard English | <ol style="list-style-type: none">1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| Knowledge of Language | <ol style="list-style-type: none">3. Use knowledge of language and its conventions when writing, speaking, reading, or listening |

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SIXTH GRADE LANGUAGE ARTS

READING

Literature

Informational Text

Key Ideas & Details

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| <ol style="list-style-type: none"> 1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. 3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. | <ol style="list-style-type: none"> 4. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 5. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. 6. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). |
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Craft & Structure

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| <ol style="list-style-type: none"> 7. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. 8. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. 9. Explain how an author develops the point of view of the narrator or speaker in a text. | <ol style="list-style-type: none"> 10. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. 11. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. 12. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. |
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Integration of Knowledge & Ideas

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| <ol style="list-style-type: none"> 13. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch. | <ol style="list-style-type: none"> 14. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. 15. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. 16. Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person). |
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Vocabulary

1. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
2. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
3. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

WRITING

Text Types and Purposes

1. Write **arguments** to support claims with clear reasons and relevant evidence.
2. Write **informative/explanatory** texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
3. Write **narratives** to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience (Grade-specific expectations for writing types are defined in standards 1–3 above.)
5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

Research to Build and Present Knowledge

7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

SPEAKING & LISTENING

Comprehension and Collaboration

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
3. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

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| Presentation of Knowledge and Ideas | <ol style="list-style-type: none">4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3). |
| LANGUAGE MECHANICS | |
| Conventions of Standard English | <ol style="list-style-type: none">1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| Knowledge of Language | <ol style="list-style-type: none">3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. |

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SEVENTH GRADE LANGUAGE ARTS

READING

Literature

Informational Text

Key Ideas & Details

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| <ol style="list-style-type: none"> 1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. 3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). | <ol style="list-style-type: none"> 4. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 5. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. 6. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). |
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Craft & Structure

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| <ol style="list-style-type: none"> 7. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. 8. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning. 9. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. | <ol style="list-style-type: none"> 10. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. 11. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. 12. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others. |
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Integration of Knowledge & Ideas

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| <ol style="list-style-type: none"> 13. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film). | <ol style="list-style-type: none"> 14. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words). 15. Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. |
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Vocabulary

1. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
2. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
3. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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WRITING

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| Text Types and Purposes | <ol style="list-style-type: none"> 1. Write arguments to support claims with clear reasons and relevant evidence. 2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. 3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well- structured event sequences. |
| Production and Distribution of Writing | <ol style="list-style-type: none"> 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience (Grade-specific expectations for writing types are defined in standards 1–3 above.) 5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. 6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. |
| Research to Build and Present Knowledge | <ol style="list-style-type: none"> 7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. 8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. 9. Draw evidence from literary or informational texts to support analysis, reflection, and research. |

SPEAKING AND LISTENING

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| Comprehension and Collaboration | <ol style="list-style-type: none"> 1. Engage effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly. 2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. 3. Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence |
| Presentation of Knowledge & Ideas | <ol style="list-style-type: none"> 4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. 5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. 6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3). |

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LANGUAGE MECHANICS

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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EIGHTH GRADE LANGUAGE ARTS

READING

Literature

Informational Text

Key Ideas & Details

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| <ol style="list-style-type: none"> 1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. 2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. 3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. | <ol style="list-style-type: none"> 4. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. 5. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. 6. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). |
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Craft & Structure

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| <ol style="list-style-type: none"> 7. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. 8. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style. 9. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor. | <ol style="list-style-type: none"> 10. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. 11. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept. 12. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. |
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Integration of Knowledge & Ideas

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| <ol style="list-style-type: none"> 13. Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the 14. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new. | <ol style="list-style-type: none"> 15. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea. 16. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. 17. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. |
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Vocabulary

1. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
2. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
3. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

WRITING

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| Text Types and Purposes | <ol style="list-style-type: none"> 1. Write arguments to support claims with clear reasons and relevant evidence. 2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. 3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. |
| Production and Distribution of Writing | <ol style="list-style-type: none"> 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience (Grade-specific expectations for writing types are defined in standards 1–3 above.) 5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. 6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. |
| Research to Build and Present Knowledge | <ol style="list-style-type: none"> 7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. 8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. 9. Draw evidence from literary or informational texts to support analysis, reflection, and research. |

SPEAKING & LISTENING

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| Comprehension and Collaboration | <ol style="list-style-type: none"> 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. 2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. <p>Delineate a speaker's argument and specific claims, evaluating the soundness of the</p> |
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| | reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.. |
| Presentation of Knowledge and Ideas | <p>4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p> <p>6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate (See grade 8 Language standards 1 & 3).</p> |
| LANGUAGE MECHANICS | |
| Conventions of Standard English | <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> |
| Knowledge of Language | <p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> |