SOUTH SIOUX CITY SCHOOL DISTRICT
5-12 Curriculum for English Language Arts
2013-14

Students will learn and apply reading skills and strategies to comprehend text.

Word Analysis

	Students will use knowledge of phonetic and structural analysis to read, write, and spell grade-level text.	5	6	7	8	12	Knowledge (students will understand)	Skills (students will be able to)	Vocabulary	When the Standard is Taught
5	Use knowledge of phonetic and structural analysis (e.g., Anglo-Saxon common roots and affixes, multiple syllable words)	P					knowledge, phonetic, structural analysis, anglo-saxon common roots, affixes, multiple syllable words	Use	i di-/dif-/dis-,a-/ab-/abs-super-/sur-,ad-, trans-,inter-/intra-, con-/com-,sub-, super-, mal-, ex-, per-, circum-,scrib/script, dict, aqua/hydro, ped/pod, tempor/chrono,bio, meter, photo, dict, micro, graph, tele, phone, cracy/ -crat, -phobia/-phobe,-ate/-ation, ness,-ous/-cious/-tious, tion/-ion/-sion,-ment, -ance/-ence, -meter,-ology	Group 5.1.5.a and 5.1.3.a together for proficiency scale,ongoing
6	LA 6.1.3.a Use knowledge of phonetic and structural analysis (e.g., Anglo-Saxon, Greek, and Latin roots, foreign words frequently used in English, bases, affixes)		S							

SOUTH SIOUX CITY SCHOOL DISTRICT
5-12 Curriculum for English Language Arts
2013-14

Students will learn and apply reading skills and strategies to comprehend text.

Fluency

	Students will read a variety of grade-level texts fluently with accuracy, appropriate pace, phrasing, and expression.	5	6	7	8	12	Knowledge (students will understand)	Skills (students will be able to)	Vocabulary	When the Standard is Taught
5	LA 5.1.4.a Read phrases, clauses, and sentences that sound like natural language to support comprehension	P					phrases, clauses, sentences, natural language, comprehension	Read		Ongoing
5	LA 5.1.4.b Read words and phrases accurately and automatically	S					words, phrases	Read accurately and automatically		Ongoing
5	LA 5.1.4.c Recognize and practice elements of oral prosodic reading to reflect meaning of text (e.g., poem read slowly, conversational narrative, emphasis on key points of information)	S					elements of oral prosodic reading, meaning of text, (poem read slowly, conversational narrative, emphasis on key points of	Recognize, practice, reflect		Ongoing
6	LA 6.1.4.a Apply elements of oral prosodic reading to reflect the meaning of text (e.g., poem read slowly, conversational narrative, emphasis on key points of information)		S							
7	LA 7.1.4.a Apply elements of prosodic reading to a group of related texts and explore their potential for performance			S						
8	LA 8.1.4.a Incorporate elements of prosodic reading to communicate text				S					
12	LA 12.1.4.a Independently incorporate elements of prosodic reading to interpret text in a variety of situations	S	S	S	S	S				
5	LA 5.1.4.d Adjust oral or silent reading pace based on purpose, text difficulty, form, and style	S					Oral or Silent Reading Pace, purpose, text difficulty, form and style	Adjust		Ongoing

Students will learn and apply reading skills and strategies to comprehend text.

Fluency

	Students will read a variety of grade-level texts fluently with accuracy, appropriate pace, phrasing, and expression.	5	6	7	8	12	Knowledge (students will understand)	Skills (students will be able to)	Vocabulary	When the Standard is Taught
6	LA 6.1.4.b Adjust oral or silent reading pace based on purpose, text difficulty, form, and style		S							
7	LA 7.1.4.b Adjust oral or silent reading pace based on purpose, text difficulty, form, and style			S						
8	LA 8.1.4.b Adjust oral or silent reading pace based on purpose, text difficulty, form, and style				S					
12	LA 12.1.4.b Adjust oral or silent reading pace based on purpose, text difficulty, form, and style	S	S	S	S	S				
8	LA 8.1.4.c Recognize and represent writer's tone and style while reading individually or in groups (e.g., choral reading, reader's theatre performances)				S					
12	LA 12.1.4.c Recognize and represent writer's tone and style while reading individually or in groups (e.g., change genre of text to perform orally)				S	S				

SOUTH SIOUX CITY SCHOOL DISTRICT
5-12 Curriculum for English Language Arts
2013-14

Students will learn and apply reading skills and strategies to comprehend text.

Vocabulary

	Students will build literary, general academic, and content specific grade level vocabulary.	5	6	7	8	12	Knowledge (students will understand)	Skills (students will be able to)	Vocabulary	When the Standard is Taught
5	LA 5.1.5.a Apply knowledge of word structure elements, known words, and word patterns to determine meaning (e.g., affixes, abbreviations, parts of speech, word origins)	P					knowledge, word structure elements, known words, word patterns (affixes, abbreviations, parts of speech, word origins)	apply, determine	interjection, preposition, article, abbreviations, di-/dif-/dis-,a-/ab-/abs-super-/sur-,ad-, trans-,inter-/intra-, con-/com-,sub-, super-, mal-, ex-, per-, circum-,scrib/script, dict, aqua/hydro, ped/pod, tempor/chrono,bio, meter, photo, dict, micro, graph, tele, phone, cracy/ -crat, -phobia/-phobe,-ate/-ation, ness,-ous/-cious/-tious, tion/-ion/-sion,-ment, -ance/-ence, -meter,-ology	September-March (group 5.1.3.a and 5.1.5.a on proficiency scale)
6	LA 6.1.5.a Determine the meaning of words through structural analysis, using knowledge of Greek, Latin, and Anglo Saxon roots, prefixes, and suffixes to understand complex words, including words in science, mathematics, and social studies		P							

SOUTH SIOUX CITY SCHOOL DISTRICT
5-12 Curriculum for English Language Arts
2013-14

Students will learn and apply reading skills and strategies to comprehend text.

Vocabulary

	Students will build literary, general academic, and content specific grade level vocabulary.	5	6	7	8	12	Knowledge (students will understand)	Skills (students will be able to)	Vocabulary	When the Standard is Taught
7	LA 7.1.5.a Determine meaning of words through structural analysis, using knowledge of Greek, Latin, and Anglo-Saxon roots, prefixes, and suffixes to understand complex words, including words in science, mathematics, and social studies			P						
8	LA 8.1.5.a Determine meaning of words through structural analysis, using knowledge of Greek, Latin, and Anglo-Saxon roots, prefixes, and suffixes to understand complex words, including words in science, mathematics, and social studies				S					
12	LA 12.1.5.a Determine meaning of words through structural analysis, using knowledge of Greek, Latin, and Anglo-Saxon roots, prefixes, and suffixes to understand complex words, including words in science, mathematics, and social studies	P	P	P	S	S				
5	LA 5.1.5.b Relate new grade-level vocabulary to prior knowledge and use in new situations	S					grade-level vocabulary, prior knowledge, new situations	relate, use		Ongoing
6	LA 6.1.5.b Relate new grade-level vocabulary to prior knowledge and use in new situations		P							

SOUTH SIOUX CITY SCHOOL DISTRICT
5-12 Curriculum for English Language Arts
2013-14

Students will learn and apply reading skills and strategies to comprehend text.

Vocabulary

	Students will build literary, general academic, and content specific grade level vocabulary.	5	6	7	8	12	Knowledge (students will understand)	Skills (students will be able to)	Vocabulary	When the Standard is Taught
7	LA 7.1.5.b Relate new grade-level vocabulary to prior knowledge and use in new situations			P						
8	LA 8.1.5.b Relate new grade-level vocabulary to prior knowledge and use in new situations				P					
12	LA 12.1.5.b Relate new grade-level vocabulary to prior knowledge and use in new situations	S	P	P	P	P				
5	LA 5.1.5.c Select and apply knowledge of context clues (e.g., word, phrase, sentence, and paragraph clues, re-reading) and text features (e.g., glossary, headings, subheadings, captions, maps) to determine meaning of unknown words in a variety of text structures	P					Context Clues (word, phrase, sentence, and paragraph clues, re-reading) Text Features (glossary, headings, subheadings, captions, maps), unknown words, variety of text	select, apply, determine meaning	captions, index, diagrams and labels	Ongoing (CFA target of October-November), group LA 5.1.6g with LA 5.1.5c on a proficiency scale
6	LA 6.1.5.c Select and apply knowledge of context clues (e.g., word, phrase, sentence, and paragraph clues, re-reading) and text features (e.g., glossary, headings, subheadings, index, tables, maps, charts) to determine meaning of unknown words in a variety of text structures		P							

	SOUTH SIOUX CITY SCHOOL DISTRICT 5-12 Curriculum for English Language Arts 2013-14								
	Students will learn and apply reading skills and strategies to comprehend text.								
	Vocabulary								
	Students will build literary, general academic, and content specific grade level vocabulary.	**5**	**6**	**7**	**8**	**12**	**Knowledge** **(students will understand)**	**Skills** **(students will be able to)**	**Vocabulary**	**When the Standard is Taught**
7	LA 7.1.5.c Select and apply knowledge of context clues (e.g., word, phrase, sentence, and paragraph clues, re-reading) and text features (e.g., glossary, headings, subheadings, index, tables, maps, graphs, charts) appropriate to a particular text to determine meaning of unknown words			S						
8	LA 8.1.5.c Select a context clue strategy to determine meaning of unknown words appropriate to text (e.g., restatement, example, gloss, annotation, sidebar)				S					
12	LA 12.1.5.c Independently apply appropriate strategy to determine meaning of unknown words in text	P	P	S	S	S				
5	LA 5.1.5.d Identify semantic relationships (e.g., multiple meanings, metaphors, similes, idioms, analogies)	P					semantic relationships, (multiple meanings, metaphors, similes, idioms, analogies)	Identify	idioms and analogies	Group LA 5.1.6.d and 5.1.5.d on proficiency scale October-December, make decisions on WHAT we're claiming ownership of with 4th and 6th grade
6	LA 6.1.5.d Identify semantic relationships (e.g., metaphors, similes, idioms, analogies, comparisons)		P							
7	LA 7.1.5.d Analyze semantic relationships (e.g., figurative language, connotations, subtle distinctions)			P						

SOUTH SIOUX CITY SCHOOL DISTRICT
5-12 Curriculum for English Language Arts
2013-14

Students will learn and apply reading skills and strategies to comprehend text.

Vocabulary

	Students will build literary, general academic, and content specific grade level vocabulary.	5	6	7	8	12	Knowledge (students will understand)	Skills (students will be able to)	Vocabulary	When the Standard is Taught
8	LA 8.1.5.d Analyze semantic relationships (e.g., figurative language, connotations, subtle distinctions)				S					
12	LA 12.1.5.d Use semantic relationships to evaluate, defend, and make judgments	P	P	P	S	S				
5	LA 5.1.5.e Determine meaning using print and digital reference materials (e.g., dictionary, thesaurus, glossary)	S					print, digital reference materials (dictionary, thesaurus, glossary)	Determine, using		Ongoing
6	LA 6.1.5.e Determine meaning using print and digital reference materials (e.g., dictionary, thesaurus glossary)		S							
7	LA 7.1.5.e Determine meaning using print and digital reference materials			S						
8	LA 8.1.5.e Determine meaning using print and digital reference materials				S					
12	LA 12.1.5.e Determine meaning using print and digital reference materials	S	S	S	S	S				

SOUTH SIOUX CITY SCHOOL DISTRICT
5-12 Curriculum for English Language Arts
2013-14

Students will learn and apply reading skills and strategies to comprehend text.

Comprehension

Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade-level text.	5	6	7	8	12	Knowledge (students will understand)	Skills (students will be able to)	Vocabulary	When the Standard is Taught
5 LA 5.1.6.a Identify author's purpose(s) (e.g., explain, entertain, inform, persuade) and recognize how author perspective (e.g., beliefs, assumptions, biases) influences text	P					**Author's Purpose,** (explain, entertain, inform, persuade) **Author's Perspective(4-5)**	Identify, recognize	biase	January-May
6 LA 6.1.6.a Explain how author's purpose and perspective affect the meaning and reliability of the text		P						beliefs, assumptions, biases	
7 LA 7.1.6.a Analyze the meaning, reliability, and validity of the text considering author's purpose, and perspective			S						
8 LA 8.1.6.a Analyze the meaning, reliability, and validity of the text considering author's purpose, perspective, and information from additional sources				P					
12 LA 12.1.6.a Evaluate the meaning, reliability, and validity of the text considering author's purpose, perspective, and information from additional sources	P	P	S	P	P				
5 LA 5.1.6.b Identify and analyze elements of narrative text (e.g., character development, setting, plot, theme)	P					Elements of narrative text, (**character development,** setting, **plot**, theme)	Identify, analyze	rising action, climax, falling action	5.1.6.b and 5.1.6.c grouped on proficiency scale September

Students will learn and apply reading skills and strategies to comprehend text.

Comprehension

		5	6	7	8	12	Knowledge (students will understand)	Skills (students will be able to)	Vocabulary	When the Standard is Taught
6	LA 6.1.6.b Identify and analyze elements of narrative text (e.g., character development, setting, plot development, conflict, point of view, theme)		P							
7	LA 7.1.6.b Identify and analyze elements of narrative text (e.g., character development, setting, plot development, conflict, point of view, theme			P						
8	LA 8.1.6.b Identify and analyze elements of narrative text (e.g., character development, setting, plot development, conflict, point of view, inferred and recurring themes)				P					
12	LA 12.1.6.b Analyze and evaluate narrative text (e.g., characterization, setting, plot development, internal and external conflict, inferred and recurring themes, point of view, tone, mood)	P	P	P	P	P				
5	LA 5.1.6.c Summarize narrative text including characters, setting, plot, and theme with supporting details	P					Summary of narrative text, characters, setting, plot, and theme with supporting details	Summarize	summarize	5.1.6.b and 5.1.6.c grouped on proficiency scale September
6	LA 6.1.6.c Summarize narrative text using understanding of characters, setting, sequence of events, plot, and theme		P							
	Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade-level text.	**5**	**6**	**7**	**8**	**12**	**Knowledge (students will understand)**	**Skills (students will be able to)**	**Vocabulary**	**When the Standard is Taught**

SOUTH SIOUX CITY SCHOOL DISTRICT
5-12 Curriculum for English Language Arts
2013-14

Students will learn and apply reading skills and strategies to comprehend text.

Comprehension

5	LA 5.1.6.d Identify literary devices and explain the ways in which language is used (e.g., simile, metaphor, alliteration, onomatopoeia, imagery, rhythm)	P					literary devices, language use, simile, metaphor, alliteration, onomatopoeia**, imagery**, rhythm	Identify, explain	imagery, figurative language/ literary device	5.1.5.d and 5.1.6.d grouped together on proficiency scale
6	LA 6.1.6.d Interpret and explain the author's use of literary devices (e.g., simile, metaphor, alliteration, onomatopoeia, imagery, rhythm)		P							
7	LA 7.1.6.c Analyze author's use of literary devices (e.g., foreshadowing, personification, idiom, oxymoron, hyperbole, flashback, suspense, symbolism, irony)			P						
8	LA 8.1.6.c Analyze author's use of literary devices (e.g., foreshadowing, personification, idiom, oxymoron, hyperbole, flashback, suspense, symbolism, irony, transitional devices)				P					
12	LA 12.1.6.c Analyze the function and critique the effects of the author's use of stylistic and literary devices (e.g., allusion, symbolism, irony, foreshadowing, flashback, metaphor, personification, epiphany, oxymoron, dialect, tone, mood, transitional devices)	P	P	P	P	P				

Students will learn and apply reading skills and strategies to comprehend text.

Comprehension

Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade-level text.	5	6	7	8	12	Knowledge (students will understand)	Skills (students will be able to)	Vocabulary	When the Standard is Taught
5 LA 5.1.6.e Summarize and analyze the main idea from informational text using supporting details	P					main idea, informational text, supporting details	Summarize, analyze, using		Oct.-Nov.
6 LA 6.1.6.e Summarize, analyze, and synthesize informational text using main idea and supporting details		P							
7 LA 7.1.6.d Summarize, analyze, and synthesize informational text using main idea and supporting details			P						
8 LA 8.1.6.d Summarize, analyze, and synthesize informational text using main idea and supporting details				P					
12 LA 12.1.6.d Summarize, analyze, synthesize, and evaluate informational text	P (?)	P	P	P	P				
5 LA 5.1.6.f Understand and apply knowledge of organizational patterns found in informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion)	P					organizational patterns, informational text, (**sequence**, description, cause and effect, compare/contrast, **fact/opinion**)	Understand, apply	organizational pattern, text structure, sequence, fact/opinion, cause and effect, compare/contrast, description	January
6 LA 6.1.6.f Apply knowledge of organizational patterns found in informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion)		S							

Students will learn and apply reading skills and strategies to comprehend text.

Comprehension

		5	6	7	8	12	Knowledge (students will understand)	Skills (students will be able to)	Vocabulary	When the Standard is Taught
7	LA 7.1.6.e Apply knowledge of organizational patterns found in informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion, proposition/support)			S						
8	LA 8.1.6.e Apply knowledge of organizational patterns found in informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion, proposition/support)				S					
12	LA 12.1.6.e Apply knowledge of organizational patterns found in informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion, proposition/support, concept definition, question/answer)	P	S	S	S	P				
	Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade-level text.	**5**	**6**	**7**	**8**	**12**	**Knowledge (students will understand)**	**Skills (students will be able to)**	**Vocabulary**	**When the Standard is Taught**
5	LA 5.1.6.g Apply knowledge of text features to locate information and gain meaning from a text (e.g., index, maps, charts, tables, graphs, headings, subheadings)	P					Text features, information, meaning, text, (index, maps, charts, tables, graphs, headings, subheadings)	Apply, locate, gain	captions, index, diagram, labels	Group 5.1.5.c and 5.1.6.g together for proficiency scale

Students will learn and apply reading skills and strategies to comprehend text.

Comprehension

6	LA 6.1.6.g Apply knowledge of text features to locate information and gain meaning from a text (e.g., index, maps, charts, tables, graphs, headings, subheadings)	P							
7	LA 7.1.6.f Apply knowledge of text features to locate information and gain meaning from a text (e.g., index, annotations, maps, charts, tables, graphs, headings, subheadings)		S						
8	LA 8.1.6.f Analyze and evaluate information from text features (e.g., index, annotations, maps, charts, tables, graphs, headings, subheadings, lists)			S					
12	LA 12.1.6.f Analyze and evaluate information from text features (e.g., index, annotations, photographs, charts, tables, graphs, headings, subheadings, lists)	P	P	S	S	S			
5	LA 5.1.6.h Describe the defining characteristics of narrative and informational genres (e.g., textbooks, myths, fantasies, science fiction, drama, periodicals, essays)	P					Characteristics, narrative and informational genres (textbooks, **myths, fantasies, science fiction, drama, periodicals, essays)**	Describe, define	myths, fantasies, science fiction, drama, periodicals, essays	January-May--group 5.1.6.h, i, j for proficency scale
6	LA 6.1.6.h Distinguish between the defining characteristics of different narrative and informational genres (e.g., textbooks, myths, fantasies, science fiction, drama, periodicals, and essays)		P						

SOUTH SIOUX CITY SCHOOL DISTRICT
5-12 Curriculum for English Language Arts
2013-14

Students will learn and apply reading skills and strategies to comprehend text.

Comprehension

							Knowledge (students will understand)	Skills (students will be able to)	Vocabulary	When the Standard is Taught
7	LA 7.1.6.g Explain and make inferences based on the characteristics of narrative and informational genres (e.g., textbooks, myths, fantasies, science fiction, drama, periodicals, essays)			P						
8	LA 8.1.6.g Analyze and make inferences based on the characteristics of narrative and informational genres				S					
12	LA 12.1.6.g Analyze, evaluate, and make inferences based on the characteristics of narrative and informational genres and provide evidence from the text to support understanding	S	P	P	S	P				
	Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade-level text.	**5**	**6**	**7**	**8**	**12**	**Knowledge (students will understand)**	**Skills (students will be able to)**	**Vocabulary**	**When the Standard is Taught**
5	LA 5.1.6.i Recognize the social, historical, cultural, and biographical influences in a variety of genres	S					social, historical, cultural, and biographical influences in a variety of genres	Recognize		January-May--group 5.1.6.h, i, j for proficency scale
6	LA 6.1.6.i Describe the social, historical, cultural, and biographical influences in a variety of genres		S							
7	LA 7.1.6.h Explain the social, historical, cultural, and biographical influences in a variety of genres			S						
8	LA 8.1.6.h Analyze a variety of genres for the social, historical, cultural, and biographical influences				S					

Students will learn and apply reading skills and strategies to comprehend text.

Comprehension

							Knowledge (students will understand)	Skills (students will be able to)	Vocabulary	When the Standard is Taught
12	LA 12.1.6.h Critique the effects of historical, cultural, political, and biographical influences in a variety of genres	S	S	S	S	S				
5	LA 5.1.6.j Use narrative and informational text to develop a national and global multi-cultural perspective	S					narrative, informational text, national and global multi-cultural perspective	Use, develop		January-May--group 5.1.6.h, i, j for proficency scale
6	LA 6.1.6.j Use narrative and informational text to develop a national and global multi-cultural perspective		S							
7	LA 7.1.6.i Use narrative and informational text to develop a national and global multi-cultural perspective			S						
8	LA 8.1.6.i Use narrative and informational text to develop a national and global multi-cultural perspective				S					
12	LA 12.1.6.i Use narrative and informational text to develop a national and global multi-cultural perspective	S	S	S	S	S				
	Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade-level text.	**5**	**6**	**7**	**8**	**12**	**Knowledge (students will understand)**	**Skills (students will be able to)**	**Vocabulary**	**When the Standard is Taught**
5	LA 5.1.6.k Generate and/or answer literal, inferential, critical, and interpretive questions, supporting answers using prior knowledge and literal and inferential information from the text and additional sources	P					literal, inferential, critical, and interpretive questions, supporting answers, prior knowledge, literal and inferential information, text, additional sources	Generate, answer, supporting, using	literal, inferential, critical, and interpretive questions	Ongoing Qtr. 1-4-combined with 5.1.6m,n,o,p on proficiency scale

	SOUTH SIOUX CITY SCHOOL DISTRICT **5-12 Curriculum for English Language Arts** **2013-14**								
	Students will learn and apply reading skills and strategies to comprehend text.								
	Comprehension								
6	LA 6.1.6.k Generate and/or answer literal, inferential, critical, and interpretive questions, supporting answers using prior knowledge and information from the text and additional sources		P						
7	LA 7.1.6.j Generate and/or answer literal, inferential, critical, and interpretive questions, analyzing prior knowledge, information from the text and additional sources, to support answers			P					
8	LA 8.1.6.j Generate and/or answer literal, inferential, critical, and interpretive questions, analyzing and synthesizing prior knowledge, information from the text and additional sources, to support answers				P				
12	LA 12.1.6.j Generate and/or answer literal, inferential, critical, and interpretive questions by analyzing, synthesizing, and evaluating prior knowledge, information from the text, and additional sources to support answers	P	S	P	P	P			
5	LA 5.1.6.l Select text for a particular purpose (e.g., information, pleasure, answer a specific question)	P					purpose for selecting a text, (information, pleasure, answer a specific question)	Select, answer	Group 5.1.6.a and 5.1.6.l together on the proficiency scale, Jan-May
6	LA 6.1.6.l Select text for a particular purpose (e.g., information, pleasure, answer a specific question)		S						
7	LA 7.1.6.k Select text for a particular purpose (e.g., understand, interpret, enjoy, solve problems, form an opinion, answer a specific question, discover models for own writing)			S					

Students will learn and apply reading skills and strategies to comprehend text.

Comprehension

		5	6	7	8	12				
8	LA 8.1.6.k Select text for a particular purpose (e.g., understand, interpret, enjoy, solve problems, form an opinion, answer a specific question, discover models for own writing)				S					
12	LA 12.1.6.k Select a text for a particular purpose (e.g., understand a specific viewpoint, enjoyment, solve problems, form an opinion, discover models for own writing, predict outcomes, accomplish a task)	S	S	S	S	P				

	Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade-level text.	**5**	**6**	**7**	**8**	**12**	**Knowledge (students will understand)**	**Skills (students will be able to)**	**Vocabulary**	**When the Standard is Taught**
5	LA 5.1.6.m Build and activate prior knowledge in order to identify text to self, text to text, and text to world connections before, during, and after reading	S					Prior Knowledge, text to self, text to text, and text to world connections before, during, and after reading	build, activate, identify		Ongoing Qtr. 1-4-combined with 5.1.6m,n,o,p on proficiency scale
6	LA 6.1.6.m Build and activate prior knowledge in order to identify text to self, text to text, and text to world connections before, during, and after reading		S							
7	LA 7.1.6.l Build and activate prior knowledge in order to clarify text, deepen understanding, and make connections while reading			S						
8	LA 8.1.6.l Build and activate prior knowledge in order to clarify text, deepen understanding, and make connections while reading				S					

SOUTH SIOUX CITY SCHOOL DISTRICT
5-12 Curriculum for English Language Arts
2013-14

Students will learn and apply reading skills and strategies to comprehend text.

Comprehension

12	LA 12.1.6.l Build and activate prior knowledge in order to clarify text, deepen understanding, and make connections while reading	S	S	S	S	P				
5	LA 5.1.6.n Self-monitor comprehension by recognizing when meaning is disrupted and apply strategies to clarify, confirm, or correct	S					Comprehension, meaning, strategies	self-monitor, recognizing, apply strategies to clarify, confirm, correct		Ongoing Qtr. 1-4-combined with 5.1.6m,n,o,p on proficiency scale
6	LA 6.1.6.n Self-monitor comprehension for accuracy and understanding when errors detract from meaning by applying appropriate strategies to self-correct		S							
7	LA 7.1.6.m Self-monitor comprehension for accuracy and understanding when errors detract from meaning by applying appropriate strategies to self-correct			S						
8	LA 8.1.6.m Self-monitor comprehension for accuracy and understanding when errors detract from meaning by applying appropriate strategies to self-correct				S					
12	LA 12.1.6.m Self-monitor comprehension for accuracy and understanding when errors detract from meaning by applying appropriate strategies to self-correct	S	S	S	S	S				
5	LA 5.1.6.o Use examples and details to make inferences or logical predictions while previewing and reading text	S					examples, details, inferences, predictions	Use, make, while previewing, reading	foreshadow an d flashback	Ongoing Qtr. 1-4-combined with 5.1.6m,n,o,p on proficiency scale
6	LA 6.1.6.o Use examples and details to make inferences or logical predictions while previewing and reading text		P							

SOUTH SIOUX CITY SCHOOL DISTRICT
5-12 Curriculum for English Language Arts
2013-14

Students will learn and apply reading skills and strategies to comprehend text.

Comprehension

		5	6	7	8	12	Knowledge (students will understand)	Skills (students will be able to)	Vocabulary	When the Standard is Taught
7	LA 7.1.6.n Use examples and details to make inferences or logical predictions while previewing and reading text			S						
8	LA 8.1.6.n Make complex or abstract inferences or predictions by synthesizing information while previewing and reading text				S					
12	LA 12.1.6.n Make complex or abstract inferences or predictions by synthesizing information while previewing and reading text	S	P	S	S	P				
	Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade-level text.	**5**	**6**	**7**	**8**	**12**	**Knowledge (students will understand)**	**Skills (students will be able to)**	**Vocabulary**	**When the Standard is Taught**
5	LA 5.1.6.p Respond to text verbally, in writing, or artistically	S					text	Respond to text verbally, in writing, or artistically		Ongoing Qtr. 1-4-combined with 5.1.6m,n,o,p on proficiency scale
6	LA 6.1.6.p Respond to text verbally, in writing, or artistically		S							
7	LA 7.1.6.o Respond to text verbally, in writing, or artistically			S						
8	LA 12.1.6.oRespond to text verbally, in writing, or artistically				S					
12	Respond to text verbally, in writing, or artistically	S	S	S	S	P				

Students will learn and apply writing skills and strategies to communicate.

Writing Process

Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other standard conventions appropriate for grade level.	5	6	7	8	12	Knowledge (students will understand)	Skills (students will be able to)	Vocabulary	When the Standard is Taught
5 LA 5.2.1.a Use prewriting activities and inquiry tools to generate and organize information, guide writing, and answer questions (e.g., sketch, brainstorm, map, outline, diagram, free write, graphic organizer, digital idea mapping tool)	S					Prewriting activities and inquiry tools, information, writing, questions (sketch, brainstorm, map, outline, diagram, free write, graphic organizer, digital idea mapping tool)	Use, generate, organize, guide, answer	sketch, brainstorm, map, outline, diagram, free write, graphic organizer, digital idea mapping tool	ongoing
6 LA 6.2.1.a Use prewriting activities and inquiry tools, using available technology, to generate and organize information, guide writing, answer questions		P							
7 LA 7.2.1.a Use prewriting activities and inquiry tools, using available technology, to generate and organize information, guide writing and answer questions			S						
8 LA 8.2.1.a Use prewriting activities and inquiry tools to generate and organize information, guide writing, answer questions, and synthesize information				S					
12 LA 12.2.1.a Select and use appropriate prewriting tools to generate and organize information, guide writing, answer questions, and synthesize information	S	P	S	S	S				

SOUTH SIOUX CITY SCHOOL DISTRICT
5-12 Curriculum for English Language Arts
2013-14

Students will learn and apply writing skills and strategies to communicate.

Writing Process

	Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other standard conventions appropriate for grade level.	5	6	7	8	12	Knowledge (students will understand)	Skills (students will be able to)	Vocabulary	When the Standard is Taught
5	LA 5.2.1.b Generate a draft by: • Selecting and organizing ideas relevant to topic, purpose, and genre • Composing paragraphs with simple and compound sentences of varying length, and complexity, and type (e.g., declarative, interrogative, exclamatory, and imperative) • Developing details and transitional phrases that link one paragraph to another	P					draft, ideas relevant to topic, purpose, genre, paragraphs, simple and compound sentences, details, transitional phrases	selecting, organizing, composing, developing, link	simple and compound sentences, declarative, interrogative, exclamatory, and imperative	ongoing
6	LA 6.2.1.b Generate a draft by: • Selecting and organizing ideas relevant to topic, purpose, and genre • Composing paragraphs with simple, compound, and complex sentences, avoiding fragments and run-ons of varying length and complexity • Concluding with detailed summary linked to the purpose of the composition		S							
7	LA 7.2.1.b Generate a draft by: • Selecting and organizing ideas relevant to topic, purpose, and genre • Composing paragraphs with sentences of varying length and complexity avoiding fragments and run-ons • Using effective transitional words and cues to unify important ideas			P						

SOUTH SIOUX CITY SCHOOL DISTRICT
5-12 Curriculum for English Language Arts
2013-14

Students will learn and apply writing skills and strategies to communicate.

Writing Process

	Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other standard conventions appropriate for grade level.	5	6	7	8	12	Knowledge (students will understand)	Skills (students will be able to)	Vocabulary	When the Standard is Taught
8	LA 8.2.1.b Generate a draft by: • Defining and stating a thesis • Structuring ideas and arguments in an effective and sustained way, following an organizational pattern appropriate to the purpose and intended audience • Identifying and using parallelism to present items in a series and items juxtaposed for emphasis				P					
12	LA 12.2.1.b Generate a draft by: • Constructing clearly worded and effectively placed thesis statements that convey a clear perspective on the subject • Structuring ideas and arguments in an effective and sustained way, following an organizational pattern appropriate to the purpose and intended audience • Applying standard rules of sentence formation, including parallel structure and subordination	P	S	P	P	P				
5	LA 5.2.1.c Revise to improve writing (e.g., quality of ideas, organization, sentence fluency, word choice, voice)	S					Revision, writing, ideas, organization, sentence fluency, word choice, voice	Revise, improve	ideas, organization, sentence fluency, word choice, voice	ongoing
6	LA 6.2.1.c Revise to improve writing (e.g., quality of ideas, organization, sentence fluency, word choice, voice)		S							
7	LA 7.2.1.c Revise to improve writing (e.g., quality of ideas, organization, sentence fluency, word choice, voice)			S						

Students will learn and apply writing skills and strategies to communicate.

Writing Process

	Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other standard conventions appropriate for grade level.	5	6	7	8	12	Knowledge (students will understand)	Skills (students will be able to)	Vocabulary	When the Standard is Taught
8	LA 8.2.1.c Revise to improve writing (e.g., quality of ideas, organization, sentence fluency, word choice, voice)			S						
12	LA 12.2.1.c Revise to improve writing (e.g., quality of ideas, organization, sentence fluency, word choice, voice)	S	S	S	S	S				
5	LA 5.2.1.d Provide oral, written, and/or electronic feedback to other writers; utilize others' feedback to improve own writing	S					oral, written, and/or electronic feedback	Provide, utilize, improve	feedback	ongoing
6	LA 6.2.1.d Provide oral, written, and/or electronic feedback to other writers; utilize others' feedback to improve own writing		S							
7	LA 7.2.1.d Provide oral, written, and/or electronic feedback to other writers; utilize others feedback to improve own writing			S						
8	LA 8.2.1.d Provide oral, written, and electronic feedback to other writers; utilize others' feedback to improve own writing				S					
12	LA 12.2.1.d Provide oral, written and/or electronic feedback to other writers; utilize others feedback to improve own writing	S	S	S	S	S				
5	LA 5.2.1.e Edit writing for format and conventions (e.g., spelling, capitalization, grammar, punctuation)	S					format and conventions (spelling, capitalization, grammar, punctuation)	Edit	spelling, grammar, punctuation, capitalization	ongoing
6	LA 6.2.1.e Edit writing for format and conventions (e.g., spelling, capitalization, grammar, punctuation)		S							
7	LA 7.2.1.e Edit writing for format and conventions (e.g., spelling, capitalization, grammar, punctuation)			S						

Students will learn and apply writing skills and strategies to communicate.

Writing Process

	Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other standard conventions appropriate for grade level.	5	6	7	8	12	Knowledge (students will understand)	Skills (students will be able to)	Vocabulary	When the Standard is Taught
8	LA 8.2.1.e Edit writing for format and conventions (e.g., spelling, capitalization, grammar, punctuation)				P					
12	LA 12.2.1.e Edit writing for format and conventions (e.g., spelling, capitalization, grammar, punctuation)	S	S	S	P	S				
5	LA 5.2.1.f Publish a legible document (e.g. report, digital story) applying formatting techniques (e.g., indenting paragraphs, titles)	P					Published document (report, digital story), formatting techniques (indenting paragraphs, titles)	Publish, apply		ongoing
6	LA 6.2.1.f Publish a legible document (e.g., report, podcast, web page, PowerPoint) that applies formatting techniques to aid comprehension (e.g., differing fonts, title page, highlighting, spacing)		S							
7	LA 7.2.1.f Publish a legible document (e.g., report, podcast, web page, PowerPoint) that applies formatting techniques to aid comprehension (e.g., differing fonts, title page, highlighting, spacing)			S						
8	LA 8.2.1.f Publish a legible document that applies formatting techniques to contribute to the readability and impact of the document (e.g., fonts, spacing, highlighting, images, style conventions, manuscript requirements)				S					

Students will learn and apply writing skills and strategies to communicate.

Writing Process

	Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other standard conventions appropriate for grade level.	5	6	7	8	12	Knowledge (students will understand)	Skills (students will be able to)	Vocabulary	When the Standard is Taught
12	LA 12.2.1.f Publish a legible document that applies formatting techniques to contribute to the readability and impact of the document (e.g., fonts, spacing, highlighting, images, style conventions, manuscript requirements)	P	S	S	S	P				

Students will learn and apply writing skills and strategies to communicate.

Writing Genres

Students will write for a variety of purposes and audiences in multiple genres.	5	6	7	8	12	Knowledge (students will understand)	Skills (students will be able to)	Vocabulary	When the Standard is Taught
5 LA 5.2.2.a Write in a selected genre considering purpose (e.g., inform, entertain, persuade, instruct)	S					genre, purpose, inform, entertain, persuade, instruct	write, consider	inform, entertain, persuade, instruct, describe and explain	ongoing
6 LA 6.2.2.a Write in a selected genre considering purpose (e.g., inform,		S							
7 LA 7.2.2.a Write in a variety of genres, considering purpose (e.g., inform,			P						
8 LA 8.2.2.a Write in a variety of genres, considering purpose and audience				S					
12 LA 12.2.2.a Write in a variety of genres, considering purpose, audience, medium,	S	S	P	S	P				
5 LA 5.2.2.b Write to a specified audience considering interests, background knowledge, and expectations (e.g., known or unknown individual, business, organization)	S					Audience, interests, background knowledge, expectations (known or unknown individual, business, organization)	write, consider		ongoing
6 LA 6.2.2.b Write to a specified audience considering interests, background knowledge, and expectations (e.g., known or unknown individual, business, organization, cyber audience)		S							
7 LA 7.2.2.b Write in a variety of genres, considering audience (e.g., a known or unknown individual, a business, organization, or cyber audience)	S	S	S						

	SOUTH SIOUX CITY SCHOOL DISTRICT 5-12 Curriculum for English Language Arts 2013-14									
	Students will learn and apply writing skills and strategies to communicate.									
	Writing Genres									
	Students will write for a variety of purposes and audiences in multiple genres.	**5**	**6**	**7**	**8**	**12**	**Knowledge** **(students will understand)**	**Skills** **(students will be able to)**	**Vocabulary**	**When the Standard is Taught**
5	LA 5.2.2.c Write considering tone/voice and typical characteristics of a selected genre (e.g., memoir, biography, report, persuasive letter, poem, essay)	P					Tone/voice and typical characteristics, selected genre (memoir, biography, report, **persuasive letter, poem, essay**)	write, consider	memoir, persuasive letter, poem, essay, descriptive	ongoing
6	LA 6.2.2.c Write considering typical characteristics of the selected genre (e.g., biography, report, business memo, poem, essay, email, podcast)		S							
7	LA 7.2.2.c Write considering typical characteristics of the selected genre (e.g., letter to the editor, report, email, class notes, essay, research paper, play)			S						
8	LA 8.2.2.b Write considering typical characteristics of the selected genre (e.g., business letter, report, email, class notes, research paper, play, web page/blog)				S					
12	LA 12.2.2.b Write considering typical characteristics of the selected genre (e.g., resume, brochure, web page/blog, news article, job application and accompanying cover letter, senior project, college application essay)	P	S	S	S	P				
5	LA 5.2.2.d Select and apply an organizational structure appropriate to the task (e.g., logical, sequential order, description)	P					organizational structure (logical, sequential order, **description**)	select, apply	logical, sequential order, **description**	ongoing

Students will learn and apply writing skills and strategies to communicate.

Writing Genres

	Students will write for a variety of purposes and audiences in multiple genres.	5	6	7	8	12	Knowledge (students will understand)	Skills (students will be able to)	Vocabulary	When the Standard is Taught
6	LA 6.2.2.d Select and apply an organizational structure appropriate to the task (e.g., chronological order, cause and effect, compare and contrast)		S							
7	LA 7.2.2.d Select and apply an organizational structure appropriate to the task (e.g., order of importance, similarity and difference, posing and answering a question)			S						
8	LA 8.2.2.c Select and apply an organizational structure appropriate to the task (e.g., problem/solution, persuasion)				S					
12	LA 12.2.2.c Select and apply an organizational structure appropriate to the task	P	S	S	S	P				
5	LA 5.2.2.e Analyze models and examples (own and others) of various genres to create a similar piece	S					models, examples, various genres, similar piece	Analyze, create		ongoing
6	LA 6.2.2.e Analyze models and examples (own and others) of various genres in order to create a similar piece		S							
7	LA 7.2.2.e Analyze models and examples (own and others) of various genres in order to create a similar piece			S						
8	LA 8.2.2.d Analyze models and examples (own and others) of various genres in order to create a similar piece				S					

	SOUTH SIOUX CITY SCHOOL DISTRICT 5-12 Curriculum for English Language Arts 2013-14								
	Students will learn and apply writing skills and strategies to communicate.								
	Writing Genres								

	Students will write for a variety of purposes and audiences in multiple genres.	5	6	7	8	12	Knowledge (students will understand)	Skills (students will be able to)	Vocabulary	When the Standard is Taught
12	LA 12.2.2.d Analyze models and examples (own and others) of various genres in order to create a similar piece	S	S	S	S	S				

SOUTH SIOUX CITY SCHOOL DISTRICT
5-12 Curriculum for English Language Arts
2013-14

Students will learn and apply speaking and listening skills and strategies to communicate.

Speaking Skills

	Students will develop and apply speaking skills to communicate key ideas in a variety of situations.	4	5	6	7	8	12	Knowledge (students will understand)	Skills (students will be able to)	Vocabulary	When the Standard is Taught
5	LA 5.3.1.a Communicate ideas and information in a manner appropriate for the purpose and setting	S	S					ideas, information, purpose, setting	communicate		ongoing
6	LA 6.3.1.a Communicate ideas and information in a manner appropriate for the purpose and setting			S							
7	LA 7.3.1.a Communicate ideas and information in a manner appropriate for the purpose and setting				S						
8	LA 8.3.1.a Communicate ideas and information in a manner appropriate for the purpose and setting					P					
12	LA 12.3.1.a Communicate ideas and information in a manner appropriate for the purpose and setting		S	S	S	P	P				
5	LA 5.3.1.b Demonstrate speaking techniques for a variety of purposes and situations	S	S					speaking techniques, purposes, situations	demonstrate		ongoing
6	LA 6.3.1.b Demonstrate and adjust speaking techniques for a variety of purposes and situations			S							
7	LA 7.3.1.b Demonstrate and adjust speaking techniques for a variety of purposes and situations				S						
8	LA 8.3.1.b Demonstrate and adjust speaking techniques for a variety of purposes and situations					S					

Students will learn and apply speaking and listening skills and strategies to communicate.

Speaking Skills

Students will develop and apply speaking skills to communicate key ideas in a variety of situations.	4	5	6	7	8	12	Knowledge (students will understand)	Skills (students will be able to)	Vocabulary	When the Standard is Taught
12 LA 12.3.1.b Demonstrate and adjust speaking techniques for a variety of purposes and situations		S				P				
5 LA 5.3.1.c Utilize available media to enhance communication (e.g., projection system, presentation software)	S	S					media, communication, projection system, presentation software	utilize		ongoing
6 LA 6.3.1.c Utilize available media to enhance communication			S							
7 LA 7.3.1.c Utilize available media to enhance communication				P						
8 LA 8.3.1.c Utilize available media to enhance communication					S					
12 LA 12.3.1.c Utilize available media to enhance communication		S	S	P	S	P				

Students will learn and apply speaking and listening skills and strategies to communicate.

Listening Skills

	Students will develop and apply active listening skills across a variety of situations.	4	5	6	7	8	12	Knowledge (students will understand)	Skills (students will be able to)	Vocabulary	When the Standard is Taught
5	LA 5.3.2.a Demonstrate listening skills needed for multiple situations and modalities (e.g., video, audio, distance, one-to-one, group)	S	S					listening skills, multiple situations, modalities (video, audio, distance, one-to-one, group)	Demonstrate		ongoing
6	LA 6.3.2.a Demonstrate listening skills needed for multiple situations and modalities (e.g., video, audio, distance, one-to-one, group)			S							
7	LA 7.3.2.a Apply listening skills needed for multiple situations and modalities (e.g., video, audio, distance, one-to-one, group)				S						
8	LA 8.3.2.a Apply listening skills needed for multiple situations and modalities (e.g., video, audio, distance, one-to-one, group)					S					
12	LA 12.3.2.a Apply listening skills needed to summarize and evaluate information given in multiple situations and modalities (e.g., video, audio, distance, one-to-one, group)		S	S	S	S	S				
5	LA 5.3.2.b Listen and ask questions to clarify, and take notes to ensure accuracy of information	P	S(?)					questions, notes, information	listen, ask, clarify, take notes, ensure accuracy		ongoing (LA 5.1.6k)
6	LA 6.3.2.b Listen, ask questions to clarify, and take notes to ensure accuracy of information			P							
7	LA 7.3.2.b Listen and ask probing questions to elicit information				P						
8	LA 8.3.2.b Listen and ask questions concerning the speaker's content, delivery, and purpose.					S					

SOUTH SIOUX CITY SCHOOL DISTRICT
5-12 Curriculum for English Language Arts
2013-14

Students will learn and apply speaking and listening skills and strategies to communicate.

Listening Skills

	Students will develop and apply active listening skills across a variety of situations.	4	5	6	7	8	12	Knowledge (students will understand)	Skills (students will be able to)	Vocabulary	When the Standard is Taught
12	LA 12.3.2.b Listen and respond to messages by expressing a point of view on the topic using questions, challenges, or affirmations		S (?)	P	P	S	P				
5	LA 5.3.2.c Listen to, summarize, and interpret message and purpose of information being communicated	P	S (?)					message, purpose, information	listen to, summarize, interpret		ongoing (LA 5.1.6c, LA 5.1.6e)
6	LA 6.3.2.c Listen to, analyze, and evaluate message, purpose, and perspective of information being communicated			S							
7	LA 7.3.2.c Listen to, analyze, and evaluate message, purpose, and perspective of information being communicated				S						
8	LA 8.3.2.c Listen to, analyze, and evaluate thoughts, ideas, and credibility of information being communicated					P					
12	LA 12.3.2.c Listen to and evaluate the clarity, quality, and effectiveness of important points, arguments, and evidence being communicated		S	S	S	P	P				

Students will learn and apply speaking and listening skills and strategies to communicate.

Reciprocal Communication

Students will develop and apply reciprocal communication skills.	4	5	6	7	8	12	Knowledge (students will understand)	Skills (students will be able to)	Vocabulary	When the Standard is Taught
5 LA 5.3.3.a Demonstrate sensitivity to the use of words in general as well as to a particular audience (e.g., stereotypes, connotations, subtleties of language)		S	S					sensitivity, words, audience, stereotypes, connotations, subtleties of language	demonstrate		ongoing
6 LA 6.3.3.a Demonstrate sensitivity to the use of words in general as well as to a particular audience (e.g., stereotypes, connotations, subtleties of language)				S							
7 LA 7.3.3.a Demonstrate sensitivity to the use of words in general as well as to a particular audience (e.g., stereotypes, connotations, subtleties of language)					S						
8 LA 8.3.3.a Demonstrate sensitivity to the use of words (e.g., stereotypes, connotations, subtleties of language)						S					
5 LA 5.3.3.b Apply conversation strategies (e.g., face the speaker, listen while others are talking, gain the floor, eye contact, tone, stay on topic, non-verbal cues)		S	S					conversation strategies, (face the speaker, listen while others are talking, gain the floor, eye contact, tone, stay on topic, non-verbal cues)	apply		ongoing
6 LA 6.3.3.b Apply conversation strategies (e.g., listen while others are talking, gain the floor, eye contact, tone, stay on topic,				S							
7 LA 7.3.3.b Apply conversation strategies (e.g., listen while others are talking, eye contact, tone, stay on topic, non-verbal					S						

SOUTH SIOUX CITY SCHOOL DISTRICT
5-12 Curriculum for English Language Arts
2013-14

Students will learn and apply speaking and listening skills and strategies to communicate.

Reciprocal Communication

	Students will develop and apply reciprocal communication skills.	4	5	6	7	8	12	Knowledge (students will understand)	Skills (students will be able to)	Vocabulary	When the Standard is Taught
5	LA 5.3.3.c Interact and collaborate with others in learning situations by contributing questions, information, opinions, and ideas using a variety of media and formats	S	S					others, learning situations, questions, information, opinions, and ideas, variety of media and formats	interact, collaborate, contributing, using		ongoing
6	LA 6.3.3.c Interact and collaborate with others in learning situations by contributing questions, information, opinions, and ideas using a variety of media and formats			P							
7	LA 7.3.3.c Interact and collaborate with others in learning situations by contributing questions, information, opinions, and ideas using a variety of media and formats				P						
8	LA 8.3.3.b Interact and collaborate with others in learning situations by contributing questions, information, opinions, and ideas using a variety of media and formats					P					
12	LA 8.3.3.b Interact and collaborate with others in learning situations by contributing questions, information, opinions, and ideas using a variety of media and formats					S					
8	LA 8.3.3.c Respect diverse perspectives while collaborating and participating as a member of the community						S				

SOUTH SIOUX CITY SCHOOL DISTRICT 5-12 Curriculum for English Language Arts 2013-14										
Students will learn and apply speaking and listening skills and strategies to communicate.										
Reciprocal Communication										
Students will develop and apply reciprocal communication skills.	**4**	**5**	**6**	**7**	**8**	**12**	**Knowledge (students will understand)**	**Skills (students will be able to)**	**Vocabulary**	**When the Standard is Taught**
12 LA 12.3.3.b Solicit and respect diverse perspectives while searching for information, collaborating, and participating as a member of the community (e.g., sensitivity to the use of words)										